



Artful Teaching:
*A Brief History of
the Harriet W. Sheridan Center for
Teaching and Learning,
1987 - 2007*



Table of Contents

I. A Brief History of the Sheridan Center	5
II. Reminiscences on Harriet Sheridan and the Founding of the Center	13
III. The Brown Teaching Community, 1987-2007	23
IV. The Frederick Lippitt Endowment	39
V. Twentieth Anniversary Celebration & Conference	41



Harriet W. Sheridan



I.

A Brief History of the Harriet W. Sheridan Center for Teaching and Learning, 1987 - 2007

Few endeavors survive the departure or demise of their creators. Unless firmly rooted in the needs of a constituency, the growth and ongoing development of a community organization may only last a short while. So it is with tremendous respect for the enduring value of Harriet Walzer Sheridan's vision for professional development in higher education at Brown, that we salute the twentieth anniversary of the founding of the Sheridan Center. Her vision continues to inspire a growing cohort of faculty, post-doctoral fellows and graduate students, at Brown, across the country and internationally, to challenge themselves to think substantively about the purpose of education in a complex global environment. The endowment of the Sheridan Center by Frederick Lippitt is a testament to the commitment by both Dean Sheridan and Mr. Lippitt to the value of education in a democratic society and the need to support the professional development of its faculty, present and future.

A Definition of the Purpose of Education

The origins of the Harriet W. Sheridan Center for Teaching and Learning are unique amongst analogous centers at other institutions of higher education and are specific to Brown University. They are rooted in the commitment of its founder, Harriet Sheridan, and her colleagues to the concept that education should empower students, whether undergraduate or graduate, to reach their own best potential for accomplishment in whatever field of endeavor.¹ She believed that “artful” teaching by faculty was the ability to recognize that students with diverse learning styles could make innovative contributions to a democratic society. That vision of the purpose of higher education led to the establishment of a center to provide support for the ongoing professional development of faculty, post-doctoral fellows, and graduate students in pedagogy which benefits both teaching and research.

The open curriculum, introduced at Brown University in 1970, was, and is, ideally suited to helping students achieve that difficult goal. By the early 1970s students who wished to actively shape their own education, rather than follow a traditional prescribed route, were attracted to Brown. The opportunity to develop an individually tailored education permitted intelligent students with unique learning styles to succeed in an intellectually rigorous environment closed to them at other institutions of higher education. The result was, and is, a University alive with energy, curiosity and innovation at both the faculty and student level.

Such a diverse learning community also requires thoughtfully defined structures to promote and enhance innovation across the disciplines without sacrificing the intellectual independence which is the hallmark of higher education. When Professor Sheridan arrived at Brown to serve as Dean of the College from Carleton College (Northfield MN) in 1979, she recognized the need for such supportive structures and worked closely with her staff colleagues to develop them. Both she and then President Howard R. Swearer, also a transplant from Carleton, deployed their years of experience in a small liberal arts college to ensure that the Brown curriculum provided appropriate support for its students. In addition, both had personal experience with students whose diverse learning styles challenged their ability to realize their potential in a highly competitive University. Along with other members of the Brown community committed to ensuring that the education at Brown truly helped all students realize their potential for growth, President Swearer and Dean Sheridan laid the foundations for many of the programs and center which are unique to Brown.

1 *OED*, Educ[e] [ad. L. *edūcāre*, f. *ē* out + *dūcēre* to lead.]... 3. To bring out, elicit, develop, from a condition of latent, rudimentary, or merely potential existence, as in 1816 [Coleridge](#), *S.T. Lay Sermons*, p. 328: “Education...consists in educating the faculties and forming the habits.”

As Dean of the College, Harriet Sheridan and her colleagues established the Curricular Advising Program, Modes of Analysis courses, the Writing Fellows Program, and the Writing and Math Centers to ensure that Brown's open curriculum served student needs effectively. Her sensitivity to the value of diverse learning styles among students led her to host the first conference on Learning Disabilities in Higher Education in 1985 at Brown. She became one of the most articulate advocates to inclusive and democratic teaching and Brown gained national recognition for its leadership in this area. Following her establishment of what became the Sheridan Center in 1987, she worked with Associate Dean of the College Robert Shaw and colleagues at Dartmouth College to create a videotape demonstrating the value of "Effective Teaching for Dyslexic/All College Students." Since research on learning supported the notion that everyone has a unique learning style, the video provided faculty and graduate students with techniques which would empower the maximum number of their students, not just the ones who learned as they did.

The Establishment of a Teaching Community

When Dean Sheridan was forced to resign as Dean of the College in 1986 following a diagnosis of advanced cancer, she determined that she would use the time remaining to her to develop a center to support the professional development in pedagogy of graduate students. Her intention was to assist graduate Teaching Assistants to learn both how to educate Brown students and to effectively convey content and create new knowledge through their research. In addition, she felt that Brown graduate students needed thoughtful preparation for their roles as the future professoriate. With the support of President Swearer, Provost Maurice Glicksman, Dean of the Graduate School Mark Schupak, and Artemis A. W. and [Prof.] Martha Sharp Joukowsky, Dean Sheridan established the "Center for the Advancement of College Teaching" in the spring of 1987. Against formidable health challenges, she devoted the next five years to establishing the Center through close collaboration with faculty colleagues across the University. Brown is today the beneficiary of her heroic commitment to an ethical vision of the purpose of higher education in a democratic society. Amongst her supporters was Frederick Lippitt, member of the Brown Corporation and Board of Fellows, who recognized the value of that vision with an endowment which will support ongoing professional development at Brown for years to come (see Part IV).

In the twenty years since its founding, dedicated by the Brown Corporation in 1997 to the memory of Dean Sheridan, the Center has continued to develop as a collegial, grass-roots organization, run by and for the support of faculty, graduate students and, recently, post-doctoral fellows. Guided since the death of Dean Sheridan in 1992 by a dedicated faculty Advisory Board (as well as its *ex-officio* members of the senior administration), the Sheridan Center has grown from a small one-room,

one-woman, operation into a constantly evolving service organization that provides the entire Brown teaching community with a wide variety of collegial programs, services and publications. The Sheridan Center has evolved from a few one-day Saturday workshops for Graduate Teaching Assistants on strategies for teaching to three full-year Teaching Certificate programs, as well as seminars and consulting services open to the entire academic community.

Beginning in 1988 with the financial support of Artemis Joukowsky, four Graduate Student Fellows from each of the four academic divisions were appointed to help Dean Sheridan organize and promote a variety of summer institutes, lectures and workshops, primarily for graduate students. Faculty colleagues were called upon to present at these sessions on subjects such as *Developing a Teaching Style*, *Balancing Teaching and Research*, and *Building a New Curriculum*. The result was the development of a community of faculty dedicated to the support of collegial professional development in teaching and learning that has sustained and enhanced the continued growth of the Center in the fifteen years since Dean Sheridan's death. Without the dedicated support of that extraordinary team of faculty and graduate students, there would not be a Sheridan Center today. The impressive list of names in Part III: The Brown Teaching Community barely suggests the nature of the twenty years of hard work that have gone into the establishment of a center which represents and serves the professional development needs of a diverse community, from graduate students to junior faculty to post-doctoral fellows to clinical faculty in the Brown Medical School.

The Transformation of the Center's Programs

The early transformation of Dean Sheridan's vision from a concept to an established center which would be self-sustaining depended upon the combined support of a donor, Mr. Joukowsky, and a limited term federal grant. From 1989 until 1992, the Center was the recipient of a three year grant from FIPSE in conjunction with the Association of American Colleges and the Woodrow Wilson Foundation. Entitled "Preparing Graduate Students for the Professional Responsibilities of College Teachers", the grant focused on the pedagogical transition for graduate students from teaching in a research university to teaching in a college environment. Faculty and graduate students from four departments at Brown (Classics, English, History, and Religious Studies) were teamed with colleagues at Connecticut College. As a result, the Center offered a more extensive and comprehensive program involving both faculty and graduate students in collegial lecture and mentoring sessions at both Brown and Connecticut College. The commitment of the five faculty who supported this initiative were recognized as the very first recipients of the Harriet W. Sheridan Award (see part III).

Following Dean Sheridan's death in 1992, it was evident that the Center would only continue if it was clearly aligned with the needs of the Brown teaching community.

During the next few years an extraordinary network of Advisory Board members, Faculty Fellows, Graduate Teaching Fellows, graduate Teaching Consultants, and the departmental Faculty and Graduate Student Liaisons, as well as colleagues in other agencies across campus such as CIS-STG & ITG, the Swearer Center, the Career Development Center, the Office of Summer Studies, and the Library, worked with the small part-time staff to identify and provide for the pedagogical needs of the community.

As a result of this persistent, sustained effort by so many people, the Sheridan Center continues to revise and expand its various activities, whether programs, services or publications. The Center's handbook *Professional Development Resources for the Brown Teaching Community* provides a comprehensive account of what is offered today. For example, over the past ten years, the Sheridan Teaching Seminar Lectures have become an interdisciplinary forum on the fundamental elements of a reflective teaching practice which attract members of the Brown teaching community at all levels, including staff, as well as members of the Rhode Island School of Design (RISD) teaching community. As of September 2007, the RISD-Sheridan Center collaboration has resulted in the establishment of a parallel, self-sustaining, RISD professional development program.

OTHER CENTER PROGRAMS IN 2007-2008 INCLUDE:

- ❖ *Orientations to Teaching at Brown* for new Faculty, first-time Teaching Assistants and International Teaching Assistants are co-sponsored with the Office of the Dean of the Faculty, the Office of the Dean of the Graduate School and the ITA-ESL program to help faculty and graduate students prepare for their teaching experience at Brown.
- ❖ *The Teaching Certificate Programs I, II, III* have grown steadily over the past ten years.
 - The Teaching Certificate I program has grown to involve approximately 200 participants during the academic year. In 1998, 42 Teaching Certificate Is were awarded and in 2007, 133 were awarded.
 - The small Classroom Tools seminar (limited to 25 participants) was established in 2002 and 7 Teaching Certificate IIs were awarded. In 2007, 16 were given.
 - The Professional Development Seminar for Advanced Graduate Students is also limited to 25. In 1999, 10 Teaching Certificate IIIs were given out and in 2007, 18.
- ❖ *Teaching Forums* provide lectures on special topics, such as the Seaman Family Lectures on Learning Diversity in Higher Education.

Consulting Services for the Brown Community

The Sheridan Center also consults with faculty, post-doctoral fellows and graduate students within specific disciplines to assist them in developing thoughtful pedagogy to enhance learning in their field. Consultation services include work with individuals, cohorts and departments.

- ❖ **Individual Consultations** include: Individual Teaching Consultations (ITCs), Presentation/Conference Paper Consultations, Academic Career Consultations and Grant Application Consultations. Since their establishment in 1993, for example, the ITC consultations (performed by the Center's Faculty Fellows and graduate Teaching Consultants) have grown from some 40 per year to 145 in 2007. Academic Career Consultations were pioneered in 2004 and the numbers have risen by 20 each year to 68 in 2007. Demand for services for post-doctoral fellows has also arisen and 10 ITCs and Academic career Consultations were performed in 2007. Grant Consultations (focused on providing support for grant applications which include professional development components) have also grown steadily over the past five years.
- ❖ **Consulting services for Cohorts** has focused on special pedagogy seminars for graduate students and faculty. The *Junior Faculty Roundtable*, in conjunction with the Faculty Fellow mentors, assists new faculty (and post-doctoral fellows) to develop collegial approaches to integrating their teaching and research.
- ❖ **Departmental Consultations** have involved supporting departments in the development of discipline-specific colloquia and Micro-Teaching sessions, sometimes in conjunction with a grant.

Publications

The Sheridan Center publishes a variety of materials to address the fundamental elements of a reflective teaching practice and to foster the collegial exchange about teaching and research which is characteristic of the Brown teaching community.

Sheridan Center Handbooks, written by members of the Brown community, are available on topics such as: *Teaching at Brown*, *Constructing a Syllabus*, *Instructional Assessment*, *The Teaching Portfolio* and *Teaching as Persuasive Communication*. They are available both in hard copy and online forms on the Center's website.

The semi-annual *Teaching Exchange* features articles and tips about professional development in higher education by faculty and graduate students. It is also available both in hard copy and online form.

The Sheridan Center videotape "Effective Teaching for Dyslexic/All College Students" is distributed nationally and internationally.

The Sheridan Center website is a major portal for both the Brown community and the national and international community. Center programs, services and publications are used by professional development educators around the world

and the site has attracted visitors to the Center from Japan, Chile and Singapore, amongst other places.

The Frederick Lippitt and Mary Ann Lippitt House

The Frederick Lippitt and Mary Ann Lippitt House at 96 Waterman Street was renovated in 2002-2003 specifically to provide a location for the Harriet W. Sheridan Center for Teaching and Learning as a center for the professional development of the Brown teaching community. The design and allocation of space in the Lippitt House reflect the mission, goals and objectives of the Center. In addition, the entire building has been wired by CIS so that the Center can support advanced use of technology for teaching and learning. Much of the artwork throughout the Center is by current and former Brown students. There is also a small Resource Library of books, journals, articles and videotapes, including lectures by Brown's master teachers, available to the entire University community.

Staff Support

Staffing a community service center such as The Sheridan Center is based on both the need to support permanent programs, services and publications and the capacity to grow in respond to newly identified needs from its constituencies. During Dean Sheridan's lifetime, the Center was staffed by herself as a part-time faculty member, with four Graduate Teaching Fellows and a volunteer Assistant Director. After her death, the Assistant Director continued to run the day to day operations, sometimes with the assistance of anywhere from one to four Graduate Teaching Fellows, the number varying from year to year. Following five years of transitions with a faculty member voluntarily serving as Faculty Director in conjunction with the Assistant/Administrative Director, a part-time Director was appointed in 1998. Two Assistant, later Associate, Directors were appointed in 1998 to work with the faculty. Until 2007 all of these positions were part-time. The number of Graduate Teaching Fellows continued to fluctuate between two and four graduate students until the termination of the fellowship by the Graduate School in 2007. Administrative support has also fluctuated from part-time to full-time over the years as the Center has grown from its one room-one woman days, 1987 - 1994, until its full scale operations in 2007.

In addition to the permanent staff, the Sheridan Center has depended upon its dedicated four Faculty Fellows, one senior faculty member each representing the academic divisions, and its extraordinary group of graduate student Teaching Consultants. The graduate students who are selected to become Teaching Consultants have demonstrated remarkable commitment to their own professional development and that of their colleagues across the University. Both the Faculty Fellows and Teaching Consultants conduct classroom observations and consultations with faculty and graduate students across the University.

The Sheridan Center Advisory Board, drawn from members of the faculty, administration and Corporation of the University, was established by Dean Sheridan just before her death, to ensure the Center was led by a group of experienced and accomplished members of the community.

As the Sheridan Center embarks upon its third decade, it is important to honor three members of the Brown community who have consistently supported the professional development of the entire community through the agency of the Center. While the Center has benefited from the wisdom and concern of many, many people over these twenty years, the contributions of Martha Sharp Joukowsky, Kathryn T. Spoehr and Nancy R. Dunbar are without peer. They have truly followed Harriet's example and helped to realize her vision for a center which would support the enhancement of student learning.

Rebecca S. More, Director, 2007

Sheridan Center Academic Staff, 1992- 2007

Harriet W. Sheridan (*English*), founder 1987-1992

Rebecca S. More (*History*), Assistant Director, 1990-1992; Associate Director, 1992 -1994; Administrative Director, 1994 - 1998; Director, 1998- present

Robert Shaw (*Education*), Director, 1994-1995

Kathryn T. Spoehr (*Cognitive Sciences*), Interim Director, 1995-1996

Nancy R. Dunbar (*Theatre, Speech, Dance*), Academic Director, 1996-1998

Vicki S. McKenna (*Geological Sciences*),

Assistant Director for the Life & Physical Sciences, 1997-1999

Hannelore Rodriguez-Farrar (*History of Art & Architecture*),

Assistant Director for the Humanities & Social Sciences, 1997-2000

Janet Rankin (*Engineering*),

Assoc. Director for the Life & Physical Sciences, 1999-2006

Laura E. Hess (*East Asian Studies*),

Assoc. Director for the Humanities & Social Sciences, 2000-

Kathy M. Takayama (*Bio-Med MCB*),

Assoc. Director for the Life & Physical Sciences, 2007 -

Administrative Staff, 1992-2007

Claudette Piette, 1992-1996

Patricia M. Costa, 1996-1998

Jody Prisbrey, 1998-2000

Kathleen McCann, 2000-2004

Tracy Maroni, 2004-2005

Meredith P. Sorozan, 2005-

II.

Reminiscences on Harriet Walzer Sheridan and the Founding of the Center

**Stanley M. Aronson, MD,
founding Dean of the Brown University Medical School**

(remarks delivered following the first Harriet W. Sheridan Lecture in Literature and Medicine, April 5, 1994)

We assemble this evening – not so much to honor Harriet Sheridan - but to receive yet another of her many gifts: This gift, the privilege and the warmth of each other’s company and the opportunity, in our busy lives, to pause, to reflect and to remember Harriet’s immense personal influence upon each of us. Harriet is the catalyst [which is yet another word for great teacher], the catalyst that has brought us together this April evening. Her gentle presence with us, in this season of renewal, is as palpably real and undeniable as are her lasting contributions to this university and its students.

The time for eulogies is past. And rather than explore my recollections of Harriet [fond, but toward the end, painful] I thought it more purposeful if we all listened to some of Harriet’s thoughts on education, as expressed in some of her writings – particularly an article entitled “*A Teacher’s Commentary: The Desire to Be Whole Again.*”[1981] When asked about the title, Harriet responded, “Ah, yes. But the reader must learn to bear *some* creative responsibility.”

There is however, a very brief recollection that I would share with you. At one point, when she was a patient for the uncounted time in Boston, Harriet declared – as do all humans encountering mortal disease: “Why me?” She paused, reflected, and then uttered: “Why not me?” In those three words, Why not me?, Harriet expressed her most private religious conviction; her belief that we are at best one of many in a vast multitude of living creatures given the rare, and brief, gift of life. All sense of privilege, of splendid individuality, of special treatment, is thus swept aside. And what was left was the still voice of her faith. Perhaps she was thinking of the Scriptural passage: “For I am but thy passing guest, a sojourner like all my mothers and fathers.”

In her 1981 paper, Harriet begins by observing that “good teachers believe in human perfectibility, not original sin.” She then stipulates the first of the many essential qualities of the good teacher. “Scholars” she says, “need not be good teachers, but good teachers, however, must always be scholars.” Beware, she had often declared, of the charlatans who substitute persuasive resonance for genuine scholarship. Truly, there is no substitute for disciplined and scholarly commitment to the subject being taught. She warned of the glib teacher: What he lacks in accuracy he makes up for in irrelevancy.

And what fragile hopes does such a teacher cherish? For these teachers we have the parable of the prodigal son, the reclaiming to the happier state of those who might be presumed lost, welcoming them to the world of the intellect, and then their participation in humane considerations. In many ways, Harriet believed, the seeds planted by the fervent teacher should not – cannot – be harvested at the completion of the semester. The love of scholarship [the fulfillment of the teacher’s most ardent dreams] may not emerge until long after graduation, long after the nurturing teacher’s image and imagery [and even name] have been lost to memory. There is no true reciprocity between the teacher and her pupil; as there is no symmetry between parent and child. In each case, the movement is toward the future, and repayment [or even thanks] is but a fond hope, rarely realized.

She wrote, “How much easier we have found it to cultivate the scholar in our students, to inculcate the various knowledges that have been painfully accumulated.” Thus our catalogs provide course after course on the content of what we know. Yet we are not altogether successful at this. Students are bored, confused, resistive or affronted by our gifts to them. Harriet believed that there was more to education, “The essence of education is that it be religious – an education which inculcates duty and reverence.” Such words as service and responsibility were crucial to Harriet.

Harriet recognized, painfully, that teachers are victim to the opposites that they themselves have created. In her words, between “objective and accurate factuality versus compassionate, subjective responsiveness: authority vs. distributed responsibility; individual needs versus social and communal services. How can we who have lost faith in absolute certainties in this age mediate amongst contradictory objectives?”

Harriet's further reflections on education: First, she recognized that one of the greatest goals of education is the suspension of judgment; that controversy is at the core of education; that without controversy we have only preserved doctrine, or worse, the dregs of dogma. This view, of course, is distinguishable from Coleridge's who asked for a willing suspension of disbelief.

Second, that true scholarship requires the courage of the lonely gladiator; yes, we must work constructively together; but first we must learn to walk alone, prepared to defend our newly fashioned beliefs. Scholarship is a lonely task, it is practiced in the silent carrels of the library or behind the shut door of a study. And when scholarship comes to completion, it is published, generally to sink without a trace. True learning flourishes, as plants are said to thrive, when they share each other's atmosphere, in collaboration.

And third, that education [like faith] is what remains when we have forgotten all that we have been taught.

Many of you knew Harriet far better than did I. But from what I could perceive, she was a righteous woman, a courageous woman, a scholarly woman, a person with an immense capacity for self-criticism, penetrating reflection, and humor, which is to say, a rare capacity for growth.

Harriet was also a deeply religious woman. In the face of an implacable and destructive disease, and in the last measure of her rich life, she achieved a rare state of equanimity, "I am not only me" she said, "I am part of something larger and I am no longer afraid to go."

Harriet was a tolerant woman and I am therefore certain that she will forgive me when I paraphrase the psalmist who might have thought of Harriet when he declared:

O Lord, who shall sojourn in thy tent?

Who shall dwell on thy holy hill?

She who walks blamelessly, and does what is right,

And speaks truth from her heart.

The clouds pass, the semesters follow each other, but a sadness remains. Truly, the past is never dead; it is with us as an enduring legacy from those, such as Harriet, who have made our individual paths more visible, less menacing. And all of us tonight thank both Lynn Epstein and Chancellor Joukowsky for their labors, both moral and material, in ensuring that we remember Harriet Walzer Sheridan, a wise teacher and cherished friend.

Prof. Emeritus Maurice Glicksman

(Engineering), Provost in 1987 when the Sheridan Center was established.

Harriet Sheridan was a wonderful colleague, intensely engaged with education and the students at Brown. Her charisma charmed alumni and students and her total commitment rallied faculty to improve Brown's undergraduate programs. She also inspired loyalty and support from her staff, who worked closely with her to carry out the goals of the College organization.

But I want to focus on a characteristic of Harriet which is not overwhelmingly present in many others – her personal courage and willingness to sacrifice for what she saw as the major good. It showed very clearly in her later years, as she faced medical challenges and handled them so well.

Harriet was informed by one physician that she had the prospect of only a few months of life. With the help of another physician, she found a practitioner who was willing to take aggressive action to address her medical problems and to give her years of life, albeit with difficult ongoing therapies.

Harriet did not take this approach simply to live longer: she felt that there were people who needed her support and advice, and that she needed to be there for them. She took on the strain of ongoing treatments, working when she could, in between periods of difficult living. All of us benefited from her continuing presence and activities, and her close family and associates received what she hoped to be able to give: a better base for their continuing lives. We continue to be thankful for the example she set, as her memory lives on inside so many of us.

Prof. Emerita Arlene Gorton

(Athletics)

Harriet and I played an early morning golf round many days. She was always expounding on the importance of the quality of teaching at Brown and ways to motivate faculty and students alike to work toward this purpose.

We were on a putting green very soon after one of her many cancer operations and she was realizing that she might not have enough energy to continue as Dean of the College. Then President Howard Swearer had asked her to give him a plan of action for her staying involved at Brown. She did not hesitate for a second, deciding, while making a putt, that she wanted to start a “Center for Teaching.” Her only concern was - would this be a popular idea with faculty? She putted successfully and decided to move forward. I can honestly say that her first germ of an idea for what became the Sheridan Center was on the second green at the golf course about 7:30am one frosty morning.

Harriet was so devoted to the Brown undergraduate curriculum and the idea of a center for teaching, I cannot believe that more than 20 years have passed since her initial idea. She is, I believe, very proud with the results.

Prof. Emerita Martha Sharp Joukowsky

(Anthropology and Archaeology & the Ancient World), Chair of the Sheridan Center Advisory Board, 1992 - 2004

The memory of Harriet Sheridan's actions during her grueling battle against cancer is vivid as I recall her courage and heroism in confronting the disease. But she was also waging a battle on another front. One of her last wishes was the creation of a center for teaching and learning at Brown University. She told me from her hospital bed, "You must ensure my vision of helping students learn. Ideally the venue will not be in a department, but will be a comfortable place in a little white house."

From the time of her arrival at Brown, Harriet had a vision of how we learn, how we process information and how we disseminate it. As part of the Brown professoriate, not only did Harriet teach herself, she visited classes, finding that in some cases, teaching and learning were at risk. At a time when the faculty at Brown did not consciously address teaching and learning, she dealt personally and fell ill from the strain of her efforts. However, she did succeed, and it is that extraordinary accomplishment that we celebrate in the establishment of the Sheridan Center.

Before she was stuck by cancer, I remember Harriet's efforts in holding sessions for students with alternative learning abilities (including my son, Misha), at risk of being left behind in the classroom. Harriet organized special meetings and helped hosts of students, before she tackled the academics and their graduate teaching assistants. She recorded them on film and discussed ways they might improve their teaching and made a film herself to address teaching and the processing of ideas. [The Center's videotape: *Effective Teaching for Dyslexic/All College Students*"]

Harriet endowed us with the realm of promise and the power of possibility. I remember her as a noble and brave woman without pretense who knew the spirit of human potential. She was a voice for persuasive teaching and learning, acting out of concern for the student. I feel humbled, privileged and blessed to have shared those early days with Harriet as a long time defender of the thoughtful learning process.

That same spirit of mission and commitment to Brown students that burned so brightly in Harriet, lives on in the Sheridan Center and Rebecca More who has fulfilled Harriet's dream. I have such pride in the Center. Harriet's deep depth of commitment made a difference. She was a great warrior who committed herself to an ideal and inspired others to create change in the Brown classroom. For one, I feel Harriet's mission has been realized in "a comfortable little house" that now bears her legacy."

Prof. Emeritus Lewis P. Lipsitt

(Psychology, Medical Science, and Human Development)

Among Howard Swearer's good influences on the Providence community when he left Carleton College for Brown University, he should be remembered with enormous gratitude for bringing Harriet Sheridan with him. She helped greatly to distinguish his presidency as he honored this somewhat off-center lady with the college deanship and gave her the freedom to help people. Helping people is, after all, what we should expect of deans. And off-center people, especially when they are articulate, learned, and benevolent, can be among the most cherished people in our midst.

I use the term "off-center" to characterize Harriet entirely complimentarily. Harriet cultivated her career, and her being, on individual differences - in human traits, and in the development of individuals. She respected the insecurities of others, and gave the challenged and humble the permission to be themselves. She was not cowed by authoritarian constraints. Harriet was encouraged by them, and she sought to help people with "differences" feel good about their differences and to capitalize on those differences in getting what they wanted from life - and to fight the constraints.

Harriet was a great counselor, as everyone knew who drew advantage from her understanding and pointed interventions. Evidence was of great importance to her; she proceeded in her deanly ministrations under the guidance of data. She had, for example, a keen understanding of the influences of prenatal and neonatal hazards as these affect later development and behavior. She was sure that impairments in language development and in reading ability were rooted in risk conditions during early childhood. And she sought to change those conditions of humanity which marked some individuals for less accomplishment than others.

Harriet Sheridan was way ahead of her time. She was connecting the dots long before many of us knew the dots were connected.

Prof. Kenneth R. Miller

(Bio-Med MCB)

I really didn't have much direct contact with Harriet, but one thing does stand out in my mind. At one point she asked faculty members to list their four favorite books of all time, and published a little booklet of the results to distribute to incoming freshman. For the next couple of years she asked each faculty member who had participated in the survey to pick one of their books and lead a seminar during Orientation Week for freshmen who agreed to read that book over the summer.

I can't remember all of the books I listed, but two of them were *Arrowsmith* (Sinclair Lewis) and *Zen and the Art of Motorcycle Maintenance* (Robert Pirsig). At a reception in Faunce House to celebrate the publication of the booklet, Harriet came over to me and observed that six faculty, including me, had listed Pirsig's book — and she had never even heard of it. She asked me to explain.

I asked her who the other five faculty were, and we looked them up. All of them were in science or engineering. “The two cultures are alive and well,” I explained. “Zen” is appreciated by us techno- types because it beautifully illustrates the integration of scientific and technical thinking with the fundamental aesthetic ideas of western culture, as articulated in Plato. She got a copy and read the book within a week. She called me to thank the six of us (collectively) for opening her eyes to another area of learning.

Harriet was determined not to let any aspect of scholarship escape her grasp, and her eagerness to learn about a book that her faculty valued was a wonderful demonstration of that.

Associate Dean of the College Emerita Karen Romer

(English)

What I remember about the Office of the Dean of the College [during Harriet’s tenure] is that we were the only entity (before the Sheridan Center) that seemed to think about graduate student teaching from the point of student learning. So we weighed in wherever we could, for example, in:

- In the tutoring program, that annually collected graduate student tutors who came well recommended, meant interaction with professors too about what they meant when they said someone was “good” and what we meant by student learning.
- In English courses taught by graduate students, we had input into the document that Elizabeth Kirk drew up as guidelines for the Department. She developed a special course for those who would teach in which the graduate students created a course and had it critiqued, they learned to develop the pedagogical principles and then get feedback as they taught.
- In science course sections, the Office of the Dean of the College, tended to work with the graduate students who were teaching them, often through individual students;
- In the modern language courses, since graduate students often taught the introductory sections in the larger courses;
- With regard to the problem of ESL for graduate students who taught in mathematics, economics, chemistry, i.e. gateway courses where undergraduates had to lay the groundwork for future work and concentration courses, and were severely disadvantaged by section leaders who had limited English (I developed a project involving undergraduate pairings with the English-challenged grad student which is published in “The Future Professoriate”)

Harriet continued a practice the previous Dean, Walter Massey, had begun (as chair of CCC) of inviting concentrators from a department, on rotating basis over several years, to a brown bag lunch where she explored (with a couple of staff participating) issues undergraduates had with their concentration: such as,

course sequences, attitudes to S/NC grades, teaching styles, the usefulness of a DUG, involvement with honors theses, etc. You can imagine that undergraduates typically would include assessments of teaching in key courses, the goods and bad, and things they would especially like to change! It was all in confidence but with the understanding that afterwards she would synthesize it and give feedback to the relevant department. This often gave rise to fruitful interchanges or even new initiatives.

Quite a few of our grant proposals included graduate students which gave us some authority over a few who were working with us in some way. For example, the project with FIPSE/AAC involved the faculty and graduate students in several departments exploring teaching issues with colleagues at a local area liberal arts college (1989-1992).

You can see how in the Office of the Dean of the College we kept nibbling where we had access, using contacts we had in various ways to strengthen the opportunities to talk more about teaching. While this mostly worked with the deans who taught, plenty of others actually collected quite a lot of insight from extensive talks with undergraduates about their learning processes.

All of this made the idea of the Sheridan Center very appealing, as we were aware that we were trying to work at something in which we only had limited authority and the Graduate School at that time was not really interested in graduate teaching. The Sheridan Center provided a focus for really thinking about teaching and for sharing opportunities with other research universities which were beginning to do a lot with teaching.

Prof. Emeritus Frank Rothman

(Bio-Med MCB), Provost Emeritus

One reminiscence I have of Harriet is of her losing a battle with the faculty in her attempt to get every concentration to require an integrative senior experience, whether a thesis, seminar, or similar activity. The faculty meeting at which it was rejected helped to define some major issues in the tension, (I hope creative), that is intrinsic in a “university college.” One advisor in a large concentration, a dedicated and skilled teacher himself, simply dismissed her proposal as impossible. As I recall, a number of departments felt that faculty time would limit such a requirement only to honors programs. Although it did not carry the day, Harriet’s vision of the importance of such an activity to the education of *all* students shone through.

Today I keep up somewhat with issues in undergraduate science education through my continuing association with *Project Kaleidoscope*. There is no doubt that the educational principles for which Harriet fought at Brown have become the mainstream view in science education, as documented in numerous reports from the National Academy of Sciences, the National Research Council, various professional societies, and other public and private educational organizations. That full implementations of Harriet’s ideas remain a challenge at most research universities in no way detracts from her vision.

Prof. Emeritus Mark Schupak

(Engineering), Dean of the Graduate School Emeritus

There are two incidents I remember that may suggest her attitude towards life:

First, Harriet and I, along with other people in the administration, had to attend Brown Corporation meetings to show the flag. We didn't speak or participate, but we did appear knowledgeable and supportive. One dark and cold February morning I was sitting next to Harriet at the Corporation meeting (the administrators had their own special section separate from the Corporation members). In the middle of the meeting, Harriet fell asleep. I pushed her a little and said "Wake up, Harriet, we are being paid to be here." She woke with a start, and said in a voice that was a little too loud, "Not nearly enough!"

Second, Frank Durand and I were the two Associate Provosts working for Provost Maurice Glicksman. One of our big projects one year was to put together a comprehensive faculty database both to keep track of crucial data about the faculty and to serve in making planning decisions. We would report the progress we had made at the Provost's staff meetings. As we were finally getting near the end of the long building process, we reported that "We are beginning to see the light at the end of the terminal." Harriet, ever the keeper of our rhetoric, complained loudly to the rest of the group, especially to Maurice. She said that we shouldn't be allowed to talk that way. Maurice smiled and said he appreciated that the database could be used soon.

Prof. Robert Shaw

(Education) former Associate Dean of the College;

now Dean of the School of Education, Westminster College, Utah

On the wall of Harriet Sheridan's office hung a faded transom window on which one could still make out the word "Rhetoric." Rhetoric, the ability to use language effectively, the art of influencing the thought and conduct of an audience, epitomized Dean Sheridan. Whether in a prepared lecture or in an informal conversation, her use of language was delightful. She understood that the Dean of the College position is a bully pulpit and used it well to implement a number of innovations in the Brown curriculum, including the Curricular Advising Program model of freshman advising, greatly increased support for undergraduate research opportunities, and a support system for students with learning disabilities that has served as a model for hundreds of other colleges and universities. In the 1980s she served on the boards of two national organizations, the Orton Dyslexia Society (now called the International Dyslexia Association) and the American Association of Higher Education (AAHE). She convinced both that they should care about the issue of students with learning disabilities in higher education. The Orton Society started a college affiliate program, of which Brown was the first member, and the AAHE included sessions on dyslexia and other learning differences in all their national conferences from then on.

Harriet was a wonderful mentor. She knew enough about each of her colleagues to suggest steps they should take to further their careers - courses to take, research opportunities to pursue, conferences to attend. The complex character of her mind was reflected in her office, with its life-sized *papier-mache* dragon, a large mixed-media painting of Venetian boatmen, and the comfortable conversation area next to her desk. A professor of English, she took delight in learning about complex issues in science and the social sciences as well. She served as an inspirational model for students and faculty alike.

Prof. Emeritus Terry E. Tullis

(*Geological Sciences*)

I took Early English Literature from Harriet during my freshman year at Carleton College in 1960-61. The books I recall reading are Chaucer's *Canterbury Tales*, and Milton's *Paradise Lost*. For a boy from the wilds of South Dakota's Black Hills, with an orientation toward math and science, this world of Middle English was a rather confusing one. Harriet, however, was clearly in her element. Her enthusiasm and caring made me understand and appreciate the literature more than I can imagine anyone else managing to do, even though it did not turn me away from science! As a professor at Brown, it was a great pleasure to reconnect with her and be invited to dinner at her home on George and Benefit Streets when she came to Brown as Dean of the College many years later.

Prof. Emeritus Thompson Webb III

(*Geological Sciences*)

In the fall of 1979, I drove down to the Alton Jones Center with Jimmy Wren (*East Asian Studies*) and Anne Fausto-Sterling (*Bio-Med MCB*) to participate with Hunter Dupree (*History*), George Morgan (*Engineering*), Tori Haring-Smith (*English*) and others in a day of interdisciplinary discussions about teaching and writing at Brown organized by Harriet. She had recruited Tori Haring-Smith to get the Writing Fellows program started. I participated in a small group (eight or so faculty) with Tori facilitating the discussion about writing and other issues across the curriculum. I later took a summer teaching seminar, perhaps in either 1987 or 1990, which Tori organized and ran for six or so faculty.

After Harriet stepped down as Dean of the College, I was at a talk on teaching in Wilson Hall. When I stopped to talk with her, she congratulated me on my article in "The Teaching Professor" about having students do self-grading of their papers (adapted for an article in the Sheridan Center's "Teaching Exchange"). Harriet was the only person at Brown to mention reading "The Teaching Professor" to me, and until she mentioned it, I had never thought of listing an article about teaching on my *curriculum vitae*.

III.

The Brown Teaching Community, 1987 - 2007

Below are listed the names of those who have been involved with and supported the Sheridan Center since its inception. These include: winners of the Sheridan Award, Royce Family Professors of Teaching Excellence, The Sheridan Center Advisory Board, The Center's Faculty Fellows, Graduate Teaching Fellows, Teaching Consultants, Faculty and Graduate Student Liaisons and volunteer Speakers at Center lectures, seminars and workshops.

Harriet W. Sheridan Award for Distinguished Contribution to Teaching and Learning, 1997 – 2006

The Harriet W. Sheridan Award for Distinguished Contribution to Teaching and Learning recognizes those faculty and staff of the University who exemplify teaching through the support of their colleagues, including graduate students, in *professional development* that integrates teaching and research. The Sheridan Center's Advisory Board invites faculty, and members of the University academic administration to nominate faculty colleagues for this award.

As Professor of English, Dean of the College (1979-1986) and founder of the Sheridan Center (1987), Harriet W. Sheridan believed that ongoing professional development by faculty and graduate students was an essential commitment for institutions of higher education. Professional development integrates the impact of research and teaching on both graduate and undergraduate learning, and enables faculty to realize Brown's historic commitment to a diverse student population and to learning environments which empower students to realize their potential.

Candidates should have fulfilled the following criteria:

- *Mentoring*: The candidate should be an effective mentor in the development of a reflective teaching practice. The Sheridan Award defines an effective mentor as one who makes a dedicated effort to support colleagues, both faculty and graduate students, within or beyond their discipline, develop into successful practitioners of reflective teaching. Testimony from faculty and graduate students of such effective mentoring is required.
- *Leadership*: The candidate will have demonstrated leadership of departmental initiatives to support professional development in pedagogy within the discipline. This may include: organizing departmental seminars or classroom visits to promote the exchange of ideas about pedagogy among both faculty and graduate students; leadership of departmental seminars for graduate students which foster a reflective teaching practice within the discipline; development of departmental criteria for the constructive assessment of teaching and learning; work with colleagues to explore discipline-specific or interdisciplinary pedagogical issues at the national level.

In addition, candidates may have demonstrated active leadership in University and/or national initiatives which integrate research and teaching. These may include: innovative national or University grant-sponsored teaching/research projects (such as NSF, NIH, NEH or UTRA grants); course curricula which foster the integration of research, teaching and learning through collaboration between faculty, graduate/medical and undergraduate students; or leadership in faculty development programs, services and publications which integrate reflective teaching and research. (2007)

Harriet W. Sheridan Award

1997-2006

- Bauer, Beth W., *Hispanic Studies* (2004)
Bonde, Sheila, *History of Art & Architecture* (2001)
Borts, George H., *Economics* (1999)
Braun, Lundy, *Bio-Med Pathology & Laboratory Medicine; Environmental Studies; Africana Studies* (2002)
Buhle Mari Jo, *American Civilization and History* (2005)
Dunbar, Nancy R., *Theater, Speech & Dance; Associate Provost* (2003)
Fausto-Sterling, Anne, *Bio-Med MCB* (2005)
Goodwillie, Thomas G., *Mathematics* (1999)
Herlihy, Patricia, *History* (2000)
Heywood, Peter, *Bio-Med MCB* (1998)
Joukowsky, Martha Sharp, *Anthropology; Old World Archaeology & Art* (2002)
Kirk, Elizabeth, *English* (1997)
Lapane, Kate Lynn, *Bio-Med Community Health* (2006)
McIlwain, James T., *Bio-Med Neuroscience* (2001)
Miller, Kenneth R., *Bio-Med MCB* (1998)
More, Rebecca S., *History; Sheridan Center* (1997)
Smulyan, Susan, *American Civilization* (1997)
Spoehr, Kathryn T., *Cognitive and Linguistic Sciences* (2006)
Stanley, Lawrence K., *English* (2004)
Stowers, Stanley K., *Religious Studies* (1997)
Tennessee, Leonard, *English; Comparative Literature; MCM* (2005)
Thomas, John L., *History* (1997)
Tullis, Jan A., *Geological Sciences* (2000)
van Dam, Andries, *Computer Science* (2001)
Waage, Jonathan K., *Bio-Med EEB* (1999)
Wakeford, Lawrence F., *Education* (2003)
Wyatt, Jr., William F., *Classics* (1997)

Royce Family Professors of Teaching Excellence 2002-2007

- Banchoff, Thomas, *Mathematics* (2005-2008)
Bogues, Barrymore, *Africana Studies* (2002-2007)
Bonde, Sheila, *History of Art & Architecture* (2002-2007)
Fischer, Karen, *Geological Sciences* (2002-2007)
Merrim, Stephanie, *Comparative Literature; Hispanic Studies* (2007-2010)

- Miller, Kenneth R., *Bio-Med MCB* (2007-2010)
Raaflaub, Kurt, *Classics; History* (2005-2008)
Tullis, Jan A., *Geological Sciences* (2007-2010)

The Sheridan Center

Advisory Board 1992- 2007

- Beiser, Edward, *Bio-Med; Political Science*
Bonde, Sheila, *History of Art and Architecture* (Chair 2003-2005)
Braun, Lundy, *Bio-Med Pathology & Laboratory Medicine; Environmental Studies; Africana Studies*
Briant, Clyde, *Engineering* (Chair 2005-2006)
Campbell, James, *Africana Studies; American Civilization; History*
Dunbar, Nancy R., *Theatre, Speech, & Dance*
Dzidzienyo, Anani, *Africana Studies*
Epstein, Lynn, *Assoc. Dean Bio-Medicine*
Fischer, Karen, *Geological Sciences* (Chair 2006-2007)
Foley, Stephen M., *English*
Foster, Andrew, *Economics*
Gleason, Abbott, *History; Watson Institute*
Goodwillie, Thomas, *Mathematics*
Goslow, George, *Bio-Med EEB*
Gruppuso, Philip, M.D., *Assoc. Dean Bio-Medicine*
Hesthaven, Jan Sickmann, *Applied Mathematics*
Heywood, Peter, *Bio-Med MCB*
Joukowsky, Martha Sharp, *Old World Art & Archaeology; Anthropology* (Chair 1992-2003)
Keach, William, *English*
Langlois, Marie J., '64, *Brown Corporation - Board of Fellows*
Lippitt, Frederick, *Brown Corporation - Board of Fellows*
Lipscombe, Diane, *Bio-Med Neuroscience*
Merrim, Stephanie, *Comparative Literature*
Newman, Lucile, *Bio-Med Community Health; Anthropology*
Paradiso, Michael, *Bio-Med Neuroscience*
Reginster, Bernard, *Philosophy*
Risen, William, *Chemistry*
Riva, Massimo, *Italian Studies*
Saint-Amand, Pierre, *French Studies*
Sizer, Theodore, *Education*
Smith, Stephen R., M.D., *Assoc. Dean Bio-Medicine*
Smulyan, Susan, *American Civilization*
Strothman, Wendy, '72, *Brown Corporation-Board of Fellows*

Advisory Board continued

Thomas, John L., *History*
Tillinghast, Charles C. Jr. '32, *Brown Corporation-Board of Fellows*
Tomasi, John, *Political Science*
Zimmt, Matthew, *Chemistry*

Faculty Fellows 1992-2007

Arant, Patricia, *Slavic Languages* (1997-2004)
Blumberg, Roger, *Computer Science*, Senior Fellow for Instructional Technology (1999-2005)
DeBrohun, Jeri, *Classics* (2004-2007)
Dunbar, Nancy R., *Theatre, Speech & Dance* (1993-1996)
Elliott, Gregory, *Sociology* (2001-2002)
Gluck, Mary, *History* (1997-1998)
Goldscheider, Calvin, *Sociology; Judaic Studies* (1998-2001)
Heywood, Peter, *Bio-Med MCB* (1995-1997)
Kirk, Elizabeth, *English* (1995-1996)
Kobrin, David, *Education* (1993-1996)
Landay, Eileen, *Education* (1996-1998)
Miller, Kenneth R., *Bio-Med MCB* (1993-98)
Renear, Alan, Ph.D., *CIS-STG*, Senior Fellow for Instructional Technology (1993-1999)
Smith, Kerry, *East Asian Studies; History* (2002-2007)
Tullis, Jan A., *Geological Sciences* (2002-2007)
Waage, Jonathan, *Bio-Med EEB* (1997- 2002)
Wakeford, Lawrence, *Education* (1996-1998)
Webb, Thompson, III, *Geological Sciences* (1997-2002)
Wessel, Gary, *Bio-MCB* (2002-2007)

Graduate Teaching Fellows

1988-2007

Ballou, Margo, *Slavic Languages*
Barrett, Suzanne, *English*
Bass, Randall, *English*
Battfeld, Thorsten, *Physics*
Biltekoff, Charlotte, *American Civilization*
Breen, Walter, *Cognitive and Linguistic Sciences*
Bungiro, Richard, *Bio-Med Pathobiology*
Crannell, Annalisa, *Mathematics*
Dudek, Ray, *Chemistry*
Fischer, Elon, *English*
Greenfield, Briann, *American Civilization*
Hamm, Patricia H., *Chemistry*
Hawks, Shelley D., *History*

Herlihy, Mark R., *American Civilization*
Heschel, M. Shane, *Bio-Med EEB*
Hill, Nancy, *Anthropology*
Jones, Raphael, *Mathematics*
Koleci, Carolann, *Physics*
Kolm, Suzanne, *History*
Lodewick, Alyssa, *History*
McLellan, Frank, *Slavic Languages*
Meyers, Scott, *Computer Science*
Nerozzi, Andrea, *Bio-Med MCB*
Nodine, Mark, *Computer Science*
Pacelli, Allison, *Mathematics*
Pingree, Gregory, *English*
Ramirez, Antonio J., *Philosophy*
Rebello, N. Sanjay, *Physics*
Richards, John, *History*
Rodday, Suzanne, *Geological Sciences*
Rodriguez-Farrar, Hannelore, *History of Art & Architecture*
Schick, Carolyn P., *Chemistry*
Sizer, Lyde Cullen, *History*
Thomson, Bradley J., *Geological Sciences*
Woolcock, Michael J. V., *Sociology*
Yoshihara, Mari, *American Civilization*

Teaching Consultants 1994-2007

Anderson, Jennifer, *Geological Sciences*
Antonios, Augoustakis, *Classics*
Arndt, Charles, *Slavic Languages*
Ashok, Aarthi, *Bio-Med MCB*
Ayad, Mariam, *Egyptology*
Baer-Wallis, Friederike, *History*
Baks, Klaas, *Economics*
Ballou, Margo, *Slavic Languages*
Barr, Jessica, *Comparative Literature*
Bautista, Daniel, *Comparative Literature*
Bayfield, Mark, *Bio-Med MCB*
Beal, Sophia, *Portuguese & Brazilian Studies*
Beck, Diana, *Theatre, Speech & Dance*
Beierlein, Misha, *Bio-Med Neuroscience*
Belanger, Elizabeth, *American Civilization*
Benway, Gaelan, *Sociology*
Biltekoff, Charlotte, *American Civilization*
Bishop, Kristin, *Bio-Med EEB*
Block, Daniel, *English*
Bockelman, Brian, *History*
Borradaile, Glencora, *Computer Science*
Boyd, Elizabeth, *Bio-Med MCB*
Bradley, Bethany, *Geological Sciences*
Bradley, Devon Jane, *Bio-Med EEB*

Brinkema, Eugenie, *MCM*
 Bromberg, Keryn, *Bio-Med EEB*
 Bruder, Jan, *Bio-Med MPPB*
 Brunson, Jan, *Anthropology*
 Bucur, Alina, *Mathematics*
 Bungiro, Richard, *Bio-Med Pathobiology*
 Burdan, Amanda, *History of Art & Architecture*
 Cagle, Len (Josef), *German Studies*
 Calvin, Christina, *Geological Sciences*
 Castellanos, M. Susanna, *English*
 Chernak, Linda, *Geological Sciences*
 Cloeren, Susanne, *History of Art & Architecture*
 Cloud, Kevin, *History*
 Coffey, Marion, *American Civilization*
 Collins, Geoffrey C., *Geological Sciences*
 Dance, Sarah, *Applied Math*
 Davis, Erin, *Bio-Med MPPB*
 Dawson, Sarah, *Archaeology & the Ancient World*
 Decker, Polina, *Hispanic Studies*
 Delmont, Matthew, *American Civilization*
 Drew, Julia, *Sociology*
 Drinkwater, Matthew, *Psychology*
 Dudek, Ray, *Chemistry*
 Dugan, Aisling, *Bio-Med Pathobiology*
 Echenberg, Margo, *Hispanic Studies*
 Engelman, Jan, *Psychology*
 Erickson, Lennart, *Economics*
 Erickson-Feinstein, Cydney, *Theatre, Speech & Dance*
 Esara, Pilipa, *Anthropology*
 Esposito, Claudia, *French Studies*
 Fantini, Riccardo, *Geological Sciences*
 Feather, Jennifer, *English*
 Fishbaugh, Kathryn, *Geological Sciences*
 Friedman, Randy, *Religious Studies*
 Funchion, John, *English*
 Galford, Gillian, *Geological Sciences*
 Gardner, Michele, *Hispanic Studies*
 Hamilton, Jonna, *Bio-Med EEB*
 Hamm, Patricia H., *Chemistry*
 Hanson, Helen, *Physics*
 Harkett, Daniel, *History of Art & Architecture*
 Harrington, Katharine, *French Studies*
 Harrison, Marianne, *Cognitive & Linguistic Sciences*
 Hartmann, Lisa E., *History*
 Hawks, Shelley D., *History (*Founder)*
 Heath, Anne, *History of Art & Architecture*
 Helion, Alicia, *Psychology*
 Herlihy, Mark, *American Civilization*
 Herman, Kerry, *History of Art & Architecture*
 Heschel, M. Shane, *Bio-Med EEB*
 Hoffman, Aaron, *Applied Math*
 Holly, Donald, *Anthropology*
 Hutchison, Leah, *Geological Sciences*
 Hutz, Ben, *Mathematics*
 Inzlicht, Michael, *Psychology*
 Jacob, Robert, *Geological Sciences*
 Jang, Jennifer, *American Civilization*
 Jenn, Anderson, *Geological Sciences*
 Jobling, Wendy, *Bio-Med MCB*
 Johnson, Jessica, *American Civilization*
 Jones, Raphael, *Mathematics*
 Kedzierski, Joanne, *Hispanic Studies*
 Kellerman, Beth, *Psychology*
 Kennedy, Margaret, *English*
 Khannous, Touria, *English*
 Kitchen, Veronica, *Political Science*
 Klahr, Douglas, *History of Art & Architecture*
 Kohnen, Melanie, *American Civilization*
 Kress, Tracy, *Bio-Med MCB*
 Kushvarev, Sergey, *Applied Math*
 Lange, Annkathrin, *German Studies*
 Lape, Peter, *Anthropology*
 Larrieux, Stephanie, *American Civilization*
 Lauzon, Michael, *Mathematics*
 Lee, Jeannette, *English*
 Liu, Huinan, *Engineering*
 Lodewick, Alyssa, *History*
 Loso (Teixeira), Ana, *Portuguese & Brazilian Studies*
 Lucas, Adrienne, *Economics*
 Manly, Charlotte, *Cognitive & Linguistic Sciences*
 Marino, Kate, *Archaeology & the Ancient World*
 McDonough, Laurie, *Geological Sciences*
 McGinity, Keren, *History*
 McLellan, Frank, *Slavic Languages*
 Merali, Zeeya, *Physics*
 Mesrobian, Cristina, *Bio-Med Pathobiology*
 Miller, Stephen, *Mathematics*
 Minervini, Amanda, *Italian Studies*
 Minitti, Michelle, *Geological Sciences*
 Monteiro, Lyra, *Archaeology & the Ancient World*
 Moreshet, Tali, *Engineering*
 Mouser, Audrey, *Anthropology*
 Mulligan, Bret, *Classics*
 Murali, Manjari, *Bio-Med MPPB*
 Myers, Emily, *Cognitive & Linguistic Sciences*
 Nadeau, Jocelyn, *Chemistry*
 Narayan, Akil, *Applied Math*

Teaching Consultants continued

- Nepal, Kundan, *Engineering*
Newcomb, Robert, *Portuguese & Brazilian Studies*
Nielson, Rex, *Portuguese & Brazilian Studies*
Ocakli, Feryaz, *Political Science*
Oslick, Jeffrey, *Geological Sciences*
Ostherr, Kirsten, *American Civilization*
Pacelli, Allison, *Mathematics*
Parker, Adele, *French Studies*
Peters, Rebecca, *Anthropology*
Prevots, Aaron, *French Studies*
Proctor, Melissa, *Religious Studies*
Ramirez, Antonio, *Philosophy*
Rebello, N. Sanjay, *Physics* (*Founder)
Reineke, Joshua, *Bio-Med MPPB*
Reynolds, Mindy, *Bio-Med Pathobiology*
Rihouet, Pascale, *History of Art & Architecture*
Rittenhouse, Cynthia, *Neuroscience*
Roach, Leah, *Geological Sciences*
Rodriguez-Farrar, Hannalore, *History of Art & Architecture* (*Founder)
Roff, Shelley, *History of Art & Architecture*
Rosenblum, Jordan, *Religious Studies*
Salvan, Monika, *Mathematics*
Sanders, Jennifer, *Bio-Med MCB*
Sardinas, Maria, *Hispanic Studies*
Schick, Carolyn, *Chemistry*
Selenu, Stefano, *Italian Studies*
Sheehan, Tanya, *History of Art & Architecture*
Smart, Sarah, *Classics*
Smith, Laura, *Bio-Med Community Health*
Sokol, Melissa, *Slavic Languages*
Stebbins, Hilary, *Psychology*
Stein, Ninian, *Anthropology*
Sterling, Nicholas, *Classics*
Strbuncelj, Martina, *Bio-Med MCB*
Sweeney, Brian, *English*
Thomson, Bradley, *Geological Sciences*
Tokgoz, Ashihan, *American Civilization*
Tosta, Antonio, *Comparative Literature*
van Scoyk, Stefany, *German Studies*
Vettel, Jeannette, *Cognitive & Linguistic Sciences*
Voigt, Lisa, *Hispanic Studies*
von Wettberg, Eric, *Bio-Med EEB*
Wald, Sarah, *American Civilization*
Walters, Lisa, *French Studies*
Walther, Dane, *Chemistry*
Waring, Molly, *Bio-Med Community Health*
Wesley, Johnna, *Bio-Med Pathobiology*
White, Rachel, *Religious Studies*
Whitehouse, Bruce, *Anthropology*
Wiedemann, Susanne, *American Civilization*
Williams, Jack W., *Geological Sciences*
Winkler, Sean, *Applied Mathematics*
Wittern, Daniella, *Hispanic Studies*
Wong, WeiYing, *Environmental Studies*
Wright, Amy, *Hispanic Studies*
Xing, Yulong, *Mathematics*
Yates, Jennifer Lewton, *Classics*
Yingst, Aileen, *Geological Sciences*
Yoshihara, Mari, *American Civilization*
Zabielski, Victor, *Geological Sciences*
Zugay, Brian, *History of Art & Architecture*

Departmental Teaching Network 1993 - 2007

Department	Faculty Liaison	Graduate Liaison
<i>Africana Studies</i>	Barrymore Bogues James Campbell	
<i>American Civilization</i>	Robert Lee Susan Smulyan Ralph Rodriguez Samuel Zipp	Charlotte Biltkoff Daniel Cavicchi Renea Henry Stephanie Larrieux Eric Larson Brian Locke Janice Okoomian Kirsten Ostherr Mari Yoshihara Natasha Zaretsky
<i>Anthropology</i>	Richard Gould Martha S. Joukowsky Patricia Rubertone Nicholas Townsend	Niki Bernard Sreeparna Chattopadhyay Walter Harper Nancy Hill Donald Holly Peter Lape Lisa Koriouchkina Angela McMillan Audrey Mouser Rebecca Peters Juliette Rogers Ninian Stein
<i>Applied Math</i>	Constantine Dafermos Yan Guo George Haller Jan Hesthaven Christopher Jones Hui Wang	John Bukowski Sarah Dance Matthew Harrison Akil Narayan Daniel Ostrov Robert Strain Malaefisha Tladi Sean Winkler
<i>Archaeology & the Ancient World</i>	Susan Alcock Omur Harmansah Martha S. Joukowsky	Erin Christensen Derek Counts Zoe Kontes Katherine Marino Peter Nulton Anthony Tuck Michael Zimmerman
<i>Bio-Med Comm. Health</i>	Kate L. Lapane Sally Zierler	Jessica Jalbert Karen Schneider Molly Waring Sherry Weitzen
<i>Bio-Med EEB</i>	Jonathan Waage	Kristin Bishop Bruce Bryan Adam Fry Jonna Hamilton Shane Heschel Kristy Kroeker Tatyana Rand Eric von Wettberg

Department	Faculty Liaison	Graduate Liaison
<i>Bio-Med MCB</i>	Peter Heywood Kenneth Miller Kimberly Mowry	Shannon Ballard Isin Cakir Lori Chapman Hillary Creely Briana Erickson Aubrey Frank Omar Lansari Lawrence Mulcahy Jennifer Rossi William Tsiarsas Fyodr Urnov Keeley Wray
<i>Bio-Med MMI</i>	Jorg Martin	Michael Awad Richard Bungiro Michelle Embree Jennifer Louten
<i>Bio-Med MPPB</i>	Chi-Ming Hai	Michael Harrison Joshua Reineke
<i>Bio-Med Neuroscience</i>	Diane Lipscombe Robert Patrick John Stein	Michael Beierlein Elizabeth Glater Annette Gray Leigh Needleman Benjamin Philip Cynthia Rittenhouse
<i>Bio-Med Pathology</i>	Lundy Braun Agnes Kane Kim Boekelheide Andrew Campbell	Stephanie Lahousse Xiaolai (Julia) Xu Pamela Gaddi Christina Mesrobian
<i>Chemistry</i>	Joan Lusk Kathy Hess Philip Rieger Sandra Russo-Rodriguez Richard Stratt Matthew Zimmt	Ray Dudek Lauren Dufort Sirong Gao Wilson Hago Patricia H. Hamm Karen Hebner Weibin Li Jocelyn Nadeau Lauren Rossi Carolyn Schick
<i>Classics</i>	Joseph Pucci William Wyatt, Jr.	Jeffrey Abel Antonios Augoustakis Ruth Caston Samuel Hauser Benjamin Low Bret Mulligan Vassiliki Panoussi Jennifer Rowley Sarah Snart Philip Thibodeau Jennifer Yates

Department	Faculty Liaison	Graduate Liaison
<i>Cognitive & Linguistic Sciences</i>	Polly Jacobson David Sobel Kathryn T. Spoehr	Paul Allopena David Asher Massimiliano DiLuca Naomi Feldman Sharon Goldwater Marianne Harrison Charlotte Manly Mark McNellis Justin Owens Brian Roark Pepper Williams
<i>Comparative Literature</i>	Michel-Andre Bossy Stephanie Merrim	Barbara Renee Allen Brian Ballentine Luying Chen Robert Hilliker Keeley Krietz Laura McGowan Daphnee Rentfrow Antonio Tosta Carolyn Vellenga Teresa Villa Ignacio Philip Walsh
<i>Computer Science</i>	Leslie Kaelbling Shriram Krishnamurthi Nancy Pollard Meinolf Sellman	Theodore Camus Sharon Caraballo Anthony Cassandra Guy Eddon Samuel Heath Jimmy Ho Morgan McGuire Warren Schudy Zikang Xu
<i>East Asian Studies</i>	Laura Hess Lung-Hua Hu Yuko Jackson	
<i>Economics</i>	George Borts Allan Feldman Andrew Foster In-Koo Cho Rajiv Vohra	Vicki Bogan Matthew Coffey Anuradha Dayal Angela Fertig John Frost Dmitriy Gershenson Dave Iaia Subir Lall Adrienne Lucas Petros Milionis
<i>Education</i>	Cynthia Garcia Coll David Kobrin Luther Spoehr	Rene Anaya Troy Baker Jennifer Breen Ernest Caldwell Gina Coggio Lorin Gillin Caroline Holden Colleen Maurer

Department	Faculty Liaison	Graduate Liaison
<i>Egyptology</i>	Jim Allen Leo Depuydt Leonard Lesko	Mariam Ayad Ramadan Hussein Emily O'Dell
<i>Engineering</i>	Iris Bahar Janet Blume Clyde Briant Greg Crawford Rob Phillips Janet Rankin	Alan Archart Abhinav Bhandari Eric Chen Huinan Liu Candace Lynch Kundan Nepal Jessica Onstott Erik Sylven Peter Taylor Michael Wazlowski Andy Webber
<i>English</i>	Catherine Imbriglio Elizabeth Taylor Lawrence K. Stanley	Daniel Block Maria (Susie) Castellanos Lara Dodds Jennifer Feather Jonathan Foote Christian Gal Rachel Kempster Margaret Kennedy
<i>Environmental Studies</i>	Steven Hamburg Caroline Karp Christina Zarcadoolas	Martha Alarie Amanda Aretz Karen Craig Victoria Ganek Jennifer Hogan Catherine Mansell Michael Maynard Daniel Orenstein Christopher Peterson Sarah Zisa
<i>French Studies</i>	Monique Fecteau Sanda Golopentia Youenn Kervennic Lewis Seifert Sylvie Toux Annie Wiart Inge Wimmers	Robyn Brothers Claudia Esposito Deborah Hahn Katherine Harrington Marcie Matthews Valerie Orlando Adele Parker Aaron Prevots Nathalie Rogers Lisa Walters

Department	Faculty Liaison	Graduate Liaison
<i>Geological Sciences</i>	Tim Herbert Peter Schultz Jan Tullis Thompson Webb III	Jennifer Anderson Alyssa Beck Dan Brabander Bethany Bradley Christina Calvin Christopher Cooper Riccardo Fantini Kathryn Fishbaugh Lisa Kanner Laurie McDonough Vicki McKenna Michelle Minitti Jeff Oslick Leah Roach Valerie Scruggs Carolyn van der Bogert Dina Venezky John Williams Aileen Yingst Victor Zabielski
<i>German Studies</i>	William Crossgrove Jane Sokolosky	Josef (Len) Cagle Katrin Dettmer Mine Eren Eric Klaus Annekathrin Lange Ute Maschke Julia Timpe Stephany van Scoyk
<i>Hispanic Studies</i>	Beth Bauer Stephanie Merrim Julio Ortega Victoria Smith	Carrie Chorba Margo Echenberg Jerelyn Johnson Joanne Kedzierski Jessica Knauss Patricia Marshall Sylvia Santaballa Lisa Voigt Charlotte Whittle Bill Worden
<i>History</i>	Philip Benedict Robert Douglas Cope Sumit Guha Charles Neu Kerry Smith Luther Spoehr	Friederike Baer-Wallis Frank Biess Samuel Brenner Kevin Cloud Lisa E. Hartmann Ulle Holt Alyssa Lodewick Sarah Purcell Jeffrey Reiser Elizabeth Treat Alexandru Vari Jonathan Weisen

Department	Faculty Liaison	Graduate Liaison
<i>History Art & Architecture</i>	Roberta Bickford Sheila Bonde Kermit Champa Dian Kriz Jeffre Muller Dietrich Neumann	Caitlin Bass Barbara Beall Daniel Harkett Anne Heath Melissa Katz Douglas Klahr Patricia Pongracz Erin Eckhold Sassin Tanya Sheehan Adriana Zavala Brian Zugay
<i>History of Mathematics</i>	Kim Plofker	
<i>International Relations</i>	Claudia Elliott	
<i>ITA-ESL Program (CLS)</i>	Barbara Gourlay	
<i>Italian Studies</i>	Christina Abbona-Sneider Caroline Castiglione Dedda DeAngelis Anthony Oldcorn Massimo Riva	Roberto Bacci Sergio Parussa Guiliana Picco Monica Pistono Stefano Seleni Carla Simonini Guiseppe Strazzeri Victoria Surluga
<i>Judaic Studies</i>	Calvin Goldscheider	Abraham Hendin Heerak Kim Laurence Kotler
<i>Literary Arts</i>	Brian Evenson Thalia Field Keith Waldrop	Maureen Adams Tisa Bryant Michael Coppola Gina Gionfriddo Christina Milletti Linea Ogden Alva Rogers Kate Schatz Caroline Whitbeck
<i>Mathematics</i>	Daniel Abramovich Thomas Banchoff Thomas Goodwillie Stephen Lichtenbaum Jonathan Lubin Stephen F. Miller	John Gorman Minh Ha Quang Sanja Hukovic Ben Hutz Michael Lauzon Kathrun Leonard Allison Pacelli Scott Saccone Monika Salvan Matthew Spencer Marshall Whittlesey
<i>Modern Culture & Media</i>	Nancy Armstrong Perry Curtis Mary Anne Doane Philip Rosen	Eugenie Brinkema Linda Liu

Department	Faculty Liaison	Graduate Liaison
<i>Music</i>	Paul Austerlitz Katherine Bergeron Butch Rowan Jeff Titon Todd Winkler	Kevin Alstrup Mark Braun Erica Haskell Katherine Hagedorn Julie Hunter Christine MacMillan Nancy Newman Daniel Piper Shayn Smulyan Anne Elise Thomas Alan Williams
<i>Philosophy</i>	Victor Caston David Estlund Bernard Reginster James Van Cleve	Ali Eslami Jeremy Fantl Jason Kawall Yasushi Ishida Antonio Ramirez Eoin Ryan Nick Treanor Douglas Webb Michael Young
<i>Physics</i>	David Lowe Brad Marston Robert Pelcovits James Valles, Jr.	Muataz Al-Barwani Thorsten Battefeld Jeff Billeter Brian Blais David Dooling Damien Easson Martin Gotz Helen Hanson Timothy Hartman Hyeran Kang Zeeya Merali Tamar More John Thompson Grant Wilson
<i>Political Science</i>	Ross Cheit James Morone Marion Orr John Tomasi	Brett Clifton Arthur Gianelli Brian Glenn Janice Goggin Eduardo Gomez Sarita Jackson Matthew Leiber Carmen Pavel Mary Wallace David Western
<i>Portuguese / Brazilian Studies</i>	Onesimo Almeida Patricia Sobral	Sophia Beal Alexandra Montague Robert Newcomb Marilia Ribeiro Patricia Soldati-Cusick

Department	Faculty Liaison	Graduate Liaison
<i>Psychology</i>	Ruth Colwill Brian Hayden Alexia Pollack William Smollon	Connie Chu Theresa DiDonato Matthew Drinkwater Elena Festa Alicia Helion Andrea Hohmann Nestor Matthews Hilary Stebbins
<i>Religious Studies</i>	Susan Harvey Ross Kraemer Michael Satlow Donna Wulff	Diana Chyung Matthew Day Jennifer Eyl Mark Hadley Alex Myers Melissa Proctor Jordan Rosenblum Emily Stevens Rachel White
<i>Slavic Languages</i>	Lynne deBenedette	Charles Arndt David Gehrenbeck Betsy Martin Alicia Mayor Olga Partan Melissa Sokol Laura Souders Olga Yoshizumi Arkady Yanishevsky Angele Zebley
<i>Sociology</i>	Gregory Elliott Frances Goldscheider Jim Mahoney David Meyer John Modell Susan Short	Rebecca Altman Gaelan Benway James Bryant Cathy Bueker Jennifer Darrah Mary Helen D'Ottavi Julie Fennell Rebecca Gasior Christopher Gibson Chikako Kashiwazaki Matthew Lange Jennifer Park Jasmine Tyler Celso Villegas Lisa Welch Michael Woolcock
<i>Theatre, Speech & Dance</i>	Myron Beasley Nancy R. Dunbar John Emigh Erin Hurley Rebecca Schneider Barbara Tannenbaum Donald Wilmeth	Selena Brown Pannil Camp Rachel Coppleson Susan Deily-Swearingen Mary Kalbach Robert Lubin Jennifer Madden Paige McGinley Berna Miller Taclan Romey
<i>Visual Arts</i>	Leslie Bostrom	

Speakers at Sheridan Center programs, 1989 - 2007

- Adashi, Eli, *Dean of Bio-Medicine*
- Alcock, Susan, *Classics; Archaeology & the Ancient World*
- Allen, Brenda, *Sr. Vice-President for Diversity*
- Amirault, Christopher, *Institute for Elementary and Secondary Education*
- Amor, Jose y Vasquez, *Hispanic Studies*
- Anderson, Jennifer, *Geological Sciences*
- Armstrong, Paul, *English*
- Aronson, Stanley, *Dean Emeritus of Bio-Medicine*
- Ashley, Perry, *Assoc. Dean of the College*
- Bahar, Iris, *Engineering*
- Bakewell, Elizabeth, *Anthropology*
- Banchoff, Thomas, *Mathematics*
- Bearer, Elaine, *Bio-Med Pathology*
- Beasley, Myron, *Theater, Speech & Dance*
- Bechtel, Thomas, *Dean of Student Life*
- Beiser, Edward, *Bio-Med; Political Science*
- Benedict, Philip, *History*
- Bergeron, Katherine, *Music*
- Bilder, Geoffrey, *CIS/STG*
- Blumberg, Roger, *Computer Science*
- Bonde, Sheila, *History of Art & Architecture*
- Borts, George, *Economics*
- Bower, Allan, *Engineering*
- Braun, Lundy, *Bio-Med Pathology & Laboratory Medicine; Environmental Studies; Africana Studies*
- Brautigan, David, *Biology*
- Briant, Clyde, *Engineering*
- Buhle, Mary Jo, *American Civilization; History*
- Burdan, Amanda, *History of Art & Architecture*
- Canedo, Richard, *History*
- Chason, Eric, *Engineering*
- Cheit, Ross, *Political Science*
- Christian, Shawn, *Wheaton College*
- Chudacoff, Howard, *History*
- Cohee, Gail, *Director, Sarah Doyle Women's Center*
- Coleman, Annette, *Bio-Med MCB*
- Congdon, Dennis, *RISD-Painting*
- Conway, Chris, *Hispanic Studies*
- Coogan, Jay, *RISD-Provost*
- Cooper, Leon, *Physics*
- Cooper-Nelson, Janet, *Chaplain*
- Cope, Robert Douglas, *History*
- Crawford, Gregory, *Engineering*
- Dean, Carolyn, *History*
- DeBrohun, Jeri, *Classics*
- DiBello, Gigi, *Director, Sarah Doyle Women's Center*
- Doherty, Elizabeth, *Assoc. Dean of Faculty*
- Doll, Jimmie, *Chemistry*
- Donegan, Nancy, *Writing Center*
- Dunbar, Nancy R., *Theatre, Speech, & Dance*
- Dzidzienyo, Anani, *Africana Studies*
- Egan, James, *English*
- Elliot, Gregory, *Sociology*
- Ellis, Richard, *Bio-Med EEB*
- Emlen, Robert, *American Civilization*
- Evans, Paula, *Education*
- Fausto-Sterling, Anne, *Bio-Med MCB*
- Fennell, Mary, *Sociology*
- Fischer, Karen, *Geological Sciences*
- Flaxman, Rhoda, *English; Director, College Writing Programs*
- Fontanilla, Edrex, *CIS/Multimedia*
- Gleason, Abbott, *History; Watson Institute*
- Gorton, Arlene, *Athletic Department*
- Goslow, George, *Bio-Med EEB*
- Gregorian, Vartan, *President*
- Grieder, Jerome, *History; East Asian Studies*
- Harper, Michael, *English*
- Harry, Jason, *Engineering*
- Hayden, Brian, *Psychology*
- Hazeltine, Barrett, *Engineering*
- Heindel, William, *Psychology*
- Hendrickson, Eric, *Bio-Med MCB*
- Hess, Laura, *East Asian Studies; Sheridan Center*
- Huff, Edward, *CIS/Multimedia*
- Imbrie, John, *Geological Sciences*
- Jackson, Yuko, *East Asian Studies*
- Jevicki, Antal, *Physics*
- Johnson, Wilbur (Bil), *Education*
- Jones, Ferdinand, *Psychology*
- Joukowsky, Martha S., *Anthropology, Archaeology & the Ancient World*
- Karp, Caroline, *Environmental Studies*
- Keach, William, *English*
- Kertzer, David, *Anthropology; Italian Studies*
- Keshgegian, Flora, *Chaplain, Ombudsperson*
- Kim, Daniel, *English*
- Kimura, Milton, *English*
- Kirk, Elizabeth, *English*
- Kirk, Felicia, *French Studies*

Kling, Julius, *Psychology*
 Kobrin, David, *Education*
 Krahulik, Karen, *Associate Dean of College*
 Lamoureux, Naomi, *History*
 Landay, Eileen, *Education*
 Lysyanskaya, Anna, *Computer Science*
 Mader, Stewart, *CIS/ITG*
 Malone, Patrick, *American Civilization*
 Mandel, Maud, *History; Judaic Studies*
 McCafferty, Geoffrey, *History of Art & Architecture*
 McLoughlin, William, *History*
 Mehrotra, Bharati, *Bio-Med Med*
 Merrim, Stephanie, *Comparative Literature; Hispanic Studies*
 Miller, Kenneth R., *Bio-Med MCB*
 Miller, Stephen F., *Mathematics*
 More, Rebecca S., *History; Sheridan Center*
 Morone, James, *Political Science*
 Mowry, Kimberly, *Bio-Med MCB*
 Mylonas, Elli, *CIS/STG*
 Neumann, Dietrich, *History of Art & Architecture*
 Nussbaum, Martha, *Philosophy*
 O'Brien, Lynne, *CIS/ITG*
 O'Neil, Pamela, *Assoc. Provost*
 Pacelli, Allison, *Mathematics*
 Paradiso, Michael, *Bio-Med Neuroscience*
 Pelcovits, Robert, *Physics*
 Perry, Leonard, *Dean of Student Life*
 Powers, Tom, *Engineering*
 Pucci, Joseph, *Classics*
 Quigley, Robin, *RISD-Metalsmithing & Jewelry*
 Rand, David, *Bio-Med EEB*
 Reginster, Bernard, *Philosophy*
 Renear, Allen, *CIS/STG*
 Renn, Kris, *Office of the Dean of Student Life*
 Reville, David, *CIS/STG*
 Risen, William, *Chemistry*
 Riva, Massimo, *Italian Studies*
 Romer, Karen, *Assoc. Dean of the College*
 Ryan, Frank, *Director, Center for Language Studies*
 Sacks, Kenneth, *History*
 Savran, David, *English*
 Scholes, Robert, *Modern Culture Media*
 Shaw, Robert, *Assoc. Dean of the College*
 Sheinberg, David, *Bio-Med Neuroscience*
 Shepp, Bryan, *Psychology*
 Shibusawa, Naoko, *History*
 Simmons, Ruth J., *President*
 Simon, Toby, *Dean of Student Life*
 Sinha, Dev, *Mathematics*
 Sizer, Theodore, *Education*
 Skidmore, Thomas, *History*
 Skolos, Nancy, *RISD-Graphic Design*
 Smith, Daniel, *Anthropology*
 Smith, Kevin, *Anthropology; Haffenreffer Museum*
 Smith, Victoria, *Hispanic Studies*
 Smulyan, Susan, *American Civilization*
 Sokol, Melissa, *Slavic Languages*
 Sokolosky, Jane, *German Studies*
 Spoehr, Kathryn T., *Cognitive Science*
 Spoehr, Luther, *Education; History*
 Sproll, Paul, *RISD -Art+Education*
 Steim, Joseph, *Chemistry*
 Stein, John, *Bio-Med Neuroscience*
 Stenger, Josh, *Wheaton College*
 Suuberg, Eric, *Engineering*
 Tannenbaum, Barbara, *Theatre, Speech, & Dance*
 Terry, John, *RISD-FAV*
 Thatcher, Michelle, *CIS/ITG*
 Thomas, John L., *History*
 Thompson, Marjorie, *Bio-Med*
 Townsend, Nicholas, *Anthropology*
 Tribe, Mark, *Modern Culture & Media*
 Tullis, Jan, *Geological Sciences*
 Twiss, Sumner, *Religious Studies*
 Valles, James, *Physics*
 van Dam, Andries, *Computer Science*
 Vohra, Rajiv, *Economics*
 Vorenberg, Michael, *History*
 Waage, Jonathan, *Bio-Med EEB*
 Wakeford, Lawrence, *Education*
 Ward, Harold, *Environmental Studies*
 Webb, Thompson III, *Geological Sciences*
 Wessel, Gary, *Bio-Med MCB*
 White, Michael, *Sociology*
 White, Regina, *OVPR*
 Wiart, Annie, *French Studies*
 Widgoff, Mildred, *Physics*
 Woolcock, Michael, *Sociology*
 Wyatt, William, *Classics*
 Yllo, Kersti, *Wheaton College*
 Zabielski, Victor, *Geological Sciences*
 Zimmer, Robert, *Mathematics*
 Zimmt, Matthew, *Chemistry*
 Zudeck, Pat, *CIS/ITG*



IV.

The Frederick Lippitt Endowment

The endowment left to the Center by Frederick Lippitt will provide faculty and graduate students across the University with increased opportunities

for achieving the goals of the Academic Enrichment Initiatives (2002-) and meeting the global challenges of higher education in the twenty-first century.

Frederick Lippitt was born in Washington, D.C. on December 29, 1916, the son of United States Senator Henry F. Lippitt, (1911-1917) and Lucy Hayes Herron Lippitt. He died on May 11, 2005 at the age of 88. As a civic leader, politician, educator, philanthropist and army veteran, he devoted his life to public service. He was the grandson of Governor Henry Lippitt and the nephew of Governor Charles Warren Lippitt. His aunt was First Lady Nellie Herron Taft. He was the cousin of the late U.S. Senator John Chafee.

He graduated from St. Marks School, Yale University '39, and Yale Law School '46. He interrupted his studies at Yale Law School to join the Army during World War II. He served in the Philippines and Italy, and received a bronze star and a purple heart. During the Korean War, he served two years in Germany. He retired as a Lieutenant Colonel and the commanding officer of the Rhode Island National Guard 103rd Field Artillery in 1963.

After law school Mr. Lippitt returned to Providence to join the law firm of Edwards & Angell. He was a partner in the firm for thirty years and served twice as head of the firm's executive committee. He served on the boards of the Gorham Company, Rhode Island Hospital Trust National Bank, Keypoint Life Insurance Company, the Quill Company and the Meehan Fund. He was Vice Chairman of the Providence Redevelopment Agency.

He served as a member of the Rhode Island House of Representatives from 1961 to 1983, including ten years as House Minority Leader. He worked for improved

government procedures, Medicare for the elderly, and stronger open meeting and conflict of interest laws. Influenced by his experience in World War II, he strongly supported minority rights and was particularly instrumental in the passage of Rhode Island's Fair Housing Practices Act of 1968.

He ran unsuccessfully for Mayor of Providence three times, losing by only a few hundred votes in 1984 and 1990. His opponents recognized his commitment to the people of Providence. Mayor Joseph Paolino appointed him a judge of the Housing Court for 1989-90. From 1985-1989 he served as Director of the Department of Administration for the State of Rhode Island.

For fifty years he devoted himself to charitable and civic causes, including serving as senior Fellow of Brown University, Chairman of the Board of Rhode Island Hospital, Chairman of the Board of the Providence Plan, Head of the Board of Regents for Elementary and Secondary Education, and Chairman of the Board of Trustees of St Mark's School. In his service to Brown University, he was particularly committed to undergraduate education, the Department of Public Policy, minority affairs, the John Carter Brown Library and the improvement of the campus. At his death he was the last lifetime Fellow. Brown recognized his services by awarding him an Honorary Degree in 1977 and the President's Medal in 2004. He was an early supporter of the innovative Metropolitan Career and Technical School in Providence. He also served on the Boards of the Rhode Island School of Design, the Nature Conservancy, the Annenberg Institute for School Reform, the John E. Fogarty Foundation for the Mentally Retarded, the Boys and Girls Clubs of Providence, the Trust for Public Lands and the Southside Community Land Trust. As part of his vision for Providence, as Chairman of the Providence Plan, he led the effort to raise over twelve million dollars to restore the Woonasquattucket River and the adjacent greenway that now boasts three parks and the Buttonhole Golf Course.

Frederick Lippitt and his sister Mary Ann generously supported many civic and educational causes. Their leadership in establishing a Senior Treatment/Geriatric Care Specialty Unit at Butler Hospital was recognized when the building was named in their honor.

At the time of his death in 2005, Frederick Lippitt left numerous bequests to Brown University. These included two endowed professorships (Political Science and History), the Anton/Lippitt Fund for Public Policy, and an endowment for the Sheridan Center for Teaching and Learning at Brown University. He served on the Sheridan Center's Advisory Board and believed that professional development opportunities for faculty and graduate students would ensure enduring excellence in undergraduate, graduate and medical education at Brown.

On April 20, 2007, the building that houses the Sheridan Center was dedicated as the Frederick Lippitt and Mary Ann Lippitt House in honor of their joint commitment to education as the foundation of a responsible democratic society.

V.
Twentieth Anniversary
Celebration & Conference

November 2 and 3, 2007

To celebrate the Center's 20th anniversary and the Frederick Lippitt endowment, the Center is hosting a conference on "Professional Development in Teaching and Learning" for the Brown teaching community.

Co-sponsored by the Office of the Provost and the Office of the Dean of the Faculty.

Schedule of Events

FRIDAY, NOVEMBER 2ND — 5:00 PM

KEYNOTE SPEECH

*How Do We Prepare for the Students of the Future?: The Impact of Electronic
Technology on Learning & Teaching*

Julie Evans (Brown '79), CEO of Project Tomorrow/NetDay

MacMillan 117

(open to public)

Reception to follow

SATURDAY, NOVEMBER 3RD — 9 AM - 12 PM

CONFERENCE

*Brown Teaching Community Conference Workshops: Professional Development in
Teaching and Learning at Brown*

Sayles Hall

Open to the Brown teaching community

12 PM - 1:30 PM

Luncheon and Panel Discussion, moderated by Julie Evans

"Student Views on Impact of Electronic Technology on Learning,"

Sayles Hall

Keynote Speaker

Julie Evans is the CEO of the new organization, Project Tomorrow (www.tomorrow.org) that was formed from the merger of NetDay, a national education technology nonprofit with a Southern California based science education nonprofit group.

During her six-year tenure as NetDay's CEO, the organization expanded its impact specifically through several highly regarded and innovative national research programs such as the NetDay AmeriCorps Bridge program, the NetDay TESS (Technology Enhances Student Success) program, the NetDayCompass.org, the NetDay Cyber Security Kit for Schools and the organization's latest initiative, NetDay Speak Up, to collect students', teachers' and parents' views on science, math and technology, and how to improve education for the 21st century. Since 2003 over 850,000 K-12 students and their teachers and parents have participated in the annual online Speak Up surveys, and the data findings have impacted federal, state and local policies on education and technology.

Prior to NetDay, Ms. Evans enjoyed a seventeen-year career in the technology for-profit sector. Her career includes 12 years in regional sales and marketing management with Unisys including as the Western Region Director of Marketing Services. Ms. Evans' corporate experiences were a significant asset in her post-Unisys work with two high tech startup companies in the educational technology arena. The first startup, BrightIdeas, was an educational software distribution firm with community-based consultants who helped parents and teachers select high quality software for children through the evaluation of student learning styles matched with grade and developmentally appropriate curriculum goals; Ms. Evans was the National Sales Director. Ms. Evans' strong interest in the effective uses of technology in the classroom led her to become a founding member of the management team of the Educational Resource Network (ERN), a startup company developing a subscription model web property to provide teachers with online professional development. With ERN, Ms. Evans was responsible for the development of the content for the web portal and the outreach within the education community. Ms. Evans is a graduate of Brown University, class of 1979.

The Leader-to-Leader Institute selected Ms. Evans for participation in their highly regarded Frances Hesselbein Community Innovation Fellows Program for 2003. Ms. Evans serves on the Board of Directors of Project Tomorrow, the KOCE-TV Education Advisory Council, the Childrens' First Advisory Council, and the Association of Women in Technology Council. She is the mother of three children and has always been an active volunteer in her children's schools. Ms. Evans is a frequent presenter at national education conferences and contributor to both print and online media on children, education, science and technology issues.

**Brown Teaching Community Conference: Professional Development in Teaching and Learning at Brown
Workshops & Panel Discussion**

Workshops:

9:15-10:30 AM Teaching Workshops Session I

1. Prof. Michael Paradiso (Bio-Med Neuroscience) *Lessons about Learning from Neuroscience*
2. Prof. Nidia Schuhmacher (Hispanic Studies), Prof. Ian Dell'Antonio and Shawna Hollen (Physics)
Departmental Approaches to Professional Development of Graduate Students
3. Prof. Kerry Smith (East Asian Studies, History), Sheridan Center Faculty Fellow, Jennifer L. Yates (Classics) and Joshua Reineke (Bio-Med MPPB), Sheridan Center Head Teaching Consultants
Teaching/Presentation Consultations are for Everyone
4. Prof. Susan Alcock (Classics, Joukowsky Institute for Archaeology and the Ancient World) and Ömür Harmansah (Joukowsky Institute for Archaeology and the Ancient World; Egyptology and Ancient Western Asian Studies)
The Challenges and Rewards of Interdisciplinary Teaching
5. Gail Cohee, Ph. D. (Sarah Doyle Women's Center Director & Co-Editor of "Feminist Teacher")
Feminist Pedagogy for ALL: Practice & Theory

10:45-12:00 PM Teaching Workshops Session II

6. Dr. Rhoda L. Flaxman (Director of Write Consulting, and immediate past Director of The Dean of the College Writing Programs)
They Speak/ We Listen: Helping Students Create Effective Oral Presentations
7. Prof. Kathryn T. Spoehr (Cognitive & Linguistic Science)
Reflective Teaching Practice, Student Outcomes, and Institutional Effectiveness
8. Prof. Luther Spoehr (Education/History), Deputy Dean of the College Stephen Lassonde and Assoc. Dean of the College Kathleen McSharry
Making Student Course Evaluations Worthwhile
9. Prof. Susan Alcock (Classics, Joukowsky Institute for Archaeology and the Ancient World), and Prof. Kerry Smith (East Asian Studies, History)
Internationalization and Teaching Across the Curriculum
10. Kathy M. Takayama (Sheridan Center Assoc. Director for the Sciences) and Catherine H. Zabriskie (Associate Director, CIS-Teaching and Learning Services Department)
Creating Learning Communities using Technology

12 - 1:30 PM Luncheon and Panel Discussion:

"Student Views on the Impact of Electronic Technology on Learning"
a panel of undergraduates, moderated by Julie Evans

