

The University of Washington
Transfer eNewsletter

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Table of Contents

Welcome from the Editor	2
The GLBT community at the UW: Expressing "Selfhood"	3
Admissions Update	5
Upcoming Scholarship Deadlines	6
Upcoming UW visits to community colleges	8
The Summer Institute in the Arts and Humanities	9
DXArts: Digital Expression	10
The UW Environmental Health Major Introduces the Jack Hatlen Undergraduate Scholarship	12
New: Diversity Minor	13
Pharmacy Reminder	14
Transfer Student Interview - online only	
Visit ANWR Yourself!	15
Transfer Thursdays	16
Credits	17

Please visit us online at <http://www.transfernews.washington.edu> for the full version of the Transfer eNewsletter, including many useful links, an interview with a current UW transfer student, past issues of the newsletter, and more!

Welcome from the Editor

By Megan McConnell, Editor, eTransfer Newsletter

This issue of the UW's Transfer eNewsletter is devoted to the theme, "Express Yourself." I hope you'll take this opportunity to reflect on the many ways education helps us all to express ourselves and understand the expressions of those around us.

In living openly and honestly, Gay, Bisexual, Lesbian and Transgender students express themselves, just as all other students do. Sometimes that expression is loud, sometimes quiet, but always an intimate one, in that they are "expressing self." Our article on the GLBT community at the UW and the attempts the UW makes to celebrate diversity and provide equality of treatment chronicles some of these self expressions.

Also featured is the relatively new DX Arts major, a major involving artistic expression through digitized and computerized media. Students investigating this major will be well served to come to campus April 12 for the Spring DX Arts Concert described in the article. We have included a piece on the Summer Institute in the Arts and Humanities as a perfect opportunity for students from all kinds of majors to focus their expression on one particular theme, as in this summer's theme, "Nature Matters: On the Varieties of Environmental Experience."

Finally, our student interview with Markus Thomi takes us on a journey of exploration and expression. Thomi, a former transfer student who is earning a degree in international studies, spent part of last summer in the Arctic National Wildlife Refuge as part of a class offered by the Program on the Environment. The impressions Thomi came away with helped inspire his comments to elected officials in Washington, D.C., and allowed him to contemplate the nature of expression in a democracy. Have a listen for some of his thoughts. And prospective transfer students should note that the course is returning to ANWR this summer and accepting applications now. Details are included next to the Thomi interview.

Of course we have the usual round-up of additional articles, as well—an update on admissions from Admissions Director Philip Ballinger, a reminder about admission to the Pharmacy School, and an announcement about a new minor on campus: the Diversity Minor.

Enjoy!

Megan McConnell
Editor, Transfer eNewsletter

The GBLT community at the UW: Expressing “Selfhood”

By Megan McConnell, Editor, eTransfer Newsletter

Many incoming transfer students at the University of Washington face a major transition and at least a few challenges in assimilating, finding friends, and making the place seem “theirs.” Assimilation for gay, bisexual, lesbian and transgender (GLBT) students might, at least in theory, be even more difficult. Fortunately for these students, the University is committed to providing equality in treatment; offers support through an on-campus center for students, faculty and staff ([the Q Center](#)); and provides social and educational programming through a commission of the Associated Students of the University of Washington (ASUW).

Discrimination based on sexual orientation is expressly prohibited in the University Handbook and has been since 1983. Furthermore, domestic partners of students are eligible to use the Intramural Activities Building (since 1996), to sign up for student insurance (since 1997), and to live together in Family Housing (since 1997).

Many GLBT students find a “home” on campus at the Q Center, which facilitates and enhances an open, safe, inclusive, and celebratory environment for bisexual, lesbian, gay, queer, Two-spirit, transgender, intersex, questioning, same-gender-loving, differently oriented, and allied students, faculty, and staff.

“The UW is a mixed bag—full of wildly supportive, celebratory people as well as those who are not supportive and will even taunt or worse. In essence, it is a microcosm of the world at large,” reports Jennifer Self, director of the Q Center. “The nice thing is that there ARE safe places and ways for students to know where they can find them.”

The center provides several key services for its constituents: First, it serves as a safe, open, and accepting place to congregate and simply “to be” on campus, according to Self. Housed in 450 Schmitz, it offers comfy couches and a “drop in whenever” kind of attitude for students simply trying to find a place they know they will be accepted and can find support and friendship.

Education is another primary goal of and service provided by the Q Center. The center coordinates the Safe Zone Project, a training effort aimed at providing potential “allies” (heterosexuals who are supportive of sexual minorities) on campus with at least some basic training around sexuality and gender and the prejudice and discrimination that often accompany them. Staff and faculty who go through the training post a “Safe Zone” sticker in their offices, so that any GLBT student who sees it knows, “I can talk about my full self here and I’ll be OK,” according to Self. To date, there are approximately 300 people on campus on the “Safe Zone” list, but Self estimates they have done training for over 200 people just this academic year, so that number is growing steadily.

Providing social and educational opportunities for GLBT students, their allies, and the campus at large is something both the Q Center and the ASUW’s Gay, Bisexual, Lesbian, Transgendered Commission (GBLTC) count among their responsibilities. Gregor Stoddard, director of the GBLTC and a senior majoring in Political Science, says, “The UW is a supportive environment. That being said [it’s also true that] you meet people you wish were more enlightened.” One of

her many goals in directing this year's commission is to establish dialogue on campus about sexuality and oppression.

One of the most light-hearted ways of opening that dialogue is through the GBLTC's annual Drag Show, which happened on campus March 3 this year. The Drag Show has evolved over time from a talent show in which some contestants were in drag to a total drag show format. Attendance has grown over the years; it used to draw 100-200 students and is now drawing in excess of 600.

The GBLTC, together with the Q Center, also coordinate Lavender Graduation the same week as commencement. Last year, 23 graduates participated; this year, Stoddard expects more.

Stoddard worked as a peer adviser during Orientation in the Summer of 2005, so she is well aware of the assimilation issues students transferring to the UW feel. "Because many transfer students don't think they have a 'traditional' college experience, many of them don't think they have much to offer," she explained. Students in general get more out of their university experience, she explained, when they connect with some sort of community on campus, whether it is through athletics, living arrangements, or other sorts of clubs. GBLT students, she said, "are happier when they connect with our office, and they are incredibly useful because of the life experiences that they have."

Admissions Update

By Philip A. Ballinger, Director of Admissions, University of Washington

Dear Advisors and Students,

I am pleased to share with you news of some positive outcomes and trends for students who have entered the University of Washington from Washington community colleges. In the academic year ending with the spring quarter of 2005, the proportion of all new undergraduates coming to the Seattle campus from Washington community colleges was over 34%. This means that close to 2,650 students served by Washington community colleges enrolled at the University of Washington in Seattle during the 2004-2005 academic year. In addition, nearly 1,200 new Washington community college transfer students enrolled at the University of Washington in Bothell and Tacoma in the same academic year.

Community college students are not only encouraged to apply to the University of Washington, they are also successful in gaining admission. In the recent fall quarter, the Seattle campus offered admission to 68% of all Washington community college applicants. This compares to offer rates of 67% for high school applicants, and only 29% for applicants from other four-year universities. Clearly, the University is open and accessible to Washington community college students.

I expect that the admission rates will continue to be strong in coming quarters. In short, now is a great time to consider transferring to the University of Washington.

All the best,

Philip Ballinger, Ph.D.
Director of Admissions
University of Washington

Upcoming Scholarship Deadlines

Washington NASA Space Grant Community College Scholarship Program

The Washington NASA Space Grant Community College Transfer Scholarships are awarded to promising community college students planning to transfer to the UW to continue their studies in engineering, math or science.

Amount: \$1000-\$5000

Application Deadline: March 24, 2006

For more information: <http://www.waspacegrant.org/cctransf.html>

Martin Achievement Scholarship Program

The Martin Family Foundation established the Martin Achievement Scholarship program to fund students who have demonstrated signs of exceptional ability in art, humanities, music, science, and/or leadership at North Seattle, Seattle Central and South Seattle Community Colleges. The program will select eight Martin Achievement Scholars early in their community college career and will fund, encourage and support their study and eventual transfer to the University of Washington-Seattle Campus.

Amount: \$5,000 each academic year for tuition, books and supplies. Funding begins during the second and/or final year at the community college and will continue when the student transfers to UW.

Application Deadline: April 10, 2006

For more information:

<http://www.washington.edu/students/ugrad/scholar/students/incoming/martinach.html>

Martin Family Foundation Honors Scholarship Program

The Martin Family Foundation Honors Scholarship Program was established to enable community college students of exceptional ability and outstanding achievement to complete their baccalaureate degrees at the University of Washington, Seattle campus.

Amount: Up to \$18,000, a maximum of \$6,000 per year subject to continuing high scholarship at the UW, award may be renewable each year for up to a total of three years of undergraduate support.

Application Deadline: July 7, 2006

For more information:

<http://www.washington.edu/students/ugrad/scholar/students/incoming/martin.html>

Upcoming Paid Internship Deadline

Biomedical and Health Informatics Summer Undergraduate Research Program

The Summer Undergraduate Research Program provides paid internship opportunities for students to work intensively with faculty on research projects for ten weeks during the summer. The program's goals are to introduce students to research projects in Biomedical and Health Informatics, to facilitate contact with faculty, and to increase awareness among undergraduates about this emerging field. Eligibility is limited to students attending a college in the state of Washington or Washington residents going to college outside the state.

Application Deadline: March 29, 2006

For more information: <http://www.informatics.washington.edu/training/undergrad.html>

Upcoming UW visits to community colleges

Can't make it to campus? Don't worry, the office of admissions visits community colleges throughout the state. Check the schedule at <http://admit.washington.edu/Visit/TransferEventCalendar> to see when we will be in your area.

The Summer Institute in the Arts and Humanities

The [Summer Institute in the Arts and Humanities](#), created by the [Undergraduate Research Program](#) and the [Simpson Center for the Humanities](#), provides a unique opportunity for selected undergraduates to earn full-time, academic credit through immersion in scholarly research with accomplished scholars and peers. Bringing together four faculty and twenty undergraduates in plenary, seminar and tutorial-style sessions, the Institute encourages mutual learning as well as independent thought.

Transfer students are encouraged to apply to the Summer Institute, because it offers not only an opportunity for intensive, one-on-one training, but also a constructive, collaborative environment in which to pursue individual research. In past Institutes, transfer students have developed individual, original research ideas, created a scholarly research paper or project, worked through a faculty and peer critique process, and formally presented their work to their colleagues and the community at a closing symposium. All Summer Institute participants are named Mary Gates Scholars, receive a \$3000 scholarship (not including housing or tuition), and earn ten credits in HUM 498.

The 2006 Summer Institute will take place from June 19th to August 18th, and the theme is: “[Nature Matters: On the Varieties of Environmental Experience](#).” The Institute will be lead by the following [faculty](#): José Alaniz (Assistant Professor, Slavic Languages & Literatures and Comparative Literature); Gary Handwerk (Professor, English and Comparative Literature); Lucy Jarosz (Associate Professor, Geography); and Andrew Light (Associate Professor, Philosophy and Public Affairs).

Over the course of the 2006 Summer Institute, we will explore the ways in which social representations of nature come to inform and constrain different varieties of environmental experience. Whether we encounter nature as something to be worshipped, tamed, instrumentalized, or preserved depends upon what we understand nature to be, how we represent it to ourselves. How, we might ask, do social and cultural assumptions, processes, and strategies shape not only the representation of nature, but even our knowledge and experience of it? By pursuing these questions, we seek to become more self-aware, culturally and historically, of the particular practices through which humans construct their image of and relationship to the natural world, as well as the implications of these practices.

Participants in the 2006 Summer Institute will be selected through an open, competitive application process. The [application](#) is due by Monday, April 3rd, 2006, and applications from students currently pending UW admission will be considered.

Students who are interested in the Summer Institute are reminded that the Institute theme changes annually. Previous Institute themes include, “Culture and Globalization,” “Trauma, Time, and Memory,” and “Becoming Strangers.” Institute themes and student applications are released at the beginning of every Winter Quarter.

Should you have any questions about the Summer Institute, please do not hesitate to e-mail the Undergraduate Research Program at urp@u.washington.edu.

DXArts: Digital Expression

By Cynthia Caci, Assistant to the Director, DXArts

“The faculty, students, and staff of Digital Arts and Experimental Media and the Center for Advanced Research Technology in the Arts and Humanities are a remarkable group with a seemingly tireless work ethic, an abiding community spirit, and unique vision.”

---Richard Karpen, Director

What would it be like to be part of a group of scholars, researchers and practitioners of the arts, pushing the leading edge of advanced technologies and working collaboratively in a series of state-of-the-art labs, studios and classrooms? Read on --- your future may await you!

The Community:

The Center for Digital Arts and Experimental Media is a relatively new degree-granting program at the University of Washington. Offering both a Bachelor of Fine Arts degree as well as a doctoral degree, this unique program of study attracts a broad range of individuals with interests including (but not limited to) Digital Video, Digital Media Art, Computer Music and Sound Art, Computer Animation, Design Computing, or Mechatronics. Students will emerge with advanced technological skills honed through a rigorous, multi-disciplinary education in arts theory, history, criticism and practice.

The Center is a distinct entity, but has forged intentional collaborative relationships with the [School of Art](#), [School of Music](#), [Computer Science](#), the [Dance Department](#), and the [College of Architecture](#), to name just a few. One of the hallmarks of the program’s philosophy is the belief in the inherent creative power generated by a diverse group of artists and scholars.

The Curriculum:

The curriculum is centered around four core content areas:

- 1) Digital Sound (including synthesis, processing, acoustics, psychoacoustics).
- 2) Digital Video (video production, editing, compositing and effects in an experimental arts context)
- 3) 3-D Motion Graphics (computer modeling and environments)
- 4) Mechatronics (systems based approach to design and fabrication of functional experimental art devices, for example, robotics, sensing and control systems, articulators.)

DXARTS majors will take at least one year-long series in two of the four areas and complete a third area through another series or by means of a one-quarter fundamental course. In addition, students will pursue required electives, either by taking additional DXARTS offerings or through faculty approved electives in other programs (Art, Art History, Dance, Drama, Music, Computer Science, Physics, etc.) The final year of this three-year program is characterized by a Senior

Thesis series, culminating in a BFA exhibition of original work.

The Facilities:

New facilities occupying two floors of Raitt Hall on the main quad of the University of Washington campus house an array of experimental classrooms, studios, and laboratories, as well as offices for faculty, staff, graduate students, and visiting artists. The space is dedicated to providing expert tools and access for students to build and test sophisticated prototypes of their digital and experimental arts research.

Of Specific Interest to Transfer Students:

Getting Started

Prospective transfer students are encouraged to take as many of the non-DXARTS prerequisites as possible prior to matriculating at the UW. These courses include:

- MATH 120 (or equivalent proficiency)
- CSE 142
- PHYS 114 (or PHYS 121)
- ART History 203
- MUSIC 120

You will want to look at the [Equivalency Guide for Washington Community and Technical Colleges](#) to see how your particular courses fit. Out-of-state students should contact DXARTS advising regarding transfer credit for the non-DXARTS prerequisites.

Students must also complete two DXARTS prerequisites in order to apply to the major. DXARTS generally does not recognize course equivalents for any of the required DXARTS courses. Students accepted to the UW and wishing to be considered for the DXARTS program will need to take DXARTS 200, offered every autumn quarter. Application is then required to take the next prerequisite, DXARTS 201 in Winter. Acceptance to the major occurs through promotion into DXARTS 202, offered in Spring. Transfer students may want to consider taking DXARTS 200 concurrent with their remaining community college courses. Please see UW Extension for more information about taking UW coursework as a non-matriculated student.

To learn more about this program:

- 1) Visit our web site: <http://www.washington.edu/dxarts>.
- 2) Attend the Spring DXARTS Concert in Meany Hall on the UW Campus, April 12, 2006 (<http://www.meany.org/tickets/production.aspx?performanceNumber=430>).
- 3) Visit our Spring Open House and Orientation on April 28, 2006 (<http://www.washington.edu/dxarts/news.php>).
- 4) Check out the class syllabus for DXARTS 200, including the schedule of lectures, homework and reading list: <http://www.dxarts.washington.edu/courses/200/>.
- 5) Email dxarts@u.washington.edu with any additional questions.

The UW Environmental Health Major Introduces the Jack Hatlen Undergraduate Scholarship

By James Meadows, Undergraduate Program Manager, Environmental Health Department

The Environmental Health undergraduate program is pleased to announce a new scholarship for outstanding students who seek to enter to the undergraduate major. The Jack Hatlen Scholarship will award \$1000 to one student who seeks to enter the program each academic year. The first scholarship will be awarded autumn quarter 2006.

Students who apply for the scholarship will be considered based on a variety of criteria including: cumulative GPA, achievement in prerequisite coursework, intended career goals, and an understanding of the Environmental Health field.

Jack Hatlen graduated with the University of Washington's first Environmental Health undergraduate class in 1949. He returned to the undergraduate program to teach in 1951 and was appointed Program Coordinator in 1958. Jack Hatlen led the undergraduate program for nearly 40 years until his semi-retirement in 1995. During that time he trained a generation of highly successful environmental health professionals. Many of Jack's former students are leaders in the Environmental Health field throughout the state and across the country. Jack continues to contribute to the Department of Environmental and Occupational Health sciences as emeritus faculty.

The Environmental Health undergraduate program is a minimum requirement major. You can learn more about the major and view requirements for entering the major at http://depts.washington.edu/ehug/pstu_requirements.html

For more information or to donate to the scholarship fund, please contact:

James Meadows
Environmental Health
Undergraduate Program Manager
206-616-4177
jamescm@u.washington.edu

New: Diversity Minor

By Megan McConnell, Editor, eTransfer Newsletter

Starting this quarter, students at the UW will be able to pursue a new minor in diversity. The [Diversity Minor](#) is designed to strengthen students' understanding of how race, class, gender, disability, ethnicity, nationality, sexuality, religion, and age interact to define identities and social relations. It brings cohesion to the different kinds of courses designed to increase students' critical thinking about diversity. Hence, the Diversity Minor provides an avenue for students to gain knowledge, skills and perspectives that are essential to civic participation, employability, and quality of life after graduation.

The minor requires 25 credits, including a foundational course chosen from:

WOMEN 200 (Introduction to Women Studies)
HSTAA 105 (Peoples of the USA)
AES 151 (Introduction to American Ethnic Groups)
ANTH 330 (Religion, Identity and Cultural Pluralism)
LSJ/CHID 332 (Introduction to Disability Studies)
PSYCH 250 (Racism and Minority Groups)

A minimum of 4 other courses must be completed, including one course from 4 of the following 5 categories: Arts/Cultural, Historic, Global, Contemporary/Institutional, and Applications. A minimum of 15 credits must be completed in residence at the UW.

For more information, please visit the website hyperlink above or contact:

Derek White, Program Coordinator/ Student Advisor
Padelford Hall, Box 354380
University of Washington, Seattle, WA 98195
206-616-5789, divminor@u.washington.edu

OR

Prof. Rick Bonus, Program Director
Padelford Hall, Box 354380
University of Washington, Seattle, WA 98195

Pharmacy Reminder

By Michaelene Kedziersk, , Department of Pharmacy

Since many international students on visas are interested in pursuing degrees in various health care fields, it is important to note that application to the UW Pharmacy program (PHARM D) is open only to U.S. citizens and to students who hold Permanent Resident Visa Status.

Students interested in the PHARM D program should check the department website for information about the program at

<http://www.pharmacy.washington.edu/students/procedures.html>,

or attend an information session.

Visit ANWR Yourself!

By Trina Sterry, Program on the Environment

This Summer the UW's Program on the Environment will again offer the course: Choices and Change: Field Work in the Arctic National Wildlife Refuge. Through this unique experience, students will learn about the complex environmental and social questions that surround the future management of the Arctic National Wildlife Refuge. Students will be challenged to understand the web of socio-political and environmental issues wrapped up in debates over ANWR by examining wilderness values, arctic oil and gas development, global warming, arctic ecology and human rights.

The heart of the course is a field trip to Alaska that includes 8-10 days of camping, hiking and rafting in the Arctic Refuge, and visits with Native Alaskans in Arctic Village and Kaktovik. Students should be prepared for weather extremes and feel comfortable flying in bush planes. The trip will end with a debriefing at the University of Alaska, Fairbanks, International Arctic Research Center.

Application materials are now available at: <http://courses.washington.edu/anwr2005/>. This site also includes last summer's syllabus and schedule for a more detailed look at what is involved.

Travel scholarships are also being offered; applications are at the same website. The application deadline is March 31; selections will be made by April 14. **Prospective transfer students are eligible to apply, even if they don't yet know their admissions decision.** Students who are chosen to go but not admitted to the UW can take the course in a non-matriculated status. Apply early, as space is limited.

Questions? Email poeadv@u.washington.edu

Transfer Thursdays

Thinking about transferring to the UW? If you are, Transfer Thursday is your gateway to transfer information. At a Transfer Thursday session, you can speak to an admissions counselor who will tell you all about applying to the UW. You can also meet with an undergraduate academic advisor who will help you prepare for your intended UW major. Bring your questions and your unofficial transcript(s). It's one-stop shopping for the prospective transfer student.

University of Washington
171 Mary Gates Hall

Every Thursday 1:00 - 4:00.

Admissions sessions begin at 2:30!

For more information: (206) 543-2550 or click [here](#).

Credits

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The Transfer eNewsletter is a project of the UW Undergraduate Advising Gateway Center.

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