WCCTA Conference Program  
October 17-19, 2002

Thursday, October 17

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-10 pm</td>
<td>Check-In</td>
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</tr>
<tr>
<td>4:30-6:30 pm</td>
<td>Informal Gathering</td>
<td>Grotto Bar</td>
</tr>
<tr>
<td>6:30-7:30 pm</td>
<td>Dinner</td>
<td>Kingfisher Dining Hall</td>
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<tr>
<td>7:30-11:30 pm</td>
<td>Informal Gathering</td>
<td>Grotto Bar and The Hot Pool</td>
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<tr>
<td></td>
<td>(no glass at the pool!)</td>
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Friday, October 18 Morning

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30-8:30 am</td>
<td>Breakfast</td>
<td>Kingfisher Dining Hall</td>
</tr>
<tr>
<td>9-10 am</td>
<td>Keynote Address I</td>
<td>Chapel</td>
</tr>
<tr>
<td></td>
<td><em>Advising Across Institutions</em></td>
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<tr>
<td></td>
<td>Speakers: Deborah Wiegand, Beret Kischner, Joyce Fagel, Donna Sharpe</td>
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<tr>
<td>10-10:30 am</td>
<td>Roundtable Discussion</td>
<td>Chapel</td>
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<tr>
<td></td>
<td><em>Discussion of Advising Challenges</em></td>
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<tr>
<td></td>
<td>Facilitator: Deborah Wiegand</td>
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<tr>
<td>10:30-10:45 am</td>
<td>Morning Break</td>
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</tr>
<tr>
<td>10:45-11:45 am</td>
<td>Keynote Address II</td>
<td>Chapel</td>
</tr>
<tr>
<td></td>
<td><em>What Happens When They Transfer? Using a new statewide database to examine the performance of chemistry students after transfer.</em></td>
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<tr>
<td></td>
<td>Speaker: Mary Whitfield</td>
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<tr>
<td>11:45-1 pm</td>
<td>Lunch</td>
<td>Kingfisher Dining Hall</td>
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<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
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</tr>
<tr>
<td>1-2 pm</td>
<td>General Chem. Discussion</td>
<td>Woodpecker</td>
</tr>
<tr>
<td>2-2:45 pm</td>
<td><strong>Vibration-Rotation Spectrum of HBr—Analysis of the Fundamental Band of the HBr Molecule</strong></td>
<td>Flicker</td>
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<tr>
<td></td>
<td>Speaker: Dharshi Bopegedera</td>
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<tr>
<td>2-2:45 pm</td>
<td><strong>Lab Skills Assessment – A Chem. Lab Practical</strong></td>
<td>Woodpecker</td>
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<tr>
<td></td>
<td>Speaker: David Phippen</td>
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<tr>
<td>2:45-3:30 pm</td>
<td>Break with Vendors/Vendor Presentations</td>
<td>Salmon Gallery</td>
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<tr>
<td>2:45-3:30 pm</td>
<td><strong>PH Grade Assist: Homework Assessment System</strong></td>
<td>Chapel</td>
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<tr>
<td></td>
<td>Speaker: Vince Martinez</td>
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<tr>
<td>3:30-4:15 pm</td>
<td><strong>Symbolic Analysis and Visualization in General and Physical Chemistry Using Mathcad</strong></td>
<td>Flicker</td>
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<tr>
<td></td>
<td>Speaker: Eric Bullock</td>
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<tr>
<td>3:30-4:15 pm</td>
<td>Roundtable Discussion <strong>Ways to Hone Your Skills for FT Employment</strong></td>
<td>Woodpecker</td>
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<tr>
<td></td>
<td>Facilitators: Mary OBrien and Cathy Lyle</td>
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<tr>
<td>4:15-4:45 pm</td>
<td><strong>Meaningful Service Learning in Chemistry</strong></td>
<td>Flicker</td>
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<td></td>
<td>Speaker: Carole Berg</td>
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<tr>
<td>4:15-4:45 pm</td>
<td><strong>An Assessment of the Use of Structured Activities in General Chemistry</strong></td>
<td>Woodpecker</td>
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<td>Speaker: David Thorsell</td>
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<td>4:45-5:30 pm</td>
<td><strong>Our Emerging Role in Teacher Training: A Chemist’s Perspective</strong></td>
<td>Woodpecker</td>
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<td>Speaker: Martha J. Kurtz</td>
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<td>4:45-5:30 pm</td>
<td><strong>Learning Chemistry by Teaching</strong></td>
<td>Flicker</td>
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<tr>
<td></td>
<td>Speaker: Dharshi Bopegedera</td>
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<tr>
<td>5:30-6:30 pm</td>
<td>Break</td>
<td>Have a Beer at the Grotto</td>
</tr>
<tr>
<td>6:30-7:30 pm</td>
<td>Dinner</td>
<td>Kingfisher Dining Hall</td>
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<tr>
<td>8-9 pm</td>
<td><strong>History of Science Tour</strong></td>
<td>Woodpecker</td>
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<tr>
<td></td>
<td>Speaker: Robin Terjeson</td>
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<tr>
<td>9-10:30 pm</td>
<td>No Host Bar and Reception</td>
<td>Woodpecker</td>
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**Saturday, October 19**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>8-9 am</td>
<td>Breakfast and Checkout (Checkout must be complete before 11am)</td>
<td>Kingfisher Dining Hall and Reception</td>
</tr>
<tr>
<td>9-9:45 am</td>
<td><strong>Synthesis and Characterization of Nanocrystalline Y₂O₃:Eu³⁺ Phosphor: An Upper-Division Inorganic Chemistry Laboratory</strong></td>
<td>Flicker</td>
</tr>
<tr>
<td></td>
<td>Speaker: Anthony L. Diaz</td>
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<tr>
<td>9-9:45 am</td>
<td><strong>Biochemical Examples in General Chemistry</strong></td>
<td>Woodpecker</td>
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<tr>
<td></td>
<td>Speaker: Vicky Minderhout Thorsell</td>
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</tr>
<tr>
<td>9:45-10:30 am</td>
<td>Organic Discussion</td>
<td>Flicker</td>
</tr>
<tr>
<td>9:45-10:30 am</td>
<td>GOB Discussion</td>
<td>Woodpecker</td>
</tr>
</tbody>
</table>
| 10:30-11:30 am| **Current Articles Review**  

**Facilitators: Mary Whitfield and Martha Kurtz**  

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<thead>
<tr>
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<tbody>
<tr>
<td>11:30 am-12:15 pm</td>
<td>Two Year Schools Discussion</td>
<td>Woodpecker</td>
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<tr>
<td>11:30 am-12:15 pm</td>
<td>Four Year Schools Discussion</td>
<td>Flicker</td>
</tr>
<tr>
<td>12:15-1:30 pm</td>
<td>Lunch and Business Meeting</td>
<td>Kingfisher</td>
</tr>
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FRIDAY OCTOBER 18, MORNING SESSION

Keynote Address I, 9am-10am, Chapel
Advising Across Institutions

Speakers:
Deborah Wiegand and Beret Kischner, Undergraduate Advising, University of Washington
Joyce Fagel, Math and Science Advising, Shoreline Community College
Donna Sharpe, Math and Science Advising, Bellevue Community College

Higher education advising models include roles for both professional advisers and faculty with specific responsibilities for each varying among institutions. In a cross-institution model the University of Washington has partnered with Shoreline and Bellevue Community Colleges to improve advising for science students transferring to UW. UW also supports transfer students across disciplines with a variety of resources.

Roundtable Discussion, 10am-10:30am, Chapel
Discussion of Advising Challenges
Facilitator: Deborah Wiegand

Keynote Address II, 10:45am-11:45am, Chapel
What Happens When They Transfer? Using a new statewide database to examine the performance of chemistry students after transfer.

Speaker: Mary Whitfield

In Washington State, a newly developed database sharing system (MRTE) allows detailed tracking of students as they transfer between and among the CCs and the University. In one ongoing study, I am comparing the grades of both "native" and transfer students in upper division science classes for which general chemistry is a prerequisite. Preliminary data from the study will be shared. I hope we can also share in a discussion about how we can best prepare our students for success after transfer.

Efficiency Index

\[ \text{Efficiency Index} = \frac{180}{\text{TOTAL CH}} \]

Possible causes:
- Delay of math/science
- Lack of knowledge about degree requirements

Video OTA - AS General Ed only
FRIDAY OCTOBER 18, AFTERNOON SESSION

2pm-2:45pm, Flicker
*Vibration-Rotation Spectrum of HBr—Analysis of the Fundamental Band of the HBr Molecule*

Speaker: Dharshi Bopagedera

Analysis of the fundamental band of the vibration-rotation spectrum of HCl molecule is a standard experiment in the physical chemistry laboratory. I will discuss the comparative experiment for the HBr molecule with emphasis on the similarities & differences between the two experiments. Instrumentation used will also be presented.

2pm-2:45pm, Woodpecker
*Lab Skills Assessment – A Chem. Lab Practical*

Speaker: David Phippen

What skills do we expect our students to learn in a general chemistry lab? What tools do we use to evaluate their learning? One assessment tool that has worked well at Shoreline CC is the Chemistry Lab Practical. This is one of two finals in the lab portion of the course designed to measure a student's ability to perform a set of experiments. The recording and analysis of data, as well as the precision and accuracy of results, are evaluated.

2:45pm-3:30pm, Chapel
*PH Grade Assist: Homework Assessment System*

Speaker: Vince Martinez, Prentice Hall
See Attached Flyer

3:30pm-4:15pm, Flicker
*Symbolic Analysis and Visualization in General and Physical Chemistry Using Mathcad*

Speaker: Eric Bullock

Mathcad is a relatively inexpensive but powerful symbolic logic and visualization software package that can aid in student learning in science and engineering. The equations and graphs that are generated are 'live' so that parameters and variables can be altered and the effects observed in real time. Text and images can easily be added to make for comprehensive learning documents. Fully annotated live documents for instruction in general and physical chemistry have been developed by a number of teachers and are freely available on the web. During this talk, I will introduce the audience to the capabilities of Mathcad, present some illustrative examples for use in physical chemistry instruction, and take a look at the Mathcad web-based resources currently available.
Problem Solving for Students.
Solving Problems for You.

PH GradeAssist

Homework Assessment System

Students need to practice solving problems—the more they practice, the better problem solvers they become. Professors want relief from the tedium of grading.

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✓ Online—available anytime, anywhere to you and your students.
✓ Text-Specific—tied directly to your Prentice Hall Chemistry text.
✓ Algorithmic—unlimited questions and assignments for practice and assessment.
✓ Customizable—completely unique to your course.

How does PH GradeAssist work?

• You create quizzes or homework assignments from the bank of over 2,000 problems specific to your text. Choose the problems you prefer, edit them, or add your own.
• Your students go online and work the assignments you have created.
• Many problems are algorithmically generated, so each student gets a slightly different problem with a different answer.
• PH GradeAssist scores these assignments for you; results can be easily accessed in the Gradebook.

How much does it cost?

PH Grade Assist is available in a package with your new text for just $7.50 over the cost of that text. Stand-alone access codes can be purchased for $20.

For a demonstration, contact your local Prentice Hall representative or visit us online at www.prenhall.com/phga
3:30pm-4:15pm, Woodpecker  
*Ways to Hone Your Skills for FT Employment*  
Roundtable Discussion  
Facilitators: Mary OBrien and Cathy Lyle  
Come participate in this facilitated discussion focused on discovering what skills to sharpen in order to gain full time employment. A mix of experienced and new faculty, both full and part time, should provide a good opportunity to share experiences, knowledge and frustrations in attaining FT employment.

4:15pm-4:45pm, Flicker  
*Meaningful Service Learning in Chemistry*  
Speaker: Carole Berg  
My chemistry class 101/140 class did a Service Learning project for the Stream/Water department of Bellevue. They learned to do precise chemical measurements using Vernier equipment and calculators versus lab analysis.

4:15pm-4:45pm, Woodpecker  
*An Assessment of the Use of Structured Activities in General Chemistry*  
Speaker: David Thorsell  
In Fall 1999, we developed and implemented a model for formally structured activities in which activities are divided into three parts:  
1. A pre-class assignment, done as individuals, to set the stage for learning.  
2. An in-class, group activity which is difficult and requires cooperation among the team members and often coaching from the instructor.  
3. A follow-up assignment that extends concepts and forces students to apply their knowledge in a new context.  
The activities are difficult, but do not require knowledge the student does not have. These activities provide students with a model for approaching learning on their own and provide an opportunity for improving their conceptual understanding in chemistry. End-of-the-quarter class evaluations showed that students almost universally approve of these activities. Here we describe our efforts to assess the effect of these activities on student learning and student attitudes toward effective learning.
4:45pm-5:30pm, Woodpecker
*Our Emerging Role in Teacher Training: A Chemist’s Perspective*

Speaker: Martha J. Kurtz

In an era with an increasing demand for science teachers, new alternative routes to teacher certification, and changes in the nature of teacher training, the emphasis on the responsibility for teacher training has broadened to include both 2- and 4-year institutions of higher education. In this session we will discuss how the National Science Education Standards are being implemented in the state of Washington through the Essential Academic Learning Requirements for Science and the Washington Assessment of Student Learning. We will discuss the changing nature of teacher training in the State and the paramount role we play in training future teachers to successfully and positively impact student learning in chemistry. Several new proposals for 2-year and 4-year institution teacher training partnerships will be discussed with a brainstorming session to follow.

4:45pm-5:30pm. Flicker
*Learning Chemistry by Teaching*

Speaker: Dharshi Bopegedera

As the end of the year project, my general chemistry students hosted a “chemistry day” for local high school students. I will discuss in detail how this project was organized and delivered. I will have a display of posters made by my students as a partial fulfillment of their project. Student feedback, both from the general chemistry class and the high school class will be discussed.

FRIDAY OCTOBER 18, EVENING PRESENTATION

8pm-9pm, Woodpecker
*History of Science Tour*
Speaker: Robin Terjeson

Visiting sites in France and Switzerland on a Science History Tour this summer gave me better perspective on past scientific achievements. Five days in Paris, five on the road and five in Zurich made this a very enjoyable tour. Seeing areas such as CERN (particle physics facility), the Pharmacy Museum in Basel, and the Curie Institute make history more real. Information and slides about people like Pasteur, the Curie's, Einstein and Werner will be shared. I will bring the photo album also!
SATURDAY OCTOBER 19, MORNING SESSION

9am-9:45am, Flicker
Synthesis and Characterization of Nanocrystalline Y$_2$O$_3$:Eu$^{3+}$ Phosphor: An Upper-Division Inorganic Chemistry Laboratory

Speaker: Anthony L. Diaz

An experiment suitable for a junior/senior level inorganic synthesis laboratory course is presented. The experiment involves the preparation of nanocrystalline Y$_2$O$_3$:Eu$^{3+}$ phosphor using a combustion synthesis technique, and the additional firing of some of the nanoparticles at 900°C. The particle size of these materials is calculated using powder X-ray diffraction data, and is found to be about 60 nm as prepared, and about 110 nm after the additional heat treatment. Characterization of the luminescence properties of Eu$^{3+}$ in this host is done using a fluorescence spectrometer. A change in the efficiency and a shift in the position of the charge transfer band are observed with an increase in particle size. A sample set of student data and analysis is included. This laboratory has been integrated into the inorganic preparations course in the Chemistry Department at CWU.

9am-9:45am, Woodpecker
Biochemical Examples in General Chemistry

Speaker: Vicky Minderhout Thorsell

This session will explore the fundamental general chemistry topics that are utilized in biochemistry. We will discuss specifically how they are used in biochemistry and why they are important. Since you can't possibly teach biochemistry in general chemistry, the idea of this session is to give you biochemical examples that depend on general chemistry concepts.
Sleeping Lady 2002 Participant List

The list contains this year's participants with snail mail and email address. We guessed on some addresses, please correct us if they are wrong.

Kathy Ashworth
Yakima Valley Community College
P. O. Box 22520
Yakima, WA 98902
kashworth@yvcc.cc.wa.us

Carole Berg
Bellevue Community College
3000 Landerholm Circle SE
Bellevue, WA 98007
cberg@bcc.ctc.edu

Dharshi Bopegedera
The Evergreen State College
Department of Chemistry
Olympia, WA 98505
bopegedd@evergreen.edu

Eric Bullock
Central Washington University
400 E. 8th Ave
Ellensburg, WA 98926
bullocke@cwu.edu

Kathy Carrigan
Clark Community College
1800 E. McLoughlin Blvd.
Vancouver, WA 98663
kcarrigan@clark.edu (?)

Sue Critchlow
University of Puget Sound
1500 N. Warner
Tacoma, WA 98416
scritchlow@mail.ups.edu

Anthony Diaz
Central Washington University
400 E. 8th Ave.
Ellensburg, WA 98926
diaza@cwu.edu

John DiBari
Yakima Valley Community College
PO Box 22520
Yakima, WA 98907
jdibari@yvcc.ctc.edu

Sidnee Marie Dunn
Yakima Valley Community College
PO Box 22520
Yakima, WA 98907
smariedunn@msn.com

Randy Engel
Ubiquitous University
7712 18th Ave NE
Seattle, WA 98115
tawnydog@earthlink.net
Joyce Fagel  
Shoreline Community College  
16101 Greenwood Ave N.  
Shoreline, WA 98133  
jfagel@ctc.edu

Nadine Fatteleh  
Clark Community College  
1800 E. McLoughlin Blvd.  
Vancouver, WA 98663  
nfatteleh@clark.edu

Melodye Gold  
Bellevue Community College  
3000 Landerholm Circle SE  
Bellevue, WA 98007  
mgold@bcc.ctc.edu

Brett Goldston  
Bellevue Community College  
3000 Landerholm Circle SE  
Bellevue, WA 98007  
bgoldsto@bcc.ctc.edu

Karen Grant  
Columbia Basin Community College  
2600 N 20th Ave  
Pasco, WA 99301  
Karen.grant@cbc2.org

Katie Gulliford  
Highline Community College  
2400 S. 240th St.  
Des Moines, WA 98198  
kgullifo@highline.edu

Mary Harty  
University of Washington  
Box 351700  
Seattle WA 98195  
harty@chem.washington.edu

Nancy Howe  
Everett Community College  
2000 Tower Street  
Everett, WA 98201  
nhowe@evcc.ctc.edu

Jennifer Holmes  
North Seattle Community College  
9600 College Way N  
Seattle, WA 98103  
jholmes@sccd.ctc.edu

Jackie Hong  
North Seattle Community College  
1222 227th Ave SE  
Sammamish, WA 98075  
jhong@sccd.ctc.edu

Rachel Jameton  
The Evergreen State College  
Department of Chemistry  
Olympia, WA 98505  
jameton@evergreen.edu (?)

Tristan Jenkins  
Clark Community College  
1800 E McLoughlin Blvd  
Vancouver, WA 98663  
tjenkins@clark.edu (?)
Bob Kieburtz  
Olympic Community College  
1600 Chester Ave  
Bremerton, WA 98337  
rkieburtz@oc.ctc.edu

Beret Kischner  
University of Washington  
Box 352805  
Seattle WA 98195  
kischner@u.washington.edu

Heather Knudsen  
Clark Community College  
1800 E McLoughlin Blvd  
Vancouver, WA 98663  
hknudsen@clark.edu (?)

Mark Kontulis  
Everett Community College  
2000 Tower Street  
Everett, WA 98201  
mkontuli@evcc.ctc.edu

George Kriz  
Western Washington University  
Department of Chemistry, MS 9150  
Bellingham, Washington 98225  
kriz@chem.wwu.edu

Martha Kurtz  
Central Washington University  
400 E. 8th Ave.  
Ellensburg, WA 98926  
kurtzm@cwu.edu

Richard Logan  
Wenatchee Valley College  
1300 5th St  
Wenatchee, WA 98801  
Rlogan@wvcmail.ctc.edu

Cathy Lyle  
Bellevue Community College  
3000 Landerholm Circle SE  
Bellevue, WA 98007  
clyle@bcc.ctc.edu

Peter Lyle

Ken Marr  
Green River Community College  
12401 SE 320th St.  
Auburn, WA 98002  
kmar@grcc.ctc.edu

Michael Melvin  
Bellevue Community College  
3000 Landerholm Circle SE  
Bellevue, WA 98007  
mmelvin@bcc.ctc.edu

Marie Nguyen  
Highline Community College  
2400 S. 240th St.  
Des Moines, WA 98198  
mnguyen@highline.edu
Mary O'Brien
Edmonds Community College
20000 68th Ave W
Lynwood, WA 98036
mobrien@edcc.edu

John Peterson
Big Bend Community College
7662 Chanute Street N.E.
Moses Lake, WA 98837
johnp@bbcc.ctc.edu

David Phippen
Shoreline Community College
16101 Greenwood Ave N.
Shoreline, WA 98133
dphippen@ctc.edu

Perminder Sandhu
Bellevue Community College
3000 Landerholm Circle SE
Bellevue, WA 98007
psandhu@bcc.ctc.edu

Bob Schmitt
Tacoma Community College
6501 S 10th St.
Tacoma, WA 98466
rschmitt@tcc.tacomcta.comed.edu

Donna Sharpe
Bellevue Community College/UW
3000 Landerholm Circle SE
Bellevue, WA 98007
dsharpe@bcc.ctc.edu

Samuel Orchard
Tacoma Community College
6501 S. 19th St.
Tacoma, WA 98466
worthard@tcc.ctc.edu

John Pfeffer
Highline Community College
2400 S. 240th St.
Des Moines, WA 98198
jpfeffer@highline.edu

Dave Reichott
Edmonds Community College
20000 68th Ave W
Lynnwood, WA 98036
dreichgo@edcc.edu

Cathy Sarisky
Everett Community College
2000 Tower Street
Everett, WA 98201
csarisky@evcc.ctc.edu

Sara Selfe
Edmonds Community College
20000 68th Ave W
Lynnwood, WA 98036
sselfe@edcc.edu

Chris Shelley
Olympic Community College
1600 Chester Ave
Bremerton, WA 98337
cshelley@oc.ctc.edu
Sumita Singh
Everett Community College
2000 Tower Street
Everett, WA 98201
ssingh@evcc.ctc.edu

Lani Stone
University of Washington
Box 351700
Seattle WA 98195
stone@chem.washington.edu

Jack Surendranath
Bellevue Community College
3000 Landerholm Circle SE
Bellevue, WA 98007
jsurendr@bcc.ctc.edu

David Thorsett
Seattle Univeristy
900 Broadway
Seattle WA 98122
dlt@seattleu.edu

Mary Whitfield
Green River Community College
12401 SE 320th St
Auburn, WA 98092
mwhitfield@grcc.ctc.edu

Asya Starosta
Edmonds Community College
20000 68th Ave W
Lynnwood, WA 98036
astarost@edcc.edu

Robin Terjeson
Clark Community College
1800 E McLoughlin Blvd
Vancouver, WA 98663
rterjeson@clark.edu

Vicky Minderhout Thorsett
Seattle University
900 Broadway
Seattle Wa 98122
vicky@seattleu.edu

Debbie Wiegand
University of Washington
Box 352805
Seattle WA 98195
wiegand@u.washington.edu