Dr. L. Elizabeth Crawford, Associate Professor of Psychology
From taking her research students to Kyoto, Japan to work in a spatial cognition lab for a month to staging an elaborate ruse in class to demonstrate the fallibility of eyewitness memory, Dr. Beth Crawford is motivated to find ways for her students to experience the phenomena that she seeks to teach them. She is respected by students and colleagues alike for the rigorous and rich opportunities she provides for students in her lab. She involves them at every stage of the research process—developing hypotheses, programming experiments, collecting data, and writing manuscripts.
Dr. Crawford has co-authored four publications with students in prestigious journals in cognitive psychology and given more than ten presentations with students at national and international conferences. For her innovative and intense work with students in and out of the classroom, she has received numerous awards, including the University’s Award for Excellence in Teaching, Learning, and Technology; the Arts and Sciences Outstanding Mentor Award; and the Psi Chi Outstanding Faculty Member Award. Dr. Crawford’s scholarship is highly theoretical and cross-disciplinary, and she excites students about some of the most cutting-edge questions in cognitive psychology. She models how scientists think and in turn, teaches students how to think like scientists—openness tempered by skepticism, rigor balanced by risk-taking, and curiosity and intuition matched by logical and analytical thinking. The life of the mind is always front and center for Dr. Crawford, whether working with her students, laboring alone in her lab, or conversing with colleagues.

Professor Brian Henry, Professor of English and Creative Writing
Professor Henry has had a profound influence on countless creative writing students at Richmond. Comments from students praise the balance between high expectations and openness to new experiences that he achieves in his classes:
“I worried that I might feel restricted and my writing would be forced, but through this course, I’ve found more freedom to take risks.”
“Although I felt I could be vulnerable taking risks and working through problems, without intimidating me, he made me want to put forth my best effort.”
“He is quite good at giving constructive criticism and…especially smooth at giving advice when students’ pieces are really terrible.”
Students laud him for his ability to make courses both challenging and fun. His students have gone on to the best MFA programs in the country, and he has helped many find outlets for publishing their work.
Professor Henry has tirelessly devoted himself to the development of the creative writing program. He has taught at least 13 different courses, helped launch an impressive Writers Series, and engaged students in the production of Verse, the journal that he co-edits.
In the midst of his efforts to nurture students’ creative work, Professor Henry’s own productivity has been outstanding. He has published eight books of poetry and hundreds of poems, edited three books, translated two books of poetry, and given invited readings across the U.S. and internationally. There is a deeply rich continuity between Professor Henry’s activities as scholar/poet/intellectual and his activities as teacher.

Dr. Yvonne Howell, Professor of Modern Literatures and Cultures
Dr. Howell’s excellent teaching is characterized both by breadth and depth. She teaches courses ranging from survey courses in Russian literature and skills-based courses in Russian language to seminars on literature and natural science. The depth of her involvement with students extends beyond the classroom, and former students describe Dr. Howell’s mentorship as long-term and life-changing.
Dr. Howell has developed and directed summer study abroad experiences in St. Petersburg, Russia and Prague, Czech Republic and mentored student research projects both here and abroad. As the first director of the Languages Across the Curriculum Program, she was instrumental in infusing international studies across campus. Her teaching is skillfully integrated with her scholarship, which is remarkable because it involves two distinct but complementary areas of work—the history of Soviet sociobiology and
literary studies. Importantly, she is a respected scholar in both domains. Thus, she provides a model for her students of an interdisciplinary scholar investigating fascinating questions at the intersection of areas as seemingly diverse as linguistics, anthropology, and neuroscience. Dr. Howell has been an integral member of the University community through her many service activities. She has been a long-standing member of the International Education Committee and a founding member of the Environmental Awareness Committee. Twice she volunteered to serve as chair of her department. Dr. Howell is a master at communicating with and empowering students, a truly innovative and creative scholar, and a highly effective and sensitive administrator.

**Professor Shari Motro, Associate Professor of Law**
Professor Motro has quickly become one of the most respected scholars and sought-after teachers in the law school. She is described as “singularly impressive” in no fewer than four areas—tax, family law, analytical graphics, and Middle East peace. Her innovative and creative teaching methods; her integration of practice, policy, and theory; and her combination of academic rigor and care for students lead to these kinds of student comments:

“She inspires her students to see the human side of legal dilemmas…She is so much more than a professor of substantive law.”

“If law school is a song on a mix album, this class has been the song I turned up to full volume, windows down, singing along at the top of my lungs…If law school is a speech I watched from the audience, this class has been the thundering moment where the applause roused me from my sleep and onto my feet.”

Professor Motro’s scholarship is of the same caliber as her teaching. Her work is published in the most prestigious journals; her writing is assigned reading at other law schools; and recently, she developed a new term and concept—“preglimony”—that is already used by policy experts in various fields. Colleagues attribute her success in part to “a breath-taking honesty and vulnerability in her approach to legal education and scholarship that inspires others, builds bridges, breaks down barriers, and instills in her students a sense of social responsibility that will live on long after the classroom experience has ended.”

**Dr. Tom Wren, Professor of Leadership Studies**
Receiving the Distinguished Educator Award for a second time requires continuous innovation in teaching, tireless commitment to students, and lifelong excitement about ideas and scholarly questions. Dr. Wren epitomizes the term “teacher-scholar” as he seeks to transform his students into scholars themselves by teaching them critical thinking skills, helping them develop their ability to express themselves orally and in writing, and awakening in them the intellectual skills they will need to understand complex issues of history, politics, and leadership. In Tom’s First Year Seminar, students study important judicial decisions and then argue cases in the University’s Moot Court Room. His students thrive on this kind of serious engagement with course material. Students consistently praise the intellectually stimulating environment he fosters. One student remarked, “I remember being more challenged, more engaged, and perhaps most importantly, more motivated than in any other classes during my college career.”

Dr. Wren is internationally recognized as an expert on political leadership in democratically organized societies and a major contributor to scholarship in leadership studies. His book *Inventing Leadership: The Challenge of Democracy* has garnered considerable praise for its depth of scholarship, precision, and implications, and Dr. Wren has edited nine other volumes in leadership studies. He also is actively involved in curriculum development. He has participated in or led every curricular revision in the Jepson School, chaired the Task Force on Undergraduate Education for the University, and served as Associate Dean and Interim Dean for the Jepson School with enthusiasm and distinction.