

THE TEACHING EXCHANGE

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Campus Conversations

Brown joins the Carnegie Teaching Academy Campus Program

The Sheridan Center will be the primary agency for Brown University's participation in the Teaching Academy Campus Program established this fall by the Carnegie Center for the Advancement of College Teaching. This initiative was developed by Prof. Lee Shulman following his visit to Brown in October, 1997 to deliver the keynote address at the dedication of the Sheridan Center. The Center was invited to join this project on account of the activities it supports which relate to teaching as scholarly work. It also provides support, in the form of publications, a website, services, and programs, for faculty to pursue their interests in teaching and learning. The Center will help to facilitate campus conversations and planning over the next decade around three issues identified during the past year as central to the development of a scholarship of teaching by members of the Brown faculty:

1. At Brown University, where teaching and research are integrated activities for teachers at all levels of experience, what factors support an investment in teaching equal to that in research? What strategies encourage linkages between teaching and research?
2. How should departments and administration develop appropriate policies and procedures to assess and support effective teaching and learning?
3. How can individual professional development experiences (including those to which faculty have access through the Sheridan Center) better relate to departmental initiatives such as departmental teaching colloquia or regular conversations between more or less experienced teachers?

The Faculty Teaching Fellows of the Sheridan Center, four senior faculty representing each of the four academic divisions: Patricia Arant (Slavic Studies), Calvin Goldscheider (Sociology and Judaic Studies), Jonathan Waage (Bio-EEB) and

Thompson Webb (Geological Sciences), will coordinate the campus conversations around the issues identified above with support from Sheridan Center staff. These will begin with a campus-wide Teaching Forum in March on departmental strategies for the assessment of faculty performance. The goal will be to develop departmental responses and reporting the results in late 1999.