Our Mission

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

Our Vision

We will serve as a catalyst to enhance quality of life throughout our region.

Our culture of learning, committed to disciplined inquiry and responsible service, will be woven into our organizational and operational life. We will be noted for discipline-bridging scholarship valued in the community and respected in the academy.

Our success will attract a highly motivated and diverse student population and a faculty and staff of exceptional skill and dedication.

Administrative Officers*

University of Washington
Mark A. Emmert
President
David B. Thorud
Acting Provost

University of Washington, Bothell
Warren W. Back
Chancellor
Thomas Bellamy
Vice Chancellor for Academic Affairs
William Kelleher
Vice Chancellor for Administrative Services
Cynthia Fugate
Associate Vice Chancellor for Academic Affairs, Director of the Library
Tara L. Hasart
Associate Vice Chancellor for Academic Affairs, Director of Student Affairs
Mary A. Baroni
Director, Nursing
Frank Ciocch
Acting Director, Computing and Software Systems
Jolynn Edwards
Director, Interdisciplinary Arts and Sciences
Susan Franzosa
Director, Education
A. Steven Holland
Director, Business Administration
Kathleen Drew
Director of Community and Government Relations
Elizabeth Swanson
Director of Development and Alumni Relations

Advisory Board*

University of Washington, Bothell
Deborah Knutson, Chair
Economic Development Council, Snohomish County
Steven Gilbert, Vice Chair
Institute of Neurotoxicology and Neurological Disorders
R. Lee Cheatham, Chair ’03-04
Washington Technology Center
Darlene Conrad
Harborview Medical Center
Travis Fairchild
UW Bothell Alumnus
Karen Forys
Northshore School District
Max Gelbert
ELDEC Corporation, Retired
Bill Grift
Seattle Appliance of Bothell
Stephen Handley
Private Investor, Consultant
Kae Hutchinson
Hudson Consulting
Auggie Kempf
Kempf & Company
John Matthews
Costco Wholesale
Howard Mendelson
Expedia.com
Holly Moore
Shoreline Community College
Betty Nokes
Bellevue Chamber of Commerce
George Northcroft
King County Executive Office
Rissa Wabaunsee
Northwest Indian College
Todd Woosley
Hal Woosley Properties, Inc.

Board of Regents*

Gerald Grinstein, President
Jeffrey H. Brotman, Vice President
Alexander Bolton
Craig W. Cole
Daniel J. Evans
William H. Gates
Sally Jewell
Frederick C. Kiga
Constance L. Proctor
Shelly Yapp
Michele Sams, Secretary
Kelly Keith, Assistant Secretary
V’Ella Warren, Treasurer

* as of August 31, 2004
The University of Washington, Bothell is becoming more well known in the Puget Sound region and statewide, and is destined to be well known outside of Washington. I confidently envision a future of continued quality, opportunity and inclusiveness. Our campus has seen 12 consecutive years of growth in full-time student enrollment. Demand for many of our five undergraduate, and five post-baccalaureate and graduate programs exceeds capacity. In partnership with community colleges, universities, and regional leaders, we continue to add programs that address tomorrow’s economic development and workforce needs. Our excellent faculty is now 74 strong, and academic research funding increases every year.

In 2003, the Washington State Institute for Public Policy issued a report on branch campuses, which states that UW Bothell is meeting its mandate to improve access to higher education in our state and to serve regional priorities*. We welcome this affirmation of our success to date, but realize that our work is not done. When I addressed students and faculty last fall, I talked about the importance of vision, planning and benchmarking to UW Bothell’s future. Throughout the year, we undertook efforts to assess and develop our vision and plans and to ensure that we remain effective and relevant as we move forward. These efforts included an active fundraising capital campaign, a regional needs assessment and a faculty-driven academic strategic action initiative, among others. In July we welcomed University of Washington President Mark A. Emmert. During the remainder of 2004, we have an opportunity to fully examine our teaching and research programs, student enrollment, costs and partnerships in response to legislative proposals regarding higher education in Washington. This self-study will help to form recommendations for the future direction of our campus.

I’m pleased to share our 2003-2004 Annual Report. I hope you’ll take a few minutes to read about our achievements and some of the wonderful faculty research underway on our campus. We cannot be as successful as we are or as we will become without your continued support. Thank you for supporting UW Bothell.

Sincerely,

Warren W. Buck, Ph.D., Chancellor, UW Bothell

The Worthington Family has long been involved with the University of Washington and for decades made its home in Bothell. The late Richard Worthington served his alma mater for many years as an alumnus, Regent and Foundation Board member. His wife Lois, also a UW graduate, continues to support the University’s mission through several generous endowments.

In 1996, to honor Richard’s memory, Mrs. Worthington established the Worthington Distinguished Scholar Award. The award rewards and promotes continued innovation and excellence in teaching, research and scholarship at the University of Washington, Bothell.

The Distinguished Teaching Award was established in 1995 to honor faculty members whose exceptional commitment to teaching stimulates active learning and inspires excellence in student achievement. The award, given annually to one faculty member, was created at the request of the General Faculty Organization as a way to symbolize the value our institution places on teaching excellence.

**Worthington Scholar Award Recipients**

2003  
Bruce Burgett  
*Interdisciplinary Arts and Sciences*

  
James Burton  
*Business Administration*

  
Alan T. Wood  
*Interdisciplinary Arts and Sciences*

2004  
Jane Van Galen  
*Education*

  
Kanta Kochhar-Lindgren  
*Interdisciplinary Arts and Sciences*

  
Ron Krabill  
*Interdisciplinary Arts and Sciences*

  
Nives Dolsak  
*Interdisciplinary Arts and Sciences*

  
Kelvin Sung  
*Computing and Software Systems*

  
Linda Watts  
*Interdisciplinary Arts and Sciences*

**Distinguished Teaching Award Recipients**

2003  
Suzanne Sikma  
*Nursing*

2004  
Alan T. Wood  
*Interdisciplinary Arts and Sciences*

**Special Achievements**

- Increased student enrollment at UW Bothell every quarter during the 2003-2004 academic year. In contrast, highest enrollment on most campuses is in fall quarter.

- Signed an historic agreement with Ehime University in Japan to promote academic exchange and cooperation between our two universities.

- Celebrated the 10th Anniversary of our Bachelor of Business Administration program.

- Granted Master of Nursing degrees to the program’s first graduating class of 26 students.

- Hosted our first visiting Nobel Laureate, Dr. F. Sherwood Rowland, who gave a public lecture about the Earth’s changing atmosphere and ozone depletion.

- Alumna Anastasia Driscoll ’03 established the Benedict John Driscoll Scholarship to support deserving students in the Business Administration Program, providing up to $1,000 in annual tuition support.

- Received jointly with Cascadia Community College the Governor’s Award for Organizational Learning and Growth in recognition of successful campus co-location and construction.

- Received jointly with Cascadia Community College the Society for College and University Planning and the American Architects Committee on Architecture for Education’s Excellence in Planning Merit Award.

- Held a public forum on Governance and Operations of Multi-Campus State Universities, featuring national experts who have built similar education systems in other states.

- Established an Inclusiveness Task Force to promote a campus environment in which all members of the UW Bothell community share a sense of involvement and belonging.
At the University of Washington, Bothell our faculty, together with our students, explore some of the most crucial questions of our time. How do we protect the quality of our air? How do we best help our children learn? How do we care for the aging in our society? How can businesses effectively manage risk? Answers to these and many other questions emerge through university research like the projects you’ll read about in this report. Faculty research benefits our region’s businesses, healthcare organizations, schools and policy-making bodies. New knowledge gained through quality research informs decisions that affect all of us in one way or another.

More so than on many university campuses, our undergraduate and graduate students are fully involved in exciting faculty research projects. Many students work with professors to observe, learn and take part in the remarkable process of discovery. Other students benefit from faculty research through their coursework and team projects, made all the more engaging and relevant when research is brought into the classroom.

We’re proud of the contribution our faculty and students make through research. We’re pleased to share these examples of this work with you as an illustration of the breadth of inquiry underway at UW Bothell, and of our commitment to student involvement in solving complex problems of today and tomorrow.

Undergraduate

Bachelor of Arts in
Business Administration
Bachelor of Arts in
Interdisciplinary Studies
Bachelor of Science in
Computing and Software Systems
Bachelor of Science in
Environmental Science
Bachelor of Science in
Nursing

Graduate

Master of Arts in
Policy Studies, MAPS
Master of
Business Administration, MBA
Master of
Education, MEd
Master of
Nursing, MN

Certificates

Elementary Teacher Certification
Professional Certificate
in conjunction with
Master of Education degree
Karen Brown
Business Administration

“Given the emphasis on supply chain consolidation, and problems associated with a growing number of plant closures in the U.S., this is a topic that’s relevant to business and to society.”

Karen Brown

As manufacturing in the U.S. continues to decline, Dr. Karen Brown’s research can aid companies facing the difficult prospect of closure. An expert in ‘socio-technical systems’, she studies the relationship between technical systems in a workplace and the people who work there. “Given the emphasis on supply chain consolidation, and problems associated with a growing number of plant closures in the U.S., this is a topic that’s relevant to business and to society.” Currently, her research examines how a company approached a closure at a manufacturing facility in Washington’s Puget Sound region. When news about the upcoming closure became public, Brown and her colleagues asked to become involved. Company officials allowed the team to conduct employee surveys and one-on-one interviews, and to gather archival data. “The results provide insight about why companies close plants, what makes for a good closure process, and how employees and other stakeholders respond.” One of the key findings of Brown’s research is that employee and stakeholder satisfaction with a company can remain stable throughout a closure if the company follows the right process. “Perceptions of fairness really appear to influence employee attitudes and commitment.”
Jacqueline Meszaros
Business Administration

“The fact that a relatively mild earthquake can cause such substantial losses may be the most important lesson Nisqually has to offer.”

Jacqueline Meszaros

“The earthquake mitigation research I conducted with Professor Meszaros was a refreshing complement to my structural engineering background. I gained experience in how to use research tools and resources as well as new insight into the factors that affect the design process. Because of this, I believe that in the future I can better serve the building and structural needs of our communities.”

Sonnier Francisco, Research Intern, Pacific Earthquake Engineering Research, Business Administration, Summer ’04

A
n earthquake could strike seismically active Western Washington at any moment. But most people don’t dwell on it, or even prepare for the possibility. Dr. Jacqueline Meszaros thinks it’s important for people to understand how they make decisions about risk, and studies how people think about low probability/high consequence risks, such as earthquakes. Following the 6.8 magnitude Nisqually earthquake in 2001, Meszaros conducted an economic study of its effects on small businesses to better understand how companies make decisions about earthquake preparedness. “The fact that a relatively mild earthquake can cause such substantial losses may be the most important lesson Nisqually has to offer.” Meszaros surveyed chief executive officers of area businesses to determine the costs to their companies and whether they took steps to better prepare for next time. Surprisingly, firms most likely to take better precautions were those that had already taken steps before the earthquake, not those that experienced the worst damage. “The careful grew more careful. When you’re talking about risk, rationale is only part of the equation. There’s something else that predicts who worries and who doesn’t.”
On the surface, crayfish and computers don’t have a lot in common. But to Dr. Michael Stiber, the little crustacean holds clues that may lead to more life-like computers. A crayfish has senses, movements and reactions that are better than any computer we can build today, so he is studying its nervous system as an example of a biological computer. He then applies what he’s learned about how nerve cells share information with each other to computer applications. “My long-term goal is to apply models of biological nervous systems to machine intelligence.” His research combines the fields of computational neuroscience, robotics, bioinformatics, nonlinear dynamics and artificial intelligence, among others. Right now, Stiber is exploring how the structure and behavior of neurons contribute to complex nervous system functions like learning or sensorimotor function. Ultimately, his interest lies in understanding human neurology in order to develop biomechanical computer technology for use in reconstructive surgery and prosthetic devices, or to enable true-to-life biological simulations for biotechnology research, for example. In the classroom, Stiber shares his research experience with students in his neurocomputing course, in which they learn the basics of biological computers.
When the twin rovers Spirit and Opportunity set off in search of water or signs of life on Mars, computer vision guides them in their quest. Dr. Clark F. Olson studies visual terrain mapping for Mars exploration, and developed a new way to determine where a rover is within a map of the planet’s terrain. The basic methods used for mapping the surface of Mars are the same as those used in human vision. When people look at an object with both eyes, it looks slightly different in each eye, since our eyes are in slightly different locations. Using computer vision, digital images of the planet’s terrain are taken from different viewpoints. The rover then uses the difference in appearance to determine how far away each location is. With this information, the rover knows where it is. “As long as it has a map of the terrain, it can more accurately tell whether it’s in the right place.” For instance, scientists may want the rover to place an instrument on a certain rock. By determining where it is in the map, the rover can tell if it’s next to that rock. For Olson, research isn’t just about space discovery. It’s also about inspiring the next generation of scientists and innovators. “This is an exciting time to be involved in Mars exploration. One of the most rewarding things about my research and teaching is being able to build on this excitement by bringing elements of my work into the classroom. Students feel it and it motivates them to solve complex problems.”

“I enjoyed the feeling that I was working on something that had meaning outside of getting a good grade. Not only was the research important to Professor Olson, but it related to Mars rover navigation and in turn, Mars exploration, which is quite a neat thing.”

Jonathan P. Hendrich, Computing and Software Systems, ’03

“One of the most rewarding things about my research and teaching is being able to build on this excitement by bringing elements of my work into the classroom. Students feel it and it motivates them to solve complex problems.”

Clark F. Olson
Computing and Software Systems
Public school accountability is a prominent and often controversial issue affecting teachers, principals, parents and students. Dr. P. Taylor Webb is currently studying how K-12 public school teachers respond to new requirements to be more accountable in their work. Webb, who taught elementary and middle school for six years, became interested in this issue when he and colleagues experienced frequent changes in curriculum and school policies. In essence, his research deals directly with educational power and politics. He asks the questions “Who controls teachers’ work? How is this authority acquired and enforced? And who benefits from these decisions?” He interviews teachers, administrators, parents and policy makers to understand the pressures facing each group, and compares the information he gathers to national and global data to identify workable solutions. One interesting finding in his work is that educators can influence how educational accountability is developed and implemented by better informing other people of the work they do. He has also found that educators can have enormous power when they get involved in the leadership of their own profession. “The power of education provides both the promise and peril of our democracy. For this reason, I enjoy helping teachers participate in larger conversations about the direction of their work.”

P. Taylor Webb
Education

“The power of education provides both the promise and peril of our democracy. For this reason, I enjoy helping teachers participate in larger conversations about the direction of their work.”

P. Taylor Webb

“Professor Webb’s research on school politics has given me a vocabulary to analyze power struggles at my school, helped me develop my own educational philosophy, and empowered me to change my classroom instruction based on my professional knowledge of my students.”

Scott Bayles, Education, Spring ’05
Cherry A. McGee Banks

**Education**

Dr. Cherry A. McGee Banks has spent 10 years studying intercultural education in America and around the world. Her research, which is summarized in her new book *Improving Multicultural Education: Lessons From the Intergroup Education Movement*, helps educators create more respectful and inclusive learning environments in today’s ethnically and culturally diverse classrooms. Banks uncovers and shares information about the history and foundations of intercultural and multicultural education, helping teachers draw lessons from the past as they address today’s problems related to diversity. By providing descriptions of classroom projects as well as teaching methods, techniques and materials, Banks’ research can also broaden teachers’ knowledge about how to educate students in a culturally diverse society. “More than seventy years ago intergroup educators envisioned a more just and humane society. They had a powerful dream and the courage, perseverance and fortitude to work to make it a reality. Even though they fell short of their dream, our schools and society are better for their efforts,” explains Banks. “Their mantle has now passed to multicultural educators who are, in their own way, continuing the struggle for a just and humane society.”

“The perspectives uncovered in my research can help educators better understand the complexities of curriculum reform in a diverse, democratic society.”

Cherry A. McGee Banks
“Only when we understand that societies and countries don’t succeed in the end through unilateral combat, but through mutual cooperation, can we ever hope to build a global civil society that is socially responsible, economically viable and environmentally sustainable.”

Alan Wood

Alan Wood is writing the first global history in 40 years. With it, he hopes to help readers better understand how the world’s people and societies are interrelated and interdependent. His work blends history and science, using complexity theory and systems biology to connect the dots between widely different historical events that have taken place throughout human existence. “I find myself guided by the basic ecological and Confucian principle of reciprocity: everything is connected to everything else.” Wood, who has twice sailed around the world, draws on that perspective as well as his expertise in Chinese intellectual history. More recently, his scholarly interest has grown to include the world as a whole and the history of all human experience. When complete, Wood’s research will explain how processes of global cooperation underway today are not isolated but instead stem from a pattern of interdependence common to all life on earth. This knowledge, he believes, is key to our common future. “Only when we understand that societies and countries don’t succeed in the end through unilateral combat, but through mutual cooperation, can we ever hope to build a global civil society that is socially responsible, economically viable and environmentally sustainable.”
“There are now more than six billion people on Earth. Every year, we consume more energy and resources, and the resulting pollution can be detected virtually around the world.”

Daniel Jaffe

Interdisciplinary Arts and Sciences

As Dr. Daniel Jaffe puts it, “Everyone likes to breathe.” This is why he and an international team of researchers are studying how pollution travels long distances in the wind. “There are now more than six billion people on Earth. Every year, we consume more energy and resources, and the resulting pollution can be detected virtually around the world.” Jaffe and his team are trying to understand how, when, where and how much pollution from Asia is carried to the United States on westerly winds. His studies have already revealed that levels of aerosol pollutants and ozone are, on occasion, carried in the atmosphere from China to North America and can exceed health standards when added to pollution created here. Jaffe’s research originally stemmed from a National Science Foundation (NSF) grant to monitor air pollution from Asia at research sites in Washington’s Olympic peninsula. Today, he collaborates with scientists throughout the U.S. and in Asia using computer modeling and satellite data to assist them. In addition to the NSF, the Environmental Protection Agency and the National Oceanic and Atmospheric Administration have funded Jaffe’s research. In Spring ‘04, Jaffe’s research was featured on the PBS program NOVA.

“It was interesting to work with others from the EPA, the National Park Service, the U.S. Geological Survey, the USDA Forest Service, and Oregon State University. The unique learning environment at UW Bothell allowed me to have this opportunity to work in a state of the art research lab and gain experience in the environmental field.”

Cori Wilson, Environmental Science, ’04
Dr. Carol Leppa studies the sensitive and emotional issue of caring for people nearing the end of life. She researches quality of life for residents of nursing and adult family care homes in order to develop better approaches to palliative care, or care that eases suffering near death. Her research is especially important to terminally ill residents in nursing homes or other long-term care settings who often don’t qualify for hospice care. Leppa first became involved in this field of study through a partnership between the University of Washington, Seattle School of Nursing and ERA Care Communities, a company that operates senior communities. She helped open a Nursing Care Center at one of the communities where she and other researchers could provide and evaluate patient care. For the past seven years, Leppa has studied how end of life care and quality of life in nursing homes differ between the United States and the United Kingdom. “Hospice care was developed in England and they have better palliative care services than currently exists here.” Nursing students accompany Leppa on trips, gaining first-hand exposure to advanced nursing practice. “It’s really rewarding to work with colleagues and students on research that makes a difference in the lives of patients and families who are dealing with difficult issues at the end of life.”

“Working with Dr. Leppa was a great learning experience. It was a privilege to be able to learn from and work with a researcher who shares my interests in geriatric nursing and in better understanding nursing issues surrounding death and dying.”

Ben Sturciuc, Master of Nursing, ’04

“Working with Dr. Leppa was a great learning experience. It was a privilege to be able to learn from and work with a researcher who shares my interests in geriatric nursing and in better understanding nursing issues surrounding death and dying.”

Ben Sturciuc, Master of Nursing, ’04

“Working with Dr. Leppa was a great learning experience. It was a privilege to be able to learn from and work with a researcher who shares my interests in geriatric nursing and in better understanding nursing issues surrounding death and dying.”

Ben Sturciuc, Master of Nursing, ’04

“Working with Dr. Leppa was a great learning experience. It was a privilege to be able to learn from and work with a researcher who shares my interests in geriatric nursing and in better understanding nursing issues surrounding death and dying.”

Ben Sturciuc, Master of Nursing, ’04

“Working with Dr. Leppa was a great learning experience. It was a privilege to be able to learn from and work with a researcher who shares my interests in geriatric nursing and in better understanding nursing issues surrounding death and dying.”

Ben Sturciuc, Master of Nursing, ’04

“Working with Dr. Leppa was a great learning experience. It was a privilege to be able to learn from and work with a researcher who shares my interests in geriatric nursing and in better understanding nursing issues surrounding death and dying.”

Ben Sturciuc, Master of Nursing, ’04

“Working with Dr. Leppa was a great learning experience. It was a privilege to be able to learn from and work with a researcher who shares my interests in geriatric nursing and in better understanding nursing issues surrounding death and dying.”

Ben Sturciuc, Master of Nursing, ’04

“Working with Dr. Leppa was a great learning experience. It was a privilege to be able to learn from and work with a researcher who shares my interests in geriatric nursing and in better understanding nursing issues surrounding death and dying.”

Ben Sturciuc, Master of Nursing, ’04

“Working with Dr. Leppa was a great learning experience. It was a privilege to be able to learn from and work with a researcher who shares my interests in geriatric nursing and in better understanding nursing issues surrounding death and dying.”

Ben Sturciuc, Master of Nursing, ’04
Later in life, most people want to live in their own home or a residence of their choosing. Seniors, their families and professional caregivers try to balance independence with risks related to aging. Dr. Suzanne Sikma specializes in geriatric nursing in the community. She works with older adults living in their own homes and in settings such as retirement communities, adult family homes or assisted living facilities. Her research is based on the theory of self-determination, which involves meeting three needs: the need for autonomy, or personal choice; confidence in one’s own competence; and a meaningful connection to other people. Sikma has nearly completed the second of two pilot studies to identify skills that nurses and professional caregivers need in order to best support the self-determination of seniors with whom they work. With her findings, she plans to develop a training curriculum that can be used in community-based health programs. Sikma has found that balancing freedom with risk is a critical process for older adults as they strive to live in an independent community rather than an institutional environment. “As healthcare professionals, we must respect seniors’ right to make choices and negotiate risks that are reasonable within their own value systems.”

UW Bothell’s first Master of Nursing class graduated in June, 2004.

Suzanne Sikma
Nursing

“As healthcare professionals, we must respect seniors’ right to make choices and negotiate risks that are reasonable within their own value systems.”

Suzanne Sikma
**Student Diversity**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>57%</td>
</tr>
<tr>
<td>Not indicated</td>
<td>24%</td>
</tr>
<tr>
<td>Asian</td>
<td>14%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2%</td>
</tr>
<tr>
<td>African American</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1%</td>
</tr>
</tbody>
</table>

The top five countries of origin for international students are:

- Japan
- Hong Kong
- Indonesia
- India
- Korea

**Student Profile**

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEX</td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td>AGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36 years and older</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>26-35 years</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>18-25 years</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>Work Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Part-Time</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Not employed</td>
<td>22%</td>
<td></td>
</tr>
</tbody>
</table>

**Enrollment by Program**

<table>
<thead>
<tr>
<th>Program</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>405</td>
<td></td>
</tr>
<tr>
<td>Computing and Software Systems</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Arts and Sciences</td>
<td>486</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>*Elementary Teacher Certification</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td><strong>Total Undergraduate</strong></td>
<td><strong>1361</strong></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Arts and Sciences</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td><strong>Total Graduate</strong></td>
<td><strong>249</strong></td>
<td></td>
</tr>
<tr>
<td>Non-matriculated</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1620</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Post-baccalaureate*
Where do they live and what schools do they transfer from?

The map to the left is a generalization of where our students live based on residence zip codes, as provided by the UW Bothell Registrar for Spring quarter of 2004. Superimposed are locations of the top five transfer colleges.

Key to map:

- 473 students
- 344
- 311
- 259
- 156
- all other areas 73

Top five transfer colleges:

- UW Seattle 20%
- Bellevue CC 16%
- Shoreline CC 9%
- Edmonds CC 9%
- Cascadia CC 7%
In fiscal year 2004, 274 donors made private annual gifts to the University of Washington, Bothell totaling $248,742. Their contributions provided support for key areas including student scholarship, faculty research and core program support. Gifts from our alumni comprised more than 50 percent of total funds received. In fiscal year 2004, UW Bothell administered 16 student scholarships, supporting 109 recipients with $146,139 in financial support. As of December 31, 2003, the market value of UW Bothell’s endowment was $1,302,136.

Development 2003-2004

In fiscal year 2004, 274 donors made private annual gifts to the University of Washington, Bothell totaling $248,742. Their contributions provided support for key areas including student scholarship, faculty research and core program support. Gifts from our alumni comprised more than 50 percent of total funds received. In fiscal year 2004, UW Bothell administered 16 student scholarships, supporting 109 recipients with $146,139 in financial support. As of December 31, 2003, the market value of UW Bothell’s endowment was $1,302,136.

52% of UW Bothell students received financial aid in the 2003-2004 academic year bringing the total aid awarded to over $6,439,275.


<table>
<thead>
<tr>
<th>Revenue Sources</th>
<th>Expenditures</th>
<th>% of Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Operating Funds (GOF)</td>
<td>16,729,598</td>
<td>81.69</td>
</tr>
<tr>
<td>state tax support and student operating fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designated Operating Funds (DOF)</td>
<td>752,665</td>
<td>3.68</td>
</tr>
<tr>
<td>local funds, tools projects, student technology fees, service/activity fees indirect cost reimbursements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants</td>
<td>572,532</td>
<td>2.80</td>
</tr>
<tr>
<td>research and service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts</td>
<td>364,487</td>
<td>1.78</td>
</tr>
<tr>
<td>scholarships and other gifts programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary Operations</td>
<td>2,059,531</td>
<td>10.06</td>
</tr>
<tr>
<td>parking/U-Pass, co-location services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL OTHER</td>
<td>3,749,215</td>
<td>18.31</td>
</tr>
<tr>
<td>Total Campus Operations</td>
<td>20,478,813</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Distribution of private financial support

- Academic Program ($27,690)
- Faculty ($175,000)
- Student ($41,178)
- Campus ($4,872)

Campaign UW: Creating Futures

In 2000, the University of Washington quietly embarked on a $2 billion comprehensive capital campaign to secure the future of the state’s largest public university. In October 2004, UW will publicly launch this ambitious effort. For its part, UW Bothell aspires to raise $5.7 million to improve student access, support our faculty and enhance our programs. We are pleased to report that to date we have raised over $2 million in private campaign gifts. Most recently, four long-time friends of the campus joined together to create the UW Bothell Founder’s Endowed Fellowship for graduate students. The fund will be matched 50% by UW Seattle and ultimately be valued at $150,000.
Every effort has been made to include the names of all donors and to provide the correct spelling of all names. If there is an error in your name or the name of your company, please accept our apologies and contact us so that we may make the appropriate corrections.
“UW Bothell works hard to create a unique environment for higher learning and research. Students work closely with faculty and take away from their education critical thinking and analytical skills that are applied in our region’s businesses and institutions. We all benefit from UW Bothell’s presence in our community.”

Deborah Knutson, President, Snohomish County Economic Development Council