



Transform your learning

UNIVERSITY OF WASHINGTON OFFICE OF UNDERGRADUATE EDUCATION 2004-05 ANNUAL REPORT



Dear Friends of Undergraduate Education,



The Office of Undergraduate Education supports students on a path to discovering their major, an engaging research experience, or a leadership opportunity in our community or far from the Seattle campus. We also invest in faculty as they re-imagine, reform, and revitalize classroom and out-of-classroom learning. From curricular development to teaching and learning workshops, our faculty are provided with vital resources to promote excellence in the undergraduate experience.

OUE supports students in their discoveries in many ways—through advising, academic rigor, experiential learning, assessment, classroom facilities and technology, and support for faculty. Our success is also a result of the partnerships we have created with donors who value access to educational opportunities for a diverse body of students. We are grateful for their critical support.

In the coming year, we look forward to working with all of our partners, on and off campus, to continue to transform student learning at the University of Washington. We invite you to join us.

Sincerely,

Christine Ingebritsen

ACTING DEAN AND VICE PROVOST

EXCELLENCE IN UNDERGRADUATE EDUCATION

University Honors Program

Provides a rigorous and enhanced educational experience for high-achieving students by engaging them in all the benefits of a large, world-class research university through a supportive, liberal-arts setting and interdisciplinary core curriculum.

Program on the Environment

Educates future environmental leaders through interdisciplinary environmental education for undergraduate and graduate students. Public environmental programming brings together campus and the community.

Robinson Center for Young Scholars

Recruits intellectually talented youth in seventh, eighth, and tenth grades to the UW through rigorous academic and social development programs. The UW is the only university worldwide offering two early entrance programs.

University Courses

Offers students perspective into important research questions through thematically-based, interdisciplinary courses. Also incorporates courses in writing and speech communication. Established in 2005.

UW Teaching Academy

Promotes excellence in teaching by providing opportunities for faculty engagement around teaching and enhancing instruction. Also coordinates annual selection of prestigious, campus-wide recognition of excellence in teaching.

GATEWAY CENTER

Undergraduate Advising

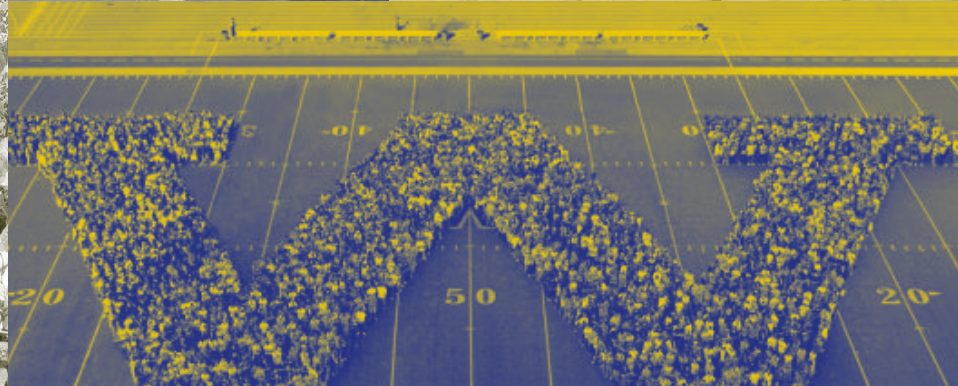
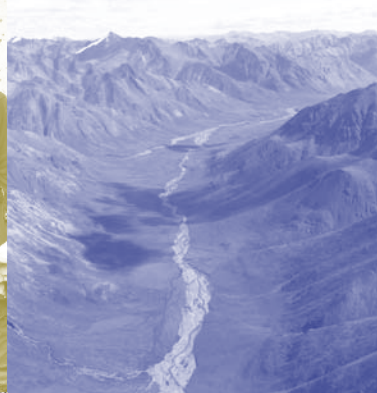
Provides academic counseling for undergraduates. Additionally, the office works with local community colleges on transfer-related topics, publishes and maintains advising communications, and trains and supports campus advisers.

First Year Programs

Provides comprehensive transitional support to entering freshmen and transfer students and their families. Programs increase student retention, foster interaction with faculty and staff, and improve students' academic success.

Center for Learning and Undergraduate Enrichment (CLUE)

Brings late-night, multidisciplinary tutoring to freshmen, sophomore, and transfer students. CLUE tutors help undergraduates succeed in many of the UW's crucial lower-division courses.



ACADEMIC SUPPORT

Classroom Support Services

Creates and manages the links between teaching and learning by supporting faculty, staff, and student use of classrooms and current and emerging technologies.

Office of Educational Assessment

Provides evaluation and assessment services to the UW community and outside agencies. Offers course evaluation, testing, and test-scoring services and collaborates with UW faculty and staff to create effective assessment strategies.

CENTER FOR EXPERIENTIAL LEARNING

Carlson Leadership and Public Service Center

Engages undergraduates in service learning, volunteer and internship opportunities, and community events. Works with faculty, students, and community partners to develop academic connections between the classroom and community.

Jumpstart (with Office of Minority Affairs)

Recruits undergraduates to mentor low-income preschool children and build their language and literacy, social, and initiative skills.

Mary Gates Endowment for Students

Offers scholarships to undergraduates engaged in research with faculty, leadership in the community, and student-designed creative endeavors.

Pipeline Project

Engages UW students in educational and service opportunities in local and regional schools and community organizations.

Undergraduate Research Program

Creates and coordinates opportunities for undergraduates to participate in research with faculty, provides a public forum for students to present their work, and offers advising and other resources.

Undergraduate Scholarship Office

Helps UW students prepare to compete for local and prestigious national scholarships. Scholarship Office workshops, fairs, and web pages provide additional information and developmental resources.

Hands-on research and discovery



Sarah Bowerman came to the University of Washington from a small high school in rural Alaska because “I wanted to go someplace where I could learn anything I wanted.”

As a freshman, Sarah’s oceanography class toured Puget Sound on a research vessel. The combination of coursework and research clicked and Sarah asked her professor about finding similar experiences. Soon, she was working in a lab analyzing cold-loving bacteria.

From there, Sarah studied flow cytometry, the science of counting cells. In the Cell Analysis Facility, Sarah calibrated the scientific equipment that counted cells for a variety of projects across campus. “The coolest thing about it,” says Sarah, “was that all these people would use the lab so I was able to learn how to use these machines for all these different projects.”

In that lab, Sarah met Dr. Marina Kalyuzhnaya, a research associate in Dr. Mary Lidstrom’s lab. Now a biology major, Sarah joined the Lidstrom Lab and began analyzing methylotrophic bacteria in samples of Lake Washington sediment. Methylotrophic bacteria are microorganisms able to use one-carbon (C-1) compounds, such as methanol, for energy. Many C-1 compounds are toxic to other organisms, yet methylotrophic bacteria feed on them.



In the Lidstrom Lab, Sarah sorts the cells in the lake sediment and analyzes the similarities and differences of those cells and the cells of known bacteria. Researchers hope to cultivate these cells to learn more about them, possibly leading to greater understanding of metabolism, global warming, and cleaning hazardous waste sites. As Sarah worked, she discovered a new genus of methylotrophic bacteria and was able to name it herself. She named it *Methylotenera mobilis*—“tenera” means “delicate” in Latin, an appropriate descriptor for a cell Sarah calls “finicky.”

Sarah’s research has resulted in co-authorship of two papers, one of which was recently published, and a Research Fellowship for Advanced Undergraduates from OUE’s Undergraduate Research Program. The Undergraduate Research Program awards only eight of these prestigious fellowships annually, made possible by funding from the Washington Research Foundation. The fellowship, says Sarah, removed the burden of trying to focus on research, school, and a job. OUE’s Undergraduate Research Program administers the fellowships as part of its work connecting undergraduates to faculty research and knowledge-making.

Conducting research added an extra dimension to Sarah’s undergraduate coursework in biology. “There’s nothing quite like hands-on experience,” says Sarah.

Sarah will graduate in 2006. While she calls Alaska home, she will remain at the UW for a little while—she was recently accepted into the UW’s top-rated medical school.

Classrooms



in unlikely places

Lindsay, Irene and Seth outside the King County Correctional Facility.

In Professor Mayerfeld's "Politics and Law of International Human Rights" class, students examine the emergence and development of the human rights movement and the global context in which it operates.

But how far do human rights extend? A service learning component of the class challenges students to decide for themselves. Some students participating in service learning tutor inmates in the King County Correctional Facility in downtown Seattle.

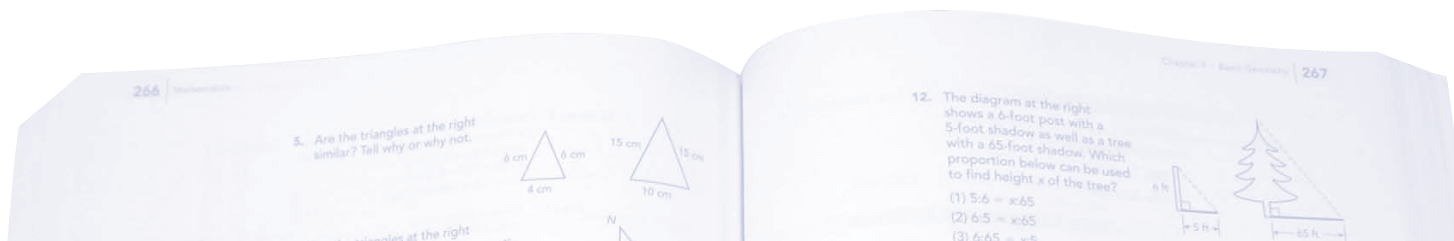
OUE's Carlson Leadership and Public Service Center connects courses, like Professor Mayerfeld's, with community-based partners such as the King County Correctional Facility. Through volunteering, students test their intellectual boundaries. Michaelann Jundt, Carlson Center director, says, "Tutoring at the King County jail helps service learning students think about human rights in a way that is personalized and local."

Seth Leavitt, a senior in the human rights class who plans on a career as a federal law enforcement agent, tutors at the jail. Seth transferred to the UW with his associate's degree in the administration of justice. He earned a certificate in forensics from the UW Extension while working on his law, society, and justice major as well as two minors in geography and human rights.

Twice each week, Seth helps two students at the jail study for the GED. He began tutoring as a way to help people and now he says, "once you're in there tutoring and you see the results, you begin to think this is a right the inmates have." Tutoring also challenged Seth's perceptions of people in jail: He didn't expect to find people with goals or anything positive in their lives. In Seth's experience, the inmates "really value a tutor taking time out of their week."

Discovering this complexity of character motivates Lindsay Cael and Irene Krugman, who coordinate volunteer tutors at the jail. Lindsay began her work at the jail the same way Seth did—through service learning as a UW undergraduate. She graduated in spring 2005, and says that service learning allowed her to "form questions that are more complex. It makes learning immediate, useful, meaningful."

Professor Mayerfeld, Seth's human rights professor, adds, "Service learning has been a huge boon for my course. Students gain insights they could never learn from the lectures and assigned readings alone." Seth's tutoring experiences have been so positive he plans to continue it after the course is finished. "I don't really have plans to stop anytime soon," he says. "I'm hoping to add an ESL student."





Nimisha, left, and Brewster-based student.

Alternative spring break



- Curlew
- Tonasket
- Paschal Sherman
- Brewster
 - Bridgeport

4

"I do see how I'm going to impact the kids," says UW senior and biology major Bayley Lawrence, "but when I go there, I see how I'm going to be impacted back."

"We weren't in another country, we were just on the other side of the mountains," says Nimisha Ghosh Roy, a UW junior majoring in physics and earth and space sciences.

Bayley and Nimisha led UW undergraduates on an Alternative Spring Break to K-12 schools in rural Washington where they helped students write, illustrate, and publish their own books. Bayley and her group spent a week in Toppenish; Nimisha's group traveled to Brewster. Since 2001, OUE's Pipeline Project has sent undergraduates on these trips to promote literary arts experiences in rural Washington.

"The majority of our students," writes Brewster High School counselor Guadalupe Ledesma, "are from poverty and their experiences of the world beyond a 25/50-mile radius are very limited. So, experiences like these can be life changing."

Like Bayley and Nimisha, many students in the Pipeline Project plan to become teachers. Others from a wide range of disciplines join the Pipeline Project because they want to work with youth in a K-12 environment. That's just fine for Pipeline's director, Christine Stickler, who wants "to get students hooked on tutoring" so they

continue to volunteer in public schools no matter what their profession is. Nimisha, from Bellevue, and Bayley, from Issaquah, are hooked. Involved in every aspect of the Pipeline Project, they tutor in Seattle schools, facilitate on-campus seminars, lead undergraduates on the Alternative Spring Break, and work in the Pipeline Project's office.

While leading the group in Brewster, Nimisha learned about discrepancies in science education between schools. Consequently, she is interested in teaching science in a rural setting. "I never would have had this realization if I hadn't gone to Brewster," she says. Passionate about teaching science, she asks, "How are you going to expect students to want to learn science if you don't teach them exciting parts?" This year, Nimisha will lead a group to a tribal school. Poetry is the theme and Nimisha wonders aloud, "How can I write a poem about science?"

For Bayley, leading a group in Toppenish "helped me realize that these students have a lot to deal with when they go home at night... Their life isn't the life I experienced. There's so much to learn about yourself when you work with people who are not like you."

When Bayley graduates, she will join the Peace Corps and then earn a Master's degree to teach high school science—possibly in a place like Toppenish.



Bayley, surrounded.



Rafting on a river of issues

As a UW freshman, Tim Yang connected to his new dorm community through the group Students Expressing Environmental Dedication, SEED. At the end of the year, Tim was elected director of SEED. He is quick to qualify his election: "I was the only member left." As director, Tim initiated paper recycling in the dorms, established a membership base, web site, and even a budget.

Now a junior, Tim combines his environmental interest with his majors in political science and economics, through classes in Program on the Environment, a unit within OUE and the Graduate School. In 2005, Tim enrolled in Program on the Environment's class "Choices and Change in the Arctic National Wildlife Refuge (ANWR)." After analyzing the complex issues surrounding ANWR in a campus-based seminar, Tim's class spent eight days in the Refuge, a place visited by only 1,400 people each year.

"There's not really any place on earth that's free from human impact," says Tim. "But you never see any place so untouched. I don't think I've ever been so far away from another person."

"Everything was new to all of us," says Nate Mantua, course co-instructor and climatologist. Students toured the tundra by raft and foot, seeing wildlife and swatting mosquitoes along the way. Each day, students discussed their observations. "The guides," remembers Nate, "said they felt like they were in a think tank in the field."

Also in Alaska, students met petroleum geologists, caribou biologists, climate change and permafrost experts, energy economists, Alaskan politicians, and Gwich'in and Inupiat leaders. These perspectives enabled students to "dig vastly deeper than the media messages on both sides," explains David Secord, course co-instructor and Program on the Environment co-director.

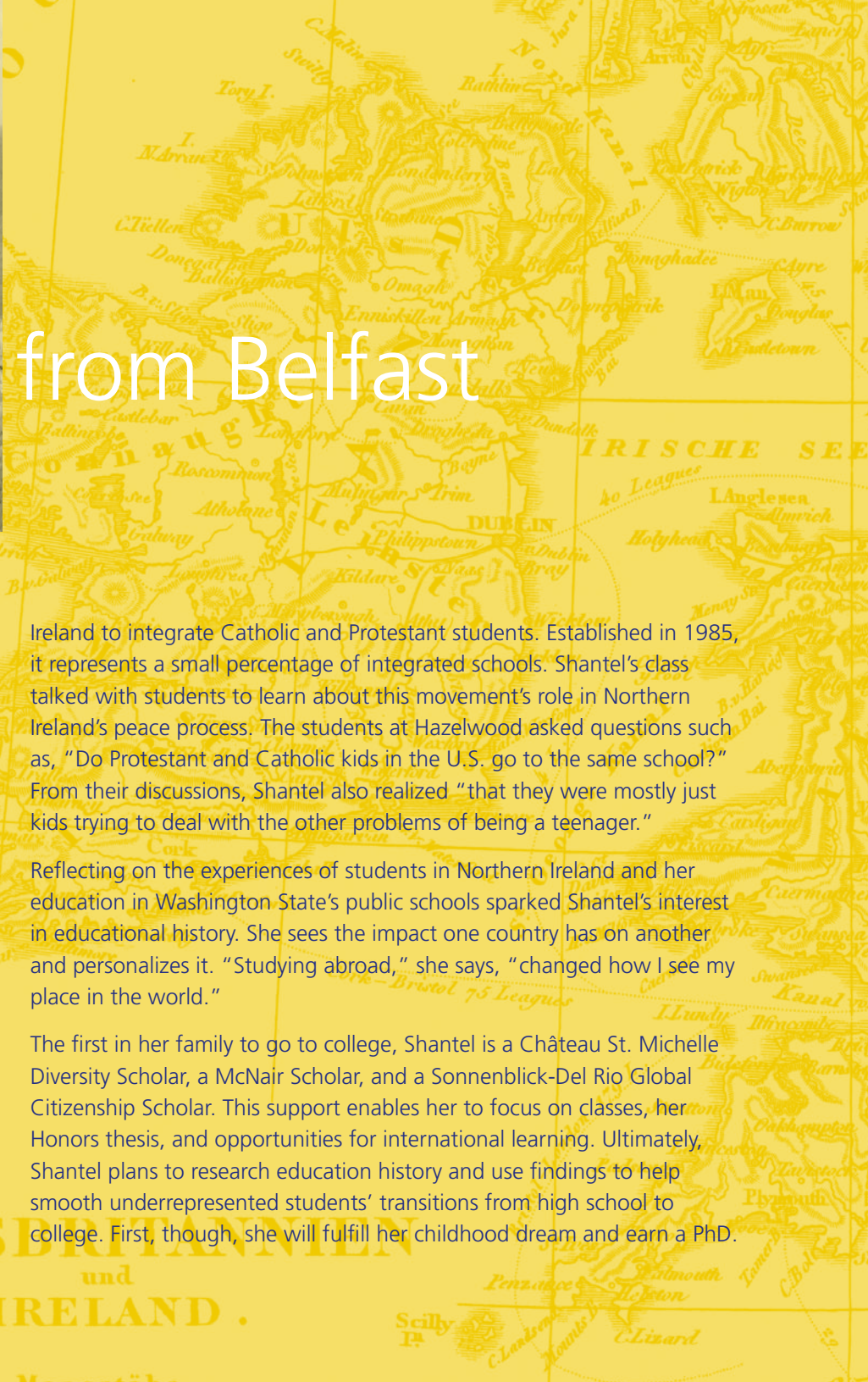
Funding from the Lucky Seven Foundation and local businessman Tom Champion defrayed some student expenses. After learning about students' experiences in the Refuge, the Foundation offered support for student travel to Washington D.C.

The depth of students' academic and field experiences made it "natural that they would want to witness the policy-making process after the formal course was over," explains David. In D.C., students met the Washington State congressional delegation and observed activities associated with ANWR.

To Tim, the most urgent issues facing his generation are environmental. Studying them through a political and economic lens helps him define his own bigger picture, that neither the environment nor its accompanying issues are "confined by political borders." A perspective that, after he graduates, will benefit his work in environmental education and politics.



Lessons from Belfast



6

Shantel Martinez came to the University of Washington to study conflict resolution and international studies but “I never thought I’d go to Northern Ireland.”

Currently a junior, Shantel declared her history major early—as a sophomore—and entered the Honors Program for its additional academic rigor. She focused her studies on British history and modern Irish history explaining, “Ireland’s always interested me because I’m half Irish.” When Shantel’s academic and cultural interests met with an opportunity to study in Northern Ireland, she jumped on it.

Shantel spent eight weeks witnessing first-hand the violent remnants and living history of Northern Ireland. “Everywhere you go,” she says, “you remember the past. They’re trying to rebuild from years of violence, but history is prevalent.” Exploring the close proximity of places she read about in her classes on UW’s campus brought an unexpected reality: “Your enemy is your neighbor. I never really pictured that.”

History and renewal merge in Northern Ireland’s Integrated Education movement, begun in the early 1980s by parents and teachers. Shantel’s class visited Hazelwood College, one of the first schools in Northern

Ireland to integrate Catholic and Protestant students. Established in 1985, it represents a small percentage of integrated schools. Shantel’s class talked with students to learn about this movement’s role in Northern Ireland’s peace process. The students at Hazelwood asked questions such as, “Do Protestant and Catholic kids in the U.S. go to the same school?” From their discussions, Shantel also realized “that they were mostly just kids trying to deal with the other problems of being a teenager.”

Reflecting on the experiences of students in Northern Ireland and her education in Washington State’s public schools sparked Shantel’s interest in educational history. She sees the impact one country has on another and personalizes it. “Studying abroad,” she says, “changed how I see my place in the world.”

The first in her family to go to college, Shantel is a Château St. Michelle Diversity Scholar, a McNair Scholar, and a Sonnenblick-Del Rio Global Citizenship Scholar. This support enables her to focus on classes, her Honors thesis, and opportunities for international learning. Ultimately, Shantel plans to research education history and use findings to help smooth underrepresented students’ transitions from high school to college. First, though, she will fulfill her childhood dream and earn a PhD.

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The Office of Undergraduate Education is grateful to our supporters whose remarkable contributions create enduring benefits for UW students and faculty. We are extremely thankful for the outstanding support from longtime friends and new donors. This support has enabled us to extend the boundaries of learning, research, and inquiry. Donors are listed in alphabetical order and represent giving from July 2004 through June 2005.

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Carl & Louise Lovsted establish second endowment to the UW

In September 2004, Mr. and Mrs. Carl Lovsted established the Lovsted Family Endowed Scholarships. These scholarships support students in the Honors Program, Men's Crew Program, and the Swimming Program.

Both UW alumni, Carl ('52) achieved success in basketball and as a member of the Crew team,



Carl Lovsted, 1952

Louise (Clarke) Lovsted, 1953

winning National Championships and a bronze medal at the 1952 Olympic Games in Helsinki, Finland. Carl, along with his crews, has been twice inducted into the Husky Hall of Fame. Carl's wife, Louise ('53), graduated from the UW Magna Cum Laude, was president of the Associated Women Students, on the ASUW Board of Control, President of Kappa Kappa Gamma, and a member of Mortar Board and Phi Beta Kappa. She was engaged in several university scholarship programs including the Alumnae Board, Mortar Board, and the Class of 1953 effort.

Recently, Louise passed away. Her generosity of spirit and love for her family and community are remembered through the students helped by the Lovsted Family Endowed Scholarships. These students share Louise and Carl's values and qualities including a strong character, integrity, cooperative attitude,

passion for study, commitment to family and community, honesty, and a strong work ethic.

Freshman Bora Chang received the first Lovsted Honors Scholarship. An accomplished musician, athlete, and student, Bora pursued demanding courses in high school, including several university classes. Additionally, Bora has volunteered hundreds of hours, served as volleyball team captain and president of her high school service club. At the UW, she plans to major in biochemistry.

"Carl and Lou Lovsted established their endowment to help students realize their goals and dreams," says Shawn Wong, Honors Program director. "Lou was very connected to our UW community. This endowment is a tribute to the Lovsted's commitment to the UW and the students in the Honors Program."

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 Mr. and Mrs. John A. West
 Mr. and Mrs. James D. Whalon
 Mr. and Mrs. Richard Earl Wiegand
 Dr. Lesley D. and Mr. Timothy S. Wilkinson
 Ms. Ina C. Willner
 Mr. and Mrs. George P. Wilson
 Mr. Wing Kin Wong
 Mr. Kurt Xyst
 Mr. and Mrs. Mitchell D. Young
 Prof. Craig ZumBrunnen

2004-05 Highlights

The Office of Undergraduate Education (OUE) enriches student learning, fosters excellence in faculty teaching and mentoring, and supports departments to assess their courses and degree programs. Additionally, OUE oversees resources—such as classrooms and technology—that facilitate excellence and innovation in undergraduate learning.



EXCELLENCE IN UNDERGRADUATE EDUCATION

University Honors Program

- Established Honors House, a living/learning environment, in McCarty Hall. Will expand to other dorms, doubling its size in 06-07.
- Established Honors Faculty Scholar to guide scholarly development of Honors students, advise Honors Program on curriculum, assessment, and program development.
- Added Forestry honors program, expanding departmental honors programs to six colleges.
- Amplified international engagement opportunities by increasing Bonderman Travel Fellowships from ten \$10,000 fellowships to ten \$20,000 fellowships, divided equally with the Graduate School.
- Expanded study abroad opportunities from one program in Italy to Zimbabwe, Cameroon, Netherlands, and Greece. Will add Costa Rica and Argentina this year.

Program on the Environment

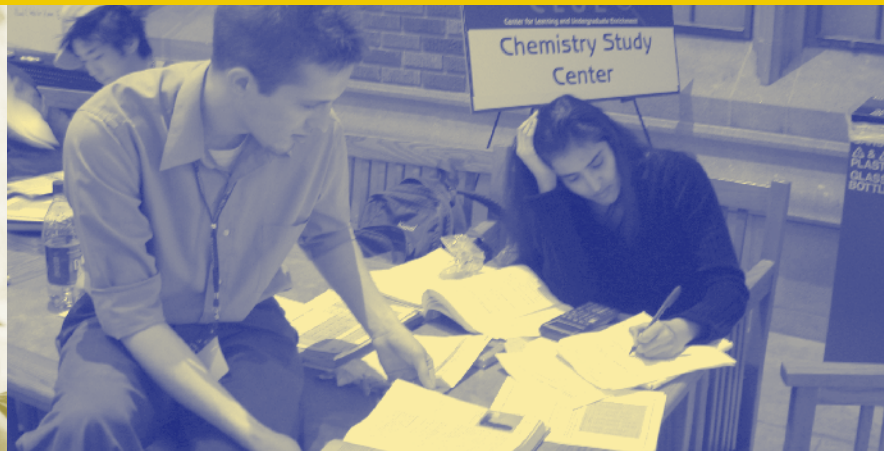
- Joined team of regional colleges and universities to create a Curriculum for the Bioregion, designed to give UW students an integrated understanding of this region.
- Started transformation of undergraduate environmental studies curriculum, with an eye to being a national model of integrated environmental education at major research universities.
- Spearheaded successful drive for UW to join national leadership organizations in environmental research and education.
- Expanded international learning opportunities for environmental studies students.

Robinson Center for Young Scholars

- Provided avenue for young academically-gifted students to enter the UW: 14 students in Transition School, 61 students in Early Entrance Program, 137 students in UW Academy.
- Reached out to gifted students: 390 students (grades 5-10) participated in summer programs; more than 1,700 students (grades 5-8) participated in Washington Search for Young Scholars in its first two years.
- Leader in this field of research. Second 10-year follow-up study of Early Entrance Program graduates currently in press; two new studies are underway.

UW Teaching Academy

- Established new ways to honor excellence in undergraduate instruction and innovation in teaching.
- Introduced monthly dinner and lecture series with UW Club featuring recipient of University's prestigious Distinguished Teaching Award.



GATEWAY CENTER

10

Undergraduate Advising

- Launched proactive Individualized Second-Year Advising Program to help individual students with decisions around declaring their major. Held 1,345 meetings with 874 students, more than 95% of whom found their adviser and the advising session helpful.
- Improved advising outreach to community colleges to help community college advisers and faculty advise prospective transfer students through transfer application process and planning for their major.
- Collaborated with Residential Life to offer advising services in residence halls. Served more than 300 students.
- Implemented "The Spiral Staircase: Explorations in Identity" to more effectively serve students and University community by promoting, creating, and maintaining a safe and affirming environment.

First Year Programs

- Created Husky Adventures, social opportunities hosted by UW faculty and staff connecting new students to the region through activities such as kayaking, attending Mariners games, or hiking.
- Piloted University Perspectives, a 2-credit seminar for new students teaching critical reasoning strategies. More than 80 new freshman and transfer students served.
- Instituted Library Excursion Freshman Interest Group (FIG) to introduce students to the UW library system, expose them to different types of academic research sources, and provide a framework for using the sources. Its success led to the redesign of the online library tutorial Research 101.

Center for Learning and Undergraduate Enrichment (CLUE)

- Facilitated nearly 48,000 student visits, nearly half of which were for drop-in instruction in multiple disciplines.
- Supported 44 large-lecture undergraduate courses with small evening discussion and review sessions that personalize students' connections to instructors and courses.
- Increased percentage of commuter student visits to 49% of students who attend CLUE.
- Introduce CLUE students to extra- and intra-curricular opportunities by hosting wide variety of student and campus clubs info tables.



ACADEMIC SUPPORT

Classroom Support Services

- Installed 55 new data projectors and 13 additional faculty workstations in classrooms.
- Implemented new Student Response System (“Clickers”) for up to 2,000 student users in classrooms.
- Began pilot to podcast 3 courses and video stream 3 courses.
- Launched student-funded videoconferencing program.
- Supervised more than \$5,000,000 in classroom renovations in Kane Hall, Communications Building, Hitchcock Hall, and Gowen Hall.

Office of Educational Assessment

- Carried out institution-level Academic Advising Study that informed major restructuring decisions.
- Worked with more than 20 departments on articulating and assessing course-based and departmental learning goals.
- Provided evaluation services for ten federally funded and four state funded programs; four programs involved outreach to the K-12 community and seven were designed to understand and serve the needs of traditionally underserved populations.



CENTER FOR EXPERIENTIAL LEARNING

ESTABLISHED IN 2004 BY GROUPING SIX SEPARATE OUE UNITS, THE CENTER FOR EXPERIENTIAL LEARNING CONNECTS UW UNDERGRADUATES WITH RESEARCH, COMMUNITY-BASED LEARNING AND LEADERSHIP, AND SCHOLARSHIPS. THE CENTER ALSO HELPS FACULTY AND DEPARTMENTS INTEGRATE SERVICE LEARNING AND RESEARCH INTO THEIR CURRICULA.

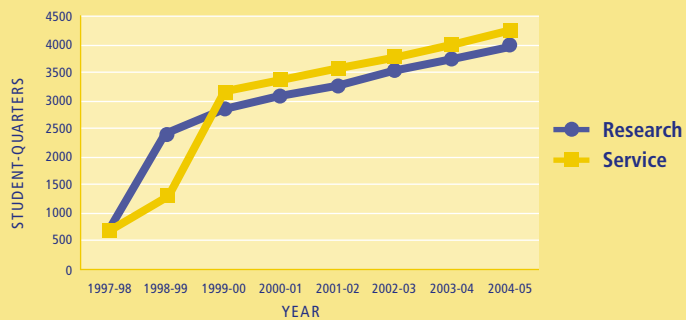
Carlson Leadership and Public Service Center

- Increased: number of community partners by 16%, courses offering service learning component by 24%, and students involved in service learning by 8%.
- Received endowed funds from Class of 1955 class gift to establish the Carlson Civic Fellows, a scholarship supporting civic and community commitment.

Mary Gates Endowment for Students

- Invested more than \$1.17 million in competitive awards to 325 Mary Gates Scholars engaged in leadership, research and scholarly activities.

Undergraduate Involvement in Research and Service



The Center for Experiential Learning facilitated and/or sponsored many of these student experiences.

Pipeline Project

- Expanded the Alternative Spring Break health and literacy projects in rural Washington to include 65 UW students, 9 towns and 833 K-12 students.

Undergraduate Research Program

- Showcased research of 524 undergraduates at Eighth Annual Undergraduate Research Symposium.
- Doubled funding from Washington Research Foundation for Research Fellowships for Advanced Undergraduates.

Undergraduate Scholarship Office

- In 2004-05, aided UW nominees toward attainment of Beinecke, Churchill, Gates Cambridge, Goldwater, Merage, Truman, and Udall scholarships and finalist status for the regional Marshall, Mitchell, and Rhodes competitions.

NUMBER OF STUDENTS

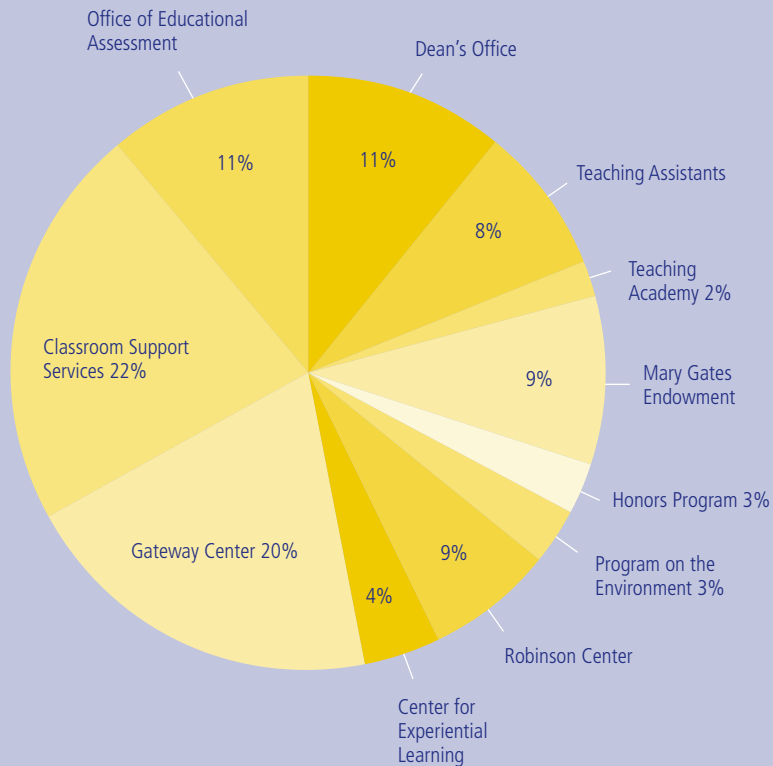
Scholarship	2000	2001	2002	2003	2004	2005	2006
The Gates Cambridge Scholarship First awards made in 2000						2	1
The Barry M. Goldwater Scholarship	4	3	2	2	3	3	*
The Marshall Scholarship		1		1	1		1
The George J. Mitchell Scholarship First awards made in 2000		1	1	1			
The Rhodes Scholarship		1	1		1		1
The Harry S. Truman Scholarship	1		1			1	*
The Morris K. Udall Scholarship			1	1	1	1	*

* 2006 results forthcoming.

Undergraduate Scholarship Office coordinates campus-wide faculty teams to help students compete for national scholarships, bringing UW unprecedented success in recent years.

Resources

OUE resources help students become independent learners, foster the development of outstanding teachers, and support the ability of departments to serve student demand for courses. Here we summarize funding allocations for 2004-2005, totaling \$15,091,807.



CREDITS

Annual Report Creative Director: Kirsten Atik

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Future Directions: 2005-06 OUE Initiatives to Transform Undergraduate Learning

COMMON BOOK

Beginning summer 2006, all incoming UW freshmen and transfer students will read the same book, *Mountains Beyond Mountains* by Tracy Kidder. This common intellectual experience helps students build social and academic networks.

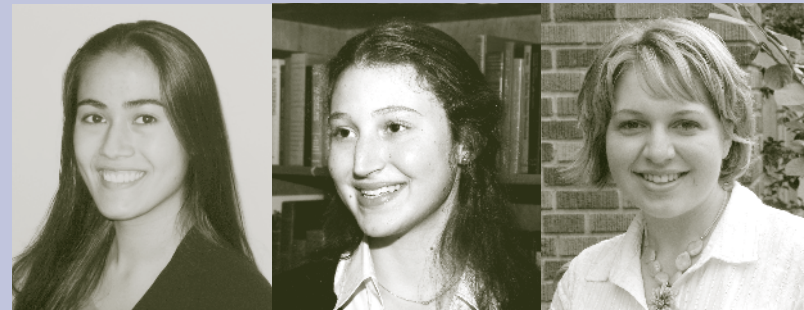
INTERNATIONAL CURRICULUM DEVELOPMENT

To better prepare our students for entry into an increasingly global society, OUE is supporting the internationalization of undergraduate courses. In fall 2005, nine instructors received mini-grants to develop an international curriculum for a course to be offered in 2006-07.

CIVIC ENGAGEMENT

In spring 2006, Honors students and alumni will travel to Mississippi and volunteer with a local community to help Hurricane Katrina restoration efforts.

Congratulations 2006 National Scholars!



Sariah Khormaee
Marshall Scholar

Eliana Hechter
Rhodes Scholar

Lesley Everett
Gates Cambridge Scholar



Katharine Liang (left), Mary Gates Research Scholar and Honors student, on her excursion to China.



2004-05 National scholarship nominees

UNIVERSITY OF WASHINGTON OFFICE OF UNDERGRADUATE EDUCATION

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