Teaching Students Across The Continuum

2019 YEAR IN REVIEW
Everyone deserves education to thrive in an ever-changing world.

UW Continuum College provides innovative paths to learning that boost people’s career success and inspire more meaningful lives.

We provide high-quality University of Washington education that’s relevant for today’s world.

With a flexible approach, we deliver the right programs for the right people at the right time.
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Teaching Students Across the Continuum

At Continuum College, we believe that everyone deserves education to thrive today, and we are continually creating opportunities to best serve our students and ensure that we expand educational access to those who most need it.

We serve more than 50,000 learners each year, and we’re always innovating so that each and every one of those learners is able to unleash their potential to thrive.

The 60-Year Curriculum — the idea that today’s working professional needs true lifelong learning, not the outdated idea of one’s education ending at age 22 — remains our compass. Walking across the graduation stage, diploma in hand, no longer symbolizes a walk away from our educational lives but a walk toward the next step in lifelong learning.

Continuing to provide education for learners across the 60-Year Curriculum — something we have done for more than 100 years — requires us as an institution to meet learners where they need us most, whether that’s in person or online.

We hear the demand from students to add digital programs; to meet that demand, we’ve expanded our Career Accelerator program, offered through UW Professional & Continuing Education. Career Accelerator provides working professionals access to our most popular certificate programs in multiple learning formats, including online self-paced.

Career Accelerator certificates empower learners to study at their own pace and on their own terms, and we’ve doubled our portfolio by adding popular programs in subjects like digital marketing and front-end development. By expanding Career Accelerator, we served 35 percent more learners across the program this year.

Emphasizing and growing online learning doesn’t mean neglecting in-person education; in fact, studies show that increasing online learning leads to a boost in in-person applications and enrollments due to the increased publicity.

As a partner in the Othello-UW Commons, a learning and collaboration space that embraces the UW’s commitment to learning from and with local communities, Continuum College has helped expand in-person education in Southeast Seattle. The team started by offering a Foundations in Programming course, which we will offer there again in 2020.

And because we wanted to increase access to this course, we created the UW Continuum College Southeast Seattle Career Scholarship, which covered more than 80 percent of students’ course fees to help them build in-demand tech skills and a pathway to a new career.
This year, we also expanded our UW Certificate Scholarship Fund, which provides scholarships to those interested in UW Professional & Continuing Education certificate programs who have financial need, and awarded the most scholarships yet. Ensuring that all learners have access to our programs remains an essential tenet at Continuum College, and we plan to continue expanding the scholarship fund each year.

As we look toward the future, we’re continually leveraging our relationships with our neighbors — both on the larger UW campus and with companies in the Seattle area — to scale up and improve. These partnerships are a huge boon for us in many ways; for example, our certificate programs all boast industry advisory boards that give us a real-time view into the skills that companies are asking for today — and what they’ll be looking for next as we grow.

From UW Summer Youth Programs, which serve students in first through 12th grades, to the Osher Lifelong Learning Institute at the UW, a vibrant learning environment for students over the age of 50, we’re proud to provide programs that serve students for more than 60 years of their learning lives.

There’s no better way to understand how we bring our programs to life for students across the 60-Year Curriculum than to hear from the excellent instructors who make it all possible.

Read on to see how the instructors from our diverse array of programs — UW in the High School, Early Fall Start, Summer Quarter, bachelor’s degrees, International & English Language Programs, noncredit certificate programs and a range of master’s degrees — are impacting learners’ lives at every stage.

No matter where students are on their educational continuum, we’re here to help them learn, grow and thrive.

Rovy F. Branon III
Vice Provost, University of Washington Continuum College

Continuum College Programs
Every summer, UW Summer Youth Programs offer half-day and full-day camps and courses designed to make learning fun for students entering grades 1–12. Kids can choose from a variety of topic areas like art, drama, science, technology and writing. Courses are taught by UW instructors and other subject-matter experts like John Parker, who teaches STEM courses to middle-school students through UW Summer Youth.
When it comes to teaching his students, John Parker adheres to a simple maxim.

“My main rule is if I’m having fun, then they’re going to have fun,” John said.

John, a STEM curriculum specialist for Seattle Public Schools, has been having fun with his students every summer since 2011, when he began teaching for UW Summer Youth.

Each summer, John and his students have myriad opportunities to explore science, technology, engineering and math topics in cutting-edge settings — from building solar panels at the UW Clean Energy Institute to learning about drones' technical applications at the UW Autonomous Flight Systems Laboratory.

“The Summer Youth program has developed a lot of connections across campus, and they’re always so eager to have us,” John said.

“These researchers are more than happy to have the kids come in.”

John uses these experiences to help shape curricula that get his students excited about education.

“I try to come up with projects that are really fun and interesting and tap into the kids’ creativity,” he said. “I really like to have that creativity element where kids get to think outside the box and come up with their own design solutions.”

John has largely worked with middle-school students, and he enjoys the energy they bring to his classroom each summer.

“Working with adults can get kind of old,” he said with a laugh. “Getting to work with students is so refreshing: getting to see them at work and seeing them learn from the lessons is so much fun. It’s kind of like a little fountain of youth getting to be with them.”

“For my Summer Youth STEM students, it’s one part learning about technology applications and one part creativity. Personally, I get so much out of learning with my students.”

— JOHN PARKER
UW in the High School brings challenging University of Washington courses to high school students on their own high school campuses, taught by high school teachers like David Vinson. The UW partners with high schools across the state to offer courses for college credit. Students can challenge themselves scholastically and accumulate credit by passing the course — not taking an exam. As a dual credit program, high school students simultaneously earn both college and high school credit, giving themselves a head start on college before they even arrive.
David Vinson has taught English composition through UW in the High School since 2001. During his time with the program, he’s appreciated the opportunity to introduce his students to literature that more closely reflects their lived experiences — one of the advantages of the freedom that teaching in UWHS affords.

“In our school, if students take a junior English class, they’re all going to be doing Catcher in the Rye at the same time,” said David, who teaches at Kennedy Catholic High School in Burien. “I don’t have those constraints, so there are more perspectives of women, people of color, different faiths and different life experiences. The reading’s more accessible to the kids because they’re seeing themselves, someone they know or an experience they can relate to in the writing.”

The diverse array of reading options informs the students’ own writing for English 131, the five-credit UW composition course David teaches.

“When students read stories where they recognize their own lives, it’s much easier for them to apply what they’ve read and write about things they probably didn’t know they wanted to write about,” David said. “But now they do.”

UW in the High School helps David’s students prepare themselves for college, both with the credit they accrue and the writing and analytical skills they develop as they write, edit and revise English 131’s five required papers.

“The program allows students to get some college experience under their belts — what it’s like to deal with some high-stress, high-stakes situations at the end of the class when they’re finishing their portfolios,” David said. “Colleges ask you to challenge yourself before you go off to college, and UW in the High School does that.”

“UW in the High School gives me freedom to adapt and evolve the curriculum for my students. Teaching with UW in the High School makes me a better human, a better teacher.”

— DAVID VINSON
Early Fall Start helps new students get ahead of the pack and make a smooth transition to life at the University of Washington. With EFS, incoming first-year students can enroll in a UW course about a month before the start of autumn quarter to get comfortable with college life and launch their academic career with a special 5-credit course. Students can take English language and writing sections that prepare them for college-level writing or a wide array of special discovery seminars, which cover numerous unique, engaging topics in a small setting with a UW professor like Brook Nunn, who teaches the popular CSI: Seattle course.

879 STUDENTS

12% OF FIRST-YEAR STUDENTS ENROLLED

4,395 ACADEMIC CREDITS Earned
There’s been an incident. A student’s body has been discovered outside the Genome Sciences Building on the UW campus, and it appears he fell from the fourth floor. Or was it foul play?

Welcome to CSI: Seattle, one of the most popular courses offered by UW’s Early Fall Start program.

Brook Nunn, a research assistant professor in the Department of Genome Sciences, has taught the laboratory-based course each summer since 2016, when a colleague was looking for someone new to teach the course.

“I jumped on it,” Brook said. “It was a really neat opportunity to get students excited about science.”

Because Brook’s background is in analytical chemistry, specifically proteomics, she decided to retool the course to focus on her expertise: by the end of the course, students should have a fundamental understanding of 13 analytical chemistry techniques.

Students use these techniques to assist campus police with the investigation, and each student is assigned a different role: lead detective, fingerprint collector, sketch artist and prosecutor, among others.

“Every day, the students come into class and discuss what the current theory is on the crime, what they’ve collected and what they need to analyze,” Brook said.

That may mean analyzing the victim’s vomit for trace elements of an allergen or studying the victim’s blood to determine whether he died of alcohol poisoning.

Using the skills they’ve learned, the students piece together a case — they even question “witnesses” played by UW drama students.

All in all, it’s a big production: Brook and her teaching assistants start setting up a month before the first class. But the effort is worth it, Brook said, if it helps students feel intellectually invigorated and welcome at the UW.

“The most exciting part is seeing them when they discover the next big thing on their own,” she said.

“My Early Fall Start class gives students the opportunity to learn about analytical chemistry in a really exciting setting.”

— BROOK NUNN
Continuum College offers one of the oldest and most prestigious international and English language programs in the United States. It features a wide variety of different programs to help students come to Seattle from all over the world to improve their English skills and prepare for further study or career pursuits. Programs range in length from a few weeks to nine months or more, and are led by experienced instructors like Fred Servito, who has taught in the program for 20 years.

- **394** Courses
- **706** International Students
- **39** Countries Represented
After graduating with a bachelor’s in architecture from the University of Washington, Fred Servito had a good idea of where his career was headed: some traveling, a temporary job and then graduate school for architecture.

But when his travels took him to South Korea to teach English, Fred’s plans changed.

“I enjoyed it so much that when I returned to the States I decided to pursue a master’s in TESOL (Teaching English to Speakers of Other Languages),” Fred said. “I really enjoyed that student interaction and learning about the students’ cultures.”

After earning his master’s in TESOL from the UW, Fred taught in Korea for two more years before becoming an instructor in UW International & English Language Programs in 1999. He’s taught for IELP ever since and still finds himself excited each time a new quarter rolls around.

“Every quarter it’s a new class, a new set of students with their own enthusiasm,” he said. “After 20 years, it’s still really interesting.”

IELP represents many students’ first experience at an American university, which gives instructors like Fred an opportunity to act as campus ambassadors.

“The teachers are the ones really helping them adjust to life in the States and in Seattle,” Fred said. “For us, it’s all about forming connections. When that ice is broken, and you form the connections and get to know the students, that makes the experience so much stronger.”

Fred values the opportunity to watch the progress IELP students make as they advance through the program.

“I’ll often see a group of students when they first arrive, and then a few quarters later I’ll be teaching them in an advanced class, and it’s just amazing how far they’ve come,” he said. “It’s really rewarding.”

“IELP is such a benefit to students, especially because of the teachers. What’s kept me working here for 20 years is my fellow instructors.”

— FRED SERVITO
The University of Washington offers a wide range of degree programs for undergraduate students. Through Continuum College, schools and departments across the university can create new opportunities for students through self-sustaining bachelor’s degrees. We help our partners — like Deborah Porter, a UW professor who teaches in and helped develop the integrated social sciences bachelor’s program — think creatively and innovatively to develop programs to fit their goals and needs, without state funding. Students can choose between online or in-person options to help strengthen their credentials.

Undergraduate Degrees

6* UNDERGRADUATE PROGRAMS
*We determine the number of degrees by counting the individual program tracks that a prospective student can apply to in a given reporting period.

660 STUDENTS

251 UNDERGRADUATE DEGREES AWARDED
Deborah Porter had been teaching traditional “brick-and-mortar” courses for more than a decade when she began working on the development of the online Integrated Social Sciences bachelor’s degree program. Deborah, a professor at the UW Jackson School of International Studies and co-director of ISS, was forced to codify the learning process in a way that initially didn’t feel natural.

“We had to think about goals and objectives for each lesson without the spontaneity and back-and-forth of a live class,” she said. “I had never so rigorously thought through every single lecture or assignment and conceptualized them in terms of learning objectives.”

The process of shaping ISS’s learning objectives and outlining each class so rigorously strengthened Deborah as a teacher in all of her classes — online or off.

“That rigor and structure really made the material more exciting, and I think my brick-and-mortar classes have become sharper,” she said. “That’s been an unexpected benefit.”

Another benefit for Deborah has been working with ISS students — the kind of intellectually curious, well-rounded and empathetic students who inspire her.

“The various ISS courses provide lenses that students can carry through their lives and that have made them more conscious and aware citizens,” Deborah said. “Seeing their appreciation, seeing how hard they work and seeing how hungry they are is so inspiring.”

Her students’ hunger to learn ensures that Deborah never stops learning either.

“The interests my students have brought me have led me to pursue ideas in my research that I might not have considered,” she said. “I love to learn, so I love to teach.”

“Every year brings a different crop of students — different people with different experiences and different reactions to the material, which is magical.”

— DEBORAH PORTER
At the UW, Summer Quarter is open to everyone and offers the perfect opportunity to take a course, explore a new interest or enroll in a special program — like UW Professor Tim Billo’s environmental science classes in Olympic National Park. Whether matriculated or nonmatriculated, students can choose from nearly 2,000 credit courses, including online and intensive courses, as well as intensive learning opportunities. Because Summer Quarter offers better access to popular courses than the regular academic year, it can also help students catch up or get ahead in their major requirements, prerequisites or Area of Knowledge courses through its accelerated learning format. With Summer Quarter, students can earn academic credit and make their summer count.
In his first year teaching at the University of Washington, Tim Billo was encouraged by his director to teach a course for UW Summer Quarter. Tim decided that, whatever his course covered, he and his students wouldn’t be stuck indoors.

“Our summers are beautiful here,” he said. “I’m not going to have my students sitting inside a classroom in the middle of summer.”

Tim, a lecturer in UW’s Environmental Studies program and a part-time lecturer in the Department of Biology, went all out: his summer course would take nine students on a nine-day backpacking trip through Olympic National Park. And the Summer Quarter program staff thought it was a great idea.

“I’m so grateful that Summer Quarter supported it and provided a platform,” said Tim, who’s now taken students to the backcountry in six summers. “Summer is a wonderful time for students to be doing something a little different.”

Tim has found that a fulfilling, particular type of learning can happen outside of a traditional classroom.

“Every evening we sit around the campfire, and one student takes the lead and directs the learning, and the level and depth of conversation is so incredible,” Tim said. “To me, that’s what education should be: a natural flow and exchange of ideas around a campfire.”

Getting off the beaten path helps Tim and his students connect with nature and learn more organically — whether it’s in Olympic National Park or Alaska’s Glacier Bay National Park, where Tim has taken students to explore issues of tribal sovereignty and the co-management of wilderness resources by both the National Park Service and Huna Tlingit people.

“Students thrive in natural environments — it allows them to focus more on the task at hand,” he said. “In my mind, this is the ideal setting for education.”

“Experiential learning is really important to me, and the format of Summer Quarter has allowed our class to do something really special outside the classroom.”

— TIM BILLO
Professional & Continuing Education Certificates

Noncredit certificate programs offer the perfect mix of quality instruction, relevant educational content and a level of commitment that works for students at any point of the 60-Year Curriculum. For a student early in their career, a certificate provides the opportunity to break through in their field. Certificate programs can also offer a chance for established professionals to augment their skillset with cutting-edge tools. No matter where they are in their career, students will learn from accomplished instructors like Maya Hemachandra, who teaches nonprofit management and fundraising management.
Maya Hemachandra, a 2006 graduate of the UW Certificate in Nonprofit Management, knows the impact a professional certificate can have.

“My certificate really helped launch my career,” Maya said. “It helped me fully transition into the nonprofit space, show I was serious about the work and make me a viable candidate. It was the tool that got my foot in the door and has turned into a 15-year career in nonprofit work and fundraising.”

Maya went on to earn her master’s in public administration from the UW’s Evans School of Public Policy and Governance and began appearing as a guest speaker in the same certificate classes she had taken.

In 2018, Maya went from guest speaker to instructor when she began teaching for the UW Certificates in Nonprofit Management and Fundraising Management.

“It’s fun, and it’s challenging because the students are coming in with different levels of knowledge and experience, and you have to figure out how to really draw on the expertise in the room,” Maya said. “Honestly, the research that I have to do to make sure that my presentations are on point has helped push me to learn more.

“Even though I’m the instructor, I have learned so much from this side of the table.”

Teaching in both certificate programs has helped Maya stay connected to a network of professionals who share her passion for empowering others.

“I really believe in the power of nonprofits, and I think we have a really big job to do: to change the world and make it a better place,” she said. “It’s exciting and invigorating that there are people who come into this space and want to do their best and want to learn. That makes our whole community a better place.”

“I’ve really enjoyed getting to know my certificate students. They’re all passionate, interesting individuals who are committed to making a difference in our community.”

— MAYA HEMACHANDRA
UW Continuum College teams up with campus partners to offer fee-based graduate degrees in a wide range of academic disciplines, including technology, health, business, engineering and education. Many of these programs are designed for working professionals’ schedules, with classes primarily held in the evenings, on weekends and online to give graduate students a chance to jump-start their careers on their own terms. Students have the opportunity to work with UW faculty, like chemistry professor Xiaosong Li, who are on the cutting edge of their fields, while online degree offerings harness the latest technologies to provide a rich student experience.

101*
GRADUATE AND PROFESSIONAL DEGREE TRACKS
*We determine the number of degrees by counting the individual program tracks that a prospective student can apply to in a given reporting period.

30% 70%
FULL-TIME
PART-TIME

14 COLLEGE PARTNERS 39 DEPARTMENT PARTNERS
As a professor of chemistry and the co-associate chair for graduate education at the University of Washington, Xiaosong Li works closely with both undergraduate and graduate students — and he values the different experiences of teaching both cohorts.

"Undergraduate students often have less background on a subject, so when you watch them learn new things, it's really rewarding," Xiaosong said. “With graduate students it’s different: when they start working with me, I tell them, I'm your mentor, and I'm here to support you.”

Xiaosong, a computational chemist with a background in computer science, has watched his “family” of students grow in his 15 years of teaching at the UW.

“One amazing thing about teaching at one place this long is when students you taught 10 years ago come back to visit you,” he said. “I even get postcards from past students. It's always good to connect with students in a different capacity, after they've gone on to their own careers.”

For Xiaosong, working with graduate students is an opportunity to help his students grow into those particular careers.

“My goal is to help them land their dream job,” Xiaosong said. “In order to achieve that goal, we define our research projects together, we work hard together and we make it happen.”

Xiaosong's past students have gone on to jobs at universities, national labs, Microsoft, Amazon and Boeing. But one former graduate student who shared Xiaosong's passion for education is especially memorable: after graduation, the student's dream was to teach high school chemistry.

“He was a phenomenal student, and that was his goal,” Xiaosong said of the student, who now teaches at a Las Vegas high school. “I supported him and helped him get there, and it was inspiring.”

“For me, my graduate students are my family. I’m their professor, yes, but I’m more of a colleague and a friend.”

— XIAOSONG LI
The Osher Lifelong Learning Institute at the UW provides the opportunity for adults over the age of 50 to learn new things and meet new people with a range of exciting programs. Founded in 2006 and funded by a grant from the Osher Foundation, OLLI-UW offers thought-provoking courses and talks by experts from the community, many of whom are current or retired UW faculty and instructors — like Carlos Gil, professor emeritus in the UW history department. There are also field trips, study groups and other special events available to OLLI-UW members. Courses and events are held at various locations around the greater Seattle area.
Long before he made it his life’s work as a history professor at the University of Washington and an instructor in the Osher Lifelong Learning Institute at the UW, Carlos Gil was fascinated by his family’s roots.

“My folks came from Mexico; they crossed the border in the 1910s and ’20s,” he said. “I’ve always had a natural inclination to probe and deepen my understanding of where they came from and how they settled into the U.S.”

Carlos’ interest in Latin America spurred him to work for the U.S. Foreign Service in Central America in his 20s. After completing his Ph.D. at the University of California Los Angeles, Carlos moved to Seattle and began teaching at the UW.

His arrival at the UW during the socio-political tumult of the early ’70s motivated Carlos to launch the university’s first undergraduate Mexican American and Chicano undergraduate history courses.

After retiring from full-time teaching and publishing a book — We Became Mexican American: How Our Immigrant Family Survived to Pursue the American Dream — in 2014, Carlos wanted to continue telling this vital American story.

“I was looking for new ways to keep my brain perking,” he said. “Osher welcomed my work because the subject matter is fascinating and because of the current political conversation around immigration and its historical context.”

As an OLLI-UW instructor, Carlos appreciates the chance to teach his students about Latin American culture and history — especially now, as strident political positions drown out a deeper understanding of the region.

“One of the things that keeps me going is that my material unveils the superficiality of our political policies toward Latin America,” Carlos said.

“Most of my students are right there with me — they’re open and they’re eager. Teaching with Osher has been an uplifting experience for me.”

— CARLOS GIL
Enrollment Data
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* Includes certificate programs designed for an international audience.
** Number reflects conference attendees, not enrollments.
*** “Paid” refers to students who paid a fee to enroll in a course.
Make a Gift

Now more than ever continual learning is critical for professional success. With your support, we can make education a reality for even more students. Join the many donors who have already given to our Scholarship Fund, including BECU, a Founding Donor, and Windermere Foundation, a Community Partner.

800-506-1325 / continuum.uw.edu/make-a-gift
Partner With Us

On campus and across the region, Continuum College is your UW partner to bring learning ideas to life. Our experts bring 105 years of proven success to every partnership, from idea to launch — and beyond. We’re here for you when it’s time to start something new.

800-506-1325 / continuum.uw.edu/partner-with-us