

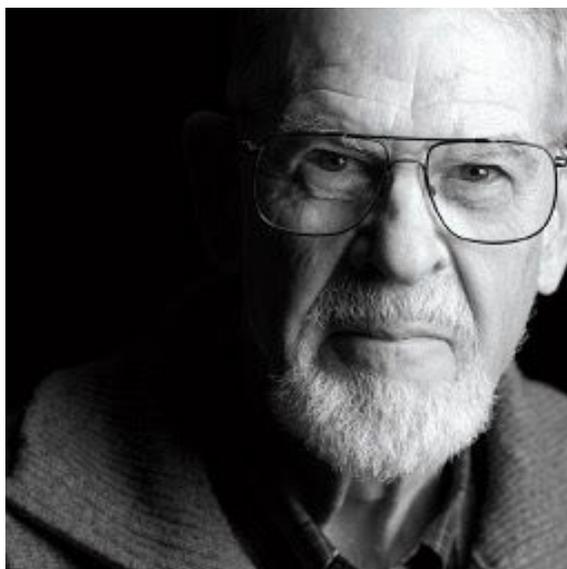


# WSU Emeritus Society

*Retired Faculty Serving the Future*

FALL-WINTER 2020 Newsletter

## Legacy of Excellence Award 2020



**Donald Matteson**

Professor Emeritus, Department of Chemistry

Don Matteson joined the WSU community in 1958 and became the first faculty member to win the Alfred P. Sloan Foundation Research Fellowship. After completing his undergraduate work at the University of California, Berkeley, and his graduate work at the University of Illinois, Urbana, he spent one year as a research chemist at the DuPont Central Research Department. He has served on the editorial advisory board of the American Chemical Society Journal, Organometallics, and Heteroatom Chemistry. Don's research has been cited more than 6,700 times in scholarly literature and has earned numerous patents. His peers recognized him with the 2013 Arthur C. Cope Scholar Award, one of the highest honors conferred by the American Chemical Society. Since his retirement in 2012, Don has remained an innovator in the field of synthetic organic chemistry. His research explores two of the field's great challenges: control of stereochemistry, or the three-dimensional arrangement of atoms and molecules, and the efficient construction of carbon-carbon bonds, important in the production of many chemicals. He is married to Marianna Merritt, former chair of WSU's Department of Foreign Languages and Cultures, and both are active in the regional community and generous supporters of WSU. Don's acknowledgment of the Emeritus Society's award can be seen at:

<https://showcase.wsu.edu/faculty-staff-awards/awards/>



IN MEMORIAM  
**Joanne Ruth Washburn**

Joanne (Jo) Ruth Washburn lost her courageous fight against cancer on Sept. 15, 2020, at her Pullman, Washington home. Jo was born Aug. 31, 1937, in Lyndon, Vt. to Bruce and Greta (Leach) Washburn. She attended elementary school in East Burke, Vt., playing sports, fishing, and skiing at Burke Mountain. Sports participation continued at Lyndon Institute in Lyndon Center, Vt. In 1963, after graduation from WSU, Jo spent two years teaching and coaching at Big Bend Community College in Moses Lake, Wash. She then returned to WSU to teach, coach skiing, and direct the Women's Intramural Program. Jo became very involved in the expansion of college women's athletics at the state, regional, and national levels. She served as the women's athletic director from 1965 to 1983; she was president of the Northwest College Women's Sports Association and served on its governing committee for many years. She served as WSU's delegate to the National Association for Intercollegiate Athletics for Women. She is a member of the WSU Athletics Hall of Fame. Jo played a key role in the gender-equity athletics lawsuit at WSU which resulted in WSU having to improve its women's athletics program and its treatment of women athletes to meet the requirements of Title IX. Following this, Jo returned to full-time teaching and started the Sport Management program. This program grew from six to more than 200 majors by the time of her retirement in 2004. Over the years, Jo spent vacation time in Vermont fishing her favorite streams and relaxing at Holland Pond. Retirement brought many opportunities for travel including New Zealand, Norway, Canada, Oregon, Washington, and Colorado. Travel companions included Sue and friends Connie and Barbara from the Olympia, Wash. area. This was the perfect travel group. She also enjoyed many patio parties with close friends in the Pullman area. Jo is survived by first cousins Ron Leach (Wyoming) and Ken Leach (Vermont); and second cousins Roni Leach Bryant, Jacob Leach, and Jessie Leach Hudson.

-- *The Caledonian Record*,  
September 25, 2020

## EMERITUS SOCIETY MEMBER PROFILE



### Nicolas K. Kiessling, Emeritus Professor of English

This short profile of Nick Kiessling, a founding member of WSU's Emeritus Society, offers brief highlights of his distinguished career. While the profile emphasizes the significance and recognition of Nick's scholarship in the years since he retired from the Department of English in 2000, it can start with the thumbnail biography in his archived papers in the Terrell Library:

*Nicolas K. Kiessling received his Ph.D. from the University of Wisconsin in 1967 and began his teaching career at WSU in that year. He retired in 2000. He taught numerous courses, mainly from the Old English period to 1700. His published books were on three topics, the incubus in English literature, Robert Burton's library and his *The Anatomy of Melancholy*, and the life and library of the Oxford historian, Anthony à Wood. In 2006 he and his wife, Karen, the first female mayor of Pullman, Washington, established the Nicolas K. and Karen H. Kiessling Endowment. Its purpose is to provide the opportunity for undergraduate English majors on the Pullman campus to spend time in a foreign country in which English is not the native language.*

The Kiesslings' endowment of foreign study for English majors reflects Nick's skills in modern language: he twice held visiting appointments at Université de Haute Bretagne, Rennes, France, as well as a 2003-2004 Fulbright teaching grant in Casablanca, Morocco. Nick's ongoing commitment to WSU is seen in the Kiesslings' status as Legacy Associates who have included the university in their estate plans. And Nick's involvement in the broader community is implied in his post-retirement work as a Court-Appointed Special Advocate for abused children.

Both before and after retirement, Nick's teaching and literary scholarship were informed by his early training in Greek, Hebrew, and Latin, the foundation of his remarkable command of Old and Middle English, paleography, and the Early Modern print culture of England. His first book, *The Incubus in English Literature: Provenance and Progeny* (1977), widely cited in later studies of demonology, the Gothic, and the psychology of nightmares, constituted an early demonstration of the depth of his learning. After 1980, Nick's research life centered in the Bodleian Christ Church libraries of Oxford University (collaborations with John Bamborough, the Principal at Linacre College, led to his appointment as a Senior Visiting Member in 1983). Nick's work in the Bodleian led to his 1988 *The Library of Robert Burton*, a bibliographical description of Burton's 1,740 annotated books and manuscripts in its holdings, as well as to Nick's being the only American academic to be asked to curate a Bodleian exhibition, the 1990 *The Legacy of Democritus Junior, Robert Burton* to commemorate the 350th anniversary of Burton's death.

Nick's bibliographical scholarship also grounded his textual editing at WSU, with the English department's Thomas Faulkner and Rhonda Blair, of a multi-volume critical edition of Robert Burton's *The Anatomy of Melancholy* with Oxford's Clarendon Press (1989-1994). This massive project—supported by the National Endowment for the Humanities and involving ground-breaking use of computer collating and more than 14 years of intense labor by its WSU and British editors and multiple generations of graduate students—resulted in “an authoritative edition of one of the most important, as well as compendious, works of seventeenth century literature and science,” an edition “based on a complete collation of all six authoritative editions” of Burton's encyclopedic, half-million-word magnum opus.

Since his retirement, Nick's internationally recognized scholarship continues to bring credit to WSU. In addition to ongoing bibliographical research on Burton, including monitoring textual issues raised in Oxford reprints of the *Anatomy* edition, Nick opened new perspectives on books printed surreptitiously by Catholics in England from about 1558 to 1800. Thus his research in the Harry Ransom Center in Austin, Texas, led to a 2016 essay in *The Catholic*



### IN MEMORIAM David Vance Youmans

Dr. David Vance Youmans, 85, passed away in Pulaski, Tennessee, on September 23, 2020. David was born in North Dakota on April 1, 1935. He served as an international foreign youth exchange to Colombia in the early 1950 and studied Agriculture at the University of Idaho and International Business at the University of Arizona. David first began his international work as a professional in 1960 as a tech rep with Rohm & Haas, a position which landed him again in South America where he met his wife, Julia Correa. Throughout the 1960s, David diversified his internationalism while serving for the Peace Corps in Colombia, as a deputy area director for CARE in Egypt and Gaza, and then as a staff development specialist with Potlatch Corporation. After two decades of offshore living and working, he obtained a faculty appointment with Washington State University working in Hispanic, Native American and agricultural engagements. In 1995, he was named to the University of Idaho's Hall of Fame for innovation in developing international extension programs throughout the world. David retired in 2005 after a half-century of international work in all corners of the world and relocated to middle Tennessee with his wife Julia in 2007, where he spent the last thirteen years of his life. David is survived by his wife of 58 years, Julia Correa Youmans, his three sons, Ricardo, Sergio, and Vance, 14 grandchildren, and 16 great grandchildren.

***Our condolences to our colleague, Vance Youmans, and all his family.***

*Historical Review* on the illegal transfer of some 20,000 such books out of England, an article recognized as the best that year in the field of book history. Nick's most significant post-retirement scholarly work focused on Anthony Wood (1632-1695), a 17<sup>th</sup>-century historian who gathered massive amounts of information on Oxford during his lifetime and made the city the best documented in England before 1695. The introduction to Nick's 2002 *The Library of Anthony Wood* for the Oxford Bibliographical Society describes the bibliography of the 6,758 items in the library as follows:

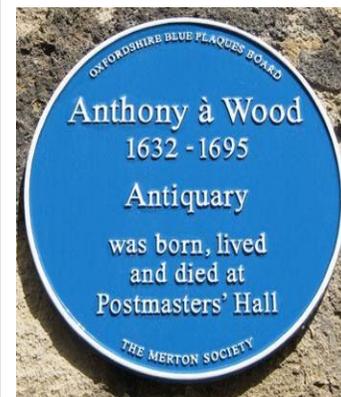
*... a record in alphabetical order of all the letterpress that Anthony Wood owned. The main body of this catalogue gives general bibliographical descriptions of and distinctive details about Wood's personal copies. The introduction and a series of appendices summarize and isolate information found in the entries. My major objective is to determine why, when, and how Wood acquired printed items, what he acquired and how he organized, bound, read, annotated, and disposed of them. Hence details about the provenance, the completeness and condition of each printed item, of the binding, and of Wood's annotations are included in each entry. The second objective is to provide an accurate catalogue of all the books that he owned.*

Reviewers praised Nick's catalogue of Wood's library as "close to being definitive as possible" and "a monumental and exemplary achievement," while congratulating the Oxford Bibliographical Society for sponsoring the demanding and complex project.

It seems fitting to conclude by pointing out that Nick nominated Wood--who was born, lived and died in a stone house across the street from Oxford's Merton College--for Blue Plaque, the English system for affixing such emblems to the residences of renowned persons. It was Nick who made the case for granting Wood this long-overdue honor, and it was Nick who delivered the speech about Wood when the following plaque was unveiled in April 2008 (see inset photo)



**We would like to acknowledge the contributions of several fellow emeriti and family members in drafting this worthy tribute to Nick. Special thanks to Karen Kiessling and Alex Hammond for their help in editing the copious input from various authors.**



OXFORDSHIRE BLUE PLAQUES BOARD: POSTMASTERS' HALL, MERTON STREET, OXFORD

### Support Resources for Emeriti



English conversations with international students (Clemson University):  
<https://www.clemson.edu/emerituscollege/documents/CESP-CIS%20Flyer%20final.pdf>

WSU Museum online tours:  
<https://museum.wsu.edu/events/current-exhibits/>

Connect with someone from another generation, by email or postal mail, to share a smile and feel less isolated in these difficult times:  
<https://www.empoweringtheages.org/>

Obtaining technical training from youth volunteer digital mentors:  
<https://cyberseniors.org/>



## ***An Interview with David Seamans...***

**Could you please share some anecdotes about your academic experience at WSU?**

Let's start at the beginning. I came to Pullman in 1954 to teach in the Department of Electrical Engineering, which consisted primarily of motors

and generators and transformers and vacuum tubes. And some people talked about radio transmission. At that time, there was no Computer Science department because there were no general-purpose computers on campus at all. In what is now Thompson Hall, at the Registrar's office, there was an IBM machine of some sort with a punch-card reader and printer. Then, in the late 1950s, the Mathematics department started to teach a little about computer programming and our department chair said, "Well, there's a lot of talk about computers now, maybe we should teach a course in computer hardware. Why don't you do it?" I said, "Okay." The course became EE 514, the first computer hardware course on campus.

**What sort of hardware were students being provided?**

To begin with, all we had were telephone relays that the phone company gave us. And we built some simple logic circuits out of relays. And, then, after a while, an IBM recruiter came around to interview our students. And IBM began to give us some computer hardware. At this point it was all vacuum tubes. There were no semiconductors. So, sometime in the late 50s, I started teaching this graduate course in computer hardware. To begin with, it was just the mathematics involved: Boolean algebra, binary arithmetic, simple logic functions like ANDs and ORs. We also studied what we called flip-flops, which were memory devices that were made with two vacuum tubes connected in such a way that if one was on the other one was off, so they would flip-flop back and forth. All our computers were made with this sort of a device for memory. This is all it was with the computer course. The students built some of these circuits using telephone relays, then we started building with vacuum tubes, and after a few years, with transistors and then integrated circuits and microprocessors. Eventually, the University established a new department, the Department of Computer Science, and a few other people in the Math department split off and went into that. So it existed as a standalone department, and eventually it was merged with Electrical Engineering. And so Electrical Engineering evolved from being the Department

of Electrical Engineering and became the Department of Electrical and Computer Engineering. And then, more recently, it became the Department of Electrical Engineering and Computer Science.



**How did all this experience lead into your innovative work with music synthesizers?**

When I was attending graduate school at the University of Kansas, the Boeing Company gave the EE department there a vacuum-tube analog computer, which they used for simulating some equations involved in designing airplanes. I took a course in analog computers and learned how they worked, and how to solve problems with them. Sometime along in the late 50s or early 60s, I was teaching this digital hardware course with a Heathkit

analog computer and then the University got its first big computer. It was an IBM 650 that had a rousing 4000 words of memory on the drum. Nobody



even thought about megabytes or kilobytes or terabytes back then. If you had kilobytes you were in business. What you have in your phone right would have taken probably all of Pullman's downtown buildings to put all these vacuum tubes and the whole Snake River to keep it cool. The IBM 650 was a machine probably about the size of three kitchen refrigerators -- all vacuum tubes. And so we began to teach our students to solve some problems using this computer.

Then, about 1968, a very popular phonograph record called "Switched-On Bach" came out with a Moog synthesizer, which is an analog

device. It occurred to me and some of my graduate students that everything that was in these Moog synthesizers was also in our analog



computers so we could build a synthesizer using analog computer components. At this time Intel started building a solid-state integrated circuit operational amplifier that could make usable tone and change the pitch. And with the right keyboard you could play tunes. So, my friend in the Music department, Dr. William Brandt, and I got together with one of my graduate students, Carl Hovey, who received a grant from the Graduate School to build one as his thesis project. Dr. Brandt built a nice cabinet for the synthesizer, Carl designed and assembled the circuit boards with all the necessary resistors and capacitors, and first thing you know, we had a working synthesizer. And I even taught a music course on how a synthesizer works and how to program it, which is probably the only music course ever taught by an electrical engineer. The Music department continued to use our synthesizer until they purchased a commercial digital one that didn't require the analog circuits.

## When did your interest in the French horn and other musical activities first come up?

It goes back to the very beginning, all the way back to Kansas. I went to a one-room eight grade school outside of Lawrence, Kansas, where the University of Kansas is based. The university had a band and one of the band's Music Education students organized a band for rural students in my county. My parents bought me a cornet so I could play in the band, which was a nice thing to do for somebody stuck out in the country. So, when I got to high school in 1941, I was able to play the cornet in the high school band. And then about halfway through high school, the band director needed French horn players more than cornet players, so I switched to the French horn and I have been playing it ever since. After I graduated from high school in 1945, I went into the Navy, and strangely enough, when I reported for duty to Great Lakes Naval Training Station on August 5, 1945. The next day the bomb went off (in Hiroshima). I was still in boot camp on September 2, V-J Day. In the meantime, I discovered that if I played in the boot camp band, I didn't have to work in the mess hall.



The upshot of this was that I spent a year of active duty in the wartime Navy that gave me enough GI Bill credits to put me through a bachelor's degree and spent the whole year going to Navy electronics schools at Great Lakes, Navy Pier, and various other places. When I got out in the summer of 1946, I decided to study Electrical Engineering at the University of Kansas, where I played French horn in the University band for four years. I got to travel with the band to various places, the most interesting one being a trip to the Orange Bowl on New Year's 1948 in Miami. I had a great time during those 4 years playing in the university band and studying at the University of Kansas. After that, I spent two years working for Black & Veatch, a consulting engineering firm in Kansas City. And then went back to school again for my masters' degree. And then the department chair said, "Well, they're looking for a faculty member at Washington State... would you be interested?" and I said, "Why not?".

Next thing you know, I got a Western Union telegram from C. Clement French, University President, offering me a job. Yellow paper and all.



## How was your transition process to Pullman?

Well, it was a place I didn't know much about. I had never been west of Colorado and really had no idea what I was getting into. So, I loaded all my stuff on my car and drove out here and spent the first night in the motel on South Grand, which was located down where the Goodwill parking lot is now. The next day I went up to Carpenter Hall and talked to Dean Sloan. He asked me if I had a place to stay and I said no. He said, "Well, the unmarried faculty members could live in the graduate student dormitory if they wanted to" and I said "That sounds like a good place." So I moved into South House which was where the Vet school parking lot is now, across from the French Ad building. I lived in South House from 1954 to 1957, when I got married. We lived out on South Spring Street for a year and then bought a house on Military Hill, which I still live in.

## And do your children share your musical interests?

Well, my son and daughter are fairly musical. My son plays an electric bass and is a sound man for another group that plays occasionally around here. My daughter plays the trumpet and is actually a Music Education Major from WSU.

## And you're still playing the French horn?

Well, sometime around 1971, the director of the WSU Symphony, Dr. Martin-Beatus Meier, started a community orchestra which eventually became the Washington-Idaho Symphony. The orchestra was made up of a number of community members, including the first chairman of the Computer Science department, Dr. Ottis Rechard, who was a violinist, and myself. Also, the local high school music director, Dana Cleveland, started a community band performing in Pullman and Moscow and around the

area. We have always played for the 4th of July fireworks, in the summer, in the Lentil Festival in the fall, the Veterans' Day concert, the Christmas concert, and various other venues.



## **WSU College of Nursing Update by Charlene Clark**



### **Could you share some news about WSU's Nursing program and about events in the Spokane campus?**

Our new dean, Dr. Mary Koitham, started on July 1. She came from the University of Arizona where she was an Associate Dean for students and community engagement and where she launched a successful nursing inclusiveness program. She brings with her that interest in expanding inclusiveness within the College and across all of our campuses where we have nursing programs. Another area is the expansion of the School's technology focus. Nursing has, through the years, been one of the first ones to take courses out to the other cities in the state. In fact, it started with us taking videotapes of the coursework and mailing them or hand driving them, as the case may be. And one of the things that's going on now is expanding all of the programs, both didactically and clinically. How are nursing faculty going to teach this now in the COVID situation where they can't have students in the lab?

The Nursing School is working with Laerdal, a company that has been, through the years, one of the major developers of mannequins to assist with these simulations has come up with what they call a Modular Skills Trainer. It is a head that has multiple orifices and different coverings so that on one side is a covering that is like skin that has vessels going through it so they can practice IVs and so forth. The Skills Trainers are being purchased and sent to all students enrolled in the basic baccalaureate program so they can practice their skills at home. The instructor on Zoom is showing them how to do it and can point out any mistakes while they are making them until the students master the particular skills. It's great that they've been able to come up with this kind of technology in order to keep the program going and use it to show nurses how to care for the patient. The other major initiative that is going on is improving diversity, equity, and inclusiveness for students, faculty, and staff. The School has instituted a holistic admissions process in which the students will no longer just be admitted based on GPA and test scores but will have inclusive attributes like commitment to committees, leadership skills, and any previous healthcare experience. All of those things will be considered for admission into the nursing program thinking to ensure that their selection isn't all just based on grades. The School is also stepping up efforts to recruit and retain diverse faculty and staff as well. Also, two faculty members, Louis James and Steve James, were featured in a TV documentary in September about their research on implicit bias. It was fascinating to see them work with Chicago and Los Angeles police officers and demonstrate that they have bias even when they didn't know they had it. And part of this documentary showed a woman reacting to things that she never thought she would have reacted to and how they're able to track her brain waves in different scenarios. In addition, in the last couple of years, the nursing community has broadened its focus on community and the health needs of the community by focusing on the person's whole health and well being, not just their ailment. We are now looking at ways to reduce stress, manage symptoms, and how the environment affects the individual and community wellness. Some very interesting research projects are being conducted on the impact of wildfires on youth and young adults and on ways to reduce environmental waste in the healthcare system. And finally, the Yakima program has moved into a new facility in Yakima along with various other health care programs. It's a strong program with solid faculty and students, and being there with Pharmacy and with Medicine will strengthen all three programs.

### **How do you keep yourself so motivated, energetic and mentally and physically healthy in these times of isolation?**

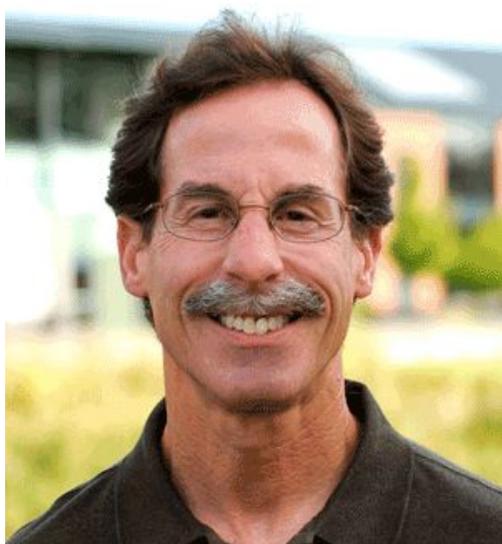
Zoom has been just great. I'm on the WSU Foundation and the Providence Healthcare Foundation Board here in Spokane and participate in various nursing leadership programs that the University of Washington offers via Zoom. My husband and I have a place up on Pend Oreille and so we go up there to get out of the house and change venues and scenery.

### **Could you please share some words of wisdom and advice with your fellow emeriti during these challenging times?**

Everybody wear your masks, do social distancing, and find things to do, even if it's reading. Watch some movies on Amazon Prime that you wouldn't go to a theater to watch. Some of them are pretty good! I love that we're having these meetings and that we can have the speakers coming in, like Bob Olsen speaking about the trains on the Palouse. Bob's presentation was very interesting and it was fun to see the other people there. Keep in touch with each other, just like I do with my fellow Spokane Nursing emeriti!



## ***Interview with Jerry Goodstein, Emeritus Professor of Management***



### **Can you talk about your interests in mentoring, Jerry?**

Well, I'm very interested in one on one mentoring, particularly if it can be helpful to the Emeritus Society. What I found is WSU has gotten progressively more interested in mentoring. It seems like now there's a stronger interest in it. I think it was prompted by some work that was driven by an NSF grant that several faculty received at WSU to look at people in the mid-career Associate Professor position, and some issues related to people kind of getting stalled and not feeling really energized or getting much in the way of direction and mentoring.

There's a fair amount of mentoring that goes on early on. Faculty want to know what they need to do to get tenure. And so the system is set up to provide that guidance, formally and informally. Certainly there's room there to develop and to build on and get better at that. But, I think some mentoring issues can really occur also in that Associate and Full Professor level where people's assumption is that you sort of know how to direct yourself and move ahead with your career. And I think the NSF study and the work of the National Center for Faculty Development and Diversity on mentoring across all the different stages of a faculty member's career is a superb approach. They don't believe in what they call the "guru" model where you're my mentor and I'm your mentee, and so I look up to you. What the NCFDD found is that that model is limiting since I may, in fact, want to connect with other people who can provide mentoring for different reasons, and in different ways, depending on the particular issue. And so for me, I love the idea of thinking about putting the person that you're mentoring in the center and thinking about the different connections with people and resources that are going to help this person fulfill their needs, whether they're a doctoral student or a junior

faculty member or a retired professor; everybody, I believe, can benefit from mentoring. When I was working at the Carson Business School, we began to take a look at some of these ideas and started to develop them and implement them. In fact, we did something really unusual by creating what we call "mentor circles." We brought together four or five faculty members from different disciplines to meet once a month or once every two months. The idea was to see if we could break down the barriers with the rigid hierarchy that sometimes you find in faculties and sort of let people benefit from the insights and experience that each person has, wherever they may be in their careers and whatever departments they may be in, and move beyond the guru/mentor-mentee model.

Again, I think mentoring is for everyone. It could be useful for people who are at transition points in their careers. For example, someone who has been working on the same research for 10-15 years but now wants to go in a different direction. It can also be for anybody who's at a turning point or transition point in life. In my way of thinking about mentoring, you start first with the needs of the person, whatever those needs are. That's the real focus for mentoring... to me, anyway.



### **Could you share with us something about your experience working with stigmatized populations and how you're helping them to become motivated and productive employees?**

I go back 15 years when I was conducting research on what happens when individuals do cross the line by committing unethical activity inside an organization. I had an interest in trying to understand how organizations would repair that bond outside of firing them. That led me through a circuitous route to the area of restorative justice: the idea of repairing and rebuilding relationships after harm has been done. It focuses on the repair process, not just the punishment. Restorative justice is a more comprehensive, systematic way of thinking about wrongdoing. I spent some time in Australia because it is one of the places around the world where restorative justice is practiced comparatively often in organizations. So I started reading about "reintegration" or "reentry"

into a group again, which led me through a series of literature searches outside of my own field and into the criminology literature. That's a key focus area for criminologists: how do we integrate these individuals who have committed crimes back into the community and society?

I read primarily about the barriers for employers who don't want to hire these individuals for all the reasons that you can think about. But why were there some employers who are hiring these individuals, how are they benefiting, and why are they willing to take this risk? I conducted studies in Alberta and British Columbia and spoke with employers, learning from them and their experiences. I did research here in Clark County. Those employers were telling me, Jerry, we find that many, not all, of these individuals coming out of incarceration are making substantial contributions. They're turning their lives around: they're benefiting, their families are benefiting, their communities are benefiting. And I just got inspired by this and the more I kept reading about it, the more I realized that there's a huge need because of the system of mass incarceration that we've had in place over the past 20 years.



#### **How are you using this experience in your current initiatives?**

One of the things that I've done is create a non-profit organization called Second Chance Employment Innovations, which is partnering with a federal prison to collaborate on a program to have employers select individuals that they're interested in hiring to fill their needs and to give them employment offers before they leave prison. One of the goals I have is to implement a training program between the employer and the soon-to-be-employee to work on reentry issues while the individuals are still incarcerated and have the employers educate these individuals about what they need to know before they leave prison. I am working with some great employers, like Dave's Killer Bread, MOD Pizza, New Season, and Schnitzer Steel, who are taking the lead in giving second chances to individuals with criminal records second chances. These companies are doing fascinating work!

#### ***Our new Graduate Assistant***



José Riera (center) is the Emeritus Society's Graduate Assistant for the 2020-21 academic year. José is originally from San Juan, Puerto Rico, and is pursuing a Ph.D. in Language, Literacy & Technology at WSU's College of Education. His doctoral studies focus on the use of computer aided technology to enhance phonetic instruction for immigrants and individuals with speech disabilities. His academic pursuits have enabled him to earn various academic distinctions including the Arnold Green Endowment Award, the Laurence J. Peter Fellowship Award, the Douglas W. King Scholarship Award, and the 2020-2021 College of Education Scholarship Medal. Prior to attending WSU, José received a Masters Degree in Business Administration from the Wharton School of the University of Pennsylvania and a Bachelor's Degree in Business Administration from Georgetown University. He has provided essential financial and healthcare services to inner-city communities for over 2 decades and works daily to support individuals who are recovering from serious physical and emotional setbacks. He is especially grateful for the opportunity to serve the Emeritus Society and for the support and guidance that its members have provided him to complete his degree. He is the proud father of two lovely daughters, Marilyn (17), an upcoming high school senior, and Natalia (20), who is currently a junior at the Edward R. Murrow College of Communication.

#### **Ideas for Special Events**

We are interested in hearing from you about any upcoming events we might share with your fellow Emeritus members or if there is an idea you might have for a group function please share it with Tom and Jose at: [emeritussociety@wsu.edu](mailto:emeritussociety@wsu.edu).