CONNECTING DISCIPLINES TO SOLVE COMPLEX PROBLEMS

page 6

14 The Power of Mentoring
19 A Look at Our Alumni
21 Husky Highlights
DEAR ALUMNI AND FRIENDS,

In this magazine, you’ll read stories about the power of mentoring at the University of Washington Bothell. What is your mentorship story? Who influenced you? Who have you mentored? I’m prompted to think about mentor relationships in my own life.

Some mentors enable opportunities in life. Some mentors help you through difficult times in your studies. Some mentors work with you to define a career path. And some mentors are there as a sounding board.

Several mentors have influenced my life greatly, and I have kept in touch with many for more than four decades!

There was my sixth-grade reading teacher in Virginia, Mary Dabinette, who helped me learn English when I first immigrated to the United States and helped me find my way through college. I kept in touch with her until last year when she passed away.

There is my undergraduate adviser, Professor Francis Kennedy, to whom I owe my academic career. Yes, I still keep in touch with Professor Kennedy and all my mentors!

Just as my mentors helped me, over the years I have tried to be a mentor to others in professional and individual spaces. There is this young man who became my pen-pal when I was deployed in the first Gulf War 30 years ago, who is in his 30s. There are my former students and colleagues who have established positions of their own. Yes, I still keep in touch with my mentees!

Being a mentor and being mentored are not a series of transactions but lifelong relationships. You know well that relationships build the community we know as UW Bothell. Inspired by the stories I heard from you in this magazine, I picked up my phone, clicked into Zoom sessions and reconnected with my mentors and mentees.

Keeping in touch,

Wolf Yeigh, Chancellor
UW Bothell is committed to increasing access to an excellent UW education. The faculty and staff have been recognized for innovations in academic programming and support services designed to help students graduate on time and debt-free.

UW Bothell is also known for providing a participatory student experience grounded in hands-on learning; close relationships with faculty as researchers, teachers and mentors; and the personalized support of staff who are dedicated to student success.

As part of its commitment to excellence, UW Bothell places particular value on diversity, community engagement and sustainability. The campus is also distinguished by its focus on connected learning and cross-disciplinary research, scholarship and creative practice.

CHANCELLOR: Wolf Yeigh

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target was about 6,000 students. The enrollment numbers for autumn quarter of 2019 include 5,664 undergraduates plus 662 graduate students, that compares with 5,936 in autumn quarter 2020 — a record number of incoming students. UW Bothell had a student body of 6,326 for autumn quarter 2020 — the largest in its 30-year history. The official class count from autumn 2020 includes 985 first-year students and 742 new transfer students. With returning students, UW Bothell had a student body of 6,326 for autumn quarter 2020 — 5,664 undergraduates plus 662 graduate students. That compares with 5,936 in autumn quarter of 2019. The enrollment target was about 6,000 students.

Chancellor Wolf Yeigh said the increased enrollment is a sign of confidence, even with the campus operating remotely and students learning online. “The continuing number of students who want to get their education at the University of Washington Bothell in these times is a sign not only of their perseverance but also the belief that they can have an educational experience that will change their lives and prepare them to succeed after graduation,” he said.

“And while the coronavirus pandemic is still an issue now, it will not always be so. We look forward to the days when all our students — including the incoming first-year students and new transfers — are back on campus with us.”

STANDARDIZED TESTS OPTIONAL FOR UW BOTHELL

UW Bothell will not require standardized tests, such as the SAT and ACT, for applicants entering in autumn quarter 2021 and beyond. Long interested in ways to improve access to a UW education, the faculty at UW Bothell had made testing optional as a temporary policy in spring 2020, prompted by immediate issues caused by the coronavirus pandemic. The executive council of the UW Bothell General Faculty Organization then voted in December to permanently adopt a “test-optional” admission policy. “This measure recognizes that standardized test scores do not correlate with student success,” said Dr. Sharon A. Jones, vice chancellor for Academic Affairs. “Our holistic admission process identifies promising students more equitably.”

UW BOTHELL RANKED A ‘BEST VALUE’ COLLEGE

SmartAsset ranks the UW in Seattle No. 1, UW Bothell No. 2, and UW Tacoma No. 3 on its 2020 list of colleges in the state that offer the best value. A New York-based financial technology company, SmartAsset keeps the same 1-2-3 ranking for the three UW campuses it announced for 2019. Other organizations have similarly recognized UW Bothell, including CNBC’s 2020 Make It list that ranks UW Bothell No. 1 in the nation among public colleges for students’ return on investment. The SmartAsset ranking compares schools based on a variety of data sources, including starting salary, tuition, living expenses, student retention rate and scholarships awarded.

DEVELOPING A K-12 BEHAVIORAL HEALTH PROGRAM

The School of Nursing & Health Studies and the Renton School District are developing a program to help K-12 teachers and staff deal with student anxiety, depression, and substance abuse. The goal of the program, which should launch in the first half of this year, is to aid students, manage disciplinary issues and head off school violence. Not just for teachers, the program also is designed for paraeducators, school nurses, counselors or people in the library, and staff working in food services or transportation. The new K-12 pilot program with the Renton district was funded in 2019 with $400,000 from the Washington Legislature.

META-MAJOR PATHWAYS SHOW WAY TO DEGREES

Students entering UW Bothell use the new Meta-Major Pathways advising tool to find a major that fits their interests, to stay on track and to connect to a relevant career. The new advising tool offers pre-major students a way to hone their general academic inclinations into a collection of majors that align with their talents, interests and values. “Students also want to know, ‘Who hires people in this meta-major pathway, and what are the jobs they actually hire for?’” said Kathy Mitchell, assistant director of student success and retention.

¡BASTA! PROGRAM WINS NATIONAL HEALTH AWARD

A farmworker sexual harassment prevention program co-developed by School of Nursing & Health Studies faculty won an award from the American Public Health Association’s Health Education Materials section in the category of workplace training. ¡Basta! Preventing Sexual Harassment in Agriculture “represents the best of community-engaged program design and public health education,” a reviewer said. Dr. Jody Early, an associate professor, and Dr. Victoria Breckwich Vásquez, an affiliate assistant professor, developed the program over six years of work with women farmworkers, human rights organizations and industry partners. It was launched in November 2019 by a team that included Dennise Drury, an outreach and education specialist at the Pacific Northwest Agricultural Safety and Health Center at the UW in Seattle, and Elizabeth Torres, research project coordinator for Proyecto Bienestar, a community health program within PNASH. The name ¡Basta! (“enough!” in Spanish) comes from a poem written by a farmworker who had experienced sexual harassment and assault.

PHYSICAL SCIENCES IN NATIONAL DIVERSITY DISCUSSION

UW Bothell is one of about only 100 institutions nationally accepted into the Inclusion, Diversity and Equity Alliance of the American Physical Society, an initiative to transform the culture of physics. Launched last summer, the alliance is a support network for physics departments, laboratories and observatories that
want to identify and enact strategies to transform the culture of physics. Dr. Paola Rodriguez Hidalgo, assistant professor in the School of STEM, led UW Bothell’s application, which had the support of the entire Physical Sciences Division. “It’s really the whole cohort of physics, the community of faculty,” she said. “All of us have been trying to do this at our own institutions and have been having failures and successes, but we have not been sharing them.”

**ALUMNA NAMED SCHOOL NURSE OF THE YEAR**

Tessa McIlraith, a 2013 graduate of the Bachelor of Science in Nursing program at UW Bothell, was named Washington School Nurse of the Year by the School Nurse Organization of Washington. After graduation, McIlraith started working as a substitute nurse in the Burlington-Edison School District and became the district’s school nurse in 2016. She’s directly responsible for Burlington-Edison High School and the bilingual West View Elementary. She also supervises two other school nurses, with overall responsibility for the district’s 3,200 students.

**PAGE FELLOWSHIPS FAVOR UW BOTHELL STUDENTS**

Of the 10 PAGE fellowships awarded at major universities across the country in 2020, two went to students at one institution: UW Bothell. Julie Feng is a second-year candidate for a Master of Arts in Cultural Studies and Pamela Santos is a first-year candidate for a Master of Fine Arts in Creative Writing and Poetics. All eight of the other fellowships went to doctoral-level students. The fellowships support students who share a goal of shifting culture toward justice within higher education and society. Students are also selected for their commitment to public engagement.

**UW BOTHELL FILM MEDALS AT BERLIN FESTIVAL**

“Delirium,” a film produced by UW Bothell students who couldn’t meet in person because of the pandemic, won a medal at the ZEBRA Poetry Film Festival in Berlin. The eight students were in the Competitive Filmmaking course taught by Masahiro Sugano, artist in residence in the School of Interdisciplinary Arts & Sciences. They based their film on the poem “Lethe” by the Botswana poet Tjawangwa Dema. “The film does not just reproduce the words of the poem but adds another level to it,” said Thomas Zandegiacomo, festival artistic director and one of the judges. “The whole thing also takes place in a very fresh and new film language. By shifting the plot into our everyday life or into an apartment, the film brings the distant images and metaphors of the poem very close to us.”

**CSSE STUDENTS RECEIVE MARY GATES SCHOLARSHIPS**

Ali Jahangirnezhad and Joshua Stuart Sterner, fourth-year students majoring in Computer Science and Software Engineering, were named 2020 recipients of Mary Gates Research Scholarships to support their projects. Jahangirnezhad is developing a model that accounts for the properties and dynamics of sound. Sterner is working on how to preserve the privacy of data used to train a machine-learning model while also keeping the model private.

**LIST OF 1,000 INSPIRING BLACK SCIENTISTS INCLUDES SEVEN FROM UW**

Chancellor Emeritus Warren Buck, a physics professor who arrived at UW Bothell in 1999 as a founding leader, is one of seven UW scientists included in Cell Mentor’s list of 1,000 inspiring Black scientists. UW News reports. Dr. Buck also founded UW Bothell’s Science and Technology Program, which later became the School of STEM.

For more news, go to [www.uwb.edu/news](http://www.uwb.edu/news).

Find alumni stories at [www.uwb.edu/alumni-news](http://www.uwb.edu/alumni-news).

See recent points of pride at [www.uwb.edu/about/points-of-pride](http://www.uwb.edu/about/points-of-pride).
CROSS-DISCIPLINARY WORK is not just an academic exercise limited to a faculty discussion or complicated lab project.

Rather, it is the natural extension of people wanting to work collaboratively, inspired by a shared interest or compelling problem.

And for those who take this approach — faculty, students and off-campus partners — the resulting research, college courses and community projects feel a lot like creating new and better ways to see the world.
OUTSIDE THE HALLS OF HIGHER EDUCATION, cross-disciplinary research and scholarship is a concept that sounds impressive yet often enigmatic. Many are not exactly sure what academic disciplines are or why they matter. Many also may imagine cross-disciplinary practices being the work of researchers in lab coats attempting to solve problems like climate change.

In truth, the core of cross-disciplinary work is simply bringing people with different areas of expertise together to learn and listen to one another, share diverse perspectives and collaborate to find new paths forward. It’s beneficial whether you are problem-solving in a lab or in a classroom, corporate suite or nonprofit meeting room.

Long committed to being both inclusive and innovative, UW Bothell is focusing on cross-disciplinarity as one of three priorities in its current strategic plan: Expanding Access, Achieving Excellence.

“UW Bothell as a whole is not only philosophically encouraging of these collaborations, but provides the support mechanisms, space, time and funding that actually allow them to happen,” says Dr. Ted Hiebert, professor in the School of Interdisciplinary Arts & Sciences.

Many members of the faculty pursue cross-disciplinary projects both on campus and off in partnership with students and members of the community. This wide-ranging, cross-disciplinary work includes everything from working nurses delving into business to artists and geographers mapping the imagination to educators blending children’s literature with math to inspire the next generation of big thinkers.

And in many cases, the resulting projects are not just cross-disciplinary — they also further UW Bothell’s strategic priorities of enhancing community engagement and strengthening diversity and equity.

LEARNING THROUGH STORY TIMES

MANY AFTERNOONS WERE SPENT huddled around a table in the children’s section of the library in Bothell, Washington. On sunny days, light streamed through the bay windows illuminating stacks of children’s books sometimes numbering more than a hundred titles.

The group excitedly pored over them, flipping through pages of adventures, studying storylines and exclaiming with delight over illustrations.

Expressions of excitement aren’t that unusual for the children’s section, but these voices came from an unexpected audience: Drs. Allison Hintz and Antony Smith from the faculty at UW Bothell alongside Mie-Mie Wu, children’s librarian at the Bothell Library in the King County Library System.

The meetings were part of the development process for Hintz’s and Smith’s cross-disciplinary program, Story Time STEM. The innovative education project uses children’s literature to spotlight mathematical themes to inspire STEM learning and discussion among young readers.

The selected stories are not inherently mathematical nor from expected examples such as counting or numbers books. Instead, children are encouraged to find and discuss mathematical elements within mostly narrative stories. It reinforces that math exists beyond textbooks and is, in fact, present everywhere within reality and imagination.

Seeing more in each book

“Our aim was to better understand the intersection of literacy and mathematics,” recalls Hintz, an associate professor in the School of Educational Studies who has a focus on math education. “People tend to view stories as a way to support young readers and writers. We wanted to explore how stories can also be an opportunity to engage with young mathematicians.”

The cross-disciplinary collaboration was born from bonding over a mutual love of children’s literature. During an office visit, Hintz and Smith found themselves browsing a batch of books on Smith’s desk.

“We realized we were noticing completely different things,” says Smith,
an associate professor in the School of Educational Studies who has a focus on literacy instruction and curriculum.

“Allison was approaching it with a mathematician’s point of view, seeing number and shape combinations. I was evaluating literary aspects like vocabulary and whether the storyline was useful for reading comprehension.”

It was the catalyst for combining knowledge and developing an approach to mathematizing story times aimed at elementary-aged children, specifically grades K-3. In 2013, they then received a $13,000 grant from a UW Worthington Fund that launched the Story Time STEM pilot project.

The seed money funded startup materials and allowed them to expand their partnerships. They began research and field work with elementary teachers in the Northshore School District and connected with KCLS librarian Wu.

Rethinking the power of story

“This has been truly interdisciplinary work that has included so many different perspectives — educators, families and communities,” Hintz observes. “Mie-Mie has particularly provided invaluable expertise by curating so many beautiful stories.”

The trio evaluated hundreds of children’s books looking for possible mathematical themes, ensuring a diversity of authors and characters, balancing familiar classics with contemporary work and factoring in practical aspects such as book availability.

“I’ve worked with kids for more than 20 years, and my thinking personally evolved as I learned about the mathematizing process. Looking at stories I already know, I suddenly saw even broader and richer interpretations,” says Wu, who immediately embraced the project. “It’s truly an intersection of ideas and a mentally collaborative approach to thinking.”

Hintz’s description also evokes the sense of a collaborative jazz session with everyone “riffing on each other’s ideas.” All three immersed themselves in the process.

Their dedication yielded an initial guide, “Mathematizing in Three Easy Steps.” It overviewed specific book recommendations as well as general book categories that complement STEM story times.

Text-dependent books, such as Pete the Cat and His Four Groovy Buttons by Eric Litwin and James Dean, overtly include mathematical-leaning elements that are essential to the plot.

Idea-enhancing books include classics such as Eric Carle’s The Very Hungry Caterpillar whereby math concepts are obliquely included — how many items were eaten? — but not inherent to the narrative.

Lastly, illustration-exploring books use images as the mathematical focal points. In Gaia Cornwall’s Jabari Jumps, a young boy endeavors to leap from a high dive. Young readers might consider counting ladder rungs or discussing the relationship between height and depth.

Expanding ways to find meaning

In addition to the obvious cross-disciplinary overlap of arts and sciences, Hintz and Smith further layered their approach. Beyond discussing math in terms of numbers and equations, what does it mean to be a mathematician?

“In Jabari Jumps, the boy demonstrates bravery,” Hintz explains. “We talk about how mathematicians do that, too. They have to be brave in sharing ideas and taking risks. So, the story becomes more than just counting and is also about courage and sticking with something that’s hard.”

Wu almost immediately began putting theory into practice by incorporating the ideas into the library’s regular evening story times. According to her, Story Time STEM events became an “instant draw” for the library, sometimes attracting upwards of 40 kids and adults.

It was a “constant, wonderful burbling of joyful noise,” she reports with satisfaction.

She believes parents are increasingly aware of the value of STEM enrichment for even young children, and the program uniquely fills a void in free and public extracurricular offerings.

Concurrently, Hintz and Smith were also expanding the program’s regional footprint. In 2016, they received funding from Boeing’s Early Learning Foundation, which allowed them to diversify their community partnerships. New after-school programs included the Chinese Information Service Center and Para los Niños in Burien where STEM story times were also offered in Spanish.
“I’ve worked with kids for more than 20 years, and my thinking personally evolved as I learned about the mathematizing process. Looking at stories I already know, I suddenly saw even broader and richer interpretations.”

— Mie-Mie Wu, children’s librarian at the Bothell Library in the King County Library System

Building new kinds of diversity

Wu’s father was a scientist, and she understands firsthand the importance of children seeing themselves portrayed in the stories, authors, careers and ideas around them. She is an avid proponent that cross-disciplinary collaboration must be both intellectually and culturally diverse.

“This program isn’t only digging deeper to showcase the wealth of STEM subjects but also bringing diversity via the authors and stories,” Wu says. “Math is a cultural story. Wide representation furthers the idea that math is for everyone.”

In 2020, Story Time STEM was awarded an additional $85,000 grant from Boeing and increased work in school districts and library systems from Stanwood to Steilacoom. The money allows Hintz and Smith to provide schools with ready-to-go kits complete with books. While COVID-19 halted in-person events, Hintz and Smith quickly pivoted and offered online professional development events for educators in spring, summer and fall of 2020.

Perhaps the biggest leap forward yet will be the 2021 publication of a Story Time STEM book, Mathematizing Children’s Literature: Sparking Connections, Joy, and Wonder Through Read Alouds and Discussion, to be published by Stenhouse. Smith describes it as a “conversational guide” for educator adults — be they parents, classroom teachers, librarians or child care providers — that includes text and discussion suggestions, templates and more.

“Sometimes people only envision interdisciplinary research as people in white coats working in a lab setting,” Smith says. “In our case, it has always been about bringing as many people as possible to the table to share their areas of expertise.”

Following the lead of children

At the end of the day, Hintz, Smith and Wu all agree that, both personally and professionally, the project’s most indispensable cross-disciplinary partnership has been with the children themselves.

“Children are the heart of our work. They are lively and curious and amazing,” Hintz affirms. “As educators, we place their ideas at the center of our work and let them guide us in how we can better nurture their natural brilliance.

“Children are naturally readers, scientists, mathematicians, citizens, artists and problem solvers,” she says. “They are interdisciplinary by nature. In many ways, they’re actually teaching us.”

Nursing means business

AT UW BOTHELL, academic collaborations are about a lot more than just conferences or sharing research bylines. Interdisciplinary work is an immersive experience. To strengthen working partnerships, professors are willing to walk the extra mile to better understand the experiences of their students and colleagues.

“‘Code blue!’ ‘Code red!’ For the first nursing cohort I taught, we met in a room near the surgical ICU unit at Seattle’s Swedish Hospital. We constantly heard the business of health care happening around us,” says Dr. Surya Pathak, a professor in Operations and Supply Chain Management in the School of Business who also serves as an adjunct professor in the School of Nursing & Health Studies.

“Being in that atmosphere reinforced my tremendous respect for what nurses do and the program we were building,” he says.

To introduce more business-minded classes to the curriculum, an Administrative Leadership Track was added to UW Bothell’s Master of Nursing program in 2016.

Its creation was the result of a partnership between the two schools that wanted to evolve coursework to better address the many demands facing current nursing managers, directors and executives.

Leading the way to better health care

“Nursing has changed,” says Dr. Jamie Shirley, a teaching professor and the director of UW Bothell’s nursing programs. “Today’s nurse executives are responsible for more than they were 10 or 20 years ago. In addition to caring
for patients individually, there is now an additional layer of evaluating data collectively to ensure overall quality care. That means more administrative work.”

The result is that the purview of nurses, especially as their careers advance, now includes an increasing number of business-related responsibilities.

The 55 credit-hour track (soon to be increased) overviews needed topics such as data and metric management, fiscal health and budgeting and regulatory compliance, as well as administrative leadership and organizational development skills. Approximately half of UW Bothell’s nursing graduate students voluntarily enroll.

While other schools offer nursing leadership tracks, what makes UW Bothell’s distinct — and particularly successful — is that it was built from day one using inclusive, cross-disciplinary participation and input from students, community stakeholders, faculty and other academic departments.

“This has been groundbreaking,” Shirley explains. “When we approached the business faculty to collaborate, they jumped in with both feet. This effort has been more than just adding a few business courses. It’s been a commitment to a whole new approach.”

Starting with careful listening

Pathak was instrumental in shaping the vision from the business side. He recognized that the endeavor’s ultimate success relied on dedicated collaboration at every step.

“Interdisciplinary work is not a simple equation of taking two fundamentals and just slapping them together,” Pathak explains. “It’s a mindset of blending theory and practice. That means listening to everyone involved, which is the first essential ingredient.”

He conducted focus groups and met with health care executives to ascertain what qualities they look for when hiring and promoting. Nursing alumni as well as current and prospective students were also part of the mix, providing critical input.

UW Bothell’s School of Nursing & Health Studies Advisory Board was another invaluable participant. With representation from the school’s faculty and staff as well as a range of regional health care institutions, the board provides guidance to the school on issues surrounding the health care industry and nursing education.

Another key partner was Swedish Health Services, where leadership approached both UW Bothell faculty and UW Bothell alumna Margo Bykonen, who serves as the regional chief nursing officer for Swedish, with ideas on an expanded curriculum for MN students.

Based on both her personal experiences and her bird’s-eye executive perspective, Bykonen, who is also a member of the school’s advisory board, says launching a cross-disciplinary business track was a “brilliant” idea.

Becoming more effective advocates

Bykonen received her Master of Nursing degree from UW Bothell in 2009 and echoes the thoughts of fellow alumni. She had to “learn on the fly” or seek workplace mentors to fill in knowledge gaps regarding the business and managerial aspects of her work.

“The current complexities of health care funding and operations require nurses to speak the basic language of business,” she explains. “We don’t need to become economists or
“When we approached the business faculty to collaborate, they jumped in with both feet. This effort has been more than just adding a few business courses. It’s been a commitment to a whole new approach.”

— Dr. Jamie Shirley, teaching professor and the director of UW Bothell’s nursing programs

financial experts, but nurses do need to communicate effectively enough to be good advocates.”

The fields of nursing and business expertise do not just overlap. They are in fact critical to each other’s successes. The nuances of health care and the specific needs of business, however, are often more complicated than general practices. Simply adding regular business courses to the nursing students’ list of requirements was insufficient. Rather, the School of Nursing & Health Studies recognized that a cross-disciplinary approach was needed to provide relevant context and tailored content.

To illustrate the point, Bykonen cites the example of a unit overseeing transplant patients. A certain level of staffing is required with additional nurses needed on a case-by-case basis when new transplant patients arrive.

From a budget perspective, if a hospital’s business administration does not understand or account for those occasional yet predictable staffing fluctuations, it could result in nursing staff not being allocated as needed at the right times.

“Nurses need to be able to tell the stories of what their patients need and why,” Bykonen explains. “Those stories then need to be interpreted and translated into business terms because budgets and oversight directly impact patient care.”

Modeling the workplace

Shirley concurs that nurses need the skills “to sit at the table as active participants in leadership discussions and decision-making.”

In addition to learning specific business skills, she says, getting cross-disciplinary instruction prepares students for navigating what is often an intensely cross-disciplinary workplace. According to Shirley, statistics show that communication failures are responsible for many failures that happen in health care.

“Interdisciplinary work isn’t just academic. Health care is also interdisciplinary,” Shirley says. “As educators, the more we model teamwork and give students the opportunity to practice it in the classroom, the more successful they’ll be in a health care setting.”

To that end, Pathak credits the School of Nursing & Health Studies for its willingness to embrace the School of Business as a full partner. According to Pathak, the nursing faculty did not want the Administrative Leadership Track to become something graduates simply “listed on paper for their résumés.”

It needed to provide training that was immediately applicable in the real world. He is proud that the program’s paradigm of interdisciplinary cooperation has benefited those graduates working the front lines. Pathak believes the program’s alumni and students possess “an interdisciplinary mindset and adaptability” that have allowed them to effectively pivot to address ever-changing circumstances and work with a diversity of institutions.

Building greater equity in health care

Shirley also cites the program as a crucial component in furthering the School of Nursing & Health Studies’ dedication to social justice. In her opinion, both the pandemic and ongoing social justice movements amplify the need for students to learn how to act as aware leaders and engage in positive discourse.

“As an institution, our mission is not to become a work training program. We educate citizens so they can help build a better society,” Shirley says. “Cross-disciplinary work is essentially listening and working together.

“We see in the current world the need to engage one another in ways that value differing needs and perspectives.”

These two schools at UW Bothell are still working with their many partners to develop the program. The next step is to increase the number of credit hours offered in 2021 and to continue evolving content. Based on feedback, planning is already underway to add more material regarding human resources and employee management skills.

“That’s what sets UW Bothell apart,” Bykonen observes. “It’s a culture that is willing to think outside the box and encourage open dialogue. It’s not about how things are ‘traditionally’ done but about what is actually needed.

“That spirit of adaptability makes it the best fit for the future.”
THEIR JOURNEY BEGAN ON A BUS.

For many years, faculty members Ted Hiebert and Jin-Kyu Jung rode King County Metro route 372 to their work at UW Bothell. It was a long trip from their respective homes to the campus, and they began passing the time in conversation.

Both are part of the School of Interdisciplinary Arts & Sciences. Dr. Hiebert, a professor, focuses much of his scholarship and teaching on the relationships between art, technology and speculative culture. Dr. Jung, an associate professor, is focused on studying and teaching geography, urban planning and the critical urban and geographic information system framework.

Put simply, one takes a critical arts approach and the other a scientific methods approach.

Their paradigms were distinct, yet they frequently found their points of interest overlap. Technology was a recurring topic of conversation, for example, even though they often differed on its applications, significance and philosophical implications.

“We actually gravitate toward our points of difference rather than similarities. That’s where we see the strength and uniqueness of our interdisciplinary process,” Hiebert says. “Collaboration is often thought of as finding points in common. We find diving into the friction is more interesting and productive.”

What once felt like an interminable commute became too short to cover all their thoughts. So in 2013, they morphed their commuter debates into a formal cross-disciplinary partnership and launched what has become groundbreaking research.

Visualizing the world

“Jin-Kyu believes strongly in data whereas I’m a data cynic,” Hiebert explains. “He has faith in the power of numbers and mapping to represent the world. I don’t think data can capture the whole picture. I’m forever suspicious of how it can be manipulated and its inability to see the whole picture.”

They classify their research under the umbrella term of “creative geovisualization.”

Technology is the centerpiece and a tool in how they explore the ways in which individuals exist and move through the world physically and conceptually.

Their inquiries have yielded numerous projects based both in the classroom and in the community at large. They were awarded a Worthington Innovation Fellowship in 2013, multiple grants from the UW Simpson Center for the Humanities and funding in 2019 from the UW’s Royalty Research Fund. To date, they have published three papers and have a fourth on the horizon.

One of their first projects, “Imag(in)ing Everyday Geographies,” was in collaboration with Seattle artist Andrew Buckles and his artistic meditation entitled Why Wait? In it, Buckles explores his own mindset during three states of waiting: waiting for a bus, his job waiting tables and the abstract landscape of waiting — for a chance, big break, to be noticed.

Hiebert and Jung used Why Wait? to explore how space can exist within the mind and imagination as well as being a physical location. To do so, Buckles was attached to EEG sensors which tracked his brainwaves while he sat and talked about various states of waiting. It rendered what Hiebert and Jung term “imaginary data,” brainwave readouts correlated to each site as Buckles “visited” them in his mind.

“It was breathtaking,” Jung recalls. “There were moments when Andrew didn’t say anything, but we could still see brainwave activity. It’s an example of how even without moving between physical locations, the state of just existing could also be considered a mappable ‘space.’”
“We actually gravitate toward our points of difference rather than similarities. That’s where we see the strength and uniqueness of our interdisciplinary process.”

— Dr. Ted Hiebert, professor in the School of Interdisciplinary Arts & Sciences

**Understanding new data**

Creative geovisualization is an innovative approach to reevaluating what constitutes data and developing new ways to collect, analyze and apply it. Hiebert and Jung together use strategies that neither’s academic disciplines would normally possess and so can address issues neither could tackle independently. Their cross-disciplinary collaboration opens up more traditional thinking, allowing them to create new research, course content — and ways of problem solving.

Far from being an insular, academic discussion, Hiebert and Jung see creative geovisualization as having significant real-world applications. The world is evermore connected and impacted by unseen forces such as technology. That requires equally new ways of navigation, they say.

“We increasingly live in ‘smart cities’ with a lot of tech and surveillance,” Hiebert observes. “Jin-Kyu views that as an urban planner. How do you use data collected from traffic cameras to implement smarter policies of moving people efficiently? I see those cameras as more than data-generating devices. They’re a type of haunted infrastructure. How does surveillance make people feel? How does it impact behavior, and what are the social justice consequences?”

Both paradigms are valid albeit different. As their partnership demonstrates, a symbiotic approach is likely the best way to find balanced solutions to such complex problems.

In addition to community projects, the two faculty members are furthering their work in the classroom. In 2018, Hiebert and Jung co-taught a UW Bothell class entitled “Heads in the Cloud: Mapping and Imagining,” which they plan to co-teach again in autumn quarter 2021.

“The whole class was about intermingling methodologies and pushing beyond the limitations of separate disciplines. Everything we did was very interdisciplinary and practice-based,” Jung says.

**Integrating technology and medicine**

“Heads in the Cloud” was one of 20-year-old Carlos Peralta’s first classes at UW Bothell. As a health studies student, he is fascinated by the intersection of technology and medicine, particularly how better integration can be used to improve people’s lives.

One of his favorite class experiences was the “bat exercise.” Similar to the Why Wait? project, students volunteered to have their brainwaves recorded as they silently imagined themselves existing as bats.

Peralta laughs that pretending to be a bat isn’t a regular occurrence for him since perhaps his childhood daydreams about being Batman. Nonetheless, he was eager to try the experiment and immersed himself in thoughts of flying around caves and fields at night.

“It was awesome,” Peralta says of his brainwave printout. “The best part, though, was comparing scans with my peers. You could actually see ways in which our thoughts were both similar and different.”

That realization hits at the core of what Hiebert and Jung hope to instill in students — a mindset where commonalities and differences coexist.

Even years later, Peralta says what he learned in that class continues to influence his views. He thinks more about how the human body exists and functions in ways that cannot always be seen or quantified, at least not yet.

Additionally, his relationship to technology continues to evolve. He’s been studying remotely due to COVID-19 and is conscious of how his laptop has become more than what it once seemed. It is no longer just a work tool for producing papers but also a portal to his entire social life.

**Seeing through a different lens**

“On a personal level, that class forced me to see the world through a different lens. That’s going to carry into my professional life, too,” Peralta predicts. “I have the skills to see things from different perspectives. I know people can have different strategies and still work together to achieve the same goal.”

For Hiebert and Jung, the outcome of their teaching is not about giving students answers or reducing solutions into categories of “right” or “wrong.” It’s about providing a cross-disciplinary space where seemingly contradictory approaches can thrive.

“Jin-Kyu and I never have found common ground on some things,” Hiebert says. “Instead of letting that disrupt the work, we find it endlessly fascinating. We simultaneously hold each other’s viewpoints as valid, and that generates more complex answers than maybe either of us had individually.”

“It drives our dialogue, which is at the heart of our interdisciplinary practice.”
Mentors can have a strong impact on the students they help, but mentors are quick to point out that the relationships they nurture are mutually beneficial. In giving their time and advice, they say, the relationships enrich them as well.

As you will hear from these mentees and mentors alike, the connections they share have been learning experiences for everyone involved.
“THERE ARE TWO KINDS of people in this world: fountains and drains. Fountains nourish and encourage, but drains suck the life out of you.”

That’s just one of the pearls that Tadashi Shiga (IAS ’96) shared with current student Cindy Yang in an early mentorship meeting. Yang, a marketing major and president of the Women in Business student club, first heard Shiga speak on a panel of alums sponsored by the School of Business in spring 2020.

Drawn to Shiga’s “electric” personality, Yang also felt an immediate kinship with him as a fellow Asian American. Here was a successful businessman in a prominent role, accustomed to being the only person of color in a room. Yang could relate.

“There are lots of first-generation students at UW Bothell,” she says. “We are the ones who really, really need mentorship, and we are the ones who are intimidated by it. We need more mentors that look like us. When you see them in leadership roles, it makes you feel like you can do it, too.”

The day after the School of Business panel, she “shot her shot” and emailed Shiga to request a virtual coffee meetup. He quickly agreed. A member of both the School of Interdisciplinary Arts & Sciences Advisory Board and the school’s Alumni Hall of Fame, Shiga is the owner of two thriving businesses. He also leads a division of Realogic Sotheby’s International Realty.

MAKING FRIENDS WITH FAILURE
Why take the time to mentor the young undergrad? “During a time when most of us have binged our way through Netflix, Yang has chosen to double down on her academic and professional growth,” said Shiga.
Shiga also points to the importance of paying it forward. Back in 2008, his work in real estate and community development was hard hit by the economic downturn, so he took the opportunity to clarify his values and shift his focus to creating more affordable and sustainable homes in the community.

With mentorship and coaching from green building industry pros, Shiga learned the business inside and out. His brainchild, Evergreen Certified, is now one of the largest third-party certifiers of green construction in the Pacific Northwest and has won multiple awards.

All those feathers in Shiga’s cap could make him an intimidating figure, but he’s quick to share his unconventional path to success. “I was a poor student,” he says, recalling his teen years. “A purposely poor student.”

One year at Cleveland High School, he forgot the combination to his locker and never bothered to retrieve it. “My books stayed locked away for the entire year,” he says. Another academic low point: He couldn’t maintain the minimum 2.0 grade point average required to play on the football team.

But, as the son and grandson of hardworking Seattle entrepreneurs, Shiga was an excellent salesperson with a gift for relating to people. His family gave him the freedom to make mistakes and learn from them — and Shiga sees the payoff today. “I don’t worry about what other people think of me,” he says. “I have a good gut reaction on where I should take myself and my companies.”

He currently shares his get-out-there-and-experiment philosophy with Yang and two other UW Bothell mentees. “Life is about failing and getting up and learning and getting up again,” he tells them. “Get comfortable with making mistakes.”

BUILDING BRIDGES, ONE PERSON AT A TIME

Shiga says he strives to create a safe space where his young proteges can explore new ideas and share failures in an atmosphere that’s free from criticism.

It’s an approach that Yang appreciates, noting that their conversations go beyond career concerns to address areas of personal development such as confidence and leadership.

“Connecting with an incredible mentor like Tadashi, who I can relate to as a fellow Asian American, has been a game-changer,” she says. “Tadashi celebrates my milestones, is invested in my growth and is someone I can count on to give me honest advice. Mentorship deeply fosters my ability to be confident in my future.”

When she shared with him about having impostor syndrome, for example, Shiga brought out another pearl: “When you’re green, you grow. When you’re ripe, you rot.”

In between their virtual coffees — they have yet to meet in person because of the pandemic — Shiga also assigns Yang homework. One of her first tasks: Survey his Sotheby group’s social media efforts and follow up with an assessment. Shiga also supplied the names and contact information for several team members, urging Yang to reach out.

“Tadashi calls himself the bridge,” says Yang, “He wants to connect people.”

Inspired by his example, she has cultivated an openness to meet with people of all backgrounds. “Health care, real estate, STEM, user experience design, computer science, whatever, I will talk with you,” she says, noting that her LinkedIn profile is set to “open to chat with anyone” for a virtual meeting.

“I know how tough it can be to reach out. As a first-generation college student, I started without anyone in my professional network who looked like me,” she says. “I encourage other students to seek out new connections. Find someone who inspires you, find something in common and say hello! If I can do it, you can do it, too.”

REACHING FORWARD, LOOKING BACK

Yang is already paying forward the mentorship lessons she’s received from Shiga. When a high school student recently approached her about setting up a chapter of Women in Business, Yang took her under her wing. It was a chance to share how she organizes the UW Bothell club, how she motivates other members — what works and what doesn’t. “It was an eye-opening experience,” says Yang.

Mentorship goes both ways, according to Shiga. Working with young people has brought home the importance of continually challenging himself. For instance, he says, until recently he didn’t use social media at all. Now, he has launched a podcast and video blog that highlights builders and architects from around the Emerald City.

His experience with UW Bothell undergraduates also has prompted him to consider his legacy. At 52, he has no children. He had no previous connection to consider his legacy. At 52, he has no children. He had no previous connection with Generation Z, but Yang and her fellow students have inspired him with their energy and well-developed sense of compassion.

“Cindy is willing to take chances, make new connections and is bold enough to ask ‘what more can I do?’ It is something that sets Cindy — and the other students I mentor — apart from the crowd.

“By meeting these incredible people like Cindy,” he says, “I started having more hope for the future. These students have more of a mission, they want to make an impact. They’re super-caring.”

Shiga also has a message for other alumni who might be considering mentorship: “This is a rare opportunity to affect a person’s life in a positive way,” he says. “It’s the best thing that happened to me in 2020.”
EMILY ANDERSON’S PATH TO UW BOTHELL didn’t unfold in a straight line. Home-schooled for all but two years of junior high and high school, she didn’t feel ready to attend a large, four-year institution. After a stint at community college, she transferred to UW Bothell, where she soon found her footing in the tightknit campus community.

Among the many mentors who helped her along the way: Dr. Linda Watts, a professor whose elective class on research writing made a deep impression on Anderson. Now, 12 years after graduating, she still recalls one-to-one meetings during office hours with Watts, who shared her approach to organizing a research paper. “I felt so fortunate to have that investment,” says Anderson (IAS ’09).

She also tapped the expertise of UW Bothell librarians. “Walk me through it,” they’d typically respond when the Society, Ethics & Human Behavior major broached a new project. They pushed her to dig deep and shared the resources to hone her scholarship.

Administrators also took the time to sit down with Anderson over coffee, quizzing her about her values and ambitions. When the up-and-comer decided that she wanted to attend law school, she turned again to her UW Bothell mentors, who wrote letters
“She took me under her wing without hesitation, invited me to her job. I was surprised at how much she was willing to help without getting anything in return.”

BIANCA BORJAS (IAS ’17)
Society, Ethics and Human Behavior major

of recommendation and guided her through the daunting application process.

“You can’t buy that,” says Anderson. “It’s irreplaceable to have someone you admire and respect say, ‘I believe in you, you’ve got what it takes.’”

She was the first in her family to pursue post-baccalaureate studies of any kind. Despite feeling “like a fish out of water” during the application process, Anderson was admitted to the Seattle University School of Law, where she received her J.D. in 2015.

TAKING LEGAL EAGLETS UNDER HER WING

Even before finishing her legal studies, Anderson began meeting with UW Bothell undergraduates who had also set their sights on law school.

“As I reflect on my journey,” she says, “it was the human interactions that made such a big impact on me, and that’s what I want to give back.”

One of her first official mentees: Yakima native Bianca Borjas (IAS ’17), a Society, Ethics and Human Behavior major who initiated contact with an email. “It wasn’t hard to reach out,” recalls Borjas, who considers herself a natural at networking. “I wasn’t intimidated — more excited. I thought, ‘Wow, she’s an attorney at one of the biggest corporations in the world.’”

By then, Anderson was working on Microsoft’s legal team. “Send me your resume,” she encouraged Borjas. She also invited the first-generation college student for coffee at the software giant’s headquarters in Redmond, Washington. The connection was strong from the start, aided by the fact that both were women, fairly close in age and first in their families to consider law school.

“She took me under her wing without hesitation, invited me to her job,” says Borjas. “I was surprised at how much she was willing to help without getting anything in return.”

Anderson’s first impression of Borjas? Here’s someone who wants to make a difference, who wants to achieve excellence. The two met regularly for more than a year, with Anderson providing a road map for the law school application process: how to craft a personal statement, how to prep for the LSAT and how to write an addendum if you need to retake it — a matter of personal experience for the UW Bothell alumna.

FINDING RESILIENCE IN A TIME OF CHANGE

Eventually, Borjas faced a turning point. After considering her options, she decided not to pursue law school after all, turning her energy instead to real estate sales in Yakima. With family expectations running high, it was a tough decision.

Borjas also worried about letting Anderson down. All the effort and care that her mentor had invested — would she consider it a waste?

“She was probably the hardest person to tell,” says Borjas, “maybe even more than my mom, because she put a lot of time and energy into it.”

For her part, Anderson was more concerned for Borjas’ well-being: Would the younger woman falter after working so hard for a goal that didn’t materialize?

But her fears were quickly allayed. “Rather than it slowing her down, she moved forward,” says Anderson. “I was proud of her resilience and the tenacity to keep moving forward.”

Almost four years later, the two UW Bothell graduates remain in regular contact, trading texts and updates on each other’s lives. Anderson has recently moved into a new position with Salesforce, supporting the software company’s mergers and acquisitions team. As for Borjas, she has recently moved back to Seattle and is working in real estate in the Bellevue area.

SERVICE AS A PATH TO SUCCESS

Anderson, now a member of the UW Alumni Association Board of Trustees, continues to mentor work colleagues and current undergraduates. “It’s a great reflection for me to look at my own experience and be inspired by what they’re overcoming, what they’re sacrificing,” she says. “I’m so grateful I didn’t give up.”

Borjas considers her former mentor an important influence in her professional life. “Emily is a natural go-getter,” she says. “When you surround yourself with people who are career-oriented, it makes you want to be the same way. I look up to her a lot.”

But how to make the initial mentorship connection? Not everyone is a natural-born networker like Borjas. For students hesitant to reach out to a mentor, Anderson encourages action: Send that email and include your resume. Ask for a virtual cup of coffee — and cap the meeting at 30 minutes. Before you meet your prospective mentor, do your homework and bring thoughtful questions.

“I really encourage our alums as well to put themselves out there,” she says, confident that everyone will benefit from the richness of the relationship. And, Anderson counsels, there’s no need for an intense resume review or a long-term commitment. Just a conversation over a cup of coffee can go a long way to helping a student along their path.

“I have yet to meet a single person who hasn’t benefited from a mentor, formal or informal, in their life,” says Anderson.
FACTS & FIGURES

THE ALUMNI OF THE UNIVERSITY OF WASHINGTON BOTHELL now number more than 25,000. And while they each have their own story to tell, these statistical snapshots help paint a broad-stroke picture of the alumni community.

A CLOSER LOOK AT UW BOTHELL ALUMNI

ACADEMIC PROWESS

523 alumni have received two undergraduate degrees from UW Bothell.

579 alumni have received a bachelor’s and a master’s degree from UW Bothell. Double Dawgs!

87% have bachelor’s degrees in these subject areas

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14% have master’s degrees

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WHERE ARE THEY NOW?

89% of UW Bothell alumni live in Washington state — with 55% in King County and 36% in Snohomish County.

WHERE ARE THEY NOW?

89% of UW Bothell alumni live in Washington state — with 55% in King County and 36% in Snohomish County.

THE HIGHEST POPULATIONS of UW Bothell alumni living outside the state of Washington are in California, Arizona, Oregon, Texas, Florida and Connecticut.

UW BOTHELL ALUMNI live in more than 30 places across the globe — with the most in Canada, Hong Kong, Indonesia, India, Japan, People’s Republic of China, Saudi Arabia, South Korea, Taiwan, the United States and Vietnam.

ALUMNI CAN ALSO BE FOUND IN Albania, Australia, Bulgaria, Chile, Ecuador, England, Equatorial Guinea, France, Germany, Ireland, Italy, Macau, Malaysia, Mexico, Netherlands, Northern Ireland, Norway, Philippines, Singapore, Switzerland, Tanzania and Turkey.

WIDE AGE RANGE

1. 2% Under 23
2. 32% 23-30
3. 30% 31-40
4. 20% 41-50
5. 9% 51-60
6. 5% 61-70
7. 1% Over 70
8. 1% Unknown

Note: Alumni with multiple degrees are counted in each degree level.

STAYING INVOLVED

• To date, more than 1,300 alumni have received UW Bothell flags and are displaying them proudly.

• More and more alumni are engaging with UW Bothell online. Since December 2020 alone, followers of the UW Bothell Alumni Instagram account has increased almost 20%. And alumni are engaging from across the globe: In January 2021, alumni from 13 countries commented, liked or followed the feed.

• More than 50 alumni have participated in our UW Bothell Alumni Roll Call series, sending videos we stitch together and share with the alumni community.

• From 2019 to 2020, the number of UW Bothell alumni who are UW Alumni Association members increased 55% — in part because of the free membership offered to 2020 graduates.

Note: All data provided by University of Washington Advancement.
You went above and beyond for UW Bothell

**TEN YEARS AGO, WE LAUNCHED THE CAMPAIGN FOR UW BOTHELL.**

We set an ambitious goal — raising $35 million — and your passion and generosity pushed us well past that mark.

UW Bothell students are known for breaking boundaries and doing what is needed to achieve their goals. It’s clear you do the same.

Thanks to more than 6,000 of you — our donors, volunteers and community partners — we met and exceeded our goal. Together.

$40.7 MILLION  
GOAL: $35 MILLION

• The total raised in the Campaign for UW Bothell is $40,737,866.
• The 6,024 campaign donors include more than 3,000 alumni and 500 organizations.
• Since the beginning of the campaign, the number of UW Bothell endowments has tripled, and donor contributions have increased the total investment by 64%.

The lasting impact the campaign will have on scholarships, programming and other resources at UW Bothell is hard to measure — but know that your gifts will keep on giving.

Now and far into the future, you are helping UW Bothell give students the extra assistance they may need to stay on a path to success.

WE INVITE YOU TO JOIN US ONLINE

Reflect back on some of the highlights at our campaign stories webpage. The videos and stories you’ll find there represent just a fraction of the tremendous impact you have made possible over the past 10 years.

Go to campaign-stories.uwb.edu.

The campaign may be over — but rest assured our work continues.

SO THANK YOU ALL AGAIN.
Our success depends on your unwavering commitment to UW Bothell — and continued gifts of time, treasure and talent.
Welcome to Husky Highlights, where you’ll find news about fellow alumni.
Are you still getting our emails? If not, update your information today at www.washington.edu/alumni/services/update.

CLASS NOTES

Drew Stone (IAS ‘14) launched Locusium, a virtual reality events production service.

Brittaney Bunjong (IAS ‘16) is now account executive at Beautytap.

Jason Hampton (IAS ‘14) is a high capacity transit development manager at Sound Transit.

Melissa Watkinson (IAS ‘11, MAPS ‘15) is an equity access and community engagement lead at Washington Sea Grant.

Datyous Mahmoudian (BUS ‘20) is a data analyst for King County, Washington.

Tiffany Davis (BUS ‘13) is now social services specialist for the State of Oregon.

Rabeka Randall (IAS ‘10) is a resource coordinator at Puget Sound Energy.

Mathew Lam (STEM ‘13) is now instructional designer at Seattle Children’s Hospital.

Sasha Bernhard (IAS ‘16) is a vice president at Fulcrum Public Affairs LLC.

Tessa McIlraith (BSN ‘13) was named Washington State School Nurse of the Year by the School Nurse Association of Washington.

Cyra Schutten (IAS ‘12) and Melissa Watkinson (IAS ‘11, MAPS ‘15) were married in a private ceremony.

Winston Bonnheim (IAS ‘10) is a business recruiter at Deepgram, a company that builds speech recognition programs for enterprise.

George Ahearn (SNHS ‘00) founded EastWest Food Rescue.

Alyssa Nevala (IAS ‘12) is now associate attorney at Pivotal Law Group, PLLC.

Emily Anderson (IAS ‘09) is a corporate privacy counsel at Salesforce.

Nicole Jackson (IAS ‘16) and her husband, Ben Jackson, welcomed their son, Carter, last summer. Photo courtesy Rosendahl Photography

Edwina Fui (IAS ‘14) is a first-year student in the Student Development Administration program in Seattle University’s College of Education.

Erica Myers (IAS ‘12) and Darion Bowens were married in a private ceremony this winter.

New job, honor, award or other milestone in your life? Send your news to Class Notes at uwbalumn@uw.edu.
Want to see yourself in our Flags in Place section? Email your high-resolution photo to uwbalumn@uw.edu.
Justin Gill, who received a bachelor of science in Nursing in 2013 from UW Bothell and a doctor of Nursing Practice from Yale in 2019, is an urgent care nurse practitioner at Providence Medical Group in Mill Creek and Monroe. He has a passion for policy, too, and is chair of the Washington State Nurses Association’s Legislative/Health Policy Council. Also a part-time lecturer in the School of Nursing & Health Studies, Gill teaches health policy courses.

Q: Describe your UW Bothell experience in one word.
A: Enlightening.

Q: Why did you choose UW Bothell?
I liked the curriculum in the RN to BSN program and the positive reputation that the [tri-campus] University of Washington School of Nursing has nationwide and worldwide.

Q: What experience at UW Bothell had the greatest impact on you?
A: The first course I had was related to critical thinking. That has continued to have an impact on me and the way I do my clinical and professional activities.

Q: Which UW Bothell faculty member influenced you the most and in what ways?
A: Every faculty member gave me something that I could use, and I still use today, whether it’s critical thinking, ethics or research. Every faculty member was outstanding and supportive.

Q: What suggestions do you have for other alumni — especially young alums — looking to start a career or make a career change?
A: Know that the education you received from UW Bothell is one that is recognized well among local employers and national groups. One of the benefits you had was class sizes that were a little bit smaller. You had the opportunity to be part of the University of Washington as a whole. And there are other alumni such as myself who are ready and willing to help out and support you in whatever future goals that you have.

Q: What is your greatest career achievement to date?
A: My greatest career achievement was more of a decision to go into nursing, which was something that was made shortly after I finished high school. My initial career choice was political science, and I wanted something more fulfilling. Choosing nursing as a profession was one of my best choices.

Q: How have you remained involved with UW Bothell as an alumnus?
A: Being a faculty member is probably my biggest activity because I did want to be able to give back to the school that really did help launch my career. There is also having the ability to touch base with nurses who have graduated from the program, who have reached out to me, or who have gone on to graduate school and have some questions.

Q: Did your experience at UW Bothell influence your family and their educational choices?
A: I was more influenced by my own family members. My sister went through the RN to BSN program a few years before I did. I think that was more of an influence on me. She works as a nurse practitioner. She does a lot of telemedicine right now, and she lives in Whatcom County.

Q: What advice do you have for students who are in class now?
A: They are dealing with being a student during some very interesting and unprecedented times. This is going to be an era where there is a lot of opportunity. There will be chances to innovate and to adapt to different learning modalities. My biggest piece of advice is: Give it time. We will get through this. Everything is not going to go as expected right now, but you have a great network of support staff, faculty and alumni who are there to help you get through this and get through your time at UW Bothell.
Here are some upcoming events we have planned for UW Bothell alumni.

Stay up to date on all alumni activities by visiting www.uwb.edu/alumni/events. You can also sign up for our alumni newsletter by emailing uwbalumn@uw.edu.

Join us on Husky Giving Day

UW’s Annual 24 Hour Giving Campaign, called Husky Giving Day, will return on Thursday, April 8. Follow the UW Bothell Alumni Instagram and Facebook pages for a full day of entertaining video content and updates — and watch how the UW Bothell community comes together to support the University and our students.

To participate, go to tinyurl.com/yvwnu8sc.

Virtual Husky 5K

May 15

Stay tuned for more information on the 5k — and for more events during the 7th annual UW Bothell Alumni Weekend.

Alumni Wine Club

Milbrandt Vineyards offers an exclusive UW Bothell alumni wine club, featuring two membership levels: purple and gold. Both memberships include biannual shipments, free tastings, discounted bottle purchases and venue rentals, and more.

For details, visit www.uwb.edu/alumni/alumni-wine-club.

And don’t forget, you can engage with us 24/7 on Instagram, Facebook, Twitter, TikTok and LinkedIn.