

THE UNIVERSITY OF MICHIGAN

Regents Communication

ITEM FOR INFORMATION

Subject: Henry Russel Awards for 2022

I am pleased to inform you that the Henry Russel Awards Faculty Advisory Committee, chaired by Dean Michael J. Solomon, met recently and selected four faculty members to receive Henry Russel Awards for 2022. This award, which recognizes both exceptional scholarship and conspicuous ability as a teacher, is one of the highest honors the University bestows upon junior faculty members. The awards will be presented on the occasion of the Henry Russel Lecture, to be delivered in the Winter Term of 2022.

The faculty members selected to receive this award are:

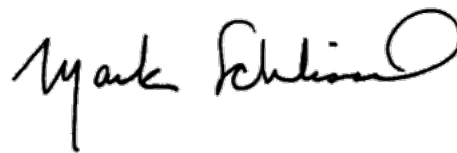
Shanna Daly, Associate Professor of Mechanical Engineering, College of Engineering

Roshanak Mehdipanah, Assistant Professor of Health Behavior and Health Education, School of Public Health

Tiffany K. Ng, Assistant Professor of Music, School of Music, Theatre & Dance

LaKisha M. Simmons, Associate Professor of Women's and Gender Studies and Associate Professor of History, College of Literature, Science, and the Arts

Respectfully submitted:



Mark S. Schlissel
President

Attachment

June 2021

Shanna R. Daly

Shanna R. Daly received her Bachelor of Engineering in chemical engineering at the University of Dayton, and her M.S. in chemistry and Ph.D. in engineering education and chemistry from Purdue University. She joined the University of Michigan in 2008 as a post-doctoral research fellow in the Design Science Program of the College of Engineering, and in 2010 was appointed assistant research scientist in Undergraduate Education in the College of Engineering. In 2016, she was appointed assistant professor of mechanical engineering and in 2020 was promoted to associate professor of mechanical engineering.

Professor Daly is nationally recognized as a rising leader in mechanical engineering design and engineering education research. She has developed new strategies that center creativity and diversity of ideas in generating design concepts, and that incorporate people and their social and cultural contexts into engineering problem solving. An outstanding researcher and educator, Professor Daly promotes recognition that the nature of engineering work includes social and creative dimensions. To support engineers' skill development in these areas, her work explores the complex cognitive processes of front-end engineering design, where innovation connects with people who use and adapt new tools and technologies. Her interdisciplinary work integrates the insights of social and behavioral research with the technical aspects of engineering design to grapple with understanding how the mind learns and creates. With more than fifty journal papers to her credit so far in her career, Professor Daly has received ten best paper awards from scientific journals and national and international conferences, including the IEEE Transactions on Education Theodore E. Batchman Best Paper Award. She is the principal investigator of a major NSF grant to advance undergraduate engineering training in social engagement during engineering design and problem solving by working with both instructors and students to integrate social aspects of engineering problems, including engaging stakeholders and incorporating context, when developing solutions. In recognition of her many contributions and highly creative work, Professor Daly recently received a prestigious NSF CAREER award for outstanding early-career faculty that supports her research on developing divergent thinking in engineering education and practice. She is a coveted speaker who presents her research on engineering education at many national conferences and workshops, in addition to her service on editorial boards and as a reviewer for leading journals, conferences, and professional organizations. Among her many leadership contributions, she has served as co-director of the Engineering Education Division of the American Society of Engineering Education. The College of Engineering selected her as a Miller Faculty Scholar, an honor awarded to a small group of the most accomplished assistant and associate professors.

Professor Daly is an innovative teacher and inspiring mentor. She is a co-founder of the College of Engineering's Center for Socially Engaged Design (C-SED), which provides expertise, educational resources and programs, and space for students and instructors to engage in social and contextual elements of engineering work alongside the technical elements of engineering work. More than 4,000 students take part in C-SED's workshops each year, which is but one measure of the impact she has had on engineering students. She has also introduced new courses that excite student commitment to engineering as a way to help solve the most pressing and complex socio-technical problems. Professor Daly has chaired or co-chaired eleven doctoral dissertation committees and has mentored dozens of undergraduate researchers, earning the Faculty Award for Outstanding Mentorship from the Undergraduate Research Opportunity Program. In 2020, the College of Engineering honored her with the

Monroe-Brown Foundation Education Excellence Award for her excellence in curricular development, instruction, and guidance at both the undergraduate and graduate levels.

Professor Daly's accomplishments as an outstanding and creative researcher and as an inspiring teacher and mentor bring distinction to the University of Michigan and the College of Engineering, and make her exceptionally qualified to receive the Henry Russel Award.

Roshanak Mehdipanah

Roshanak Mehdipanah received her B.S. in health studies and human biology from the University of Toronto (2008), her M.Sc. in health studies and gerontology from the University of Waterloo (2010), and her Ph.D. in biomedicine from the University of Pompeu Fabra (2014). She was appointed as a post-doctoral fellow at McMaster University and in 2015 joined the University of Michigan as an assistant professor in the Department of Health Behavior and Health Education in the School of Public Health.

Professor Mehdipanah has established herself as a world leader in research on urban health equity. Her influential work examines the impacts of socio-economic conditions, built environment, policies and governance on the health of individuals and communities. Her rigorous research design and methods have developed systematic evidence to inform public health action to promote health equity. Professor Mehdipanah has focused attention on how housing policies and real estate markets and mortgage lending practices shape health inequities among individuals and across neighborhoods. Through community-based participatory research supported by grants from the NIH, the WHO, and foundations, she has shown how housing is a specific determinant in health and has established how housing instability exacerbates health risks in urban communities. Her path-breaking research in Detroit has established how homeownership, especially among low-income homeowners, is affected by structural racism, including historical and contemporary housing policies, that have dispossessed populations of color, limited their ability to accumulate wealth through home equity, and ultimately impacted racial health disparities.

Professor Mehdipanah has forged deep partnerships with Detroit community-based organizations and leaders. Working with the longstanding Detroit Healthy Environments Partnership (HEP), she conducted the first-ever application in the US of the World Health Organization's Urban Health Equity Assessment and Response Tool to identify specific social determinants of health that affect different areas of the city. She also led a team to study the effects of a poverty tax exemption policy on foreclosures and wrote influential policy briefs for Wayne County and the Detroit mayor's office that showed how unawareness of eligibility for the poverty tax exemption placed low-income homeowners at risk for tax foreclosure and displacement. This research led to a community-informed redesign of the application and has had a direct impact on the health and well-being of many Detroiters. For her dedicated leadership, Professor Mehdipanah received Detroit's United Community Housing Coalition Academic Partner of the Year award. The impact of her research has received worldwide recognition, and she is regularly invited to make presentations at conferences across the US and Europe. In recognition of her achievements as a researcher committed to the public interest, she is a reviewer for top journals in her field as well as for the UK National Institute for Health Research and the Robert Wood Johnson Foundation.

Professor Mehdipanah is an equally dedicated and impactful teacher and mentor of undergraduate and graduate students in the School of Public Health. During this past pandemic year, she re-focused an undergraduate course on the intersection of COVID-19 with determinants of population health. She worked with a number of students who wished to take the course further and wrote a reflective piece from their perspectives as undergraduates in public health that was published in *Health Education and Behavior*, the top journal in the discipline. Still at an early stage in her career, she already has chaired two dissertation committees and supervised nine research projects for master's students.

Professor Mehdipanah's research contributions have direct impact on shaping the equity of policies that affect the health and well-being of city residents. Through the excellence of her research, teaching and

commitment to service locally, nationally, and internationally, she brings distinction to the University of Michigan and the School of Public Health, and is exceptionally qualified to receive the Henry Russel Award.

Tiffany Ng

Tiffany Ng received her B.A. in music and English from Yale University (2005). She earned an artist diploma in 2006 at the Royal Carillon School 'Jef Denyn' (Belgium), and in 2008 received her M.M. in organ performance and literature at the Eastman School of Music. She received her M.A. and Ph.D. (2015) in musicology, with an emphasis in new media, from the University of California, Berkeley. In 2015 she was appointed assistant professor of music in the Department of Organ in the School of Music, Theatre & Dance, and was named University Carillonneur.

Professor Ng is an international leader in carillon who inspires students, faculty colleagues, composers, musicians, and audiences around the world with her commitment to reimagining, enlarging, and diversifying the repertoire for carillon, the pre-eminent instrument for public performance. An artistic innovator, she collaborates with diverse composers and technologists to transform the ways new audiences relate to the carillon, traditionally a patriarchal instrument. She has given recitals throughout North America, Europe, and Australia, and is the most active performer of electroacoustic carillon music in North America. Through her editing and publication of musical scores, Professor Ng has sparked a global movement to diversify carillon repertoire. A passionate advocate of new music, she has commissioned and premiered 60 new works, including the first commissioned carillon works by Black men and women and much of the world's electroacoustic carillon repertoire by women composers. Professor Ng has also written ground-breaking primary reference works to help performers diversify their concert programming. Her peer-reviewed, open-access annotated bibliographies of African American carillon music, and of carillon music by women, transgender, and nonbinary composers, have become essential resources for students and professionals alike. She has created an edited collection of the music and songs of *March*, John Lewis' trilogy about the civil rights movement, and written for peer-reviewed journals about queering carillon and organ histories. Her published scores have been performed across the US and the globe. In recognition of her high accomplishments as a performer and scholar, she has been elected to the American Musicological Society Council and to the Board of Trustees of the Westfield Center for Historical Keyboard Studies. Professor Ng is committed to always performing music by women and/or composers of color on every recital, and as a member of the Johan Franco Composition Fund of the Guild of Carillonneurs in North America, has initiated first-ever commissions by under-represented composers. With international partners and her research mentees, she is planning a worldwide celebration titled *A Century of Women and the Carillon*. Her impact is also audible every day: she has given more than 500 performances from Burton Memorial Tower and Lurie Tower, filling the campus acoustic space with music that is inclusive of more histories, cultures and traditions than ever before.

Professor Ng is recognized as the most transformative and progressive teacher in carillon education today. She is an inspiration to her students, who have swelled the ranks of the carillon studio. With her tireless collaborative spirit, she actively engages her students in collecting and expanding diverse music for carillon. Professor Ng is a passionate and compassionate teacher, whose students prize her commitment to them as individuals and to inclusivity and social justice.

Professor Ng's accomplishments as an outstanding and creative musician and scholar committed to diversity and inclusion in her artistic field and as an inspiring teacher and mentor bring distinction to the University of Michigan and the School of Music, Theatre & Dance, and make her exceptionally qualified to receive the Henry Russel Award.

LaKisha Simmons

LaKisha Simmons received her B.A. in history and studies in women and gender at the University of Virginia (2003), and her Ph.D. in history and women's studies at the University of Michigan (2009). In 2009, she was appointed as a Mellon Postdoctoral Fellow in the History Department of Davidson College, and in 2011 she became assistant professor of global gender and sexuality studies at the State University of New York at Buffalo. In 2017 she was appointed as assistant professor of history and women's studies at the University of Michigan, and in 2019 she was promoted to associate professor of history and women's studies, with tenure.

Professor Simmons is a brilliant and innovative historian and teacher of race and gender. Her groundbreaking research has opened new understandings of the histories of African-American girls and women in the 20th century United States and has established her as one of the top scholars in her field. Her research explores the geography of urban segregation and the sociological and psychological impact of epidemic levels of white-male sexual violence towards Black women and girls. Her foundational 2015 book, *Crescent City Girls: The Lives of Young Black Women in Segregated New Orleans*, blends cultural studies and social history to explore how segregation shaped the lives of Black girls in New Orleans. Professor Simmons recreates neighborhoods and social spaces to uncover how Jim Crow textured the experience of girls as they came of age. In recent work, Professor Simmons enlarges her scope to include examinations of the histories of Black motherhood. Her articles, which appear in top journals in her field, extend and deepen this exploration. She has presented her research at many scholarly conferences, and has given many public talks and presentations, and has inspired a new generation of scholarship on gender, sexuality, and race. Professor Simmons is completing an edited volume, *The Global History of Black Girlhood*, which builds from a 2017 conference that she co-organized to bring together scholars, artists, and activists to present research, creative works, and political organizing that places the emerging field of Black girls' history within a global framework. She has recently been named to the editorial board of *The Journal of American History*, the top journal in the field. Beyond her work as a top historian, she has a long-standing interest in public-facing scholarship and is emerging as a leading cultural critic across many different media, including literature, music, photography and videography.

Her courses focus on gender, race, sexuality, medicine, the body, and girlhood through historical and comparative lenses, and offer students exciting new knowledge and creative investigative methods. Students prize Professor Simmons as an innovative and inspiring teacher whose courses imaginatively and effectively integrate a range of materials, including cutting-edge scholarship, primary sources, videos, popular music, visual culture, and journalism. She fosters generative intellectual and civic communities in her teaching and provides undergraduates with experience in archival research, digital history, and public engagement. She has invigorated the joint history and women's studies Ph.D. program and is a generous, tireless, and prized mentor of graduate students, co-chairing six dissertation committees and serving on four others. She serves as the faculty advisor for the Institute of Social Change, a program for graduate students interested in community-engaged research or public-facing scholarship. No less, Professor Simmons is a passionately committed mentor of postdoctoral fellows and junior faculty who freely shares her time to meet and talk about managing expectations and the particular difficulties that faculty of color experience.

Professor Simmons' accomplishments as an exceptional scholar and as a deeply committed and outstanding teacher and mentor bring distinction to the University of Michigan and the College of Literature, Science and the Arts, and make her exceptionally qualified to receive the Henry Russel Award.