Best & Brightest
University of Washington Recognition Award Recipients
2007
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 change, 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 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.

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**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.

“When 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 audience enthralled in every lecture and presentation,” wrote former student Misha 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 Foy 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.”

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**DAVID GOLDSTEIN
Distinguished Teaching Award**

By Elizabeth Fichterzuk | 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 the theatrics of teaching. There’s something very special about what I’d call ‘embodied teaching.’”

Goldstein does this in several ways: by using portfolios in his pedagogy (further, participation in multiple perspectives, his fostering of cooperating 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.”

Says Carol 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 cooperating 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 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 “fun.” Says one of his students, “Dr. Goldstein is the sharpest, brightest professor I know, and always enters the classroom...”
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 pharmacy course at 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 style.

"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, a preceptor, 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 various topics 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, and willing 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 tend to recognize when a teacher is invested in them and what they are learning. One of the pharmacy residents who worked with him in 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 email. 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.

"I hope my role has been to facilitate the transformation of the system to make it more inclusive of groups that have historically been excluded or marginalized."
one of the University's finest instructors. Through his keen attention to detail, dedicated work ethic and stellar teaching skills, he helps students integrate new knowledge, develop critical thinking and communicate effectively.

"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 that the choice between my courses and my classmate's is so acute, it's challenging to deliver a curriculum that classmate with acute understanding of the course's particular subject matter, or leaving my class as better human beings than when they entered the class. This is not to the detriment of others and the greater good, I will always choose the latter," he said.

His class assignments reflect his goal to help students develop an intrinsic desire to continue lifelong learning. In his Dynamics of Leadership class, Nelson asks each student to develop a model for their own pursuit of "personal mastery," and plans to improve current and ongoing leadership. His Interpersonal Skills course, he noted, is an assignment that generates awareness of personal communication patterns that can lead to improvement in personal relationships as well as business ones. He his approach prepares students for the real world of business, said Eddy, a new credit analyst at Wells Fargo Bank in Tacoma.

"Business is much more than what's written in the textbook," 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 audio and visual aids during his presentations, 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 on 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 informal approach in his classes helped her learn to be a better communicator, a skill she appreciates in her career as a realtor. 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 access 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 Strichzer | 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 questions, 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 based on what students asked about in an index card, and he will note during that lecture.

He likes to move up and down the aisles in the Kane Hall classroom, engaging students as he talks. He has his students develop 2-minute speeches 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 different backgrounds. I want to teach students that what I love with students who come in with different ideas of what they want to take away from the class."

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 the 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 12-14 students," he said. The students are upper-division majors and they develop speaking skills. It helps to personalize the class.

Regarding his teaching 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 need to take one day, including one to the east coast of Tennessee to study the problem of weathering on tombs made of marble, and other materials. "It seems a morbid, but they have fun with it and they can see the relevance of how science works," he said.

"One of the students is a lockdown student, but he has fun with it and they can see the relevance of how science works," he said. "I believe this award is a compliment to my teaching success at UW.

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 said. "I have not found an instructor who is as enthralled 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 he had written himself off, Sparke said, "I never want to give up on anybody." He remains a bit suspicious about pigeonholing certain students as crimés 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 Seattle Library coffee shop.

"That's on top of maintaining office hours, he said, because 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 a meaningful relationship." 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 indoctrinate 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 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 as something that is held, but something that embodies a long history and global geography of relationships." Some students memorialized perhaps as important, in the eyes of Robert Winglee, Earth and space sciences chairman, are students' research opportunities, thanks to Sparke.

"Dr. Sparke understands the connection between his research and classroom teaching," he said. "He creates an environment within the classroom that is unique, where students are uplifted and challenged intellectually and personally."
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 Kaurba, Joel Migdal and many others have also inspired me with their teaching along the way,” said Sparker, “and while I still sometimes have these computer twinnings, I have also come to feel very warmly supported at UW.”

**JERUSA ACHTERBERG**

**Excellence in Teaching Award**

By Joel Schwarz

News and Information

As strange as it seems, being a poor dance student has been 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. Hormonal 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 sorts of their behavior and their difference,” she said. Achterberg credits her desire to teach a pair of instructors who took an interest in her. She remembers being a shy ninth-grader who led 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.

“Remaining a student means teaching with your 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 things such 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 interested in science. I’ve been impressed how they struggle and 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 respect 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

Alex 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, one of my most difficult classes, I regularly benefited from his rhymes, 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 320 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 more lectures in the course. In addition to handling the steady, TA meeting and coordinating the peer teaching assistants and laboratories for the week. He did a wonderful job….”

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

“He has been passionate about working with undergraduates in all aspects of science,” Daniel says. “He’s mentored a half a dozen or more of peer TAs over seven quarters. This involves helping them not just learn the science but to gain a bit 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 figure out how to assess yourself on the payroll because no one else knows how.

And you also know you’ve done well when, a few years later, people say such things as John Hughes, professor of nautical science and engineering in the College of Engineering, says 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.”

But 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 situations. In fact, hers is the first name 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 Extraordinaria.”

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

And Flores is to know that this bears repeating. Dean Matthew O’Donnell of the College of Engineering and Mani Soma, professor of electrical engineering and associate vice provost for research, both wrote to Flores 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 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 resource work. She keeps flexibility and creative solutions in mind, but also knows that the college’s work must go on. In dealing
“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.”

Michelle Williams

“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 — 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.

FLORES

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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 define 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.”
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 33 or 42 departments in 10 schools and colleges.” Second 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 area 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 work 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 provided 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 Foundation in Seattle.

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DAVID FENNER
International Programs and Exchanges

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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 universitywide 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 daunting 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.

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PHOTOS COURTESY OF THE MIRT PROGRAM

June 9, 2007 • University Week Awards Issue • PAGE 7
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.

St. Clair, the director of marketing and public information at the School of Music, was honored with a Distinguished Staff Award after 27 years of service to the University, 24 of them consecutively. 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 uncertain 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 journalism, and she took her first job for a weekly newspaper.

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 stenographer 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.

“It 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. Partly 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. “I’ve known about Bach, Stravinsky and Mozart,” she says. “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, Bruckner or the music of Bali, Cynthia is able to present our message to a growing and appreciative public who comprise our audience.”

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 hire professionals there were many things she had to beg 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 actually learn something — daily, really, with every job I’ve had here. It’s just endlessly rich with opportunities to learn.”

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.

“She’s the glue that holds together this research lab that is responsible for the success of its participants,” said Marsha Linder, psychology professor and director of the clinics which research and help patients with borderline personality disorder, a complex psychological condition. The disorder is not fully understood, and patients can benefit from repeated treatment. It’s a condition 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 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’s Franks who “soothes and reassures callers, generates hope and coordinates evaluations and treatment referrals,” according to Linder.

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

“These calls can be extremely difficult to take,” said Linder. “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 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 as 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 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 Linder!”

Franks believes that she’s won the award for her clinic, “I’m thrilled for the lab. I don’t feel I’m someone everyone in the University 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 Linder. “None of us could have accomplished the things that are moving the field forward and influencing people’s lives.”

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. Burn unit residents’ special challenges include providing delicate wound care, caring for badly injured children and workers 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 Wingate in her nominating letter. This sentiment was shared by staff nurse Shane Hubbert, who wrote that “Marne is a wonderful role model, 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 in 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 collaborative relationship 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
“Mentor of the Year” award in the Mountain-West region. The Distinguished Staff Award also recognizes Faber’s extraordinary contributions to nurturing 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 Patricia Turner.

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 confidence and knowledge 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.

Robenolt “is one of the brightest, most dedicated, most competent people I have ever 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 here a few years ago. He was a former director of that service. According to the National Collegiate Athletic Association, the UW has a 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 is typically offered to 21 students who work 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.

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. “For 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.”

Pam 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 ADD 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 ADD stay organized.

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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.

“In the process of doing things, you 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 who had just won the Antonic development and international relations in the lieutenant governor’s office. ‘To that student, it’s more than a book; it’s a ticket to a lifetime 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 showed my background. I don’t have to be reminded of my commitment.

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**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 1960, 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.

The Seattle Civil Rights and Labor History Project, www.civilrights.org, was created even in existence for about two years and is part of Gregory’s undergraduate teaching. It shows the multifaceted 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 much experience making multi-media research projects, 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’s brought tremendous visibility to the UW and provides the most complete set of resources about civil rights struggles for any city outside the South.

But Jackson refuses to take all the credit.

“The this project has helped serve communities and is an example of how a little history can matter—when it shows something about their communities that hadn’t been understood before.”

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**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 the continuing quest to care more effectively for these patients.

At Harborview Medical Center, where Jackson has served as Director of the Harborview Community Medicine Clinic since 1992, providing care for over 70 language groups with the help of the medical center’s Interpreter Services. His team works with community leaders and academic researchers, to help develop 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.

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**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, 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.
It inspired in us the need and desire to get an education,” said Wulff, who has won a David B. Thordarson Leadership Award. Wulff is an associate dean and associate professor in the University of Washington School of Electrical and Computer Engineering and runs the Center for Understanding Diverse University Environments (CIDER) at the UW.

Ann Q. Stanton, dean of the College of Arts & Sciences at Texas Women’s University, said that Wulff and Wulff’s professor, “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, actively designs and implements 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 Gilda Pederson at the one-room schoolhouse in Big Timber, Montana, but taught and was taught by the 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 Big Timber. “My first year was horrible,” recalled Wulff. “I tried to better the students, and like many novice teachers, I focused more on content than on what the student was actually learning.”

Nor did Wulff have a mentor, as the woman scheduled to supervise him 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 CIDER 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 CIDER back then, said Wulff. “It was the only University 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.


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

“Don’t say why, or what, or how,” Jacobson said. “It’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.

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 robust 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.

“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 Denise 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 the wisdom and opinions of 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 professor 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 doctorate because “in 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 ceramic 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 students. 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 and have them attend the meeting and tell them when and where his student will be presenting, and encourage them to attend.

“Mentoring of graduate students is one of the most important things we do,” he says. “This is 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, Kharagpur 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.

Evans’ first brush with the vice presidency came in 1968, when Richard Nixon strongly hinted that a Dan Evans endowment at the Republican National Convention would be repaid with a vice-presidential nod. Evans thanked him and proceeded to support the lost-candidate 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 post, “I’ve never felt that I 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.”

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 this year’s 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 of 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 Rothert, “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 cappella 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.”

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—work that has led to her selection for the UW Alumni Association’s Distinguished Service Award. Her first big achievement was unifying three