

education news

FOR THE ALUMNI AND FRIENDS
OF THE COLLEGE OF EDUCATION

Fall
2008



Photo by Julie Titone

Pauline Sameshima

Faculty profile

Pauline Sameshima: Putting the 'self' into learning

By Julie Titone

It's a novel, it's an eyebrow-raising love story, and it was first written as a doctoral dissertation that won major academic awards.

Pauline Sameshima's book, *Seeing Red*, is much like the assistant professor herself: unusual, compelling, and focused on communicating what education and the arts are really all about.

Sameshima arrived at the WSU College of Education in fall 2006. She brought with her a new doctorate from the University of British Columbia and 17 years of teaching and administration experience.

Her duties at WSU include showing students in the teacher preparation program how to integrate the arts into all subject areas. Corinne Mantle-Bromley, chair of the Department of Teaching & Learning, is impressed not only with Sameshima's dedication to the arts, but also with her ability to network to the benefit of students.

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Judy Nichols Mitchell

Message from the Dean

How our college helps English language learners

For the sake of children like Octavio, the College of Education is working hard.

Associate Professor Joy Egbert, head of our English as a second language (ESL) program, met Octavio after officials at a local school asked for her advice. They didn't know what to do with this boy who spoke only Spanish. When Dr. Egbert arrived in the classroom, she was heartened to see the students gathered around a table, working on a project. At least, she thought, the teacher had figured out how to engage Octavio with his classmates. Sadly, that wasn't the case. He was in an adjoining room, head down, doing nothing.

Octavio sat by himself that day, but he's hardly alone when it comes to needing help. In Washington, 77,000 English language learners are enrolled in schools. That is 7 percent of our students. Spanish is the language most commonly spoken by these children, followed by Russian, Ukrainian, Vietnamese, Korean, Somali, and Tagalog.

One obvious way that the college helps these children is through our teacher preparation programs. We offer teaching endorsements in bilingual education and English as a second language at both the undergraduate and graduate levels. We were among the first colleges to require that everyone earning a teaching certificate take a course in the teach-

ing of English language learners. We have very popular graduate degrees—master of arts and master of education—that focus on ESL. At the doctoral level, we offer a specialization in language and literacy education.

One of the first things our students find out about English language learners is that a lot of what they think they know just isn't true. For example, children do not learn second languages more quickly and easily than adults. Nor is "immersion" the best way for children to learn a language. How do we know that these are myths? Research tells us so.

Our own ESL faculty researchers are hard at work in Pullman, the Tri-Cities, and Vancouver. They include:

- Dr. Egbert, who works both in the United States and abroad to explore how both teachers and students can become engaged in English language learning.
- Assistant Professor Tom Salsbury, who studies second language acquisition. He also is working with Assistant Professor Jo Olson to perfect mathematics teaching strategies for English language learners.
- Professor Gisela Ernst-Slavit, who has secured more than \$3 million in fed-

eral funds to improve the effectiveness of teachers and administrators with English language learners.

- Assistant Professor Tonda Liggett, who is researching the transformation that takes place as pre-service teachers encounter course material on diversity and have experiences working with students who are different from themselves.

In addition, we have just welcomed two assistant professors, David Johnson and Eric Johnson, who have researched English language learning at urban schools.

Our college is committed not only to preparing new teachers, but to helping those already in the classroom. Five years ago, we started an increasingly popular online program through which teachers all over the state can earn an ESL endorsement.

Starting this year, our ESL and literacy faculty and students will team up with classroom teachers to analyze and improve the English language instruction being provided in selected eastern Washington schools. That effort, called the Language and Literacy Education Collaborative, is just the kind of help that the Octavios of the world need to reach their potential.

A2P2: What's up with that?

How WSU's priority-setting process affects our college

In spring 2008, all Washington State University colleges and other major units participated in the Academic Affairs Program Prioritization, or A2P2 for short. The goal was to avoid program duplication and put small programs together, resulting in academic areas with greater impact on teaching and research.

As part of the A2P2 process, each college described its programs and rated them according to four categories: grow/invest, maintain, reduce/consolidate/reorganize, and phase out. A WSU committee reviewed the reports and made recommendations to the provost, who released his decisions in mid-May. Following are the decisions that affect the College of Education:

- Clarify our research foci. (Would our research efforts be more influential and noted if they were united under a few "big ideas"?)
- Reduce the number of degrees and degree options.
- Combine doctorate in cultural studies with doctorate in American studies from the College of Liberal Arts.
- Consolidate kinesiology (athletic training, movement studies, health and fitness), P.E. activities and sport management and consider moving the combined program to the Division of Health Sciences.
- Integrate the School and Community Collaboration Center into the Center for Distance and Professional Education, and Extension.

- Consolidate counseling psychology with clinical psychology in the College of Liberal Arts.
- Phase out the school psychology certificate program in Spokane.
- Consider moving the Department of Human Development from the College of Agricultural, Human, and Natural Resource Sciences into the new Division of Social and Behavioral Sciences in the College of Liberal Arts or to the College of Education.
- Close the Pullman campus branch libraries, including the Brain Library in the College of Education.

Additionally, all colleges were asked to reduce the number of courses offered. While this has received the most media attention, it will be the least difficult part of the process. Most colleges have courses on the books that have not been offered for some time; the A2P2 process will delete those from the catalogue. Courses with recent enrollment that are related to active degree programs will not be eliminated.

Discussions are under way with other units regarding the specific recommendations. In most cases, the process will first be discussed by the chairs of the affected programs. Then faculty will be involved. Changes will take some time to complete because students will need the opportunity to complete the programs they started.

To learn more about A2P2, please visit academic-prioritization.wsu.edu. If you have questions related to the College of Education, contact Dean Judy Mitchell at judym@wsu.edu.

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Alumni profile:

Zeal for giving back propels educator



Pattenauade

Everyone likes being welcomed and encouraged. But such emotional support is particularly important for minority students, says Damien Pattenauade, the new principal at Renton High School.

Pattenauade was a Renton senior in 1995, when he was recruited by Milton Lang, a founder of

WSU's Future Teachers of Color Program.

"Milt drove all the way over to Renton in a van, picked up me and my classmates, took us to Pullman, and brought us back. We went to a barbecue at the dean's house," said Pattenauade, recalling how Lang and his College of Education colleagues made their young visitors feel wanted.

Once he got accepted to WSU, he said, the program (now called Future Teachers and Leaders of Color) made him feel part of the Cougar family. "A support group is important for students of color, especially if they've never lived in a place like Pullman."

Pattenauade arrived at WSU with a fire in his belly, partly due to his upbringing.

"We believe in the importance of serving others—my dad was a former Catholic priest, I don't know if it's because of that—and that, whatever circumstances you come from, you can make a difference."

He's also motivated by the fate of Renton High classmates.

"A lot of the friends I went to high school with did not graduate. That's one reason I went into teaching. I distinctly remember a teacher telling one of my friends 'You're not going to do anything in life.' The teacher was probably frustrated. We don't understand the impact of the things that we say."

Pattenauade graduated from WSU in 1999 with a bachelor's degree in English and teaching endorsements in language arts, English, and history. His next stop was Kent-Meridian High School, where he taught for a year and a half.

"A lot of the friends I went to high school with did not graduate. That's one reason I went into teaching."

—Damien Pattenauade

In 2001, he went back to Renton High to teach, and later to work as an administrative intern. He was granted a leave so he could return to Pullman in 2003 to earn a master's degree in educational leadership.

In 2005, Pattenauade became assistant principal of Renton's Hazen High School. In 2008, he was promoted to principal at Renton High.

Lang is among those watching with pride as Pattenauade climbs the education career ladder.

"He wants to give back to first-generation kids, low-income kids, kids of color, kids who come from disadvantaged families," said Lang, who is now WSU's senior associate vice president for student affairs, equity and diversity.

Lang was impressed from the start by Pattenauade's desire to help his community.

"Even when he was a high school senior, you knew Damien had the qualities to be a leader... He had that passion. You could just see it in his eyes."

Read more about our alumni online at education.wsu.edu/alumni/news

continued from the cover

“It is dizzying how many folks she is working with,” says Mantle-Bromley. “She models for us how vital the arts are and also how we don’t have to look far to see opportunities to appreciate and enhance them.”

Sameshima’s arts integration course is anything but a series of lectures. Her students paint, design clothing, dance, sing, make videos—all of the activities they can use to engage children in their future classrooms. She maintains a Web site, solspire.ning.com, where they share their work and communicate. Each semester-long course ends with a public celebration that provides evidence of Sameshima’s networking prowess. The WSU Electronic Music Association and WSU Museum of Art are regular collaborators. Among others she has engaged in her course are WSU Outdoor Recreation and Challenge Leadership, internationally known musician Brian Crain, and the Nashville-based Worldwide Groove Corporation.

The spring arts celebrations feature Sameshima’s own artistic creations in the form of unusual dresses, which she wears for the occasion. Her first such dress consisted of fabric strips woven onto a chicken-wire frame (a commentary on femininity); the second was a flowing profusion of white plastic grocery bags (a commentary on marriage).

This summer, between a symposium in Germany and a family getaway in her hometown of Vancouver, British Columbia, Sameshima answered questions about her work.

Question: The full title of your book is *Seeing Red—A Pedagogy of Parallax: An Epistolary Bildungsroman on Artful Scholarly Inquiry* (Cambria Press, 2007). What does that mean?

Answer: “Parallax” means seeing something different when looking at the

Assistant Professor Pauline Sameshima models a dress she made from chicken wire. She champions arts integration, which she defines as using “anything creative” to enrich or deepen learning in other subjects.

Photo by Julie Titone.

same thing from a different perspective—different genders, culture, experience, etc. “Epistolary” refers to letters, and a *bildungsroman* is a novel about personal development. In this case, the letters are e-mails written by a graduate student who is in love with her professor. Because she’s married, there’s a double taboo. I use the story to get my students to talk about how our personal lives affect our teaching. I think it encourages self-reflection.

Q: What’s the subject of your next book?

A: I’m juggling three right now. One is *Poetic Inquiry in the Social Sciences: Vibrant Voices*, coedited with Monica Prendergast and Carl Leggo. Another plays with form to change the meaning of the content. I’m thrilled about the possibilities in that one. If we present content in a different way, learners can engage with that content in a new way. The last book is a sequel to *Seeing Red*. It is an edited collection of letters, poems, and artwork that readers have submitted using the voice of Red, the professor. The working title is *Revealing Red: Inspiring Responsive Research*.

Q: What exactly is arts integration?

A: Arts integration is about using visual art, music, dance, drama, or anything creative to enrich or deepen learning in other subjects. For example, when you put math data in graph form, you can analyze the data in new ways because you are looking at it in picture form. When children act out literary scenarios, they more deeply understand the relationships between the characters. When children create a TV infomercial on frogs in their science class, they are synthesizing their understandings on frogs while also developing aesthetic, organizational, and technology skills.

Q: Why is arts integration especially important now?

A: Time for arts in schools is increasingly being cut, in most cases to increase math and literacy lessons so the students will be ready to pass standardized tests. Arts integration is one way to still practice art in schools. More importantly, it introduces creativity, engagement, and heart into learning. More than 50 percent of high school students report that they are bored; I know it’s because they are missing the joy of creating. We need to inject learning with more beauty, humor, and meaning. The arts put the self into the learning.

Q: Is arts integration the focus of your research?

A: Most of my publications are in curriculum theory with a focus on creative integration. My www.curriculumtheory.ning.com site hosts interesting





Photo by Geoff Jensen.

Teacher-preparation students dance during a spring celebration that is part of Pauline Sameshima's arts integration course.

discussions and many key people in the field are a part of that group. I've been invited to chair proposals to the American Educational Research Association's new Curriculum Studies Qualitative Inquiry Strand. This work is exciting because the creation of this strand acknowledges qualitative and holistic research practices.

Q: You're a creative writer and a visual artist. How successful do you think you've been at integrating those talents with your "educator" self?

A: I don't separate my various selves. My research is always focused on finding a way to share my learning with others through some artful means. One example is the Methamphetamine Addiction and Recovery Project, a cross-disciplinary interpretation of the life story of a methamphetamine addict. It involves WSU faculty in nursing and the humanities. As my part of the research, I'm looking for ways that art can be used to convey information about meth addiction to students and other members of the community.

Q: What inspired you to teach at the university level?

A: Serendipity perhaps. I did not plan on doing my Ph.D. in order to teach at the university. I wanted to be a school principal. But when I started my doctoral studies, I really enjoyed the research projects and the collaborative possibilities. Also, I think it's important for universities to hire teacher educators who have classroom experience.

Q: If one of your own children expresses interest in a teaching career, how will you respond?

A: [Laughs] As a young teacher, I had this fantasy in which my husband was also a teacher and we car-pooled to work and spent all our holidays together. My elementary classroom experience

was very fulfilling. When I think back across the years, I remember teaching various individual lessons, but mostly I remember being in the classroom with the children just before a seasonal performance, or programs involving parents—moments of love, synergy, community, and group interdependence that not all careers can bring. I hope my children find what it is they love to do.

Q: You are cochair of the 2009 Globalization, Education, and Diversity Conference. What aspects of the February event most excite you?

A: First, I am most excited about the possibilities that this conference can be a site of transformation, a place where our ways of thinking are upended. Second, I'm excited that Alan Ereira, the filmmaker from London, agreed to come. His movie on the Koji people of Colombia engages at so many levels—I am reminded that we automatically think that our systems are the "right" way and suddenly we are confronted with another system that is radically different and that works. Third, I'm excited about a phrase Mark Schofield, a dean at England's Edge Hill University, coined when we were at a social software symposium. We joked a lot about "social networking." For the globalization conference, we are planning informal spaces of learning where engaged networking and re-thinking are really happening, and where relationships and collaborative plans are forming. After all, what is learning about but how to enjoy living with ourselves, with others, and with our environment?

For more about Pauline Sameshima's work and awards, visit education.wsu.edu/directory/faculty/sameshimap.

Honors

College of Education Faculty/Staff Award Winners 2007–2008

Professor **Arreed Barabasz** was honored with the Outstanding Student Mentoring Award, presented by the Society for Clinical and Experimental Hypnosis.

Clinical Coordinator **Patti Davenport** was presented with a WSU Outstanding Mentor certificate.

Associate Professor **Joy Egbert** won the College of Education Faculty Excellence in Research Award. She also was presented with a WSU Outstanding Mentor certificate.

Professor **Gisela Ernst-Slavit** won a Department of Teaching and Learning award for external funding. She also was awarded an Advisor Award by the Graduate and Professional Student Association.

Associate Professor **Susan Finley** was presented with a WSU Outstanding Mentor certificate.

Associate Dean **Len Foster** won the National Service Award from Division A (Administration, Organization, and Leadership) of the American Educational Research Association.

Professor **Gail Furman** won a Department of Educational Leadership & Counseling Psychology award for mentoring.

Clinical Assistant Professor **Larry Gregory**, WSU Tri-Cities, won a College of Education Campus Collaboration and Networking Award.

Krenny Hammer, assistant director of the High School Equivalency Program, is winner of the Staff Excellence Award.

Assistant Professor **Willie Heggins** of the Department of Educational Leadership & Counseling Psychology was honored with a Distinguished Service Learning Award by the WSU Center for Civic Engagement.

Assistant Professor **Kasee Hildenbrand** won a Department of Educational Leadership & Counseling Psychology award for external funding. She also was presented with a Campus Day Award for being a faculty member who shows commitment to excellence.

Clinical Professor **Steve Hirsch** received the President's Award for Outstanding Service to the Washington State Association of School Psychologists.

Assistant Professor **Tonda Liggett**, WSU Vancouver, won a College of Education Campus Collaboration and Networking Award.

Corinne Mantle-Bromley, Department of Teaching and Learning chair, was designated as an AED Scholar for her contributions to the Agenda for Education in Democracy. The honor is bestowed by the Seattle-based Institute for Educational Inquiry.

Assistant Professor **Jason Margolis** was named the PEMCO Insurance Faculty Fellow in Educational Leadership.

Assistant Professor **Lali McCubbin** was awarded the Berry Family Faculty Fellowship in Counseling. She also was presented with a WSU Outstanding Mentor certificate.

Professor **Paulie Mills** won a Department of Teaching & Learning award for mentoring.

Assistant Professor **Tamara Nelson** in the Department of Teaching & Learning received the WSU Vancouver Chancellor's Research Excellence Award.

Michael Pavel, associate professor in the Department of Educational Leadership & Counseling Psychology, is winner of the Faculty Excellence in Diversity Award. He also received WSU's inaugural Diversity Faculty Award, and was a Northwest finalist for the 7th annual Buffett Award for Indigenous Leadership.

Associate Professor **Dennis Ray**, WSU Spokane, won a College of Education Campus Collaboration and Networking Award.

Assistant Professor **Pauline Sameshima** was honored by her alma mater, the University of British Columbia, with the Gordon and Marion Smith Prize in Art Education, and the Ted T. Aoki Prize for Outstanding Dissertation in Curriculum Studies. She also won a College of Education Campus Collaboration and Networking Award for WSU Pullman, and was presented with a WSU Outstanding Mentor certificate.

Associate Professor **Rick Sawyer** was named to the WSU President's Teaching Academy.

Clinical Assistant Professor **Gene Sharratt** won a Department of Educational Leadership & Counseling Psychology award for service to the profession.

Associate Professor **Dawn Shinew** of the Department of Teaching & Learning was chosen to receive the 2008 Washington Award for Excellence in Teacher Preparation. She also was named the Berry Family Faculty Fellow in Teacher Preparation.

Jan Spiesman-Laughlin, a WSU Vancouver student teacher supervisor, received the Educational Rescue Hero award for performing

an abdominal thrust on a child who was choking on candy. The award was presented by the Southwest Washington Chapter of the American Red Cross.

Assistant Professor **Trenia Walker** won a Department of Teaching & Learning Award for Service to the Profession.

Associate Professor **Kelly Ward** was presented with a WSU Outstanding Mentor certificate.

Professor **Terrell Young** was inducted into the Washington Organization for Reading Development Hall of Fame in recognition of his work on behalf of early childhood literacy. He also won the Department of Teaching & Learning's Excellence Award in Mentoring, and was named to the WSU President's Teaching Academy.

Graduate Student Honors 2007–2008

Sharon Becker, an Ed.D. student, received the Chancellor's Award at WSU Spokane.

The Center for Civic Engagement honored doctoral student **John Doty** with its Service Star Award for creating the READ for LIFE tutoring program, which matches WSU student

volunteers with children in the community who need help reading.

Elliott Flavors, a school counseling master's student, won a WSU President's Award.

Brenda Gow and **Kristen Pratt**, WSU Vancouver, won the Outstanding Master of Education Student Award.

Monica Hughey, WSU Vancouver, won the Ken Miller Award for Outstanding Master in Teaching Student (elementary).

Xyanthe Neider, doctoral candidate in higher education administration, was selected for the 2008 Critical Issues in Curriculum and Cultural Studies Graduate Student Award. It was presented at the annual meeting of the American Education Research Association. She also was honored as a WSU Woman of Distinction, and received a Wiley Research Award from the Graduate and Professional Student Association.

Jason Sievers, who received his doctorate in higher education, won the Graduate and Professional Student Association's Excellence Award.

WSU Outstanding Mentor certificates were presented to doctoral students **Joan Oviawe** and **Mari Stair**.

Retirements



Maring



Paznokas

Professor Gerald Maring and Associate Professor Lynda Paznokas earned emeritus status with their 2008 retirements. Maring, who joined the faculty in 1977, taught graduate literacy classes. He specialized in cyber-mentoring and distance partnerships. Paznokas, the Boeing Distinguished Professor of Science Education, joined the faculty in 1999. She was most recently associate dean for school and community collaboration.



Photo by Julie Titone

Merilyn and Charles Clizer

*Charles Clizer
applauds the
increasing emphasis
on mentoring and
role modeling within
the education world.
“That is so, so
important.”*

Donor profile:

A retired educator and his wife help others reach their goals

Six years as a teacher, five as a principal, and seven as a superintendent in Dayton; thirteen as an assistant superintendent in Walla Walla. That's a by-the-numbers snapshot of Charles Clizer's career, during which the Washington educator racked up many accomplishments and touched a lot of lives. But when the retiree muses about a goal he didn't check off his list, he thinks not about numbers, but about letters.

"I really wanted that bag of doctoral letters after my name, and I didn't get it," says Clizer. "When I look back, our financial situation was probably what prevented it. We had four kids at the time and I had to keep them fed and clothed."

Coming a few credits short of a doctoral degree inspired Clizer to help other educators earn their Ph.D or Ed.D. He and his wife, Marilyn, established the Charles B. Clizer Fellowship in Education Administration. The couple has set up a series of charitable gift annuities that will fund the Clizer Graduate Fellowship for students in the College of Education.

Clizer earned his bachelor's degree and superintendent's certificate at WSU. His wife, Marilyn, is a Cougar by marriage—"an honorary member of the class of '49," as her husband puts it. She is a Whitman College graduate and long-time piano teacher. Education careers run in the family. Of the couple's four children, two are teachers and one is a school librarian.

The Clizers have known each other since their childhood in the small Whitman County town of Tekoa. She comes from a farming family. His dad was a doctor and his mom a nurse.

With a laugh, Clizer says he's done pretty well for a high school dropout. When he was a senior, World War II was raging and the Tekoa principal let the young men leave before graduation so they could avoid the draft by enlisting in their preferred branch of the service. Clizer chose the Coast Guard.

After the war, he enrolled at Washington State College. He earned a general studies degree, focusing on chemistry and zoology. He recalls a campus overflowing with veterans, all older and more serious about their studies than traditional students. There were 300-400 in each class, and the college struggled to house everyone. A barracks-style room reminded Clizer a bit too much of his military

years. His search for a better place to live inspired him to pledge a fraternity, Tau Kappa Epsilon.

After graduation, the Clizers moved to Seattle so they could begin graduate studies at the University of Washington. But "we felt we could never get dry over there," he said, and they soon moved back to the dry rolling hills of eastern Washington. Clizer took a teaching job at Dayton High School, and eventually earned a master's in education in 1953 from Eastern Washington University.

But before long, he was back at WSU, earning a superintendent's certificate and racking up more graduate credits. His mentors included three notable faculty in College of Education history: George Brain, Zeno Katterle, and Arnold Tjomsland. Brain's expertise was in general administration and curriculum. Katterle was strong on school finance. Tjomsland was an expert in facility planning, offering invaluable advice on design and construction of schools.

While recalling how much those professors helped him, Clizer applauds the increasing emphasis on mentoring and role modeling within the education world. "That is so, so important."

The Clizers left Dayton in 1969 when Charles became an assistant superintendent for the school district in Walla Walla, where they have remained since his retirement in 1982. Since then he has been involved in a wide variety of volunteer community activities, including the Meals-on-Wheels program that delivers food to shut-ins. He and Marilyn enjoy keeping tabs on their nine grandchildren and on happenings at WSU, where they have also made contributions to the Murrow College of Communication and Cougar athletics.

And they've made sure that, when they're no longer around to root for the Cougs, their support of education students won't stop.

"Charitable gift annuities are a great, taxwise way for older alumni and friends of WSU to support their favorite priorities at the University while receiving secure income for their lives," says Sharon Morgan of the WSU Foundation. "They are simple to set up, too."

To learn more, contact the WSU Gift Planning Office by e-mailing ndbutler@wsu.edu or calling 800-448-2978.

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Looking back, and forward, to exceptional years

By Kim Holapa
Director of Development



Holapa

First, let me express my sincere thanks to all of our alumni, friends and, supporters. This past year has been our best ever in terms of private giving, which means the WSU College of Education is able to provide new levels of support to our faculty and students.

One top accomplishment was the establishment of three new faculty fellowships, which the first recipients are using to research educational leadership, teacher preparation, and counseling. This annual funding goes to faculty members who have demonstrated an interest in innovative research, an ability to incorporate that work into the experience of our students, and the desire to add to the knowledge base available to the world of education at large. Our faculty researchers are remarkable. Their work has a lasting impact not only for our students, but also for children in educational systems throughout the country.

Our success over the last few years has encouraged us to set our sights even higher, and look for meaningful ways for supporters to help us. For example, you can be among those who host or attend small receptions throughout the region. These receptions, attended by faculty and administrators, can highlight an area in

which you are personally interested. Our staff helps build the guest list. Fifteen such forums have been hosted so far, and we find they are a perfect forum for us to showcase the work and priorities of the college—and an intimate way for our supporters to show their Cougar pride.

In the coming year, we hope to expand the work of the National Aquatic and Sport Medicine Institute, established on the Pullman campus with the extremely generous support of the National Swimming Pool Foundation. The institute needs a functional space for its research in the health benefits of aquatic exercise, which has garnered international interest. The college welcomes your help in renovating space in the historic Smith Gym for this purpose. You may have read about the institute in our Winter 2008 electronic newsletter, posted on our Web site at education.wsu.edu/ednews/issue.

The college development team will focus its efforts in such areas as early learning (identified as a state priority), math and science education (a national high-need area), diversity in the educational workforce (a long-time college priority), and educational leadership (building on our tradition of excellence). If you have an interest in one of these areas, or another that I haven't mentioned, please contact me or Carly Young. We can discuss the work being done at all four WSU campuses: Pullman, Spokane, Tri-Cities, and Vancouver. Your insights, feedback and support are always appreciated.

Thank to each and every one of you! I hope that your confidence in the college only grows as we continue to tackle some of society's toughest, and most important, needs.

For more information about supporting the College of Education, please contact us.
In Pullman: Kim Holapa, phone 509-335-4966, e-mail holapa@wsu.edu.
In Seattle: Carly Young, phone 206-219-2404, e-mail ccyoung@wsu.edu

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Please use the lines below, or attach a note, to tell fellow alumni about your recent job changes, awards, honors, or family milestones:

Alumni updates may also be sent by e-mail to Julie Titone, director of communications, at jtitone@wsu.edu.



Butch T. Cougar makes friends with Cat in the Hat (aka education major Erika Navarro) at the College of Education's annual Family Night Out in Pullman.