

# THE TEACHING EXCHANGE

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## *The 2009 Sheridan Award Honorees*

The Advisory Board of the Sheridan Center is delighted to announce the winners of the *2009 Harriet W. Sheridan Award for Distinguished Contribution to Teaching and Learning* at Brown University. The Sheridan Award Medal will be presented to three extraordinary faculty members: **Associate Professor Andrew G. Campbell** (*Bio-Med Molecular, Microbiology & Immunology*) jointly with **Associate Dean for Graduate and Postdoctoral Affairs Nancy L. Thompson** (*Division of Biology and Medicine*) and **Senior Lecturer Victoria P. Smith** (*Hispanic Studies*).

They will be honored on Wednesday May 5, 2010 at the annual University Awards Ceremony to be held at 4:30 PM in Sayles Hall. Thanks to an endowment from the late Frederick Lippitt, the recipients of the Sheridan Award will receive a stipend of \$2000, as well as the specially commissioned Sheridan Award Medal. Mr. Lippitt was Senior Fellow of the University's Board of Fellows and a member of the Sheridan Center's Advisory Board. The criteria for the Sheridan Award and a list of previous honorees (and their citations) can be found on the Center's web site at:

[http://www.brown.edu/sheridan\\_center/award/sheridan.html](http://www.brown.edu/sheridan_center/award/sheridan.html)

**ASSOCIATE PROFESSOR ANDREW G. CAMPBELL (*BIO-MED MOLECULAR, MICROBIOLOGY & IMMUNOLOGY*) AND ASSOCIATE DEAN FOR GRADUATE AND POSTDOCTORAL AFFAIRS NANCY L. THOMPSON (*DIVISION OF BIOLOGY AND MEDICINE*)**

Andrew G. Campbell and Nancy L. Thompson were nominated jointly by colleagues and graduate students from several departments across the division of Biology and Medicine. They have been recognized for their imaginative leadership in developing means to enhance teaching of science in higher education. Their collaboration has provided substantive programs in professional development in pedagogy which mentor and nurture a diverse cohort of graduate students towards successful careers. In particular, their creation of skill development through training modules in "Responsible Conduct of Research for Biology and Medicine" and the innovative Senior Scholar Mentorship program have established a culture of collegial involvement in science education within the division. The success of their early efforts to support the graduate programs in Pathobiology and in Molecular Pharmacology and Physiology was recognized by the award of the four-year NIH grant, "Initiative to Maximize Student Diversity" (IMSD) which supports enriched educational opportunities to underrepresented minority students and intensive professional development training modules for graduate students across the division.

Colleagues from various departments across the University have participated in the training modules. Several noted that students benefited from skill development and mentoring from faculty in a variety of different teaching roles which encouraged them to build reflective teaching practices for themselves and develop into more well-rounded scientists. Their leadership has caused senior graduate students not only to feel empowered to learn for themselves, but also inspired to mentor the next generation of students through the agency of their own training modules. One Senior Scholar noted that the training modules define "learning/education as a process that demands and *thrives* on creativity, collaboration, and active assessment and improvement."

The outstanding letters of nomination and support testify to the extraordinary efforts of Prof. Campbell and Dean Thompson to ensure that graduate study at Brown in the life sciences prepares the students to become reflective teachers and, in turn, mentors to succeeding generations of students. Their contribution to teaching and learning at Brown is deeply distinguished and will help to produce future generations of scholars who integrate teaching and research for the benefit of our global community.

**SENIOR LECTURER VICTORIA P. SMITH, PH.D. (HISPANIC STUDIES)**

Since the arrival of Victoria P. Smith at Brown in 1984 as Assistant Professor in the department of Hispanic Studies, she has contributed to all aspects of undergraduate and graduate teaching and learning at Brown. It is no surprise that her colleagues and students nominated her for the Sheridan Award. She was enthusiastically cited for her extraordinary collaborative leadership in developing a program for graduate students in Hispanic Studies, which has had an impact in other departments associated with the Center for Language Studies. In addition, she has demonstrated inspiring ongoing openness to innovative pedagogical practices, most recently through the agency of the Contemplative Studies Initiative. Her presentations at conferences and publications on professional development in pedagogy in peer-reviewed journals have had an impact across disciplines in the languages. Over the years, she and her colleague, 2004 Sheridan Award winner Beth Bauer, have influenced a generation of graduate students to develop reflective teaching practices which have made Brown a leader in the preparation of the future professoriate.

Prof. Smith is credited with writing a comprehensive guide for the departmental Teaching Assistants who teach intensive language courses, for developing a complementary professional development program, and for introducing interactive technology into language instruction. Many of these initiatives she implemented with the aid of grants from the National Endowment for the Humanities amongst other agencies. A colleague notes that her background in pedagogical theory has enabled her to develop "theoretical bases for new methodologies." Her mentoring of graduate students is distinguished by her "respect for their individuality and cultural backgrounds." A former graduate student cited her phenomenal leadership as "an admirable example of managing the challenges of a demanding profession while maintaining balance and perspective." Another lauded her for the example she has provided to every Hispanic Studies "instructor in training" in support of their professional development towards a reflective teaching practice.

Not least, her faculty colleagues at every level note her gifts as a mentor to them. One distinguished colleague stated that "no one has taught me more than Tori about...the very ethics of teaching and learning." Another observed that during the recent revision of the department's curriculum, she played a "central role in articulating the goals and purposes of our concentration."

In short, Prof. Smith exemplifies the criteria for the Sheridan Award and has been an inspiration to colleagues across the University for over twenty-five years.