

Best & Brightest University of Washington Recognition Award Recipients 2007

Best and Brightest

2007 UW Recognition Award Recipients

This is the time of year that the **University of Washington** honors some of its best and brightest. Awards are given to honor outstanding teachers, staff, mentors and those engaged in public service. There are also awards for alumni and friends of the University who have distinguished themselves. **On June 7, all these special people were honored at a formal ceremony hosted by President Mark Emmert at 3:30 p.m. in Meany Hall.** Here, we introduce you to the people behind the accomplishments.

Distinguished Teaching Award..... 2–5

The Distinguished Teaching Award is given to faculty members who show a mastery of their subject matter, intellectual rigor and a passion for teaching.

Excellence in Teaching Award..... 5

The Excellence in Teaching Award is given to graduate student teaching assistants who demonstrate outstanding skills in the classroom.

Distinguished Staff Award..... 5–6, 8–9

The Distinguished Staff Award is given to staff who contribute to the mission of their unit or the University, respond creatively to challenges, maintain the highest standards in their work, establish productive working relationships and promote a respectful and supportive workplace.

Brotman Award for Instructional Excellence.....6–7

The Brotman Award recognizes collaboration within and among departments, programs and groups that improves the quality of undergraduate education.

Distinguished Contributions to Lifelong Learning Award..... 9

The Distinguished Contributions to Lifelong Learning Award is given to faculty who have taught for at least two years in non-degree programs sponsored by the UW and aimed at adults for professional development, personal interest or career redirection.

Outstanding Public Service Award..... 9

The Outstanding Public Service Award is presented to a faculty or staff member to honor extensive local and/or national and international service.

James D. Clowes Award for the Advancement of Learning Communities..... 10

The James D. Clowes Award for the Advancement of Learning Communities recognizes a faculty or staff member who transforms undergraduate learning by creating or sustaining learning communities among students.

S. Sterling Munro Public Service Teaching Award..... 10

The S. Sterling Munro Public Service Teaching Award is given to a faculty member demonstrating exemplary leadership in community-based instruction, including service learning, public service internships and community partnership projects.

David B. Thorud Leadership Award.....10–11

The David B. Thorud Leadership Award honors one faculty member and one staff member who lead, serve, inspire and collaborate with broad-ranging impact that is beyond their regular responsibilities.

Marsha L. Landolt Distinguished Graduate Mentor Award..... 11

The Marsha L. Landolt Distinguished Graduate Mentor Award recognizes a faculty member who has made outstanding contributions to the education and guidance of graduate students.

Alumnus Summa Laude Dignatus..... 12

The Alumnus Summa Laude Dignatus Award is given not for recent work but for a lifetime record of achievement. It is the highest honor that the UW can bestow on a graduate.

Alumni Association Distinguished Service Award.. 12

The UW Alumni Association Distinguished Service Award is given to individuals who make outstanding efforts on behalf of the Alumni Association.

President’s Medal..... 12

The President’s Medal is given to two top seniors in the graduating class, one of whom completed at least three-fourths of his or her degree requirement at the UW and the other who entered the University with at least 60 transfer credits from a Washington community college. Candidates are judged on overall academic record, including grades.



“One of the things I enjoy about teaching is the theatrics of teaching. There’s something very special about what I’d call ‘embodied teaching.’”

CRISPIN THURLOW

Distinguished Teaching Award

By Peter Lewis | News and Information

You could say teaching is in **Crispin Thurlow’s** blood. “I come from a long line of teachers and preachers,” said Thurlow, an assistant professor of communication and recipient of a 2007 Distinguished Teaching Award. “Both my grandfathers were Anglican priests,” he recounted. “My mother, who started out teaching for 25 years, is now an Anglican priest. My father was a professor. My grandmother was a teacher.”

Thurlow sees it as “a kind of family business.” He said a fine line separates preaching and teaching.

“What I like about both of them,” he said, “is that they are vocations in the truest sense of the word.”

Effective practitioners in both fields have something else in common — what Thurlow refers to as “the passion thing.” It’s an element his peers and his students have picked up on.

Nominating letters recognize that quality in Thurlow shining through, even in large introductory courses. He used innovative teaching techniques that had “the entire 400-person auditorium enthralled in every lecture and presentation,” wrote former student Mila Levkovsky.

“One has a kind of calling to teach, and it doesn’t have to be a religious calling,” said Thurlow, “just a sense of this is what I need to do.”

Religion and education also have their respective rituals, he noted. And one teaching tradition Thurlow wants to preserve is keeping students and teachers in class together.

More students are opting for podcasts these days, particularly for large lectures. But Thurlow isn’t such a fan of that technology — unless distance learning is the only option available.

“I really want the students there in my class,” he said. “One of the things I enjoy about teaching is the theatrics of teaching. There’s something very special about what I’d call ‘embodied teaching.’”

“Nothing replaces that face-to-face embodied experience which has all the magic and energy of live theater,” said Thurlow, who in fact has a background in theater, having trained for two years as an actor at The Poor School in London, and, before that, having qualified as a teacher of speech and drama through Trinity College London.

Thurlow said he understands he has a duty to transmit and produce knowledge. Still, he is always on the lookout for opportunities to improvise and come up with analogies to connect daily events with deeper principles.

Thurlow was born in England and lived there for 12 years before spending the next decade or so in South Africa. A United States resident, he maintains his British citizenship, as well as his native accent.

He said he is still adjusting to differences between British and American students. One of the biggest, he said, has been “around the culture of grading.”

“In Britain,” Thurlow said, “I think students have an expectation that they start with zero and they have to prove to me why I should give them more than zero. Whereas I think in America, students start with the expectation that they have 100 percent, and I have to prove why I’m taking away from that. Working this out has been important.”

One of the things he said he really likes about young American people “is that they have such a great sense of self confidence and self assuredness.”

Asked who has inspired him, Thurlow cited bell hooks, the African American feminist scholar. Though he’s never met her, he said he’s read her work over the years and adopted some of her views regarding “communities of learning.”

That includes the philosophy that, “It’s not just that I have knowledge and I’m going to drop it on you,” he said. “It’s not that I’m the all-powerful knowledge machine.”

Rather, both he and his students are on a journey, learning together, asking questions. “I just happened to have asked some of them maybe sooner,” Thurlow said, “and have done a bit of research to find out some of the answers. But I’m still traveling.”



DAVID GOLDSTEIN

Distinguished Teaching Award

By Elizabeth Fitschziur | UW Bothell

For many, **David Goldstein** is a natural choice as recipient of a 2007 Distinguished Teaching Award. Throughout his 10-year career at UW Bothell, Goldstein has taught more than 60 courses mainly focused on the different facets of American culture, and has consistently received praise from colleagues and students alike. He has been most successful in achieving this by being perceptive to innovative teaching methods and by being accessible to all.

“Teaching is so central to who I am that much of my identity comes from this vocation.”

Says Carole Kubota, chair of the 2007 Distinguished Teaching Award Committee at UW Bothell, “Dr. Goldstein’s impressive application letter and dossier materials reflected his passion for teaching, his belief in his students’ abilities to engage in ideas from multiple perspectives, his fostering of cooperative learning environments, and his continuous desire to keep learning as a teacher. He captures his students with his employment of non-traditional assignments and assessments.”

Goldstein favors this nontraditional approach as he strives to engage his students in ways that have far-reaching effects, believing that “teaching at its best is transformative. I strive to foster students’ own natural curiosity so that they essentially teach themselves. This way, they keep learning long after leaving my classroom.”

Goldstein does this in several ways: by using portfolios in his pedagogy (a technique he was asked to present to the Faculty Fellows Program by the UW Teaching Excellence Institute); incorporating service learning in his courses (as a Community-Based Learning Institute Fellow); and using technology when appropriate in his courses (further, participating as a Fellow at the UW Bothell Online Faculty Institute).

These conscientious efforts are evident as Goldstein is described by his students in his nomination letters as “current,” “enriching,” “sincere” and “hip.” Says one of his students, “Dr. Goldstein is the sharpest, brightest professor I know, and always enters the classroom

with lighthearted enthusiasm and a sincere interest in each and every one of his students.”

Goldstein is quick to return the compliments: “It is impossible to enumerate everything I’ve learned from students, but I can say that the things I’ve learned from them seem to fall into two categories. One is new ways of seeing things I have been studying my whole career. Our students are experienced, smart, insightful individuals, and I learn an incredible amount from them. The second category is inspiration. Most of our students work at least part-time, many of them work full-time and many also have family obligations involving a partner, children, and increasingly, eldercare for their own parents. I learn time management, commitment, and perseverance from our students.

“Teaching is so central to who I am that much of my identity comes from this vocation. I witness firsthand the expansion of students’ horizons, the enlargement of the world they see, as they struggle and engage with the ideas they encounter in my courses. I facilitate the transformation of individuals — not for a quarter or a year but for a lifetime. That means everything to me.”

Continues Goldstein, “It’s hard to express what this award means to me. I have such genuine admiration for all of the teachers here, and just to be considered as a professional colleague is a great honor for me. I care deeply about what I do. I believe this success comes from a willingness to put students first, to use multiple complementary pedagogical methods, to promote cooperation rather than competition in the classroom, to emphasize life-altering ideas rather than discrete facts, to collaborate with colleagues in developing our best practices, and to adapt to each student’s and each class’s particular constellation of skills and interests. I believe that my students learn enthusiastically because I teach enthusiastically.”



LAURO FLORES

Distinguished Teaching Award

By Peter Kelley | University Week

Now well into his third decade of service at the UW, **Lauro Flores**, professor and chair in the Department of American Ethnic Studies, is a consummate teacher and a passionate advocate of diversity and inclusion. He is also the recipient of a 2007 Distinguished Teaching Award, and his nomination file glows with words of praise from colleagues and students alike.

“I hope my role has been to facilitate the transformation of the system to make it more inclusive of groups that historically have been excluded or marginalized.”

“He has taught more than 25 different courses at the UW, ranging from language instruction to graduate seminars,” wrote Judith Howard, divisional dean of Social Sciences, in her letter nominating Flores for the award. “His sense of curricular service is astonishing. After 25 years at the University he continues to teach the ‘bread and butter’ courses... He is quiet, unassuming, and as one student put it, you would never know he is one of the most distinguished scholars in the field.”

Keane Sweet, a former student who studied abroad with Flores and was glad to have the professor as his senior thesis advisor, wrote, “One gets the sense that he has read every angle, every critique, heard every possible contention. Even so, in my experience, Lauro is unflinchingly open to student input.”

Flores’ career has featured varied experiences and campus roles. He came to the UW in 1980, joining the Department of Romance Languages and Literature, and the next year became director of the Center for Chicano Studies. He held that position until 1985, when the Department of American Ethnic Studies was created. In 1989, he was invited to spend a year as visiting professor at Stanford University. He followed this in 1990 with a similar year as the guest of UCLA.

Returning from that two-year leave, Flores then spent two years, 1992-94, as special assistant to the provost. He next moved to the Department of American Ethnic Studies in 2002. “This department was always asking me to move here, and then the time came,” he said.

He became chair there in 2005. “I took the job because it’s challenging,” he said, and he admits that those challenges continue. “It’s been hard to retain faculty,” he said, and as a result, the department’s African-American Studies concentration has suffered the most. Still, Flores said he sincerely wants to help the department grow and thrive.

Throughout this long career, Flores’ scholarship also has been extraordinary. His publications include *The Floating Borderlands: Twenty-Five Years of U.S. Hispanic Literature* (UW Press, 1999), which won an American Book Award, and *Alfredo Arreguin: Patterns of Dreams and Nature*, a bilingual volume (UW Press, 2002), which was also selected for the Kiriya Pacific Rim Book Prize Notable Books Reading List. He has served as editor of the journal *The Americas Review: A Review of Hispanic Literature and Art of the U.S.A.*, and *Metamorfosis: Northwest Chicano Magazine of Art and Literature*.

Flores, who is 56, came of age during the civil rights movement and continues to hold true to the ideals of those times. He is concerned about the UW’s ability to recruit and retain minority faculty and students, and worries that real changes should long ago have taken place. “The notion that in 35 or 40 years the playing field has been leveled is far from the truth,” he said with some sadness.

He said he continues to reflect on words he heard from a speaker at a Ford Foundation meeting of fellows (of whom he was one) back in the 1980s, a time of shrinking education budgets: “If we did not transform institutions when times were better, how do you do it now?” Though its intentions are good, he said, the UW still has a long way to go toward achieving true diversity.

Looking back over his varied and vital career, Flores said, “I hope my role has been to facilitate the transformation of the system to make it more inclusive of groups that historically have been excluded or marginalized.”

He continues to seek ways to improve his department and the education it can offer to students.

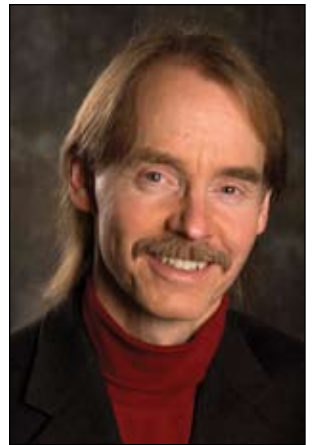
“A key component of my legacy, I hope, will be the creation of a graduate program in American Ethnic Studies,” Flores said.

DOUGLAS BLACK

Distinguished Teaching Award

By Claire Dietz | Health Sciences News

Doug Black didn’t set out to earn one of the UW’s Distinguished Teaching awards; he didn’t even set out to have an academic career. “I never even thought about becoming a professor,” he said. “I wanted to be a pharmacist and I expected to have a career as a specialty pharmacist.”



He earned his bachelor’s degree from the UW in pharmacy and then went on to earn the Pharm.D. degree, also at the UW, in 1983. From 1983 to 1989, he was a clinical staff pharmacist in oncology at UW Medical Center, working on medications for cancer patients.

But during this time he also began teaching one pharmacology class for nursing students at Seattle Pacific University.

“Those students taught me one of the most important things I’ve learned about teaching, which is that it’s critical to understand your audience. You can know everything about the coursework, but if you don’t understand who the students are, and what their level of knowledge is, you’re not going to be very successful.”

In general, Black thinks beginning instructors, perhaps especially in the sciences, can go down the wrong path by focusing too much on the specifics of the material they are teaching and on their own presentation.

“Communication really is a two-way street,” he says, “and you need to pay attention to the other direction: Are the students engaged? Are they bored? Are they confused?”

One specific way to do this is to learn to read faces and pay attention to what they are telling you, he suggests. “I’ve certainly given some presentations that didn’t go over very well. But at least I know when I’m bombing. Sometimes it’s better to just end a class and try again tomorrow.”

Black teaches a range of courses. He is course master, with a partner, for Pharmacy 560, the “Therapeutics” course for third-year students, a core of the curriculum. He teaches a class in medications for master’s-level nursing students, and he gives numerous guest lectures each quarter on treatment for infectious diseases, focusing on antibiotics. He has also taught numerous elective courses in pharmacy and a class for physician assistant students in the Medex program.

Among the most time-consuming teaching tasks is his role as a preceptor for Pharm.D. residents and students on the infectious disease service at UW Medical Center.

“Our team is usually following 10–15 patients on any given day,” he said, “and with infectious diseases, most of our work is on optimal antibiotic dosing.

“I try to be sure the residents and students don’t lose sight of the patient when they are considering the medications. It can be easy to come up with a ‘perfect’ set of prescriptions, but what if the patient isn’t able to take them or tolerate the side effects?”

Most teachers pick up aspects of their teaching style from others they’ve worked with or their own instructors. Black said he is particularly indebted to one of his own role models, Dr. Joanne Mortimer, a physician with whom he worked in oncology.

“She was really a great teacher,” he said. “Among other things, she was approachable, non-threatening, patient, open to ‘dumb’ questions, and didn’t make anyone feel stupid.” (Mortimer is now at the University of California, San Diego, as deputy director of its Cancer Center.)

Students seem to recognize Black’s interest in them and what they are learning. One of the pharmacy residents who worked with him on the infectious disease service wrote in an evaluation: “Doug has been a wonderful preceptor. I enjoyed meeting with him every morning to discuss infectious disease topics as well as other pharmacy and non-pharmacy-related issues. He is always available for questions/concerns, even after we meet.”

On weekends, Black is often found in the mountains, hiking and climbing, but just before exams he usually stays in town to be available by e-mail.

Although he says he is not a particularly social person, Black enjoys the give-and-take with students and his role in their development as professionals. He is the faculty advisor for the Rho Chi Honor Society, the pharmacy school’s top students, and he says he never misses a graduation ceremony.

G. KENT NELSON

Distinguished Teaching Award

By Jill Carnell Danseco | UW Tacoma

UW Tacoma Senior Lecturer **G. Kent Nelson** doesn’t care if his students become experts in the subjects he teaches. He’d rather they master a few broad principles for better living. “The most important thing for me, as an instructor, is to emphasize whole-person learning,” he says. “I want to help my students become better human beings. If I do that, they’ll be able to go out into the business world, pursue whatever they choose and be successful.”



UW Tacoma’s 2007 Distinguished Teaching Award recipient honed his skills as an instructor in graduate school at the UW, where he earned his doctoral and master’s degrees in speech communication. Nelson teaches leadership and business communication courses in the management concentration at UW Tacoma’s Milgard School of Business.

Nominators said Nelson, a UW Tacoma faculty member since 1995, is

“Communication really is a two-way street, and you need to pay attention to the other direction: Are the students engaged? Are they bored? Are they confused?”

"I believe it's one of my jobs to promote a rich teaching and learning environment."

one of the University's finest instructors. Through his keen attention to detail, dedicated work ethic and stellar teaching skills, he helps students and colleagues grow as scholars and teachers.

"When I started in the business program, a friend told me to take Dr. Nelson for every class I possibly could," said Sarah Eddy, a 2006 graduate of the Milgard School of Business. "He creates an environment within the classroom that is unique, where students are uplifted and challenged intellectually and personally," she said.

In the classroom, Nelson prefers to teach big ideas, an approach he believes helps students understand themselves and the world around them and will ultimately make them better businesspeople.

"Given the choice between my students leaving my class with acute understanding of the course's particular subject matter, or leaving my class as better human beings who are motivated to contribute to the well-being of others and the greater good, I will always choose the latter," he said.

His class assignments reflect his goal to help his students develop an intrinsic desire to engage in lifelong learning. In his Dynamics of Leadership class, Nelson asks each student to develop a model for his/her own pursuit of "personal mastery," and a plan to improve current and ongoing leadership. In his Interpersonal Skills course, student assignments generate awareness of personal communication patterns that can lead to improvement in personal relationships as well as business ones.

His approach prepares students for the real world of business, said Eddy, now a credit analyst at Wells Fargo Bank in Tacoma.

"Business is much more than what's written in the textbooks," she said. "It's a dynamic environment where you interact with people. Dr. Nelson is leaving a legacy of heartfelt compassion and empowerment that is benefiting UW Tacoma students and the community."

Nelson enjoys interactive classroom discussions and has recently started to use new technology in a quest to keep students engaged and excited. In addition to providing students with written feedback on their work, he records oral feedback on a digital audio recorder and e-mails it to his students. It's a method that allows him to provide tailored, personal feedback with all the nuances associated with a human voice.

"For me, written feedback lacks personal and emotional nuances that are so important," he says. "I believe this is a way to give really rich and meaningful feedback."

Another graduate of the business program, Karen Nolan '99, said Nelson's personal approach in his classes helped her learn to be a better communicator, a skill she appreciates in her career as a realtor.

"Dr. Nelson knows how to truly, effectively communicate, how to create a special contact with each person," she said. "He is an absolutely phenomenal instructor."

Nelson also serves as an instructional coach for other UW Tacoma faculty. He conducts workshops on teaching and learning and observes classes in order to help other faculty members sharpen their teaching skills.

"As a senior lecturer, I believe it's one of my jobs to promote a rich teaching and learning environment," he said. "If I can help another teacher improve, that teacher becomes more effective with students. The impact is exponential."

Nelson credits his success at UW Tacoma to the quality of his graduate education at the UW.

"I believe this award is a compliment to my education at UW Seattle. It is a dream come true to work for this University."



TERRY SWANSON

Distinguished Teaching Award

By Vince Stricherz | News and Information

Terry Swanson firmly believes a key to his teaching success is making classes intimate. The trick is to create intimacy — a sense of personal connection — in a freshman class with as many as 600 students packed into a cavernous lecture hall. There are several techniques to make it happen, says Swanson, a senior lecturer in Earth and space sciences and recipient of a 2007 UW Distinguished Teaching Award.

It begins with students taking a few minutes at the start of the quarter to fill out index cards with their names, a bit of personal information and what they'd like Swanson to teach, giving them a role "within reason" in determining their curriculum. He might teach a specific point during the quarter because a student asked about it on an index card, and he will note that during the lecture.

He likes to move up and down the aisles in the Kane Hall classroom, engaging students as he talks. He has students develop 2-minute mini-lectures on points they raise, to deliver to the entire class. He or his teaching assistants conduct numerous field trips, and he estimates he rubs elbows with one-third of his class during those excursions.

"I like the diversity of students," says Swanson. "They are typically non-majors from all areas of the University. I get excited sharing what I love with students who come in with different ideas of what they want to take away from the class."

Not only has Swanson taught the basic geology course — "rocks for jocks" — since he was a doctoral student and teaching assistant in 1991, he also covers his share of upper-level and graduate-level courses and intimacy is still a key ingredient.

Of course, those classes only get to be, at most, about one-tenth the size of the 101 sections. "In almost all my upper division classes there are 10-minute mini-lectures. The students help teach the classes and they develop speaking skills. It helps to personalize the class."

Regardless of class size, Swanson said, respect is a key component among the students themselves and between him and the students. He often encounters students whose religious beliefs regarding creation run counter to the scientific principles he teaches. But that's OK, he said, as long as they

respect that he is teaching science as it exists and he respects their deeply held beliefs.

Many students find field trips an exciting part of Swanson's classes. In the introductory course he offers nine field trips per quarter, including one to the IMAX Theater at Pacific Science Center. For extra credit, there is one field trip that students find out about only if they attend class — a visit to a cemetery to study the differences in weathering on tombstones made of quartz, marble and other materials.

"It seems a little morbid, but they have fun with it and they can see the relevance of how science works," he said.

Morbid maybe, but it's that type of effort that inspires students.

"His course material is challenging, stimulating and diverse. He is able to show students from a variety of majors where geology is important in their area of study," wrote former student Patricia Terhune-Inverso.

"The most memorable moments of taking classes from Terry are his field trips. They are legendary: full of excitement and adventure. These adventures range from being stuck in the snow on a glacial moraine in eastern Washington to wandering through the woods on Whidbey Island to find an elusive glacial erratic."

Perhaps as important, in the eyes of Robert Winglee, Earth and space sciences chairman, are students' research opportunities, thanks to Swanson.

"While many professors on campus provide such opportunities, it is very rare that a senior lecturer can provide such opportunities," Winglee wrote. He added that Swanson has even secured funding from the National Science Foundation to include undergraduate and graduate students in this research.

Swanson's teaching, plus the research opportunities, persuaded Justin Nelson, a political science and anthropology major, to add a minor in Earth and space sciences.

"Terry's enthusiasm captivates his classes and drives them to succeed," Nelson wrote.

"I have not found an instructor who is as enthralling and enthusiastic as Terry."

MATT SPARKE

Distinguished Teaching Award

By Peter Lewis | News and Information

When **Matt Sparke** was growing up in England he took an exam administered to many 11-year-olds to measure their problem-solving and reasoning skills — basically an intelligence test. Pass and you were ticketed for grammar schools and on to university. Fail and you were off to a more vocationally oriented high school and likely a working-class job.

Sparke failed the test. But with luck and the help of teachers at the school he did attend, he advanced academically anyway.

Not to put too fine a point on it, but seven years ago he won a nearly \$250,000 career award from the National Science Foundation to study globalization, last year he achieved full professor status in geography and the Jackson School, and this year he garnered a distinguished teaching award.

Out of that early experience — being branded as someone who wouldn't amount to much academically — Sparke has retained what he regards as a healthy skepticism toward the value of standardized tests.

Realizing that in a sense the system had written him off, Sparke said, "I never want to give up on anybody." He remains a bit suspicious about pigeonholing certain students as *crème de la crème* or lost causes.

Maybe, too, his personal path is responsible for the occasional sense that he's "an imposter," someone who doesn't truly belong on a university campus. That can be a disabling thought, Sparke noted, but also a healthy one, because it forces him to focus on why he's here, and question if he's "doing enough to contribute" instead of just taking things for granted.

In addition to working with graduate students and upper-division undergraduates, Sparke reaches out to first-year students through an introductory course on globalization. For the roughly 500 students who register, he offers a weekly "open house coffee meeting" at the Suzzallo Library coffee shop.

That's on top of maintaining office hours, he said, because some first-year students "find the idea of making an appointment with a professor quite daunting."

Sparke has also offered students the chance to volunteer to work with various community service groups instead of writing a major research paper. One who interned with Save Darfur Washington State wrote in a teaching-award nominating letter that he was grateful for the "chance to develop passion for service through actual hands-on experience."

Sparke, 39, uses humor and theatrical effects as part of his teaching repertoire. For example, it so happened that last fall Halloween fell on a Monday, just when he was ready to start lecturing on money and globalization.

"I told the students I was going to induct them into the 'Sacred Society of the Pyramid,'" referring to the design on the back of a dollar bill. Sparke put on some organ music, dimmed the lights and lit candles on stage as he and the students chanted the Latin words, *novus ordo seclorum*, which also appear on the back of the bill.

"Then we finally burnt the dollar bill," he recalled.

"It was obviously a joke, but I wanted to get the students to stop and pause, and think about why that seems such an abominable thing to do — to burn money. It's just paper."

Part of the point, he said, was to get them "to think about money not being simply something that is held, but something that embodies a long history and global geography of relationships." Some students memorialized the induction ceremony by snapping and uploading photos to Facebook.com, Sparke said.

A famous geographer who influenced Sparke and served as a mentor was David Harvey, who taught at the University of Oxford when Sparke attended as an undergraduate. "He was incredibly giving of his time," as well as open-minded, Sparke recalled.



"...and while I still sometimes have those imposter twinges, I have also come to feel very warmly supported at UW."

"Terry's enthusiasm captivates his classes and drives them to succeed... I have not found an instructor who is as enthralling and enthusiastic as Terry."

JUSTIN NELSON
Student

He also praised his colleague in geography at UW, Vicky Lawson, as a great model, active supporter, and someone who “has always given me wonderful feedback.”

“Resat Kasaba, Joel Migdal and many others have also inspired me with their teaching along the way,” said Sparke, “and while I still sometimes have those imposter twinges, I have also come to feel very warmly supported at UW.”



JERUSHA ACHTERBERG

Excellence in Teaching Award

By Joel Schwarz | News and Information

As strange as it seems, being a poor dance student has made **Jerusha Achterberg** a better classroom teacher. “What makes me teach the way I do is that I also take dance classes and I’m appalling, really bad. Dance is very difficult for me, so it gives me an appreciation for students who just don’t get a complex subject such as hominid evolution,” said Achterberg, a doctoral student in biocultural anthropology and a recipient of one of this year’s Excellence in Teaching awards.

“Remaining a student is a huge help in understanding how it feels to be learning difficult material and not talking down to your students.”

“Remaining a student is a huge help in understanding how it feels to be learning difficult material and not talking down to your students. Hominid evolution is hard to understand at the introductory level. As an instructor you have to learn how to teach while being true to the field and yet be open to all students and their beliefs and ideological differences,” she said.

Achterberg credits her desire to teach to a pair of instructors who took an interest in her. She remembers being a shy ninth-grader who had an Earth science teacher who convinced her that she could succeed.

“By today’s standards he didn’t have a good teaching style. He would yell, scream and pound the table,” she said. “But he took an interest in students, and he started me on a life trajectory that would lead me to teaching.”

As an undergraduate student at Pennsylvania State University she took an introductory summer course in chemistry and recalled that a teaching assistant didn’t show up for scheduled office hours on a Friday before the Fourth of July. The instructor happened to come by, called the situation unacceptable and dropped everything to hold office hours himself.

“Both of these were teachers who had high expectations, very high expectations, so students either loved or hated them. I learned if you have high expectations people will live up to them,” said Achterberg.

She juggles her teaching with her own studies and research. She is completing work on a master’s degree in public health in epidemiology and has begun work on her doctoral dissertation, which will involve developing mathematical models of tuberculosis transmission.

Teaching, she said, helps keep her grounded and breaks the isolation of doing research. Much of what she teaches first requires students to do a lot of memorization, but her goal is to have her students be able to master the information and use it independently.

She feels her responsibilities also include teaching students how to do such things as preparing a speech and putting together a scientific poster.

“When I first got here I was frequently told that the students weren’t that good. But I have been impressed at how students can grow and how they can perform. There are exceptional students here who are willing and able to achieve everything I’ve asked,” Achterberg said.

Her style of teaching certainly has a positive impact on her students. One of them wrote in nominating Achterberg for the excellence in teaching award:

“I left her office with an epiphany. I knew I’d gained an academic ally, someone who explained complex concepts in understandable terms, and who really cared whether students grasped the material. I believe that good teachers are those who expect great things from their students, but the best teachers — like Jerusha Achterberg — teach their students to expect great things from themselves.”



ALEX COVERDILL

Excellence in Teaching Award

By Sandra Hines | News and Information

Students seem to respond to environments that are relaxed and open, where they can pitch out ideas without fear that their peers will think less of them, according to **Alex Coverdill**, doctoral student in biology and one of this year’s Excellence in Teaching Award recipients.

“I have found that students in introductory classes are often timid and unsure of their knowledge. To address this issue I’ve had students anonymously write down their biggest concerns on the first day of class,” Coverdill says of one of the ways that he’s found to help students. “Then I read them aloud to the entire group. They quickly see that their concerns are widespread and that they are not alone.”

Karen Petersen, a lecturer in biology, gives another example of Coverdill’s technique: “At the end of each lab, students take turns answering a series of discussion questions. Alex creates a safe, friendly atmosphere for students to stand up and give answers and then he expects discussion. Students quickly get comfortable and enjoy these brief opportunities for speak-

ing to the entire class and they begin to develop a habit of critical thinking.

“Alex’s emphasis in the classroom goes beyond any single topic and extends broadly into the development of important lifelong skills for his students,” Petersen says.

Coverdill, whose research concerns the factors that influence migration of songbirds, particularly those that travel to the Arctic, came to the UW from the University of Portland, where he earned his bachelor’s with a major in biology and got a minor in drama.

Drama?

Among other things, Coverdill says, the theater work he did in high school and college has taught him to be aware of his audience and how to bring them back if their minds are wandering.

“He is skilled at modifying explanations until his entire class shows that glint of enlightenment, regardless of each student’s particular method of learning,” says former student Rebecca Petersen. “Alex has a talent for identifying mental obstacles and providing the clarification to get around them. During comparative anatomy, which was one of my most difficult classes, I regularly benefited from his rhymes, tunes, alliterations and other mnemonic devices, which I think were critical in my passing that course.”

Drama experience also helped him transition from smaller classes to the ones with 200 to 300 students without being nervous, Coverdill says.

Lecturer Petersen has seen him grow in other ways as well, saying, “This fall, Alex gave a series of lectures in my biology 118 course. He pushed himself to take on some of the most challenging, but basic topics in an introductory physiology course. He ended up giving lectures on muscle physiology, basics of the respiratory system, two on renal physiology and then one on the male reproductive system.

“The first two lectures he had time to plan and organize, but the later ones came about as a result of a family emergency that called me out of town with less than 24 hours notice to my TAs. I was gone for a week while Alex gave several lectures in Biology 118, in addition to handling the weekly TA meeting and coordinating the peer teaching assistants and laboratories for the week. He did a wonderful job. . .”

Coverdill’s teaching doesn’t stop in the classroom, says Thomas Daniel, chair of the Department of Biology.

“Alex has been passionate about working with undergraduates in all aspects of science,” Daniel says. “He has mentored 16 undergraduates as peer TAs over seven quarters. This involves helping them not just learn the science but to gain a level of command that allows them to help other students.”

DEBORAH FLORES

Distinguished Staff Award

By Peter Kelley | University Week

You know you’ve come to a challenging work environment when, shortly after you arrive, resignations leave you with a skeleton staff of strangers and you have to put yourself on the payroll because no one else knows how. Just ask **Deborah Flores**, human resources administrator of the College of Engineering and recipient — quite appropriately — of a 2007 Distinguished Staff Award.



And you also know you’ve done well when, a few years later, people say such things as John Hughes, a human resources specialist in the college, said in his nomination letter for Flores: “Today ... we have remarkably productive meetings, we accomplish amazing feats of administrative wizardry, and we work together as a team. We attribute these dramatic improvements to Debbie’s influence.”

Such glowing praise is commonplace for this exceptional employee, who came to the UW in 2000 after spending 15 years at Bank of America in the high-octane world of corporate human resources. She’s the go-to person for both personal and personnel matters at the College of Engineering — the one people come to with problems and tough conversations of all kind.

This is well supported by her nomination letters for the prestigious campuswide award. Eve Riskin, associate dean of academic affairs for the college and director of the ADVANCE program that promotes the work of women in engineering, wrote that Flores works closely, effectively and discreetly with the various chairs in the college on their own personnel challenges. She added, “One time a chair said to me, ‘I spend many hours in Debbie’s lap.’”

That’s a joke, of course, but it expresses a truth: That Flores is a highly talented and compassionate communicator. Hughes wrote, “She is, without a doubt, THE person in the college for difficult situations. In fact, hers is the first number most people call when a problem arises (even if it has nothing to do with human resources).”

Another nomination letter suggested, “Perhaps a more appropriate title for her would be Senior Administrator Extraordinaire.”

But it’s not just Flores’ long professional human resources experience that makes her excel at her job, it’s also her approach to any interaction with a fellow worker. “You have to be prepared to listen, and also to treat the person with dignity and respect,” she said.

To know Flores is to know that this bears repeating. And Dean Matthew O’Donnell of the College of Engineering and Mani Soma, professor of electrical engineering and associate vice provost for research, do exactly that in a dual nomination letter, saying, “She promotes and protects the dignity of all faculty, staff and students, thereby creating a more positive academic culture for all.”

Nominator Hughes wrote, “Debbie has shown us that dignity means giving employees a voice, making sure all sides are explored, providing a transparent and honest work environment and treating employees with compassion and respect. She unfailingly demonstrates this in her work, and we have benefited tremendously from her example.”

Still, that doesn’t mean Flores avoids the difficult moments that are part of human resources work. She keeps flexibility and creative solutions in mind, but also knows that the college’s work must go on. In dealing

PLEASE SEE FLORES ON PAGE 6

“He is skilled at modifying explanations until his entire class shows that glint of enlightenment, regardless of each student’s particular method of learning.”

REBECCA PETERSEN
Student

“You have to be prepared to listen, and also to treat the person with dignity and respect.”

Multidisciplinary International Research The Brotman Award for Instruction



Michelle Williams

"I demand excellence. When you're working in a poor environment with meager resources, you don't have the luxury of wasting time or resources."

By Marsha Rule | Health Sciences News

Michelle Williams says she created the **Multidisciplinary International Research Training (MIRT) Program** to "allow minority students to have an international experience, something I didn't have until I was a graduate student." Now the innovative program that has been providing international research opportunities to undergraduate and graduate students since 1993 is being honored with the Brotman Award for Instructional Excellence, recognizing outstanding collaboration to improve undergraduate education.

"I started the program in response to a request for proposals from the National Institutes of Health to engage in public health and leadership," said Williams, professor of epidemiology in the School of Public Health and Community Medicine and director of MIRT. "We got funded, and in 1995 one of our first groups of students went to Zimbabwe."

That first trip was an incredible learning experience for the UW students and cemented Williams' commitment to continue the MIRT program. "The biggest determinant of health is poverty," she said. "What I learned was that with the right connections and a will to make things work, you can have a significant impact even in resource-poor settings."

The MIRT program is a "win-win" for all involved. Each year, students in an array of disciplines (biology, chemistry, neurosciences, etc.) from schools across the United States vie for one of the 10 available slots in the program, which provides two-month residencies in foreign countries, working on real problems with host researchers. Students develop their analytic skills and improve their writing and research skills, and the host researchers gain valuable assistance on their projects.

The program builds on established UW relationships throughout the developing world, including Zimbabwe, Ethiopia, Vietnam, Thailand, Republic of Georgia, Peru, Mexico, Ecuador, Chile, Brazil and Argentina. Students spend two to three months in their designated country learning about population-based research and assisting their host institutions in furthering much needed research and health services projects.

To participate in the program students must be research oriented, have proven academic scholarship, and demonstrate a commitment to community. In addition to these basic criteria, Williams has one other major requirement.

"I demand excellence. When you're working in a poor environment with meager resources, you don't have the luxury of wasting time or resources," she said. "I am intolerant of mediocrity, especially in developing countries where that mediocrity could mean life or death because of the lack of a safety net."

"Our students have worked on such problems as water-borne diseases in Zimbabwe, maternal mortality in Peru, iron deficiency and cardiovascular disease in the Republic of Georgia. These kinds of experiences encourage the expansion of cultural perspectives and international knowledge of students and faculty — and that often means being outside of one's comfort zone. Our students are leaving their comfort zones, both culturally and economically. They trust me, faculty and staff to challenge them and to support them as they work through that discomfort."

Since its beginning, 135 students have been trained through the MIRT program. As a result of their experiences, many have achieved more than they could have imagined.

"Our students have gone on to medical school, joined the Peace Corps, become Fulbright Scholars. Six are now faculty members in institutions of higher learning, and 65 have published in scientific journals," Williams said.

The daughter of Jamaican immigrants who attended public schools in New York, Williams credits mentors along the way for inspiring and supporting her academic achievements. She received her undergraduate degree in biology from Princeton, a master's in civil engineering from Tufts University and a doctorate in epidemiology from Harvard. The MIRT program is her creation and her gift to students and to the numerous countries and people they touch.

Winning the Brotman Award means a lot to her and to the MIRT program.



Above: Michelle Williams provides a polio vaccine during the October 2006 PolioPlus campaign in Ethiopia.

Right: The Mateo Clinic serves refugees on the Thailand-Burma border.

"With this attention, we may be able to grow the program and give more students these kinds of experiences and successes. I know that I'm thankful that I had people in the community who said 'You can reach higher.'"

"Someone in the academy has to say to students 'Come along with us.' I'd like to be that person for these students."

FLORES

CONTINUED FROM PAGE 5

with challenging relationships, she said, "I tell them, 'Realistically, you're probably not going to change (the other individual). Can you live with the situation and be happy with that?' If not, we work on other options."

Flores has helped solve problems by convening cross-college "Project Improvement Teams." She has helped to defuse instances where workplace violence has been threatened. She has saved her college thousands of dollars by streamlining administrative procedures. Dean O'Donnell wrote,

"There is not an area in the College of Engineering Dean's Office, and in many instances (its) units, that she has not touched."

And through it all she remains a creative and calming influence in her workplace, always with respect for others at the forefront of her thoughts.

"You can't have an ego in this job, because it's about helping others." She added, "You can't be afraid to be wrong. I'm not perfect — I make mistakes like the next guy. When I do, I apologize and try to move forward."

She returns the praise of the many who spoke highly of her, saying, "The people in the College of Engineering are very conscientious and hard-working. It's a high-energy college. We have high-energy deans and we get a lot done."

Training Program Instructional Excellence



PHOTOS COURTESY OF THE MIRT PROGRAM

The Brotman Award for Instructional Excellence

Program on the Environment

By Sandra Hines | News and Information

Mining the expertise at the UW has allowed the **Program on the Environment (PoE)** to generate as many bachelor's degrees, about 50 each year, as some departments do, all without having any faculty of its own. And this year it has won a Brotman Award for Instructional Excellence.

The Program on the Environment is the UW's largest universitywide, interdisciplinary program both in terms of the number of students served and the number of departments it spans, according to David Secord, the director of the program in recent years.

"The intellectual breadth is much more inclusive than most other academic units," he says, "Some 35 or 40 departments in 10 schools and colleges." Secord just left the UW to work for the conservation-oriented Wilburforce Foundation in Seattle.

In nominating the program for the award, senior Laura Knudsen wrote, "I intend to enter the environmental policy arena upon graduation and I feel that learning the different approaches that multiple disciplines possess about environmental policy has proved invaluable to my career goals. As a result I have taken classes with students in the UW Business School as well as the forestry, women studies, biology, mechanical engineering and chemical engineering departments.

"One of my favorite interdisciplinary experiences with PoE is occurring this quarter in ENVIR 442, which is an engineering class on renewable energy technologies. I am able to understand from an engineering perspective the benefits and disadvantages to renewable technologies and also how those systems actually function. Furthermore I am able to network with engineers who are familiar with renewable energy."

At the undergraduate level, the Program on the Environment offers a bachelor's degree in environmental studies, a minor in environmental studies and a certificate in restoration ecology. It also offers two graduate certificates. Students conduct field work in such places as the Arctic National Wildlife Refuge, Australia, India and Seattle urban ecosystems.

"PoE recognizes that a narrowly regional or even national approach to environmental education is no longer acceptable in the modern era," says David Fenner, assistant vice provost and director of international programs and exchanges. "No other unit is so demonstrably global in its range and scope, and the PoE program has acknowledged and harnessed that reality from the beginning.

"Concrete examples of the impact on students abound: The capstone presentations of PoE students are a marvel of synthesis, exploration and youthful discovery. These students tackle complicated issues and wrestle them into effective and educational presentations. In all of these cases through the application of what they are learning, PoE faculty and students make their textbooks literally come alive."

Shari Davis, a UW graduate, says her capstone project with the Program on the Environment and the Restoration Ecology Network was the highlight of her undergraduate experience.

"I learned so much as the project manager for my restoration team. As part of the capstone experience, I completed an analysis paper and an integrative essay to describe and evaluate my experiences. In addition, my team and I drafted a 70-page summary report documenting all of the work we accomplished with our Restoration Ecology Network project. The REN program provides the practical, team-oriented, field work experience that has proven to be very useful in my recent job search," says Davis, who accepted a job as an environmental scientist at Sound Environmental Strategies in Seattle.

Created in 1997, the Program on the Environment last fall launched a new curriculum, shepherded by its undergraduate program coordinator Michelle Hall, and based on new learning goals developed with university-wide input from faculty.

"Sustaining this level of transdisciplinary innovation is a central challenge of excellent — but still largely balkanized — places like the UW," Secord says. "Yet it is key to graduates' success at tackling gnarly problems we'll face in the coming decades."

The program is contributing to environmental education nationally through the Council of Environmental Deans and Directors, presentations at national meetings and publications such as the Education Forum piece in *Science* magazine last June focusing on collaborative ecological restoration as taught and practiced by the UW.



From Left: Michelle Hall, undergraduate program coordinator; David Secord, former director; and Trina Sterry, academic counselor

"PoE recognizes that a narrowly regional or even national approach to environmental education is no longer acceptable in the modern era."

DAVID FENNER
International
Programs and
exchanges



ELAINE FRANKS

Distinguished Staff Award

By Joel Schwarz | News and Information

It's nearly impossible to draft a job description that adequately portrays what **Elaine Franks** does at the Behavioral Research and Therapy Clinics (BRTC). Formally she's the administrative coordinator, but that title doesn't come close to doing her justice.

"Without her, none of us could have accomplished the things that are moving the field forward and influencing people's lives."

MARSHA LINEHAN
Psychology Professor

"She's the glue that holds together this research lab that is responsible for hundreds of lives," said Marsha Linehan, psychology professor and director of the clinics which research and help patients with borderline personality disorder, a complex psychological condition. The disorder is notoriously difficult to treat and patients with the condition often are suicidal and/or have a substance abuse problem.

No task seems too large or small for Franks to handle efficiently and with compassion. She is an event planner, gatekeeper, mother figure to undergraduate and graduate students, travel agent, lifeline and, most recently, recipient of a 2007 Distinguished Staff Award.

Often she finds herself in the role of a therapist, even though she is not a trained mental health professional.

Routinely when the phone rings in the BRTC it is Franks who "soothes and reassures callers, generates hope and coordinates evaluations and treatment referrals," according to Linehan.

More than 50 phone calls and more than a dozen e-mails from desperate parents looking for help for their suicidal child or from suicidal individuals flow through Franks' filter in an average month.

"These calls can be extremely difficult to take," said Linehan. "Each story is somehow more tragic than the previous. The distress, helplessness and hopelessness of these calls could lead someone to become jaded. Not Elaine! ... It is not uncommon to receive word from clients about the 'excellent therapy' they received on the phone from Elaine. Her innate skill and compassion allow her to serve as a lifeline to my patients and their families."

"I feel compassion for the families crying out and people asking for help," said Franks. "I think I was meant to be in this particular lab."

Franks worked as an occupational therapist for 13 years at a Southern California hospital before moving to Washington in 2000. Shortly before leaving the hospital she experienced the tragedy of suicide when a co-worker killed herself.

"It was an extremely stressful and sad situation and I didn't get over it for two years because I was very close to her."

She joined the UW first as an hourly employee and then as a part-time secretary in the Department of Near Eastern Languages and Civilization before the job in the BRTC opened up. She didn't know the opening was in a clinic that dealt with suicide, but knew it would be a challenging one when her old boss in California excitedly exclaimed, "You have an interview with Marsha Linehan!"

Franks believes that she's won the award for her clinic. "I'm thrilled for the lab. I don't know if everyone in the UW community knows what we do here, but I hope my winning lets people know about our work. This award should be for everyone here — Marsha, the scientists, the graduate and undergraduate students and the staff."

"The basis for nominating Elaine for this award is the contribution that she has made to BRTC, our students, our department and the public," said Linehan. "Without her, none of us could have accomplished the things that are moving the field forward and influencing people's lives."



CYNTHIA ST. CLAIR

Distinguished Staff Award

By Nancy Wick | University Week

Cynthia St. Clair has spent her life connecting people with information that she hopes will make their lives better. For a long time that information was medical; now it's musical. To her, they're equally valuable. "They both heal in different ways," she says.

"The best thing about working at the University is that I always learn something — daily, really, with every job I've had here. It's just endlessly rich with opportunities to learn."

St. Clair, the director of marketing and public information at the School of Music, is being honored with a Distinguished Staff Award after 27 years of service to the University, 24 of them consecutive. She's worked in several different departments, but every job has been about information.

"I have a passion for information," she says. "Google is my idea of the most wonderful thing in the world."

Yet, upon her graduation from college with a degree in English, St. Clair was unclear what she wanted to do. So she walked into the personnel office of the College of Medicine and Dentistry in Newark, N.J., where she was then living, and said, "I like people and I like to write." They pointed her toward public relations, and that's what she's done ever since.

Her first job at the UW was as a temporary secretary in the Rehabilitation Medicine Department. But it wasn't long until her boss discovered she could write, and that led to a writer/editor position. After three years she left the University, but she returned in 1983 — first to Harborview and then to the UW Medical Center, in each case producing publications — some for

doctors and some for the lay public.

"I really loved all those jobs," St. Clair says. "I thought I would just spend my entire career doing medical public information."

"But in 1999, it happened that I had posted a job opening for another writer in our office, and while I was checking on it, I noticed there was an opening in the School of Music. Purely on a whim, I decided to apply for it."

The job attracted her, St. Clair explained, because she loves music. She played the flute in school and has continued to sing in choirs as an adult. But she didn't know much about the School of Music.

"When I took the job I wasn't even aware that the school did concerts," she says. "I'd been working at the University all this time and I thought, this is a little gem and I didn't even know about it. Wouldn't it be great if more people knew about it? So it was like finding a treasure and then wanting to tell everybody about it."

And tell them about it she has, as the letters supporting her award nomination show:

"Cynthia's genuine love of music is reflected in how she captures the energy, talent and inspired commitment of our students and faculty, and guests artists," writes School of Music Director Robin McCabe. "Whether she is writing about Bach, Brubeck or the music of Bali, Cynthia is able to present our message to a growing and appreciative public who comprise our audiences."

And Music Professor Timothy Salzman adds, "Cynthia's creative outreach to the Seattle arts community has resulted in an increased profile for the School of Music in the competitively busy local Seattle arts scene."

St. Clair has served the School of Music with photography as well as writing. As a one-person department with a small budget, she explains, she can't hire professionals, yet she saw there were many things in the school begging to be photographed. So she brought in her own camera and started taking pictures. In time the school bought a digital camera and her photographs began appearing in other publications besides her own.

In her letter, Ethnomusicology Archivist Laurel Sercombe notes that St. Clair's photos "capture moments of real music-making that convey, better than any narrative, what goes on here in the School of Music."

But writer and photographer are only two of the many hats that St. Clair wears in her job. She notes some of the others — long- and short-term planner, media liaison, crisis communicator, graphic design reviewer, data collector and much more.

"The best thing about working at the University," she says, "is that I always learn something — daily, really, with every job I've had here. It's just endlessly rich with opportunities to learn."

MARNE FABER

Distinguished Staff Award

By Steve Butler | Harborview Community Relations

It is rare to meet someone "who truly stands out, who inspires everyone in the room and who challenges others to view the world differently on a daily basis," wrote Ray Johanson, assistant nurse manager of the Burn and Pediatric Intensive Care Unit (ICU), in a letter nominating **Marne Faber** for a Distinguished Staff Award. "Marne is such a person."



A staff nurse, Faber has worked the night shift for five years on the Burn and Pediatric ICU at Harborview Medical Center. In addition to handling all of Harborview's burn and pediatric cases, the unit provides critical care to other patients when any of its 18 beds are available. For nurses, the unit's special challenges include providing delicate wound care, caring for badly injured children and working in rooms heated to 100 degrees to keep burn patients warm during the first few days of treatment.

In 2004, Faber brought the concept of mentoring to the Best Practice Committee as a way to provide continued support and training beyond the standard orientation program for newly-hired nurses. With backing from the committee, Faber played a major role in establishing a mentor program for the Burn and Pediatric ICU.

During their first six to 12 months on the job, new nurses are paired with an experienced mentor to create a supportive, nurturing and educational environment. Mentors offer a confidential relationship and safety net for dealing with such issues as strengthening clinical skills, dealing with personality problems or adjusting to a night-shift schedule.

In her own work as a mentor, Faber receives high praise. "Marne made my transition to the ICU smooth and welcoming," wrote staff nurse Patricia Wittgow in her nominating letter. This sentiment was shared by staff nurse Shane Hulbert, who wrote that "Marne is a wonderful confidant, teacher, inspiration and friend."

The mentoring program has exceeded its original training goals by creating a new culture for the Burn and Pediatric ICU. "Mentoring leads to ongoing relationships and friendships," Faber said. "It allows people to see the bigger picture. It serves to renew the enthusiasm of longtime nurses. It encourages professional development. It aids in recruitment. Good nurses want to work with us because of our reputation for teamwork and excellence."

Faber and her colleagues have served as consultants on establishing mentor programs for other units at Harborview and at local hospitals, including UW Medical Center, Swedish Medical Center and Children's Hospital & Regional Medical Center. Later this year, the Harborview model will be presented to a national nursing audience at the annual educational conference of the American Association for Critical Care Nurses.

Faber believes that the whole community benefits when mentoring programs are created. She is particularly excited about the consulting relationships Harborview has established with burn care nurses at other hospitals in Seattle, which encourage the sharing of best practices. "It makes the whole area stronger as a place to practice nursing and care for patients," she said.

In 2006, Faber was honored by Nursing Spectrum, a national program for recognizing extraordinary contributions by nurses, as a finalist for the

"Mentoring leads to ongoing relationships and friendships. It allows people to see the bigger picture. It serves to renew the enthusiasm of longtime nurses."

“Mentor of the Year” award in the Mountain-West region.

The Distinguished Staff Award also recognizes Faber’s extraordinary contributions to nursing care at Harborview and in Seattle. “When I see that I am working with Marne, I am reassured that even if the night is busy or chaotic, I will be supported and get the help I need to do my job well,” wrote staff nurse Patrice Turbes.

Faber calls the Distinguished Staff Award a flattering tribute to her unit. “I got this award because of the people I work with,” she said. “The unit is so strong.”



PAM ROBENOLT

Distinguished Staff Award

By Catherine O’Donnell | News and Information

Pam Robenolt doesn’t look much older than the students she supervises, but her quiet knowledge and confidence make clear who’s in charge — and that her students will perform. She also puts in a ton of hours. For her efforts, Robenolt has won a Distinguished Staff Award.

“...when you see how hard students work, how much they give, it makes the time worth it.”

Robenolt “is one of the brightest, most dedicated, most competent people I have met in my 26 years at the University of Washington,” said Stan Chernicoff, principal lecturer in Earth and space sciences, who nominated Robenolt and was director of Student-Athlete Academic Services when Robenolt was hired eight years ago. She’s now assistant director of that service. According to the National Collegiate Athletic Association, the UW has the second-highest graduation success rate (82 percent) in the PAC-10 (Stanford University holds top place).

“Pam has an amazing passion for the welfare of these students,” Chernicoff said. Some have gotten by on their charm, academic help from others or sheer athletic performance, he said, but Robenolt knows they will eventually have to perform in the real world. “She gives no quarter; Pam doesn’t go easy on them,” said Chernicoff.

Robenolt came to the UW from two years in the Peace Corps and five years teaching special education in suburban Washington, D.C. She’d already gotten a bachelor’s degree in business administration from Lakeland College and a master’s degree in special education from George Washington University.

At the UW, her accomplishments include a summer course on writing and critical thinking. Geared to give student athletes a running start at the UW, the course was initially offered last summer to 21 students who worked with eight staff members four days a week. Robenolt worked with the English Department on course content and structure but also spent hours and hours studying the latest research in teaching undergraduates.

Word about the course has spread in the UW athletic community, and this summer, 40 students will participate.

Normal days, however, find Robenolt either in her office counseling students, working with them in a study classroom or supervising the freshman football study table, a work session for an hour and a half four nights a week in Conibear Shellhouse.

On top of her work with students, Robenolt is a student herself. This fall, she plans to take written examinations for a UW doctorate in educational leadership and policy studies and hopes to start her dissertation next winter.

Raised in small Wisconsin towns, Robenolt said she learned the desire to help others from her mother and others who didn’t wait for people to ask for help. They were savvy enough to notice need.

Motivating students to learn, then watching them grow, often by leaps and bounds, is the best part of her job, said Robenolt. “Some students, you just wonder how they’re going to make it, but four years later, their grade point average is over 3.0 or they’ve made the dean’s list.”

Mary Patterson, a 21-year-old swimmer at the UW, said Robenolt “has made my life successful. She’s an incredible person.”

Patterson has attention deficit disorder, so Robenolt helps her plan and stay organized. Recently, she helped Patterson with an independent study course in sociology which led to a long paper on ADD and how people with such difficulties are seen differently.

Lots of nights, it’s 9:30 or 10 by the time Robenolt leaves the University, and she’s plenty tired by the time she heads for the door. “But when you see how hard students work, how much they give,” she said, “it makes the time worth it.”



JAN SPYRIDAKIS

Distinguished Contributions to Lifelong Learning Award

By Alison Koop | Educational Outreach

Jan Spyridakis, of the College of Engineering’s Department of Technical Communication, is the kind of professor who can inspire students in a spirited discussion of an unlikely topic — syntax and semantics. “[She] made me look at grammar from a whole new point of view,” wrote one student on a course evaluation form. “[Her] class was one of the best of my academic career,” wrote another.

By day, Spyridakis mentors graduate students and devotes herself to cutting edge research on document design, usability and research methods, receiving eight awards for her research. But by night, she teaches working

professionals in the highly-regarded Certificate Programs in Technical Writing and Editing and User-Centered Design administered by UW Extension.

Long recognized for her teaching prowess, Spyridakis is the recipient of numerous teaching honors including a UW Distinguished Teaching Award and the 2004 Jay R. Gould Excellence in Teaching Award from the Society for Technical Communication. But her devotion to her evening duties — she’s served as lead instructor since helping found the certificate program in 1989 — proves her special commitment to continuing adult education. She’s taught more than 700 nonmatriculated students, with a high percentage of graduates launching a new career or progressing significantly in the field. Boeing, Microsoft, IBM, Amazon, Google and Amgen are just a few of the organizations where you’ll find Spyridakis-trained professionals. “Everyone out there deserves a chance” to enter and succeed in the field, she said.

And “everyone out there” describes the certificate program roster. There are computer science professionals, but also doctors, lawyers, teachers, business professionals and people with a variety of liberal arts backgrounds. Many are already working in lower capacities in the field, such as a former student who soared in her career at Immunex after gaining her credentials. About one-third are changing or broadening their careers. These include the veterinarian who wanted to make better pet care information available and tech professionals who see that communicating about technology may be rewarding in a different way.

Spyridakis engages them all. “The diamond of the program is Dr. Jan Spyridakis...She is the most rigorous teacher I’ve ever had, but she’s not to be missed...Egos are not allowed in her class; each student receives her incisive criticism...and learns more than they thought they could,” wrote Tina Carter for *Seattlewritergrls.org*.

It’s clear that Spyridakis values the diverse backgrounds of her students. “They are a uniquely eager group,” she said, “up for discussion of rhetorical issues of language. They also see immediate application in their jobs. They make great students because they are determined. Anyone who has gone to school in the evening after working a day job has to be determined.”

Students, she said, keep her current about what’s going on in the workplace. They influence her thinking about what is relevant to their careers today, which shapes the curriculum for day students as well.

“Jan is renowned for zeroing in on each student’s writing weakness, working and working them until they improve,” said Andy Hoover, director of academic programs for Educational Outreach.

Over and over again on course evaluation forms, students confirm this. But her “dryly humorous stories provide a welcome balance to the intensity,” said Carter on *Seattlewritergrls.org*.

All the while, Spyridakis is imparting knowledge and skills of immediate practical application in the workplace. “This course was so relevant and useful! I was certainly enriched by taking it,” said one student.

But Spyridakis doesn’t stop with immediate interests. “Students come in saying, ‘teach me to write a proposal, a grant,’ etc., focusing on a product,” she said. “But we want to teach the communication process, so they can use it in any situation. If you identify user needs and criteria for developing a solution, you should be able to come up with any product you need.”

Perhaps one of the best endorsements of Spyridakis’ teaching is this: Two of the Technical Communication department’s doctoral students and at least 10 of their master’s students went through the certificate program and came back for more.

ERASMO GAMBOA

Outstanding Public Service Award

By Nancy Wick | University Week

Erasmus Gamboa spends a lot of time on the golf course, but he’s not trying to improve his handicap. Gamboa, associate professor of American Ethnic Studies, devotes many hours each year to producing a golf tournament that benefits an institution he believes in. It’s for those efforts and others that Gamboa has been given the Outstanding Public Service Award.



The annual Sea Mar Charity Golf Tournament, Gamboa explains, began with a desire to throw a party. For some years he had been an active volunteer at the Sea Mar Community Health Center, “one of the largest community health organizations in the state addressing the needs of underprivileged communities.” The work of the center is largely supported through grants, but he and four fellow volunteers wanted to give a holiday party for patients and their families. One of those volunteers belonged to a golf club, so he suggested a golf tournament.

The group set a goal of \$10,000, which they far exceeded. In fact, in the 10 tournaments they’ve held since the beginning, they’ve raised more than \$1 million. They’ve been able to hold that party, at which they provide gifts for 10,000 children at various locations. But over the years they’ve also provided scholarships to children of farm workers — 50 \$1,000 scholarships last year.

Gamboa has a soft spot for the children of farmworkers because he was one. He grew up in Eastern Washington, traveling with his Mexican-born parents as they followed the harvests.

“I can remember going to a lot of different schools, and each time I’d have to register,” he says. “They’d ask my parents’ profession, and I’d have to put down ‘farm laborer.’ I remember the heavy stigma attached to that.”

In high school he was not expected to achieve and he didn’t. He joined the Navy after graduation, and that’s where he noticed that the difference between officers and enlisted men was education. So, when his military obligation ended, he enrolled in Yakima Community College. He was there in 1968 when some African American UW students visited, looking to recruit students of color. Gamboa was one of 30 Chicanos to answer the call.

He arrived that fall to a campus teeming with activism, a scene that quickly enveloped him. He was one of the founders of MEChA (Movimiento Estudiantil Chicano de Aztlán), the Chicano student organization.

“Jan is renowned for zeroing in on each student’s writing weakness, working and working them until they improve.”

ANDY HOOVER
Educational Outreach

“I think there’s an obligation to give back. The people that I serve, they mirror my background. I don’t have to be reminded of my commitment.”

Inspired by Cesar Chavez, the labor leader who was then trying to unionize farm workers in California, he chaired a successful student effort to extend the grape boycott to the UW campus.

"That was an incredible learning experience for me and others in terms of how to organize, how to commit yourself to issues of social justice and how to advocate for people in need," Gamboa says. "I've never strayed far from that in my life since then."

He earned his bachelor's degree in Romance languages and his master's and doctorate in history. His first teaching job was at Seattle Central Community College, and while there he helped to organize a group that ultimately won a lawsuit forcing the community college district to hire more Latinos.

In addition to his involvement in social justice issues and his work with Sea Mar, Gamboa has given many hours of his own time getting the history of Latinos in the Northwest to ordinary citizens, especially children. He produced educational materials on the topic, then got them placed in all 200 school districts in the state. He's also traveled to schools to teach. In 1992, He was presented the Governor's Ethnic Heritage Award for his contributions to Washington's ethnic heritage.

"It is hard to describe the emotion one feels when you witness Dr. Gamboa, reaching out to give a particular student a copy of his latest book after one of his stirring history presentations to a group of migrant farm worker students," writes Antonio Sanchez, director of economic development and international relations in the lieutenant governor's office. "To that student, it is more than a book; it is a ticket to a life of fulfillment and affirmation."

Which is what Gamboa wants for them.

"I think there's an obligation to give back," he says. "The people that I serve, they mirror my background. I don't have to be reminded of my commitment."



JAMES GREGORY

James D. Clowes Award for the Advancement of Learning Communities

By Nancy Gardner | News and Information

While the city of Seattle today enjoys a reputation as a livable, friendly and politically correct metropolis, as recently as 1966 racially segregated schools and neighborhoods were de rigueur. The work of **James Gregory**, professor of history, and his students, has brought this issue and others to the Internet, so audiences can learn from the past and gain a better understanding of our city's struggles.

"This project has helped serve communities and is an example of how a little history can matter — when it shows people something about their communities that hadn't been understood before."

The Seattle Civil Rights and Labor History Project, www.civilrights.washington.edu, has been in existence for about two years and grew out of Gregory's undergraduate teaching. It shows the multiracial history of civil rights activism in the Pacific Northwest and explores the relationship between civil rights and labor struggles of the 20th century. Through streaming video interviews, access to rare publications, documentary images, movement histories and personal biographies, the multimedia Web site brings Seattle's role in racial and civil rights into the limelight. The site has even helped to change Washington state law.

Not a bad project for someone who had to learn HTML on the fly in order to make good on his promise to his classes that he would create a Web site where his students, including undergraduates, who often don't have many outlets to publish their research, could post their papers.

Of course, Gregory, who serves as project director, is quick to give much of the credit to the success of the Seattle Civil Rights and Labor History Project Web site to his students, whose work is accessed by thousands of site visitors.

Rights advocates, legislators, Seattle Police Department officials, students and history buffs alike have all tapped into Gregory's latest online project, his fifth in as many years, to better understand Seattle's history and use it as an educational tool. His colleagues and students say it has brought tremendous visibility to the UW and provides the most complete set of resources about civil rights struggles for any city outside the South.

"Moreover, the impact of his project reaches beyond the UW," says Alex Morrow, a doctoral candidate in history. "In 2005, students amassed a collection of 400 racially restrictive covenants and deed restrictions and posted them on the site. This collection attracted the attention of journalists in Seattle and eventually the state Legislature, which passed a law facilitating the elimination of segregationist language from homeowner contracts."

Gregory says being the recipient of the James D. Clowes Award for the Advancement of Learning Communities is a double honor.

"I knew Jim Clowes (who taught in the UW's Comparative History of Ideas program and died of cancer in 2004) and know how much he inspired students and faculty alike, so to win an award bearing his name is incredibly meaningful," he says. "This project has helped serve communities and is an example of how a little history can matter — when it shows people something about their communities that hadn't been understood before."

Lorraine McConaghy, historian with Seattle's Museum of History & Industry, says the Seattle Civil Rights and Labor History Project is a powerful tool that illustrates Gregory's genuine commitment to providing a scholarly resource for the broader community.

"I have demonstrated the features of Jim's Web site to audiences as diverse as middle school teachers, Elderhostel students and researchers, and all were moved by the Web site's powerful content and impressed by its accessibility," she says. "The site's rich archive of primary materials, thoughtful interpretations and clever interactivity comprise a rare combination."

The 100 undergraduate and graduate students who have participated in historical research projects have a place to post their papers, thanks to Gregory.

"Just as we seek to portray local actors as agents of history, we also treat students as producers of knowledge instead of just consumers," Gregory adds. "Students have produced most of this project's content, and their excitement has transformed our teaching and made us appreciate the great potential for public humanities projects to transform undergraduate learning."

J. CAREY JACKSON

S. Sterling Munro Public Service Teaching Award

By Clare Hagerty | Health Sciences News

Trained as an anthropologist and a physician, **J. Carey Jackson** understands the challenges of providing health care to immigrant communities. Overcoming language barriers and recognizing cultural expressions of illness are only part of his continuing quest to care more effectively for these patients.



At Harborview Medical Center, where Jackson has served as Director of the International Medicine Clinic since 1992, providers treat patients from 70 language groups with the help of the medical center's Interpreter Services. His team works with community leaders from numerous ethnic groups who help provide interpreters and advisers to work in the clinic. But understanding the language is just the beginning.

"Clinics need to engage meaningfully with the communities they try to serve," he explains. "For us, this means a detailed understanding of the patient's family structure, neighborhood, history of relocation and trauma, diets, and social lives before we can accurately address many health problems. Many community clinics, migrant clinics and Indian Health Service Clinics do this well, but how does a large county hospital serving over 70 non-English speaking communities attempt this?"

In 1994, Jackson teamed up with pediatrician Ellie Graham and their Harborview colleagues to develop the Community House Calls Program. The program builds bridges between ethnic communities and health institutions through a medical-anthropological approach that includes a well-integrated health care team and interpreter cultural mediators. These bilingual, bicultural mediators help non-English speakers navigate the health, social services and legal systems. This case management approach promotes dialogue and education to help medical systems become flexible and able to engage with social and cultural differences in varied ways.

Jackson's remarkable community service and clinical care work are only part of the reason why he is the recipient of this year's S. Sterling Munro Public Service Teaching Award. Not only has he reframed the concept of care to include cross-cultural medicine, but he has created a thriving teaching environment in which students and residents apprentice alongside physicians in caring for these vulnerable patient populations.

"Paul Farmer says it nicely," Jackson says, referring to the subject of the inaugural UW Common Book *Mountains Beyond Mountains* who pioneered community-based treatment strategies for infectious diseases. "Too often, clinical systems use the 'culture' buzz word as a diversion, a smoke screen, to avoid engaging with patients in a meaningful manner that moves the system outside of its financial and administrative comfort zone. We need to continue to challenge our institutional practices through research and innovation by tracking cost and consequences with a goal to engage more fully with all communities to serve their unique needs."

Residents rotating through the clinic are taught by attending physicians with additional training in international health, tropical medicine, social medicine or anthropology.

"They understand how critical it is to build community and institutional partnerships in order to provide clinical care outside of the narrow confines of a 15-minute office visit," says Jackson, whose research has included hepatitis B screening and prevention, tuberculosis control, and methods to improve cervical cancer screening and prevention in immigrant populations. Together with Community House Calls faculty and staff, he developed a Web site — www.ethnomed.org — that offers detailed clinical information on a variety of cultural and medical topics.

"We're making progress because we sustain relationships with these communities over time," Jackson says. "EthnoMed is not a library archive — as such, it is woefully incomplete — but it is a real work-in-progress that grows out of relationships. It's like a family photo album, a journal of our living relationships in these communities."

But Jackson refuses to take all the credit.

"This has been a collaborative effort on the part of many people, and Harborview deserves many accolades — it really stepped up to support and help develop the International Medicine Clinic, EthnoMed, Interpreter Services and the Community House Calls Program," he says.

Dr. William J. Bremner, Robert G. Petersdorf Professor and Chair of the UW Department of Medicine, says Jackson "richly deserves" the recognition.

"Dr. Jackson has forged a nontraditional academic path that nevertheless has established a remarkable record of scholarship and community service and serves as a sparkling example to students and providers," Bremner says. "And he has done this in a quiet, unassuming manner through meaningful partnerships and collaborations."

"Dr. Jackson has forged a nontraditional academic path that nevertheless has established a remarkable record of scholarship and community service and serves as a sparkling example to students and providers."

WILLIAM J. BREMNER
Department of Medicine

DON WULFF

David B. Thorud Leadership Award

By Catherine O'Donnell | News and Information

When **Don Wulff** was 7 years old, his parents decided he and his two siblings would attend school in town, not the one-room schoolhouse they'd been attending. Twelve miles on horseback each day had simply become too hard. His mother, Elsie, bucked a county attorney who initially blocked the decision. After making clear to him where her kids would attend school, she then drove them a total of 64 miles each day, all on dirt roads in rural Montana.



“Try to get the students more actively engaged with the content more deeply than they would be if just sitting in their classroom.”

“It inspired in us the need and desire to get an education,” said Wulff, who has won a David B. Thorud Leadership Award. Wulff is an associate dean in the UW Graduate School and directs the UW Center for Instructional Development and Research (CIDR).

Ann Q. Stanton, dean of the College of Arts & Sciences at Texas Woman’s University and Wulff’s dissertation adviser, said, “I have known Don Wulff for over 25 years and can say without hesitation that he embodies the essence of leadership. He continually envisions new possibilities, has the organizational expertise to facilitate skillful implementation of new initiatives and has earned the unwavering respect and loyalty of his colleagues.”

Wulff first learned about teaching and leadership when he not only watched instructor Gyda Pederson at the one-room schoolhouse in Big Timber, but taught and was taught by the eight other kids in the school.

By the time he was 20, Wulff had graduated from Montana State University and was teaching English, speech and theater to high school students in Roundup, Mont.

“My first year was horrible,” recalled Wulff. “I tried to befriend the students, and like many novice teachers, I focused more on content than on what students were actually learning.”

Nor did Wulff have a mentor, as the woman scheduled to supervise him had had a nervous breakdown, and her temporary replacement had been out of the classroom for years.

Order settled in, however, when he learned the boundaries between teacher and student. He also learned to define expectations and help students meet them. A quiet, gentle man who speaks carefully and thoughtfully, Wulff eventually spent 16 years as a high school English teacher before going to the UW for a doctorate in communication and instruction.

Relating to college students and their teachers became Wulff’s focus at the UW. In 1984, shortly before finishing the doctorate, Wulff joined CIDR as a staff consultant for instructional development. The same year, he won a UW Distinguished Teaching Award.

Much instruction in classroom methodology was handled by CIDR back then, said Wulff, as it was the only Universitywide resource for instructors aiming to improve their teaching. But as focus on the whole student has grown, good teaching methods have become expected. “A lot of people are asking questions about good teaching and good learning in a way they weren’t in 1984.”

It means Wulff and his colleagues encourage experiential learning. In a Shakespeare course, for example, students might see a play and interview one of the actors. Or explain aspects of the play to peers. “Try to get the students more actively engaged with the content more deeply than they would be if just sitting in their classroom,” Wulff said.

He explains relationships among students, content, professors and context in his most recent book, *Aligning for Learning: Strategies for Teaching Effectiveness* (Anker Publishing, 2005).

Wulff co-edited the book with senior colleagues at CIDR, including Associate Director Wayne Jacobson.

“Don’s scholarly work has given him great insight into the complexity of teaching well,” Jacobson said. He’s “highly effective at translating insights from his research into strategies instructors can readily apply and adapt in their classes.”

Wulff also goes out of his way, Jacobson said, to make sure his staff members are recognized, and doesn’t hesitate to pitch in. It’s not unusual to find Wulff cleaning up after a staff meeting or circulating a card for a staff member either celebrating an honor or suffering a loss.

A Shoreline resident, Wulff has two children and four grandchildren.



EVE RISKIN

David B. Thorud Leadership Award

By Hannah Hickey | News and Information

Eve Riskin sometimes strolls into the office wearing a pair of cow boots. Not cowboy boots, but kids’ rain boots decorated to look like cows. The boots are practical and unconventional, a little like their owner. Riskin, who holds several leadership positions on campus, is a recipient of the David B. Thorud Leadership Award.

“I really believe there’s no reason for women not to succeed in science and engineering.”

“Typically you think of a leader as a tall, white man wearing a very expensive suit,” Riskin says. She presents another model.

Those who work with and for Riskin say she’s tireless, generous in her praise, and skilled at connecting her colleagues with partners and opportunities. Words like “unassuming,” “practical,” and “down-to-earth” come up often.

Riskin is a professor in the Department of Electrical Engineering. Her research on video compression is targeting the transmission of American Sign Language over cell phones. Since 2005, she has been associate dean for academic affairs in the College of Engineering.

She also directs the UW’s ADVANCE Center for Institutional Change, one of 32 national National Science Foundation-funded programs seeking to increase women’s participation in science and engineering. “It’s my passion,” Riskin says.

Riskin’s desire to reform the culture of engineering arises from her own experience. At the Massachusetts Institute for Technology in the early 1980s fewer than one-quarter of the entire undergraduate student body were women.

Graduate school was worse. There were no women professors in Stanford University’s electrical engineering department until Riskin was finishing her doctoral work. And when she arrived at the UW in 1990 as one of four women faculty, the department chair would occasionally come to work in a tie decorated with the Playboy bunny.

“Things are different now,” Riskin says.

Today, the UW’s Department of Electrical Engineering has 20 percent

women professors, more than three times the national average. That change is due in no small part to Riskin. Under her leadership the UW’s ADVANCE program is one of the most active in the country.

“I really believe there’s no reason for women not to succeed in science and engineering,” Riskin says. She seeks to build community and to accommodate professors’ needs to balance work and family life. “These changes don’t just make things better for women,” she says. “They make things better for everybody.”

One example of Riskin’s “coalition building” is ADVANCE’s popular Mentoring-for-Leadership lunches, in which women leaders share their experiences with women faculty. At a recent meeting Riskin mingled with about 15 female professors, most of them in math, science and engineering, sharing Chinese food and discussing the challenges of university leadership roles.

“She understands the power of social networks,” says Kate Quinn, special assistant to the executive vice provost.

Many women faculty at the University credit their success not just to ADVANCE programs but also to informal conversations with Riskin. An associate professor says, “Eve is the first person I think of when I have a question about any aspect of the promotion and tenure process.”

Books, instructional videos and pricey seminars promise to divulge what makes a good leader. Riskin has no time for any of them. Her pragmatic approach favors to-do lists over grandiose visions.

“If you follow through and move quickly and get things done, people will start to count on you,” she says. “Leadership takes persistence.”

Riskin names the late Denice Denton, former dean of the College of Engineering, as one of her strongest influences. It was Denton who suggested Riskin head the ADVANCE office and encouraged Riskin to think of herself as a leader.

“If it weren’t for her I wouldn’t be winning this award,” Riskin says. She also points to Denton as one of her strongest examples of what makes a good leader.

“She encouraged people. She listened to people,” Riskin says. The former dean taught Riskin to respect different opinions and to acknowledge each person’s contributions so they would feel like a valued member of the team.

Richard Ladner, the Boeing professor of computer science and engineering, is a friend and professional colleague of Riskin’s. He calls her simply “a national figure in the advancement of women in science and engineering.”

Yes, those cow boots may be a size six. But they are some awfully big shoes to fill.

RAJ BORDIA

Marsha L. Landolt Distinguished Graduate Mentor Award

By Hannah Hickey | News and Information

German graduate student André Zimmerman moved to Maryland to complete his doctoral research. But two months after he arrived, the government lab where he was working shut down. He found himself in a foreign country with no institution, a thesis to write and a visa that expired in six months.



A colleague suggested he contact Raj Bordia. Zimmerman did so. A few days later Bordia picked him up at the Seattle airport and invited him to spend the week living in the Bordias’ home before hunting for an apartment. Then Zimmerman joined the group and resumed his research.

Zimmerman now works as a ceramics engineer at a German company. His arrival in Seattle was unusual. But the support he describes — frequent meetings, intellectual challenges, late-night discussions, financial support to attend conferences — is representative of Bordia’s interactions with young scientists. Bordia is the recipient of this year’s Marsha L. Landolt Distinguished Graduate Mentor Award.

The engineer’s gentle manner brings order to an office that’s piled high with folders, paper and journals.

“Mentoring of graduate students is one of the most important things we do,” says Bordia, a professor of Materials Science and Engineering. “I see it as training the next generation of scholars and the next generation of colleagues.”

Almost every student who passed through his lab wrote in support of his application for the award. Jessica Torrey, a recent graduate, remembers that when she first arrived from upstate New York she was apprehensive about coming to a big university in a major city.

“Within the first few weeks Prof. Bordia hosted one of his summer barbecues at his home and introduced me not only to our entire research group, but also his family and several group alumni,” she says. “This made me feel much more at ease in my new situation.”

Bordia recognizes the importance of social connections.

“Part of being a doctoral scholar is going very deeply into one problem,” he says. “The one danger is you can also become somewhat isolated. It is very important that students build strong personal and professional networks.”

Former lab members recall barbecues and Super Bowl parties at their adviser’s home. One doctoral student defended her dissertation the day before Bordia and his wife were catching an early morning flight to India. Nevertheless, the couple held a celebration in their home and postponed the packing until the wee hours.

As another strategy to get out of the laboratory, Bordia encourages his students to attend conferences and helps them prepare thoroughly beforehand. Conferences are crucial in building professional networks, he says. He’ll call up his colleagues who will be attending the meeting and tell them when and where his student will be presenting, and encourage them to attend the talk.

He believes that nurturing a graduate student is a bit like parenting — knowing when to lend support and when to step back. This is the one area where he’s changed his approach over time. “In the beginning, maybe I

“Mentoring of graduate students is one of the most important things we do. I see it as training the next generation of scholars and the next generation of colleagues.”

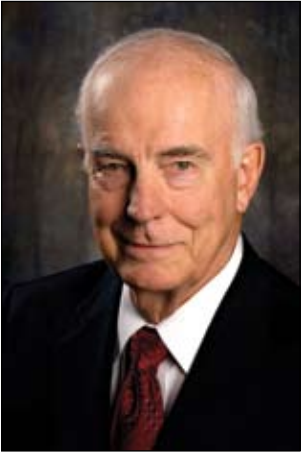
was a bit more cautious and reluctant to let the students go. But over time I learned to trust them,” he says. “With every student I see this: a point where the problem they’re working on becomes their problem. And I think that’s the transformative point.”

Bordia completed his undergraduate engineering degree at Indian Institute of Technology, Kanpur and pursued graduate studies at Cornell University. He spent more than five years as a research scientist at DuPont before arriving at the UW in 1991.

In their nomination letters, colleagues from other institutions commented on Bordia’s ability to combine student support with outstanding academic standards. Students say Bordia pushed them intellectually while offering support with personal issues, such as family responsibilities or illness. As department chair from 1998 to 2005, he worked to recruit more diverse students.

Many former lab members have now left the academic nest and are flying on their own, with careers in industry or academia. Bordia enjoys staying in touch.

“It’s very, very satisfying to see students mature to become professional colleagues,” he says.



DAN EVANS

Alumnus Summa Laude Dignatus

Adapted from a *Columns* story by Eric McHenry

Dan Evans came close to becoming the vice president of the United States twice, but luckily for his home state, it didn’t work out either time. Instead, he filled other roles and became perhaps the most popular and influential political figure in the state’s history. And now he’s been chosen the Alumnus Summa Laude Dignatus — the highest honor the University bestows on a graduate.

Evans’ first brush with the vice presidency came in 1968, when Richard Nixon strongly hinted that a Dan Evans endorsement at the Republican National Convention would be repaid with a vice-presidential nod. Evans thanked him and proceeded to support the lost-cause candidacy of Nelson Rockefeller. Then, in 1976, many influential people wanted then-President Gerald Ford to choose Evans as his running mate in his bid to be elected in his own right. Ford chose Senator Bob Dole instead, and the two lost a close election to Jimmy Carter.

Evans doesn’t regret that he didn’t wind up as vice president, and maybe later as president. Though he says that he felt qualified for the nation’s top office and believes he could have put together a strong administration, he also admits that he “didn’t really thirst for the presidency” the way others have. His first priorities have always been his family and his home state. And he never had much patience with the back-scratching and superficialities of national politics.

Washington, D.C.’s loss has been the other Washington’s gain. In addition to three successful terms as governor, Evans has given the state five years of able representation in the U.S. Senate, eight years in the state House of Representatives, six years as president of The Evergreen State College, 12 years on the UW Board of Regents, and a lifetime of loyalty.

“He just lives integrity,” says Sandra Archibald, dean of the Daniel J. Evans School of Public Affairs. “We call him a compass, a moral compass for future leaders. One of the main reasons this school was named after Dan is that he has this blend of lofty ideals and a practical approach. It’s a combination that’s really, really rare in a politician. He has the ideals, but he knows how to get things done.”



DAWN WILLIAMS

Alumni Association Distinguished Service Award

Adapted from a *Columns* story by Tom Griffin

In 1990, **Dawn Williams** was a recent business school grad who wanted to reconnect with the University. She heard about a downtown Seattle alumni lunch and thought that would be a good start. But the turnout was “embarrassing,” she recalls.

Afterwards, she told herself, “Don’t complain about something unless you are willing to do something about it.” The basic idea of a lunch series was sound, she thought; it just needed better execution.

So Williams worked with other business alumni to revamp the offerings. Through some arm-twisting, they were able to attract high-powered executives who, in turn, drew sellout audiences.

And that was just the beginning of Williams’ work as an active alum — work that has led to her selection for the UW Alumni Association’s Distinguished Service Award. Her first big achievement was unifying three different alumni groups — one for BAs, one for MBAs and one for the Executive MBA program — into one business alumni association. That led to her joining the UWAA’s Board of Trustees.

A financial adviser at Smith Barney, Williams became the association’s treasurer, and in that role she helped ensure that life dues and income from credit card agreements were banked in the UW’s endowment fund. Today the organization has \$13 million in these reserves.

In 2003, Williams became president of the UWAA, a job she enjoyed so much that in her first month she attended 42 alumni meetings and events. But she claims to enjoy it all.

“The best part for me,” she says, “was the camaraderie, just being with my fellow Huskies working to support the University.”

MINH-AN NGUYEN

President’s Medal

By Bob Roseth | News and Information

Minh-An Nguyen, 21, majoring in biochemistry and chemistry, has been named a President’s Medalist — the outstanding student to complete at least three-fourths of her education at the UW. The award is given on the basis of overall academic record, including grades. She has been both a Mary Gates Leadership Scholar and a Mary Gates Research Scholar. She also was honored as a Howard Hughes Medical Institute Intern in 2005-6 and as a recipient of the Hyp Dauben award for the outstanding undergraduate in the H-organic chemistry sequence in 2005.

One of her favorite experiences at the UW was going on the Honors Rome Program in 2005. “Being able to learn about art history by actually visiting the site is an amazing feeling,” she said. “It pushed me outside my comfort zone and I learned so much about myself.”

Nguyen is Vietnamese but was born in Norway. “I hope to use my Vietnamese skills and my own experiences as an immigrant to help other immigrants in the future,” she said.

She plans to attend dental school. “I feel that growing up as a poor minority enables me to be a dentist who can relate and be open to a diverse population, because in them I see my own family struggling to make it.”



ELISE SABA

President’s Medal

By Bob Roseth | News and Information

Elise Saba, who will be receiving a bachelor’s degree in English, has been awarded a President’s Medal for scholarship as a transfer student — an award given to a student who entered the UW with at least 60 transfer credits from a Washington community college. Saba transferred to the UW from North Seattle Community College, where she had been named to the President’s List for her high scholarship, and also to the Phi Theta Kappa honor society for community college students.

At the UW, Saba has been a Mary Gates Leadership Scholar and a member of the Phi Beta Kappa honor society. She also has been a member of the Honors Department in English. Her first publication in fiction appeared in *The Daily*, the UW student newspaper, in March.

Unsurprisingly, two of her favorite classes involve fiction: the Contemporary Novel, and Science Fiction and Fantasy, taught by Veronica Robertson, “by far one of the best professors I have ever had,” she said. She was also very fond of classes in drama and a very lively class in Shakespeare.

Outside of class, she was very involved in Swing Kids, the UW’s swing dance club, serving as its president. “What I’ve loved about this is the wonderful way that dancing unites fun-loving people,” she said. She also sings in her family’s a capella quartet, Batteries Not Included.

Saba is proud of the fact that she was home schooled through 10th grade. “It was one of the best gifts a mother could have ever given her child,” she said. “The attention I was given and the ways in which I had some freedom to pursue and refine my interests when I was young have made all the difference in the adult I am today. If I can thank my parents in some way for what they gave me through this home schooling education, it would be to tell them that I plan to home school my own kids.”



Best & Brightest

University of Washington Recognition Award Recipients

2007

This Award Supplement is a special edition of *University Week*

EDITOR: **Nancy Wick**

ASSISTANT EDITOR: **Peter Kelley**

DIRECTOR OF NEWS & INFORMATION: **Bob Roseth**

INDIVIDUAL PHOTOS: **Mary Levin, Kathy Sauber**

COVER PHOTO: **Mary Levin**

DESIGN AND LAYOUT: **Christina Koehn**