PARTNERS IN CIVIC-MINDED SCIENCE EDUCATION

page 6
A BETTER FUTURE TOGETHER

DEAR ALUMNI AND FRIENDS,

This academic year, we are proudly celebrating the 30th anniversary of the University of Washington Bothell.


We’ve come a long way.

We now have a vibrant campus that serves 6,000 students, supported by more than 350 expert faculty and a dedicated staff of 350. Last year, we graduated a class of more than 2,200 students.

Over the last 30 years, we have accomplished much and, I believe, have lived up to our mission to provide greater access to an excellent UW education.

We now have more than 22,500 alumni, most of whom live and work in Washington. They, too, have lived up to their personal and professional potential and are having a positive impact on their families, our community and the world.

The regional community is also investing in UW Bothell. One powerful testament to this ongoing support is the success of our current campaign. I am proud to announce that — months ahead of schedule — we have exceeded our fundraising goal thanks to the generosity of more than 5,400 individuals and organizations. (See page 15 to read more.)

Together, I know we will make many more contributions to Washington and the world. We are well positioned to do so.

• Our School of Science, Technology, Engineering & Mathematics started just six years ago and is now the largest of our five schools. As you may recall from the last issue of this magazine, the school has taken a novel approach to growing Washington’s STEM industry by engaging with the community to educate a more diverse workforce. “The School of STEM serves specific needs in our area, and that’s why community members are so willing to answer the call to help,” says Erik Baserman, School of STEM Advisory Board chair. “These things only happen when everybody gets behind them.”

• In this issue, we feature our long-standing partnership with Pacific Science Center, which encourages youth to pursue science education and careers. As Karlisa Callwood, vice president of science engagement and outreach at PacSci and a member of our Community Engagement Council, notes, the more we foster curiosity and critical thinking about science, “the better we become at using that information correctly. And the better we are overall.” (See page 6.)

• Our commitment to the region is also demonstrated by our restoration of the campus wetlands and our careful use of this resource as a living laboratory. Six years ago, the Green Family established the Sarah Simonds Green Conservatory to study the wetlands. “We are proud to see how the building is being used for research,” says Jan Hunter, a member of the family and incoming chair of the UW Bothell Advisory Board. “I know [our uncle] Gordon, whose career was in education, would be pleased to see how the students are thriving.”

These are only three examples of how UW Bothell has developed a distinct identity as a campus that values community engagement, cross-disciplinary research and teaching.

As we celebrate our first 30 years, I am inspired by the potential of what we will accomplish in the next 30 years.

Wolf Yeigh, Chancellor
UW Bothell is committed to increasing access to a UW education, including evening, offsite, online, hybrid and certificate programs that help make it possible for more students to pursue higher education. The faculty and staff have been recognized for innovations in academic programming and support services designed to help students graduate on time and debt-free. UW Bothell is also known for providing a participatory student experience grounded in hands-on learning; close relationships with faculty as researchers, teachers and mentors; and the personalized support of staff who are dedicated to student success. As part of its commitment to excellence, UW Bothell places particular value on diversity, community engagement and sustainability. The campus is also distinguished by its focus on connected learning and cross-disciplinary research, scholarship and creative practice.

CHANCELLOR: Wolf Yeigh

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Eleanor Wort (STEM ’15)
Marwa Popal – student representative

David Hernandez (IAS ’03) currently serves as the UW Bothell representative on the University of Washington Alumni Association Board of Trustees.

The Alumni Council gives its time, talent and treasure to support the University because of the remarkable change members believe it inspires. Join the Alumni Council!

www.uwb.edu/alumni/council

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NO. 2 IN THE NATION FOR ROI
CNBC Make It ranked UW Bothell No. 2 on its list of public colleges across the nation that provide the greatest return on investment. The UW campus in Seattle ranked No. 1.

BEST VALUE IN THE STATE
SmartAsset ranked UW Bothell No. 2 on its list of Best Value Colleges in the state of Washington, following the UW in Seattle.

ENGINEERING GRADS AMONG TOP EARNERS
UW Bothell has been ranked among the top three universities in the nation for the highest median earnings for engineering graduates in their first year after college. The ranking, which includes computer science degrees, is based on U.S. Department of Education data.

GOVERNOR HONORS IAS ALUMNUS MAXIMILIAN DIXON
Gov. Jay Inslee gave Maximilian Dixon the Governor’s Award for Leadership in Management for promoting earthquake readiness through the Washington Emergency Management Division.

UW BOTHELL IMPACTS STATE ECONOMY, JOBS
UW Bothell generated a total impact on the state’s economy of more than $341.8 million and sustained 2,322 jobs in 2018.

HONORING FAMILY THROUGH A NEW ENDOWMENT
Michelle Gamboa (STEM ’05) made the largest gift to UW Bothell of any alumni, establishing a $100,000 faculty endowment named in honor of her father.

ALAN WOOD TO TEACH FIRST ONLINE HISTORY COURSES
Founding faculty member Alan Wood is turning 30 years of classroom experience into the first fully online history courses at UW Bothell.

DAN JAFFE NAMED TO EPA LIST OF CLEAN AIR EXPERTS
The U.S. Environmental Protection Agency named Professor of Environmental Chemistry Dan Jaffe to its list of air quality experts that will assist its Chartered Clean Air Advisory Committee.

SOCIAL JUSTICE ORGANIZERS LEAD TALKS
SJOs encourage fellow students to discuss pressing issues through Dine-n-Dialogues and other campus events.

UWAVE RADIO GIVES STUDENTS A VOICE
The station uwave.fm gives the student staff digital media experience — and students on campus a voice.

CONSERVATORY CELEBRATES ITS 6TH YEAR
The Sarah Simonds Green Conservatory is host to student courses and research. It also serves as a resource for wetlands restoration, campus landscaping and a herbarium.

NOW IN PROGRESS: CLASS OF 2023
Nearly 1,500 new students — 829 first-year and 666 transfer — started at UW Bothell in autumn 2019. The campus serves a total of 5,364 undergraduates and 572 graduate or professional students.

For more news, go to www.uwb.edu/news.
Find alumni stories at www.uwb.edu/alumni-news.
See recent points of pride at www.uwb.edu/about/points-of-pride.
1. Dustin Mehring (BUS ’15) made a grand entrance at the alumni happy hour, sporting his “Wolf Pack” shirt.

2. Laura Metz (BUS ’96, MBA ’02) [far left] and her husband, Paul, join the UW Bothell alumni crew for the UW vs. Stanford game.

3. Aaron Thacker (IAS ’98) gets some valuable face time with Harry the Husky at the pre-game party in the University of Washington Alumni Association’s Husky Headquarters.

4. Shown with friend Tawnya Hansen [right], Sarah Amos Bond (IAS ’97, MAPS ’09) and her husband, Steve, were co-hosts to nearly 200 alumni and friends at this year’s tailgate.

5. Alumni Council members [left to right] Jacque Julien (IAS ’15), Tricia Schorer (IAS ’15) and Eleanor Wort (STEM ’15) take a much-deserved break from volunteering.

6. Kaarin Slotte (STEM ’14) [right] and friends joined more than 70 other UW Bothell alumni and friends at the first-ever UW Bothell Alumni Sailgate.

HUSKY WINE MIXER:

7. [Back row left to right] James Anderson (BUS ’15), Sanjay Frank, David Hernandez (IAS ’03), Christine Noel Straight (IAS ’00, MACS ’10), Dan Richardson, Nick Steen (IAS ’14, MBA ’19), [middle row left to right] Mary Howisey (IAS ’02), Rabeka Randall (IAS ’10), Eleanor Wort (STEM ’15), [front row left to right] Keshia Link, Curtis Takahashi (IAS ’04), Tiffany Kirk (IAS ’10, M.Ed ’14), and Ami Straight put their Milbrandt Vineyards UW Bothell Alumni Wine Club memberships to good use at the #huskywinemixer.
Each year, 1 million people visit Seattle’s Pacific Science Center. On hand to help guide them? UW Bothell students, who assist visitors at every turn — from manipulating Legos to navigating virtual reality.

Come summer each year, some 5,500 area children also attend PacSci’s acclaimed camps, studying everything from crows to computing. Their teachers? In many cases, UW Bothell undergrads.

In Bellevue, Mercer Slough Nature Park is a 320-acre wetland preserve and training ground for environmental educators. Who’s helping scientists to monitor streams and collect data? Once again: UW Bothell students, working alongside PacSci high school interns.

These disparate scenes — defining features of the Puget Sound region’s rich cultural and civic life — have one thing in common: Each showcases the thriving partnership between PacSci and a growing number of UW Bothell students, faculty and staff.

In a multilayered collaboration that extends to every corner of the region, the two institutions are partnering to make science more accessible, meaningful and relevant for everyone.
BRINGING SCIENCE TO SUMMER CAMPS

A classroom of 5- and 6-year-olds watches intently as two neutron stars orbit each other on a screen. Spiraling closer and closer, the two finally collide and merge. Two black holes now revolve in a figure-eight that warps time and space.

On seeing the shimmering animation, a collective “Ohhhhhhh!” arises from the kids. Even the lead teacher — Hannah Chung, a major in Educational Studies at UW Bothell — gasps in surprise.

For Chung, this moment marked the highlight of a weeklong PacSci summer camp called “3-2-1 Blast Off!” that also saw students crafting papier-mâché moons and navigating an obstacle course littered with meteors and comets. Wrapping up her student-teaching duties at Whittier Elementary in Everett, Chung sees how her summer with the junior astronomers shaped her approach to the public school classroom: “I have more patience and more understanding of the kids,” says the senior who plans to graduate in June 2020.

Her “spacetacular” class was one of dozens of Camps for Curious Minds offered this past summer by PacSci, the region’s “community lab and living room” since 1962. A number of UW Bothell undergraduates teach the camps each summer.

While Chung was adjusting her first-graders’ homemade antennae and coaching them to build bottle rockets, her peers were leading campers through courses ranging from “The Cookie Caper” to “Cyber Sleuths.”

Physics major Wynter Broussard — who plans a career in pursuit of exoplanets after she graduates in 2020 — delivered the presentation that wowed Chung’s class. Throughout the summer, she worked as a guest instructor at two separate camps, walking wannabe astronauts through the fundamentals of gravitational wave astronomy and the workings of black holes.

“They were in awe that these things even exist,” says Broussard, whose presentation often took twice its allotted time because the campers asked so many questions. “It’s a really fun thing getting to talk to the kids and see how they engage with the science. It was a really great experience.”

Plus, she says, delivering the talk helped solidify her own grasp of the material.

SHOWCASING THE LATEST RESEARCH

The PacSci-UW Bothell partnership delivers intellectual heft to the kid-focused summer camps. Broussard’s contributions, for instance, grew out of her work in one of UW Bothell’s summer undergraduate research programs, where she studied pulsars.

SCIENCE LEARNING MADE FUN IN SUMMER CAMPS:

1. 3-2-1 Blast Off!
2. Robotic Rangers
3. Robotic Rangers
4. Java Coding and Video Games
5. Crows: Caws and Effect
Research findings from UW Bothell faculty also fuel other PacSci camps, including several with a strong technology focus.

Kelvin Sung, a professor in the School of Science, Technology, Engineering & Mathematics, leveraged his research into the teaching of coding concepts to develop content for a camp called “Java Coding and Video Games.” In this popular offering, UW Bothell computer science students teach middle schoolers the basics of coding.

But the skill is much more than a cool hobby or a portal to a computer science degree, says Sung.

“Coding is an elegant framework for a structured thinking approach,” he says. “When you know how to code, you can step back and look at the world as a whole and try to organize it. In itself, coding is fascinating, but it also helps you become more well-rounded.”

The long-term result is that campers acquire the building blocks to become not just video-game builders but also better problem-solvers — and, in turn, more effective citizens, colleagues and community members.

Sung’s own research benefits, as well. He mines insights from the coding camp and applies them to his ongoing UW Bothell investigations. He has also parlayed his findings to create curricula for two more technology-focused camps: a virtual reality hackathon and “Cyber Sleuths,” where campers delight in breaking through digital barriers.

“It lends a certain sort of cache to the camps because they were developed in partnership with experts in their fields,” says Karlisa Callwood, PacSci vice president of science engagement and outreach, and a current member of UW Bothell’s Community Engagement Council.

“Everyone sees Seattle as a tech city,” she says, “so being able to partner with UW Bothell and develop computer science programs has been really beneficial to us.”

The collaboration between UW Bothell and PacSci — which spans nearly a decade — extends beyond science camps and the research that fuels them. United by a passion for innovation and equity, the two institutions join forces to create science-based experiences that touch the entire community.

The aim of the Robotics Backpack program, for example, is to reach families who typically wouldn’t have access to innovative scientific programs.

Led by the School of Educational Studies’ Associate Professor Carrie Tzou, the program invites parents and their children to computing and robotics workshops at local libraries to learn the basics of circuitry. Then, they check out backpacks filled with laptop computers, Wi-Fi hotspots and other tools to complete their own storytelling projects at home.
One family, in which each child was adopted, crafted a piece that celebrated the happiest day of their lives: adoption day. They used the tools provided — lights, motors, sensors — to depict a scene in which a judge finalizes an adoption and the whole family cheers in excitement.

Partners in the backpack program, which was supported by a $2.4 million grant from the National Science Foundation, include the University of Washington, PacSci, Seattle Public Library and Red Eagle Soaring, a nonprofit serving at-risk Native youth.

“This is a pivotal societal moment to be teaching and advocating for equality and access to STEM education,” says Kara Adams, UW Bothell director of community engagement. “Collaborations such as this are a great example of community partnerships at their best.”

SHARING SCIENCE AND EDUCATION

The most fruitful community partnerships are also mutually beneficial and evolve over time, says Adams. With PacSci, the partnership has grown to include local high school students and UW Bothell students working together to be better science communicators.

In 2005, PacSci debuted an intensive training program called Discovery Corps in which high school students gain skills in science communications. In recent years, these teens have also become contributors to a UW Bothell undergraduate course called MythBusters that is taught by Charity Lovitt, a lecturer in the School of STEM.

In the class, students test whether claims stand up to the scientific method. Once they’ve zeroed in on a myth, the students create short videos documenting their step-by-step research into the science behind it. MythBusters then culminates in a private video screening at PacSci’s Boeing IMAX theater. The audience?
The high school interns in the Discovery Corps program.

Given the younger students’ immersion in science education, they’re well-equipped to give unvarnished feedback. But they don’t deliver just a simple thumbs-up or thumbs-down. The high school students rank the undergraduates’ skills in everything from scientific methodology to narrative structure to videography.

“The class provides UW Bothell students with an authentic audience,” says Lovitt. “They also get a moment to acknowledge how much they’ve changed in just 10 weeks of being college students.”

Following the screening, the high school interns and UW Bothell students segue into panel discussions that dissect the myths and realities of college life. The undergraduates offer insights into academics, the social scene and the transition from high school to higher education. For the Discovery Corps interns, the opportunity to tap into the UW Bothell student brain trust is a can’t-miss part of the annual video screening.

“My favorite part of the event,” says one veteran member, “is always the panel where we get to discuss certain topics regarding college and UW Bothell.”

KNEE DEEP IN THE SCIENTIFIC METHOD

The connection with the Discovery Corps teens persists beyond the video screening. Some of the younger students go on to work alongside UW Bothell faculty and students in on-campus labs. One intern, for example, recently undertook a research project with STEM Associate Professor Lori Robins to investigate volatile organic compounds that emanate from wounds.

“We’re lucky to have UW Bothell faculty and students who’ve worked with the Discovery Corps as mentors and facilitators,” says PacSci’s Callwood. “It’s an invaluable experience they couldn’t get anywhere else.”

In another venture, high school interns — mostly girls, many from underserved communities — learn environmental science at the Mercer Slough Environmental Education Center, a collaboration between PacSci and the city of Bellevue.

Moving through the slough’s network of trails, classrooms, laboratories and wetland habitats, UW Bothell students serve as mentors and role models to the high school students as they work side by side to collect citizen science data, assist with restoration projects and conduct stream monitoring.

In turn, the teenagers mentor younger students in after-school programs. The teens can also earn UW college credit for their efforts. Often, their experience in Mercer Slough spurs them to pursue degrees and jobs in environmental fields.

“When we encourage curiosity and give people the tools to interpret the information and data they’re seeing,” says Callwood, “the better we become at using that information correctly. And the better we are overall.”

Therein lies a crucial strength of the partnership, says Adams. By extending to multiple facets of the regional community — from preschoolers in summer camp to family explorations to teenagers testing the waters — PacSci and UW Bothell provide hands-on opportunities for everyone, no matter their background.

“It’s a natural partnership,” says Adams. “The missions of UW Bothell and Pacific Science Center are tightly aligned, especially when it comes to pioneering access to scientific education.

“There are many passionate individuals who keep the partnership going strong,” she adds, “and we are all focused on collaborating more strategically for our shared future.”

Kara Adams, UW Bothell director of community engagement

“THE MISSIONS OF UW BOTHELL AND PACIFIC SCIENCE CENTER ARE TIGHTLY ALIGNED, ESPECIALLY WHEN IT COMES TO PIONEERING ACCESS TO SCIENTIFIC EDUCATION.”

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All across campus, from classrooms to tutoring centers, from the library to study spaces, UW Bothell students are working together to learn course material — and practice their collaboration, mentoring and leadership skills.

BY DEANNA DUFF

The faculty at UW Bothell are experts in their fields. Committed to advancing knowledge in their academic disciplines, they conduct research to better understand and address a wide variety of issues, problems and questions.

They are dedicated to sharing what they know and engaging their students in the process of learning and discovery.

Sometimes, however, students really want to hear from and learn with other students.

INTEGRATED INTO THE CURRICULA

Over the last several years, UW Bothell has been investing in new ways for students to work directly with their peers to master challenging course material. A cornerstone of this effort to bring students into the teaching process more formally is the Peer Facilitator program.

In the program, undergraduates — frequently those who have already passed the courses — are hired and trained to assist faculty. These peer facilitators work with currently enrolled students in several science and mathematics courses. They also run a required weekly session that reviews material already presented by professors.

One advantage of these sessions is that students can receive more individualized attention in a casual setting. Students also benefit from the peer facilitators’ different teaching styles and the diversity of backgrounds and perspectives they bring to the exchanges.

“In classes where students were struggling, we had to change our mindset,” says Cinnamon Hillyard, interim associate vice chancellor for undergraduate learning. “It wasn’t about ‘fixing’ students. There is

Tutors in the Quantitative Skills Center help their peers develop skills and confidence in quantitative reasoning. They are trained to ask questions, work through examples and model problem solving to help fellow students understand concepts introduced in class. They also help with math-related technology, test preparation and general math anxiety.
nothing wrong with them. We needed to fix and expand our systems of teaching.”

Outside of these classrooms, UW Bothell’s commitment to embed peer-to-peer engagement into the campus culture is perhaps even more evident. According to Hillyard, every student-facing space on campus includes peer-to-peer opportunities.

Students work as peer educators in the UW Bothell-Cascadia College library. They work as peer advisers in Career Services. Both the Writing & Communication Center and the Quantitative Skills Center are staffed with students. The Office of Community-Based Learning and Research hires students to run its Achieving Community Transformation program. And the Makerspace, a fully equipped environment for creation and innovation, is directed by students.

“I’m really excited to see these types of peer-to-peer programs move forward and evolve,” Hillyard says. “In addition to learning from faculty and staff mentors, students have so much to learn from each other. That’s a powerful experience.”

THE COLLEGE LEARNING CURVE

Alan Kwiatkowski earned top marks in high school without undue struggle. He was a diligent student, and anything he didn’t immediately grasp only required a few extra tries to master.

“I expected college to be more or less of the same. Bigger math problems and bigger words, more work, but that I would crank out good grades like I always had,” says Kwiatkowski, a 2019 alumnus who majored in Mechanical Engineering.

Reality proved shockingly different. His first year, he was enrolled at a university in the Seattle area that had many classes with nearly 600 students. Sitting in a sea of faces, the “professor seemed miles away,” he recalls, and too distant to help.

Even the breakout groups often numbered 50 students, he says, and teaching assistants were frequently graduate or doctoral students who were so advanced they sometimes struggled to revisit basic concepts and simplify them for beginners.

“I’d never needed outside help before and thought I could just tough it out,” Kwiatkowski says. “I expected it to be challenging, but it was information overload.”

He ultimately failed multiple classes. He then decided to transfer to UW Bothell, seeking a more “home-like” environment that better supported student success. An unforeseen yet welcome part of that equation was retaking a chemistry course he previously failed. UW Bothell’s course incorporated the peer-facilitator component.

“I aced that class at UW Bothell,” recalls Kwiatkowski. “The difference why is pretty obvious: It was a class with peer facilitators.”

MEASURABLE STUDENT SUCCESS

These anecdotal examples of success are how the program first organically evolved. Nearly a decade ago, Bryan White, senior lecturer in the School of Science, Technology, Engineering & Mathematics, informally began developing his own peer-educator model to support his biology classes. Other faculty took note and adopted similar versions in some chemistry classes.

The results continued to impress and led to an official pilot in 2017 with a precalculus class. This course was selected because it is required for all STEM and business majors and for some degree paths in the School of Interdisciplinary Arts & Sciences.

Unfortunately, the course has also been a stumbling block for many students. It has historically been UW Bothell’s most frequently failed and retaken class. Failure rates also were disproportionately higher for students who are women or are from traditionally underrepresented minorities.

“We spent years reforming the program to successfully get more students through math,” says Hillyard, a member of the IAS mathematics faculty. “We worked to make it more interactive and engaging, less abstract and more realistic, but none of it moved the needle as much as we wanted.”

Adding the peer component proved to be the secret ingredient, and improvement in the rates of student success has been measurable.

To date, 350 students have participated, and the overall pass rate for
In Career Services, students serve as assistant advisers who can field questions as peers. They conduct mock interviews and review resumes, cover letters and LinkedIn profiles. Drawing on their own experiences as students, they also assist with planning and promoting Career Services programs.

Precalculus increased from 56% to 67%. Of particular note, the rate jumped 20 points for both women students (49% to 69%) and students from underrepresented minorities (42% to 62%).

According to Hillyard, math faculty report more student engagement in class and during office hours. They also note that peer-to-peer sessions reinforce basic-skills comprehension, which allows them to introduce more complex material during regular class sessions.

“We’re hoping to expand the Peer Facilitator program across the STEM spectrum and any other class with high repeat rates. Perhaps there is a model for other gateway courses such as introductory writing,” Hillyard says. “The possibilities are really exciting.”

“Given my own struggles, I came to it with a solid understanding of how much the experience helps,” Kwiatkowski says. “It’s exactly what I needed to get through chemistry, so I was passionate to help fellow students in the same way.”

THE POWER OF PEER ASSISTS

“Since we’re undergrads ourselves,” Kwiatkowski says, “most of us learned the same material fairly recently. Compared to graduate students or even a professor, it’s sometimes easier for me to explain because it’s fresher in my mind.”

This student perspective and the desire students have to help each other are what make the program so impactful, says Hillyard. “I’ve visited the classrooms, and they have an amazing, dynamic atmosphere. The students are very collaborative and supportive of each other.”

Notes Roopra: “I was shy, and it was a big deal moving to a new city for college. I didn’t understand where anything was or how it worked. Even though there are on-campus resource centers, there is no way I would have initially thought to go to one.”

The peer-to-peer class not only furthered Roopra’s academic success, it also was essential to his successful transition to college life. When Kwiatkowski founded a UW Bothell engineering club, he enlisted Roopra as one of its first members. When Kwiatkowski graduated, Roopra then picked up the torch as club president.

“I never joined a single club during high school,” he recalls. “If not for the peer-facilitation program and the doors it opened, I never would have been involved in the campus community like I am.”

It’s that type of added value that Hillyard considers immeasurable. It’s unlikely that every UW Bothell class will eventually have a peer-facilitator class. If enough gateway courses do, however, more students will be empowered to reap and then share the academic, social and mentoring benefits.

“It’s lifelong learning: A peer educator helps guide students through the initial steps, but hopefully it carries forward,” she says. “They learn how to do it on their own — form study groups, connect with students and help others.”

Even as the university continues to develop peer facilitation for select courses,
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investments are also being made to develop the panoply of other peer-to-peer opportunities on campus.

CONNECTIONS AND TRANSITIONS

In June 2018, Kavitesh Jattan began working as a peer adviser in Career Services and then continued after his summer 2019 graduation. His passion was rooted in having been a transfer student and the challenges he faced navigating the system.

“I spent a lot of time running around campus trying to figure things out. ‘Can you help me?’ ‘What do I need to do?’” Jattan recalls. “I wanted to use that personal understanding to make college less stressful and resources more accessible for other students.”

Career Services provides a range of support services, from internship placement to résumé and interview preparation. Often, though, general guidance is the most sought-after service.

“Students sometimes don’t want to open up to someone older because they fear judgment,” Jattan says. “As you near graduation, you feel like you’re supposed to know who you are and what you want to do with your life, but that’s not always true.”

As a first-generation college student, Jattan understands the value of talking to someone who shares similar experiences. “I’m a minority student as well so that also plays a huge role in students being able to relate,” he says. “My presence alone is sometimes enough to break down barriers.”

Peer-to-peer interactions are empowering for all parties involved, believes Shauniece Drayton, program coordinator for the Office of Achieving Community Transformation, which employs students who collaborate on community outreach.

“In a professional environment, students learn that coming together is more powerful than going at it alone,” Drayton observes. “That builds confidence and develops a sense of ownership over what they can achieve in the community.”

Drayton says part of the importance of peer-to-peer relations is also encouraging young people to realize they are already important members of various communities — their home neighborhoods, personal cultures, university campus — rather than feeling like newcomers knocking at the door for admittance.

STUDENT EMPOWERMENT

Gayathri Ramasamy, a Computer Science and Software Engineering major, spent her youth between India and the United States. She understands the struggle of finding one’s place when straddling multiple communities.

For her, being a peer consultant in UW Bothell’s Writing and Communication Center has been a life-affirming experience.

“When I was younger, I was made fun of for writing with accents, certain foreign spellings and phrasings,” she says. “With help from others, I overcame those insecurities and became more confident in my writing and myself.

“Our campus is made of diverse people,” Ramasamy says. “I want to help others find their personal voices and sense of belonging the way I did.”

UW Bothell’s commitment to peer empowerment recognizes that one of the greatest educational resources is found in the power and potential of young people working together.

“We cannot afford to overlook the power of youth knowledge and experience. To create change, we have to come together with a more symbiotic approach,” Drayton says. “We have to look to our students for more answers.”

ACYROSS CAMPUS

Academic success and career preparation are not the only focus of student workers on the UW Bothell campus.

They also help with a wide variety of other programs and extracurricular activities, including:

ORIENTATION & TRANSITION PROGRAMS
• Orientation Leaders
• “Personal, Academic, Community” Coaches

STUDENT ENGAGEMENT & ACTIVITIES
• Social Justice Organizers
• Intercultural Coordinators
• Club Council
• Campus Events Board

STUDENT DIVERSITY CENTER
• Peer Navigators

COUNSELING CENTER
• Health Educators Reaching Out (HEROs)

RECREATION & WELLNESS
• Outdoor Wellness Leaders

RESIDENTIAL LIFE
• Resident Advisers

Orientation & Transition Programs hires current students to serve as orientation leaders who help introduce new students to the campus and as “Personal, Academic, Community” coaches who help incoming students identify goals, create action plans and take advantage of campus resources.
HAWRC IS A ONE-STOP HUB connecting students with on-campus and community resources to help students thrive. Community organizations bring their services to the campus so that students can learn about and receive these crucial services while between classes.

HIGHLIGHTS FROM YEAR ONE  autumn 2018 to autumn 2019

CORE PROGRAMS

1. Health Education, Promotion and Prevention

2. Violence Prevention and Advocacy Services

3. United Way Benefits Hub

EDUCATION AND OUTREACH

<table>
<thead>
<tr>
<th>Event</th>
<th>Individuals Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>student presentations on Benefits Hub Services</td>
<td>2,227</td>
</tr>
<tr>
<td>workshops with incoming first-year and transfer students on violence prevention</td>
<td>1,522</td>
</tr>
<tr>
<td>workshops with incoming first-year students on alcohol and marijuana</td>
<td>849</td>
</tr>
<tr>
<td>on-campus information tables</td>
<td>572</td>
</tr>
<tr>
<td>staff and faculty presentations</td>
<td>187</td>
</tr>
<tr>
<td>financial workshop participants</td>
<td>128</td>
</tr>
<tr>
<td>Wellness Fest for students</td>
<td>128</td>
</tr>
<tr>
<td>Health Educators Reaching Out* (HEROs) education</td>
<td>75</td>
</tr>
</tbody>
</table>

* programming started in autumn 2019

MEETING STUDENT NEEDS

<table>
<thead>
<tr>
<th>Health Services</th>
<th>Number of People/Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>flu vaccines</td>
<td>25</td>
</tr>
<tr>
<td>students tested for HIV</td>
<td>37</td>
</tr>
<tr>
<td>contraceptives distributed</td>
<td>3,700+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benefits Hub Services</th>
<th>Number of People/Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>referrals to off-campus resources</td>
<td>11</td>
</tr>
<tr>
<td>school expenses assistance</td>
<td>50</td>
</tr>
<tr>
<td>homelessness prevention assistance</td>
<td>53</td>
</tr>
<tr>
<td>savings reward program</td>
<td>60</td>
</tr>
<tr>
<td>public assistance benefits enrollment</td>
<td>87</td>
</tr>
<tr>
<td>financial coaching</td>
<td>99</td>
</tr>
<tr>
<td>tax prep (for $175,467 in refunds)</td>
<td>155</td>
</tr>
</tbody>
</table>

INDIVIDUALS SERVED: 3,894 students

ON-CAMPUS SERVICE PROVIDERS: 23 community partners

The mission of the Health and Wellness Resource Center is to advance health equity for the UW Bothell and Cascadia College community so that all students are supported in their holistic well-being and their persistence through college.
to the thousands of alumni, volunteers and donors who joined the Campaign for UW Bothell — and to everyone who believes in the boundless impact that we can have together.

WE HAVE EXCEEDED OUR GOAL

$36.8 MILLION

GOAL: $35 MILLION

More than 5,400 individual donors — nearly half of whom are alumni — have made gifts to UW Bothell during the UW’s Be Boundless fundraising campaign.

We could not have surpassed our goal without your support.

And our work is far from finished.

We invite you to continue the momentum with us for these final months of the campaign and beyond.

Join the Campaign for UW Bothell and make your impact today at www.uwb.edu/give.

Every gift and every donor makes a difference to our students and faculty.
Welcome to Husky Highlights, where you’ll find news about fellow alumni.
Are you still getting our emails? If not, update your information today at www.washington.edu/alumni/services/update.

CLASS NOTES

Holly Sawyer (BUS ’16) is now senior accountant for projects and financial reporting in the UW Physicians division at UW Medicine.

Aina Braxton (IAS ’12) is now a support specialist at Stripe in Seattle.

Darrel Yung (STEM ’13) received the Global War on Terrorism Civilian Service Medal for serving two six-month tours in Iraq between 2016 and 2018.

James Anderson (BUS ’15) is assistant director for advancement for the College of the Environment at the UW in Seattle.

Marycarmen Becerra-Nunez (M.Ed ’18) is assistant director for the GEAR UP Achievers grant program at the UW in Seattle.

Abby Slavens (STEM ’17) is a middle school science teacher at Brighton School in Mountlake Terrace, Washington.

Alicia Messner (IAS ’15) is event producer at Seattle-based Corks and Canvas Events.

Luis Guadarrama (STEM ’19) is assistant manager at the Sherwin Williams Company in Puyallup, Washington.

Anne Plenkovich (M.Ed ’12) is principal at Twin Lakes Elementary School in Federal Way, Washington.

Francine Jordan (IAS ’19) was a marketing student assistant at UW Bothell for a year and a half. This summer, she became a full-time coordinator for marketing and events.

Joseph Lubin (IAS ’99) is a lieutenant colonel in the U.S. Army Reserve.

He also was the Department of Defense’s liaison officer at the National Interagency Fire Center during the 2019 fire season.

Marny Lowe (IAS ’19) is a legal assistant at a worker’s compensation firm in Seattle.

Matthew Warhol (IAS ’09) and Anastasiya Mishkova Warhol (IAS ’10) celebrated their sixth wedding anniversary last year with their two daughters, Leah and Alexandra.

Jamie Cline (BSN ’17) is a cardiac RN at Overlake Hospital in Bellevue, Washington.

Abby Slavens (STEM ’17) is a middle school science teacher at Brighton School in Mountlake Terrace, Washington.

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Francine Jordan (IAS ’19) was a marketing student assistant at UW Bothell for a year and a half. This summer, she became a full-time coordinator for marketing and events.

Tyler Oostra (IAS ’11) is now owner of Looking Glass Stables for horse boarding and riding lessons, located in Cathcart, Washington.

New job, honor, award or other milestone in your life? Send your news to Class Notes at uwbalumn@uw.edu.
FACES in PLACES

1. Joe Villegas (STEM ’19) taking in the scenery in Guanajuato, Mexico
2. Loc Hoang (BUS ’09) posing near the Taj Mahal during a work trip to New Delhi
3. Rabeka Randall (IAS ’10) diversifying her Oktoberfest experience by enjoying perks from her membership in the Milbrandt Vineyards UW Bothell Alumni Wine Club
4. Johnny Mandella (IAS ’14) [right] in the bright lights of the Richmond Night Market in Richmond, B.C., Canada
5. Kevin Heiszler (BUS ’12) tailgating with friends at the Husky football season opener
6. Shannon Hattrick (IAS ’15) and her fiancé enjoying a well deserved vacation in Las Vegas
7. Linh Hoang (IAS ’19) admiring the landscape and architecture during a summer trip to Bhutan
8. Duncan McKinnon (STEM ’17) and Beza Negussie (STEM ’15) having tea with her majesty at Madame Tussaud’s in New York City
9. Luis Lopez (IAS ’16) at the Galileo Galilei Planetarium in Buenos Aires, Argentina
10. Amanda Barker (BSN ’15) with her partner and one of their two daughters at a Seattle Seahawks game

Been somewhere lately and want to see yourself in our Faces in Places section? Email your high-res photo to Faces in Places at uwbalumn@uw.edu.
FLAGS in PLACES

1. Tushar J. Mehta (MBA ’02) may have made #uwbproud history when he snapped this shot on the equator at the Ol Pejeta Conservancy at Mount Kenya in Kenya.

2. Toby Miller (IAS ’98) displays his flag along Birdoswald Roman Fort, a part of Hadrian’s Wall in Brampton, England.

3. Brittany Monares (IAS ’15) proudly displays her UW Bothell pride during a work trip to Singapore.

4. It’s a #uwbproud happy hour to remember in Tempe! Front row, left to right: Priya Frank (MACS ’11), Interim Director of Alumni Engagement Tiffany Kirk (IAS ’10, M.Ed ’14), Aaron Hoffer (MSCSS ’13), Jacque Julien (IAS ’15), and Dawn Penich-Thacker. Middle row, left to right: Kevin Penich, Acting Vice Chancellor for Advancement & External Relations Sean Marsh and Chancellor Wolf Yeigh. Back row, left to right: Marc Hall (BUS ’97) and Aaron Thacker (IAS ’98).

5. Brittany Hermansen (BUS ’19) shows her love for UW Bothell during a vacation to Key West, Florida.


7. David Hernandez (IAS ’03) [left] and husband, Dan Richardson, pose with UW President Ana Mari Cauce in the ultimate display of UW Bothell pride.

8. Jacque Julien (IAS ’15) takes a daring pause to pose for this picture on the Capilano Suspension Bridge in Vancouver, B.C., Canada.

9. Rebecca Sudduth (IAS ’07) takes a quick break to pose with her flag during a service trip in Chicamán, Guatemala.

10. Melissa Watkinson (IAS ’11, MAPS ’15) and Cyra Schutten (IAS ’12) aren’t just happy to be in Sicily with their UW Bothell flag. Melissa used this picturesque #uwbproud opportunity to propose to Cyra, kneeling with a ring in hand as Cyra reached into a nearby bag for the flag. We’re happy to report that Cyra said “YES!”

11. Bradley Budrow (BSN ’14) is all smiles during his fifth international volunteer medical trip, this time to Monte Cristi, Dominican Republic.

HAVE TRAVEL PLANS?

Get a FREE UW Bothell flag, send us a photo with it, and you might see yourself in the next edition of Flags in Places. Email your flag request to uwbalumn@uw.edu, and we’ll send you one right away. Don’t forget to post on social, too! #uwbproud
Describe your UW Bothell experience in one word.

Engaging.

Why did you choose UW Bothell?

It had a reputation as a good place for non-traditional students that could offer the same experiences and resources as a traditional college. I'm undocumented and a DACA recipient, so I was ineligible for financial aid. I worked full time while earning my degree; I needed a college that would accommodate that with a flexible schedule.

Did your family and background influence your educational and career choices?

Coming from a traditional Mexican family, a lot of my experience is centered around community — bringing people together, building and fostering relationships. That background shaped the work I do today. It also shaped my experience at UW Bothell as I worked to find ways to create community there.

What experience at UW Bothell had the greatest impact on you?

The relationships I got to build with professors and other staff members. I always felt supported and connected to the campus in that way.

Who were your favorite professors at UW Bothell?

Wayne Au in the School of Educational Studies and lecturer Alan Leong from the UW Seattle campus. They both had interactive teaching styles that really required student participation. Professor Leong shared networking strategies that we practiced in class, and I still use those every day in my work.

How do you stay involved with UW Bothell as an alum?

Several professors have invited me back to speak. I took Julie Shayne's class on Place and Displacement in the Americas as an undergraduate, for example, and now it's come back full circle.

Did UW Bothell help you find a career that matches your interests?

UW Bothell is known for its personal approach and for centering the students' experience. In a lot of classes, there were presentations and group work and projects. That was critical in ensuring I could navigate in the workforce, be a good public speaker, be able to connect with team members, and know how to problem-solve collectively. I continue to implement those skills every day.

What is your most unexpected career achievement to date?

I didn't anticipate the success of launching Somos Seattle. Often, the Latinx LGBTQ community is invisible. Seeing the turnout and the reaction — that was a big accomplishment.

What suggestions do you have for other alumni, especially recent graduates?

Networking is the key to your success. It doesn't matter if you're starting out or making a career change. You have to understand the industry and be connected to the leaders. It's the best way to see if it's the right fit for you — connect to the people who are in it and gauge whether it's the vibe you feel you want.

What advice do you have for students who are just beginning at UW Bothell?

Don't be scared to build new relationships and friendships. Every one will show you a different part of you and many times a part of you that could be highly beneficial to your life.

Meet alumnus Ray Corona (IAS '13), who majored in Society, Ethics and Human Behavior at UW Bothell and now works as a community relations manager at UnitedHealthcare. He is also the 2019 recipient of the City of Seattle's Emerging Leader Pride Award and is founder of Somos Seattle, a nonprofit that advocates for the Latinx LGBTQ community.
Here are some upcoming events we have planned for UW Bothell alumni.

Stay up to date on all alumni activities by visiting www.uwb.edu/alumni/events. You can also sign up for our alumni newsletter by emailing uwbalumn@uw.edu.

ALUMNI WINE CLUB

Milbrandt Vineyards offers an exclusive UW Bothell alumni wine club, featuring two membership levels: purple and gold. Both memberships include biannual shipments, free tastings, discounted bottle purchases and venue rentals, and more.

For details, visit www.uwb.edu/alumni/alumni-wine-club.

JUST A CLICK AWAY

Coming soon to a browser near you: Your online community for career and social connections.

Chat with fellow alumni, offer or receive mentoring (including alumni and current students), locate alumni near you, discover and share new opportunities, get early access and VIP event offers, and help create an interactive community with others who proudly call UW Bothell their alma mater.

Watch your inbox closely; this exciting new resource exclusively for UW Bothell alumni will launch in spring 2020.