University Awards Ceremony:
A Celebration of Teaching

May 1, 2023 | 5 p.m.

BROWN
Sheridan Center for
Teaching and Learning

Sheridan Center Programs and Institutes

Data Science Course Design Institute, 2022

The Data Science Course Design Institute focuses on expanding knowledge of data science education strategies, integrating data science into existing course learning outcomes, and planning course-based data science activities.

———

» For more information, please visit: brown.edu/go/data-science/dscdi

Nell Lake, Faculty
English

Pablo Leon Villagra, Faculty
Cognitive, Linguistic and Psychological Sciences

Ruth Colwill, Faculty
Lila Zimbalist, UG
*Cognitive, Linguistic and Psychological Sciences*

Marissa Gray, Faculty
Filip Aleksic, UG
School of Engineering

Jennifer Barredo, Faculty
Chris Chae, UG
Psychiatry & Human Behavior

Problem-Solving Course Design Institute, 2023

Jordan Kostiuk, Faculty
Susanna Haziot, Faculty
Laura Romig, UG
Mathematics

Naemi McPherson, Faculty
East Asian Studies

Alice Paul, Faculty
Joanna Walsh, GS
Public Health - Biostatistics

Omar Galarraga, Faculty
Chaelin Jung, UG
Public Health - Health Services, Policy and Practice
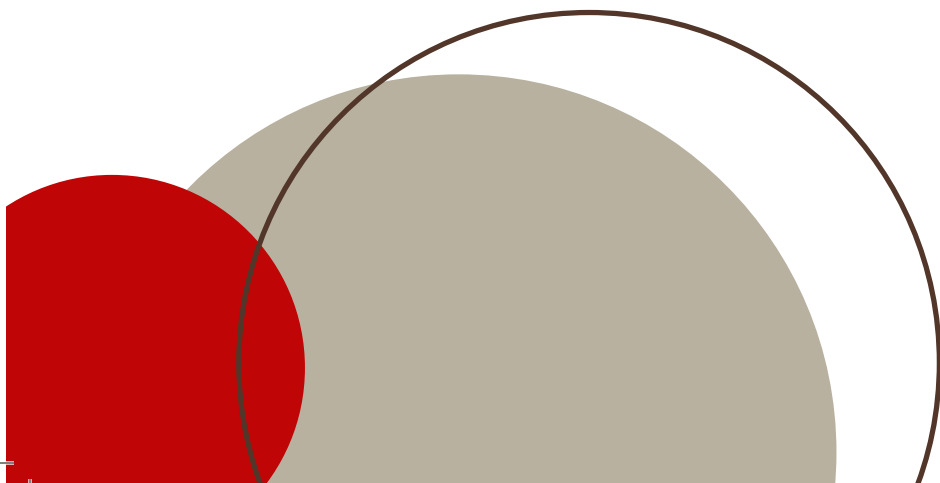
Seminar for Transformation around Anti-Racist Teaching (START), 2022-23

Intergenerational department change teams meet over several months to advance anti-racist principles in their teaching, learning, and curriculum development.

———

» For more information, please visit: brown.edu/go/SheridanSTART

Zachary Dunseth, Faculty
Maria Mitchell, UG
Daniel Plekhov, GS
*Archaeology and the
Ancient World*

Susan Bernstein, Faculty
Benjamin Connor, UG
Sneha Chowdhury, GS
Comparative Literature

Sophia Skiles, Faculty
Renée Fitzgerald, Faculty
Rebecca-Anne Whittaker, GS
*Theatre Arts and
Performance Studies*

Baylor Fox-Kemper, Faculty
Allison Cavallo, UG
Edgar Villegas, UG
Sarah McGrath, GS
*Earth, Environmental
and Planetary Sciences*

Julia Netter, Faculty
Milda Zizyte, Faculty
Kiran Rodrigues, UG
Computer Science

Mary-Kim Arnold, Faculty
Lubabah Chowdhury, GS
Leo Gordon, UG
English

Jordan Kostiuk, Faculty
Yu Wen Hsu, Faculty
Herbert Traub, UG
Math

Michael Paradiso, Faculty
John Stein, Faculty
Aditi Marshan, UG
Angel Okoro, GS
Neuroscience

Deb Banerjee, Faculty
Janet Joseph, Faculty
Stephen Walsh, Faculty
Camilla Regalia, UG
Medical School

Aisling Dugan, Faculty
William Borges, UG
Kimberly Meza, GS
Biology

Fahad Ali, Faculty
Gianna Petrone, Faculty
Almaz Dessie, Faculty
Emergency Medicine

Laura Snyder, Faculty
John Palella, Faculty
Alec Lacerte, UG
Lakia Munnerlyn, UG
Education

Susan Moffitt, Faculty
Matthew Lyddon, Faculty
Alejandro Contreras, GS
Ritiika Avarrsekar, UG
Lizzy Bernold, UG
*Watson Institute for
International and
Public Affairs*

Junior Faculty Teaching Fellows, 2022-23

This yearlong, cohort-based learning community provides the opportunity for a small group of junior faculty from across the disciplines to come together to reflect upon and discuss their teaching and their students' learning with Sheridan staff.

———

» For more information, please visit: brown.edu/go/JFF

Karianne Bergen
Earth, Environmental, and Planetary Sciences

Atin Jindal
BioMed Medicine

Kristina Mallory
Applied Mathematics

Sara Mueller
Physics

Lucas Caretta
School of Engineering

Tricia Kelly
Education

Shilo McBurney
Public Health - Epidemiology

Chen Sun
Computer Science

Provost Faculty Teaching Fellows, 2022-23

The Provost's Faculty Teaching Fellows are a cohort of senior faculty who serve to enhance the culture of teaching and learning at Brown.

———

» For more information, please visit: brown.edu/go/Sheridan_PFTF

Ruth Colwill
Cognitive, Linguistic and Psychological Sciences

Sylvia Kuo
Economics

Monica Linden
Neuroscience

Kelly Forrester
Economics

Bradford Gibbs
Economics

Jeremy Lehnen
Portuguese and Brazilian Studies

Patricia Sobral
Portuguese and Brazilian Studies

Jonathan Readey
English

James Valles
Physics

David Williams
Behavioral and Social Services, SPH

Emily Hipchen
English

Emily Kalejs Qazilbash
Education

Dean of the Faculty Awards

Presented by Dean Leah VanWey

Faculty Teaching Excellence Awards

The Faculty Teaching Excellence Awards recognize Brown faculty members
for sustained and continued excellence in undergraduate teaching.

John Rowe Workman Award for Excellence in Teaching in the Humanities

Kate J. Schapira

Senior Lecturer in English

Elizabeth LeDuc Award for Excellence in Teaching in the Life Sciences

James R. Kellner

*Associate Professor of Ecology, Evolution,
and Organismal Biology and Environment and Society*

Philip J. Bray Award for Excellence in Teaching in the Physical Sciences

Hui Wang

Associate Professor of Applied Mathematics

William G. McLoughlin Award for Excellence in Teaching in the Social Sciences

Holly A. Case

Professor of History

Dean's Award for Excellence in Teaching

Kevin M. Mwenda

*Assistant Professor of Population Studies (Research)
Interim Director, Spacial Structures
in the Social Sciences*

Rachel Wetts

*Acacia Assistant Professor of Environment
and Society and Sociology*

Wenjun Zhao

LFZ Assistant Professor of Applied Mathematics

Dean of the College Awards

Presented by Dean Rashid Zia

Henry Merritt Wriston Fellowship

The Henry Merritt Wriston Fellowship is awarded to regular untenured members
of the faculty (assistant professors and lecturers) who have achieved a record of
excellence in teaching and scholarship during their first years at Brown.

Roman Feiman
Assistant Professor of Cognitive,
Linguistic and Psychological Sciences

Fabrizio Fenghi
Assistant Professor of Slavic Studies

Karen T. Romer Award for Excellence in Advising

The Karen T. Romer Award was created in 2004 to recognize and reward excellence
in advising by Brown faculty. The prize was established by the family of trustee
Marty Granoff and is named for a former Associate Dean of the College who
was a creative and passionate advocate for undergraduate education.

Dawn King
Senior Lecturer in Environment and Society

Meenakshi Narain Excellence in Research Mentoring Award

The Meenakshi Narain Excellence in Research Mentoring Award recognizes faculty
members for their excellence in mentoring undergraduate researchers, as well as for their
promotion, encouragement and training of diverse students in undergraduate research.

Karen M. Fischer
Louis and Elizabeth Scherck Distinguished
Professor of the Geological Sciences

Brenda M. Rubenstein
Associate Professor of Chemistry
Associate Professor of Physics

Paul B. Greenberg
Professor of Surgery

Parker VanValkenburgh
Associate Professor of Anthropology

Swearer Center for Public Service Awards

Presented by Vice President for Community Engagement and
Stark Family Executive Director of the Swearer Center Mary Jo Callan

Howard R. Swearer Engaged Faculty Award for Teaching

This award recognizes innovative pedagogy that produces high-impact
learning experiences and collaborative educational partnerships that address
major social challenges and contribute to tangible public benefit.

Dawn King
Senior Lecturer in Environment and Society

Howard R. Swearer Engaged Faculty Award for Research

This award honors faculty whose research engages community partners in
reciprocal relationships to co-produce knowledge, resulting in public value
and recognizable scholarly impacts in their field(s) of inquiry.

Linford D. Fisher
Associate Professor of History
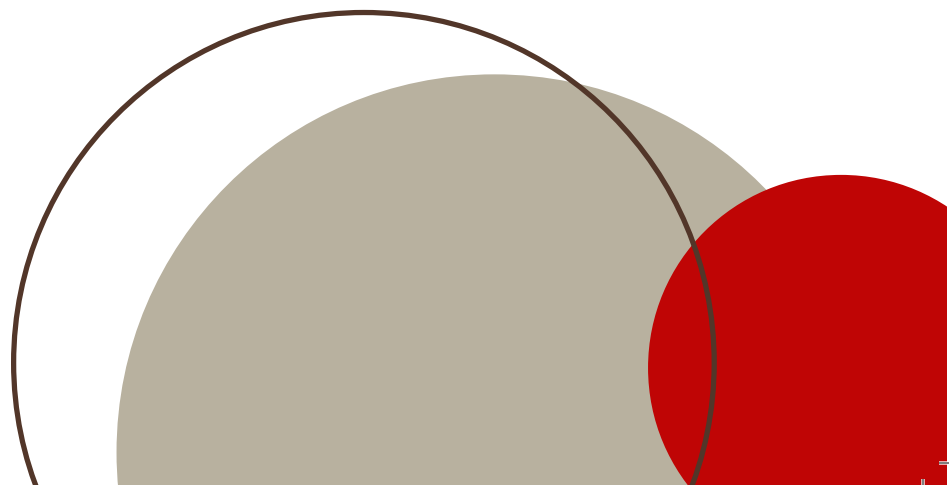
Dean of the Graduate School Awards

Presented by Interim Dean Thomas (Tal) Lewis

Graduate School Faculty Award for Advising and Mentoring

The Graduate School Faculty Award for Advising and Mentoring recognizes a faculty member who has made a significant contribution as an advisor and mentor to graduate students.

Kevin Quashie

Professor of English

Jerome Robinson

Manning Assistant Professor of Chemistry

Jessica Plavicki

Manning Assistant Professor of Pathology and Laboratory Medicine

Patrick Heller

Lyn Crost Professor of Social Sciences, Professor of International and Public Affairs and Sociology

Presidential Award for Excellence in Teaching

The Presidential Award for Excellence in Teaching recognizes outstanding pedagogical achievement by Brown University graduate students.

Olivia Lafferty

Doctoral Candidate in English

Kristin Kimble

Doctoral Candidate in Earth, Environmental and Planetary Sciences

Haley Keglovits

Doctoral Candidate in Cognitive Science

Kristen Iemma

Doctoral Candidate in American Studies

Dean of Medicine and Biological Sciences Awards

Presented by Dean Mukesh K. Jain

Dean's Award for Excellence in Undergraduate Teaching, Advising and Mentoring in the Biological Sciences

This annual award recognizes a faculty member in the Division of Biology and Medicine for outstanding teaching, advising, and mentoring of students in the Undergraduate Divisional programs in the Biological Sciences.

Rebecca Kartzinel

Lecturer in Biology
Lecturer in Ecology, Evolution, and Organismal Biology

Dean's Award for Excellence in Graduate and Postdoctoral Teaching and Mentoring in the Biological Sciences

This award recognizes a faculty member (campus or hospital-based) in the Division of Biology and Medicine for outstanding teaching and mentoring of graduate students and postdoctoral scholars.

Corey Ventetuolo

Associate Professor of Medicine
Associate Professor of Health Services, Policy and Practice

Dean's Award for Faculty Research Mentoring in the Division of Biology and Medicine

This award recognizes a faculty member (campus or hospital-based) in the Division of Biology and Medicine for outstanding research mentoring of junior faculty.

Ghada Bourjeily

Professor of Medicine

Dean of the School of Public Health Awards

Presented by Interim Dean Ronald Aubert

The Dean's Awards for Excellence in Teaching and Mentoring recognize outstanding contributions in teaching and mentoring of undergraduate and graduate students.

Dean's Award for Excellence in Community Engagement

Rosemarie Martin

Associate Professor of Behavioral and Social Sciences

Dean's Award for Excellence in Classroom Teaching

Madina Agénor

Assistant Professor of Behavioral and Social Sciences
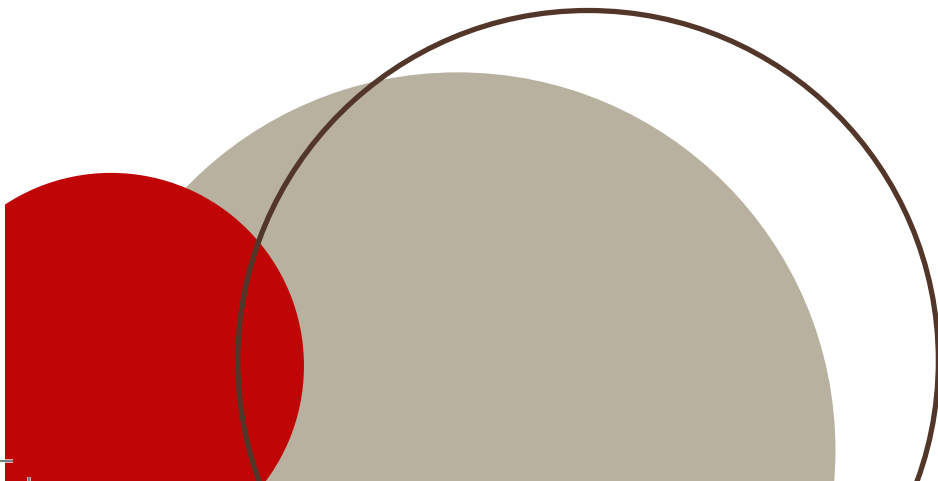
Dean's Award for Excellence in Mentoring

Jennifer Pellowski

Assistant Professor of Behavioral and Social Sciences

Dean's Award for Excellence in Research Collaboration

Shufang Sun

Assistant Professor of Behavioral and Social Sciences

Dean of the School of Engineering Awards

Presented by Dean Tejal Desai

Dean's Award for Excellence in Teaching

This annual award is presented to a faculty member in the School of Engineering in recognition of outstanding classroom teaching of undergraduate and/or graduate students.

Vikas Srivastava

Howard M. Reisman Assistant Professor of Engineering

Dean's Award for Excellence in Mentoring

This annual award is presented to a faculty member in the School of Engineering in recognition of outstanding mentoring and advising of undergraduate students, graduate students, postdoctoral scholars, or junior faculty.

Christopher Bull

Senior Lecturer, and Director of Brown Design Workshop

Dean's Award for Impact in Diversity, Equity, and Inclusion in Teaching and Advising

This annual award is presented to a faculty member in the School of Engineering in recognition of outstanding contributions to Diversity, Equity, and Inclusion in teaching and advising.

Yue Qi

Joan Wernig Sorensen Professor of Engineering

Division of Pre-College and Undergraduate Programs Award

Presented by Dean Adrienne Marcus

The Reginald D. Archambault Award for Teaching Excellence

The Reginald D. Archambault Award for Teaching Excellence recognizes Brown graduate students and post-doctoral fellows who provide thoughtful, responsive, and student-centered teaching to students in the summer programs. The award is named for Reginald Archambault, Professor Emeritus, former Chair of the Education Department and founding Dean of Summer Studies.

Teaching Excellence in Undergraduate Summer Session Education

Alexa Derman

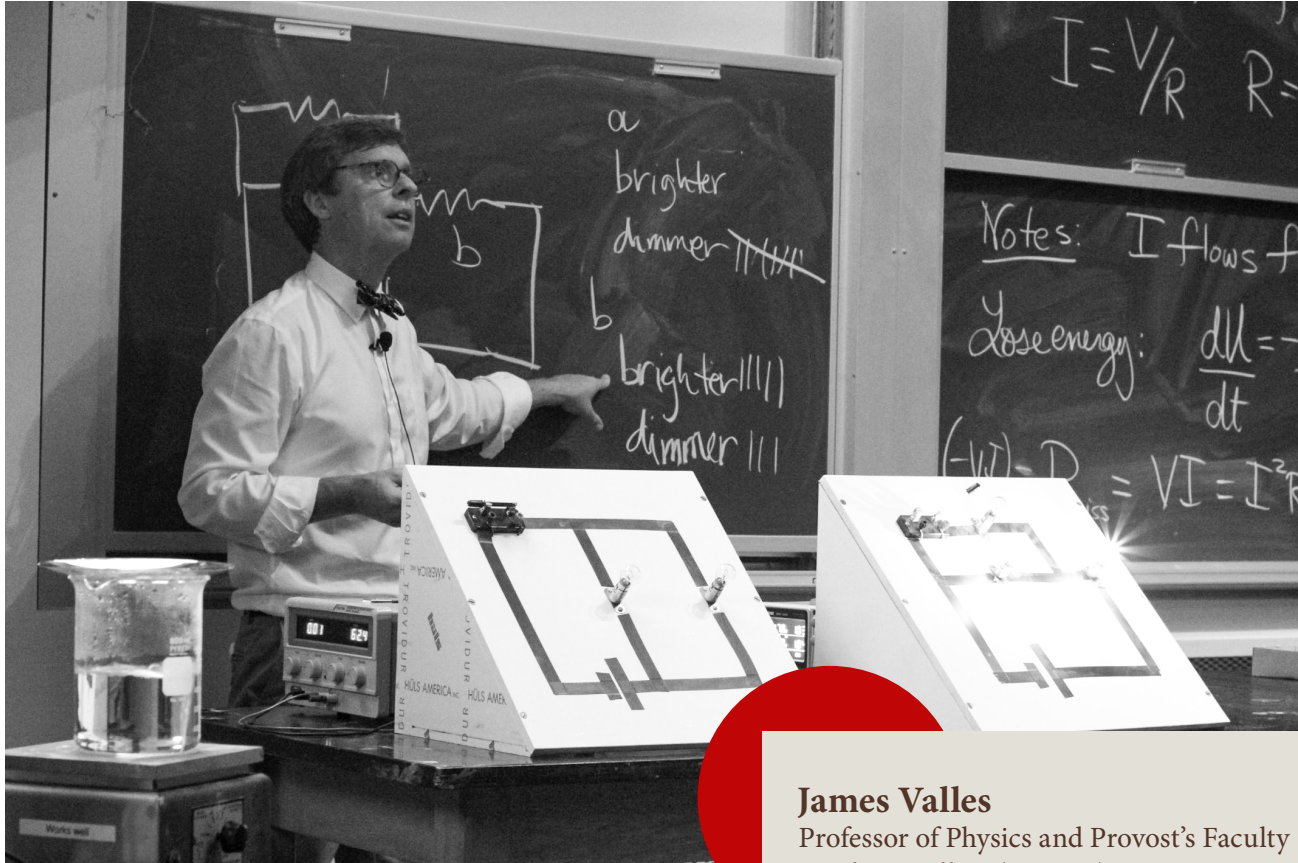*Graduate Student, Theater Arts & Performance Studies*

Teaching Excellence in Pre-College Education

Falaks Vasa

Graduate Student, Literary Arts

Gallery Images and Reflections

All photos by Martin Springborg

James Valles
Professor of Physics and Provost's Faculty Teaching Fellow (2020-23)
PHYS 0470: Electricity and Magnetism

At this moment, a student is explaining why they predicted that bulb B would become brighter when I closed a switch in a circuit. The apparatus in the foreground and the equations in the background remind me that I want to help my students connect theory to real phenomena. The tallies of their predictions as well as the expression on my face remind me of how much learning what my students are thinking empowers me and brings me joy as an instructor.

Brad Gibbs

Urry and Comfort Family Lecturer in Economics and Provost's Faculty Teaching Fellow (2022-25)

ECON 1760: Financial Institutions

I was intrigued by being photographed in the classroom for two reasons. Firstly, we rarely see pictures of ourselves at work, despite all the time and effort that we put into this aspect of our lives. My phone is choc-a-block with photos of family, friends, and places, but I doubt I have a single photo of where I teach, a departmental colleague, or my students. Secondly, I have been thinking a lot recently about bell hooks's *Teaching to Transgress*. She makes a number of thought-provoking points about the performative nature of teaching and the need to be cognizant of how much body language conveys both intentionally and unintentionally. In this photo, the class seems engaged, I appear relaxed, and I am making eye contact with a student. However, that being said, I wish I wasn't standing behind the lectern and monitor - I think I will organize the room to remove this barrier between the students and me next time…

Monica Linden

Distinguished Senior Lecturer in Neuroscience and Provost's Faculty Teaching Fellow (2020-23)

NEUR 1540: Neurobiology of Learning and Memory (WRIT)

I chose this picture because it shows a learner-centric approach to classroom activities. We are all engaging with the student speaker, who, even though we can't see them, clearly has the attention of the folks in the picture, including me. This is the type of collaborative learning that I hope to inspire in all the classes I teach.
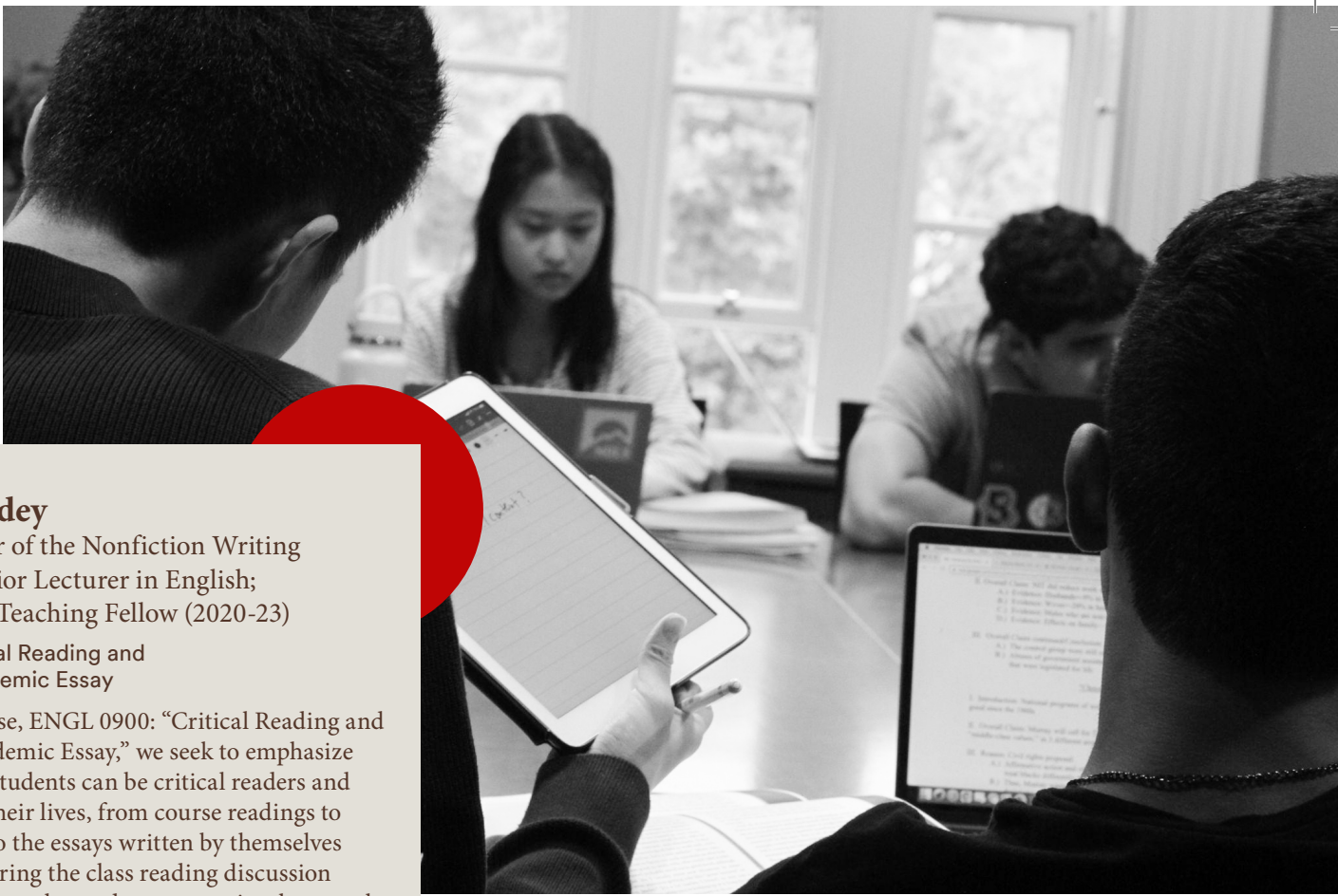
Jonathan Readey

Associate Director of the Nonfiction Writing
Program and Senior Lecturer in English;
Provost's Faculty Teaching Fellow (2020-23)

ENGL 0900: Critical Reading and
Writing I: The Academic Essay

In my English course, ENGL 0900: "Critical Reading and
Writing I: The Academic Essay," we seek to emphasize
the ways in which students can be critical readers and
writers of texts in their lives, from course readings to
political speeches to the essays written by themselves
and their peers. During the class reading discussion
depicted in this photo, the students move simultaneously
between different texts, from the original text in our
course packet to a "reverse outline" of the text that
they have written up for their homework to the notes
that they are taking on a tablet during our discussion.
Through such discussions, our class seeks to not only
help students become critical consumers of all types of
text and messaging in the world, but also to be able to
move seamlessly through reading, writing, and thinking
about different kinds of texts--in other words, to be
able to make up their own minds in a world that is, like
Brown, an ongoing Open Curriculum to be navigated.

Emily Kelejs Qazilbash

Professor of Practice in Education and
Provost's Faculty Teaching Fellow (2022-25)

EDUC 1320: Turning Hope into Results: The
Policy Ecosystem of the Providence Public
Schools District (COEX and CBLR)

In my classes, students make sense of urban education
policy by applying frameworks to readings and to
their experiences in policy-making organizations
and schools. I love the moments when students have
grappled with materials on their own and in small
groups and then come together with their diverse
experiences to make greater meaning of what we know
and don't yet know about addressing sticky challenges
in education. This image was captured as we converged
as a full class after lively small group discussions. The
photo evokes for me feelings of invigoration from
a thoughtful, productive classroom discussion.

Emily Hipchen

Director of the Nonfiction Writing Program and Senior Lecturer in English;
Provost's Faculty Teaching Fellow (2022-25)

ENGL 0930: Introduction to Creative Nonfiction

I like this picture for probably quirky reasons; its composition intrigues me, the way the picture reflects the things we're talking about at that moment. For instance, there is Elon's water bottle, which is a narrative made up of its stickers (elements collected) that construct a narrative Elon hopes you'll read for information about who she is. The bottle unpacks itself as a nonlinear narrative, a montage something like Eula Biss's "Time and Distance Overcome" (one of the referents that day) that talks about the history of racial violence in the early twentieth century US by collecting factoids about telephone poles. Read like that essay, the bottle tells us a story. But then there's the arc of the tables, which is a visual echo of the arc of a different structure, the linear chronological narrative. It curves and collects characters doing something, or about to—speaker (Elon), contemplator (Seema with her eyes on the text on her screen), listeners readying their responses or contemplating or reorganizing their own thoughts (Khaled and Sofia). This structure, the most common in all narrative writing, attempts a mimicry of time—a past before the speaker speaks, a present in which Elon is mid-speaking, a future in which there is response—here the eye traverses time as it follows the arc of the table across the picture.

That day we were addressing the structure of a chapter from Primo Levi's The Periodic Table. The chapter stands in for the book, for any book, since it discusses carbon, the base chemical of the printed page on which it describes itself. This picture, made of light/dark—pixels on/off—has the same self-referentiality: it is structured of what it shows and what we are noticing about Levi's work—the contrast on the page, ink on paper (light/dark). In looking at the photo, I had to remember that we were covering Levi. But once I did, the implications proliferated. How, I had asked, do you do this as writers, pack into so little space the whole (I probably gesticulated here) basic structure of life, which is carbon? How do you build a space so tight that opening that space offers much more than you know, even the unsayable, even a kind of absurdity? But here: this picture does that: those windows are open but they seem more like paintings than exits; everything crowds to the surface, the wall behind, the wall to the side, the table itself makes a boundary. But it unfolds itself as an image from a day on which we learned that this can be done meaningfully. For me, the image speaks what we're doing, it structures itself as/around the subject of that particular discussion. That's what I like about it, why I chose it.

Ruth Colwill

Professor of Cognitive, Linguistic and Psychological Sciences and Provost's Faculty Teaching Fellow (2020-23)

CLPS 1195: Life Under Water in the Anthropocene (COEX & WRIT)

Members of CLPS 1195 (Ibrahim Ndiaye, Max Newman, Hope Nitza, and Jessica Tuchin) presented the results of their authentic research projects and fielded questions at the March 2023 annual meeting of the Eastern Psychological Association in Boston. On hand to provide support were Prof. Colwill and undergraduate TAs Mara Fong and Willian Silva. Course-based undergraduate research experiences like this one help to remove barriers to participation and to increase inclusiveness and diversity in STEM.

Sylvia Kuo

Senior Lecturer in Economics and Provost's Faculty Teaching Fellow (2020-23)

ECON 0110: Principles of Economics

A view of me preparing my lecture through the doorway.

I like this photo because it is what I imagine students see when they enter the rotunda of the economics building, Robinson Hall. Because my office opens right into the rotunda, it captures a view of me, caught in the flow of running through my class in my head; it conveys the message to the student, right upon entry into the Economics Department, here is an Economics faculty member absorbed in trying to help you learn and grow.

Amaya Allen '25

Sheridan Center small-group tutoring

ECON 0110

Econ 0110 can be a pretty tough class. I've fallen in love with breaking down the material for my peers and striving to explain the concepts as clearly as possible. Here, I was drawing out the graphs that help to explain the cost decisions that firms make.

Linda Clark

Senior Lecturer and Director of Undergraduate Studies for Data Science Initiative

DATA 1150: Data Science Fellows (WRIT)

Students in DATA 1150 learn to follow a constructive approach to learning. This picture shows the small-group conversation, but also includes the 'reporting out' feature of being able to share each group's thinking via a google doc. The google docs are a great way for me, as the instructor, to gauge where my students are in their learning.

Patricia Sobral

Distinguished Senior Lecturer in Portuguese and Brazilian Studies and and Provost's Faculty Teaching Fellow (2020-23)

POBS 1080: Performing Brazil: Theater, Language, Culture (WRIT)

In this performance-based exercise, students walk about the performance space when I tell them that a storm is coming, and everyone creates shelter or shelters someone. I then ask them how it feels to find refuge or to shelter someone else. The questions keep changing since we do this exercise multiple times. It's a community-building exercise that allows me to tailor the questions to our following text, as it is a pre-reading activity.

Charles Carroll

Associate Director for Graduate
Student Writing and Visiting
Assistant Professor in History

ENGL 1190M: The Teaching and Practice
of Writing (Writing Fellows Program)

In this session of ENGL 1190M, Writing Fellows
were engaging with various dimensions of the
writing process. We used canonical readings
to think about the writing process on two
levels: microprocess (moving from thought to
paper) and macroprocess (the development of
a writer's voice over time). Students were asked
to critique the readings based on historical
and theoretical frameworks we had laid out
in the earlier weeks of the class. In small
groups, they used various brainstorming
and planning strategies to articulate their
critiques--the activity was designed to help
them both engage with the readings and
develop concrete strategies for assisting writers
at various stages of the writing process.

Christina Smith

Associate Director for Undergraduate
STEM Development and Adjunct
Lecturer, School of Engineering

UNIV 1110: The Theory and Teaching of Problem
Solving (Problem-Solving Fellows) (WRIT)

In this session of UNIV 1110, Problem Solving
Fellows students engage with theoretical
frameworks around teaching, learning, and
problem solving to help them identify how they
solve problems and how to construct effective
problems. In this photo, students brought
in a problem from one of their courses to
dissect. Within this activity, Fellows identified
the sources of knowledge used to solve the
problem (epistemology); aspects of critical
thinking necessary to solve the problem; as
well as how the problem was defined. We then
discussed if the problem accomplished what
was intended and how it could be improved.

BROWN

Sheridan Center for
Teaching and Learning