

# The Harriet W. Sheridan Center *for Teaching and Learning*

STRATEGIC PLAN | 2021-2026



**BROWN**  
Sheridan Center for  
Teaching and Learning



The **Harriet W. Sheridan Center** is an incubator of teaching innovation, a hub for cross-disciplinary community building, a source of evidence-based practice and assessment, and a space for promoting the value of equitable teaching and learning in Brown's Open Curriculum.

## History

The Harriet W. Sheridan Center for Teaching and Learning was founded in 1987 to establish an interdisciplinary forum dedicated to improving the quality of teaching and learning at Brown and to prepare graduate students for faculty careers. Over the next 30 years, the center's mandate expanded to include faculty and postdoctoral instructors. In 2016, the mission grew to serve undergraduates as teachers and learners, including writing, academic tutoring, and English language support. Building on the Writing Fellows program, a nationally recognized peer-to-peer model founded in 1982, the Center established the Problem-Solving Fellows program in 2018 and, in collaboration with the Data Science Initiative, the Data Science Fellows in 2019. In August 2020, the scope of Sheridan's work expanded further when it moved into the Office of the Provost and integrated with Digital Learning & Design (DLD).

## Vision

In Brown's Open Curriculum, we are all teachers and learners. Guided by this principle, the Sheridan Center aims to foster a community of reflective practitioners that promotes equitable, inclusive, and transformative learning experiences.

## Mission

The Sheridan Center seeks to provide a place where all learners can grow, interdisciplinary collaborations can form, and educators can experiment with different modalities of teaching and learning. At the core of our work is a commitment to educational excellence, equity and access through evidence-based, reflective practices. Through educational partnerships at Brown and globally, we advance the university's mission and create teaching and learning communities dedicated to improving learner success and supporting educators' professional growth.



-Sheridan liaisons program event, 2019

To support our mission, the Sheridan Center serves all members of Brown's teaching and learning communities, with five focal areas:

- Assessment & Interdisciplinary Teaching Communities
- Digital Learning & Design
- Multimedia Labs
- STEM
- Writing and English Language Support.

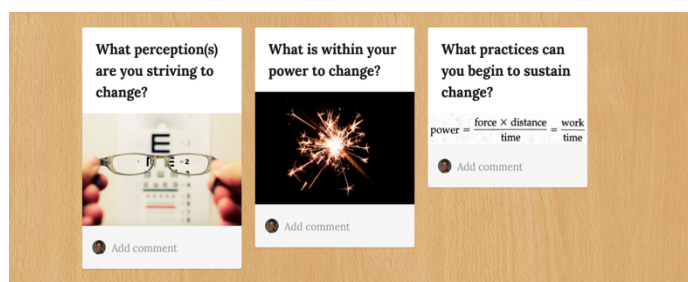
## Cross-Center Strategic Plan Initiatives, 2021-26

### Brown's Digital Innovation

In collaboration with campus partners, the Sheridan Center will support the expansion of Brown's online courses and degree programs, as well as digital innovation to advance the residential experience. This initiative also encompasses new educational development programs and academic support to foster inclusive access for new student populations.

### Seminar for Transformation on Anti-Racist Teaching (START)

The START program funds department action teams, comprised of faculty/chairs, graduate students, and undergraduates. The program builds a learning community to advance teams' work in re-designing a course around anti-racist learning outcomes and sharing their work with department colleagues through a change project. To support sustainable curricular change in departments, we seek to institutionalize and scale up this initiative.



-Activity in 2020-21 START program

### New University Summer Bridge Program

In 2021-22, Sheridan will convene a cross-university committee to engage in development of a new university summer bridge program, coordinated with the university's Howard Hughes Medical Institute (HHMI) STEM initiative but also designed for students from all intended concentrations.

### Provost's Faculty Teaching Fellows

The Provost's Faculty Teaching Fellows funds six senior faculty to partner with the Sheridan Center to co-facilitate programs or develop resources of interest to other faculty. To support the Center's efforts to further deepen our reach and engagement with faculty, we seek to institutionalize this program.

### Provost's Teaching Innovation Series

This new series seeks to build on the positive instructional changes made in AY20-21 by introducing innovative ideas and practices that are happening outside of Brown, enabling transfer of these ideas to Brown courses and curricula, and making visible the work of local exemplars.

### Strengthen Undergraduate Fellows Programs

The Sheridan Center seeks endowment for its three Fellows programs: Writing Fellows (founded in 1982 as the first of its kind in the country), Problem-Solving Fellows (2018), and Data Sciences Fellows (2019; offered in collaboration with the Data Science Initiative). Additionally, in collaboration with the Swearer Center for Public Service (which houses the Community-based Learning and Research Fellows), we hope to focus on collaboration around our programs and develop a common "fellows" identity.

## Assessment and Interdisciplinary Teaching Communities



-"How I Teach with Art" workshop, 2019

This hub supports evidence-based teaching and invites instructors to engage in cross-university learning communities of reflective practitioners. It houses Sheridan's three large certificate programs (Sheridan Teaching Seminar, Course Design Seminar, Teaching Consultant Program), Graduate Teaching Assistant Orientation, Junior Faculty Teaching Fellows learning community, Data Science Fellows program, and Sheridan-RISD "Teaching with Objects" workshop series.

The hub also supports the College concentration review process and consults with faculty and departments on assessment of student learning.

### Initiatives in our 2021-2026 strategic plan include:

- A program for instructors to examine data from their courses regarding equity gaps, pilot a change, and assess the impact of the intervention.
- A Digital Education Fellows program for graduate students around digital teaching and learning that attends to graduate students' roles as TAs and future faculty.
- Semester-long fellowships (akin to Cogut Humanities Fellowships) to allow faculty to immerse in a large-scale teaching project.
- Continued growth of the Data Science Fellows program and Data Science Course Design Institute.



## Digital Learning & Design (DLD)

The DLD hub advances online and hybrid course and program design to allow educators to experiment with and apply innovative modalities of teaching and learning. Key services include: consultations, course production, media development, *Designing and Teaching for Online* Canvas tutorial, and web guides. DLD also supports classroom design and researches and gathers faculty feedback on educational technology tools to guide selection.



Developing an Online Course



Structuring an Online Course  
in Canvas



Teaching an Online Course

Visual from “Designing and Teaching for Online” tutorial for faculty

### **Future initiatives in our 2021-2026 strategic plan include:**

- Develop and evaluate a summer Educational Media Course Design Institute, with the aim of supporting instructors to employ a wide range of educational media approaches in their courses.
- Support Collaborative Online International Learning (COIL) course development, to establish pathways to study away opportunities for undergraduates.
- Develop “Designing for Accessibility” Guide for visual and user experience (UX) and user interface (UI) design.

## Multimedia Labs (MML)

Brown's MML catalyzes the incorporation of new media assignments -- such as videos and podcasts -- into Brown's courses, to drive educational innovation across the curriculum. Students and instructors have access to high-end media workstations that allow for 3D modelling, animation, and large format printing.



-“Giants” by Tanushri Sundar, '21 (created as part of the Creative Hypothesis exhibition)

### **Future initiatives in our 2021-2026 strategic plan include:**

- Support innovations in lab instruction by collaborating with instructors and course teams to develop new media modules.
- Explore a MML Graduate Fellows program, to support the Brown Arts Initiative and other interested campus partners.

## Science, Technology, Engineering, and Math (STEM)

The STEM hub creates teaching and learning communities dedicated to improving learner success and supporting educators' professional growth. For undergraduates, the STEM Hub offers small-group academic tutoring, the Problem-Solving Fellows program, Undergraduate TA Orientation, and New Scientist-Catalyst, a summer pre-Orientation program for newly admitted students who are committed to increasing diversity, equity, and inclusion in STEM. This focal area also supports graduate student mentoring, through programs and workshops, and faculty work in COEX (collaborative scholarly experiences) courses, labs, and other research-rich course contexts.

### Future initiatives in our 2021-2026 strategic plan include:

- Develop avenues for growing and sustaining authentic research courses (COEX, or collaborative scholarly experiences), such as through support of the HHMI Driving Change grant.
- Continued focus on institutionalizing the Problem-Solving Fellows program.
- Conduct self-study and, if findings allow, apply for Center for the Integration of Research Teaching and Learning (CIRTL) membership to engage in a cross-university network of STEM educational development.



HHMI-Sheridan poster fair of student results from COEX courses, 2019

## Writing and English Language Support

Writing is central in Brown's Open Curriculum, and to advance educational excellence, equity and access, this hub integrates Brown's Writing Center and English Language Support units. In addition to offering nearly 2,000 consultations with students and scholars, programs include the graduate Writing Associates Program, undergraduate Writing Fellows (the first of its kind in the country), summer pre-Orientation English Language Program, Excellence at Brown pre-Orientation, Conversation Partners Program, dissertation writing retreats, and faculty and graduate student writing groups.



-Writing Fellows meeting, 2017

### **Future initiatives in our 2021-2026 strategic plan include:**

- Seminar or institute focused on effective ways to teach advanced writing and reading practices in a digital context.
- Continued focus on institutionalizing the Writing Fellows program.



## SHERIDAN CENTER FOR TEACHING AND LEARNING FULL STRATEGIC PLAN, 2021-26

### STRATEGIC PLANNING PROCESS

The strategic planning process was largely aligned with a framework that asserts that effective Centers for Teaching and Learning (CTLs) are guided by four key principles (Wright, Lohe, Pinder-Grover, & Ortquist-Ahrens, 2018):

- **Responsiveness to institutional priorities:** To understand the core priorities that should guide Sheridan’s work, we met with senior leaders from all academic units, engaged in several institutional planning committees, and revisited Brown’s strategic plans (*Building on Distinction Operational Plan* and *Pathways to Diversity and Inclusion*, which gave rise to DIAP Phases I and II).
- **Relationships with key constituencies:** We examined participation data for faculty,<sup>1</sup> graduate students, and undergraduates to understand trends in and opportunities for engagement.
- **Research about local needs and benchmarked possibilities:** Guided by thinking about the Sheridan Center as a hub for cross-disciplinary community-building, incubator for innovation, space for recognition of the value of teaching and learning, and source of evidence-based practice and assessment (POD Network, 2018; Stevens, Armstrong & Arum, 2008), the Sheridan Advisory Groups met six times during the 2020-21 academic year to provide input into Sheridan’s future mission and directions. In addition, we surveyed Sheridan liaisons and graduate teaching consultants about existing programs and needs for new initiatives, and we consulted with undergraduate leaders about the center’s mission and draft plan. We also benchmarked our work from an analysis of the websites of over 1,200 U.S. CTLs, as well as with the American Council on Education (ACE) – POD Network Center for Teaching and Learning Matrix (2018), which presents operational standards for CTLs. This benchmarking was employed to revise our mission, as well as to understand distinctive features of the Sheridan Center’s work and possible areas for growth.
- **Resources needed to do our work effectively:** In our strategic planning process, we also considered what initiatives we should planfully stop doing, to allow for us to innovate and deploy finite resources elsewhere. We also note where new resources would be needed to carry out an initiative.

We are grateful for the opportunity to be a dynamic center for teaching and learning that will contribute to the university’s mission and educational excellence through a focus on the key goals and activities presented here. As noted in a recent book about CTL strategic planning, “We are all so fortunate to be part of a dynamic field at a pivotal moment in its history, one that affords us incredible opportunities to shape where it will go in the future” (Cruz, Parker, Smentkowski, & Smitherman, 2020, p. 164).

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<sup>1</sup> At Brown, postdoctoral scholars are considered to be faculty, but they are also eligible to participate in Sheridan’s programs for graduate students.

## **GOAL 1**

Promote innovation and remove friction to new learning modalities, particularly digital and expanded experiential learning.

### **Previous activity in this area:**

The previous Sheridan plan indicated that a “key aim ... is to work collaboratively with ITG to develop a good system of cross-referrals and common language for pedagogical consulting.” For a number of years, Sheridan and ITG (which became Digital Learning & Design) did collaborate closely on several projects, including the university’s Digital Learning & Design website and the Launch New Faculty Orientation. In 2020, the pandemic highlighted that a closer organizational relationship would be beneficial, and the two units were merged.

While still relatively rare – only 30% of U.S. CTLs include digital learning-focused staff (Wright) – surveys indicate that there may be more future growth in this type of cross-functional integration (Kelley, Cruz, & Fire, 2017), especially post-pandemic. Indeed, the integration of technology into “traditional” teaching and learning environments is one of the most frequently offered services at CTLs (Beach, Sorcinelli, Austin, & Rivard, 2016).

### **Need for new activity:**

Sheridan’s advisory groups noted that, moving forward, it was important for the center to “create a space or opportunities for faculty, graduate students, and others to engage with ‘the new’ (e.g., new ways of teaching, using digital technologies, or approaches to equity).” This goal proposes new initiatives for innovative learning modalities, particularly around digital and experiential learning. This new focus is not only suggested by the integration with DLD but also because of data indicating that:

- In 2016, Brown faculty reported that department discussions about the effective use of technology are below peers (COACHE survey, 2016); yet AY20-21 presented opportunities to engage instructors with digital technology in both department and central settings.
- Our needs assessment suggests that graduate students are interested in receiving support in digital pedagogy, particularly in an intensive, transcribed 3-4-day institute or a series of short workshops.
- Effective experiential learning is highly consequential for students’ educational success (Kuh, 2008), yet Brown data indicate there are gaps. For example, the vast majority (83%) of first-term students indicate that they plan to study away at Brown, while less than a third (32%) report doing so by graduation (CIRP survey, OIR, 2019 and COFHE Senior Survey, OIR, 2020). In line with national data (Finley & McNair, 2013), there are also some disparities at Brown when participation is disaggregated by race/ethnicity. For example, Black undergraduates report less satisfaction with opportunities for research with a faculty member (50%), compared to students of any other race (69%-71%) or international students (62%) (Brown Senior Survey, 2018, OIR). Initiatives like Brown’s Collaborative Scholarly Experiences (COEX) have been documented to mitigate these disparities but they are still relatively small in number and need to be sustained.



- About a third of Centers for Teaching and Learning nationally (32%) and almost three-fourths (71%) of Ivy+ centers<sup>2</sup> offer some kind of cross-university event around teaching. These include events like the University of Pennsylvania's Active Learning Symposium, the Celebration of Teaching and Learning at Columbia, and the Provost's Seminar on Teaching at the University of Michigan.

**Five-year goals:** For 2021-26, we have four key objectives for our work:

Objective 1.1: *Support expansion of online courses and degree programs, and explore hybrid alternatives.*

Objective 1.2: *Develop graduate student professional development, both to address key needs and to increase engagement with STEM-focused graduate students.*

Objective 1.3: *Offer evidence-based guidance on experiential learning. Support experiences that foster increased and equitable engagement in high-impact practices, such as the institutionalization/sustainability of [COEX](#) to support equity in research experiences and the possible development of [Collaborative Online International Learning](#) courses to support equity in study away.*

Objective 1.4: *Develop a university-wide Provost's Series on Educational Innovation to prompt more conversations around a shared vision for the future of education at Brown.*

**Key activities include:**

## **YEAR 1 (2021-22)**

### **1.1 Online and hybrid instruction**

- Work with campus partners to identify needs and areas of opportunity relating to expansion of online courses and degree programs.
- Conduct needs assessment in partnership within the Office of Medical Education to explore the integration of digital teaching and learning into medical education.
- Implement faculty project proposal process for larger-scale design projects.

### **1.2 Graduate student professional development**

- Begin program design around digital teaching and learning that attends to graduate students' roles as TAs and future faculty. Explore transcribing with the Graduate School.
- Conduct needs assessment to explore the creation of Graduate Fellows that would engage with Multimedia Lab programming for the Brown Arts Initiative and other interested campus partners.

### **1.3 Experiential learning**

- Apply and, if accepted, send a team (Global Brown, Sheridan staff, faculty) to Florida International University's Collaborative Online International Learning ([COIL](#)) [Institute](#), a leader in the field.
- Participate in HHMI Driving Change Initiative to develop avenues for growing and sustaining collaborative scholarly experiences (COEX) courses.
- Support recommendations of the Undergraduate Lab Instruction Taskforce.

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<sup>2</sup> The Ivy+ Center for Teaching and Learning group includes the following institutions: Cal Tech, Columbia, Cornell, Dartmouth, Harvard, MIT, Princeton, Rice, Stanford, University of Chicago, University of Michigan-Ann Arbor, University of Pennsylvania, Vanderbilt, and Yale.

#### 1.4 Campus conversations to develop shared vision

- In collaboration with the Academic Innovation Working Group, develop proposal for Provost's Teaching Innovation Series. If resources allow, offer program and assess.
- Explore means to highlight the Provost Faculty Teaching Fellows projects and insights as contributing to educational innovation at Brown (e.g., roundtables, showcases, web resources).

#### **YEAR 2 (2022-23)**

##### 1.1 Online and hybrid instruction

- Develop a sustainable support model/faculty programming for increasing faculty capacity in online and hybrid teaching and course design.

##### 1.2 Graduate student professional development

- Offer and assess digital teaching and learning program for graduate students.
- As suggested by needs assessment and university resources, implement Graduate Fellows Multimedia Lab programming to support Brown Arts Initiative and other interested campus partners.
- Conduct self-study and, if findings allow, apply for Center for the Integration of Research Teaching and Learning ([CIRTL](#)) membership. Although we anticipate that this program can increase engagement of STEM graduate students, we also anticipate some benefit in increased access to cross-institutional programming for postdoctoral scholars and graduate students in other disciplines.

##### 1.3 Experiential learning

- Support recommendations of Experiential Learning subcommittee.

##### 1.4 Campus conversations to develop shared vision

- Implement lessons learned from assessment of Provost's Teaching Innovation Series and Provost Faculty Teaching Fellows projects.

#### **YEARS 3-5 (2023-26)**

- Reassess and iterate professional development program around digital teaching and learning for graduate students to remain relevant with the changing technology environment.
- If funding allows, explore a Digital Education Fellows program for graduate students.

## GOAL 2

Advance the university's strategic aims around diversity, equity, and inclusion.

**Previous activity in this area:** Since the last strategic plan, an emphasis on inclusive and anti-racist teaching has been embedded in all large-scale Sheridan professional development programs for faculty, graduate students, postdoctoral scholars, tutors, fellows, and undergraduate teaching assistants. The Center developed an inclusive teaching newsletter series and web resources on inclusive teaching, which was also highlighted by the *Chronicle of Higher Education*. The last plan also indicated that Center staff would conduct customized workshops for academic departments. In 2019-20, customized programs drew over 440 attendees, and respondents rated these sessions very favorably (mean of 4.5 on a scale of 1=not at all effective/useful and 5=very effective/useful).

**Need for new activity:** Both national events and campus initiatives, including DIAP Phase 2 and the Taskforce on Anti-Black Racism, suggest the urgency of maintaining this goal as a key focus of Sheridan's work. However, Sheridan's previous change strategy (customized workshops), while taking a lot of staff time, was very infrequently referenced in annual department DIAP reports, raising questions about the impact of these relatively short programs. Although the Center envisions doing some of these shorter workshops moving forward on a limited basis, we feel the need to pivot the strategy to a longer-term program that builds shared vision through intergenerational teams. Additionally, the integration with DLD presents important opportunities to focus on organizational development work like digital accessibility and Universal Design for Learning (UDL).

**Five year goals:** For 2021-26, we have two key objectives for our work:

Objective 2.1: *Develop Sheridan programs and online resources to align with campus needs and build campus capacity to advance transformative practices in diversity, equity, inclusion, and community-building in teaching and learning contexts.*

Objective 2.2: *Offer academic support to foster inclusive access for new student populations.*

**Key activities include:**

### YEAR 1 (2021-22)

#### 2.1 Course and curricular change

- Maintain, and evolve based on assessment data and university needs, the Seminar for Transformation on Anti-Racist Teaching (START) to support sustainable curricular change in departments.
- Participate in HHMI Driving Change Initiative and conduct a self-study that will advance diversity, equity, and inclusion.

#### 2.1 Digital inclusivity and accessibility

- Conduct needs assessment to explore educational development programming that is centered on digital inclusivity (e.g., Universal Design for Learning, or UDL).
- Develop "Designing for Accessibility" Guide for visual and user experience (UX) and user interface (UI) design.

- Ensure that the Sheridan Center’s media resources include resources that represent a wide variety of techniques that are diverse and inclusive, such as a lighting guide for different types of skin tones.
- Conduct needs assessment to explore software for flexible learning community engagement.

## 2.2 Student academic support

- Convene cross-university membership to engage in a needs assessment around development of a new university summer bridge program, coordinated with the HHMI initiative but also designed for students from all intended concentrations. Plan how current Sheridan pre-Orientation programs (Excellence, Vertex, Catalyst) might be integrated and/or offer longer-term support during the academic year. This process will also assess needs for resources and personnel.
- In lieu of an in-person pre-Orientation, provide Excellence at Brown cohort support during the academic year, e.g., writing workshop series.
- Explore avenues to integrate writing support for student cohorts such as Presidential Scholars, Health Equity Scholars, and UFLi first-year mentees.
- Engage in cross-campus needs assessment to develop integrated and collaborative system for academic tutoring.

## **YEAR 2 (2022-23)**

### 2.1 Course and curricular change

- Scale up START, as suggested by needs assessment, evaluation data, and budgets.
- Submit HHMI Driving Change grant and, if funded, implement key grant activities.

### 2.1 Digital inclusivity and accessibility

- Based on the needs assessment in year 1, select a software and pilot the software with a learning community. Gather feedback to implement the platform at a larger scale.

### 2.2 Student academic support

- Launch pilot bridge program and assess.
- Implement key findings from academic tutoring needs assessment.

## **YEARS 3-5 (2023-26)**

- Assess and develop sustainability plans for successful initiatives developed in 2021-23.
- Scale up university-wide bridge program as suggested by assessment data and university needs.

### GOAL 3

Maintain course development initiatives while increasing support for curricular development.

#### **Previous activity in this area:**

A key goal in the 2016-21 Sheridan strategic plan was to develop intergenerational (faculty-student) learning communities -- to create a “partnership of students and teachers in a unified community” -- around key competencies named in the operational plan for *Building on Distinction*. Since that time, the Center created the Brown Learning Collaborative, which established several Fellows programs for undergraduates, as well as a rotating series of course design institutes for instructors. These institutes include the Writing Across the Curriculum Seminar (2017), Problem-Solving Course Design Institute (2018 & 2019), the Capstone Course Design Institute (2019), and the Data Science Course Design Institute (2019-present). (Examples of assessment are described in Wright, Mandel, M., Metzler, & Smith, 2020.) Further, the previous plan recommended the creation of a course design institute specifically geared to incoming faculty, which gave rise to the Sheridan-DLD collaboration, Launch New Faculty Seminar (2019-present), which then served as the model for the popular pandemic-era Anchor Course Design Institute (2020-2021). The Launch and Anchor institutes, in particular, have been particularly successful because of their heavy reliance on faculty co-facilitators, a model worth continuing.

These initiatives are in line with trends in the field, which see course and curriculum development, as well as faculty and professional learning communities as top issues/approaches educational developers at research universities should address in the next five years (Beach, Sorcinelli, Austin, Rivard, 2016). They are also in line with growing emphases of “Students as Partners” initiatives, a term used to signify collaborative initiatives with students, faculty, and staff “to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis” (Cook-Sather, Bovill, & Felton, 2014, p. 9).

#### **Needs for new activity in this area:**

While maintaining Sheridan course design institutes is important, both geared to key competencies and faculty career stages, we also see a need to promote activity around curricular thinking. Ideally, a curriculum, or academic plan, is comprised of an intentional sequence of learning experiences, with opportunities for evaluation and adjustment (Lattuca & Stark, 2009). While it is valuable to consult with individual faculty around course design, we also believe a systemic approach – a complementary focus on curriculum – will allow us to have the most impact.

A second need that was uncovered in this area is more support around the scholarship of teaching and learning, defined as the systematic study of teaching and learning made public (McKinney, 2007). In particular, Sheridan’s advisory groups recommended that the center increase support of those who wish to engage in this endeavor, such as by removing friction in current review processes and by developing opportunities for focused work on a project. This desire is in line with national trends among CTLs at research universities, indicating that scholarship of teaching and learning programs are the top initiative that directors wish to add or expand (Beach, Sorcinelli, Austin, & Rivard, 2016).

**Five-year goals:** For 2021-26, we have three key objectives for our work:

Objective 3.1: *Support curricular planning (e.g., assessment, curricular mapping), particularly with the formation of new degree programs.*

Objective 3.2: *Complement existing course design institutes with occasional skill-based course development institutes, e.g., teaching writing, media design.*

Objective 3.3: *Expand focus on the scholarship of teaching and learning.*

**Key activities include:**

**YEAR 1 (2021-22)**

**3.1 Curricular planning**

- Begin Sheridan contributions to work on self-study for NECHE five-year review.
- Develop and pilot programs to facilitate departmental/committee work on curriculum development.

**3.2 Course design**

- Develop a rotational schedule for existing course design institute models. Continue to incorporate faculty co-facilitators and intergenerational teaching teams (such as integration of Fellows), as appropriate, into course design institutes.
- Deliver and evaluate a summer Educational Media Course Design Institute, with the aim of supporting instructors to employ a wide range of educational media approaches in their courses.
- Expand upon the Canvas tutorial, “Designing and Teaching for Online,” to include examples of learning experiences and media from faculty in support of course development institutes.
- Develop a support plan for support of high enrollment/service courses.
- Conduct needs assessment for seminar or institute focused on effective teaching/developing of advanced writing and reading practices in a digital context.
- Explore developing a peer educator “course” for Brown UTAs, tutors and possibly curricular peer mentors, which focuses on peer teaching and peer mentoring skills.

**3.3 Scholarly teaching**

- Collaborate with campus partners to examine ways to streamline data access policies (e.g., IRB approval for SoTL).
- Pilot program for instructors to engage in Scholarship of Teaching and Learning (SoTL), particularly to address equity gaps.

**YEAR 2 (2022-23)**

**3.1 Curricular planning**

- With extensive faculty and student input, explore ways, sensitive to the Brown environment, that instructor access to digital tool use data can give instructors greater insight into impact of digital tool use on student engagement.
- Contribute to NECHE five-year review self-study and campus visit, as needed.



- Sponsor conversations with faculty constituencies around common curricular areas to develop shared vision of assessment for learner-centered, equity-minded language around learning outcomes, curriculum mapping, and signature assignments.

### 3.2 Course design

- Conduct needs assessment for seminar or institute focused on effective teaching/developing of advanced writing and reading practices in a digital context.

### 3.3 Scholarly teaching

- Assess and refine SoTL program.

## **YEARS 3-5 (AY23-26)**

### 3.1 Curricular planning

- Contribute to implementation of NECHE five-year review self-study assessment recommendations, as needed.
- Increase departments and programs supported in their curriculum development activities.

### 3.2 Course design

- Develop an integrated schedule for course design institutes. (An example might be a hub-and-spoke-type course design initiative that would engage faculty in common elements -- e.g., how to design a course that centers peer-to-peer learning or intergenerational teaching -- but also allow for specialization, e.g., teaching writing, designing community-based learning.)

### 3.3 Scholarly teaching

- If resources allow, explore semester-long fellowships (akin to Cogut Humanities Fellowships) to allow faculty to immerse in a large-scale teaching project.

## GOAL 4

After rapid period of growth and integration, focus on Sheridan Center organizational identity.

### **Previous activity in this area:**

As described in the history section of this strategic plan, the Sheridan Center has evolved greatly over the past five years, both in terms of its organizational structure and number of programs and initiatives. The impact of this growth has also been a deepening of the Center's engagement with faculty, graduate students in most areas, and undergraduates. Further, the move of the Center into the Office of the Provost signals the breadth of the Center's work with all members of Brown's teaching and learning communities.

### **Needs for new activity in this area:**

However, after a succession of five integrations in five years (Writing, English Language Support, Academic Tutoring, Science Center, Digital Learning & Design), this seems an opportune moment to answer key questions about organizational identity. For example, is it helpful to maintain an identity of centers (e.g., Writing Center, Science Center) within a Center, and how does that answer vary by constituency? In which integrated communication strategies should the Sheridan Center engage?

Other needs include an examination of the Center's Fellows programs. Written into Brown's operational plan, Sheridan and Swearer Center programs recognize the important role that peer-to-peer teaching and intergenerational partnerships play in Brown's Open Curriculum. Since the inception of the Writing Fellows program in 1982, Sheridan developed two new Fellows programs as part of the Brown Learning Collaborative (Problem-Solving Fellows in 2018 and Data Science Fellows in 2019), and Swearer launched the Community-based Learning and Research Fellows in 2020. All of these programs are connected by an intentional academic experience and students-as-partners engagement in Brown's courses and curricula. The aim of this objective would be to establish a cross-program, cross-center identity for the Fellows, in order to make the programs more visible and allow for community-building.

Finally, in order to add new programs, it is important for the Center to take stock of programs to examine those that are not responsive to university aims. We acknowledge that this work needs to be done in consultative fashion. Before changing programs, services or technologies, we will engage with key stakeholders and look to extant research on the initiative.

**Five-year goals:** For 2021-26, we have three key objectives for our work:

Objective 4.1: *In partnership with Office of University Communications, examine communication strategies and organizational identity for Sheridan.*

Objective 4.2: *In collaboration with the Swearer Center for Public Service, focus on collaboration around fellows programs and development of common "fellows" identity.*

Objective 4.3: *Planfully stop or "pilot sunset" initiatives that take a lot of resources but are not requested by university academic leaders and do not effectively advance Sheridan's mission or strategic aims.*

## **Key activities include:**

### **YEAR 1 (2021-22)**

#### **4.1 Organizational identity and communications**

- Meet with Office of University Communications to explore recommendations around organizational identity (e.g., Centers within a Center, multiple social media channels).
- Engage in Center-wide planning and implementation for an integrated website.
- Update the Center's evaluation matrix, which communicates to key stakeholders the key questions we ask about our work and how we assess them. (See <https://www.brown.edu/sheridan/about>).

#### **4.2 Fellows planning**

- Sheridan and Swearer Center Fellows instructors/leaders will meet regularly to share syllabi and assessment rubrics, as well as to compare recruiting and hiring practices.
- Sheridan and Swearer Center Fellows instructors/leaders, in consultation with Fellows, will identify two to three common professional development opportunities for Fellows. Examples might include navigating power relationships with faculty or a workshop with the CareerLAB about "how to talk about your Fellowing experience on the job market." Simple evaluation data will be collected and will inform common professional development opportunities to be organized in future years.

#### **4.3 Sunsetting**

- In consultation with the Office of the Provost and the Dean of the Faculty, offer the week-long Launch New Faculty Orientation, an evidence-based approach to welcoming new faculty and supporting their engagement in Brown's teaching communities. This program would be offered instead of participation in Brown's half-day new faculty orientation.
- Explore moving First Readings facilitation sessions to the College
- Explore with the College the need for Science Center peer mentoring programs

### **YEAR 2 (2022-23)**

#### **4.1 Organizational identity and communications**

- Fully launch integrated website and implement OUC recommendations.

#### **4.2 Fellows planning**

- Rotating through the Fellows leads (i.e., a different staff member will organize each year, beginning with Writing Fellows, with key responsibility for enactment, Sheridan and Swearer will partner on an end-of-year showcase for faculty and students to learn more about Fellows programs.
- Fellows instructors/leaders will continue to meet regularly and identify a common recognition for graduating fellows (e.g., rope or medallion).

#### 4.3 Sunsetting

- Continue to discuss needs for planfully stopping or “pilot sunset” initiatives that take a lot of resources but are not requested by university academic leaders and do not effectively advance Sheridan’s mission or strategic aims.

#### **YEAR 3-5 (2023-26)**

- Revise website and communication strategies as needed.
- If resources allow, explore communications staff position.

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