Undergraduate Creates the Very Data She Analyzes
Converse and Gittes Go to the “Front of the Class” of WSU Teachers
Kim Andersen’s “Interactive Classrooms” on a Global Scale
Foreign Language Proficiency Contributes to Honors Global Emphasis
Alumnus Gives Back to the Nation, One Animal at a Time
Why Do We Have an Honors Thesis?
We welcomed another 140 new students into the program this year—an academically very strong group with an average high school GPA of just over 3.9 and average SAT scores of 1300 on the two-part verbal and math tests. Many among this group have already demonstrated proficiency in a foreign language, while the others are well on their way to fulfilling this new Honors College requirement.

Perhaps you have heard that there is a new college at Washington State University—the University College. In response to many inquiries, I want to affirm that the Honors College will remain an independent college at WSU with a reporting line to the provost. The new college will incorporate many important campus programs that are particularly important for students who have not yet certified in a major—Advising and Career Development, Writing Program, New Student Programs, General Education, Learning Communities/Freshman Focus, Pathways to Academic Success Seminar, and Undergraduate Research. The University College is a parallel structure to the Honors College and does not subsume it.

I am very excited about the plans that are now in place to celebrate the 50th anniversary of the Honors College on the Pullman campus on March 5–6, 2010. We have an exciting program, including student and faculty presentations, a reception at the WSU Museum of Art, tours of new facilities on campus, the 10th Bhatia Lecture, and a dinner at the Palouse Ridge Golf Course. Our Bhatia speaker will be U.S. Ambassador Leslie V. Rowe (’69 Foreign Languages and Honors) who has had a very distinguished career in United States Foreign Service.

Please see more details about the 50th anniversary of Honors in this edition of Excellence and also on the Honors College Web site at honors.wsu.edu. We hope to see everyone there. It will certainly be a grand occasion and an opportunity to share memories with many others who graduated from Washington State University and the Honors Program or Honors College.

Libby Walker
Dean, WSU Honors College
Every morning during the summer of 2009, Honors junior and computer science major Kjerste Tangvald, pictured on cover, woke to see small red lights on the ceiling over her bed. There were more lights overhead as she walked down halls in her campus apartment, cooked breakfast, and did her laundry. As long as she was in her home, lights and wiring were above her.

Curiously enough, when she was at work in her summer research job across campus in the Engineering Teaching, Research, and Laboratories (ETRL) building, she could retrace the steps she had made in her apartment. That’s because she lived in a “smart environment,” a campus housing unit equipped with computerized sensing monitors. Tangvald literally had created the data she and teammates were analyzing in the lab.

Tangvald’s work was tied to 10 weeks participating in a Research Experience for Undergraduates (REU) program, one of several at WSU funded by the National Science Foundation. Her smart apartment is one of two related to projects led by Diane J. Cook, Huie-Rogers Chair and professor in the School of Electrical Engineering and Computer Science.

**Smart apartment environments**

Each room has dozens of sensors monitoring participants’ movements related to life activities. Also installed in these apartments are sensory pads and video equipment to help control heating, lighting, ventilation, and air conditioning. The information collected by these sensors, which can be embedded into everyday objects to make them hardly noticeable, is sent electronically to a system that can interpret the data.

For example, if inhabitants forgot that they left the stove on after cooking dinner, the sensors would send information to the system, which could notify the inhabitants to turn off the stove. The system can even determine when inhabitants are watching television or working on a computer, for example.

It uses an algorithm to recognize people and activities. Algorithms are sequences of instructions that detail how a particular task is performed, which a computer could use as a model. Using the algorithms, the system can “learn” sensor readings that match daily human activities. As it learns, it can help reduce manual efforts, increase energy efficiency, and identify anomalies in the environment, for example.

*Tangvald continued on page 2*
The ultimate goal of smart apartment research, however, is to design a system that will allow individuals with limitations to remain in their own homes and still maintain a high quality of life. Since 2008, Cook and Maureen Schmitter-Edgecombe, professor in the Department of Psychology, have collaborated to create, evaluate, and improve the WSU smart apartments for people with impaired cognitive function.

Recently, the researchers working on the WSU smart apartments received a three-year grant with professor Behrooz Shirazi for the development of a summer research program to promote the participation of undergraduates. The summer research program—the Electrical Engineering and Computer Science REU—allows students from WSU and other universities across the United States to work on research projects pertaining to the smart apartments and to experience the world of full-time mentored research at WSU.

Student’s REU experiences

Tangvald, from Spokane, heard about the smart apartments after she transferred to WSU from the University of Washington, but she never imagined that she would perform research on, or live in, one of the apartments as a student.

“I really thought the smart apartments were a forbidden place for undergraduates,” comments Tangvald.

“It was really bizarre at first living there, but you quickly get used to seeing the flashing lights and wires around the apartment.”

Her summer apartment mate, Erin Buehler, an Eastern Washington University computer science senior, participated in the same REU program at WSU. Every day, they left their home by 8:30 a.m. and could not return until 4:30 p.m. so human subjects (often elderly) could be in the smart environment for various tests. While out of the apartment, the undergraduates would examine the data collected at their lab in ETRL.

Under Cook’s tutelage, Tangvald used her computer science skills to analyze energy data, specifically participants’ electricity usage, collected from sensors in the smart apartments. Software programs such as WEKA, visualizers, and 3D graphing helped her see any trends in energy data and link them to participants’ basic activities. She could create learning algorithms that would help the smart environment computer provide assistance for residents, if needed.

“This was my first time researching and this was not what I had anticipated at all,” Tangvald explains. “My work was very independent, but Dr. Cook was always available if I needed help figuring something out.”

“Tangvald has a strong work ethic and is always very eager to learn more,” comments Cook.

Tangvald transferred to WSU after switching her major from bioengineering to computer science. “I was accepted into the WSU Honors College when I applied here as a high school senior, so I was still interested in Honors when I transferred,” she says. “I’ve really enjoyed my experience as an Honors student so far.”

Looking ahead, she plans to keep working with the smart environments and to stay involved with any research conducted by Cook.

“Research gives you a taste of what graduate school will be like,” she says.

To read about other REU student researchers, visit [honors.wsu.edu/newsevents/headlines/REU2009](http://honors.wsu.edu/newsevents/headlines/REU2009)
Many professors at WSU must research and publish in addition to teaching classes. But Sheila Converse and Fred Gittes were hired with teaching as their primary responsibility, Converse in music and Gittes in physics, and both offer courses in the Honors College. Teaching fits their wishes and career goals perfectly.

Converse and Gittes received University-wide recognition for their outstanding work as the first recipients of the prestigious WSU Distinguished Teaching Award, designed especially for non-tenure-track faculty. The announcement was made by the WSU Teaching Academy at the Office of Undergraduate Education awards ceremony in spring.

The criteria for the award includes:

- Evidence of challenging students and using current, innovative, and effective teaching practices that communicate high expectations.
- The ability to stimulate students and convey excitement.
- An availability to students and willingness to assist and mentor them.
- Evidence of valuing and responding to various kinds of diversity among students.
- Success in stimulating students’ intellectual growth and fostering an integrated view of knowledge.

“Those who can teach, do. Those who can’t, do something far less important,” Converse tells her vocal pedagogy students.

Converse teaches “Music and Society,” a two-credit seminar pulling together ideas from many disciplines (i.e., art, literature, philosophy, politics, and history) and showing their relationships with music.

“For example, in learning about Mozart’s ‘The Marriage of Figaro,’ we discover that these very real characters are nevertheless drawn from the comedia dell’arte theatrical tradition. We learn about the changing social roles for the period. Mozart portrayed the servants in this opera as more appealing, more clever, and more successful by the end of the opera than the aristocratic characters, thereby foreshadowing the cultural changes that would sweep Europe in the 18th century,” she says.

In the spring, she taught a new Honors course, “Music: Science, Art, Healing,” examining music from the perspectives of science, global cultures, and therapy.

Gittes says that “simplicity and insight” are important objectives for teachers.

Gittes has taught three Honors courses. “Integrated Science for Honors” was co-taught with Lisa Carloye, clinical assistant professor in sciences, and focused on an interdisciplinary approach to science in the modern world. His “Honors Physics for Scientists and Engineers” I & II are calculus-based courses, covering mechanics, energy, waves and oscillations, fluids, and thermodynamics in the former, and electricity and magnetism, light and optics, electric circuits, and extra topics in the latter.

He may raise the issue of, say, the feasibility of a space elevator (a carbon nanotube-based structure that would transport people directly from the Earth’s surface into orbit). “It’s a speculative concept but I want students to think about the possibilities, the materials to use, or what the phenomenon might cost, and to talk about and write about these things.

“Honors students are after the challenge and are rather articulate,” says Gittes. “I ask them to write about a topic that interests them, incorporating the tools of physics into their topic. They have written about antivibration devices for skis, the physics of dance, and how sailboats can sail faster than the wind. The liveliness of their thinking is inspiring.”

Converse, a clinical assistant professor in music, has taught at WSU for over a decade. A WSU alumna, she received her interdisciplinary doctorate in “Exploring Gender Issues in 20th Century Music.” Gittes is a clinical associate professor and academic advisor in the Department of Physics and Astronomy. His doctorate in bioengineering is from the University of Washington.
Compelled by his passion to bring learning alive, long-time Honors College faculty member Kim Andersen has taken students on faculty-led study abroad tours to the Iberian Peninsula or Scandinavian nations nearly every summer since the start of the new millennium.

Honors students enrolled in these eight classes have witnessed bullfighting in the Real Maestranza de Caballeria in Seville, Spain; visited the Viking Ship Museum in Roskilde, Denmark; contemplated the art of expressionist painter and printmaker Edvard Munch at a civic museum in Oslo, Norway; and marveled at the Jewish-Christian-Islamic influences on architecture and gardens in Cordoba, Spain. With Andersen, they have backpacked, taken trains, walked, and sailed; slept in modest hostels and hotels and eaten foods new to them in neighborhood shops and local parks; visited galleries and museums; and attended operas. When possible, they have communicated using their foreign language skills. And had a thousand more learning adventures.

“I believe the travel portion of each class is an interactive classroom in which learning takes place on a variety of levels,” Andersen writes on his Web site. “In all, (the classes) provide students with a level of experiential resonance against which they, in the future, may assess issues pertaining to foreign life. The experience undoubtedly will be of personal developmental value as students learn to navigate foreign environments.”

Andersen’s planning for each two-to-three week trip begins at least a year in advance. He compiles an itinerary that covers historical as well as contemporary cultural and sociological elements. He reserves lodging accommodations and scouts out eateries. And he plans the course.

Each trip is a three-credit class, requiring students to be enrolled for that summer semester. Each trip is advertised in fall and by January prospective student enrollees attend preparatory meetings to build camaraderie and work on assignments. At the end of spring semester, each student meets with Andersen to define, outline, and start a bibliography on a research topic related to the trip.

“Every student can create his or her own ‘international short story.’”
What began in 2005 as a dream, two grants, and a series of pilot studies is now a reality for students in the Honors College. As of fall 2008, incoming Honors freshmen are required to demonstrate proficiency in reading, writing, and speaking a foreign language. This is evaluated through student performance on the Standard-Based Measurement of Proficiency Test (STAMP) developed by the Center for Applied Second Language Study at the University of Oregon in Eugene. This proficiency-based requirement is an integral component of the Honors curriculum, which focuses on providing students with the knowledge and skills to contribute to and compete domestically and internationally in a world composed of interacting cultures, values, and perspectives. Although this is a new requirement, it is built on the tradition established by many former and current students in the Honors College who have combined foreign language study with excellence in their field of choice. Many, for example, have received distinguished scholarships and pursued successful careers in the Foreign Service and with the Federal Reserve. The Honors College is committed to providing all of its students with the academic training to succeed in an increasingly competitive global workforce.

This year’s freshmen are definitely up to the challenge. They have foreign language backgrounds in a wide variety of languages, including American Sign Language, French, German, Greek, Italian, Latin, Japanese, and Spanish. Of the 140 students entering the Honors College this fall, 49 had studied a foreign language for three years in high school and 32 had completed four years of study. Of the 40 students who had completed at least three years of study

When Rachel Wanty is ready to enter veterinary school, she plans to have taken five semesters of college-level Spanish classes—on top of three years of high school Spanish.

"Because of the Honors College language proficiency requirement, I enrolled in a 200-level class when I came to WSU last year to prepare to pass the STAMP test, which makes you remember all the vocabulary you’ve ever learned plus verb tenses," the sophomore neuroscience major says. "I’ve enjoyed studying Spanish here so much—no, loved it—that I’m going to minor in it."

Recently pre-admitted to WSU’s vet program, Wanty will specialize in horses and large animals, where she believes knowledge of Spanish will help her communicate with many of the industry’s employees. "I’ll be able to serve my professional community in a whole new way and also broaden the scope of my practice."

Foreign Language continued on page 6
Alumnus Gives Back to the Nation, One Animal at a Time

They say a man’s best friend is his dog. But many military working dogs’ best friend may well be Honors College alumnus Amos Kerry Peterson.

Since 2008, Capt. Peterson of the U.S. Army Veterinary Corps has been Officer-in-Charge of the Andrews Air Force Base veterinary clinic in Maryland. With a civilian vet and five staff members, he is responsible for, among other things, medical and logistical support for 37 military dogs.

“These canine athletes work with Air Force One, flying with, or in advance of, the President,” says Peterson. “They patrol the national Capital area and the Pentagon, but are ready to deploy anywhere senior members of the military or government travel. They search for explosives at events. And they’re deployed for long-range, active military duty in the Middle East and around the world.”

Peterson sees the German Shepherd or Belgian Malinois dogs at least twice yearly for complete physicals, and periodically for minor injuries. They are mostly intact males, 3½ to 5 years old that have spent at least a year in training and developed intense bonds with their military handler/partners.

“I wouldn’t say I’m the dogs’ best friend, but we always respect and get to know each other pretty well.”

One of his most dramatic professional experiences since arriving in the D.C. area, however, involved not a dog but a horse and the media.

“I and two others were assigned to provide vet support for the Presidential Inauguration. We screened approximately 250 horses that were to perform in the parade. We were on standby when we got an emergency call that a horse had stepped back and gotten a rear leg stuck between a winch and the bumper of a truck. We raced to the scene—which was two blocks from the Capitol building in the middle of the National Mall—

(excluding their senior year) who took the STAMP test during summer orientation, 55% demonstrated the required level of proficiency in all skills, and many demonstrated the required proficiency in at least one skill. These students were placed in appropriate courses to help them increase their proficiency and prepare them to retake STAMP in December. One incoming freshman actually tested proficient in two languages, Spanish and Italian.

In one short year, we have witnessed the effect of the new curriculum with its global emphasis and international outlook, of which the Foreign Language Proficiency requirement is but one component. In general, enrollment at 200- and 300-level foreign language courses went from 1,094 in 2007–08 to 1,166 in 2008–09, mostly driven by Honors College students pursuing a higher level of proficiency beyond WSU’s entrance requirement. Recognizing the value of being bilingual in our society, many have opted to pursue minors (which have increased from 230 in 2007–08 to 275 in 2008–09) and majors (to 154 in 2008–09). In addition, Honors College students’ study abroad participation has gone up from 39 in 2007 to 44 in 2008.

We feel confident that graduating from the WSU Honors College will equip students with the life and communication skills, global competency, and cultural intelligence that will ensure their future success as professionals and citizens of the world wherever they should choose to live their lives to their fullest potential.
thinking the leg was broken and that we were going to have to put the horse down in the middle of the huge crowds.

“It was a huge relief to find that wasn’t the case. The leg was not broken. We got help to lift the horse and to pry off the winch thereby freeing the horse, which I’m happy to say is alive and doing well to this day. We saved it. I’m not sure what the media’s story finally said, but we felt like heroes.”

Peterson also provides veterinary services to the dogs and cats of service people on base, and performs “sanitary food audits.”

“These go back to at least the Civil War era, when vets would go to farms and businesses that sold meat and food to the soldiers, inspecting it for safety and for sanitary purposes. Today, there are approved sources and we do different kinds of food inspections. I’ve checked frozen fish, ice cream, smoked meats, fresh fruits and vegetables, bottled water, and ice, for example. It’s not the kind of work you might expect a vet to do, but it’s important.”

Peterson grew up in Walla Walla, Washington, riding horses to herd sheep and cattle on the family ranch with his three sisters. He dreamed of learning to pilot an airplane and become a doctor. “By the time I was in college, my passion leaned more toward altruism so I headed into medicine—animal medicine. Then after 9/11 in 2001, I had a strong desire to join the military, to be part of a cause bigger than myself.” His WSU education helped him do that.

Peterson (’00 Animal Science, with a French minor; ’08 DVM) had a Health Professions Scholarship Program scholarship from the military during vet school; upon graduation he became a commissioned officer in the Vet Corps and trained on how to operate a base vet clinic.

Peterson and his wife, Lindsey (Pritchard) (’08 Human Development), and daughter Rhona moved to Virginia for his Andrews assignment. In summer 2009, a son, Thorsten, was born. Oso, a Newfoundland mix dog that Peterson adopted in Pullman, completes their family.

This fall, Peterson began a combat tour as part of Operation Enduring Freedom, traveling to a U.S. Navy base in the Horn of Africa, a region containing the countries of Djibouti, Somalia, Ethiopia, and Eritrea. He will care for government-owned working dogs in the military theater there, conduct food audits, and give medical care to civilians’ pets and other animals.

“Our lives are very happy and my career is exciting now,” Peterson sums up. “But we do miss the Pacific Northwest. I imagine we will be back there again someday.”
Honors students are busy, engaged individuals. They frequently complete both a major and minor or two majors, and their interests extend to areas unrelated to their chosen field(s) such as the WSU Marching Band, varsity or intramural athletics, student government, and employment. With so many activities in their lives, why does the Honors College require its students to complete an Honors thesis for graduation?

The Honors College thesis became mandatory in 1996 and is the culminating Honors experience. Each student performs independent work while being mentored, one-on-one, by a faculty advisor. The student conducts a search of the scholarly literature; explains and justifies its relevance to the thesis project; submits a proposal of the thesis work to be done; writes a formal document of the thesis findings; and defends the thesis to three faculty members. Throughout the process, the student is encouraged to aim high and is guided toward excellence by the advisor, who possesses expertise in the student’s area of interest.

In addition to the intrinsic value related to sustained engagement in an independent research project under the direction of a faculty member, the Honors thesis provides a mechanism to measure how well our curriculum is providing the skills necessary for life-long learning. The Honors thesis is the ultimate measure of the learning goals of the baccalaureate, i.e., critical thinking, oral and written communication skills, information literacy, quantitative and symbolic logic, a sense of self and society, and disciplinary knowledge.

Evaluation instruments have been designed which allow faculty to quantify the extent to which each thesis reflects ability in these six skills.

Clearly, completion of an Honors thesis requires dedication, determination, and a high level of sustained scholarship on the part of the student whose time is limited. For many students, the thesis represents the only opportunity they will have to work closely with faculty who share similar research or creative interests. Graduate and professional school admissions committees are keenly aware of the motivation and discipline required to complete and successfully defend a thesis, and look favorably on students who distinguish themselves in this way.

Senior Honors student Nicole Sawatzki recently completed her thesis under the direction of Professor James Krueger, an internationally recognized leader.
in sleep research. Nicole’s work has resulted in a first-authored manuscript that will be submitted for publication. She was invited to interview at Vanderbilt University School of Medicine, one of the nation’s best research-oriented medical schools, where incoming medical students are expected to create a research question, investigate the subject, and present their findings at conferences and seminars. She says, “This is a nearly identical format to what I did for my Honors Thesis at WSU. I believe that my thesis was one of the primary factors in Vanderbilt’s decision to grant me an interview this early in the admissions process. My involvement in the Krueger [lab] allowed me to attend a national sleep research conference. Because of the Honors Thesis, I feel both prepared and excited for research at the graduate level.”

An overarching goal of the Honors College is for students to work closely with faculty on a high quality, rigorous thesis. Nicole is just one example of the many students who have met this goal and are well on their way to achieving their own academic and professional aspirations. The benefits of the Honors thesis are tangible to our students and our faculty, and are being realized on a global scale.

All students keep travel journals with text, photos, and memorabilia to trace their personal experiences. Following their trip, they prepare their personal research paper using a traditional academic format. They are graded based on these documents.

Andersen, a humanities professor from Denmark, came to WSU in 1987 to teach Danish language and culture; he joined the Honors faculty in the mid-1990s at the invitation of Dr. V.N. Bhatia, then program director. Andersen’s responsibilities today include teaching three Honors courses each semester, assisting with program development, and advising students. He also manages the Honors College Speaker and Film Series, which offers evening film showings, guest speakers, and discussions on a titillating breadth of topics each semester.

Conducting faculty-led study abroad trips, though, is clearly a passion. “It’s a wonderful dimension of a student’s college education,” he says, “to learn first-hand about the culture and history and people of other places. It’s one way every student can create his or her own ‘international short story.’ And that, I believe, is a great thing to have accomplished.”

For a summer 2010 class titled “Scandinavia: Art and Cultures,” Professor Andersen’s students will explore Denmark, Sweden, and Finland for two weeks, where ancient Norse cultures contrast yet complement modern life in these European Union nations. For more information and photos from earlier study abroad classes, visit www.wsu.edu/~kimander.

Honors Assistant Dean Jessica Cosselman also frequently leads students on summer study abroad classes. For summer 2010, she is proposing Peru as the site for a trip.
Help Us Continue a TRADITION OF EXCELLENCE

Encouraging Honors College students to challenge themselves in a highly engaged academic community. For the past half century. And for the next.

With our emphasis on global awareness and impact, the WSU Honors College continues to support our outstanding students as they develop their full potential to lead and serve their local communities and beyond. Your gifts to the Honors College will help to ensure that we can provide opportunities for students and faculty to further expand our excellence.

Please support us by making your gift online today at honors.wsu.edu/support or use the pre-addressed, stamped donation envelope in this magazine.

These key initiatives for the WSU Honors College tie directly to the University’s strategic goal of providing “a premier education and transformative experience that prepares students to excel in a global society” (see details online at honors.wsu.edu/support/priorityneeds). Your gift will help us to:

- Provide scholarships in several categories to our deserving students, helping us to recruit, retain, and reward WSU’s top scholars. Financial support will enable them to embrace every aspect of their valuable undergraduate education at our research institution.
- Create international faculty seminars that provide intensive study experiences, enhancing the global teaching and learning mission of the college and allowing professors to share their global experiences in meaningful ways with students, colleagues, and the academic community.
- Establish a distinguished professorship to recognize an exceptional faculty member from any field who teaches in the Honors College, allowing him or her to engage fully in the activities of the college and contribute to the breadth and depth of the curriculum.
- Develop a distinguished international lectureship program, enabling Honors to bring world-class lecturers to campus for presentations and seminars that engage students on topics of national and international significance.

Giving to the WSU Honors College can be accomplished in several ways that meet the personal needs of each donor (read more online at honors.wsu.edu/support/waystogive). You can, for example:

- Support existing accounts annually, such as the Honors College Endowment Fund and the Honors College Development Fund, or any of a number of additional accounts for scholarships and study abroad.
- Create an endowed fund, which creates a permanent investment from which income is used to support an area you designate.
- Consider a legacy gift (typically $25,000 and above) using a variety of financial vehicles such as bequests and living trusts, insurance policies, IRAs, and life income gifts.

Gifts to the Honors College Commemorative Tile Campaign go to the Endowment Fund and provide a lasting recognition of your support. Specially engraved tiles and plaques adorn the walls and fireplace mantle in the Honors Hall Lounge, offering a way to commemorate graduates and friends of the Honors College.

Honors alumnus Duane Jacklin ('67 Ag Econ), pictured at right, created the Jacklin Family Honors College Education Abroad Endowment with his brothers Don ('66 Agronomy), middle, and Doyle ('62 Agronomy), left. The endowment is part of their $1 million gift to WSU. An engraved plaque recognizes their support of the Honors College.

Read more about the Jacklins in the spring Honors enewsletter at honors.wsu.edu/excellence/2009/april.
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Create a Flexible Endowment through your estate plan, but have an IMPACT TODAY and make the WSU Honors College a part of your family.

Honors alumnus Kris Herzog (’89 Business) always planned to give back to the program she says “is one of the greatest things in my life.”

“I couldn’t have received a better education at any university in the nation, and Honors’ small, challenging classes were on par with courses at my graduate school.”

Kris established a legacy for generations to come by endowing a scholarship in the Honors College through her estate plan… but she’s making a difference today. Beginning this year, Kris will make annual gifts of $1,000 to fund her named scholarship now so that she can experience the rewards of supporting Honors students during her lifetime.

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2010 V. N. Bhatia Lecture:

**Leslie Rowe, U.S. Ambassador to the Republic of Mozambique**

Leslie Rowe, a 1969 graduate of Washington State University and the Honors Program, entered the Foreign Service in 1983 and is a career diplomat. She served as ambassador to Papua New Guinea from 2006 to 2009, deputy chief of mission at the American Embassy in Nairobi, Kenya, from 2003 to 2006, and consul general in Bangkok, Thailand, from 2000 to 2003. During her career, she has also served in Portugal, Chile, Brazil, and Costa Rica. In addition to her bachelor’s degree in foreign languages from Washington State University, Ambassador Rowe holds a master’s degree from the Fletcher School of Law and Diplomacy at Tufts University and a master’s of education degree from Northeastern University.
HSAC, a student group within the Honors College, is dedicated to ensuring a positive and rewarding experience for all students. Honors Assistant Dean Jessica Cassleman is the faculty advisor to the group.