

UNIVERSITY *of* WASHINGTON | BOTHELL



**W**

# 2011-2012

REPORT to the  
COMMUNITY

# 2011-2012

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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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Kenyon S. Chan

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# WELCOME

## An Update from the Chancellor and Advisory Board



Kenyon S. Chan

### Dear Friends

The 2011-12 academic year was very exciting for the University of Washington Bothell. The university received support to begin construction on the UW Bothell Science and Academic building; broke ground on the Sarah Simonds Green Conservatory and opened the Sports and Recreation Complex. We also awarded UW Bothell's inaugural Founder's Award to support Bothell undergraduate students who are participating in innovative cross-disciplinary research. Finally, we launched three new degree programs: a master of fine arts degree in creative writing and poetics, a bachelor's degree in climate science and policy and a new retail management program.

Your generous financial support has made a tremendous impact on the University of Washington Bothell. Your gifts are allowing us to invest in students, programs and research that strengthen our communities and fulfill needs in our region. There are many places you could choose to share your time, talent, and resources. We are very grateful that you have chosen UW Bothell as one of your priorities.

In the pages ahead you will read some examples of how your private support has changed lives – from supporting students who are the first in their families to attend college to enabling young faculty to engage in innovative and relevant research. You will also learn about students who have won prestigious scholarships as well as achieved successes in national academic competitions.

After an exceptional year, the future is bright for UW Bothell. The university will continue its commitment to innovation and creativity by investing in high-impact education practices, state-of-the-art technology, meaningful undergraduate research opportunities and continued support of our world-class faculty.

Thank you for all that you do for the University of Washington Bothell.

Sincerely,

Kenyon Chan  
Chancellor

Richard Shea  
Advisory Board Chair

**92**  
percent of  
UW Bothell  
students  
are from  
the state of  
Washington.

**43** percent of  
all students are  
students of color.

**63**  
percent of  
all students  
received  
financial aid  
in 2011-12.

More than **7,000**  
of UW Bothell's 11,000+  
alumni live and work  
in King and Snohomish  
counties.

**75**  
percent increase  
in the number of  
veterans and their  
dependents at  
UW Bothell over  
the previous year.



# UW BOTHELL

## A Snapshot of Accomplishments



### Record Enrollment at UW BOTHELL

**F**or the 2012-13 academic year, the University of Washington Bothell reported enrollment growth, making it the fastest-growing public university in the state of Washington.

The campus reported a head count for 2012-13 of 4,172 students, also counted as 3,788 FTE (full-time equivalent students), a 12 percent increase over last years 3,377 increase. Applications to the university also increased by 13 percent over the previous year.

The recent increase in enrollment at UW Bothell now makes it the largest of the five university branch campuses in the state. Ninety-two percent of the currently enrolled students are from Washington.

### A Donor's Gift Transforms the Campus

UW Bothell celebrated a transformational gift of \$4.5 million from the estate of Gordon Charles Green. This gift will be used to create the Sarah Simonds Green Conservatory; construction is under way and expected to be completed in spring 2013. The conservatory will be a center for regional environmental education and will act as the front door to the restored North Creek Wetland.



### Two Programs Recognized as Schools

Two UW Bothell programs were officially recognized as schools during the 2011-12 academic year: The School of Interdisciplinary Arts and Sciences and the School of Business. UW Bothell is expected to welcome its third school in March 2013 when approval is finalized for the School of Science, Technology, Mathematics and Engineering.

Also in 2012, the Nursing program changed its name to Nursing and Health Studies, to reflect its expanding mission to include an emphasis on global health.





## UW Bothell Science and Academic Building

Construction of the \$68 million Science and Academic Building is well underway after breaking ground in July 2012. The Building will accommodate 1,000 full-time students with an emphasis on STEM majors. Amenities include a 74,000 square foot building with 11 science laboratories, a 200-seat lecture hall, and 430 classroom seats. Completion is slated for spring 2014.



## Sports and Recreation Complex Opens

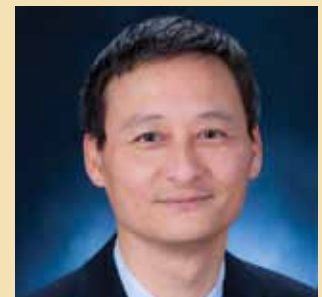
The new Sports and Recreation Complex officially opened in December. The \$3.3 million, student-funded complex features a shared soccer and softball field, two tennis courts, basketball court and a sand volleyball court.

## UNIVERSITY SCHOLARS Attain National Recognition

During the 2011-2012 academic year, Chancellor Kenyon Chan funded new initiatives on campus to raise awareness of scholarship opportunities among UW Bothell students and provide individualized advising to applicants. The investment paid off as UW Bothell students were awarded a number of prestigious scholarships over the last year. UW Bothell students were successful in university-wide competitions, including Chris McRae, who was chosen for the Edward E. Carlson Leadership Award, which is one of the highest recognitions of student public service. UW Bothell also had six Mary Gates Research Scholars, a Class of 1954 Achievement Scholar, and several recipients of study abroad scholarships. Student Ben Wiselogle became the first UW Bothell student endorsed for Gates



**Chris McRae**



**Hung Dang**

Cambridge, a prestigious scholarship for graduate study at Cambridge University in the UK, and seven students – the first from UW Bothell – have submitted applications for international study or teaching opportunities through the U.S. Student Fulbright Program.

UW Bothell faculty and staff are also pursuing additional learning opportunities. Hung Dang, associate vice chancellor for enrollment management and student affairs, received a Fulbright Award as part of the U.S.–Japan International Education Administrators Program.



# STUDENTS

## Building a Better Campus



### MENTORING High School Applicants for College

**T**he process of applying to college can be a bewildering web of paperwork and processes.

UW Bothell students who have successfully navigated the system themselves are volunteering their time each week to help low income high school students become the first in their families to go to college. The student-run program is called MATCH, which stands for Making Access to College Happen (MATCH was formerly known as the Dream Project). Through the program, UW Bothell students mentor high school students to help guide them through the college application process.

"I know for myself I didn't have resources like this and I know that the college application process is tough," says Tiarra Fentress, a UW Bothell sophomore who leads classes on campus for the

program. "What drives me to continue with the program is being able to be there for my students and to build these relationships."

Forty-nine percent of UW Bothell's fall freshman class are first-generation students. Without a family member to help, the process of applying to college can be a bewildering web of paperwork and processes.

The program serves local high schools in Lynnwood, Everett, Mount Lake Terrace, and Juanita all on a

# MATCH

MAKING ACCESS TO COLLEGE HAPPEN

weekly basis, and Sequoia and Edmonds Woodway high schools for special events.

UW Bothell students are paired with mentees in the spring of their junior year of high school. "At first we do a lot of getting-to-know-you so they feel comfortable with us as their mentors," says Fentress. "Then we start to work on a personal statement to try to get them thinking about that as they go into the summer."

Throughout the fall, the UW Bothell mentors help their mentees assemble and submit all of their application materials. In the winter they focus on getting a scholarship. "But while we are doing those things we are recognizing that our students are looking to us for more than just the college application process," says Fentress. "They really want people to talk to, so we build relationships with our students and we focus on that."

In their course work on campus, Fentress says they concentrate on how to talk to their mentees. "We focus on how to have crucial conversations when they are going through something hard or how to talk a student through a situation that maybe you didn't experience, but you know is hard for them," she says. "We practice all of those things and we practice how to articulate our own story because that really helps the mentees talk with us as well." **W**

**“I know for myself I didn't have resources like this and I know that the college application process and just going through high school issues is tough.”** —TIARRA FENTRESS, UW BOTHELL SOPHOMORE

## STUDENT VETERANS ASSOCIATION: Building Community

Student veterans are a growing population on campus at UW Bothell and the Student Veterans Association (SVA) is helping to make the transition to student life more successful. This support involves building community within the group while also educating and doing outreach with the larger community.

SVA's current president Derek Lane, who is studying business and applied computing, says veterans benefit from knowing each other. "Almost every class I have had over the last year I found out maybe halfway through the quarter that this person or that person is another veteran," he says. "Part of my goal is to have us be able to recognize each other." Recently Lane has been organizing informal meet-ups for veterans such as coffee gatherings on campus.

Educating the larger community is another goal of the group, which has about 40 members. In the past, presentations have been done for faculty members to help them understand the range of experience that veteran students may bring to the classroom. "A professor may have a 21-year old student in his class, with a massive amount of life experience and at first impression it's probably not going to be obvious," says Lane.

On the more extreme end of the spectrum are curriculum topics that could trigger anxiety and flight reactions from some veterans. "It's not so much that you can't teach this," says Lane. "It's about being intentional about what you're doing and being careful not to surprise people with material that could cause an anxiety reaction."

Lane also says that many veterans appreciate the opportunity to participate in community service. SVA recently

partnered with the UW Bothell alumni group to help the local American Legion in Bothell move into a new location. The student veterans got a chance to work with others in the UW Bothell community while also connecting with an earlier generation of veterans, says Lane. "It was just all around a great thing."

For its most ambitious project, the SVA has been working diligently to raise funds for a veterans archway monument



Veterans archway monument

meant to celebrate the contributions of veterans and to commemorate their transition from active military student life. The project will cost \$60,000 and will be fully funded by donations. The project will be completed in May 2013 and located at the northeast corner of the new Sports and Recreation Complex. **W**





# STUDENTS

## Building a Better Campus



### DEBATE TEAM

#### Rises to the Challenge of Competition



**N**ow in its second year of competition, the UW Bothell Debate Team is making a name for itself on both the regional and national stages. As they compete, members find they are gaining valuable skills that will help them later in real-world settings.

One such skill is being able to learn quickly from mistakes and apply those lessons to the next situation. At a recent tournament at Lewis and Clark College in Portland, Ore., team members had twenty minutes to prepare arguments on a given topic. After they competed in pairs, they received feedback from the judges about their performance and shortly after they went back in to compete again.

"That's something you don't normally get in college," says faculty



coach Denise Vaughan who teaches introduction to debate and oral communications and debate classes on campus. "If you get your paper back from your instructor and you get a bad grade on it, you go home and feel bad about it. In debate we say, 'What did you learn from this? Let's go apply it. You have fifteen minutes.'"

Team member Mark Gevaert, a senior majoring in media and communications studies, says that debate also teaches practical critical thinking and oral communication skills. "Debate not only

teaches these skills, but refines them to an extent that will advance careers," he says.

He says the one of the greatest challenges has been organizing how to convey arguments and how to respond to them. "It is a learning experience to always be thinking critically about what people say," he says. "When it comes down to it, what I really enjoy is being able to impart what I mean to say, in ways that make sense, and people in turn listen."

The team is comprised of 14 members representing many facets of the student population on campus. "My team is amazing," says Vaughan. "We are half female; we have students of color, and we have veterans. If we start with a base that is this broad and we just continue to reach out to our community, we will continue to grow in a really productive manner." **W**

**“If you get your paper back from your instructor and you get a bad grade on it, you go home and feel bad about it. In debate we say, ‘What did you learn from this? Let’s go apply it. You have fifteen minutes.’”**

—DENISE VAUGHAN, FACULTY COACH



# CUSP DIRECTOR

## Connects With Students On and Off Campus



**A**round campus, UW Bothell professor Leslie Ashbaugh is known for leading an annual study abroad trip to Zambia where students explore issues of global economic development. But her point of pride is her ongoing relationships with all of her students. “What I love about working at UW Bothell is the opportunity to be creative in my teaching and the connections I make with students on campus who share similar interests,” she says.



Leslie Ashbaugh

The feelings are mutual. Ashbaugh won the 2012 Distinguished Teacher of the Year Award and has been named as director of the Center for University Studies and Programs (CUSP) for a five-year term. “It is a privilege to dedicate my leadership capacities and my commitment to undergraduate teaching to further the work that has been ongoing for the past seven years in our first-year and pre-major programming at UW Bothell.”

Ashbaugh joined UW Bothell as a lecturer in the School of Interdisciplinary Arts and Sciences in 1998. She came with a social sciences background in political and economic anthropology and development in Zambia and the U.S.

Four years ago, Vice Chancellor Susan Jeffords advocated for increased study abroad experiences for UW Bothell students. That was when Ashbaugh jumped at the chance to organize her

annual student trip to Zambia. “We finally made it in 2010 and now I do that every summer with a group of sixteen students for a month,” she says. “We spend ten days in the capitol city of Lusaka, ten days in a small town, and ten days in a rural village.”

The curriculum follows the USAID priorities for development in Zambia, which are health, education, the environment, and democracy. “I always take four students who are there to research each of those topics,” she says. Students not only complete a research project in their topic area while they are in Zambia, they also interact with global relief organizations in Seattle.

“The students I take with me are interested in going into nonprofit work,” she says. Her students investigate the missions and strategies of donor agencies and how well those match the needs and experiences of Zambians. “I am exposing them to what it means to be a respectful traveler and researcher,” she says. “I am doing a lot of that modeling for them, and then they see for themselves the disconnect sometimes between goals and strategies and then reality.”

On campus, Ashbaugh teaches classes relating to race, gender, and family systems. “I have been here a long time and my courses have developed along with my interests and have often been

driven by student interests as well,” she says. She describes her teaching style as an organic one, where she provides the theoretical background in which a topic has been pursued and then her students conduct research based on their own interests.

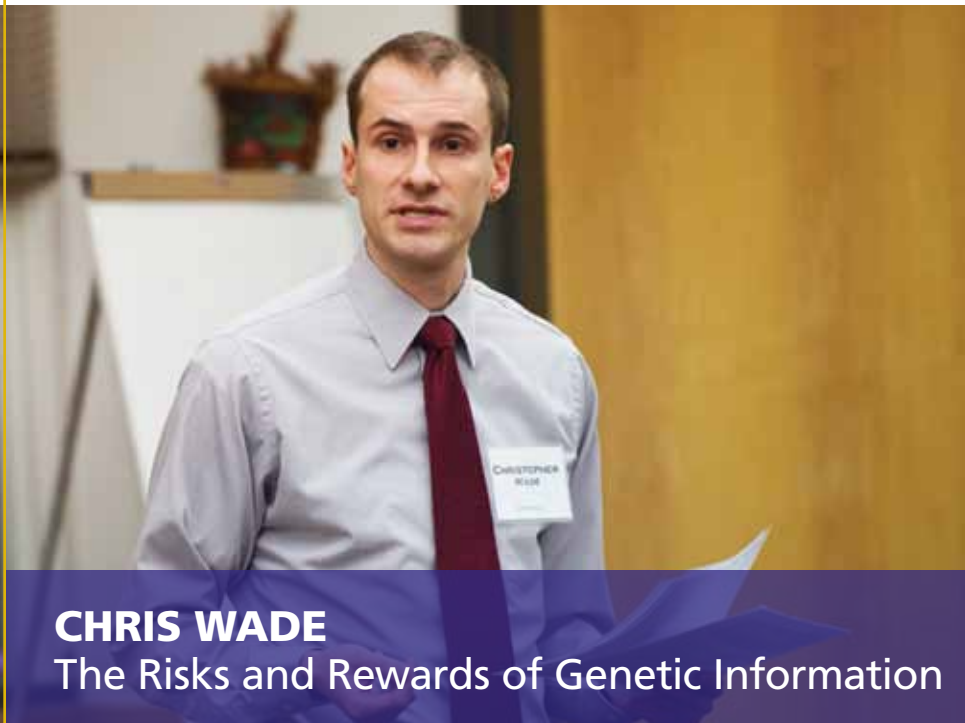
“There is always a component in every class I teach of experiential learning that is based on a research topic that students have chosen for themselves” she says. “I provide a shared language for us to communicate with each other around the topic and then somewhere around the middle of the quarter they take off with their research, and I guide them.”

Students in her classes learn how to reflect on their lives and relate broader issues to their own experiences. “We are talking about very relevant, timely topics that relate to their lives.”

This personal connection with students is her great joy as a teacher. She says when she won the Distinguished Teacher of the Year Award, she received numerous emails from former students congratulating her and letting her know how much her classes meant to them. “For a teacher you couldn’t want anything more from a job,” she says. **W**



# UW BOTHELL RESEARCHERS Tackling the Hard Questions



## CHRIS WADE The Risks and Rewards of Genetic Information

**A**s a researcher, UW Bothell assistant professor Chris Wade studies the intersection between genomics and everyday health care practices. “It is a really exciting time to be studying genomics because the overall goal of personalized prevention and treatment of disease is rapidly becoming a reality,” he says. “I like to point out to my students that in 2003 it cost about \$3 billion to sequence a genome. Now, you can do it for \$4,000, and get your results back in less than 50 hours.”

But while the technology may be at our fingertips, Wade says doctors don’t know yet how best to use it. “We have this amazing new technological capacity, but for the most part, we don’t have any idea of how to use it effectively,” he says. “Just because whole-genome sequencing can tell us information about health doesn’t mean that using it will actually benefit people.”

The possibilities however, are promising. In the realm of public health interventions, Wade says that genomics

could be used to help prevent diseases before they occur. “For example, could telling someone that they are at higher genetic risk for Type 2 diabetes help motivate them to change their diet and exercise behaviors?” he says. “This remains an open question, and certainly one worth exploring.”

The main project Wade has worked on to answer these questions is the Multiplex Initiative, which was a collaboration study between the National Human Genome Research Institute, the Henry Ford Health System, and Group Health Cooperative. In the study researchers offered a genetic test to about 2,000 insured adults for eight

common health conditions. “This gave us some fascinating insights into why people decided to get tested, whether people understood the information, and how they used their genetic risks in their health care.”

His current research looks at how genetic testing can influence children. “From a public health perspective, it would make sense to do testing early,” he says. “However, this would mean that many children would grow up knowing about their genetic risks.” Wade is looking for data that clarifies how children respond to this information so researchers can design testing strategies that avoid pitfalls and maximize benefits.

On campus, Wade teaches classes on genomics for nursing students. “During the class, we talk about a wide range of issues one would need to think about before implementing a new medical technology, such as the health risks and benefits, the impact on patients, and key policy issues,” he says. During the class, the students put together proposals for how they would use genomics in a public health intervention, which they present at the end of the course.

Wade says clinicians need to be thoughtful in their approach to genetic testing. “The truth is, there are historical cases where we started using genetic tests prematurely,” he says. “Unsurprisingly, it didn’t work out so well. There were major clinical mistakes; patients were often misinformed, and the delivery approach contributed to social stigmas. With a technology as powerful as whole-genome sequencing, it is really important that we get it right.” **W**

**“I like to point out to my students that in 2003 it cost about \$3 billion to sequence a genome. Now, you can do it for \$4,000, and get your results back in less than 50 hours.”**

—CHRIS WADE, ASSISTANT PROFESSOR, NURSING AND HEALTH STUDIES





## YING LI Corporate Social Responsibility is Good for Business

**U**W Bothell assistant professor Ying Li teaches traditional finance classes in the School of Business while also exploring how institutional investment firms can be more sustainable and benefit from corporate social responsibility (CSR). “I am interested in institutional investors, like hedge funds and mutual funds,” she says. “I investigate their risk-taking behavior and explore how it is related to incentives from their compensation contracts.”

On campus, Li emphasizes the complex nature of financial management. She says on the one hand, the goal of financial management is to maximize existing shareholder value. But more

and more research is showing that to maximize their long-term value, firms need to satisfy all of their stakeholders. “This is much broader than shareholders alone,” she says.

Li also focuses on ethics in finance with students. “We discuss the consequences of earnings management, insider trading, ignorance of fiduciary duties, etc. in class,” she says.

As a researcher, Li’s work has appeared in numerous academic journals. In a recent *Journal of Business Ethics* article, she and her co-authors found that firms with a higher level of operational diversity (workers, contractors and managers from diverse backgrounds), are more likely to engage in corporate giving.

“We find that institutional corporate social responsibility — like giving to the community — leads to lower stock volatility at the firm. “Hence, it provides an ‘insurance-like’ protection.”

—YING LI, ASSISTANT PROFESSOR,  
FINANCE, SCHOOL OF BUSINESS

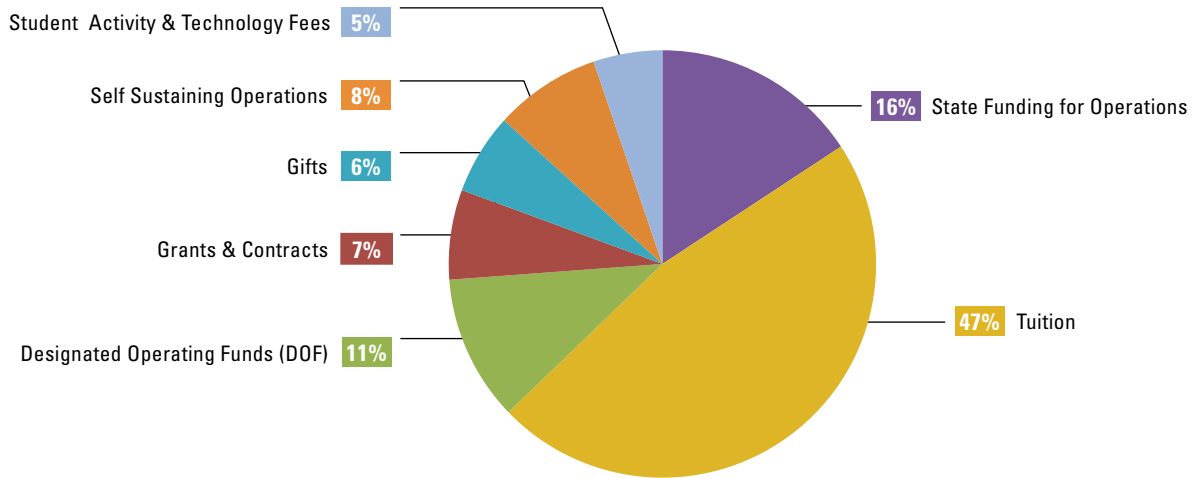
Her current research project investigates how corporate social responsibility helps firms be successful. “We find that institutional CSR, like giving to the community; leads to lower stock volatility at the firm,” she says. “Hence, institutional CSR provides an ‘insurance-like’ protection.”

Li’s focus on ethics is in accord with other recent activities at the UW Bothell business school. Last October, the school joined the Principles for Responsible Management Education Initiative (PRME).

Launched at the 2007 UN Global Compact Leaders Summit in Geneva, the principles provide an engagement framework for academic institutions to advance corporate sustainability and social responsibility through the incorporation of universal values into curricula and research.

“Our students need a firm understanding of ethical issues in business,” says Phil Palm, assistant director at the UW Bothell School of Business. “A business doesn’t just have to comply with the law, it should think about how to create value in the long run.” **W**

# FINANCIAL OVERVIEW



## Financial Statement (July 1, 2011 – June 30, 2012)\*

Revenue Sources	Amounts	% of Distribution
State Funding for Operations <i>(state tax support)</i>	\$10,229,245	16%
Tuition	\$30,556,528	47%
Designated Operating Funds (DOF) <i>(local funds, indirect costs)</i>	\$7,164,220	11%
Grants & Contracts	\$4,417,407	7%
Gifts	\$3,967,991	6%
Self Sustaining Operations <i>(auxiliary, co-location services)</i>	\$5,234,704	8%
Student Activity & Technology Fees	\$3,388,671	5%
<b>Total Campus Revenue</b>	<b>\$64,968,765</b>	<b>100%</b>

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



# NEW VISION AND NEW LEADERSHIP

for UW Bothell's Science and Technology and Nursing Programs



## STEM EDUCATION: A new Leader, new School and a new Building

**S**cience, Technology, Engineering and Mathematics (STEM) programs at UW Bothell are poised for exponential growth under the leadership of new director Elaine Scott. She is a former professor and director of engineering programs at Seattle Pacific University.

Scott assumed leadership in August as science and technology education at the school is rising in regional and national prominence. Construction is under way on a new \$68 million Science and Academic Building (UWB 3) that will be completed in 2014.

The Science and Technology and Computing and Software Systems programs will combine to become UW Bothell's third school early in March 2013. The new school will be the School of Science, Technology, Engineering, and Mathematics.

Also in Fall 2013, UW Bothell will introduce new degree programs in mechanical engineering, cyber security and mathematics.

"We are looking forward to focusing on excellence in STEM pedagogy in this collaborative environment, as well as becoming a magnet for cutting-edge basic and applied research for the region," Scott says. "I am very excited to be a part of this unique program and its commitment to provide greater access in the STEM fields for students from a diversity of backgrounds."

Scott formerly served as a professor in the department of mechanical engineering at the Virginia Polytechnic Institute and State University (Virginia Tech). At Virginia Tech she was responsible for the successful planning, development and initial leadership of a new interdisciplinary, multi-institutional school, the Virginia Tech - Wake Forest University, School of Biomedical Engineering and Sciences.



## A NEW NAME and Global Mission for the Nursing Program

**D**avid Allen joined UW Bothell in August as the new director of the Nursing and Health Studies Program. He takes the helm as the program expands its mission and its name to include course offerings on global and public health.

In the fall of 2013, the program will offer a new degree in health studies for students who may not be licensed nurses. Currently the nursing program at UW Bothell is available only to students who have already earned a nursing degree from another institution.

"I really like the commitment this program has to creating educational opportunities for community college students to continue their professional development," says Allen, who previously was chair of gender, women, and sexuality studies at UW Seattle. "I just love the proposal they made before I came to have the health studies degree, which I think opens up a whole wonderful way of being a part of the four-year program rather than just the nursing program."

The nursing program celebrated its 20th anniversary in 2012, and Allen says that he plans to continue the legacy of outgoing director Mary Baroni, who was devoted to creating seamless access to higher education for community college students in nursing. Currently UW Bothell nursing professors teach classes in Everett and Mount Vernon for students who find it difficult commuting to the Bothell campus.

"We are continuing to look at where do we need to be as a program to allow students to have access to it," he says. "Access is going to be a central focus for the next year."

# SUPPORTING THE MISSION

## Charitable Giving to Benefit Education, Access and Opportunity

The University of Washington Bothell would like to acknowledge the following individuals and organizations for their generous support.

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