

# *in*sight

## What Makes WSU so Special?

Recent graduates share  
their insights

- ▶ Diversity Film Festival  
a Hit at WSU Vancouver
- ▶ WSU Bestows its First  
National Diversity Award
- ▶ Blues for a King:  
A Professor's Tribute

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# The Power of 1

by Heidi Stanton, WSU Gender Identity/Expression and Sexual Orientation Resource Center

Photos by Adam Mastoon

## WSU Community Participated in Unique Portrait Project

Last summer I contacted professional photographer Adam Mastoon after reading an article about his photo exhibit called *The Shared Heart*. This exhibit used portraits of lesbian, gay, bisexual, and transgender (LGBT) youth and their stories to educate people about differences and inclusion.

I was particularly interested in bringing *The Shared Heart* to Washington State University during April's Power of One Conference for LGBT college students held on the Pullman campus.

After the initial phone conversation with Mastoon, we both felt that the WSU community has its own story to tell. Instead of bringing *The Shared Heart* to campus, he and I decided to create The Power of One Portrait Project. I am very committed to social justice and saw this project as a way to offer the WSU community an opportunity to use their voice to inspire others about the difference each individual can make in the world. I saw it as an opportunity to capture the essence of the campus climate and the role that each individual plays in changing our campus climate.

In early February Mastoon traveled to WSU from his home in Providence, Rhode Island, to work with the thirty students, staff, faculty, and community members that came together to participate in The Power of One.

When asked to reflect on the project, Mastoon said, "The exhibit featured a collaboration of moving photographic portraits created by me, and powerful text and art work produced by courageous and empowered WSU community members willing to share their voices and vision with the community at large.

The photos were printed as 16" X 20" portraits, and the participants then had the opportunity to draw, sketch, or otherwise write in the white space of the portraits to express their thoughts, ideas, hopes, and dreams about improving our campus climate. The resulting exhibit offered a view into the lives of WSU students and faculty, who are committed to using their lives, experiences, and gifts to impact the world for good. The finished portraits are a collective group of voices that will continue to create an inspiring and insightful window into the power that each of our individual lives can generate.

The portraits were on display in the CUB Gallery in August. They are owned by the CUB and will likely be displayed again in the future.



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# A Perfect Match

## Female Engineering Students Matched with Professional Role Models

By Tina Hilding  
WSU College of Engineering and Architecture



Most of us would like to solve the most critical and challenging problems of our time in energy, the environment, and health. We'd like to improve lives, make money, and find jobs even in a difficult economic climate.

But mention a field of study in which many graduates actually accomplish these things, and half the population runs the other way. Engineering remains one of the most gender-segregated fields. WSU, for instance, is in line with national statistics showing that approximately 15 percent of certified engineering students are women.

"We are underutilizing half of the population—at a time when we particularly need engineers to address the critical issues of our time," said Candis Claiborn, dean of the College of Engineering and Architecture (CEA).

Working to attract and keep students—especially women—in engineering, the college has begun a mentoring program.

The program matches freshmen engineering students with a practicing engineer who is a woman from their hometown. The aim is for the two to keep in touch throughout the student's college years, said Cara Poor, assistant professor in the Department of Civil and Environmental Engineering and adviser for the WSU Chapter of the Society for Women Engineers (SWE).

The mentor's role is to provide support and answer questions about the engineering field, as well as to help the student see how her class work relates to what she may want to do in her career. Mostly, Poor said, mentors serve as a way for students to connect with the engineering community.

Mentors and students communicate via email throughout the year. During school breaks, the students and their mentors meet. The student may do a job shadow for a day, tour a facility, or simply meet with her mentor for coffee. Last year, 38 students participated in the program.

Is it making a difference?

"Well...I wouldn't have the future career path I'm on right now without the mentorship program," said Samantha Damiano, a junior in electrical engineering. Damiano met her mentor, Marla Greenlund—an analyst at Lee & Hayes, a law firm specializing in patent law—through the mentorship program.

"When I went to the mentor luncheon, I had never heard of patent law before," Damiano said. "The idea of combining my interest in English as well as engineering and law was fascinating to me. After Dr. Poor paired me with Marla, I had a great source of information on the possibilities of patent law and how to go about becoming an agent."

In addition, Damiano said she has received critical support and encouragement from Greenlund as she has navigated being one of just a few women in several difficult classes.

The program is supported through a gift from Gary ('68, ME) and Sandy ('69, ME) Fryer. Sandy Fryer has been active in the CEA for a number of years, and she serves as a member on advisory boards both for the college and for the

School of Mechanical and Materials Engineering. When she was a student attending WSU, Fryer recalls that several mechanical engineering professors served as mentors for her, and she is now participating in the program as a mentor.

"I don't believe I would have made it through the program without their encouragement," she said. "I would like all engineering students, but particularly women, to have the support of a mentor."

"I hate to see young women miss out on all the potential benefits of having an engineering degree because of stereotypes that make it seem uninteresting to them," she added. "The range of opportunities for engineers is so diverse that there is a job out there that would interest almost every woman entering college this year."

The program came about with the unique opportunity presented when Claiborn became dean, one of just a few women deans of engineering colleges in the United States. While encouragement of students needs to start in middle school and continue through college, starting the mentoring program at WSU was the best way to provide an immediate difference in helping to retain students, Poor said.

The WSU student chapter of the SWE participated in planning the project, and a letter was mailed to engineering alumni asking for volunteer mentors. The response was "tremendous," Fryer said.

The program is among a number of efforts that the college has undertaken to attract and retain students, especially women.

In October, the college held a tea where students, particularly female students, were invited to meet with women faculty members in engineering. It was followed by a special luncheon in Spokane.

These efforts are starting to pay off. Between 2004 and 2009, the number of women in the college increased by 86 percent, and the number of underrepresented minorities increased by 93 percent.

The program continues to look for mentors and students. For more information, see [www.cea.wsu.edu/mentorprogram](http://www.cea.wsu.edu/mentorprogram).



WSU engineering student Kendra Bower (right) visits with her mentor, Deb Gracio, an employee at Battelle Pacific Northwest National Laboratory in Richland, Washington, during a mentoring luncheon on the Pullman campus.

# Healing Gift

## Helps Yakima Valley Youth Learn about Careers in Health Care

By Lorraine Nelson  
WSU College of Pharmacy



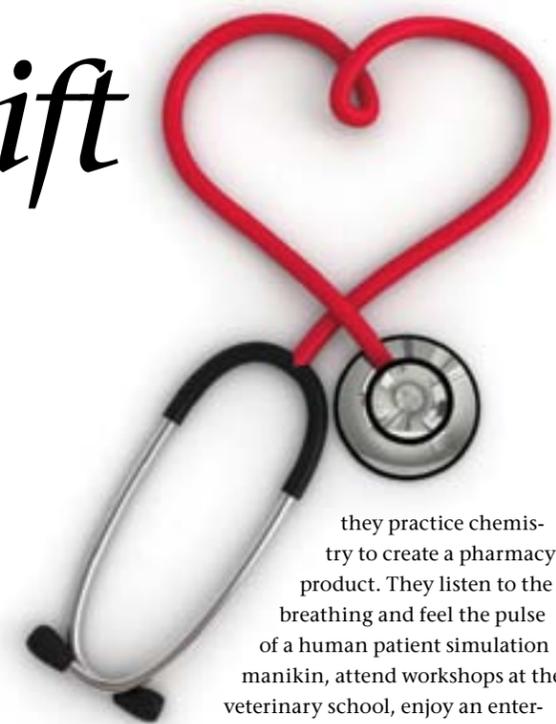
WSU Clinical Assistant Professor Megan Willson teaches camp participants how to listen for the heartbeat on a Human Patient Simulator.

Every summer about 20 Hispanic teenagers from the Yakima Valley spend four days at Washington State University Pullman learning about careers in health care. Should they decide to attend college, most will be the first in their family to do so.

The students are chosen by the Yakima Valley Farm Workers Clinic which first sends them on a three-week journey through various health care professions in Yakima before they are put on a bus to WSU for the final leg of their trip. The Farm Workers Clinic wants the students to consider a healthcare career, with the hope they will return to their communities to work.

The students first attend math and science classes at Yakima Valley Community College for a week, and then spend two weeks job shadowing health care professionals in Yakima before they arrive to stay in a WSU dormitory for the four-day "Exploring Health Careers" camp.

At WSU, the students visit the cadaver lab where they can hold various body organs and see inside the human body. They go to the pharmaceutical compounding lab where



they practice chemistry to create a pharmacy product. They listen to the breathing and feel the pulse of a human patient simulation manikin, attend workshops at the veterinary school, enjoy an entertaining chemistry demonstration, tour a physical therapy office in Pullman, visit with nursing and dental hygiene educators from WSU and Eastern Washington University, and even have a little time for chaperoned fun.

This will be the sixth summer the WSU camp has been part of their journey, and it is made possible by a 1975 College of Pharmacy graduate. Sherry D. Holland believes that in order for pharmacists to understand the needs of different cultures, age groups, and genders, they should have those people in their university classes, and they should have enough of those people in their classes so that others of the same minority groups feel welcome on campus.

Holland remembers how it was to be a female in pharmacology graduate school at a time when there weren't many women pharmacists. She behaved differently to fit in. As a white girl growing up in rural Washington, she also observed how different life was for ethnic minorities.

"Diseases such as diabetes, hypertension, and their sequelae disproportionately affect Native Americans, Alaska Natives, Hispanic/Latinos, and African Americans," says Holland who, with husband Philip Krieter, established the Healing Gift Endowment that pays for much of the camp. "Health care providers from those communities bring an important understanding of the culture and traditions that are crucial to effective treatment of such diseases. It is important that the healing gifts of these students be appropriately developed and shared with others in the pharmacy community."



## DEANS DISCUSS DIVERSITY



### Alphabet Soup of Acronyms is Changing Lives

By Candis Claiborn, Ph.D., Dean  
WSU College of Engineering and Architecture

When engineering administrators talk about increasing enrollment and retention of women and underrepresented minorities in our field, we bandy about a lot of acronyms.

In our college, we've had CSEMS and NWETAP, a SWEET and a CREAM, and now we have ADVANCE and a LSAMP.

These initials and their accompanying long program names may elicit yawns from some, but these programs are directly and significantly changing the lives of students and, in fact, may someday change your life. These programs are working.

#### Here are the results

Between 2004 and 2009, WSU's College of Engineering and Architecture experienced an 86 percent increase in the number of women and a 93 percent increase in the number of minority engineering majors. We've had a 58 percent overall increase in certified majors.

A total of 132 women and 56 students from underrepresented minority groups are currently certified engineering majors, and, in general, are likely to go on to complete their degree.

We have exciting new activities and enthusiasm in some of our professional student groups, such as the Society for Women Engineers (SWE) and the Society of Latino Engineers and Scientists (SOLES). A group of students from the WSU student chapter of the National Society of Black Engineers (NSBE) will attend a national conference this year in Toronto, Canada.

#### Why it's important

There is a dramatic need for engineers to solve some of the biggest challenges our nation faces in energy, the environment, and health. We are proud of our significant success in attracting and keeping an increasing number and variety of talented students who are needed for this important work.

#### And here they are

A few examples of successful programs that are changing lives:

- The *Pacific Northwest Louis Stokes Alliance for Minority Participation (LSAMP)* is a National Science Foundation (NSF)-funded program that works to increase the number of underrepresented minorities in science and engineering fields.
- Our NSF-supported ADVANCE grant seeks to support female faculty in engineering, math, and science. The grant is developing new strategies for faculty recruitment, retention, and advancement.
- *Bridge*, sponsored by the College of Sciences and CEA, is a five-day orientation program for incoming underrepresented students in engineering, math, and science as they start college.
- *Team Mentoring Program (TMP)* is a program that helps to find engineering and science mentors for underrepresented students who are sophomores and transfer students.

Find out more about our efforts at [www.cea.wsu.edu/diversity](http://www.cea.wsu.edu/diversity).

# Diversity Film Festival

## a Hit at WSU Vancouver

By Jorge Guadalupe Lizárraga  
WSU Vancouver Diversity  
Faculty Fellow

**D**enise Beachum looks over the list of nearly seventy films nominated for WSU Vancouver's Third Annual Diversity Film Festival and is excited by the list. "These are some great titles," said Beachum, principal assistant for academic affairs at WSU Vancouver. "It's going to be a lot of work going through this list to pick our final selections. But it's going to be fun too." For Beachum, the Diversity Film Festival is a great starting point for students to learn about other cultures. Films not only entertain us, she maintains, but also inform us and challenge our assumptions about other people, and hopefully move us to have sympathy, compassion, and respect for others.

Beachum and English Assistant Professor Wendy Olson are co-chairs for the 2010 Diversity Film Festival and members of WSU Vancouver's Diversity Council, which sponsors and organizes the festival. The fall 2010 film festival theme is "Women and Diversity." The selected films, explains Olson, represent the multifaceted and culturally specific positions that women occupy across social and economic spectrums that celebrate women's lives, and also engage critical issues.

Olson believes WSU Vancouver's Diversity Film Festival has the potential to inform people and call them to action. Beachum added, "It offers a remedy for ignorance by allowing students to gain a deeper understanding of people whose everyday experience is different from their own."

The festival also provides a shared experience for WSU Vancouver students, which can be a challenge on a commuter campus. Besides the films themselves, film festival goers get to meet and see filmmakers present



Wendy Olson



Denise Beachum

their work. During the first Diversity Film Festival, for example, Portland filmmaker Andy Blubaugh presented a collection of his short films, including two Sundance Film Festival selections. For the 2010 festival, the films will focus on women, representing many world cultures, and the transitions they experience throughout their lives including coming of age and establishing careers.

Olson and Beachum both say their involvement on the Diversity Council and film festival is driven by personal experiences and concerns. "It stems from my long-term commitment to social and economic justice," said Olson. For Beachum it is the curiosity people have about other cultures. "I'm Spanish, Tewa Indian, Irish, and Alsatian. I've been asked many times, 'What are you?' Curiosity is fine, in fact, it's good, so long as the intention is to learn and be respectful."

As she looks at the list one more time before the committee begins their selection process, Beachum says, "I'm hopeful that the festival will offer its audience a greater appreciation for learning about other cultures...and the richness diversity gives life."



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# Blues For a King

By Greg Yasinitzky, D.M.A., WSU School of Music

During the 1980s I was proud and honored to be asked to perform as a saxophonist at a number of Washington State University Martin Luther King Jr. Day Celebrations. For years, I played a variety of pieces including the beautiful hymn *Amazing Grace*. In 1989, I thought it might be appropriate to program something different and original. On the way to the performance, I quickly sketched out the music for a new piece—*Blues For a King*—which my colleagues and I played on the spot.

When creating a new piece of music, a composer can never be certain as to how the listeners may respond. I was pleased that *Blues For a King* seemed to connect in a direct, emotional way with the audience. Since then, *Blues For a King* has been played many times including numerous performances with my jazz quintet Crosscurrent. A recording of *Blues For a King* is included on *Overdue*,

Crosscurrent's debut CD, and is also featured on *Sittin' In With Greg Yasinitzky's Crosscurrent Quintet*, a CD distributed internationally in *Jazz Player* magazine, along with the sheet music for the piece. This made it possible for musicians everywhere to play and improvise with Crosscurrent.

Blues is quintessentially American and therefore an ideal musical form to play in tribute to one of our greatest Americans—Dr. Martin Luther King Jr. *Blues For a King* mixes both traditional and modified blues elements. The melody is constructed largely of notes derived from the “blues scale,” but the harmonic sequence is altered and includes unexpected chords. Perhaps this combination of conventional and unpredictable elements represents something of Dr. King himself, a preacher who used original thinking and unorthodox strategies to fight and challenge injustice.



Saxophonist Greg Yasinitzky and his colleagues from WSU's School of Music: Kathleen Hollingsworth, keyboard; Frederick “Dave” Snider, bass; and Dave Jarvis, drums, perform *Blues for a King* during WSU's 2010 MLK Day Celebration in the Compton Union Building.

To watch the 2010 WSU Martin Luther King Day Celebration performance of *Blues for a King*, visit [saed.wsu.edu/blues](http://saed.wsu.edu/blues).

## Researchers Look for Ways to **BOOST** Women's Academic Careers

By Julie Titone, WSU College of Education



WSU College of Education graduate student Briana Keafer (left) and faculty member Kelly Ward found that academic departments doing the best job of retaining women provide more flexibility to those with family obligations.

Despite studying academic careers for a decade, Professor Kelly Ward can't offer up a recipe for increasing the number of women on faculty. But she knows what colleges shouldn't do: Hire more women and expect that to be enough.

“The most important thing is to have a long view,” said Ward, a Washington State University researcher who emphasizes the need for creating a supportive community. “If your focus is just to complete the search and hire someone who's female, or someone who's from a diverse background, that person is not going to stay long.”

Ward's research was inspired by her own experience as a new mother and new faculty member at the WSU College of Education. For 10 years, she has tracked the careers of 120 women to see how they balance work and family demands. Now she's turned her attention to women's careers in the male-dominated disciplines of science, technology, engineering, and mathematics—known collectively as STEM.

Ward was invited to take part in a five-year, \$3.75 million project funded by the National Science Foundation's Advancement of Women in Academic Science and Engineering Careers program (ADVANCE).

Helping with Ward's ADVANCE project is Briana Keafer, a microbiologist who is working on an education doctoral degree. The two researchers have found that academic departments wanting to retain women try their best to be family friendly.

“For example, starting meetings later or ending them earlier can help faculty members manage work and family more easily,” Ward said. “Another good idea is to ask guest speakers to discuss career issues. Having an established chemist talk about career development in chemistry can be eye-opening for all faculty.”

Ward praised WSU's policy that encourages hiring of academic couples. It's especially common for women in the sciences to be partnered with other scientists, she said. But those couples might not stay if the university community is not a good place to raise children. “This isn't just about WSU and its faculty, but about people's lives,” she said.

### She's not abandoning science, she's improving it

Science and engineering programs could do more to prepare students to be ethical, creative, and insightful professionals. That's how Briana Keafer sees it. Which is why, with a master's in microbiology under her belt, Briana switched career paths and started work on a doctorate in education at WSU Pullman. Her goal is to be a consultant who focuses on the development of university-level STEM curriculum and instruction. She wants to help faculty develop programs that appeal to more women and minorities, and that produce graduates who make a positive difference in the world.

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Nancy Potter holds the Iowa Oral Performance Instrument, the device she used to measure progress in the strengthening of Emily Perry's facial muscles.

# HOPE

**From Tragedy to**

How One Student's Facial Rehabilitation Research is Making an Impact

By Judith Van Dongen, WSU Spokane  
Photos by Emily Perry

Emily Perry's recent study of the effects of strength training on neuromuscular facial rehabilitation could be called unique, even by those who don't use that word lightly. A student in WSU's master of arts in speech and hearing sciences program, Perry studied only one subject, with amazing results. And that subject was herself.

As a child, Perry was involved in a serious accident while riding on a motorcycle with her stepbrother Danny. He was killed instantly; she survived but suffered severe injuries, including facial nerve damage, which caused weakness on the right side of her face.

Perry was never formally treated for her facial paralysis, since it did not negatively affect her speech. She hadn't even really given it much thought until she talked to assistant professor of speech and hearing sciences Nancy Potter last spring after a class.



Perry and Potter next to a poster explaining their research at the 2010 International Conference on Motor Speech.

Having done some facial rehabilitation treatment in her prior career as a speech-language pathologist, Potter offered to work with her. She gave Perry the option of doing this as personal therapy versus the slower route of making it into a research project for her thesis, which could potentially benefit others suffering from facial trauma. Perry mulled it over with her family before deciding on the research option.

"My dad said, 'Emily, what's going to have the most impact?' and I said, 'A thesis,'" she remembered. "He said, 'Then why are you hesitating?'"

Perry and Potter designed the study with help from retired University of Iowa professor Erich Luschei, an expert in the neurophysiology of the face, and WSU clinical professor of speech and hearing sciences Jon Hasbrouck, who has provided facial rehabilitation treatment to returning veterans. They chose to look at the effects of strength exercises rather than those focused at increasing range of motion, which had already

been used in previous studies. They targeted four different muscle regions in Perry's face—two in her lips and two in her cheek—using a facial exercise program and a device originally developed by Luschei to increase and measure tongue strength in patients with swallowing disorders.

They also came up with a simple but amazingly clever tool to objectively measure any progress in range of motion resulting from the strength exercises. The Perry Appliance, as they named it, consists of a tape measure attached to a dental whitening tray, which the EWU Department of Dental Hygiene kindly created for them. Fellow master's student Kayla Rambo served as a control in the experiment, performing on herself the same measurements Perry was doing to make sure any progress observed in Perry wasn't caused by an improvement in the measuring itself.

The results from Perry's six weeks of intensive strength exercises were astounding—even more so when you realize that it's been 13 years since her accident. Perry and Potter observed a significant increase in strength in three of Perry's four impaired muscle regions targeted in the study. They also found that the strength increase resulted in greater range of motion—a 50 percent increase in vertical lip retraction that made Perry's smile look more symmetrical.

Perry recently traveled to Savannah, Georgia, with Potter to present their findings at the 2010 International Conference on Motor Speech. The study drew much attention from fellow attendees, several of whom expressed an interest in using their study protocol for further research and treatment at their own institutions.

"One of the researchers came up and said, 'Your poster is what made this whole conference worth coming to for me,'" Potter gleefully recalled.

Perry is working on an invited paper on the study—to be published in the December 2010 issue of the *Journal of Medical Speech Language Pathology*—that will bring more exposure to her research. She and Potter hope this will eventually help others suffering from facial nerve damage achieve similarly remarkable results.

"I'm amazed at the impact it's had," Perry said. "It's quite a miracle that I've been able to get this far—I think my stepbrother Danny would be proud."

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# Above and Beyond

Contributing to  
the Academic Life  
of Our University

By Steve Nakata  
WSU Division of  
Student Affairs, Equity  
and Diversity, and  
Enrollment Management

The demands on student services staff can be daunting, requiring specialized skills along with the ability to be a jack of all trades. The goal is to do whatever it takes to help a student—whether it be providing academic assistance or consoling them after a break-up with a significant other—and to be there for them any time of the day or night. Yet in addition to their regular duties, more than 25 employees in WSU's Division of Student Affairs, Equity and Diversity, and Enrollment Management teach formal WSU classes. They teach over 20 different WSU courses—everything from advertising to career planning to clinical health psychology—contributing significantly to the academic mission of our university. Why do they go above and beyond the call of duty to teach? Some employees were asked this question and the responses are interesting:

"I teach because I enjoy it and it is another way to utilize my Ph.D.," said Dean of Students Chris Wuthrich. "I also think students need good mentors if our profession is going to thrive." Wuthrich teaches two classes in the College of Education pertaining to student development theory and higher education law and ethics.

For Anita Cory, director of the Center for Fraternity and Sorority Life, teaching is an opportunity to get to know students better, which helps her in her job. "The leadership classes we teach allow us to engage Greek leaders in building rapport, providing mentoring, and cultivating intellect that ultimately benefits the entire WSU community," she said.

Bruce Wright, executive director of Health and Wellness Services and Counseling and Testing Services, teaches primarily graduate and medical students. He said teaching is a big commitment, not only in leading the classes, but also spending the time necessary to stay on the cutting edge of knowledge and technology. "The students really do keep

you on your toes, force you to stay current, as well as question why you think and do things the way you do," he said.

Melynda Huskey, assistant vice president for the Division of Student Affairs, Equity and Diversity, and Enrollment Management started her professional career as an English professor. And while she eventually migrated away from full-time teaching, she never lost her passion for it. At WSU she has taught four different classes including lesbian and gay studies, women writers, and an equity and diversity honors seminar. "Teaching is like being an alchemist," Huskey exclaims. "You experiment and experiment with different combinations of materials and equipment, searching for that moment when transformation can occur, when the workbench is illuminated and everything turns to gold—not because of you, but because of the connection of the students and the material."

Regardless of their reasons for teaching, they are imparting their wisdom upon hundreds if not thousands of students every year. Not only is it good practice for division staff to be able to function in the academic realm, it is imperative that their expertise and experiences are shared with the University community in ways others can't match.



WSU Vancouver Career Counselor Christine Lundeen teaches UNIV300—a class that helps students with career and major planning. She enjoys teaching this class because students are able to explore their academic and career interests in-depth—something not possible during a typical career-counseling session.

# Mentoring Created for Students with Disabilities Program

By David Owens, Ph.D.  
WSU Disability Resource Center

Many new students with disabilities at Washington State University Pullman will soon have a peer mentor to help them adjust to college life. The Disability Resource Center (DRC) teamed up with the Associated Students of Washington State University's (ASWSU) Disability Awareness Association (DAA) to create the Peer Mentoring Project.

A McEachern Development Grant jump-started the planning for this project and organizers say it has great promise to make a difference in students' lives. Based on the philosophy that current Cougs can greatly enrich the lives of new Cougs, the Peer Mentoring Project is designed to provide academic and social support to new WSU students entering with disabilities. The project is modeled after a similar program at Eastern Washington University called Access All Mentoring.

The guiding principle is to engage the students both inside and outside of the classroom while helping integrate them into a WSU peer support network throughout all aspects of campus life. Mentors will maintain constant contact with students (mentees) and engage them in discussions and activities common to first-year students. Mentors will also be encouraged to draw upon their own experiences and leadership skills as successful WSU students.

## Peer mentor project goals

**Social Responsibility:** Mentors, as a result of their one-on-one and small group interactions with first-year students, provide opportunities to learn about, understand, and practice WSU's commitment to social responsibility, inclusion, and diversity in campus and community life.

**Academic Achievement:** Mentors will assist first-year WSU students with disabilities to develop a balanced academic plan and strategies for success as a student, while being involved and included in co-curricular activities throughout the campus and community.

**Personal Growth:** Mentors serve as guides for first-year students as they develop their leadership skills. The mentees learn through participation with their peer-mentors how to take full advantage of campus life.

Robert Crawley, DRC disability specialist, is spearheading the recruitment of the first cadre of peer mentors and the outreach to new WSU student mentees. Peer mentors will participate in a series of training sessions that include such topics as peer mentor expectations and responsibilities, being a role model, communication tips and strategies, confidentiality, mentoring do's and don'ts, mentor code of ethics, and steps for success. All the right components are being built into the program. It is expected that over time, the theory that disabled students who are more integrated into campus life are more likely to succeed and graduate from college, will be proven true at WSU.



Disability Specialist Robert Crawley reviews training material with student Svetlana Lockwood. Lockwood graduated with honors in May from the College of Engineering and Architecture and will serve as a DRC mentor while attending graduate school at WSU.

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# What Makes Washington State University So Special?

By Michael J. Tate, Ph.D.  
Special Assistant to the Provost and Chief Diversity Officer



## Recent WSU Graduates Share Their Insights

Anyone who has spent time with a Washington State University Cougar—whether it be a student, faculty or staff member, or alumnus, is likely to have heard that person describe their WSU experience as something special. This certainly isn't a new phenomenon. People have been saying it for decades. And while many college graduates all over the nation speak highly of their alma mater, Cougar graduates often talk about their time at college with unmatched passion, enthusiasm, and fondness. It is so evident that graduates from other colleges and universities often sense it and express envy for having missed out on a similar college experience. There are countless true stories about Cougars traveling the world wearing WSU attire who have had other Cougars, complete strangers, come up to them to say "Go Cougs!"

So what exactly is it, then, that causes so many people to develop this kind of strong, life-long bond with WSU? Perhaps the best group from which to find answers are spring

2010 WSU graduates. For them, their WSU experience is still fresh in their minds; now that they have had a little time to reflect since graduation, they can add some valuable insight to what makes WSU so special.

Bradley Logan, a computer engineering graduate from Puyallup, said it is really hard to put into words what WSU means to him. "There's something about being a Coug that's really special and I always try to explain that to my friends who don't go here," he said. "It has a lot to do with spirit and companionship with all the other students on campus. There is a connection that everyone has in Pullman that is really special." Alexandra Schwappach adds, "I can walk around campus and say 'hey' to 10 people before I reach my classroom. The WSU atmosphere is just awesome."

Derick En'Wezoh, the 2009-2010 Associated Students of Washington State University (ASWSU) president, describes what he calls the "Coug factor" in this way: "There is a spirit...almost an aura... that really makes you feel at home

and makes you feel greater about who you initially thought you were before coming to WSU."

While some high school graduates scoff at the idea of attending college in a rural community, many WSU graduates say the small town atmosphere of Pullman was crucial to their success. "It's a college town and everything revolves around the school," said Taylor Sinclair, who recently started a job in the corporate office of Starwood Hotels in Atlanta. "The whole town gets into WSU and you feel the energy and excitement for WSU wherever you go in Pullman," said Logan.

Troy Alapit, a digital technology and culture major from Los Angeles added, "Being in a rural place makes you depend on others who are here, not just as a resource, but also as a family. They help make you who you want to be—make you the leader that you need to be in the future."

Every graduate interviewed for this article spoke about people they encountered at WSU who made an impact

on their lives. "The faculty are amazing and are a big part of my success," said Cyndrea Brown, the first of her eight siblings to earn a college degree. "They do a really good job of preparing you for the next step and opening your eyes to things you don't really see when you are younger."

All of these students give WSU much credit for making them who they are today. "WSU is a special place for me because it is where I came to grow," said Adam Paniagua. "I was very shy when I showed up and WSU let me know it was okay to be myself. I discovered I wasn't alone in the things I wanted to pursue, but I could still be my own person and stand out from everyone else."

"I learned a lot about myself," said En'Wezoh. "Now I can reflect back on my many memories and say that I'm proud I did it. It has been a journey and the best experience of my life."



Bradley Logan



Alexandra Schwappach



Derick En'Wezoh



Taylor Sinclair



Troy Alapit



Cyndrea Brown



Adam Paniagua

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# Work Underway to Institutionalize Diversity Policies and Procedures at WSU

By Alex Tan, Ph.D., WSU Diversity Faculty Fellow

Faculty diversity continues to be a top priority at Washington State University. Recognizing, as have most leading research universities in the United States, that a culture of inclusion leads to a culture of excellence, WSU administrators and faculty have been working to implement action items from the strategic plan that do not require significant funding. The objective is to improve on the recruitment, retention, and advancement of underrepresented minority faculty at WSU. Although there has been some improvement in retention efforts, the latest data show that WSU still lags behind its peer institutions that are members of the Association of American Universities in the percent of underrepresented minorities (URMs) in the faculty. WSU is last, with 11%, trailing UC Davis (24%), Michigan State (17%), Texas A&M (17%), Illinois Champaign/Urbana (16%), Purdue (15%), Ohio State (15%), Wisconsin Madison (14%), Iowa (13%), Minnesota Twin Cities (13%), Missouri Columbia (12%), and Cornell (11%) (data from the *Chronicle of Higher Education*, October 16, 2009). At the University of Washington, URMs constitute 17% of the faculty.

In an environment of budget shortfalls and reductions, WSU has focused on institutionalizing policies, procedures, and structures that support diversity initiatives in the long term, while addressing the immediate need to establish a culture of inclusion. Among the initiatives completed or in process this past year are the following:

- Proposed additions to the Faculty Manual to recognize and include (but not require) demonstrated commitment to diversity in evaluating academic deans and chairs and in evaluating faculty for tenure



WSU President Elson S. Floyd (left) and Provost Warwick Bayly (far right), pose with Bee Cha, Malaquíás Flores, and Marcia R. Ostrom, all members of WSU's Small Farms Program team, during WSU Showcase in March. Ostrom, Small Farms Program leader, was presented the 2010 WSU Faculty Diversity Award.

and promotion. These additions were developed by a faculty committee; endorsed by the Provost's Office and the Division of Student Affairs, Equity and Diversity, and Enrollment Management; approved by the WSU Attorney General's Office; and presented to the Council of Deans. The additions are based on similar provisions in the University of California system faculty manual. The proposal has been submitted to the WSU Faculty Senate.

- Establishment of an Association for Faculty Diversity, patterned after the Association for Faculty Women, a resource for faculty and administration in support of WSU's diversity mission.
- Establishment of the national William Julius Wilson Diversity Award to recognize contributions to social policy and diversity that have had an impact at the local, national, or international levels. Dr. Wilson was the inaugural recipient. He accepted the award and delivered the commencement address in December 2009.

- Elevation the WSU Faculty Diversity Award to the status of other distinguished faculty awards. The 2010 recipient, recognized at WSU Showcase, was Marcia R. Ostrom and the WSU Small Farms Program.
- The addition of a diversity statement to faculty notices of vacancy which clearly and unequivocally states WSU's commitment to a diverse faculty.
- The development of a search committee manual and procedures to ensure diverse pools of candidates.
- The inclusion of URM emerging leaders in the provost's chairs workshops.

These initiatives are supported by a broad base in the WSU community including URM and non-URM faculty; the President's Office; the Provost's Office; the Division of Student Affairs, Equity and Diversity, and Enrollment Management; the Council of Deans; and the National Science Foundation ADVANCE Programs and Center.

## Diversity Feeds the Success Experienced by WSU's Mock Trial Team

By Mitch Pickerill, Ph.D., WSU Department of Political Science  
Arthur Sawe, WSU Mock Trial Club President

The WSU mock trial team has had its share of success in the national mock trial competition, put on each year by the American Mock Trial Association. The team has represented WSU remarkably well, winning accolades and numerous trophies for team and individual performances as well as good sportsmanship. We have advanced teams from the regional round of the tournament to the national round each of the past five seasons. What is less appreciated is the diversity that characterizes our teams and the importance that diversity has played in our success.

Since the program was founded, WSU mock trial teams have consisted of students from a wide range of ethnic and racial groups, backgrounds, and experiences. Words that could be used to describe our students and their backgrounds in the past couple years include black, white, Hispanic, Native Hawaiian, Syrian, Malaysian, Vietnamese, Korean, Japanese, Kenyan, Tanzanian, Mexican, Polish, Lithuanian, German, Evangelical, Catholic, Muslim, and Agnostic. Our students are children of farmers, immigrants, lawyers, physicians, truck drivers, fishermen, and small business owners, among many other professions and vocations. Some students are Greek (in sororities and fraternities), others are not.

What is important for the mock trial team, however, is not "bean counting" the number of students from minority



WSU Mock Trial members Tawnee Sakima and Zachary Lopez (at the counsel's table) listen to teammate Chris Tanimoto during an inter-squad scrimmage in preparation for regionals in Portland.

or underrepresented groups, but rather how the diversity in the program has fostered teamwork and led to success. Over approximately six months, mock trial teammates must work and travel to tournaments together to put on trials that will convince a mock jury to rule in their favor. Our teams have learned to draw on one another's unique strengths to make their cases stronger and in the process learn from one another.

According to Arthur Sawe, the current president of the Mock Trial Club and co-author of this article, "Both my parents are immigrants from Tanzania, specifically the Chaga tribe. I was born in Harlem and raised in Seattle, but my mom did everything she could to instill her Chaga traditions in me. I have traveled back to Tanzania many times and witnessed the poverty and numerous problems in the country. I realize that there are 'haves' and 'have-nots,' and I am fortunate to be the former. As a teammate, I encourage the others to give their time to their teammates who need help and urge veterans to mentor the rookies so that the team will continue to be strong. I have also learned how to consider the views and suggestions of my teammates who have very different family backgrounds from my own. My teammates and I bring our own perspectives to the case, and we learn to compromise in the name of teamwork."

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# It Is Never Too Late to Make Your Dreams Come True

By Cris Davenport, WSU Alumnus

At the age of 32 I went to Washington State University with only two prerequisites: going someplace I had never been and doing something I had never done. Thus, I embarked on a life-changing journey toward my dream of becoming a professional actor.

Due to the encouragement of my instructor, I decided to attend graduate school in the theatre mecca of the world—New York City (NYC). After graduating from WSU with a bachelor's degree in theatre, I moved to NYC and began my studies at the famous Actors Studio. When I walked down Broadway, the buzz of the

city let me know I was where I was meant to be. The Actors Studio provided me three intense years of training, and I was afforded the opportunity to work on many original pieces including *Defacing Michael Jackson* and established pieces like *Metamorphosis*.

While in NYC I was a sponge. I participated in numerous student productions, scene classes, and workshops. I learned how to push and stretch myself. I went to every audition my schedule would allow. Taking these risks showed me the power of endurance and perseverance. Risks soon turned into opportunities. I was cast in off-Broadway plays, a national commercial, and numerous school-related productions. New and exciting experiences were around every corner and I was able to have an impromptu lunch with Whoopi Goldberg, meet numerous celebrities, and make lifelong friendships and contacts.

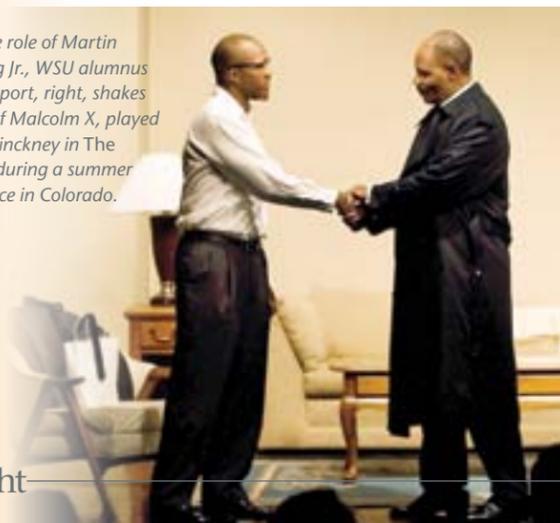
Since graduating from the Actors Studio I have made my home in Denver, Colorado, and have

immersed myself in the theatre community. I am a member of Radical Artist Agency, and recently completed the play *The Man That Never Died*, directed by Barbara Thayer, founder of ARCH (Association for the Retention of Cultural Heritages). Last December I played Martin Luther King Jr. in *The Meeting*. Additionally, in March I had the privilege and honor of reprising my most cherished role, Walter Lee Younger in *A Raisin in the Sun*. I first played this part at WSU. It is quite poignant that this role resurfaced in my life at this time.

My journey has taught me that it is never too late to make your dreams come true. Because of my faith I know that my passion for acting will continue to open doors and take me places I have never dreamed of. The first place it took me was WSU, where my dreams were realized and lifelong friendships were made. For this I am eternally grateful.

For a full list of my productions and upcoming projects please visit my website at [www.crisdavenport.com](http://www.crisdavenport.com).

Playing the role of Martin Luther King Jr., WSU alumnus Cris Davenport, right, shakes the hand of Malcolm X, played by David Pinckney in *The Meeting*, during a summer performance in Colorado.



## Na-ha-shnee Institute

### Addressing the Critical Shortage of Health Care Professionals

By Robbie Paul, Ph.D., WSU College of Nursing  
Photo by Ralph P. Young

The United States is facing a critical health-care provider shortage. By 2015, America will be more diversely populated, older, and will need approximately 400,000 more nurses than we have now. But the nursing shortage is only part of the story. Hospitals nationwide report not having enough pharmacists, physicians, and other health-care professionals on staff.

Unfortunately, the shortage of health-care providers is even greater in Native populations. Currently, only .5 percent of the nursing population is American Indian or Alaska Native; and 6 percent of minorities practicing medicine are of African American, Latino, or Native American descent.

There is strong evidence that health-care workforces reflecting a diversity of people provide better quality health care than ones that do not (Institute of Medicine, 2003). This is why more Native American students are needed in health-care professions.

Washington State University established the Native American Recruitment and Retention (NARR) program in 1995 to increase the number of Native American nurses. Since then, 40 Native American baccalaureate-prepared nurses have graduated. Most have returned to their tribes or are working in clinical settings that predominantly serve Native Americans. In addition, the program has helped eight Native American students graduate with master's degrees in nursing. Today, the NARR program aims to increase the number of Native American students entering health science careers, including nursing, pharmacy, medicine, dentistry, speech and hearing, and others.

The WSU NARR Program offers an institute called Na-ha-shnee Native American Health Science Institute for Native American high school students. The purpose of this week-long, hands-on learning experience is to encourage Native American youth to explore the possibility of becoming health care professionals. Students entering grades 10 through 12 have the opportunity to live on campus,



High school students (left to right) Norene Sampson, Warm Springs Tribe; Cassandra Vargas, Chippewa Tribe; Sunshine Perry, Shoshone Bannock Tribe; and Ryan Siem, Coeur d'Alene Tribe, pose for a picture in the WSU College of Nursing practice lab in Spokane.

experience health science labs, develop math and leadership skills, and learn from the Native American health care professionals who are their teachers and role models.

After being held on the WSU Spokane campus for 14 years, the 15th Annual Na-ha-shnee Health Science Institute took place June 26–July 2 at WSU Pullman. There students acquired a better sense of the science labs required for several of the health science degree programs and gained a feel for what life is like on a large, residential campus. It is important for them to discover that YES THEY CAN see themselves attending a large university and becoming part of the WSU Cougar family.

For more information, contact Dr. Robbie Paul, director of the WSU Native American Health Sciences program at 509-324-7440 or [paul@wsu.edu](mailto:paul@wsu.edu). Paul is a Nez Perce tribal member who was born and raised on the Nez Perce Reservation.

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# MSS Raises the Bar in Tutoring Students

By John H. Doty, Ph.D.,  
WSU Office of Multicultural Student Services



WSU students Reginald Rogers (blue cap), Esther Mbaabu, Mohmanud Ali (striped shirt), and Sharmarke Ali say tutoring is a crucial component to many students' academic success.

*"There were tons of chemistry students—down the halls, in other centers, and at least 19 in our own center."*

—Chemistry tutor Karan Chaudhary remarked one night while working in the Asian American and Pacific Islander Student Center.

*"We worked on irregular verbs and memorizing new vocabulary. They both know a lot of vocabulary."*

—Spanish tutor Valeria Lopez describing a session with a couple of students.

*"He was very active, asked questions, needed more details, and was responsible for his part in the learning."*

—Accounting tutor Michelle Hwang describing one of her students.

*"She understood the problem but was unsure how to take derivatives of more complex functions. We need to practice more differentiation problems."*

—Mathematics tutor Ngoc Le discussing his strategy for helping a student.

Due to funding provided by the Raikes Family Foundation, Multicultural Student Services (MSS) Director J. Manuel Acevedo says his office is taking tutoring services to the next level. Tricia Raikes is a 1978 graduate of Washington State University's Edward R. Murrow College of Communication. Her husband, Jeff, is CEO of the Bill & Melinda Gates Foundation.

After joining the MSS team in December, John Doty was charged with the responsibility of overseeing the transformation and implementation of three major goals for 2010:

(1) to increase the number of tutors and tutees; (2) to institute a tutor training component; and (3) to implement a teaching and learning assessment process to help track progress and identify areas that can be improved.

Doty hit the ground running, creating new training materials, recruiting and hiring 14 new tutors for a total of 33, and designing an assessment tool for the tutoring sessions. Assessment includes observations of tutoring sessions and regular completion of Tutor Reporting Forms that outline tutor goals, progress, strengths, insights, and areas for improvement.

At this writing, close to 200 tutoring sessions are being made available to students and an average of 86 students are seeking tutoring assistance per week. A tutoring marketing campaign and networking and collaboration with other student services on campus have started to make students aware of the professional quality tutoring available to them in MSS. The Academic Enrichment Center, where most of the tutoring takes place, is open from 8:00 a.m. to 9:00 p.m. and offers tutoring in most of the high-demand courses.

Tutors are taught to use a Socratic dialogical approach, which involves asking questions of their tutees and encouraging them to construct their own knowledge as they dialogue in the teaching and learning process. During Doty's brief time leading this effort he can say that "these tutors and their students are amazing! They are dedicated, enthusiastic, and there to learn together with their tutees."



WSU Provost Warwick Bayly speaks during the Women's Advocacy SUMMIT held on the Pullman campus.

## ADVANCEing Inclusive Faculty Excellence at WSU

By Gretalyn Leibnitz, Ph.D., WSU NSF ADVANCE Program EXCELinSE Center

In a time of economic uncertainty, the WSU National Science Foundation (NSF) ADVANCE Institutional Transformation (IT) grant program offers hope. The objective of NSF ADVANCE is to "increase the participation and advancement of women in academic science and engineering," through institutional transformation. WSU ADVANCE recognizes that faculty, particularly women, are disproportionately lost to the academe at points in professional development that tend to correspond with work/life transitions (e.g., partnership/marriage, having children, and providing care for dependents). To increase the participation of women, particularly in science, technology, engineering, and math (STEM) disciplines, we pay particular attention to these transition points. In doing so, we help to move the institution away from a dated model of the faculty family (i.e., male primary earner and female primary care provider) to that of dual career couple with multiple care responsibilities (e.g., children, elderly, etc.) We expect by the end of the five year ADVANCE IT grant that WSU will be more effective in supporting faculty as whole people—with partners, children, and/or important involvements that extend outside of WSU—while enhancing faculty inclusiveness and maintaining excellence.

To date (the second year of the five-year grant) WSU ADVANCE has made notable impact through collaboration with many institutional leaders. We have facilitated:

- Adoption of a *Modified Duties Policy*. This policy allows faculty, identified as primary care-providers for family members (i.e., child, elder, or other), to be fully employed and compensated based on a job description that has been modified to increase flexibility. See [provost.wsu.edu/FacultyModifiedDuties2008-12-02.pdf](http://provost.wsu.edu/FacultyModifiedDuties2008-12-02.pdf).
- A process for sustaining the Dual Career Partnership Initiative with the University of Idaho. Prior to the ADVANCE grant, WSU had a partner accommodation policy; however, the program was underfunded for the

demand. ADVANCE funds have helped create a foundation for fundraising targeting privately endowed funds to enable expansion of traditional partner-accommodation funds.

- Mandatory training for new department chairs or directors. Traditionally a series of workshops is held each year to help department chairs and directors to understand their jobs. As a function of the ADVANCE grant, additional leadership topics were included along with the training on specific Washington State University policies and training was made mandatory for new department chairs and school directors.
- Development of inclusive notice of vacancy language for all university searches. The statement reads: *WSU is committed to excellence through diversity, has faculty friendly policies including a partner accommodation program, and an NSF ADVANCE Institutional Transformation grant (see [www.ADVANCE.wsu.edu](http://www.ADVANCE.wsu.edu)).*
- Collaboration of leaders through Women's Advocacy SUMMIT and SUMMIT Cabinet meetings. The SUMMIT is a means by which intra-institutional as well as inter-institutional (WSU/University of Idaho) collaborations are facilitated between leaders of historic women's advocacy groups (e.g., President's Commission on the Status of Women, the Association for Faculty Women, the Women's Resource Center, etc.). A common calendar has been disseminated and a SUMMIT leadership listserv has been created.

Additional endeavors include development of faculty search training materials, facilitation of the Proactive Recruitment and Diversity Network (PRO-NET) faculty recruitment program, and an inter-institutional (WSU/University of Idaho) deans and chairs training to highlight research-based recruitment, retention, and advancement practices for an inclusive faculty (i.e., ADVANCEing Institutional Transformation Workshop, held in August). For more information, contact the Excellence in Science and Engineering (EXCELinSE) Center at 509-335-9735 or [EXCELinSE.Center@wsu.edu](mailto:EXCELinSE.Center@wsu.edu).

# Saudi Arabian Up to the Challenge

Earns WSU Degree while Dealing with Weight Issues

By Richard H. Miller, WSU Center for Distance and Professional Education

**“My early exposure to American culture helped me immensely.”**

—AHMAD BAITALMAL

“Up until I was 9 years old, I weighed the normal weight for my age,” WSU Online student Ahmad Baitalmal wrote in an English 499 paper about growing up in Saudi Arabia.

“Then one night, my dad came home with dinner...It didn’t smell like the usual stuff he brought home like lamb gyros, beans, or chicken with rice. This dinner had a logo, and it spelled Hardee’s.

“Even before he opened the bag, the smell quickly drew the family towards it like a cube of sugar in an ant farm. It smelled different, it spoke to our deepest desires, and we paid attention...There was just one thing that didn’t satisfy me. I wanted more. Much more.”

Wanting more wasn’t always unhealthy for Baitalmal, who last year topped the scales at 470. As a child, he wanted an American lifestyle. He watched U.S. Armed Forces TV, had long hair, and listened to Metallica. He studied information systems management, but was frustrated by the lack of Internet access in Dhahran. He felt like he wasn’t learning “real usable skills.”

Despite Internet problems, he chatted with a New Jersey woman named Jemma. In 1995, he sold his car, took a plane to New York, then a bus to New Jersey.

He fit right in. “My early exposure to American culture helped me immensely,” he said. “I had no accent. People thought I grew up in New Jersey.”

Baitalmal “soaked up everything Internet,” married Jemma, and took a job at Microsoft in Redmond, Washington. He’s now the chief product architect at Etelos, where he designs and builds systems for Internet software sales, distribution, and licensing.

He wanted more; he wanted a bachelor’s degree. In March 2007, he enrolled at Bellevue College and used the co-admit program to join WSU Online in April 2009.

“The strength of WSU’s online program comes from the excellent faculty and the excellent makeup of the

curriculum,” he said. “The content of the courses is very relevant, current, and well delivered.”

Despite his stressful job, heavy course load, and being a father to 8-year-old Ameen, Baitalmal graduated in the summer of 2010 with a business degree—and a 4.0 GPA.

“My son is trained,” he said. “When he sees my head buried in a book, he knows to stay away. He knows Dad has some homework or finals.”

Baitalmal wants more than a bachelor’s degree. He wants an MBA. He’s applying to Stanford’s Sloan Fellows, Harvard Business School, and the Berkeley-Columbia Executive MBA program.

But Baitalmal also wants less. He succeeded once in Saudi Arabia, when he lost 130 pounds on the Atkins Diet. He gained that back in New Jersey on what he calls the “Sicilian Pizza and New York Cheesecake Diet.”

Last September, he told his doctor that he’d lost 20 pounds during Ramadan, the Islamic month of fasting. “If you can tolerate hunger,” his doctor said, “I have something for you to try.” The doctor put him on a 500-calorie-a-day diet that includes injections of human chorionic gonadotropin, which some believe to burn fat, despite opposing scientific evidence. Dieters take a five- to 12-week break between 40-day dieting cycles.

“It was very tough,” Baitalmal said. “During those 40 days, I would wake up hungry, go to work hungry, study hungry, and go to bed hungry, lather, rinse, repeat. I learned to embrace hunger.”

Like many summer graduates, Baitalmal walked in Pullman’s spring commencement ceremony. By that time, Baitalmal had dropped 100 pounds, getting down to 370 before going on a break and gaining back 30 pounds, which he’s maintained for the past three months.

“It was really good having to go clothes shopping again,” he said, “and just in time for the May graduation.”



Ahmad Baitalmal with his son, Ameen, at a pre-commencement reception held in WSU Pullman’s Lewis Alumni Centre.

# The Color of Money

Maintaining the Pipeline  
of Diversity during a  
Tumultuous Economy

By Enrique G. Murrillo Jr., Ph.D., California Student Aid Commission  
Photo by Julie Titone

During tough economic times, colleges and universities are forced to focus on their “core” initiatives. As a result, diversity projects may be delayed or cut all together. Quite simply, and without hesitation, we cannot afford to let diversity die. For if you allow your organizational and university culture to slip backward, it will come at a cost.

It is important to communicate to state government and funding agencies that higher education, and diversity initiatives in particular, need funding. Diversity is a vital contributor to the economy. Education and diversity should be viewed as a solution, rather than a problem, in the economic picture.

Universities have a social responsibility that requires a commitment to diversity. They must produce knowledge and teach students the skills and dispositions required for social and economic progress. They also have a responsibility to research the complex problems of our multicultural society and train students who can best address them. It involves the recruitment of students and researchers who have direct experience in and access to diverse communities.

- Diversity is an indispensable component of academic excellence and holistic development.
- Achieving diversity requires the active cooperation and participation of all.
- A democratic and multicultural society requires reasonable access to a university education for all the diverse communities.
- Diversity is essential for effective participation in the global community.

The university is a social institution that is meant to reflect the history and social forces which shape the wider society. Diversity must remain central to the institutional

mission of teaching and educating, despite the economic turmoil. There is strength in shared accountability, where each academic and administrative unit, student organization, campus community member, and institutional stakeholder is encouraged to make campuses welcoming places for all. Because this proposition is a complex and dynamic process, it cannot be left to happenstance.

Building the pipeline of diversity is especially important as the United States and the world face its most difficult economic crisis in many decades. In the struggle to restore prosperity, our nation’s greatest strategic resource will be the knowledge, skills, and dispositions of our diverse citizenry. Investments in higher education offer the best means to develop this. And in order to maximize this strategic asset, investments must be made with an eye toward the rich array of backgrounds and perspectives represented in our multicultural society, so everyone has the opportunity to reach their full potential. Maximizing diversity in higher education is critical to ensuring that the return to prosperity reaches every neighborhood and community.

*During his lecture at Washington State University Pullman in February, Enrique G. Murrillo Jr. told the audience that diversity initiatives must be maintained during difficult economic times.*



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# Rich Information Comes to Light on the Life of WSU's First Student of Color and His Descendents

By Hayao Nakahara, Guest Writer



[1]

*Editor's Note: In the inaugural edition of Insight (2007), we published an article written by Melynda Huskey on Ihei Yamauchi, WSU's first student of color (saed.wsu.edu/insight). By a fortunate chance, Hayao Nakahara, who is married to Yamauchi's granddaughter, noticed the article, and graciously consented to share more information about this distinguished alumnus.*



[2]

Ihei Yamauchi was born in 1880 in the county of Haga of Tokushima Prefecture, one of the four prefectures of Shikoku Island.

He attended Sapporo Agricultural College (renamed Hokkaido University in 1918) and graduated with a bachelor's degree in civil engineering. Ihei must have been about 22 years old at the time of his graduation, around 1902 or 1903.

It is not known what Ihei Yamauchi did right after graduating from Sapporo Agricultural College. He may have worked for the Tokushima Power Company and saved a few yen to get on a freighter ship to Seattle in about 1906.

We do know that Yamauchi attended Washington State College (now known as Washington State University) in Pullman in 1906 and obtained his master of science in civil engineering degree in 1908. His master's thesis, "The Design of the Reinforced Concrete Arch," is still stored at WSU.

After returning to Japan, Yamauchi worked at various power utility companies: Tokushima Power Company, which later became Shikoku Power Company; Nichiei Hydraulic Company; and as chief engineer for the Kiso River Electric Power and Utility Company. He designed many hydraulic dams and supervised their construction.

Then he was invited to join the foundation of Korea's Mt. Kongo Electric Railroad Company to do a feasibility study.



[3]



[4]

He became the auditor and later was named chief technical officer and senior executive director of the company. He supervised the design and construction of railroads and bridges in Korea, where he remained for some 10 years. He also became the president of the North Korean Electric Power Company and assumed positions on the board of directors of Taiden Electric, Kyonan Railroad, and Ten'an Electric in Korea.

After returning to Japan, he became a director of Sanriku Power Utility Company, which is now Tohoku Electric Power Company, one of the largest power



[5]



[6]

companies in Japan. He was also a director of the Shimada Manufacturing Company.

When Ihei worked at Shikoku Power Company, he married Misao Goda, who was born in 1897 in the county of Mitoyo, Kagawa Prefecture—adjacent to Tokushima Prefecture where Ihei was born. She attended Tokushima Teacher's College for Women, where she graduated summa cum laude. She then taught school for four years. After the marriage, the couple moved to Tokyo.

Ihei wished to educate his children in the American way. His first child is my wife's mother, who, at the age of 95, is still teaching piano. Yamauchi moved to a block in Tokyo across the street from Japan Women's College in order to enroll his first daughter at the college later on. She did enroll at the college and studied English literature, but married before graduating and went to Berlin to study piano at the State Music Institute. Her husband (my future father-in-law) studied mathematics at Berlin University from 1932 to 1936.

Her father-in-law was Isoo Abe, who founded the Japanese Socialist Party in 1900. Isoo Abe studied at Hartford Seminary from 1890 to 1894. However, instead of becoming a minister, he chose to teach at Waseda University—my alma mater and the alma mater of Ihei's two sons (one studied architecture and the other mining engineering). Abe chaired the Department of Political Science and later became a senator in the Japanese Parliament. He is also credited with bringing baseball to Japan. Abe founded an intercollegiate baseball league among six colleges in Tokyo;

the league still exists today. Baseball games between Waseda University and rival Keio University still draw large crowds of spectators today.

When the Second World War started, Ihei's oldest son joined the Japanese Air Force. Sadly, he was shot down in the hills of the Philippines soon after. Ihei was very sad that Japan went to war against his beloved America and his sorrow intensified when his first son was killed by American guns. His mind and health deteriorated after the death of his son and he passed away

before total disaster came to Japan later. Ihei passed away on November 22, 1943, survived by his wife and five of his six children.

I married one of Ihei's granddaughters. While dating her, I used to visit the house he built where my wife lived with her mother, Ihei's daughter. It had been built when my mother-in-law was about three years old—around 1915. It looked like a Japanese house from the outside, but the interior was very "American." Unlike typical Japanese houses at that time, it had a centralized heating system using steam and a fireplace with a beautiful mantle piece. A few toilets in the house were completely of western style. He must have acquired "American taste" and used his knowledge when he built the house. Unfortunately, it was demolished about ten years ago and a new modern 10-story apartment was built on the premises.

My wife lives with me in Huntington Bay (Long Island), New York, where we have been for the past forty years. She received violin education at New England Conservatory of Music in Boston. Our two sons live in New York City. Another one of Ihei's granddaughters, who was educated at Indiana University (also a violinist), lives in Fort Myer, Florida, with her son. So two of Ihei's granddaughters and three of his 10 great-grandsons live in the United States as Americans. All three boys were born in the United States. Ihei has not lost touch with his America.

*All photos courtesy of the Nakahara family.*

1—Ihei Yamauchi's senior picture, 1908.

2—Six of Ihei Yamauchi's ten great-grandsons.

3—Ihei Yamauchi's granddaughter (left) Hiroko Abe (now Hiroko Nakahara) and his wife, Misao Gobe Yamauchi, in Shikoku, Japan, 1957.

4—Hiroko and Hayao Nakahara.

5—Yamauchi's eldest son Shunji Yamauchi.

6—One of the hydraulic dams in Japan designed and constructed by Ihei Yamauchi.

7—Yamauchi's graduation certification signed by WSU President Enoch A. Bryan.



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# WSU Trailblazer

## Achieved Success on the Track and in His Career

By Patti Hirahara, Guest Writer

When Frank Hirahara was born in Yakima, Washington, seventeen years had passed since his grandfather Motokichi Hirahara made a courageous move to decide to come to America from Japan and build a new life for his family in 1909. Frank's father George was only four years old when he came with his mother and father to Washington State from Wakayama Prefecture.

George and Koto Hirahara managed the Pacific Hotel in downtown Yakima and lived in one of the units in the

upper complex of the building on 10 ½ South First Street. Frank was their only child.

Koto was a picture bride and had come from Japan. When she came to the United States as a married woman in 1924, she could not read, write, or speak English. Young Frank became an interpreter and entrepreneur at a young age due to his parent's business interests and mother's lack of English capability.

Trained in the arts, Frank also enjoyed sports and photography. In his secondary years, he became a member of the 1940 Yakima Valley Junior High Athletic Association Track Class B Team and lettered in track and field at Yakima High during his sophomore year where he was a broad jumper.

Frank's family life was disrupted at the onset of World War II, when the United States government placed families of Japanese ancestry in relocation camps to protect them from the discrimination and hatred felt by Americans against

the Japanese due to the bombing of Pearl Harbor.

Having to leave almost everything behind except what could fit into a suitcase, three generations of the Hirahara family left the Yakima Valley and were relocated to Heart Mountain, Wyoming, until 1945.

Frank graduated from Heart Mountain High School in 1944 and then entered Washington State College (WSC), which was later renamed Washington State University.

In his freshman year at WSC, he lettered in track doing the broad jump and was one of three Japanese Americans on the WSU track team. Tom Hide ran the quarter mile and 200 yard dash, and Sam Higuchi ran the 100 yard dash. In his junior year, Frank was one of the junior managers of the WSU track team.

During the 1946–1947 school year, Frank was elected to the WSU Athletic Council. He was the only minority to serve in that capacity during his term. It seems amazing to look back at this time in history and see that minorities were accepted on campus and officially elected to student office with all the prejudice Japanese Americans faced during and after the war years. He was also a member of the Electrical Engineers Club and lived in

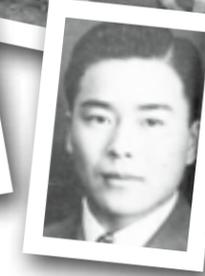
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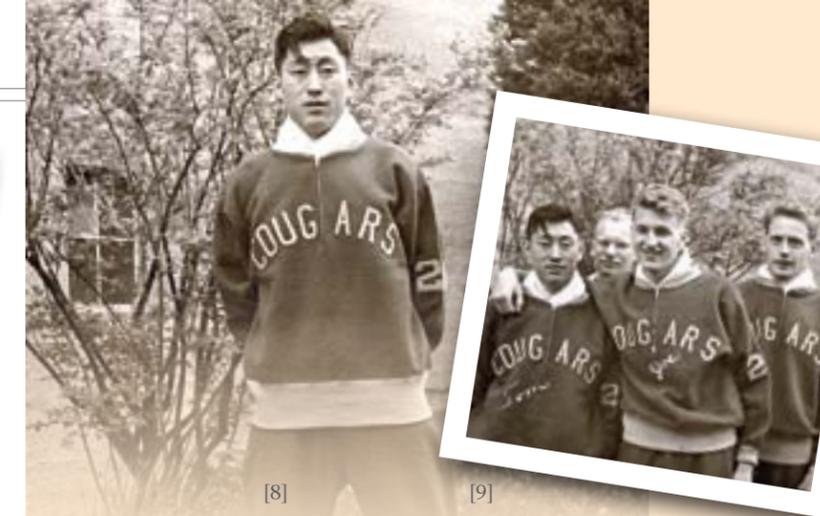


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## Japanese American Track Athlete Recalls Friendly Coaches and Faculty During Turbulent Time

*Tom Hide, one of Frank Hirahara's teammates on the 1944 WSC (now WSU) track team, currently resides in Anaheim, California. He is a retired flower farmer and sales representative for a plant wholesale company. He shared a few of his WSC memories with Insight Editor Steve Nakata:*

"Before I was evacuated to Heart Mountain Camp (Wyoming), I lettered in track and field at Toppenish (Washington) High School. When I enrolled at Washington State College (now Washington State University), the track coaches were looking for athletes to try out for the cross country team and I thought it was a good chance to build up endurance for the spring track season. Faculty and coaches at WSC were very friendly to us.

I attended WSC during my freshman year and stayed in Pine Manor, a dorm on the south edge of campus. I roomed with another Nisei from Minidoka Camp. Also staying in Pine Manor were two other Nisei from Minidoka, one originally from Seattle and the other from Tacoma. My roommate was from Bainbridge.

As a team, we traveled by train to the University of Washington in Seattle, and took busses to the University of Idaho in Moscow and Whitman College in Walla Walla. I recall one negative incident when I was running a cross country race during an away meet. A coach from an opposing team urged his runner out loud to 'pass that Jap kid!' My adrenalin must have shot up because I really out-sprinted that runner and finished with my best time.

After the season ended, an awards banquet was held in Spokane's Davenport Hotel. The person handing out the tickets was the same coach that called me a Jap earlier in the season. As I was in line to get my ticket he said, 'you know, they don't allow Japs in there.' My teammate behind me just grabbed my ticket from him and we all went in.

There were 19 or 20 Nisei students that year at WSC and we held separate dances at the student union—they were just like camp dances. I guess we weren't quite ready to assimilate that much socially as World War II was still going on."

Ferry Hall and Pine Manor. He graduated with a bachelor of science in electrical engineering in 1948 from WSU.

For over 30 years, Frank worked on the Apollo, Space Shuttle, and Skylab Missions and was a supervisor of engineers. He also became lieutenant governor of Zone 1 of the PSED of Optimist International and president of the Suburban Optimist Club and stayed active until his death in 2006.

This WSU trailblazer took the challenge his forefathers had left for him over 100 years ago and utilized his education to make a difference. That was something he definitely achieved.

**Editor's Note:** Author Patti Hirahara is the daughter of Frank Hirahara. She is president of Productions by Hirahara, a public relations, marketing, and television production company in California. Patti and her husband Terry visited Pullman in July to see firsthand where her father attended college and ran track.

1—Frank Hirahara, 1948 senior picture.

2—Frank Hirahara (first row wearing glasses) was a proud member of the track managers group in 1948.

3—Frank Hirahara (left) and Tom Hide (second from right) having fun with a few teammates.

4—WSC sophomore Frank Hirahara (first row, right) posed with students and faculty of the American Institute of Electrical Engineering, 1946.

5—Frank Hirahara.

6—Sam Higuchi, 1946.

7—Tom Hide (center) and Sam Higuchi (right) line up with unidentified teammate to race (photo taken by Frank Hirahara and found in his personal collection).

8—Tom Hide (photo taken by Frank Hirahara and found in his personal collection).

9—Tom Hide (left) relaxes with a few WSC teammates (photo taken by Frank Hirahara and found in his personal collection).

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WSU Tri-Cities History Professor Robert Bauman talked about unsung heroes during his keynote address at the 2010 MLK Celebration in Pullman.

The Reverend Martin Luther King Jr. is rightfully remembered for his central role in the civil rights movement, but the movement and the change it created happened because of the involvement and commitment of thousands of Americans. I wish to focus on a few of those individuals whom I like to call “Unsung Heroes of the Long Civil Rights Movement.” These are individuals who dedicated much of their lives to fighting for many of the issues and ideals that Reverend King espoused in his words and in his actions. In addition, the movement for racial and economic equality happened in areas outside of the American South and over a much longer period of time than is often presented.

The Reverend Emmett B. Reed served as pastor of Calvary Baptist Church of Spokane from 1919 to 1961 and as president of the city’s National Association for the Advancement of Colored People (NAACP) chapter. In that role, Reed demanded removal of “No colored” signs from Spokane

# Unsung Heroes of the Long Civil Rights Movement

By Robert Bauman, Ph.D.  
WSU Tri-Cities

restaurants and stores. He also investigated complaints of workplace segregation at Washington’s Hanford site during World War II and forwarded those complaints on to the national office of the NAACP. Reed’s actions led to the desegregation of buses that transported workers to the Hanford site.

Ted Watkins was the founder of the Watts Labor Community Action Committee (WLCAC) in Los Angeles. The WLCAC was an antipoverty agency created by union members and community activists to provide economic opportunity and community control of economic resources for African American residents in the Watts residential area of Los Angeles. The WLCAC created a community credit union and community-owned grocery stores, as well as youth employment and educational programs to build up a black economic base in South Central Los Angeles. The WLCAC has continued fighting poverty and working for economic justice for over 45 years.

Francisca Flores was another individual who bridged the civil rights movement and the War on Poverty. She understood the integral relationship between racial and economic justice. In 1972, Flores created the Chicana Service Action Center (CSAC)—Chicana antipoverty organization—in East Los Angeles. The CSAC focused particularly on the economic needs of women and created job training programs, day care centers, and domestic violence shelters. Since its founding, CSAC has provided almost 200,000 Chicanas with jobs, job training, leadership



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1— The transformation of the Los Angeles neighborhood Ted Watkins started 45 years ago continues today.

2—Francisca Flores.

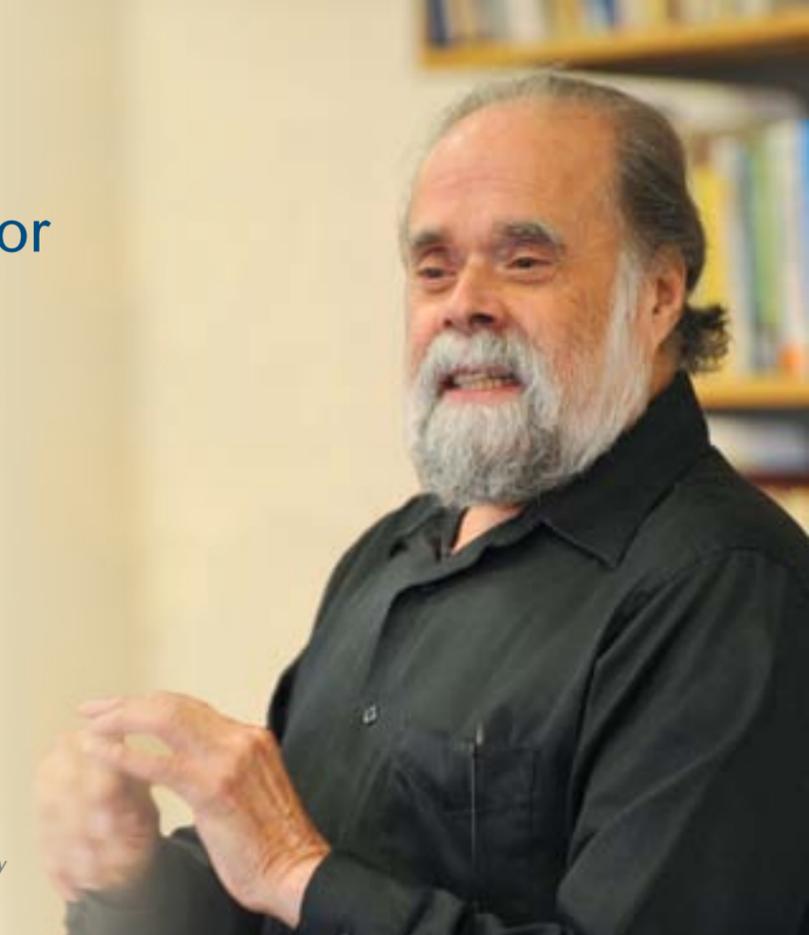
3—Emmett Reed.

training, education, shelter from abuse, and cultural, political, and economic empowerment.

Examples of organizations like the WLCAC and CSAC and individuals like Reverend Emmett Reed, Ted Watkins, and Francisca Flores demonstrate that the movement for racial and economic equality continued well beyond the 1960s and 1970s. In addition, it was fought in many communities throughout the United States—not just in the South—but in places like Los Angeles, California, and Spokane and the Tri-Cities in Washington, by individuals from all walks of life who were committed to racial and economic justice.

# WSU Regents Professor Overcomes Racial Stereotypes

By Jessica Stebbins  
WSU College of Liberal Arts



WSU Regents Professor Victor Villanueva, shown here giving a lecture last spring on the WSU Pullman campus, has made it a personal challenge to overcome racism and stereotypes on his journey through higher education.

Stubbornness and sheer determination are why Victor Villanueva can lean back comfortably in his red armchair and reflect on his university experience. Tucked away on the fourth floor of Avery Hall, his office is just like that of any ordinary professor—countless shelves filled with books, a computer placed neatly on the desk, and plain file cabinets lining the walls. But Victor is far from ordinary.

The Puerto Rican high school dropout and Vietnam War veteran didn’t think that he belonged at a university, but he went anyway. Villanueva battled his way to the top overcoming countless barriers including bigotry, self-doubt, and lack of academic preparation. “At some point I decided I’d stay in school until they kicked me out. They just never got around to it so I’m still here,” he said chuckling.

Raised in Brooklyn, Villanueva does not fit the average mold of a Washington State University Regents Professor. His initial attraction to academia developed while attending Tacoma Community College and the University of Washington after being discharged from the military. This attraction grew into a passion when he realized the parallels between the bureaucratic structure of the military and a university.

“Some part of me was motivated by the idea that it was so clear that I didn’t belong here,” said Villanueva. “A Puerto Rican high school dropout in a university? Please!” Defeating these stereotypes has proved to be challenging, but

ultimately it led him to build a career studying racism, the source of nearly all problems he encounters.

To Villanueva, some of his greatest accomplishments include receiving the Young Rhetoricians Conference “Rhetorician of the Year” award in 1999, serving as a Regents Professor, and chairing the Conference on College Composition and Communication in 1999-2000. “I am still surprised by how others see me and I am always delighted by it,” he said.

Villanueva earned his doctorate in English rhetoric and composition studies from the University of Washington. His research concerns the interconnectedness among rhetoric, ideology, and racism, and their manifestation in literacy and literacy practices. At WSU he has been awarded the Edward R. Meyer Distinguished Professorship in Liberal Arts and has served as writing project director, director of composition, chair of the Department of English, director of the American Studies Program, and associate dean of the College of Liberal Arts. Villanueva was named the 2009 Exemplar for the Conference on College Composition and Communications and he was the 2008 recipient of the National Council of Teachers of English Advancement of People of Color Leadership Award. To learn more about Villanueva’s accomplishments, visit [libarts.wsu.edu/english/faculty/villanueva.html](http://libarts.wsu.edu/english/faculty/villanueva.html).

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# Young and Hmong

## Pharmacy Student Adds Perspective to Cultural Competency Class

by Judith Van Dongen, WSU Spokane

In a room full of students in white coats, fourth-year pharmacy student Mays Vue stood out in her colorful costume adorned with embroidery and coins that jingled with every movement. Showing off her Hmong roots, the outfit is something she wears only at very special occasions: weddings, New Year's celebrations, and in this case, the College of Pharmacy's Pharmaceutical Care Lab on cultural competency.

Vue had graciously volunteered to attend all five sections of the lab to tell third-year pharmacy students about Hmong culture. Her presentation added a new dimension to an established part of the curriculum: the assignment to read and discuss parts of the book *The Spirit Catches You and You Fall Down*, the story of a Hmong girl suffering from severe epilepsy and the cultural conflict surrounding her treatment. The goal of the assignment was to increase cultural awareness among these future pharmacists, whose understanding of different perspectives and belief systems will help them achieve positive health outcomes for their patients.

"Mays's participation added a degree of richness to the lab," said clinical assistant professor Brenda Bray, who taught the lab with professor John White. "It clarified things from the book that the students read and brought the culture to life."

With her mother-in-law, Pai Vue, by her side, Vue painted a vivid picture of the Hmong people's trials and tribulations. Her story started with their forced move from the mountains of southern China to other

parts of Southeast Asia in the 18th century. She went on to explain the political events that caused many Hmong to flee Laos and eventually start a new life in the United States, where the next generation of Hmong children struggled to balance the old ways with the new.

Born in the United States herself, Vue has lived through that conflicting feeling of belonging and not belonging. She entertained the students with anecdotes of her encounters with Hmong customs she was not yet familiar with, including those practiced at her own wedding. She also explained the Hmong beliefs and how they are expressed in traditional healing and attitudes toward western medicine.

Following the presentation, Bray led a group discussion on the book. She probed the students on their understanding of the cultural issues that formed a roadblock in the treatment of the young protagonist and asked them how things might have been handled differently. Vue occasionally explained the beliefs and customs underlying certain events. Others in



WSU pharmacy student Mays Vue (left) and her mother-in-law Pai Vue (right) pose with WSU Clinical Assistant Professor Brenda Bray.

WSU pharmacy student Mays Vue shares rich information about her Hmong culture with other pharmacy students on the WSU Spokane campus.



the group added their viewpoints as seen from their own cultures.

It's hard to believe that Vue took the same class and never mentioned to anyone that she had an insiders' view of the culture described in the book. She didn't want to end up doing all the talking and have others feel inhibited to speak about their own experiences.

After encouragement by the pharmacy faculty, she offered to become involved and, in the process, learned something new.

"When you open up your own cultural experiences, it helps others to open up about theirs, too," she said.

# Harvard Sociologist Honored with Inaugural William Julius Wilson Diversity Award

By James Tinney  
University Advancement and External Affairs

William Julius Wilson, one of the nation's leading experts on issues of race and urban policy, received the inaugural William Julius Wilson Diversity Award during Washington State University's December commencement ceremony.

The award recognizes contributions to social policy and diversity that have had an impact at the local, national, or international levels. Wilson, who received his doctoral degree in sociology from WSU in 1966, is the Lewis P. and Linda L. Geyser University Professor at Harvard University, where he has been a faculty member since 1996.

In his address to the graduating class, Wilson discussed the Harlem Children's Zone, which he described as an "uplifting story during a period when we have been bombarded with bad news here at home and around the world. I especially hope my brief remarks this morning will inspire the young people who are graduating today, many of whom will become future leaders in this country."

Wilson said the mission of the Harlem Children's Zone is "to flood a number of blocks in Harlem, an inner-city community in New York City, with educational, social, and medical services to create a comprehensive safety net for the children in that area."

Funded largely through corporate support, the program has produced remarkable results in improving the educational readiness and achievement of students who come from these disadvantaged neighborhoods, Wilson said.

"Here we have kids from some of the most impoverished backgrounds, mostly from poor single-parent families, whose scores on cognitive tests far exceed those of kids in the public schools of New York," Wilson said.

He said the program is being used as a model for a federal initiative—Promise Neighborhoods—which aims to repeat these successes in urban centers nationwide.

William Julius Wilson described his work with the Harlem Children's Zone to 650 graduating WSU students and their families during the fall commencement ceremony.



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## WSU Professors Instrumental in Quelling Racial Tensions on UC San Diego Campus

by Phyllis Shier  
WSU College of Liberal Arts

When a “Ghetto-Fabulous” party that took place on the UC San Diego campus during Black History Month in February escalated into a racial firestorm, UCSD Associate Professor of Sociology Ivan Evans looked to the work of Washington State University comparative ethnic studies faculty, C. Richard King and David J. Leonard, for guidance in quelling the ensuing rage that enveloped the campus and surrounding community.

station that has since lost its university charter, and a KKK-style hood found on a statue outside the main campus library, had left UC San Diego officials scrambling to confront the situation and deal with a possible follow-up party in which organizers planned to “offend all races,” according to a report from the San Diego 6 news team.

Evans became aware of King and Leonard’s article when a student brought it to his atten-

King and Leonard authored “The Rise of the Ghetto-Fabulous Party,” published in the September/October 2007 issue of *ColorLines*, a national news magazine on race and politics, in which they addressed the alarming phenomenon of “ghetto-fabulous” parties and similar ethnically derogatory events at colleges and universities across the nation. The article offered insight as to why such parties, characterized as “contemporary minstrel theater,” have become prevalent.

The “Compton Cook Out” party invitation, which evoked turmoil at UC San Diego, was posted on Facebook by members of the Pi Kappa Alpha fraternity. It called for party attendees to portray themselves in highly offensive caricatures of blacks. This and other racially motivated events that followed, including a noose found hanging in a campus library, an offensive racial slur broadcast on the student-run television

tion. He made it a required reading assignment for his large class and disseminated it to university administration, faculty, and student groups across campus.

He then wrote King and Leonard to say: “Your essay in *ColorLines*, ‘The Rise of the Ghetto-Fabulous Party,’ has played an important role in helping students understand the social etiology of these parties and why they are so offensive to so many of us.” Evans closed his email by adding, “Your essay played a significant role in immediately helping students draw connections that would have taken a month or more for us to make, and I wanted to thank you for that.”

Identifying colleges and universities as “key battlegrounds in the culture wars,” King and Leonard posited that these institutions have long been attacked for a purported liberal bias. “In many respects, ghetto-fabulous parties are the culmination of conservative politics on

“We intend to stay on the task until people of color feel completely at home on the campus.” —IVAN EVANS

campus,” the authors said. “A vocal (conservative) movement has successfully portrayed the ivory tower as a place where 1960s radical holdovers are now tenured professors and deans, and where conservative white males are constantly under attack.”

Conservative students engaging in contemporary minstrel theater “have in essence created a culture today in which those with power think of themselves as victims and those without become targets for violence,” the article adds.

The authors cite “the growing influence” works by conservative intellectuals have had on college campuses. In particular, they include founder of the right-leaning activist group Students for Academic Freedom, David Horowitz, who “asserted that ‘the cultural left’ bears responsibility for September 11,” and writer and former policy analyst in the Reagan White House, Dinesh D’Souza, who tries to link radical Islam and the American left in his book *The Enemy at Home: The Cultural Left and Its Responsibility for 9/11*. They also cite a growth in conservative newspapers, backed by agencies such as “The Collegiate Network,” a technical support group and financial backer of more than 102 conservative student newspapers that collectively publish more than two million copies per year, for taking “up the cause of defending students who stir up controversy with their racist stunts.”

King and Leonard express concern that today’s universities follow corporate models in ways that not only affect business practices but also have an impact on university curriculum and policies, a dangerous trend that includes replacing courses on multiculturalism with diversity training programs that only stress “cultural competency and tolerance as skills that will serve (students) well in the business world.”

As to the current state of affairs on the UCSD campus, things are starting to improve. “Students and faculty have banded together to work with the university



WSU Professors David Leonard and Richard King.

administration to transform the racial climate at UCSD. We intend to stay on the task until people of color feel completely at home on the campus,” Evans said.

King is associate professor and chair of comparative ethnic studies at WSU, and has a doctorate in anthropology from the University of Illinois. His research concentrates on the racial politics of culture. Currently, he is investigating commodity racism, especially in children’s culture, the use and abuse of the Holocaust in contemporary politics, and white power and popular culture. His work has appeared in a variety of journals and he has authored and edited several books.

Leonard is associate professor of comparative ethnic studies at WSU. He received his doctorate in comparative ethnic studies at the University of California, Berkeley, and explores the political economy of popular culture, examining the interplay between racism, state violence, and popular representations through contextual, textual, and subtextual analysis. His work has appeared in both popular and academic mediums.

# Professor Recognized as Diversity Champion

By Gail Siegel  
WSU College of Liberal Arts



Tommy L. Robinson (right), president of the American Speech-Language-Hearing Association, congratulates WSU professor Ella Inglebret for being named a Champion of Diversity. Inglebret is wearing the medal she received as part of the honor.

Washington State University associate professor of speech and hearing sciences Ella Inglebret was named a Diversity Champion by the American Speech-Language-Hearing Association (ASHA). She was recognized at the ASHA Convention in New Orleans in November.

Inglebret was selected for her “detailed analysis of factors contributing to educational achievement for Native American students” and for bringing “visibility to the role of culture in educational service delivery for Native students in Washington state public schools in partnership with tribal and state leaders,” said Vicki Deal-Williams, ASHA chief of staff for multicultural affairs.

According to Deal-Williams, Diversity Champions were selected for advancing multicultural infusion in the speech, language, and hearing professions, serving as advocates for or championing the cause of multicultural issues, demonstrating respect and value for differing backgrounds and points of view, and for having highlighted the impact of culture or language on speech-language pathology, audiology, or speech-language or hearing sciences.

Inglebret is a member of an interdisciplinary research team at WSU commissioned by the Washington state

legislature to study the “achievement gap” for Native American students in Washington state public schools. The research team produced a report entitled “From Where the Sun Rises: Addressing the Educational Achievement of Native American Students in Washington State” that was based on six months of research with school districts and ten listening sessions with tribal communities. To learn more, read “Researchers Propose Plan for Improving Native American Student Achievement” in the 2009 edition of *Insight* at [saed.wsu.edu/Content/Documents/saed/insight0809.pdf](http://saed.wsu.edu/Content/Documents/saed/insight0809.pdf).

“A part of what I did was to identify where there were tribe-school district relationships and where they were at in developing curriculum,” said Inglebret. “My role was to find out what is working and who is doing it.”

Inglebret has a longstanding interest in working with Native American communities. As a speech-language pathologist working with children, Inglebret saw the need to bring more Native Americans into the profession to serve those communities. She originally came to WSU in 1989.

# Federal Way Twins Relish Being *Cougars* Together

By Richard H. Miller  
WSU Center for Distance and Professional Education



Twins Katrina (left) and Kanethia Williams have always done a lot of things together. Both are working on bachelor's degrees through Washington State University's Distance Degree Program.

In an online course, no one knows if you look different. They also don't know if you look the same.

For identical twins Katrina and Kanethia Williams, that's a relief. In grade school, looking the same wasn't so great. “Hey! Twin!” their classmates shouted. “Which one are you?”

The sisters still lead twin lives. They live together in Federal Way, Washington, work for the same company and are both earning social sciences degrees through Washington State University's online degree program. If a stranger calls one by the other's name, they go with the flow. “We usually act like we know them, even if we don't,” Katrina said.

The Williams sisters, 25, grew up in Omaha, Nebraska, and moved to Washington in 1996. Katrina attended Tacoma Community College. Kanethia went to Highline and Green River community colleges. When it came time to finish their university degrees, they returned to parallel paths, both enrolling in WSU Online.

“With online classes, you can set your own schedule,” Katrina said. “We both wanted to study psychology and liked the flexibility of the WSU program.”

Kanethia echoed that.

“I enjoy being able to access my coursework any time of day,” she said. “I always recommend the program to other people.”

The sisters both work online as guides for ChaCha, a free search engine for mobile users. When people call or text questions about any topic such as “Can you make pancakes in the microwave?” or “Tell me a corny joke,” they look up answers on the Internet.

After graduation, Katrina will still help people, but in a more transformative way.

“I plan to work as a chemical dependency counselor,” she said. “I would like to get a master's in social work or community counseling.”

Kanethia hasn't made up her mind about her career. But Katrina spoke for her: “She is considering the same career path as me.”

**Answers:** To question #1: Yes, you can make pancakes in the microwave, but they won't get brown. To question #2: A three-legged dog walks into an Old West saloon, goes to the bar and says: “I'm looking for the man who shot my paw.”



*Multicultural Graduation Ceremony, May 7, 2010, at the Schweitzer Events Center in Pullman, Washington.  
Photo by Mayra Avina.*