

**Curriculum Vitae**  
**Sheri D. Sheppard, Stanford University**

**Education:** BS Engineering Mechanics, University of Wisconsin-Madison (1978), MS Mechanical Engineering, University of Michigan, Dearborn (1980), PhD Mechanical Engineering, University of Michigan, Ann Arbor (1985).

**Professional Appointments:** Dr. Sheppard joined the Mechanical Engineering (ME) faculty at Stanford in 1986 as an Assistant Professor, and was promoted to Associate and Full Professor ranks in 1993 and 2005, respectively. She served as co-director of Stanford's Learning Lab (1997-1999), was Chair of Stanford's Faculty Senate in 2006-2007, and is currently Associate Vice Provost of Graduate Education and Associate Chair for Undergraduate Curriculum in the Mechanical Engineering Department.

From 1999-2008 Sheri also was the Senior Scholar at the Carnegie Foundation for the Advancement of Teaching principally responsible for the Preparations for the Professions Program (PPP) engineering study, the results of which are contained in the report *Educating Engineers: Designing for the Future of the Field*. Before coming to Stanford University, she held several positions in the automotive industry, including senior research engineer at Ford Motor Company's Scientific Research Lab.

**Teaching Experience:** Sheri's earliest teaching experience was at Lawrence Institute of Technology, teaching evening classes on material science primarily to working adults; this experience is what cemented her love of teaching (and spurred her to get her PhD). Her teaching responsibilities at Stanford range from undergraduate and graduate mechanics courses, courses on teaching, and courses and workshops on professional development. She also advises new lecturers and tenure-line faculty on their course design, serving as a faculty sponsor on several of these courses.

**Honors and Awards (partial list):** Sheri is a fellow of the American Society of Mechanical Engineering (ASME), the American Association for the Advancement of Science (AAAS), and the American Society of Engineering Education (ASEE). She was awarded the 2004 ASEE Chester F. Carlson Award in recognition of distinguished accomplishments in engineering education, and the ASEE Wickenden Best *Journal of Engineering Education* Paper Award in 2005, 2008 and 2011. In 2010 she was recognized with Stanford's highest teaching recognition, the Walter J. Gores Award. More recently, she was recognized with the 2012 ASEE Ralph Coats Roe Award, named Professor of the Year by the Stanford Society of Chicano/Latino Engineers and Scientist (2013), and received the ASEE ENT Division best paper award (June 24, 2013).

**Research Activities:** Sheri's early research focused on the study of fatigue and fracture of structural components, ranging from automobiles to electronics packaging. The use of numerical simulation played a key role in this research. While continuing research in this field, her work expanded in the early 1990s to explore the question "how do we make a better engineer?" Central topics in this research have focused on what attracts and retains students to engineering majors and engineering work, research-based strategies for helping students overcome misconceptions, and the effectiveness of various curricular structures. Her engineering education research has included the NSF-funded Synthesis Coalition (1986-1995), the NSF-funded Center for the Advancement of Engineering Education (along with faculty at the University of Washington, Colorado School of Mines, and Howard University, 2003-2009), and more recently the NSF-funded National Center for Engineering Pathways to Innovation (2011-2016) that is advancing opportunities for engineering undergraduates across the nation to learn entrepreneurial thinking. Her engineering education research has resulted in seven book chapters and technical reports, two books, more than 25 referred journal papers, more than 50 refereed conference papers and presentations, six engineering-education focused PhD theses, and the engagement of more than 12 undergraduate researchers. (These publications in education research are in addition to her publications in the field of structural mechanics: 50+ refereed journal and conference papers, and 13 PhD theses.)

University & Departmental Service specific to Undergraduate Education (current)	Professional Service specific to Undergraduate Education (current)
<ul style="list-style-type: none"> <li>• Departmental lead for Accreditation (ABET)</li> <li>• Co-lead of annual 4-day Fall Course-Design Boot Camps for Junior Faculty, plus quarterly meetings</li> <li>• Faculty Fellow at Center for Teaching and Learning</li> <li>• Member of Provost's Course Survey and Stanford Pre-College Committees</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Associate Editor for ASEE <i>Journal of Engineering Education</i></li> <li>• Member of NAE Committee on Engineering Education Workforce Continuum</li> <li>• External advisor on two NSF-funded projects on engineering education</li> </ul>