

A&S

# Perspectives

NEWSLETTER



**Arts**

Art  
Dance  
Digital Arts and Experimental Media  
Drama  
Music

**Humanities**

Asian Languages and Literature  
Classics  
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**Museums and Performance Halls**

Brechemin Auditorium  
Burke Museum of Natural History and Culture  
Henry Art Gallery  
Jacob Lawrence Gallery  
Meany Hall for the Performing Arts  
Penthouse Theatre  
Playhouse Theatre  
UW World Series

**Front Cover**

Volunteers with The Washington Bus speak at Seattle's Capitol Hill Block Party. A&S alumnus Josh Johnston helped establish The Washington Bus to involve young people in politics. Related story on page 16. *Photo by Toby Crittenden.*

**Centers**

Addictive Behaviors Research Center  
Behavioral Research and Therapy Clinics  
Center for Advanced Research Technology in the Arts and Humanities  
Center for American Politics and Public Policy  
Center for Astrobiology and Early Evolution  
Center for Cell Dynamics  
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Center for Ethnic Conflict and Conflict Resolution  
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**LETTER FROM THE DEAN**

One of the unexpected pleasures of my deanship is speaking with A&S alumni in Seattle, around the country, and around the world. The fact that our alumni are everywhere really came home to me this summer, while I was hiking in Zion National Park.

While I was in one of the most remote regions of the park, I started chatting with a ranger. Curious about how people got into the ranger business, I asked him about his educational background. Lo and behold, he was Pete Sawtell ('04), a UW anthropology major and environmental studies minor. Pete told me he looks back on his time here with pride and pleasure, and he believes his broad background, with its focus on people within their culture and context, has served him well.

On the drive back to my cabin that day, I pondered the questions I'm asked to address most often: What is your vision for the College of Arts and Sciences? How does it differ from a professional school, and why is that important? How is it relevant for today and tomorrow? What is the future of the liberal arts?

As I continue to talk to alumni, students, and parents, I hope to hone my answers to these questions. At the moment, when asked to describe what's so distinctive about the College, I paraphrase Justice William O. Douglass: I'm not so sure how to define it, but I know it when I see it.

I saw it this summer in two new A&S graduates who stopped by my office to say goodbye before moving on. The first was Jeff Eaton, a Marshall scholar and one of the College's 2008 Dean's Medalists. Jeff graduated with double majors in mathematics and sociology, a minor in music, and a master's degree in statistics. He will draw upon all of these in his next phase of studies and in his work to help stem the spread of HIV/AIDS. The second was Chloe Ameh, a law, societies and justice major, who also took many courses in American ethnic studies and was active in the Student Senate and the Minority Think Tank. Now in law school, it's hard to imagine Chloe's future won't include working with disadvantaged immigrants and minorities like her own family, which came to the U.S. from Nigeria.

I saw it very clearly as classes commenced in September, a banner month for faculty awards. Huck Hodge, our newly appointed assistant professor of music composition, was awarded the Gaudeamus Prize (Latin for "we take delight in you"), an international award that includes a commission to compose a new work. Soon after, Chemistry Professor Munira Khalil received a Packard Foundation Award for Excellence, recognizing her research at the interface between chemistry and biology—research that eventually may lead to the design of new materials and molecular devices.

I saw it again in late September when Earth and Space Sciences Professor David Montgomery received a prestigious MacArthur Fellowship (see page 15). As if this wasn't enough, four days later Montgomery's most recent book received the Washington State Book Award for general nonfiction. As the month came to a close, I learned that History Professor Stephanie Smallwood had been awarded the Frederick Douglass Book Prize for a book that explores the Atlantic slave system and the uneven power relations between people on both sides of the Atlantic.

Then, on a crisp autumn morning in our nation's capital, I saw it at the Phillips Collection, which was hosting a special exhibition of the "migration series" by the late UW Art Professor Jacob Lawrence. The series illustrates the African American migration from the south to the north's industrial cities. A group of multicultural urban school children—many no doubt with their own immigration/migration stories to tell—sat on the gallery floor listening to their teacher, who with the help of Lawrence's genius, made history come alive, made art relevant, and helped them understand their own family stories.

What's the essence of the College of Arts and Sciences? We're a place where the arts, humanities, social sciences, and natural sciences co-mingle, where students and faculty work together across disciplinary boundaries, and where we draw from the past to build the future. I'm still having a hard time putting it into words, but I know it when I see it.

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Support for students was a priority for Campaign UW: Creating Futures. Donors to the College of Arts and Sciences gave or pledged \$283 million during the campaign.

## Thank You for Helping Us Create the Future!

More than 50,000 donors gave to programs in the College of Arts and Sciences during Campaign UW: Creating Futures, which officially ended on June 30.

The \$283 million given or pledged surpassed the College's \$240 million campaign goal by a generous margin. While most of the gifts are for current use, donors also created more than 300 new endowments to provide permanently increased support for faculty, students, research, and programs.

"These gifts make a huge difference to the College," says Ana Mari Cauce, dean of Arts and Sciences. "I know from experience that the hard work of our faculty, staff, and students changes people's lives for the better in ways we often can't anticipate. I want to thank everyone who contributed the resources that help our people do their best work."

Faculty and staff not only benefit from gifts, they also make gifts. Three years ago, the University put forward a challenge to current and retired faculty and staff, offering to match gifts (up to \$10,000) that create new endowments to support undergraduate or graduate students. Current and retired faculty and staff responded generously, creating 119 new named endowments to help students.

What's next? "The Campaign may have ended, but our need for support has not," says Cauce. "We are grateful for every gift, and we are inspired and encouraged by the generosity of so many people who enthusiastically support the College." ♦

## More Northern Exposure

Geographically, Washington is nowhere near the Arctic. But earlier this year the University of Washington became a member of the University of the Arctic—just the second institution (along with Dartmouth College) below the 49th parallel to do so.

Don't pack your bags for a visit to the far north just yet. The University of the Arctic (UARctic) has no physical campus. Rather, it is a network of institutions across the circumpolar north with shared interests.

Those interests range from global warming to Inuit self-government to the natural resources of the Arctic, says Nadine Fabbi, associate director of the UW Canadian Studies Center in the Jackson School of International Studies, who led the effort to have the UW join UARctic.

Fabbi points out that climate change—and concern that polar ice is melting—has made the Arctic a region of growing interest. "As polar ice melts, natural resources like oil, gas, and minerals may become more accessible," says Fabbi, "and the Northwest Passage may open to shipping for the first time. This raises many political and economic issues."

Where does the UW fit in? Fabbi has already identified nearly 40 faculty pursuing research with a circumpolar connection. These include anthropologists studying human adaptations to Arctic environments; scientists at the UW's Polar Science Center

looking at sea ice motion and thickness; and business faculty studying Alaskan economics.

In Fabbi's own program, Canadian Studies, the Arctic is an ongoing focus. "Canada is the second largest Arctic nation in the world," explains Fabbi. "Forty percent of Canada's land is considered far north."

The University of the Arctic is a fairly new institution, established in 1998 as an offshoot of the Arctic Council, which brought together the eight Arctic nations—Canada, Denmark, Finland, Iceland, Norway, Russia, Sweden, and the U.S.—to address circumpolar policy.

"The group agreed that they ought to form a University that would focus on enhanced education for and about the circumpolar world," says Fabbi.

Classes are offered online, leading to a degree in circumpolar studies. Fabbi hopes that UW faculty may one day develop online courses for UARctic, and that UW students can pursue a circumpolar minor to complement their other UW studies.

"The online courses offer a unique experience," says Fabbi. "You have classes where students are dialoguing with Russians, Canada's Inuit, and students from Greenland. I'm hopeful that our membership in UARctic will lead to some innovative new programs at the UW." ♦

## From Tea to Weddings: Rituals Around the Globe

Just days after finishing their school year, dozens of high school teachers filed into the UW's HUB Ballroom. As they knelt at a silver basin, scented rose water was poured over their hands. Then they removed their shoes and sat on Oriental rugs spread across the floor, ready to drink steaming cups of thick, sweet tea, heavily scented with spices.

The spacious ballroom couldn't duplicate the intimate setting of a North African or Middle Eastern tea service, but the gathering—with an anthropologist on hand to explain tea rituals and etiquette—did provide a window into another culture.

Serving tea to guests was one of ten rituals from around the globe highlighted in "Life Cycle Rituals and Traditions across Cultures," the 2008 Summer Seminar for Educators offered by the Jackson School of International Studies (JSIS).

"We've been offering these seminars annually since the mid-1990s," says Felicia Hecker, associate director of the JSIS's Middle East Center, who was this year's organizer. "The goal is to reenergize teachers—spark their desire to learn and get excited about new material."

The Jackson School has eight regional centers funded by the U.S. Department of Education, and each is represented in the annual seminar. Past themes have included world religions, international literature, migration, trade routes, and storytelling and oral traditions.

The greatest challenge, says Hecker, is coming up with a theme that translates across regions. "I think about topics I'm

interested in, that are broad enough for all regions to contribute," she says. "Then I choose one I believe won't bore everybody. This year, I thought it would be interesting to look at how ritual binds communities and how we identify ourselves through subtle ritual."

The rituals explored in the two-day seminar included everything from the Day of the Dead in Mexico to Makah whaling traditions. Most presenters were UW faculty.

In planning the seminar, Hecker welcomed opportunities for teachers to experience rituals rather than simply hear them described. Participants held up a chuppa used in the Jewish wedding ceremony, enjoyed a live performance of traditional xylophone music from Ghana, and—of course—sipped tea on a carpeted floor.

To create the right ambience for the latter, JSIS staff borrowed dozens of rugs from a local collector. They struggled to transport them to the HUB—facing an elevator malfunction at the worst possible moment—but Hecker felt the rugs were essential to create the setting in which tea is experienced in a traditional Middle Eastern home.

That detail, along with the removal of shoes and washing of hands, might not even be recognized as rituals to those closest to them.

"You start to realize that some of the most minor things we do are rituals," says Hecker. "These are the sorts of details that define us and our place in society. But often we don't see them until we step out and study other cultures." ♦



High school teachers learned about Middle Eastern tea service (top) and Jewish wedding traditions (above) at the Jackson School's Summer Seminar for Educators. Photos by Keith Snodgrass.

**"You start to realize that some of the most minor things we do are rituals. ...But often we don't see them until we step out and study other cultures."**

# Connecting Students to Arts & Sciences

**It's a rainy November morning. Judi Clark is still sipping her first cup of coffee as she welcomes a prospective student and his mother into her office. The student is nervous about getting into the University; the mother wants assurance that her son will be gainfully employed after graduation.**

Clark, the School of Art's director of academic advising and student services, can make no promises about UW admission or post-baccalaureate employment. But she spends half an hour with the mother and son, parsing the son's interests in art and suggesting UW programs that would build on those interests.

It's all in a day's work for Clark, one of about 60 academic advisers in the College of Arts and Sciences.

"While advisers spend hours a day talking with current or prospective majors, we also meet with many people who may never set foot on campus again," says Clark. "We're like little ambassadors before they even apply to the University."

## A Privileged Position

These campus ambassadors have staying power. Many have been on the job for more than a decade, some for over 20 years.

Clark joined the School of Art advising staff in 1990, after earning a master's degree in art history from the School. "I fell into it," she admits. "I quickly realized what a privileged position it was to work with students."

About the same time, Melissa Wensel was hired as a half-time adviser in the Department of English while working toward a Ph.D. "I'd been a teaching assistant in the department for four years and didn't even realize there *was* an advising office," she admits. "That's how low profile it was at the time."

Wensel viewed advising as a temporary job, her long-term goal being a tenure-track academic position. But the longer she worked as an adviser, the more invested she became. "Students would leave my office saying, 'Thank you so much. That really helped,'" she recalls. "It was a rush." When a full-time position opened up, Wensel

realized opportunity was knocking. "I could ignore it or heed the call," she says. "I chose the latter and have never regretted the decision."

Other advisers have been similarly hooked by the chance to work with undergraduates.

"I love the place people are at when they're in college," says Janet Germeraad, director of academic services in the Department of Biology. "It's not about their age. It's about the transformative process of being opened up to so many ideas and possibilities and cultures. That changes and empowers people, and it's wonderful to be a part of that."

## A Meaningful Conversation

Not all students seek out advisers. Some drop in for a handful of routine visits to review their progress or apply for graduation. Others come in frequently, viewing advisers as mentors. Then there's everyone in between: New students wanting guidance in selecting courses. Students seeking internship information. Students panicked at the prospect of not being accepted into the major. Any visit can be a jumping off point for further discussion.

"The key is to have a meaningful conversation with students, not a rote one," says Rick Roth, assistant to the chair and adviser in the Department of Geography. "Students are all too willing to treat it like a doctor's appointment and be out in seven minutes. But it's more like a therapist's appointment. We encourage students to talk about their educational goals—their versions of their present and future selves."

A student might arrive in an adviser's office frustrated, facing the prospect of not being accepted into the major. That visit might lead to a pivotal conversation about the purpose of a UW education.

Adviser Janet Germeraad meets with Eric Nguyen, a triple major in biology, computer science, and philosophy.  
*Photo by Karen Orders.*

"Often I'll help students strategize what to do to improve their chances of getting into the department," says Carrie Perrin, director of academic services in the Department of Psychology. "But if they're unlikely to get in, I'll have the difficult conversation about other options. There are ways to have that conversation that will take the sting out of it and be proactive. There are often other ways for students to achieve their goals. Sometimes they just need help finding their footing."

Most advising concerns are familiar. Wensel jokes that whenever a student comes in saying, 'I have kind of a unique problem,' she knows it's going to be something she's heard 20 times before. But there's still the occasional surprise. And then there are the problems that go beyond the scope of an academic adviser.

"Students have very complicated lives," says Wensel. "They frequently have tough personal lives that can impinge on their academic lives. If students want to talk about those things, how to balance their lives, sure, I'll talk about them. But I make very clear the limits of what I can discuss with them. I'm not a professional counselor. I will refer them to the UW Counseling Center, or even walk them there if the situation seems urgent. But I know what my limits are."

Where advisers really shine is in helping students identify their goals and



Members of the College Advisory Committee on Advising and Student Services include (from left) Judi Clark, Melissa Wensel, Cynthia Caci, Brooke Miller, Lani Stone, Carrie Perrin, Paul LePore, Kevin Mihata, and Jim Donnen. *Photo by Mary Levin.*

**"I'm comfortable with ambivalent students because I was where they are now. ...I love helping them see possibilities."**

interests, and then working with them to individualize their UW education.

Clark recalls how she drifted as an undergraduate, trying out "seven or eight" majors before choosing one based on accumulated credits rather than interest. She wants the students who come to her to avoid that fate.

"I'm comfortable with ambivalent students because I was where they are now," says Clark. "Helping students define their

interests and find opportunities that build on those interests—that's the most exciting part. I love helping them see possibilities."

Cynthia Caci likens those conversations to Amazon's approach to recommending books. "You start by talking about a class they liked," explains Caci, assistant director for academic services in Digital Arts and Experimental Media, "and then point out that people who liked that class

## Career Discovery Week: A Glimpse at Life After College

Back in the early 1990s, a group of Arts and Sciences advisers organized a handful of modest career seminars for liberal arts majors, inviting alumni to speak about their varied careers. That idea led to Career Discovery Week, now a University-wide event that attracts an estimated 10,000 participants annually—the largest career exploration event in the nation.

The overwhelming success of Career Discovery Week is thanks to guidance from the UW Career Center, the participation of more than 50 UW departments, and—since 2001—funding, marketing, and administrative coordination from the UW

Alumni Association. Several key players in planning the event are Arts and Sciences advisers.

Career Discovery Week actually extends about a month, beginning in mid-January. More than 120 sessions are offered, including alumni career panels, networking events, career fairs, and seminars. Many events are appropriate for alumni considering a career change as well as current students.

Want to learn more? Visit Career Discovery Week's website at [uwcdw.org](http://uwcdw.org). ♦





Advisers Judi Clark and Cynthia Caci (seated, left to right) discuss the ArtsLink website with ArtsLink Program Coordinator Liz Copland (with scarf) and students (from left) Allison Urban, Jessica Frederick, and Ryan Irilli. *Photo by Mary Levin.*

often liked this other class. It gets the conversation going.”

#### A Link To Students and Faculty

Sometimes students arrive not wanting to talk about future plans but rather to vent about a course, professor, or registration issue. That’s fine too, say advisers.

Students’ willingness to share with advisers has much to do with advisers’ welcoming demeanor. But there’s also the fact that, unlike faculty and TAs, advisers have no control over a student’s grade. That translates to a safe place to express frustration, confusion, or even anger. And students do express all three—sometimes in one meeting.

Students might be frustrated by course content, or by two required courses being offered at the same time. They might complain that a subject that fascinates them is not covered in any class. Advisers take note of students’ complaints and—if they see a pattern—share that information with faculty, brainstorming how to address the problem. Students might be surprised to know that some of their comments have led to changes in scheduling and the development of new courses.

Having this unique insight into students’ needs and concerns makes advisers invaluable in curriculum planning. In many departments, they sit on curriculum committees; in some, they attend all faculty meetings, sharing their unique expertise.

Sometimes that means injecting an unwelcome dose of reality. “One of my least favorite roles is to reign in faculty fantasies,” says Wensel. “They’ll come up with some elaborate structure of sequenced courses that just won’t work given the structure of our university and the way students register for classes. We know that because we deal with registration issues all the time. Faculty don’t.”

More enjoyable are conversations with faculty about how best to achieve student learning goals. Wensel was a key player when the Department of English began the long process of transforming its curriculum three years ago. A series of core courses was added, sequenced to take students through courses of study in a developmentally appropriate way.

“I was involved in the discussion at every level, from brainstorming ideas in the earliest stages to refining individual course concepts,” says Wensel. “It really does affirm the notion that advisers are educators who work in partnership with faculty.”

Roth has played a similar role in the Department of Geography. Unfamiliar with the field when he started his job two decades ago, he spent much of his first year sitting in on geography classes. Through

that experience and conversations with geography majors, he discovered that the curriculum was “piecemeal and haphazard and wasn’t being well explained to students.”

The department invited Roth to become involved in curriculum planning. He tackled long-ignored logistical problems, such as the scheduling of several required courses at the same time. But he also pushed the department to clarify how the curriculum prepares students for geography careers.

Roth spearheaded the Geography Learning Objectives and Outcomes Project (G-LOOP), through which all geography faculty identified the desired outcomes for each of their courses and explained how the course design builds toward those outcomes.

“Faculty had to share the inner logic of their courses,” recalls Roth. “When they articulated this, it really helped students understand how the course content fits together.”

Roth also conducted a departmental study of undergraduate learning, interviewing a cohort of majors several times over two years to see if their perceptions of what they had learned matched the faculty’s perceptions of what they were teaching. The results are proving integral to a redesign of the geography curriculum and major requirements.

#### Calming Career Anxiety

Ask any Arts and Sciences adviser what worries students most, and the answer is likely to be the same: landing a good job

after graduation. Across the College, the refrain is repeated: What kind of job can I get with this degree?

Germeraad attributes much of students’ career anxiety to parental pressure. She finds that parents’ questions are often driven by economics—usually some version of, “What are we going to get for our money?” Germeraad’s answer: Your child will get an education that is priceless. “It may sound clichéd,” says Germeraad, “but it’s true.”

That said, Arts and Sciences advisers care deeply about helping students succeed after college. In Germeraad’s department, where many students arrive with a “pre-med” mentality, showing them that an M.D. is not their only option is an important first step.

Germeraad helps plan Career Discovery Week (see box, page 7), an event that highlights a myriad of career options. Her

**“Students will tell you, in one way or another, that you believed in them and that has been really valuable. Witnessing that—seeing them succeed—is very gratifying.”**

office also offers resumé and cover-letter workshops and plans networking events with department alumni.

It can be a real eye-opener for students to hear from successful alumni who had once been in their shoes. “My favorite part is when alumni tell students, ‘I thought I knew what I wanted to do, but it didn’t work out that way,’” says Germeraad. “Students see that careers can wind and twist. It’s not always a straight line.”

Of course the college years can wind and twist as well. Ensuring that students find success, despite some bumps along the way, is what keeps Arts and Sciences advisers motivated and engaged, year after year.

“Students will tell you, in one way or another, that you believed in them and that has been really valuable,” says Perrin. “Witnessing that—seeing them succeed—is very gratifying. That’s what it’s all about.” ♦

## From Lone Rangers to Powerful Allies

Advisers are pros at networking with faculty, students, and alumni. But there was a time when they had trouble networking even among themselves.

Cynthia Caci remembers when advisers worked in isolation, unaware that peers across the College were tackling similar challenges. “People would have personal relationships with other advisers,” says Caci, assistant director for academic services in Digital Arts and Experimental Media, “but it wasn’t about supporting each other professionally. Even the concept of what the College was, as an entity, was really unapparent.”

About two years ago, a handful of Arts and Sciences advisers began meeting informally to share ideas. Eventually they approached Paul LePore, assistant dean for educational programs, who suggested creating a formal advisory group to the dean.

The College Advisory Committee on Advising and Student Services (CACASS) began meeting regularly in 2006. Eight advisers, two from each of the College’s four divisions, now meet weekly with LePore, sharing information about enrollments and department concerns. For his part, LePore keeps the advisers in the loop as decisions are made at the College level that might impact their units. CACASS representatives then share the information with the remaining advisers in their division.

“Having this connection with other advisers has made the job so much more engaging for us, who had been lone rangers in our departments,” says Judi Clark, a CACASS member and director of academic advising and student services for the School of Art. “Now we are able to share ideas, best practices, resources, and excitement about the job. That has made things better for our students as well.”

One thing the group realized early on: students don’t think in terms of departments. A student interested in the arts may take classes in art, architecture, creative writing, music, and drama. “We saw that it made sense for departments with an arts emphasis to work together to help students understand what’s available,” says Clark.

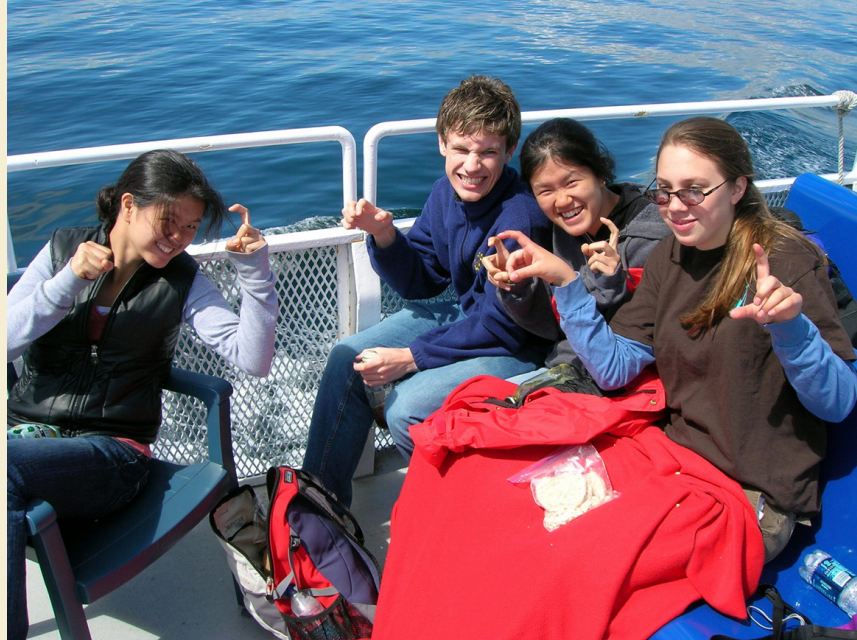
That idea led to ArtsLink, an “affinity group” that spans departments and even colleges. ArtsLink’s activities range from presenting a session at new student orientation to publishing a blog about arts at the UW, written by and for students. A student advisory board plans other ArtsLink activities, including the Parnassus Emerging Artist Series, which presents student poetry, film, music, dance, and other creative work.

**“Having this connection with other advisers has made the job so much more engaging for us, who had been lone rangers in our departments.”**

With ArtsLink’s success, CACASS is planning to expand the idea of affinity groups to the social sciences. (Units with an environmental emphasis have been meeting as the Environmental Advisory Group for years.) It all gets back to the advisers’ desire to help students make the most of their time at the UW.

“Advisers help students not just attend the University but be part of a larger endeavor of learning,” says LePore. “They bring to their work a deep and meaningful understanding of what a liberal arts education can provide.” ♦

**“My favorite part is when alumni tell students, ‘I thought I knew what I wanted to do, but it didn’t work out that way.’ Students see that careers can wind and twist. It’s not always a straight line.”**



An afternoon cruise was an opportunity for SIMUW participants (shaping their hands into pirate hooks) to relax and get to know each other.

## More than Math

When twins Khoi and Qui Nguyen signed up for their high school math team last year, they represented more than one quarter of the team. But when they attended the Summer Institute for Mathematics last summer, they were joined by a larger group of peers similarly enamored of mathematics.

"I'd never met so many people interested in math in one place," recalls Qui.

That's the beauty of the Summer Institute for Mathematics at the UW (SIMUW), a six-week program offered by the UW Department of Mathematics. The program was introduced in 2003 with support from an anonymous donor.

SIMUW brings together 24 high school students with a shared passion for mathematics. They live together in campus dorms and spend their days immersed in math. They also take field trips—Mariners games and Lake Washington cruises are favorites—and organize social events ranging from ultimate frisbee games to talent shows. The goal is to introduce the students to advanced mathematics while creating a community of like-minded peers.

"For some participants, the most astonishing part is not having to explain, apologize for, or be embarrassed by what you do," says Ron Irving, professor of mathematics and executive director of SIMUW, who attended similar programs himself as a teen. "Here, enjoying math isn't quirky. It's normal. The students can finally be themselves."

Irving runs the program with Jim Morrow and Sándor Kovács, professors of mathematics, and Paul LePore, assistant dean for educational programs in the College of Arts and Sciences. The math faculty plan the institute's academic content while LePore serves as residential director. Six teaching assistant/counselors (TACs) live in the dorms with the students and attend their classes. "The TACs are the linchpin of the whole system," says LePore. "They link the academic and residential aspects."

Four days a week, the students meet with faculty to explore math topics that run the gamut from number theory to mathematical methods for climate modeling. Wednesdays are reserved for special topics presented by guest lecturers.

The math is not an accelerated version of what students typically see in high school and college; instead it introduces them to a wider variety of concepts, many of which are not covered until graduate school. "We want the students to see math as mathematicians think of it," says Irving. "We want them to see math as something that's beautiful and fun, not just a tool to be used in classes."

Given the ambitious curriculum, selecting capable students is key. SIMUW's application process discourages all but the most motivated. In addition to providing a personal statement, transcript, and letters of recommendation, applicants are posed eight proof-oriented math problems that would stump even the most advanced high schooler.

Faculty don't expect the applicants to solve all the problems. They are more interested in seeing how they approach them. Of course the *students* don't know that.

"I don't think anyone got all the problems," says Vishnu Manoranjan, a high school senior from Pullman, Washington. "But you don't know that until you arrive, so there's some anxiety. You wonder how you got in."

That wasn't Manoranjan's only welcome realization when he arrived. He also found that the group was more well-rounded than he had expected. "I had

the sense that everyone would be *all* about the math," he says, "but a lot of the people have different interests. Almost everyone plays an instrument, some play varsity sports, some are interested in comic books."

Max Li, a senior from Richland, Washington, attended the institute two consecutive summers. It was interesting, he says, to experience the program twice. "Both years were great, but they were completely different due to the different cast of characters." His favorite part? All the inside jokes the group shared based on what they were learning in class.

Several TACs have participated multiple years as well. Steve Klee, a UW graduate student, served as a TAC for the third time in 2008. Although TACs work non-stop for six weeks, juggling academic and residential duties, he has found the experience energizing.

"When I TA for calculus courses during the school year, most students see it as a class they *have* to take," says Klee. "But the SIMUW students are excited by math. One of my favorite things is the off-the-cuff conversations that happen at night or at the breakfast table about different things about math we think are cool."

**"Here, enjoying math isn't quirky. It's normal. The students can finally be themselves."**

Bridget Cook, another returning TAC, is amazed at the level of the participants. "They're doing things I didn't see until my third or fourth year as an undergraduate," says Cook, who teaches math at Kentrige High School in Kent, Washington. "There's a moment of shock when I think, 'They're really learning this! And they're catching on faster than I am!'"

Also satisfying for the TACs is watching the students take ownership of the program. In the first few weeks, the

**"It's the math that makes this happen, but the program is a lot MORE than that. It's finding out who you are, learning how to be independent and how to share within a community."**

TACs plan group activities to create a sense of community. By the third week, the students begin proposing their own ideas, from poker tournaments to karaoke nights. Many participants are teary-eyed when the program ends, having become a tight-knit group.

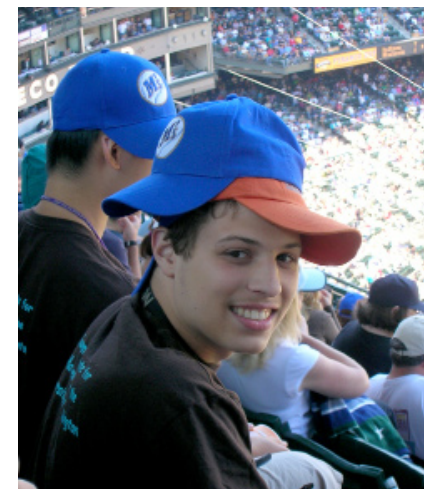
"We work really hard to build that sense of community," says LePore. "We attend to the details, train the staff well, and have the staff put every bit of energy into this. And yet it still never ceases to amaze people how magical the process is."

The students who participate agree. "It's the math that makes this happen," says

Manoranjan, "but the program is a lot more than that. It's finding out who you are, learning how to be independent and how to share within a community."

"I just wish I'd heard about it earlier," adds the high school senior, "so I could come again next year." ♦

SIMUW participants enjoyed social outings, including a Mariners game (right), but they were equally engaged by the math topics explored throughout the six-week institute.



# Athena Unleashed

**Athena doesn't look like much. Just a bunch of black computing towers, punctuated by cooling units, in a nondescript room. But looks can be deceiving.**

Named for the Greek goddess of wisdom, Athena is currently the most powerful computer on the UW campus, helping physicists and astronomers tackle fundamental questions about our universe.

The push to acquire Athena was spearheaded by David Kaplan, director of the Institute for Nuclear Theory (INT), Tom Quinn, professor of astronomy, and Richard Coffey, director of IT for physics and astronomy. They were responding to what can be a frustrating Catch-22 for scientists whose research involves complex calculations—a field known as computational science. Scientists can apply for time on a huge computer at a national lab, but they will likely be turned down if they cannot demonstrate expertise at using such machines efficiently.

The team envisioned a UW super-computer—not nearly as powerful as the machines at national labs, but about 1,000 times more powerful than an individual computer workstation—that could push existing research projects to new extremes and familiarize scientists with working with computers on a grand scale.

After several failed attempts to fund Athena through grants, Kaplan turned to the UW's Office of Research, which was looking for ways to support e-Science

(science that links many computers). The Office of Research joined with the College of Arts and Sciences to provide \$700,000 for the project.

"They gave a lot of money up front, believing this would work," says Kaplan. "That took vision."

The remaining funding came from departments willing to invest in the project. In the end, three A&S units ponied up: the Department of Astronomy, the Department of Physics, and the INT. The computer is housed in the UW's Center for Experimental Nuclear Physics and Astrophysics.

## Brain Power to Harness Computing Power

Athena's power equals 133 high-end PC servers working in close communication. It calculates at nearly ten teraflops (Tflops), or about ten trillion calculations per second. But how that power and speed are harnessed, and how those PCs communicate, is complicated. So complicated, in fact, that the team would not consider purchasing Athena without hiring a computational science expert to program it.

"Scientists may know how to program their desktop, but programming a super-computer requires a whole other set of skills because it is doing many tasks

simultaneously," says Kaplan. "Careful choreography is required so that individual computations can be done in the right order and assembled into something useful, in a way that takes advantage of the speed of the machine."

That's where Jeff Gardner comes in. Gardner received a Ph.D. in astronomy at the UW and then spent five years at the Pittsburgh Supercomputing Center (PSC), programming one of those massive national computers, before returning to the UW as a senior research scientist to help with Athena.

"A truly amazing part of this collaboration was the hiring of Jeff," says Coffey, who led the national search for the position. "Three departments pooled their limited resources to hire an expert in the field, filling this often overlooked gap between the science and the computing."

Gardner is currently working with faculty on about a dozen research projects that use Athena. Some faculty meet with him sporadically, others weekly. All pay for his time through research grants.

"Every project, every scientific code is different, so it has to be parallelized in a different way," says Gardner. "You need a set of tools and experience to figure out how to go about it."

Gardner also assists in writing grant proposals, "because that's where plans formulate," he explains. "What we don't want is for faculty to propose something that our technology can't do."

## Computing Complex Interactions

What Athena can do is impressive. Research projects range from the grandest scale—studying the universe—to the smallest, looking at atomic interactions. What all have in common is the complexity of interactions being studied.

Jeff Gardner (left) and Tom Quinn discuss approaches for using Athena for Quinn's research.  
Photo by Mary Levin.

David Kaplan (left) and Richard Coffey stand in the "hot aisle" of Athena's two long rows of computer hardware.  
Photo by Mary Levin.



One example is Tom Quinn's study of structure formation in the universe. Quinn looks at the creation of our galaxy and neighboring galaxies. He does this, in part, by gathering measurements of remote objects—dating back to when the universe was about 100,000 years old—and comparing them to the galaxies we see today, factoring in the role of gravity.

"That sort of calculation can't be done on the back of an envelope," says Quinn, massively understating the computational challenge. "With pencil and paper, you can figure out how three objects interact with gravity. But the universe has billions of objects in each galaxy."

Clearly Quinn needs tremendous computing power to handle such calculations. But just having multiple processors do the math simultaneously won't work. "The issue is how to get all those processors to work together," says Quinn. "It's not a problem I can easily divide up, because the calculations are all very interconnected."

Much of Quinn's research requires using a massive computer at a national center. But before he can tap into that resource, he needs to devise algorithms—with Gardner's help—that will work on a multi-processor system.

"I need something I can test on," says Quinn. With Athena, he is able to try different algorithms and compare results.

He has the luxury of time for testing because his department has part ownership in the computer. And if a result leads to additional questions, he can pursue those immediately.

"It happens fluidly," says Quinn. "National centers aren't set up to do that sort of thing."

## More Power, More Grants

When Athena was proposed, the units funding the project believed it would eventually pay for itself by helping to generate new grants. Within months of its arrival, that already started to happen. Several major NSF grants tied to Athena have been funded, with others pending.

Some challenges remain. While programming and maintaining the system have been manageable, the administration involved in sharing the computer and related personnel across departments has been daunting. Yet all agree that the benefits of Athena overshadow any administrative headaches.

"In 2001, the fastest computer on the planet for unclassified research was six teraflops," says Gardner, "and thousands of scientists across the country had to compete with one another for time on it. Athena is ten teraflops and is shared among just three departments.

"It is truly remarkable that we have access to so much computing right on campus." ♦

**"In 2001, the fastest computer on the planet for unclassified research was six teraflops.... Athena is ten teraflops and is shared among just three departments."**

## Athena By the Numbers

**10 trillion calculations.** In one second, Athena can compute 10 trillion calculations, compared to 10 billion on the average PC.

**9 months.** From conception to deployment, it took nine months to get the Athena cluster in place.

**One quarter.** That's the fraction of the purchase price used to cool and provide power to Athena.

**1024 cores.** Most modern computers have 2 cores; Athena has 1,024.

**20.7 billion pages.** That's the amount of data Athena is able to store.

**40 hairdryers.** Athena's heat output is equivalent to 40 hairdryers, all blowing at once.

**15 minutes.** Without an integrated cooling system, the room housing Athena would overheat in just 15 minutes. ♦





Graduate students in Speech and Hearing Sciences prepare a clinic room for a group session. Photo by Karen Orders.

## Not Your Usual Camp

When Gavin Hill headed for camp this summer, he left his bathing suit at home. Likewise his baseball cap and suntan lotion. What he did bring was his mother.

Gavin, age six, was a participant in the Department of Speech and Hearing Sciences' (SPHSC) Communication Camp. Now in its second year, the camp is an opportunity for children to work intensively on communication skills. The children's needs vary widely, from mastering the sounds of speech to the art of effective social communication with peers. For Gavin, a return camper, the emphasis was on learning to problem solve in social situations and provide accurate information.

Communication Camp meets at SPHSC's Speech and Hearing Clinic for four weeks, with four individual and two group sessions each week. (A similar summer intensive program is offered for adults, most with stroke-related challenges.) The therapists are graduate students in SPHSC's medical speech and language pathology program.

"There's a delicate dance that has to occur in the Speech and Hearing Clinic," says Nancy Alarcon, clinic director and SPHSC senior lecturer. "The two parts of our mission are educational preparation for our students and service to the community. The clinic must serve both groups. While our services are a huge benefit to the community, the clinic is also a lab attached

to courses in Speech and Hearing Sciences, bringing the coursework to life."

Graduate students gain experience in the clinic year round, but during communication camp the schedule is more intensive. While clients normally visit weekly, camp participants visit almost daily, with group visits added to the mix. That requires more preparation, more frequent assessment, and—with group sessions—a broader range of activities to plan.

Clinical supervisors observe all sessions from a neighboring room through a one-way mirror and provide feedback. Family members may also observe the sessions, an opportunity that Gavin's mother, Christine Hill, found invaluable.

"At other clinics, you wait in the waiting room," says Hill. "Here, the person who deals with Gavin the most—me—can observe along with the supervisor. I've

had the supervisor explain what the graduate student is doing and the expected outcomes. It's like parents are taking a course, understanding how to more effectively work with their kids."

What Hill has observed during the sessions is a range of activities intended to help Gavin negotiate social interactions. These might include role playing with puppets or discussing a story about friendship. The group sessions, with four or five children, are an opportunity to practice new skills in a comfortable setting.

The challenge for group sessions, says Alarcon, is to bring together children with the right mix of communication needs. Careful prescreening is required to assess each child's abilities.

Hill remembers being impressed by the rigorous screening. "We'd been to other groups where the kids weren't paired very well," she says. "But this clinic had input from Gavin's school and had us videotape him. Then they had two intake sessions with Gavin to get a sense of his strengths and weaknesses. I was confident they were going to match the kids up appropriately for the group sessions."

Clearly the camp gets a thumbs-up from mom. But what did Gavin think of it?

"He liked it," says Hill. "He really did. Toward the end he would get fatigued, because they were working him hard, but I think that's good. I wanted him to be stretched." ♦

For more about the UW Speech and Hearing Clinic, visit [shclinic.washington.edu](http://shclinic.washington.edu).

Christine Hill observes her son's session from a neighboring room. Photo by Karen Orders.



## Montgomery, Meet MacArthur

The MacArthur Foundation works so quietly on its genius grants, UW scientist David Montgomery didn't even know he'd been nominated until he learned of his selection.

Montgomery, professor of Earth and space sciences, was named one of 25 fellows for 2008 by the John D. and Catherine T. MacArthur Foundation in September. The awards each carry an unrestricted five-year grant of \$500,000.

Montgomery was honored for contributions to understanding forces that shape our world—specifically how soil and rivers shape civilizations. His research has ranged from looking at why the Skokomish River on Washington's Olympic Peninsula is so prone to flooding to the complex forces at work along the Tsangpo River in Tibet, the highest river in the world. His work has been published in peer-reviewed journals such as *Science*, *Nature*, and the *Proceedings of the National Academy of Sciences*.

A statement from the MacArthur Foundation praised Montgomery's work, saying, "With a scientist's rigor, a historian's curiosity, and an environmentalist's passion, Montgomery is leading investigations into the ecological consequences of a wide range of Earth surface processes."

A dedicated researcher, Montgomery also is a lifelong musician. He plays guitar in a local folk-rock band named, appropriately, Big Dirt.

"It's an incredible thing for complete strangers to give you a half-million dollars to do what you think is important," Montgomery says. "They went through the list of why they give it to the people they give it to — to foster creative endeavors — so I plan to use the money to support the creative things I do, which are research, writing, and playing music."

Montgomery has written two well-received books that explore different aspects of how rivers and soil have influenced

history and human civilization. *King of Fish: The Thousand Year Run of Salmon* was published in 2003, and *Dirt: The Erosion of Civilizations* in 2007.

*King of Fish* describes how vast salmon runs were depleted in England in the early 1700s and again a century later in northeast North America. Montgomery argues that history could be repeating itself today in northwest North America. In *Dirt*, he traces the downfall of a number of civilizations to depletion of their soil and warns that humans could be on the verge of exhausting Earth's supply of arable soil unless farming practices are changed.

Montgomery says his next book will be a history of geological and theological thought about great floods, and how the two "cross-pollinated each other, and not just in the classic story of war between science and religion."

The MacArthur money, he says, "could fundamentally change the way I do things and open all kinds of doors in the next five years." But he adds, "I'll also probably buy a guitar or two."

Montgomery was in Baltimore, preparing to give a keynote address at a convention, when he got the call telling him he'd been selected as a MacArthur Fellow. It was also the official first day of

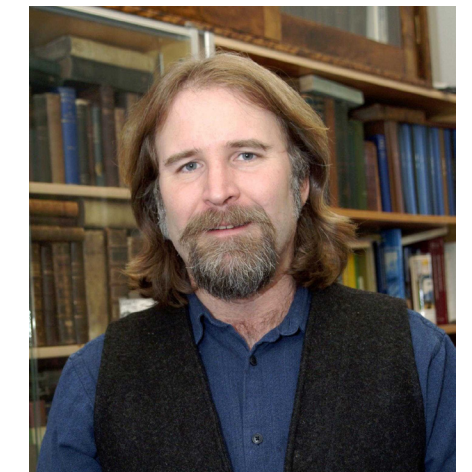
his sabbatical. "It's absolutely the best way to start a sabbatical," he says.

News of his award brought a deluge of congratulatory and other emails, including "the classic email from someone I haven't seen since high school," Montgomery says with a laugh. "Basically, he said he should have copied his homework from me instead of the guy he did it from."

The media frenzy and emails have died down since the announcement in September, but Montgomery is still getting used to the idea of a half-million dollars coming his way over the next five years.

"It's really kind of like winning the lottery," he says. ♦

Adapted from an article in *University Week*, September 25, 2008.



David Montgomery. Photo by Mary Levin.

Montgomery learned of his MacArthur Fellowship on the official first day of his sabbatical. "It's absolutely the best way to start a sabbatical," he says.



# Getting on Board with The Washington Bus

A large bus, adorned with red and gold stripes, pulls toward the curb and groans to a halt. As its young passengers disembark—cheering, high-fiving, grabbing signs stapled to wooden stakes—it's clear this is no ordinary bus.

It's The Washington Bus, a vehicle—both literally and figuratively—for engaging young voters and soon-to-be voters in politics.

The Washington Bus is the brainchild of Joshua Johnston and a group of twenty-something friends who saw a need to bring more young people into politics. Johnston, who graduated from the UW in 2003 with a degree in sociology, now serves as the president of The Washington Bus's Board.

"When I started being interested in politics and wanted to volunteer, I couldn't find the opportunities," recalls Johnston. "One of the reasons I started The Washington Bus is because I couldn't figure out how to access the political process."

The idea behind the bus, says Johnston, is to make politics both fun and meaningful to young people. The organization pairs political volunteerism—doorbelling, voter registration—with music and other activities. A group might board the bus, travel to a Washington town to do doorbelling, and then return to be greeted by a party with a deejay.



"It is the coolest bus. ...It's a tangible way to show somebody who we are," says Joshua Johnston.



At an event to register voters, The Washington Bus volunteers have fun while doing good. Photo by Sarah Nason.

"We're trying to show young people that politics doesn't have to be big and scary and difficult to access," says Johnston. "We get them to see that we're about politics, but we're not *only* about politics."

## Doorbeller to Campaign Manager

Those who know Johnston might beg to differ. He is, by his own admission, a bona fide political junkie.

Johnston always had a passing interest in politics. He became more engaged when President Bush threatened to cut AmericaCorps funding. Johnston was a UW student at the time, working at AmericaCorps to help pay for his education. "I decided to get active politically," says Johnston. "But it was a bear to find a way to get involved."

After much searching, Johnston found a volunteer opportunity doorbelling for a candidate for state representative. That he continued doorbelling after his first day is a testament to his perseverance.

"I was chucked out on the street with a walk list and a pen," Johnston recalls with

a laugh. "It was my first time doorbelling, it was pouring rain, I was still going to school, and I was working about 30 hours a week. My girlfriend couldn't believe I was spending my Saturdays doing this."

Things improved after graduation. Johnston landed a paid position as campaign manager for Brian Blake, state representative for the 19th district in southwest Washington. He remembers the experience as both terrifying and wonderful.

"I was fresh out of college and had only done doorbelling," Johnston recalls. "I moved to Kelso and didn't know a soul." A more experienced campaign manager (working on another campaign) served as a mentor. "It was the most fun I ever had on a campaign," says Johnston nostalgically.

Other political campaigns followed. Johnston worked locally on Howard Dean's campaign for president, a job that had him on the road most days. Then he was field director for Brian Baird, representing southwest Washington, helping him win reelection to the U.S. House of Representatives.

Johnston was drawn to the excitement of political campaigns, but they had their downside. "I got tired of not having a

job after November," he explains. In 2005 he found a more permanent position with U.S. Representative Norm Dicks, serving as a district scheduler on Dicks' congressional staff. The position, which he held for three years, involved doing advance work for events and outreach to the labor community.

Now Johnston serves as policy and communications adviser for Julie Patterson, chair of the King County Council, tackling issues from transportation to arts funding. He describes his role as "policy analyst and position advocate."

## The Washington Bus is Born

It was while Johnston was working for Dicks that he and his friends dreamed up The Washington Bus. They'd heard about an opportunity for a \$250,000 grant, open to organizations whose focus was up to 49 percent political. Over dinner, a small group, all from the political world, started "kicking around ideas."

One existing organization that intrigued them was the Oregon Bus Project, a group in Oregon that drives teens and young adults to various locations to doorbell. They wondered if they could use that concept and add another dimension.

"We decided we wanted to use a bus to campaign for people but also to help advocate for 16 to 25 year olds, because nobody does that," says Johnston. "And we wanted to use the arts to get people on the bus. We wanted to be an organization by young people, for young people, all the time."

Using the Oregon Bus Project as a mentor, they submitted a proposal and received the grant in 2006—right in the middle of campaign season. They quickly planned a concert and doorbelling event to kick things off, but looked forward to more thoughtful planning after election day.

In early 2007, The Washington Bus hired an executive director and elected Johnston as Board president. Now the organization has seven full-time staff and has raised more than \$500,000 in donations.

## Young Volunteers, Incredible Energy

Johnston gets excited talking about The Washington Bus, but ask about the actual vehicle and he positively gushes. Perhaps the bus holds a special place for him because he test drove it—and put down a deposit—the afternoon before his wedding.

"It is the coolest bus," enthuses Johnston. "It's this giant *thing*. It's a tangible way to show somebody who we are. It creates a bridge in people's minds. But it's about more than just physically having the bus to load people. It's the image of being able to meet in a park on a Saturday morning and have teenagers introduce themselves and talk about their favorite YouTube political video before boarding. It's about driving 50 kids somewhere and educating them about candidates or doing role playing for doorbelling on the bus before they get to the destination."

Johnston figures that about 450 volunteers have participated in The Washington Bus events since the organization became official in 2006. The group

remains steadfastly non-partisan, with the Board selecting projects that reflect the concerns of its youthful volunteers. In this presidential year, voter registration has been a major push.

Near election day, the focus becomes reminding people to vote. Pesky voice mail reminders? That's old school. The Washington Bus adds some fun with events like Disco Get-Out-To-Vote Day, featuring volunteers in disco attire dancing on street corners, sporting signs encouraging people to vote. On Halloween there's Trick or Vote, with hundreds of costumed volunteers going door to door offering voting reminders.

The young volunteers' enthusiasm, says Johnston, is contagious. "Young people get written off as being apathetic," he says, "but they're completely the opposite." Not convinced? Johnston guarantees that an afternoon on the bus would change your mind.

"There's something about being on this bus," he says. "Everyone is so charged up about volunteering. The energy is incredible. You can't help but get swept up in it." ♦

To learn more, visit The Washington Bus website at [www.washingtonbus.org](http://www.washingtonbus.org).

"We're trying to show **young** people that politics doesn't have to be big and scary and difficult to access."



Josh Johnston (far right) cheers as passengers exit the bus to begin a day of volunteering. Photo by Kate Macfarlane.

**Algae's Role in Developing Environmentally Friendly Fuels**

Having studied the physiology of algae for more than 30 years, Rose Ann Cattolico is convinced the plant life found in oceans and ponds can be a major source of environmentally friendly fuels for everything from cars and lawn mowers to jet airplanes.

She's not the only one. Recently Allied Minds, an investment company that works with universities to commercialize early-stage technology, invested in the University of Washington biology professor's work, forming a startup company called AXI.

"People don't realize how many types of algae there are—from single cells to large kelp—and each one develops differently," Cattolico explains. "What we're trying to do is choose the best of the best, the ones that produce the right lipids for a particular type of fuel."

AXI won't be in the business of making fuel. Instead, it will work with biofuel producers to develop strains of algae that produce just the right lipids, or oils, for the fuel that the producer wants to make. The methods will not employ genetic modification, Cattolico says.

"It's not like creating a widget. It's a dynamic process that will change all the time," she adds.

Unlike many agriculturally important crops such as corn that produce starch as a byproduct of photosynthesis, some algae make lipids. One type of algae might produce oil appropriate for a motor vehicle. Another might be useful for home heating oil. Yet another might produce lipids just right for powering an airliner across the Pacific Ocean. Some strains could produce oil useful for other products, such as the omega -3 fatty acids that make fish oil dietary supplements so popular.

**"People don't realize how many types of algae there are... What we're trying to do is choose the best of the best, the ones that produce the right lipids for a particular type of fuel."**

Algae grow rapidly and do not require the use of productive farmland. They also can use various nutritional sources, including wastewater, Cattolico says.

A variety of factors made this an opportune time to form AXI, says Erick Rabins, the company's interim manager and vice president of Allied Minds, based in Quincy, Massachusetts. Escalating costs for oil (from about \$27 a barrel to more than \$100 in five years), rising demand for alternative fuels, the effects of climate change, and growing concern about using foods such as corn and soybeans as fuel stock are making fuel from algae a much more attractive option.

But that won't necessarily translate into rapid development of algae-based fuels. Entire infrastructures—from specialized growing facilities to processing plants—will have to be created, and that will come only after potential producers see the value and make the investment. Rabins speculates that it could take 10 to 25 years before algae-based biofuel is readily available to the public, though specialty uses could appear sooner.

"The most optimistic assessment that I've heard is that it could be six to eight years before there's something that's usable, but the tools and techniques to make it possible are being created right now," says Rabins.

Rose Ann Cattolico displays some of the varieties of algae she studies in her UW laboratory. Different types of algae can produce different types of biofuels. Photo by Mary Levin.



Allied Minds was drawn to Cattolico's work, says Rabins, because she has spent years making detailed analyses of many different strains of algae, in essence creating a reference database.

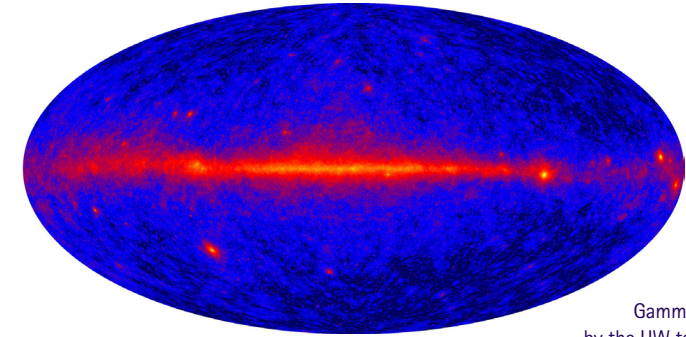
Cattolico began studying algae almost by accident. As a master's degree student she worked with terrestrial plant pollen. But it turned out she was allergic to pollen and her physician advised her to change fields, so for her doctoral work she began studying chlorophyll-containing structures within the cells of algae.

That was in 1973, right at the end of another major societal spasm over fuel shortages and high gas prices. As gasoline became more plentiful again, demands for finding alternative fuel sources grew dimmer and "all of the money for research dried up," recalls Cattolico.

**"It's not like creating a widget. It's a dynamic process that will change all the time."**

In the current fuel debate, Cattolico readily points to the merits of algae-based biofuel. But she believes it is only a part of the answer to high fuel prices and replacing current fuels with climate-friendlier alternatives. She would like to see a broad commitment by government and industry to quickly develop the alternate energy sources needed to reduce environmental problems, increase national security, and hold down costs.

"What we need is a Manhattan Project for fuel," says Cattolico. "If we can get a Manhattan Project for fuel, it won't take 25 years." ♦



The first image from the Fermi Gamma-ray Space Telescope was made by the UW team. It reveals bright emission in the plane of the Milky Way (center), bright pulsars, and super-massive black holes. Image courtesy of NASA.

**New Telescope Pinpoints Gamma Rays**

NASA's newest space telescope is giving scientists their best look yet at the highest-energy gamma rays generated by violent events in space. For Toby Burnett, professor of physics, it's a welcome payoff for 13 long years of work.

Launched in June as the Gamma-ray Large Area Satellite Telescope and recently renamed the Fermi Gamma-ray Space Telescope, the instrument's observations already are exceeding expectations. Using UW-designed software, the telescope homes in on gamma rays throughout the universe and pinpoints their locations.

"The instrument is working beautifully. It's like hitting the first pitch out of the park," says Burnett. "Plus, we can scan the entire sky. No instrument before us could do that."

In fact, the telescope can scan the entire sky several times a day, which means it is more likely than predecessors to identify and locate extreme events such as particle jet emissions from supermassive black holes or immense star explosions called supernovae.

The project is a successor to an instrument called the Energetic Gamma Ray Experiment Telescope, which in its five-year functional life identified and located 270 gamma-ray sources. The new telescope is designed to far exceed that number.

"We came close to 100 new sources in the first week after we started operating," says Burnett. "Already we are able to make pictures that are better than the previous mission produced."

The new telescope can measure the location of a specific gamma-ray source to two tenths of a degree. That's four times more accurate than the previous telescope, reducing by a factor of 16 the area of the sky needed to search for optical counterparts.

Burnett and UW physics graduate students wrote basic software to simulate and reconstruct positions of gamma-ray sources so they can be analyzed. The UW team also contributed to the ability to determine the angle of a gamma ray entering the telescope's detector—a key to pinpointing location—and created software that compares the spacecraft's view of space with an onboard space map to make sure the telescope is aimed correctly.

The telescope, about 9 feet high and 8 feet in diameter, cost nearly \$700 million and is expected to operate for at least five years, with a goal of ten years.

The project involves a broad collaboration, including NASA and the U.S. Department of Energy, along with seven U.S. universities and other public and private partners from the U.S., France, Germany, Italy, Japan, and Sweden. ♦

# AWARDS, HONORS, AND PROFESSORSHIPS

## New Mineral Named for Brownlee

The International Mineralogical Association has named a new mineral—the first to be discovered in a particle from a comet—in honor of Donald Brownlee, UW professor of astronomy. The naming recognizes Brownlee's research on interplanetary dust entering Earth's atmosphere.

The manganese silicide mineral, a combination of manganese and silicon, is now officially called brownleeite and joins a list of more than 4,300 accepted minerals.

Brownlee, whose UW office is adorned with a variety of mineral specimens, was clearly pleased with the honor—and somewhat amused.

"I've always been very intrigued by minerals, so it's great to be one," he says. "I never dreamed I'd have a mineral named after me. I guess maybe being a vitamin is next."

The particle was captured by a high-altitude NASA aircraft, and NASA researchers in Houston, along with collaborators elsewhere in the United States, Germany, and Japan, identified the compound. Brownleeite, a semiconductor material, can be synthesized but has not been found naturally on Earth.

The team that found the manganese silicide was led by NASA scientist Keiko Nakamura-Messenger from the Johnson Space Center in Houston. The team also asked that it be named for Brownlee.

"This really did surprise me because I know it took a lot of effort to get this mineral approved," Brownlee says.

"This really did surprise me because I know it took a lot of effort to get this mineral approved," says Donald Brownlee.  
Photo by Mary Levin.



"I've always been very intrigued by minerals, so it's great to be one. I never dreamed I'd have a mineral named after me. I guess maybe being a vitamin is next."

Nakamura-Messenger's team believes the dust particle originated in a comet, possibly comet 26P/Grigg-Skjellerup, which was predicted to be the source of an Earth-crossing dust stream in April 2003, when the particle was captured.

The Earth is covered with more than 30,000 tons of particles from space every year, one particle per square meter of planet surface every day. But the particles are so small that it would take 10 billion to fully cover that square meter of surface, so they are extremely hard to find.

"That's a lot of dirt and it takes 300 million years to build up a layer as thick as the diameter of a human hair," Brownlee says.

Brownlee began his efforts to capture particles of provable extraterrestrial origin

while he was a UW doctoral student in the late 1960s. Others had made similar efforts previously, but they proved to be unsuccessful. Using a succession of high-altitude balloons, Brownlee captured a few particles that could be proven to have come from somewhere other than Earth.

His third balloon carried an 800-pound machine he calls "the vacuum monster," which dangled below the balloon as it drifted at an altitude of 125,000 feet, or about 24 miles. The machine made it possible to sample a very large volume of air, and eventually he was able to capture a total of about a dozen interplanetary dust particles from seven flights.

He later devised a small collector that could be attached to the fuselage of high-flying U2 reconnaissance aircraft and, because the planes remain airborne for so long and fly at high speeds, they are able to collect hundreds of particles.

"Almost all of the flights are done for something else, and these detectors are along for the ride. When they are opened, they just flop out into the atmosphere and gather particles as the plane moves along," Brownlee says.

Brownlee also is a leading authority on comets. He is the principal investigator of NASA's Stardust mission, which traveled to comet 81P/Wild-2 beyond the orbit of Mars, captured particles streaming from the comet's surface, and returned them to Earth in January 2006. The samples are curated by the Johnson Space Center. ♦

## Sommers Awarded Regents Medal

State Representative Helen Sommers ('69, '70), who earned bachelor's and master's degrees in economics from the UW, has long been a champion of the University. In September, the UW Board of Regents celebrated Sommers' tireless work for the University and the State of Washington, presenting her with the first Regents Medal ever bestowed by the University.

Sommers is retiring after 36 years in the Washington State Legislature.

The Regent's resolution noted Sommers' leadership in the House of Representatives, and particularly the impact of her leadership on expanding higher education opportunities and ensuring the well-being of the state's public higher education institutions.



Helen Sommers

The Regents Medal will be given from time to time to recognize exceptional accomplishment by an individual or organization, particularly in service to humanity, a community, or to the UW itself. ♦

## Other Awards, Honors, and Professorships

**Lotta Gavel Adams**, professor of Scandinavian studies, was appointed the first Barbro Osher Endowed Professor of Swedish Studies.

**Jere Bacharach**, professor emeritus of history, received a Mellon Emeritus Fellowship.

**Dee Boersma**, professor of biology and adjunct professor of women studies, received the 2008 Elliott Coues Award from the American Ornithologists' Union.

**Paul Brass**, professor emeritus of political science and international studies, received a Mellon Emeritus Fellowship.

**Shawn Brixey**, director of DXARTS, has been appointed Floyd and Delores Jones Endowed Chair.

**Cynthia Caci**, assistant director for academic services in DXARTS, has been named Adviser of the Year by the Association of Professional Advisers and Counselors at the UW.

**Rachel A. Cichowski**, associate professor of law, societies, and justice, received the 2008 Best Book Award from the American Political Science Association's European Politics and Society Section for her book, *The European Court and Civil Society: Litigation, Mobilization and Governance*.

**Lisa M. Coutu**, senior lecturer in communication, received the UW Educational Outreach Teaching Excellence Award in Distance Learning.

**Kirsten Foot**, associate professor of communication, received the 2008 Doris Graber Outstanding Book Award from the American Political Science Association as co-author of *Web Campaigning*.

**Anthony Gill**, professor of political science, received the Distinguished Book Award from the American Sociological Association's Religion Section for his book, *The Political Origins of Religious Liberty*.

**Alan Gillespie**, professor of Earth and space sciences, has been elected Fellow of the Geological Society of America and received the Quaternary Geology & Geomorphology Division's Donald J. Easterbrook Distinguished Scientist Award for excellence in published research.

**Richard T. Gray**, professor of Germanics and Byron W. and Alice L. Lockwood Professor in the Humanities, has had his professorship renewed.

**Charles Hirschman**, professor of sociology, has been selected to give the UW's 2008-09 Annual Faculty Lecture on January 28, 2009.

**Huck Hodge**, assistant professor of music composition, has been awarded the Gaudeamus Prize for composers under the age of 31.

**Richard S. Kirkendall**, Bullitt Professor American History Emeritus, was elected an Honorary Trustee of the Truman Library Institute, recognizing three decades of service as a member of the institute's Board of Directors.

**Shelley Lundberg**, professor of economics, was elected a Fellow of the Society of Labor Economists. She also has been elected to serve on the Board of Directors of the Population Association of America beginning in January 2009.

**Patricia Kuhl**, professor of speech and hearing sciences and co-director of the Institute for Learning and Brain Sciences, was appointed to the Bezos Family Foundation Endowed Chair in Early Childhood Learning.

**Patricia Moy**, Christy Cressey Associate Professor of Communication, received the 2008 Hillier Kriehbaum Under-40 Award from the Association for Education in Journalism and Mass Communication.

**Kenneth Pyle**, professor of international studies, is the recipient of the 2008 Japan Foundation Award for Japanese Studies.

**Nancy Rivenburgh**, associate professor of communication, has received a Fulbright Senior Lecturer Award.

**Leroy Searle**, professor of English, has been appointed the 2008-2010 Joff Hanauer Honors Professor in Western Civilization.

**Roger Simpson**, professor of communication, has received the 2008 Frank Ochberg Award for Media and Trauma Study from the International Society for Traumatic Stress Studies.

**Stephanie Smallwood**, associate professor of history, won the 2008 Frederick Douglass book prize for her book, *Saltwater Slavery*.

**Guntis Smidchens**, assistant professor of Baltic studies, has been elected President of the Association for the Advancement of Baltic Studies.

**Rekha Thomas**, professor of mathematics, was appointed as the inaugural Robert and Elaine Phelps Professor of Mathematics for a four-year term.

**Stewart E. Tolnay**, professor of sociology, received the 2008 Honors Excellence in Teaching Award from the UW Honors Program.

**Keiko Torii**, associate professor of biology, received a Japanese Science and Technology Agency PRESTO Award.

# CALENDAR

## Works on Paper

NOVEMBER 26 – DECEMBER 15, 2009 | JACOB LAWRENCE GALLERY

Undergraduate and graduate works on paper will be on display in this juried exhibition. Free. 132 Art Building. 12–4 pm., Tuesday–Saturday. Information: (206) 685-1805.

## The Quick Change Room

DECEMBER 1–14, 2008 | PENTHOUSE THEATRE

In this comedy by Nagle Jackson, the Kuzlov Theatre and its denizens struggle with the new challenges of capitalism. They think a fresh production of Chekov's *The Three Sisters* will turn things around, but soon discover even this masterpiece isn't safe when the changing economy dictates a "guaranteed hit." \$8–15. Presented by the UW School of Drama. Schedule and tickets: (206) 543-4880 or drama.washington.edu.

## Setting Fire to the Visual Arts: The Invention of the Flemish Style Abroad

DECEMBER 2, 2008 | HENRY GALLERY AUDITORIUM

Christine Göttler, UW professor of art history, will explore the unusual and iconoclastic paintings on copper produced by many northern European artists. Issues of metallurgy, a new interest in light and shadow, and the representation of optical phenomena will be considered. 6 pm. RSVP to nab5@u.washington.edu, or (206) 616-6544.

## Burke Museum Artifact ID Day

JANUARY 10, 2009 | BURKE MUSEUM

Bring your unidentified cultural artifacts to the Burke Museum to learn where they came from and the stories behind them. Burke Museum curators and experts will be on hand to provide the inside scoop about your treasures. 1–4 pm. Free with museum admission. Information: (206) 543-5590 or www.burkemuseum.org.

## Shenzhen: Rebecca Cummins + Margie Livingston

JANUARY 14 – FEBRUARY 7, 2009 | JACOB LAWRENCE GALLERY

Rebecca Cummins, UW associate professor of photography, and alumna Margie Livingston exhibit the work they created during a two-month residency at Shenzhen Fine Arts Institute, China. Free. 132 Art Building. Open 12–4 pm, Tuesday – Saturday. Information: (206) 685-1805.



*Coffee: The World in Your Cup* opens at the Burke Museum on January 24 with a day of coffee-related events, including coffee tastings and roasting demonstrations. Photo by D. Major Cohen.

## Food for Thought: The Ethics, Culture, and Politics of Eating

JANUARY 14 – MARCH 11, 2009 | UW CAMPUS

Taught by Ann Anagnost, UW professor of anthropology and Chinese studies, and Lucy Jarosz, associate professor of geography, this Wednesday University course will explore how food production and consumption create meanings, identities, relationships, and values that extend far beyond nutrition alone. Wednesday University is a collaborative program sponsored by Seattle Arts & Lectures, the Simpson Center for the Humanities, and the Henry Art Gallery. Open to the public. \$80. Five Wednesdays from 7:30–9:00 pm. Information/registration: <http://www.lectures.org/wed.html>.

## Coffee: The World in Your Cup

JANUARY 24 – JUNE 27, 2009 | BURKE MUSEUM

OPENING DAY EVENTS ON JANUARY 24, 2009

The Burke Museum's newest exhibit, *Coffee: The World in Your Cup*, highlights the people, plants, and processes that collaborate to make that perfect cup of coffee. On opening day (January 24), enjoy hands-on activities, guided gallery tours, and special coffee tastings. Coffee experts will be on hand to answer questions and demonstrate coffee roasting techniques. January 24 from 10 am–4 pm. Free with museum admission. Information: (206) 543-5590 or www.burkemuseum.org.

## Making Waves: Documentary Film in Context

JANUARY 29, 2009 | 120 KANE HALL

The Katz Distinguished Lectures in the Humanities presents Steven Ungar, professor of French and comparative literature at University of Iowa, and author of six books on French culture and theory. His current research project, *Making Waves: French Documentary Film 1945–1967*, is a book-length analysis of fifteen pivotal films from the postwar period that contributed to the New Wave movement in France. 7 pm. Free. Information: [www.simpsoncenter.org/katz](http://www.simpsoncenter.org/katz).

## Big Love

FEBRUARY 1 – 15, 2009 | MEANY STUDIO THEATRE

Classical drama meets modern-day excess in Charles Mee's entertaining adaptation of Aeschylus' *The Suppliant Maidens*. When 50 brides flee their 50 grooms to avoid forced marriages, the contemporary battle lines of the war between the sexes erupts in total chaos. A collision of pop music, ancient myths, and romance, *Big Love* unabashedly proves that, in the end, love conquers all. Adult themes. \$8–15. Presented by the UW School of Drama. Schedule and tickets: (206) 543-4880 or drama.washington.edu.

## Donald Johanson Talks About Lucy

FEBRUARY 5, 2009 | 130 KANE HALL

Dr. Donald Johanson, who discovered the "Lucy" fossil in 1974, will share his insights and lessons learned from looking at humanity through the lens of time. 7 pm. \$5–\$15. Presented by the Burke Museum. Tickets: 1-888-PSC-TIX1 or www.pacificsciencecenter.org.

## Blithe Spirit

FEBRUARY 15 – MARCH 1, 2009 | PENTHOUSE THEATRE

Seeking material for his new novel, Charles invites an eccentric spiritualist into his house. But the last thing he or his second wife Ruth anticipates is that the séance will conjure up the ghost of his first wife—who wants Charles all to herself! Hilarity, chaos, and surprises ensue in this "improbable farce" from Noël Coward. \$8–15. Presented by the UW School of Drama. Schedule and tickets: (206) 543-4880 or drama.washington.edu.

## School of Art OPEN

FEBRUARY 18 – MARCH 14, 2009 | JACOB LAWRENCE GALLERY

Juried exhibition of work by undergraduate and graduate students. Free. 132 Art Building. Open 12–4 pm, Tuesday – Saturday. Information: (206) 685-1805.

## From Strauss to Strauss: Opera at the Fin de Siecle

FEBRUARY 19, 2009 | FRYE ART MUSEUM

Johann Strauss and Richard Strauss are among the best known and most representative German opera composers of their respective generations, and their most influential works, "Die Fledermaus," of 1874 and "Salome" of 1905, bracket the period of the Munich Secession. Jane Brown, professor of Germanics, explores the differences between styles of the two works and compares them to the development of the Munich secession towards modernism. This lecture is part of the Connections and Contexts series with the Frye Museum. Free. 6:30 pm. 704 Terry Avenue. Information or RSVP: (206) 543-4580.

## Nirmala Rajasingam

FEBRUARY 20, 2009 | 120 KANE HALL

The Clowes Center's 3rd annual Veterans of Intercommunal Violence Lecture presents Nirmala Rajasingam. Incarcerated in Sri Lanka as a young woman for her association with the militant Liberation Tigers of Tamil Eelam (LTTE), Rajasingam subsequently became disillusioned with LTTE and, at great personal risk, relocated to London where she works as a legal defender for refugees and is a leading member of several human rights and democracy organizations. Rajasingam will discuss her personal experience with violent social change and how she envisions future ethnic and cultural cohabitation in Sri Lanka. Reception to follow. 7 pm. Free. Information: <http://depts.washington.edu/chid/clowescenter.php> or (206) 685-4716.

Paula Robison (below) will be featured during the School of Music's Flute Day on March 1.



## Ki Midiyanto with Gamelan Pacifica

FEBRUARY 20, 2009 | MEANY THEATER

Javanese shadow puppet master Ki Midiyanto performs wayang kulit, one of Indonesia's most respected forms of traditional and contemporary theater. An integral component of the performance is the gamelan music performed by Cornish College's renowned Gamelan Pacifica. 7:30 pm, with pre-concert talk for ticketholders at 6:45 pm. \$15; \$10 students/seniors. Information or tickets: (206) 543-4880 or <http://www.meany.org/calendar/>.

## Strung Up and Riddled with Bullets: Southern Lynch Mobs and their Victims

FEBRUARY 26, 2009 | UW CLUB

Stewart Tolnay, professor of sociology, will provide a brief overview of the history of lynching in the South and discuss various explanations for the phenomenon of lynching. This talk is part of the Sociology Tri-Lecture Series 2009. Free. 7 pm. Information: (206) 543-1665 or socpr@u.washington.edu. Registration: [www.soc.washington.edu](http://www.soc.washington.edu).

## University Symphony with Robin McCabe

FEBRUARY 26, 2009 | MEANY THEATER

Maestro Peter Erös conducts the University Symphony in a performance of Mussorgsky's "Persian Dances," Grieg's Piano Concerto—with featured soloist Robin McCabe—and Debussy's symphonic poem "La Mer." 7:30 pm. \$10. Information or tickets: (206) 543-4880 or <http://www.meany.org/calendar/>.

## Our Town

MARCH 1 – 15, 2009 | PLAYHOUSE THEATRE

As our undergraduates discover their own generation's perspective on one of America's most beloved plays, you too may rediscover what it means to be a community, family, and a society. This Pulitzer Prize-winning masterpiece by Thornton Wilder explores the simple beauty and fragile elegance of ordinary lives and our connection to each other. \$8–15. Presented by the UW School of Drama. Schedule and tickets: (206) 543-4880 or drama.washington.edu.

## Flute Day and Chamber Music Concert with Paula Robison

MARCH 1, 2009 | SCHOOL OF MUSIC

The School of Music will celebrate the flute with a full day of events featuring world-class artist Paula Robison from the Eastman School of Music. Events will include master classes, a collegiate competition, vendor exhibits, reception, and a Chamber Music Concert with Paula Robison. All events will take place at the School of Music. Concert at 5 pm in Brechemin Auditorium. \$15 for concert, all other events free. For information: (206) 685-8384 or [www.music.washington.edu](http://www.music.washington.edu).

## Dance Majors Concert

MARCH 5 – 8, 2009 | MEANY STUDIO THEATER

This concert showcases the choreography and performing talents of majors in the UW Dance Program. 7:30 pm Thursday–Saturday; 2 pm Sunday. \$14; \$12 faculty/staff/UWAA, \$10 students/seniors. Information: (206) 543-4880.

## Family Day: Dino Day

MARCH 7, 2009 | BURKE MUSEUM

Dozens of dinosaur-era fossils from the Burke Museum's extensive collection will be on display along with several hands-on learning activities offered for every age group. 10 am–4 pm. Free with museum admission. Information: (206) 543-5590 or www.burkemuseum.org.

## UW Combined Choruses & Symphony Perform Haydn's "The Creation"

MARCH 13, 2009 | MEANY THEATER

Geoffrey Boers conducts the University Symphony, Chamber Singers, and University Chorale in a performance of one of the most beloved oratorios of all time. Faculty artists Joyce Guyer and Thomas Harper are the featured soloists in this performance of Haydn's masterpiece, a pivotal work in the history of music performed in honor of the 200th anniversary of the composer's passing. 7:30 pm. \$10. Information or tickets: (206) 543-4880 or <http://www.meany.org/calendar/>.

# MILESTONES

## Promotions

*Congratulations to the following A&S faculty listed with their new titles. Promotion to Associate Professor carries tenure.*

## Anthropology

Peter Lape, Associate Professor (joint with Burke Museum)  
Donna Leonetti, Professor  
Bettina Shell-Duncan, Professor  
Yasuko Takezawa, Affiliate Professor

## Art

David Brody, Professor  
Christine Gottler, Professor

## Asian Languages and Literature

Davinder Bhowmik, Associate Professor  
Edward Mark, Associate Professor

## Atmospheric Sciences

Shuyi Chen, Affiliate Professor  
Mark Stoelinga, Research Associate Professor

## Biology

Michael Kennedy, Senior Lecturer  
Julia Parrish, Professor (joint with Aquatic & Fisheries)  
Daniel Schindler, Professor (joint with Aquatic & Fisheries)  
Christian Sidor, Associate Professor (joint with Burke Museum)  
Joshua Tewksbury, Associate Professor

## Chemistry

David Gamelin, Professor  
David Ginger, Associate Professor

## Classics

Sarah Stroup, Associate Professor

## Communication

Philip Howard, Associate Professor  
Crispin Thurlow, Associate Professor  
Doug Underwood, Professor

## Drama

Geoff Korf, Associate Professor

## Earth and Space Sciences

Eric Steig, Professor

## English

Joan Graham, Principal Lecturer  
Gillian Harkins, Associate Professor  
Pimone Triplett, Associate Professor

## Geography

Sarah Elwood, Associate Professor  
Kim England, Professor  
Steve Herbert, Professor (joint with Law, Societies, and Justice)

## Germanics

Eric Ames, Associate Professor

## History/Comparative History of Ideas

Philip Thurtle, Associate Professor

## Jackson School of International Studies

Robert Pekkanen, Associate Professor  
James Wellman, Associate Professor

## Mathematics

Matthew Conroy, Senior Lecturer  
Christopher Hoffman, Professor  
Rekha Thomas, Professor  
Ginger Warfield, Principal Lecturer

## Music

Steven Demorest, Professor  
Juan Pampin, Associate Professor

## Physics

Steven Ray Elliott, Affiliate Professor  
Andreas Karch, Associate Professor  
Peter Schaffer, Professor  
Gordon Watts, Professor

## Political Science

Anthony Gill, Professor

## Psychology

Betty Repacholi, Associate Professor  
Mavis Tsai, Clinical Assistant Professor

## Spanish & Portuguese

Kristee Boehm, Senior Lecturer  
Donald Gilbert, Associate Professor

## Retirements

*The following faculty have retired since Autumn 2007. Other retirements may be pending.*

Hellmut Ammerlahn, Germanics & Comparative Literature

Patricia Conroy, Scandinavian Studies

Edward Curtis, Mathematics

Richard Dunn, English

Gerald Eck, Anthropology

Nicholas Epiotis, Chemistry

Bruce Erickson, Mathematics

Benjamin Hall, Biology

George James Kenagy, Burke Museum & Biology

Willis Konick, Comparative Literature

Bette Nicotri, Biology

Gene Silberberg, Economics

Joanne Snow-Smith, Art

Richard Strathmann, Biology

Michael Taylor, Political Science

Susan Waaland, Biology

Barry Witham, Drama

Claudia Zahn, Music



COLLEGE OF ARTS & SCIENCES

# REPORT to CONTRIBUTORS

UNIVERSITY of WASHINGTON



# Message from Maggie Walker

*Chair of the College Board*

Last year in this report, I celebrated the news that the College of Arts and Sciences had met its \$240 million goal for Campaign UW: Creating Futures. A year later, the College has far surpassed that goal. When the campaign officially ended in June 2008, the final total for Arts and Sciences was more than \$283 million.

Here's another impressive figure: 50,000. That's how many of you contributed to the College's campaign. It was your generosity that allowed the College to meet—and then exceed—its ambitious fundraising goal.

A handful of Arts and Sciences donors contributed \$1 million or more to the campaign, but most—just under 80 percent—made gifts of \$500 or less. Those thousands of smaller donations provided a great deal of much-needed support for the College.

How are your gifts being used? About 35 percent of Arts and Sciences funds raised through the campaign have gone toward endowments. Some existing endowments have increased and 327 new endowments have been created since the campaign began in July 2000. The remaining gifts have been designated by donors for current use.

One priority for the College of Arts and Sciences, and the University more broadly, has been student support. The University's Students

First matching program offers a 50 percent match on qualifying gifts targeted for undergraduate scholarships or graduate fellowships. This initiative led to a substantial increase in student support during the campaign, a trend we hope will continue in the coming years.

More information about donors to Arts and Sciences, and how their gifts are being used, is provided on the following pages.

As you look through the rest of this report, please take a moment to read the stories highlighting various gifts to the College. One donor supports graduate fellowships in English; another provides a travel award for photography students. A group of donors combined resources to create a term professorship in mathematics, and a private foundation supports programs that educate undergraduates and K-12 teachers about Asia. The range of these donors' interests mirrors the tremendous breadth of the College itself. It is this breadth, I believe, that makes Arts and Sciences such an exciting place to be.

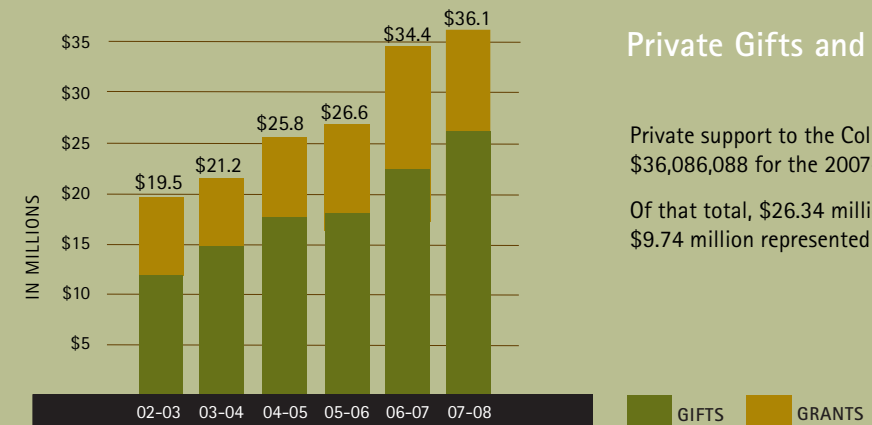
Also included on the following pages is a list of College of Arts and Sciences donors at the Dean's Club level and above from July 1, 2007 through June 30, 2008. Private giving during this period totaled just over \$36 million, including more than \$26 million in gifts and nearly \$10 million in private grants.

Space does not allow us to list every donor to the College, but rest assured that every gift makes a difference. I thank all Arts and Sciences donors and volunteers for their generosity.

Campaign UW: Creating Futures may have ended, but the College's need for support continues. Please join me in celebrating our campaign successes and encouraging family and friends to continue giving to the College, which has had such a remarkable and positive impact on students, faculty, and the greater community.



# Private Support

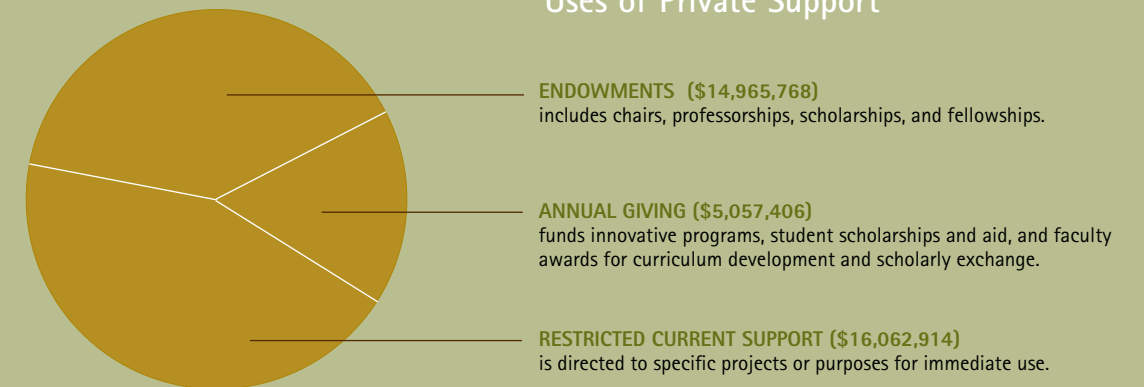


## Private Gifts and Grants

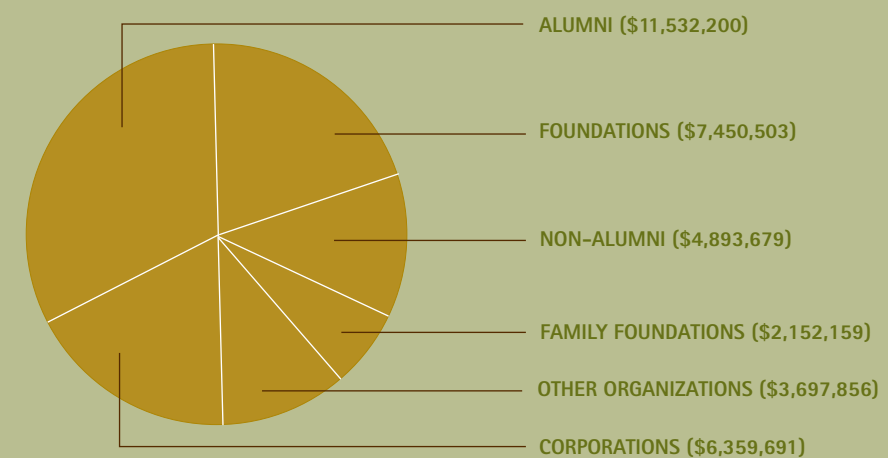
Private support to the College of Arts & Sciences totaled \$36,086,088 for the 2007-2008 academic year.

Of that total, \$26.34 million represented gifts and \$9.74 million represented grants.

## Uses of Private Support



## Sources of Private Support



## Individual Donors *from July 1, 2007 through June 30, 2008*

### \$1,000,000+

Malcolm Goodfellow  
Jerry Hanauer  
Lenore Hanauer  
Floyd U. Jones  
Jenee Rabinowitz  
Eugene and Marilyn Webb

### \$250,000-\$999,999

Anonymous  
Sally and Alan Black  
Jeffrey and Susan Brotman  
Nan Ketcham  
George Long  
Gordon Stuart Peek  
Dio Richardson  
Lawrence Roseman  
James and Anne Terrell

### \$100,000-\$249,999

Anonymous  
Paul Allen  
Jane and Burt Berman  
Mary L. Boas  
Beatrice and T. William Booth  
Barbara and Joseph Buchman  
Rheba de Tornay  
Hugh Ferguson  
Jay and Marsha Glazer  
Lyn and Jerry Grinstein  
Mark Groudine and Cynthia Putnam  
James and Rosemary Kahn  
Mary and Peter Kerr  
Mary and Allan Kollar  
Gladys Rubinstein  
George and Dion Russell  
Maggie and Doug Walker  
Frederic and Julia Wan  
Tahoe Talbot Washburn  
Barbara Weinstein  
William and Leanne Weinstein  
Lisa Wissner-Slivka and Benjamin Slivka

### \$10,000-\$99,999

Eddie Adams  
Thomas Alberg  
Marleen and Kenneth Alhadeff  
Linda and Thomas Allen  
Natalie and Marc Angelillo  
Jon and Carol Avent  
William Baker  
Sarah and Richard Barton

Sally Behnke  
Shari and John Behnke  
Joann and Carl Bianco  
Deirdre and Fraser Black  
Herbert Blau and Kathleen Woodward  
Gregory and Paula Blume  
Beatrice and T. William Booth  
Gloria Bradley  
Deborah and Paul Brainerd  
Jonathan and Bobbe Bridge

Lisa Brown  
Ted and Juanita Burton  
Tom and Sonya Campion  
Cathy and Michael Casteel  
Kathleen and John Connors  
John and Janet Creighton  
Anne Critchfield and Timm Menke  
Howard Critchfield  
Afton Woolley Crooks  
Thomas Daniel and Jane Baird  
Jane and David Davis  
Robert and Larina Davis  
Katherine Delimitros

Oliver Dominick  
Laura and James Donald  
Bernard and Doris Drewes  
William and Sandra Dunn  
Mary and James Dunnam  
Charles and Diana Durden  
Barbara Eddy  
Arlene Ehrlich  
Nancy and Ben Ellison  
Richard and Judith Evans  
Ellen Ferguson  
Synnove Fielding  
Jennifer and Peter Francis  
Roberta Gadberry  
Michael and Lynn Garvey  
Daniel Gerler  
Katharyn Alvord Gerlich  
Dorothy and Leon Gilford  
Anthony and Jean Greenwald  
Loo-Ann Grove  
Karen and Paul Gudiksen  
Max and Helen Gurvich  
Donald Guthrie  
Duncan Haas and Birgit Walbaum  
Kathryn Hahn  
Racha and Wassef Haroun  
Paul Harris  
Richard and Elizabeth Hedreen  
Liz and Anders Hejlsberg  
Elaine and Ernest Henley  
Bill Henningsgaard and Susan Sullivan  
Mark and Carrie Hewitt  
Sylvia Hobbs  
Kennan Hollingsworth and Phyllis Bagdi  
Takashi and Lily Hori

Ruby Inouye  
Timothy and Christina Jenkins  
David and Pamela Johnston  
George and Ellen Kauffman  
Howard and Frances Keller  
Jim and Nancy Kenagy  
Layne and Jack Kleinart  
Stewart Landefeld and Margaret Breen  
Alida and Christopher Latham  
Raymon and Rosellen Lawton  
Thomas and Kathleen Leiden  
Keh-Hsiao Lin  
Alexander Lindsey and Lynn Manley  
Doron and Marianne Livnat  
Christina and James Lockwood III  
Gregory and Sharon Maffei  
Bill Mallis  
James and Casey Margard  
Yaffa and Paul Maritz  
George W. Martin and Beverly McKoin Martin  
Douglas and Joyce McCallum  
Lillian McDermott  
Glen S. and Alison W. Milliman  
Drs. Joseph and Elaine Monsen  
A. Bruce and Joanne Montgomery  
Susan and Furman Moseley  
Harvey Motulsky and Lisa Norton  
George and Eileen Murphy  
John and Cathy Natt  
Donald Nelson  
William and Virginia Nemerever  
Erika Nesholm  
William and Sally Neukom  
Marilyn Newland  
Haruyuki and Motoko Niimi  
Linda and H. Gerald Nordberg  
Frances Nostrand  
Susan O'Connor  
Steven and Lesley Olswang  
H. Stewart Parker  
Spyros Pavlou  
Mina B. Person  
Ward and Mary Pickard  
Clermont Powell  
John and Joyce Price  
Herbert and Lucy Pruzan  
Peter Rabinovitch and Jacqueline Sherris  
Ruth Rabinovitch and Thomas Treger  
William and Katrina Reinhardt  
Nancy and Benjamin Remak  
Barbara Reskin and Lowell Hargens  
Linden Rhoads  
Robert and Marilyn Richards  
Becky Roberts  
Lee and Stuart Rolfe  
Michele and Stanley Rosen  
Rita Rosen  
John and Nancy Sabol

Sam and Shanit Schwartz  
Celia Scott  
Andrea Selig and Joel Erlitz  
Jon and Mary Shirley  
David and Catherine Skinner  
Roger and Jane Soder  
Walter Sudol  
Gloria Swisher  
Stanley and Goldie Tobin  
John and Eleanor Toews  
Allen Toman and Karen Crennan  
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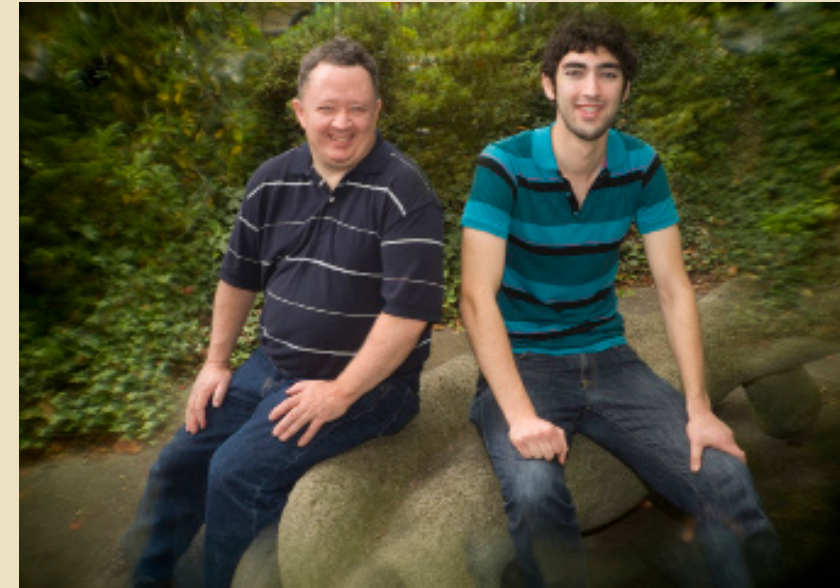
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## Finding a Muse in Travel

Ask Matt Jarvis ('96) when he first became interested in photography and he'll recall a trip to Canada. Ask him when his photography career took off, and he'll mention another trip, this one to China.

Travel, it seems, is Jarvis's muse. This year he decided to share his inspiration by creating a travel scholarship for photography majors in the School of Art. The Matt J. Jarvis Award for Photography provides \$2,500 for a student to travel to a country of his or her choice to pursue a photography project.

"In my work, I'm interested in cultural identity and how people fit into the place where they live," explains Jarvis. "Through travel, I've learned a lot more about the world. I wanted to give other people that same opportunity."

Jarvis's photographs can be seen in local, state, and regional magazines as well as art exhibits. His gift to the School of Art is funded

through proceeds from his photography work as well as from the sale of cattle raised on his family's ranch in Pawhuska, Oklahoma.

"My family is Osage Indian, and we have land out here in Oklahoma," says Jarvis. "We've been ranching since before the 1900s."

Jarvis is committed to continuing the travel grant annually for the next 20 years. He's even included it in his life insurance policy—just in case. But he's planning to stick around for a long time. After all, he's got places to go.

"Next summer I'm going to Indonesia and Malaysia," he says, after rattling off past destinations that range from Cambodia to the Caribbean to Europe. "No doubt about it—I've been lucky."

ABOVE: MATT JARVIS (LEFT) WITH SOL HASHEMI, RECIPIENT OF THE INAUGURAL JARVIS AWARD FOR PHOTOGRAPHY. PHOTO BY KAREN ORDERS.

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## A Granddaughter Honors UW Pioneers

When Sally Black ('80, '83) returned to college as an English major (and later a graduate student in social work) after raising her family, she spent many hours in Padelford Hall, home of the Department of English. Few classmates knew that the building's namesake, Frederick Padelford, was her grandfather.

Now Black and her husband Alan are celebrating her academic lineage—and supporting graduate students—by establishing the Jessie Elizabeth Pepper Padelford and Frederick Morgan Padelford Endowed Fellowships in English. The fellowships will help graduate students in their first year of study and then again while they work on their dissertation.

"I took the University for granted as a child, because it was so much a part of my family's life," says Black. "As an adult, I felt that supporting the University would be a personal and meaningful way to remember my grandparents."

Frederick Padelford was a professor of English and later dean of the Graduate School. He and Jessie came to the UW in 1901, just six years after Denny Hall opened as the first building on the current Seattle campus.

Black recalls her grandparents' stories of those early days, which highlight just how much the campus—and city—have changed.

"My grandparents lived nearby and had a milk cow in their backyard," says Black. "My grandfather would walk the cow to campus and tie it up in front of Denny Hall, then teach all day before taking the cow home. He said the grass was better on campus." Black adds with a laugh, "That was one educated cow."

Black pointedly included her grandmother's name in the endowment. "She was the one who did all the entertaining of my grandfather's colleagues and students," Black explains. "He was the one who got all the kudos, but she was such an important part of the package. She was the glue who held the whole thing together."

What would her grandparents think about the endowments created in their name?

"I think they would be delighted," says Black. "They would be so pleased that there was a grandchild who remembered their contributions. I hope that it will help my children and grandchildren learn more about their ancestors and their roots."

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## Honoring a Math Ambassador

Each spring, 1,200 high school students converge on the UW campus for Math Day, which highlights math's role in the real world. Over the summer, two dozen high schoolers spend six weeks on campus for more in-depth exploration, through the Summer Institute for Mathematics at the UW (SIMUW). At nearly the same time, top undergrads from across the country arrive to work with UW faculty on mathematics research through the Research Experience for Undergraduates (REU) program.

Exhausted yet? Imagine how Jim Morrow feels.

Morrow, professor of mathematics, is the driving force behind Math Day and is the UW director for the national REU program. He also is heavily involved in SIMUW.

Then there's Morrow's role as coach for the UW teams (often more than one) that participate in the international Mathematical Modeling Contest each year. UW teams have scored an astonishing seven wins in the past six years.

To acknowledge Morrow's exceptional work in mathematics outreach, three donors are funding a term professorship, to be held by Morrow for three years. Term professorships provide current funding equivalent to what an endowed professorship would pay out over the same period—in this case, \$15,000 per year.

The donors are George Kauffman, a member of the A&S Board; Vaho Rebasoo, who earned his PhD from the UW Department of Mathematics in 1977; and Donald Fowler.

"This term professorship has been a way to do something good for Professor Morrow and the department," says Rebasoo, who had Morrow as his PhD adviser. "Jim's role in the department is much more than to be a good instructor. He energizes the department, encouraging teachers to put more effort into teaching and students to put more effort into learning. From what I can see, his energy raises the level of the whole department."

ABOVE: JIM MORROW. PHOTO BY NANCY JOSEPH.

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## Introducing East Asia

The Freeman family history reads like an historical novel, with Asia as a central theme.

After traveling to China in 1920 to teach English, Mansfield Freeman opened the Shanghai office of an insurance company that was later to become AIG. His son Houghton, raised in China, worked for AIG in Shanghai after attending college in the U.S. He left China when the Communists took over—his family was among the last to evacuate—and relocated to Tokyo to set up an AIG office. He remained in Japan for two decades, raising his children there.

The Freeman Foundation reflects the family's Asian roots. Administered by Houghton and Doreen Freeman and their son Graeme, the foundation promotes knowledge and understanding between Americans and the people of East Asia, with an emphasis on reaching K-12 teachers.

The East Asia Resource Center (EARC) in the UW's Jackson School of International Studies has received nearly \$9 million from the Freeman Foundation since 1997, funding workshops, seminars, summer institutes, and study tours to China, Japan, and Korea for K-12 teachers. "We would not be able to provide these programs without this funding," says EARC director Mary Bernson. "The vast majority of our support comes from the Freeman Foundation."

Teachers often begin by signing up for a workshop and return to participate in a longer program. The study tours are a popular offering

(requiring a very competitive application process), with the Foundation covering much of the cost. "The trips are heavily subsidized," says Bernson. "Teachers simply can't afford to do this otherwise."

Participants have marveled at the impact the experience has had on their teaching. "They say that having been to Asia changes everything," says Bernson. "When they come back, they throw out or revise everything they've taught about these countries. We hear that over and over from our study tour alumni."

The Freeman Foundation also funds an undergraduate initiative at the UW to make courses about Asia more accessible to non-majors. The support has allowed the College of Arts and Sciences to hire additional faculty and teaching assistants in Asian studies, fund the development of new courses, and provide travel awards for students and faculty.

"The Freeman family believes that it is vitally important that the people of East Asia and the U.S. understand each other better," says Bernson. "They are so dedicated to this that they not only provide grants but also administer the foundation and meet with grantees. Their personal commitment is inspirational."

PHOTO: ART TEACHER TACY BIGELOW VISITS WITH A BUDDHIST PRIEST IN KYOTO, JAPAN, DURING A TOUR MADE POSSIBLE THROUGH FREEMAN FOUNDATION SUPPORT.

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