Shaping the Future: Our Students in the Community
Mission

University of Washington, 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.

Vision

The University of Washington, Bothell will be a transformational learning community. 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 ability and dedication.

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Phyllis Wise
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R. Lee Cheatham
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Darlene Conrad
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Travis Fairchild
UW Bothell Alumnus
Karen Forys
Northshore School District
Max Gelert
EIDEC Corporation, Retired
Auggie Kempf
Kempf & Company
Deborah Knutson
Economic Development Council Snohomish County
Holly Moore
Shoreline Community College
Betty Nokes
Bellevue Chamber of Commerce
George Northcroft
King County Executive Office
Rissa Wabaunsee
Northwest Indian College
Todd Woosley
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Shelly Tapp

* as of August 31, 2005
This is a truly exciting time for the University of Washington, Bothell—
a time of transformation that will affect the very nature of our institution
and the accessibility of higher education within the state of Washington.
In its 2004 session, the Washington State Legislature considered research
from the Higher Education Coordinating Board indicating that the principal
educational need in the state is for more baccalaureate degrees. The data
suggest there is a need for between 22,000 and 30,000 new seats in higher education over the next ten years. To address this
demand the legislature passed House Bill 2707, which empowers three state institutions to become full four-year universities.

In 2006, the University of Washington, Bothell will, for the first time, add freshman and sophomore students. Obviously this is a
tremendous change. We are working to hire additional faculty and staff, to add new curricula and courses, to strengthen student support
systems, and to broaden the student affairs environment. The nature of UW Bothell will change from a commuter-based to a student-
centered campus that offers a more traditional college experience, a transformation that benefits all of the students we serve, from
freshmen to post-graduates.

At the same time, we can never forget our origins and our primary mission of serving local community needs; the needs of the transfer
student, the returning student, the graduate student, and the professional who wants to earn an advanced degree.

When the University of Washington, Bothell was founded, it focused on providing educational access to the most underserved
educational area in the state. UW Bothell became a huge educational asset to almost 800,000 people throughout almost a dozen cities.
We are proud to have provided over 5,100 local citizens college degrees, and are committed to continuing to meet our communities’
multiple educational needs.

With this in mind, it is my pleasure to announce the completion of new dual-enrollment agreements with Cascadia Community College,
Shoreline Community College, Bellevue Community College, and Everett Community College. These agreements allow students who
have completed forty-five credits at these community colleges to begin taking classes in their proposed majors at the University of
Washington, Bothell before they officially transfer. This arrangement clearly benefits everyone; it allows students expanded opportunities
for maximizing their education and provides them an accelerated pathway towards completion of their baccalaureate degrees.

This is a pivotal year for the UW Bothell—one that requires an exceptional energy and focus. I will work to assist the faculty and staff to
bring about this transformation every step of the way as we set goals, meet timeline expectations and make budget decisions always with
our vision on the future of UW Bothell and our students.

Steven G. Olswang, Ph.D., Interim Chancellor, UW Bothell
Credentials Offered

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 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 the Master of Education degree

Faculty

Business

P V. Balakrishnan, Professor
Karen A. Brown, Professor
James P. Burton, Assistant Professor
Paul D. Collins, Associate Professor
Walter Freytag, Senior Lecturer
Alan Steven Holland, Professor and Director
Mary E. Huneke, Assistant Professor
Utku Inor, Assistant Professor
Patricia Colleen Kelley, Assistant Professor
Sandeep Krishnamurthy, Associate Professor
Kevin J. Lauver, Associate Professor
Alan Leong, Lecturer, Full-Time
Jacqueline Meszars, Associate Professor
James M. Miller, Associate Professor
Peter L. Nye, Associate Professor
Gowri S. Shankar, Assistant Professor

Interdisciplinary Arts and Sciences

Constantin M. Behler, Associate Professor
Sally L. Brown, Research Assistant Professor
Bruce Burgett, Associate Professor
Deborah Caplow, Lecturer, Part-Time
Steven W. Collins, Associate Professor
Colin Danby, Associate Professor
Jane Decker, Professor
Nives Dolsik, Assistant Professor
Jokynn Edwards, Professor and Director
Michael L. Gillespie, Senior Lecturer
Diane Gillespie, Professor and Associate Director
Warren G. Gold, Associate Professor
Michael L. Goldberg, Associate Professor
Martha Groom, Associate Professor
Charles L. Henry, Senior Lecturer
Jeanne D. Heuving, Associate Professor
Charles E. Jacobs, Professor
Daniel F. Jacoby, Professor
Daniel A. Jaffe, Professor
Kanta A. Kochhar-Lindgren, Assistant Professor
Bruce E. Kochis, Assistant Professor
Ronald Stanley Krabill, Assistant Professor
Kari A. Lerrum, Assistant Professor
Anne F. Peterson, Assistant Professor
John Rasmussen, Senior Lecturer
William R. Seaburg, Associate Professor
Ruby Elizabeth Thomas, Assistant Professor
Linda S. Watts, Professor
Alan T. Wood, Professor

Computing and Software Systems

Arnold S. Berger, Senior Lecturer
Frank A. Goch, Professor
William W. Erdly, Associate Professor and Associate Director
Munehiro Fukuda, Assistant Professor
Charles F. Jackels, Professor and Director
Alan Leong, Lecturer, Full-Time
Baili Liu, Assistant Professor
Clark F. Olson, Assistant Professor
Michael D. Stiber, Associate Professor
Kelvin H. Sung, Associate Professor
Carol Zander, Senior Lecturer

Nursing

Mary E. Abrums, Associate Professor
Mary A. Baroni, Professor and Director
Andrea H. Kovalesky, Associate Professor
Carol J. Leppa, Associate Professor
Jevlyn A. Resnick, Lecturer, Full-Time
Suzanne Sikma, Associate Professor
Linda J. Westbrook, Assistant Professor
Bonnie L. Blackly, Lecturer, Part-Time
Christine L. Perkins, Lecturer, Part-Time
Heidemarie Petry, Lecturer, Full-Time
Heather M. Young, Affiliate Associate Professor
Elayne Puzan, Lecturer, Part-Time

Education

Cherry A. McGee Banks, Professor
Jean G. Eisele, Senior Lecturer
Susan Douglas Franzosa, Professor and Director
Carole Ann Kubota, Associate Professor
Kathleen A. Martin, Professor
Genevieve McCoy, Senior Lecturer
Nancy Place, Assistant Professor
Jane A. Van Galen, Professor
Phillip Taylor Webb, Assistant Professor
and at the University of Washington, Bothell, our students are not only our reason for being, but an important link to the communities we ultimately serve. They are a conduit between the research and teaching of our faculty and its application in a wider venue. Their sense of excitement at taking what they have learned and applying it out in the “real world” is palpable, and when they bring new skills, approaches, and technologies to others, they become teachers themselves.

Most larger universities cannot offer the level of close contact University of Washington, Bothell students experience with a nationally recognized faculty—our students are involved, many in an integral way, in their research and teaching efforts. Students see their professors as guides and mentors, and in many cases the faculty see students not just as a face in the classroom, but as future leaders in their fields and as ambassadors for the university itself.

Whether the beneficiaries of this knowledge are elementary school students who discover the thrill of theater, Washington family farmers who have a new outlet for their wares, or hospital patients whose recovery is made more comfortable, there is no doubt that our students are improving the lives of others. As you read the student profiles in this report, common themes will emerge. First is the passion that students have not only for their education but for the opportunity to use that knowledge. Equally noticeable is the enthusiasm of students for using their knowledge to serve the larger community. It’s not uncommon for student work to continue long after the class or internship is over—a testament to the belief these students have in the power of knowledge.

We’re proud of the contributions and advances our students are making, and we hope that you will take a moment to let us introduce you, in the following pages, to a sampling of students who are making the most of their University of Washington, Bothell experience as they prepare to shape the region’s future while building their own.
Every Thursday in summer, a church parking lot north of downtown Bellevue is transformed into an open air market full of customers browsing booths filled with honey, fresh cheeses, homemade and artisan breads, roasted hazelnuts, fresh flowers, organic eggs and meats, smoked salmon, line caught tuna, apple cider, tamales, and a rainbow of fresh produce.

Founded in 2003, the Bellevue Farmers Market was created to serve as a link between the local community and Washington’s family farms. Lori Taylor, the Executive Director, had a clear vision of the market’s potential, but found the marketing and management strategies that had to be put in place for the nonprofit organization to grow—or even survive—were “foreign territory” and even “frightening and overwhelming.” There was a dire need for a set of standard operating procedures, market research in several areas, and a way to offer information about the market that would be more efficient than struggling to answer the dozens of phone calls and e-mails Taylor was receiving.

Luckily, help was not far away. With the Bellevue Entrepreneur Center acting as a liaison, Taylor met with students in the University of Washington, Bothell’s Business Strategy and Policy course and made a presentation that outlined the market’s many needs. Kevin Bodle, Stephanie Schmidt, Crystal See, and Nathan Heber enthusiastically signed on. Undaunted by the scope of the project, the students set to

“They listened, were enthusiastic, challenged me, did the research, and took the project seriously — it wasn’t just a college credit needed for their degree . . . they were a truly impressive group of young people.”

Lori Taylor
Executive Director,
Bellevue Farmers Market
work with market research on logos, location, and operating hours; they also developed a comprehensive strategic plan that covered growth tactics, operations, human resources, and finance. “It was hard to choose just one area to focus on,” See explains, “so we chose to work on all of the areas we could in the time we had.”

Heber describes the student team as a “well functioning group,” and it was clearly one that went beyond the call of duty. “The actual website creation was out of the scope of the project,” he recalls, “but we felt that it was needed to complete an integrated marketing campaign.” Taylor describes the importance of the website as nothing less than “huge” and points out, with something like amazement, that Heber is still working to maintain and improve the website four months after his class ended. She thinks of the students more as partners than as helpers. “They listened, were enthusiastic, challenged me, did the research, and took the project seriously—it wasn’t just a college credit needed for their degree,” she says. “A truly impressive group of young people.”

It’s easy to understand Taylor’s enthusiasm when you learn that attendance and sales have both doubled in the past year, gains due in part to the students’ efforts at making the market more visible and efficient. Even so, the students are humble about their contributions. Heber credits his education at the University of Washington, Bothell with giving him “a broad range of skills to draw on.” See’s perspective is one that the management, vendors, and customers of the Bellevue Farmers Market would no doubt agree with: “More than anything, this project helped me to realize just how much four highly motivated students can do.”
“Robert has worked very hard in developing this schema to provide someone — whether it’s the chairman of the board or a student in the language camp — with a place to learn about their culture, a single point from which they can see where they were a hundred years ago and where they are today.”

An elder of the Tulalip Tribes once described the tape recorder she used to preserve her memories of native language and culture as a “new canoe” that would allow tribal knowledge to travel across generations. Today, a University of Washington, Bothell Computing and Software Systems (CSS) graduate named Robert Morris is helping the Tulalip Tribes construct another “new canoe” — this one in the form of a complex, interrelated system of archives and databases containing photographs, artwork, maps, audio and video files, and text documents about every aspect of tribal life and culture. The system not only stores the data but also returns query results in an intuitive, inter-relational manner that makes current search engines seem almost primitive.

“The search results are not limited to one form of data,” Morris explains. “We’re taking different bodies of knowledge and bringing them all together into a centralized system that will be able to recognize relationships between various kinds of information. By combining and correlating the information, the end user can get a much better understanding of the subject than if they had one piece of information over here and another piece of information there. The user gets the context surrounding the information, and that’s the important part.”

In other words, results of a search for “salmon harvest” on the Tulalip system might include a map showing western Washington rivers where salmon spawn, a sound recording of a tribal member recounting past harvests, a scientific article on natural history, a video of salmon being prepared, a scan of an archival document, and a digital photo taken the day before.
Morris’s role in the project, which is headed by CSS Associate Professor William Erdly, has been to use Resource Description Framework and other advanced programs to design ways for the system to “talk” to various databases and produce results that are accurate and of benefit to the end user, which may range from a scholar to a schoolchild.

“Taking this into the classroom is a great example of how it can eventually be used,” Morris says. “Students are no longer limited to a textbook that was written years ago—they can get insight from an elder that’s living right now. They get the breadth of knowledge that comes from having different perspectives.”

Jacob Setterberg, a CSS graduate who is now the Senior Manager for Software Engineering Services and has helped supervise the project, appreciates Morris’s work. “Robert has worked very hard in developing this schema to provide someone—whether it’s the chairman of the board or a student in the language camp—with a place to learn about their culture, a single point from which they can see where they were a hundred years ago and where they are today.”
“We honor our children when we listen to their ideas. [It] gives parents and teachers a chance to see what students find interesting and worthy of exploring — a rare look into a child’s world. We should enjoy the view.”

Lorna Barth
MEd student
Science Specialist
Sunrise Elementary School

Science fairs featuring erupting baking soda volcanoes, artfully decorated trifold boards, and displays that perhaps demonstrate more about some parents’ willingness to “help” than a student’s understanding of science seem to be a tradition at many American schools. Lorna Barth, a University of Washington, Bothell Master of Education program student, believes that such fairs are not in the best interest of students that would rather truly develop experiments on the world around them than prepare cookbook type projects for blue ribbons, which are presented to all participants.

“Science as entertainment has its place,” Barth explains, “but making it ‘fun’ sometimes trivializes it. An inquiry-based science exposition allows students to show how they have designed an investigation about something in their own environment, tested it, collected and analyzed the data, and communicated their results in a Science Convention format, as opposed to an entertainment based amusement. Allowing students to choose their own investigations gives meaning to their work, and parents and teachers are invited to discover what they find interesting and important. How we respond to those interests shapes our students’ confidence in science learning.”

Barth’s project instructs teachers on how to plan, implement, and execute a science exposition that differs from the typical science fair in fundamental ways: Students create an experiment on anything that interests them, provided they abide by the standards set by the rubric. Creativity is encouraged. Parents may assist only indirectly and to ensure safety. Students use authentically rigorous scientific methods and deliver their results with ten minute oral presentations. The white lab coats they wear are not mere costumes—the students are, for all intents and purposes, scientists. After the exposition, their presentations are posted on a website. “More science for more students,” is how Barth sums up the goal of her project, which is scheduled to be presented at the 2005 Washington Science Teachers Association Conference in October.

UW Bothell Education program students explore creative ways to teach concepts of science and geometry by experimenting with bubble solution.
The exposition format has another advantage, Barth says, because it is designed to meet the standards of the Washington Assessment of Student Learning (WASL) Essential Academic Learning Requirements (EALRs) for science and can be used in assessment preparation. In addition, it allows teachers to maximize their efforts. “Teachers have very little time to get the entire curriculum covered,” Barth notes. “Every moment has to be spent wisely.”

Barth credits the University of Washington, Bothell for her own education. “My Science Methods class in the Elementary Teacher Certification program really prepared me to be comfortable with inquiry-based science when I entered teaching,” she says. “Centering our instructional techniques in inquiry, rather than didactic approaches, gives teachers the confidence we need to let the students learn science in an authentic manner—by owning their knowledge. We honor our children when we listen to their ideas. An inquiry-based science exposition gives parents and teachers a chance to see what students find interesting and worthy of exploring—a rare look into a child’s world. We should enjoy the view.”
“A great way for people to learn is through performance. There are a lot of applications for this kind of theater—helping people to find their own voice, their own story, and mapping out their own way in the world.”

Kathryn Ramos (IAS ’05)
Empty Suitcase Theater Company Workshop

“The feeling you get when you get on stage,” is one Bothell area fifth-grader’s description of his favorite part of the Empty Suitcase Theater Company (ESTC) Workshop, which transformed area classrooms into actors’ studios in the spring of 2005. The Workshop was created and facilitated by Grace Hamilton and Kathryn Ramos, a pair of UW Bothell Interdisciplinary Arts and Sciences (IAS) students who were intent on bringing their passion for drama to the surrounding community, as well as their professor and mentor, Kanta Kochhar-Lindgren, Assistant Professor of Performance Studies, who is also keenly interested in community based theater. “Though I did not offer any classes on how to do this, we built on the work we had developed in the ESTC, which began in January 2004,” Professor Kochhar-Lindgren says. The three, armed with research into democratic approaches to theater and their own ideas, invited a group of students ranging in age from thirteen to eighteen to the UW Bothell campus for a Saturday afternoon session. The workshop was a hit, and an outreach program was born. Ramos and Hamilton put on five more week-long workshops for schools in Bothell, Kenmore, and Edmonds. The response was impressive.

“We put the students in the spotlight,” Hamilton says. “Many of them were not used to having the freedom of making their own creative choices, and they created awesome characters. I’m amazed at how they expressed themselves.” Ramos adds, “A great way for people to learn is through performance. There are a lot of applications for this kind of theater—helping people to find their own voice, their own story, and mapping out their own way in the world.”

The workshops have been so effective that schools are now contacting UW Bothell to ask to be included. Hamilton and Ramos say that their outreach has benefited them, as well.
“Being able to bring together all that we’ve learned and go beyond preconceived notions about how people learn has been empowering,” Hamilton says. Ramos, in fact, thinks that the program has transformed her education. “Being a part of the program advanced my learning by about three years. Instead of reading about community theater and writing papers about it and theorizing about it, we’re going out there and doing it.”
"It’s clear that patients want to actively participate in their own care, and sending the message that the health care team values their input and listens to their voice is a key component to the positive patient experience.”

Ellen Noel (BSN ’02, MN ’05)
Clinical Nurse Specialist
Virginia Mason Medical Center

Traditionally, patients undergoing intestinal resection are not allowed to eat until a variety of clinical findings assure the surgeon of a return to normal gastrointestinal function—a process that often lasts two to four uncomfortable days.

Ellen Noel, RN, MN, a graduate of both the University of Washington, Bothell’s Bachelor of Science in Nursing and Master of Nursing programs, wondered if the traditional postoperative plan was the only way. What if the patient could provide input on when they were ready to eat?

Her idea was not only novel, but perhaps even revolutionary: nowhere in the nursing literature could she find a protocol like she was suggesting—the patient was typically left out of the decision about when food could be safely offered.

"By contrast, our protocol is rooted in patient empowerment and is based on current evidence that early feeding is safe and beneficial to the patient and the health care system," Noel explains. "We are saying to the patient, ‘Your perception is important.’ It’s clear that patients want to actively participate in their own care, and sending the message that the health care team values their input and listens to their voice is a key component to the positive patient experience.”

Noel speculated that the patient’s feeling of hunger could be an instrumental factor in assessing the progress of their recovery. She then designed a study that would investigate the question, and applied to the Institutional Review Boards of the University of Washington and Virginia Mason Medical Center, where she is currently employed as a clinical nurse specialist. Both boards approved the study (no small feat in itself) and Ellen and fellow RNs approached a group of physicians, who agreed to participate. She was also guided by a committee made up of two faculty members of the University of Washington, Bothell Master’s of Nursing program and the director of Nursing Research at Virginia Mason Medical Center.

Under Noel’s plan, patients are asked to rate their feelings of hunger twelve hours after surgery on a scale from one to ten, a development that is innovative, to say the least: the hunger scale is the first of its kind. If the patient describes
his or her hunger as four or above, food is offered and the patient’s tolerance to it is monitored. The study is ongoing, but preliminary results suggest that Noel’s protocol will help decrease length of stay, conserve nursing resources, and contribute to a smooth recovery for patients. This provides benefit for both the patient and the institution. A poster presentation of their project was accepted for display at the Sigma Theta Tau 16th International Congress for Nursing Research in July 2005.

Noel credits her work in the Masters of Nursing program at the University of Washington, Bothell. “When I started asking this question, I didn’t have the skill set to finish the project. UW Bothell gave me a strong foundation for research and project design, personal leadership development, and presentation skills. The program provided guidance within a fluid structure that challenged me to develop personally and professionally. This project is very special to me in that it empowers nurses to practice collectively as an autonomous entity based on best-practice research. The nursing discipline provides a unique and necessary link to the experience of the patient, and when we can underpin recovery with active nursing participation, great things happen.”
Facts & Figures
Enrollment and Financial

Student Profile†

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<tr>
<th>SEX</th>
<th>Male: 42%</th>
<th>Female: 58%</th>
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<td>AGE</td>
<td>36 years and older: 24%</td>
<td>26-35 years: 32%</td>
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<tr>
<td>WORK</td>
<td>Employed: 78%</td>
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Enrollment by Program†

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<td>Nursing 147</td>
<td>Elementary Teacher Certification 98</td>
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<td>Total Undergraduate</td>
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<td>Nursing</td>
<td>30</td>
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<td>221*</td>
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Grand Total 1,613

Cities of residence†
(the top 5):
- Seattle
- Bothell
- Kirkland
- Bellevue
- Everett

Counties of residence†
(the top 7):
- King
- Snohomish
- Skagit
- Pierce
- Island
- Kitsap
- Whatcom

Transfer institutions†
(the top 7):
- Bellevue CC
- UW Seattle
- Cascadia CC
- Shoreline CC
- Edmonds CC
- North Seattle CC
- Everett CC

Student Diversity†

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<th>Country</th>
<th>Percentage</th>
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<tr>
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<tr>
<td>American Indian</td>
<td>.3%</td>
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</table>

Countries of origin for our international students†
(the top 6):
- Indonesia
- Japan
- Korea
- Hong Kong
- Canada
- Thailand

Target and actual full-time equivalent enrollment†

Number of Degrees Awarded*

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<tr>
<th>Undergraduate</th>
<th>562</th>
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<td>Graduate</td>
<td>111</td>
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<td>Total</td>
<td>673</td>
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† Figures reflect an average of 3 quarters (Fall 2004, Winter 2005 and Spring 2005) and were obtained from the UW Bothell Registrar’s office.

* Data represents average headcounts for 3 quarters and is subject to rounding.

✦ Post-baccalaureate

† Figures represent a total for 3 quarters (Fall 2004, Winter 2005 and Spring 2005) and were obtained from the UW Bothell Registrar’s office.
Development 2004-2005

In fiscal year 2005, private annual support to the University of Washington, Bothell totaled $286,255. Contributions provided support for key areas including student scholarship, faculty research, and core program support. In fiscal year 2005, UW Bothell administered 16 private student scholarships, supporting 59 recipients with $88,537 in scholarship support. On July 1, 2005, the market value of UW Bothell’s endowment was $2,305,933.

The Office of Development and Alumni Relations aims to promote active involvement with and build dependable sources of funding from UW Bothell’s more than 5,000 alumni and friends. Their generosity will help to ensure the future success of our students, faculty, and programs.

Campaign UW: Creating Futures

In October 2004, the University of Washington publicly launched its ambitious $2 billion comprehensive campaign. As part of the campaign, UW Bothell has set a goal of $5.7 million to improve student access, support faculty research, and enhance campus and academic programming. We are pleased to report that to date we have raised over $2.23 million* in private campaign gifts.

* Source: Office of Development and Alumni Relations.
Initials in parentheses after some of the names above recognize the following special levels of giving:

(LQ) Laureates Circle
Lifetime giving of $1,000,000 or greater

(BQ) Benefactors Circle
Lifetime giving of $250,000 - $999,999

(FQ) Founders Circle
Lifetime giving of $10,000 - $249,999

(EQ) Eagles Circle
Annual donation of $1,000 - $24,999
the fiscal year 2004-2005. We are deeply grateful to these special friends for their generous support.

Mr. & Mrs. Joseph N. Loomis
Anne Loutstau, Ph.D. (EC)
Ms. Judith W. Lynn
Ms. Inna Y. Lublin
Mr. Daniel J. MacDonald
Ms. Kathi Marie McDonald
Ms. Yelena Mager
Ms. Lena Melissa Makamani
Ms. & Mrs. John-Mama
Ms. Kathy J. Manney
Mr. Dean T. Margel
Mr. & Mrs. Frank Mariner
Ms. Kai A. Martin
Mary & Dwight Martin
Ms. Michelle Rae Martin
Mr. & Mrs. John C. Matthews (EC)
Ms. Jayne K. Mattson
Ms. Jennifer L. May
Ms. Patricia J. Mayer
Ms. Judy McClymonds-Knickenbocker
Dr. Genevieve McCoy & Mr. Paul Dorpat
Deborah Ann King McKenna
Dr. Genevive McCoy & Mr. Paul Dorpat
Ms. Patricia J. Mayer
Ms. Jayme K. Mattson
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Angela Johnson, (Interdisciplinary Studies ’05)

We would like to thank the students who shared their inspiring stories for this report, as well as every other student at the University of Washington, Bothell, each of whom have a compelling story of their own.