

2010-2011

REPORT TO THE COMMUNITY

UW BOTHELL MISSION

UW Bothell holds the student-faculty relationship to be paramount. We provide access to excellence in higher education through innovative and creative curricula, interdisciplinary teaching and research, and a dynamic community of multicultural learning.

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Editor	Lisa Walker
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Welcome

An Update from the Chancellor and Advisory Board



Kenyon S. Chan



William Abbott

Dear Friends,

This past academic year was filled with growth at University of Washington Bothell. The campus welcomed its largest and most diverse freshman class, fifty percent of whom are the first in their family to attend college. Administrators and faculty continued their commitment to providing a world-class education to UW Bothell students by expanding course offerings, maintaining small class sizes and cultivating strong relationships between faculty and students. UW Bothell opened on-campus housing, completed the planning of the Sarah Simonds Green Conservatory, and moved ahead on the construction of a multi-use sports and recreation facility, all in the wake of deep state budget cuts to higher education.

UW Bothell was able to accomplish this growth, and its students and faculty continued to thrive, thanks to your gifts, time and talent. In fiscal year 2010-2011, your generosity provided over \$2.8 million to the people and programs across campus. This support was much needed and greatly appreciated by those UW Bothell serves.

The following pages provide a brief glimpse of how this giving is utilized through scholarships, in classrooms and in research labs. As these stories illustrate, support from UW Bothell friends like you demonstrates what we can accomplish when we work together.

Our ability to work together allows us to make education accessible to all who want to attend UW Bothell and to ensure that the academic quality of that education is maintained. As we enter 2012, it's the contributions of many — students, faculty, staff, loyal alumni and friends like you — that will ensure our success. Thank you for your ongoing support.

Sincerely,

A handwritten signature in black ink that reads "Kenyon S. Chan".

Kenyon S. Chan
Chancellor

A handwritten signature in black ink that reads "Bill Abbott".

William Abbott
Chair, Advisory Board

A Snapshot of Accomplishments

As a result of private support, UW Bothell students have been able to grow leadership skills, learn about the world, and reach academic excellence.



Building the next generation of leaders

During the past year, UW Bothell was home to the Ronald E. McNair Scholar, six winners of the Mary Gates Leadership Award and the Amgen Scholar. Student Jessica Lusk received the McNair Scholarship, a prestigious national program for first-generation college students to help prepare them for doctoral study through

involvement in research. UW Bothell also boasts six Mary Gates Leadership Award winners, Maximilian Dixon, Ignace Hounwanou, Christa Lilly, Tobin Rotchford, Tania Santiago, and Nick Steen. The Gates Leadership Award provides scholarship support to encourage undergraduate students to develop their leadership abilities through practical experience, personal reflection, and relationships with mentors and peers. UW Bothell's Vicky Herrera received one of nine highly coveted Amgen Scholar awards, which provides students with the opportunity to do hands-on research with top scientists.

Protecting our natural world

The UW Bothell campus includes a 58-acre wetland that ranks among the largest and most successful floodplain restorations in the Pacific Northwest. This environment is the back drop for the nation's most earth-friendly campus according to the Sierra Club's "America's Coolest Schools"

rating. In the past year, UW Bothell received a \$745,000 grant from the state for an aggressive energy savings program that will reduce the campus' carbon footprint by 920 tons annually. UW Bothell also received six solar powered electric car charging stations as part of the ChargePoint America Program. These six stations allow electric cars on the Bothell campus to charge for free. UW Bothell students continue to focus their research and scholarly work on sustainability efforts; it is a signature of the UW Bothell experience.



Creating global citizens

UW Bothell students participate in numerous international study programs. This past year students spent time in Ecuador, Ghana, Mexico and Zambia. These experiences allowed students to learn about economics, trade and labor, public health, education, land use and the environment. These experiences provided students a chance to develop knowledge, skills and sensitivities that help them become effective contributors to our global community.





Undergraduate Research in Action

Robert Turner

Engaging students in research that makes a difference.

For Interdisciplinary Arts and Sciences professor Robert Turner, engaging students in hands-on research is a calling. “For me teaching and research are very much intertwined,” he says. “When I think about my teaching, I think of research projects to involve my students, and when I think of research projects, I look at them through the lens of teaching my courses.”



Robert Turner

As a marine scientist, Turner’s focus is on water quality monitoring and assessment, specifically on nitrates from fertilizers that leach into lakes, streams and estuaries. His students work with outside groups to collect field data that has real-world relevance. “This isn’t basic research that only a handful of scholars are going to care about,” he says. “This is information that can be used to make management decisions.”

Recent graduate Brandon Iwasaki worked with Turner for over a year on an independent research project assessing the efforts of the town of Coupeville, on Whidbey Island, to clean up its stormwater runoff through a phytoremediation system. “Many of the people I have spoken with in the environmental field stress the importance of learning applied techniques at academic institutions. As my career moves in the future, I know I have the

faculty at UW Bothell to thank for such a great foundation,” says Iwasaki.

Turner is confident that the work his students are doing now will translate into real-life experience later. “The kinds of things they’re doing are pretty much exactly the kind of things they would be doing if they were to be hired as geo-technicians or entry-level environmental

scientists working for government agencies or consulting firms.”

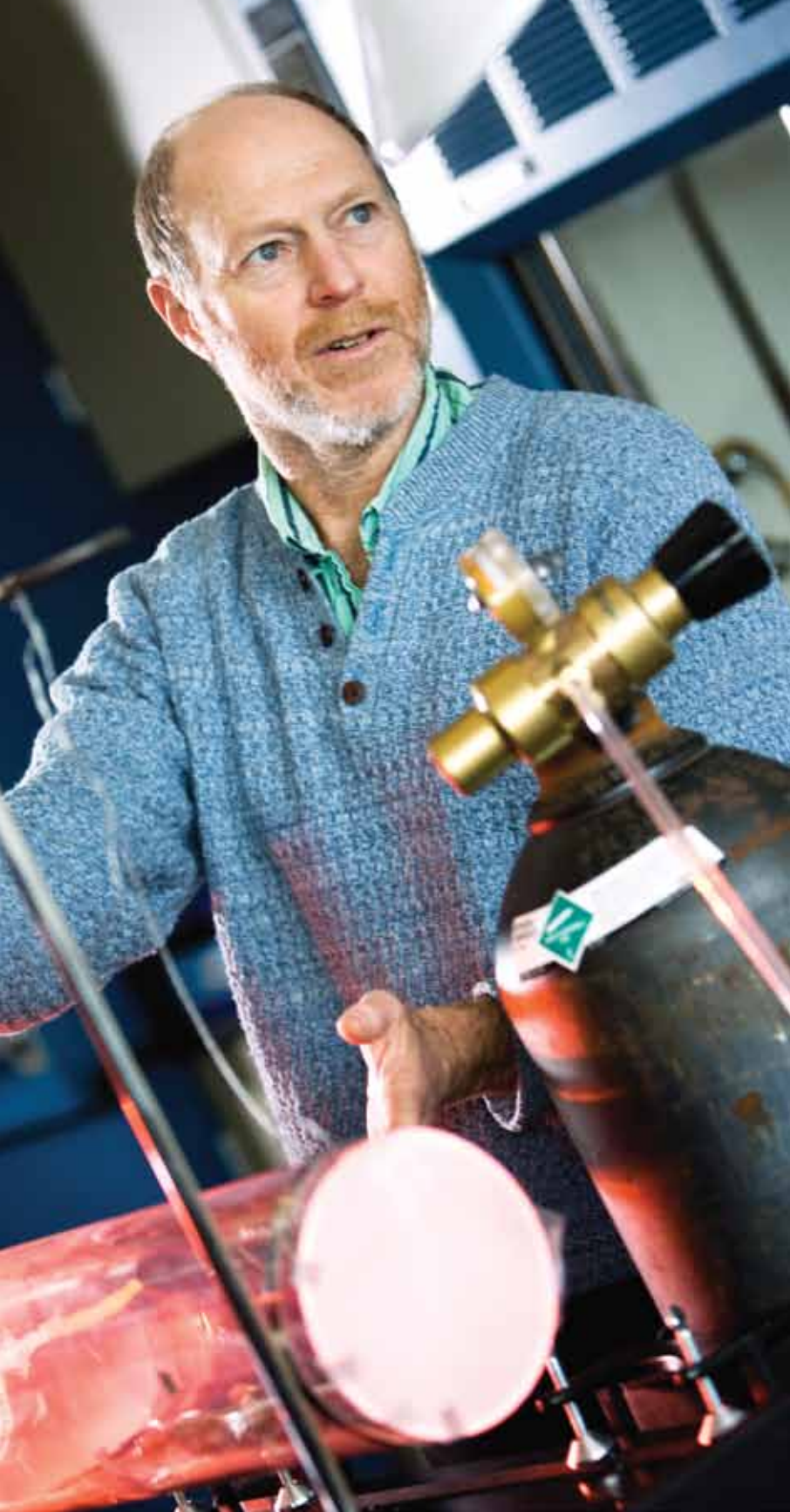
“I want to engage students wherever they are. They don’t have to be natural science majors, and I don’t just teach natural science courses,” he says. “As long as we’re engaged in the community and helping, that works for me.”

“My primary concern is that my students are having a good experience, that they’re learning things, and having fun. It’s kind of a calling.”

—ROBERT TURNER



UW Bothell Faculty Innovating to Solve Real-World Problems



Dan Jaffe

Innovation: Understanding global and regional air pollution.

Fifteen years ago, science and technology professor Dan Jaffe took a research team to the outermost tip of the State of Washington to see if its members could detect air pollution wafting over the Pacific Ocean from Asia. “We did detect pollutants, things such as carbon dioxide, ozone and aerosols, and that got people’s interest and attention,” he says. “It really woke people up that pollution could get transported thousands of kilometers.”

Since then, interest in his work has grown. With funding from federal grants, Jaffe’s research on pollutants in the atmosphere has increased understanding of how rapid growth in Asian economies is likely to lead to more air pollution in the U.S. “Our expectation is the amount of this pollution coming in, especially from China, is going to double every seven years,” he says.

Jaffe’s research team, which consists of undergraduates, graduate students, and post-doctoral fellows, makes observations using sensors that they develop in their lab and then place in various sites and on aircraft.

On campus, Jaffe has his students test campus vehicles for carbon monoxide emissions, measure the carbon monoxide and tar concentrations in cigarette smoke, measure the ozone output from copying machines, and measure particulate matter in the air at the UW Bothell campus. “The most important thing to do in teaching science is to convey the enthusiasm of generating original results,” he says.

“I think one of the most exciting and fun parts about being a scientist is having one of those, ‘Aha!’ moments when you really do know something that no one else in the world knows.”

—DAN JAFFE

Carrie Tzou

Creating a scientific community to inform people's everyday lives.

For education professor Carrie Tzou, connecting science education to students' everyday lives is key to sparking their interest. Recently, Tzou and colleagues from UW Seattle partnered with a Seattle elementary school in a heavily industrialized area with high rates of asthma and allergies.

"We knew that there were a lot of these pressing health issues that were never discussed in science classrooms," says Tzou. "For us,

the question was 'How do you make science personally consequential to children and have them see science as part of their everyday decision-making?'"

The team developed a fifth grade science kit on health and microbiology topics. One project focused on hand washing and microbes utilizing the students' existing routine of either using hand sanitizer or hand washing before lunchtime. Students conducted an experiment comparing

both methods, taking swabs and growing cultures in Petri dishes. They found soap and water to be at least as effective as the sanitizer.

Then visiting oceanographers told the students that sanitizers find their way into Puget Sound and kill "good" bacteria. "That really got to the kids," says Tzou. "We saw this change in practice, with more students going to the sink."

Tzou's research influences how she teaches aspiring educators at UW Bothell. She encourages

her students to think about how to teach science in way that reflects their students' everyday experiences. "This means thinking of ways to connect the science content creatively with students' lives and also reflecting on how science is a part of their future lives as teachers."



“For us, the question was ‘How do you make science personally consequential to children and have them see science as part of their everyday decision-making?’”

—CARRIE TZOU

Hazeline Asuncion

Facilitating access to information in software development and beyond.

Hazeline Asuncion, UW Bothell Computing and Software Systems professor, pioneers advances in software traceability, a field that caught her interest when she worked as a software engineer at Unisys Corporation. "It was difficult for me as a project newcomer to locate all the information I needed to perform my tasks," she says.

Now she has created a technique for connecting related information that may be scattered across different files, different locations, and may be owned by different groups of people. These files, known as artifacts, are produced over the various stages of software development. "The artifacts change over

time, and the captured links quickly become obsolete," she says. "Thus, manually connecting artifacts is generally a laborious and time-consuming task."

Asuncion addresses these challenges by connecting related information with explicit links, known as traceability links. These traceability links are captured *in situ* when software engineers create or modify artifacts. She also collaborated with researchers from the University of California Irvine to combine her approach with a machine-learning technique known as topic modeling, both to guide the trace capture and support the post-analysis of captured links.

Asuncion sees the potential for software traceability to assist other fields, such as e-science where researchers rely on computational resources to collect data, run experiments, and perform scientific analyses. Medical informatics is another field where tracing-related information is of growing importance. "Connecting patient records that are under different authority domains is a key requirement, and is possible with traceability techniques," she says.

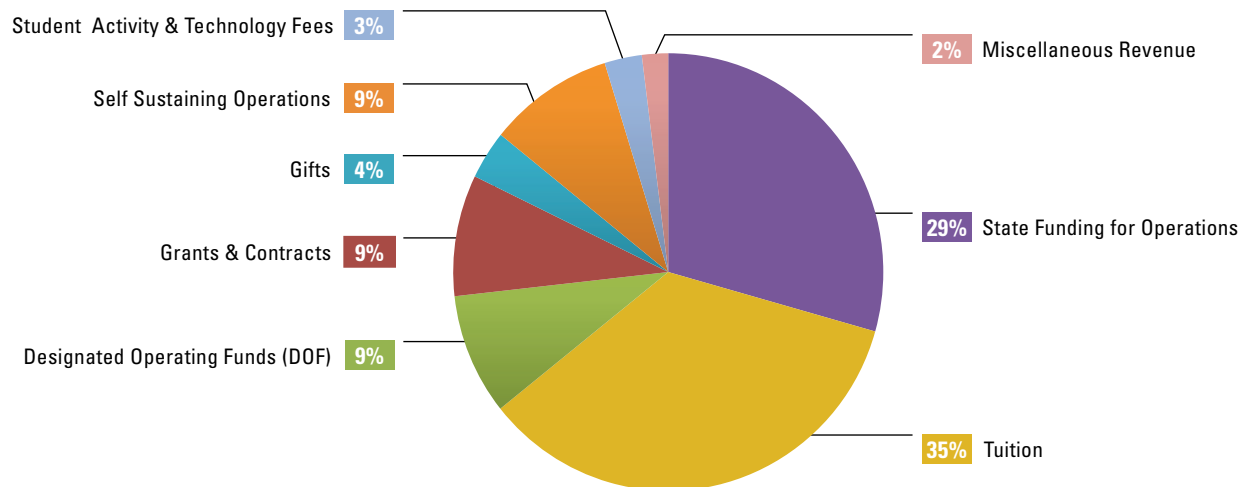
Asuncion also integrates her research with her teaching and mentoring. Students in the courses she teaches are introduced to traceability and are provided an opportunity to participate in research by developing research prototypes.



“It's a joy to work with students, especially in these courses. They are eager to learn new skills and are excited to contribute to research.”

—HAZELINE ASUNCION

Financial Overview



Financial Statement (July 1, 2010 – June 30, 2011)*

Revenue Sources	Amounts	% of Distribution
State Funding for Operations <i>(state tax support)</i>	\$15,474,875	29%
Tuition	\$19,007,996	35%
Designated Operating Funds (DOF) <i>(local funds, indirect costs)</i>	\$5,075,056	9%
Grants & Contracts	\$4,608,959	9%
Gifts	\$1,890,127	4%
Self Sustaining Operations <i>(auxiliary, co-location services)</i>	\$4,968,857	9%
Student Activity & Technology Fees	\$1,478,884	3%
Miscellaneous Revenue	\$1,036,985	2%
Total Campus Revenue	\$53,541,739	100%

*Figures provided by the UW Bothell Office of Budget and Planning.



Leaving a Legacy

The University of Washington Bothell proudly broke ground this year on a major new addition to the campus - the Sarah Simonds Green Conservatory - donated by Dr. Gordon Green and dedicated to the legacy of his pioneering Bothell family.

Dr. Green chose to have the conservatory named for his mother, Sarah Simonds Green. Both the Simonds and Green families played prominent roles in Bothell's history.

In 1912, Sarah Simonds was a member of the first graduating class at Bothell High School. Her father, Henry Simonds, was the founder and first principal of the high school. Sarah was a talented pianist, active garden club member, and devoted mother. She also attended classes at the University of Washington.

In 1919, Charles Green, Dr. Green's father, founded Green's Garage (later called Green Motors), the first Ford automobile dealership

in the Bothell area. It remained under family ownership until 1965. Four generations of the family have received high school diplomas in the Northshore School District, and three generations have earned UW degrees.

Dr. Green began his college career at the University of Washington. He completed his bachelor's degree at UCLA, and went on to earn a Master of Arts and a Ph.D. at the University of Southern California.

"The community in and around our growing campus is deeply grateful for the Green family's generosity," says UW Bothell Chancellor Kenyon Chan. "Dr. Green's desire to build an educational space says so much about his family's dedication to the community from which it grew."

The conservatory will contain a classroom, botanical laboratory, and exhibition space. It will be accessible to the public and is scheduled to open in 2013.



“Dr. Green’s desire to build an educational space says so much about his family’s dedication to the community from which it grew.”

—KENYON CHAN, UW BOTHELL CHANCELLOR



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