

The Harriet W. Sheridan Center
for Teaching and Learning

STRATEGIC PLAN 2016-2021



BROWN
Sheridan Center for
Teaching and Learning

EXECUTIVE SUMMARY

The Harriet W. Sheridan Center for Teaching and Learning was founded in 1987 to support the professional development needs of Brown's teaching communities. As of June 2016, the educational development functions of the Center were merged with Brown's writing, academic tutoring, and English language learning services, widening its mission to support all members of Brown's learning communities. Further, as described in the operational plan for Brown University's *Building on Distinction*, the Center has the opportunity to develop a new initiative that "will train peer educators to help fellow students develop the competencies they will need after Brown." Because of this new orientation, change in leadership, consolidation with other units, and move to the Sciences Library, Dean of the College Maud Mandel suggested initiation of a strategic planning process to inform Sheridan's future directions.

PROCESS

- Local needs assessment data were collected to inform the plan, framed by research on the scholarship of teaching, learning, and educational development. Data sources that inform this plan include Brown's strategic plans ([Building on Distinction Operational Plan](#) and [Pathways to Inclusion](#)), Brown faculty (COACHE) and senior surveys, Departmental Diversity and Inclusion Action Plans, [Sheridan Faculty and Graduate Student Liaisons](#) input, previous Sheridan participation records, extensive feedback from the [Sheridan Advisory Board](#) collected over seven meetings during AY16-17, and feedback from tutoring and writing leadership boards.
- Sheridan's new mission statement, goals, and activities were developed in collaboration with Sheridan's Advisory Board, the [Graduate Student Advisory Committee](#), [Sheridan staff](#), and key campus collaborators.
- A second strategic planning process was used for the purposes of planning the [Brown Learning Collaborative](#), to promote undergraduate teaching and intergenerational (faculty-graduate student-undergraduate) course redesign to significantly enhance learning in key liberal arts competencies. Multiple campus presentations were made to Brown University administrators, faculty, staff, and alumni. Additionally, in multiple focus groups, STEM undergraduate teaching fellows and their students offered feedback about their pedagogical and learning experiences.

REVISED MISSION

With extensive feedback from Sheridan staff, the Graduate Student Advisory Committee, and the Advisory Board, the Sheridan mission was revised:

- **Previous mission (2008-2016):** The Harriet W. Sheridan Center for Teaching and Learning honors Brown University's long-standing commitment to teaching. The Center recognizes the diversity of learners and encourages reflective, independent, life-long learning. Through its programs, services and publications, the Sheridan Center explores a variety of pedagogical approaches and offers support to all members of Brown's teaching community.
- **Revised mission (2017-):** The Sheridan Center promotes evidence-based teaching to create an inclusive environment where all learners can succeed. To encourage innovation and interdisciplinary collaboration, we cultivate dynamic partnerships with all members of Brown's teaching and learning communities. The Center advances effective [liberal learning](#), encourages ongoing professional development, and fosters reflective teaching and learning.

KEY FIVE-YEAR GOALS (2016-2021)

With input from the Sheridan Advisory Board and Graduate Student Advisory Committee, Sheridan staff developed four key goals to guide its work through 2021. A sample proposed program is offered for each goal as an illustration of how the Sheridan Center plans to enact these plans, and full details can be found on pages 3-24.

Goal 1: Responsiveness to institutional priorities: Align Sheridan Center programs to support key institutional initiatives established in campus-wide strategic plans. Two key areas will be:

1a. **Brown Learning Collaborative:** Sheridan will develop the Brown Learning Collaborative, as described in the operational plan for *Building on Distinction*. The Learning Collaborative will scale up initiatives supporting undergraduate teaching and intergenerational (faculty-graduate student-undergraduate) course redesign to significantly enhance learning in key liberal arts competencies.

Sample initiative: In Spring 2018, Sheridan will pilot a course or modules on the theory and practice of problem-solving and offer formative feedback to participants.

1b. **Inclusive teaching and learning:** The Center will offer a robust suite of programs around inclusive teaching and learning, to support *Pathways to Diversity and Inclusion*.

Sample initiatives: Embed inclusive teaching in all Sheridan orientations, offer specialized campus-wide and department workshops, and amplify communications through the [Sheridan newsletter](#).

Goal 2: Collaborative culture of teaching: Offer valued, mission-focused services for all members of Brown's teaching communities, with particular emphasis on:

2a. Continued development of a balanced and sustainable portfolio of programs that offer customized attention to development of teaching and learning communities across disciplines and at important educational and career stages: undergraduates, graduate students, postdoctoral scholars, early-career faculty, and mid-career and senior faculty.

Sample initiatives: Offer support to departments for Undergraduate Teaching Assistant professional development; explore anticipatory, "pre-orientations" for new faculty and graduate students around teaching.

2b. Programs that foster intergenerational teaching teams, i.e., collaborations between faculty, graduate students and undergraduates.

Sample initiative: In Spring 2017, pilot a program that supports faculty, graduate students, and Writing Fellows in course-redesign for Writing Across the Curriculum.

2c. Support for instructors in the pedagogical and communicative uses of instructional technology to enhance the residential educational experience, in collaboration with other campus IT units.

Sample initiative: Collaborate with ITG and SPS to refine the [Digital Teaching and Learning](#) hub and develop a good system of cross-referrals.

Goal 3: Learning support for a diverse student body: Maintain and enhance learning support programs by developing strong links to courses and departments, promoting metacognition, connecting to initiatives that also support instructors and the teaching context, and supporting all students' growth as learners.

Sample initiatives: Expand the [Writing Fellows Program](#), re-align tutoring resources with student needs, and pilot an international graduate student orientation in Summer 2017.

Goal 4: Evidence-based educational development: Support departments' own assessment efforts, with an action-oriented approach that works from the questions they have about teaching and learning. Embed assessment into all Sheridan programs and services, at a level appropriate for the scope, stage, and existing knowledge base about the initiative.

Sample initiative: Offer outreach to departments seeking assistance with measurement of campus climate.

INTRODUCTION

The Harriet W. Sheridan Center for Teaching and Learning was founded in 1987 to support the professional development needs of Brown’s teaching communities. As of June 2016, the educational development functions of the Center were merged with Brown’s writing, academic tutoring, and English language learning services, widening its mission to support all members of Brown’s learning communities. Further, as described in the operational plan for Brown University’s *Building on Distinction*, the Center was charged with developing a new initiative that “will train peer educators to help fellow students develop the competencies they will need after Brown.” Because of this new opportunity, change in leadership, consolidation with other units, and move to the Sciences Library, Dean of the College Maud Mandel suggested initiation of a strategic planning process to inform Sheridan’s future directions.

This report summarizes the planning process and presents a revised mission statement, key goals for the Sheridan Center in alignment with this mission, and a five-year plan (2016-2021) of activities to enable the Center to reach these goals.

PROCESS

To inform this strategic plan, a needs assessment was conducted through the following sources:

- (1) Brown survey data – such as the faculty Collaborative on Academic Careers in Higher Education (COACHE) instrument (Appendix 1) and the Brown Senior Survey – offered a broad overview of key strengths and growth areas on the Brown campus. Customized surveys were also conducted for specific program needs, such as for Academic Tutoring.
- (2) Sheridan staff read all Departmental and School Diversity and Inclusion Action Plans posted in AY16-17 to note patterns of initiatives and requested support.
- (3) Two key strategic planning committees informed the process. The [Sheridan Center Advisory Board](#) met seven times during the 2016-17 academic year to review key metrics about the Center’s work and provide input into Sheridan’s future directions. Key strategic planning activities involved a Stop-Start-Continue exercise (September 2016, Appendix 2), a “headline exercise” about goals and needed services for faculty and postdoctoral scholars (November 2016

and March 2017), a carousel brainstorm around draft Sheridan goals (February 2017, Appendix 3), a preconception check and discussion around Sheridan services for graduate students (March 2017), and discussion of the revised mission statement (April 2017, Appendix 4). Sheridan's [Graduate Student Advisory Committee](#) was convened and met three times to plan goals and services for graduate students, in reference to a nationally-derived teaching competencies framework (Appendix 5).

Other bodies providing significant input include:

- [Sheridan staff](#), with discussions at two retreats and multiple staff meetings.
- Sheridan's [Faculty Liaisons](#) met in Fall 2016 to provide input on faculty and postdoc needs around teaching. Responses were summarized and themed (Appendix 6). [Graduate Student Liaisons](#) engaged in a similar discussion, albeit around how Sheridan helps develop graduate student teaching competencies (Appendix 7).
- Other Advisory Boards, e.g., tutoring and writing, and partners across Brown University, such as the Graduate School.

(4) Further, a second strategic planning process was used for the purposes of planning the [Brown Learning Collaborative](#), to develop programs supporting undergraduate teaching and intergenerational (faculty-graduate student-undergraduate) course redesign to significantly enhance learning in key liberal arts competencies. Multiple presentations were made to Brown University administrators, faculty and staff, as well as the College Advisory Council. Feedback was also collected from 44 STEM undergraduate teaching assistants over four discussions and 42 students of these UTAs in multiple focus groups or student feedback sessions. These discussions focused on key strengths of the teaching experience for their learning and key suggestions to enhance their learning and sense of instructional preparation. A sample protocol can be found in Appendix 8.

REVISED MISSION STATEMENT

As of June 2016, the Sheridan Center was merged with writing, academic tutoring, and English language learning, widening its mission. Accordingly, the mission, first created in 2008, has been revised as part of this strategic planning process:

- Sheridan Director Mary Wright spoke individually with most Advisory Board members in Summer 2016 and asked them to reflect on the current statement and offer suggestions. Suggestions offered by multiple members were to more centrally address the role of undergraduates as teachers and learners and to note Sheridan’s “hub” function, i.e., to bring together communities of instructors or learners to discuss and learn new ideas.
- At its August 2016 retreat, Sheridan staff drafted a revised statement, based on Advisory Board feedback and review of peer integrated teaching and learning centers’ statements.
- The draft was further reviewed and refined by Sheridan staff at its January 2017 retreat, in consultation with Dean of the College Maud Mandel. The Sheridan Advisory Board and the Graduate Student Advisory Committee offered further feedback in Spring 2017.

The intent of the revisions is to highlight key values and strategic goals for the center, namely collaboration, evidence-based practice, and diversity and inclusion. Further, although the previous mission statement referenced service to all members of Brown’s teaching community, this revision extends that commitment to learners as well.



The Sheridan Center promotes evidence-based teaching to create an inclusive environment where all learners can succeed. To encourage innovation and interdisciplinary collaboration, we cultivate dynamic partnerships with all members of Brown’s teaching and learning communities. The Center advances effective liberal learning, encourages ongoing professional development, and fosters reflective teaching and learning.

KEY GOALS: 2016-21

In service of its mission, in the next five years, the Sheridan Center for Teaching and Learning will focus its resources and services on the following four specific goals. Further detail, and proposed activities to support these goals, are provided on pages 7-24.

Goal 1: Responsiveness to institutional priorities: Align Sheridan Center programs to support key institutional initiatives established in campus-wide strategic plans. Two key areas will be:

- a. **Brown Learning Collaborative:** Sheridan will develop the Brown Learning Collaborative, as described in the operational plan for *Building on Distinction*. The Learning Collaborative will develop large-scale programs supporting undergraduate teaching and intergenerational (faculty-graduate student-undergraduate) course redesign to significantly enhance learning in key liberal arts competencies.
- b. **Inclusive teaching and learning:** The Center will offer a robust suite of programs around inclusive teaching and learning, to support *Pathways to Diversity and Inclusion*.

Goal 2: Collaborative culture of teaching: Offer valued, mission-focused services for all members of Brown's teaching communities, with particular emphasis on:

- a. Continued development of a balanced and sustainable portfolio of programs that offer customized attention to development of teaching and learning communities across disciplines and at important educational and career stages: undergraduates, graduate students, postdoctoral scholars, early career faculty, and mid-career and senior faculty.
- b. Programs that foster intergenerational teaching teams, i.e., collaborations between faculty, graduate students and undergraduates.
- c. Support for instructors in the pedagogical and communicative uses of instructional technology to enhance the residential educational experience, in collaboration with other campus IT units.

Goal 3: Learning support for a diverse student body: Maintain and enhance learning support programs by developing strong links to courses and departments, promoting metacognition, connecting to initiatives that also support instructors and the teaching context, and supporting all students' growth as learners.

Goal 4: Evidence-based educational development: Support departments' own assessment efforts, with an action-oriented approach that works from the questions they have about teaching and learning. Embed assessment into all Sheridan programs and services, at a level appropriate for the scope, stage, and existing knowledge base about the initiative.

KEY VEHICLES FOR GOAL ACHIEVEMENT: 2016-21

GOAL 1: RESPONSIVENESS TO INSTITUTIONAL PRIORITIES: Align Sheridan Center programs to support key institutional initiatives established in campus-wide strategic plans. Two key areas will be:

a. Brown Learning Collaborative: Sheridan will develop the Brown Learning Collaborative, as outlined in the operational plan for *Building on Distinction*. The Learning Collaborative will develop large-scale programs supporting undergraduate teaching and intergenerational (faculty-graduate student-undergraduate) course redesign to significantly enhance learning in key liberal arts competencies.

b. Inclusive teaching and learning: The Center will offer a robust suite of programs around inclusive teaching and learning, to support *Pathways to Diversity and Inclusion*.

Sheridan can be most successful when its work aligns with key institutional priorities. To that end, key initiatives for the center will be to support inclusive teaching, in alignment with *Pathways to Diversity and Inclusion*, and to build the Brown Learning Collaborative. These two key foci for the Center's work are detailed below. However, other areas of intersection that may emerge include support of teaching around the seven integrative themes in *Building on Distinction* or support of key decanal initiatives (e.g., Wintersession, development of Writing Across the Curriculum, First Readings).

1A. Brown Learning Collaborative

The primary objective of the Learning Collaborative is to provide an opportunity for all Brown undergraduates – no matter their initial level of competence – to enhance their abilities in regard to key outcomes of a liberal arts education: communication (critical reading, writing, oral communication), analysis (problem-solving and data analysis), and research. This initiative builds on a large body of research that suggests that:

- deeper-level study skills (e.g., metacognitive skills) are best taught in the context of a course (Hattie, Biggs & Purdie, 1996),
- peer teaching is a promising strategy to help close achievement gaps (Snyder, Sloane, Dunk & Wiles, 2016),
- peer learning increases students' well-being, performance and retention (e.g., Drane, Micari and

Light, 2014; Hanson, Trolan, Paulsen & Pascarella, 2016),

- there are further benefits for the students peer mentors teach and the faculty with whom they work (Smith, 2013).

It will also build on local strengths, namely Brown's renowned peer educational program, the [Writing Fellows](#), as well as large STEM education grants ([AAU](#) and [HHMI](#)) that target problem-solving capacities. One key focus of the Learning Collaborative will be to develop undergraduate courses on the theory and practice of teaching and learning, to offer academically rigorous preparation for undergraduate teaching fellows. Based on feedback from current Brown undergraduate TAs, Sheridan will also offer more intentional formative feedback to fellows once they enter the classroom.

Learning support models with the most impact are those that take a more ecological approach, where all students' experience of a course is framed by learning research (Keimig, 1983). Therefore, a complementary initiative will enhance faculty and graduate student instructional skills in the same competency areas, in partnership with undergraduate fellows.

Key intended learning outcomes of the Brown Learning Collaborative include enhanced student metacognition, leadership, and skill development in core competencies foundational to a liberal arts education, assessed through direct and indirect measures. Instructors will also be asked to evaluate the Learning Collaborative's efficacy in enhancing their teaching.

To support the development of the Brown Learning Collaborative, the Sheridan Center for Teaching and Learning will develop the following initiatives:

Year 1 (2016-17)

- In April 2017, Sheridan began a pilot of a year-long program to support intergenerational teaching teams (faculty, Graduate TAs, undergraduates) in writing-across-the-curriculum course development. This competency area was chosen as the first course development pilot because it complements the existing Writing Fellows program for undergraduates.

Year 2 (2017-18)

- In Spring 2018, Sheridan will pilot a course or modules on the theory and practice of problem-solving and offer formative feedback to these problem-solving fellows. This competency area was chosen as the new fellows area (after writing) for two reasons. First, it builds on an existing initiative, problem-solving fellows, developed by AAU and HHMI grants, which data suggest are working relatively well and merit institutionalization. Second, despite these successes, there is room to enhance students' STEM learning at Brown. In the most recent Brown senior survey, nearly one-fifth (19.9%) signaled no or few gains in the area of “understanding the process of science and experimentation” (Brown Senior Survey, 2016).

Careful assessment of these initiatives will inform the future directions of other Learning Collaborative efforts.

Years 3-5 (2018-2021)

Based on the assessment data from the two Learning Collaborative pilots, future initiatives involve development of other institutes, courses, and professional development resources around key liberal arts competencies named in the operational plan for *Building on Distinction*: critical reading, writing, oral communication, data analysis, and research.

1B. Inclusive Teaching

In collaboration with Brown's Office of Institutional Diversity and Inclusion, and as supported by all Sheridan advisory groups (Appendices 2, 5 and 6), the Sheridan Center for Teaching and Learning will play a key role in professional development around evidence-based practices to support inclusive classrooms. Classrooms are key sites for both leveraging the benefits of diversity for learning and minimizing negative classroom experiences that can disproportionately affect underrepresented students (Taylor, Milem & Coleman, 2016). A full array of center activities to support this initiative is listed in Sheridan's [Diversity and Inclusion Action Plan](#) but key activities to support this goal include:

Year 1 (2016-17)

- An emphasis on inclusive teaching has been embedded in all large-scale Sheridan professional development programs for faculty, graduate students, postdoctoral scholars, tutors, fellows, and undergraduate teaching assistants. We will continue the emphasis on interactive classrooms in

these sessions, which is important because instructional approaches that leverage student interaction are most likely to enhance student learning in a diverse classroom (Gurin, 2000; Milem, 2000).

- We offered specialized campus-wide workshops on topics relating to inclusive teaching, with the primary rationale of these short programs being that they serve as a signal to the campus that Sheridan is a key partner for support faculty, TAs, and curricular peer mentors in this area.
- The Center developed an inclusive teaching [newsletter](#) series and [web resources on inclusive teaching](#).
- In collaboration with the Brown Undergraduate Council of Students, in AY17-18, Sheridan conducted a study on why Brown students drop courses and, where possible to maintain students' anonymity, distributed results to faculty, departments, and the *Brown Daily Herald*.

Year 2 (2017-18)

- We will continue to offer specialized campus-wide workshops on topics relating to inclusive teaching, and we will begin to expand customized services for departments. These services will likely include workshops, developed in collaboration with faculty and offered in department meetings and spaces, as well as individual consultations (e.g., course design and early feedback) and department consultations (e.g., assessment/evaluation issues such as climate surveys).
- We will continue to amplify our newsletter and web resources on inclusive teaching.

Years 3-5 (2018-21)

- (1) We will refine Sheridan services in response to revised Department Diversity and Inclusion Action Plans.
- (2) In collaboration with the Office of Institutional Diversity and Inclusion, we will explore the possibility of a “train-the-trainer” model to expand the center’s reach in this area.

GOAL 2: COLLABORATIVE CULTURE OF TEACHING: Offer valued, mission-focused services for all members of Brown’s teaching communities, with particular emphasis on:

- a. Continued development of a balanced and sustainable portfolio of programs that offer customized attention to development of teaching communities across disciplines and at important educational and career stages: undergraduates, graduate students, postdoctoral scholars, early-career faculty, and mid-career and senior faculty.
- b. Programs that foster intergenerational teaching teams, i.e., collaborations between faculty, graduate students and undergraduates.

2A. Teaching support for career stages

As noted by multiple voices in this strategic planning process, a key role that Sheridan plays at Brown, and should continue to highlight, is as a “hub,” bringing together teaching and learning communities, across disciplines and roles. However, because faculty and graduate students both have distinct career stages and teaching needs at those milestones (Austin, 2010; Baldwin & Blackburn, 1981; Gardner, 2009), it is important to offer services customized to these constituencies and these stages.

In 2015-16, Sheridan participation data suggest that approximately 20% of faculty (n=150) and 15% of Brown graduate students (n=335) were served by the center.¹ These proportions are slightly under national estimates for centers for teaching and learning at private universities (28% and 24%, respectively), although mean staff size was also significantly larger (9.4 professional staff) (Bishop & Keehn, 2015). Smaller numbers of postdoctoral scholars (42) and undergraduates (22) were engaged with the center. We see this strategic planning process as an opportunity to broaden the reach of the center.

By constituency, key programmatic initiatives identified by members of the strategic planning process include:

Mid-career and senior faculty: Brown faculty survey (COACHE) data suggest that those at the associate and full ranks, in particular, seek more attention to supporting the improvement of teaching

¹ In 2013-14, when the Center was fully staffed, it served 203 faculty, 487 graduate students, 58 postdocs, and 47 undergraduates.

(Appendix 1). Specifically, key articulated needs include creating inclusive classroom environments and moderating controversy. Currently, Sheridan does not offer programs customized to mid-career and senior faculty, so to support these needs, we propose to:

Years 1-2 (2016-18)

- Offer workshops, organized by Sheridan but facilitated by mid-career and senior faculty, around topics such as controversial discussions, inclusive teaching, teaching after tenure, and innovative use of technology in the classroom.
- In 2017-18, begin needs assessment to explore the development of a customized program serving post-tenure faculty needs.

Years 3-5 (2018-21)

- Depending on outcomes of needs assessment, offer initiative for mid-career and senior faculty.

Early career faculty: Participation and feedback on Sheridan’s early career programs – including New Faculty Orientation and Junior Faculty Roundtables -- are very good. Faculty survey data (COACHE) also suggest a high level of satisfaction around the level of support for the improvement of teaching (Appendix 1). However, there is a need to continually re-examine Sheridan’s orientation, especially in concert with campus partners offering new faculty programs, and to possibly consider a replacement for the Junior Faculty Fellows program (last offered 2015-16) to cultivate more community around teaching specifically. To support these needs, we propose:

Year 1 (2016-18)

- Sheridan collaborated with the Office of the Dean of the Faculty to coordinate the university’s orientation programs.

Years 2-5 (2018-21)

- Reinstatement of a Faculty Fellows program or development of a replacement program to cultivate a community of early career faculty interested in building a solid pedagogical foundation for their work at Brown.
- Explore the possibility of a “pre-orientation”-type program offered the summer before faculty start teaching at Brown, which might be offered online. This program draws from the idea of “Launch Committees,” developed at [Case Western Reserve University](#) to help STEM faculty build a network for early lab start-ups. Instead of a research focus, Sheridan would explore the development of an anticipatory program around teaching, designed to assist new faculty at the time that they are actually planning their new

courses.

Postdoctoral scholars: Currently, postdoctoral scholars are invited to attend all Sheridan programs – and many do, especially in the social sciences and humanities. However, given the time constraints of STEM postdoctoral scholars – and comparatively less teaching experience – there may be a need to explore the development of a program to serve this particular constituency. To support this need, we propose:

Year 1 (2016-17)

- Sheridan hired an Assistant Director for STEM initiatives, with experience working with programs that support postdoctoral scholars.
- The Assistant Director is working with key campus collaborators (e.g., Associate Dean for Graduate and Postdoctoral Studies) to examine the need to build a postdoctoral program that is responsive to STEM postdoctoral scholars' unique needs for instructional development. Possibilities include an online or hybrid program, as well as a flexible certificate model.

Years 2-5 (2017-21)

- Depending on outcomes of needs assessment, offer a program for STEM postdoctoral scholars.

Graduate Students: Strategic planning discussions in this area addressed Sheridan certificate programs, breadth vs. depth (i.e., balance between short-term programs that serve larger numbers of students across disciplines and longer-term cohort models), and alignment of resources with Sheridan's mission and graduate student input. As recommended by the Graduate Student Advisory Committee and the Sheridan Advisory Board, we propose to:

Years 1-2 (2016-18)

- Offer the Sheridan Certificate in Reflective Teaching and the Certificate in Course Design every year.
- Discontinue the Certificate in Professional Development (last offered in 2015-16 with 15 participants) and instead partner with the CareerLAB to offer workshops that more flexibly prepare graduate students for the academic job search.
- Offer the Teaching Consultant Program (currently Certificate IV) as a cohort-based program,

because as recommended by the Graduate Student Advisory Committee, Sheridan offers a valuable opportunity for peer learning communities around teaching.

Years 3-5 (2018-21)

- In collaboration with the Graduate School, explore the development of an initial short online component for graduate student orientation, which would efficiently introduce all graduate students to key principles of effective and inclusive teaching.

Undergraduates: Brown University -- with 800 Undergraduate Teaching Assistants (UTAs) and even more academic tutors and curricular peer mentors -- is unusual in the extent of its undergraduate teaching community. Currently, instructional support for these members of Brown's teaching community varies widely, ranging from nonexistent to superb. Accordingly, as suggested by the Sheridan Advisory Board (Appendix 2), the Center has an opportunity to work with departments to systematically develop more robust orientation programs, interdisciplinary teaching communities, and ongoing formative feedback for undergraduate instructors. Some of this work will happen through the Brown Learning Collaborative (Goal 1) in an in-depth manner for a subset of UTAs, likely those in leadership roles (e.g., Head TAs, Meta-TAs). Other pieces of the work will need to serve greater numbers of UTAs and may involve programs like a centralized TA Orientation or undergraduate teaching consultants. To support these needs, we propose:

Years 1-2 (2016-18)

- Sheridan has hired an Assistant Director for Undergraduate Instructional Development.
- The Assistant Director will offer the pilot problem-solving Learning Collaborative course in Spring 2018.
- The Assistant Director will work with departments and UTAs to be responsive to requests for assistance in orientation and formative feedback of UTAs. As recommended by the Sheridan Advisory Board, the staff member will also begin a careful planning process to explore the need for centralized, cross-disciplinary programs, such as an orientation and formative feedback programs.

Years 3-5 (2018-21)

- Depending on outcomes of needs assessment, offer programs in support of UTA instructional development.

2B. Intergenerational teaching teams

Longer-term initiatives – such as faculty learning communities, teaching circles, and course design institutes – have very positive effects on teaching development, including course redesign activity, satisfaction with teaching, and instructors’ understanding how students learn (Condon, Iverson, Manduca, Rutz, & Willet, 2016; Cox, 2004; Palmer, Streifer, & Williams-Duncan, 2016; Stes, Min-Leliveld, Gijbels, & Petegem, 2010; Van Note Chism, Holley, & Harris, 2012). However, acute time constraints of busy faculty and students can make it difficult for them to engage with these programs.

We propose adapting the learning community model to Brown’s context through an emphasis on fewer and more individualized touchpoints (e.g., 1-2 group meetings plus individualized consultations and early student feedback sessions). Further, by bringing together faculty and students, we anticipate benefits across the intergenerational team: students will gain professional development opportunities and faculty will have partners to get the work done. We anticipate that the benefits of these more efficient programs will continue to be robust, including course development, scholarship of teaching and learning products, mentorship (e.g., of graduate students or undergraduates by faculty), intended changes to teaching beliefs or practice, and in some cases, reported/direct changes in student learning. To support the development of these programs we propose:

Year 1 (2016-17)

- In alignment with Goal 1, Sheridan offered a Writing Across the Curriculum program that began in May 2017. The program commenced with a two-day course design institute, and will include follow-up with customized support from Sheridan during course instruction, culminating in a one-day event in Spring 2018 that will disseminate best practices to the rest of the Brown community.

Year 2 (2017-18)

- The writing program is being carefully assessed. Assuming positive preliminary outcomes, a second program on the scholarship of teaching and learning around problem-solving will be offered in 2018-19.

Years 3-5 (2018-21)

- Sheridan will develop and refine abbreviated learning communities around other key competency areas identified in the Learning Collaborative (e.g., research, oral communication) and develop schedule for rotation and renewal of these programs.
- Based on feedback from the Graduate Student Advisory Committee, develop ways to encourage and support intergenerational discussions on teaching in departments.
- Although Learning Collaborative competency areas are a priority focus for Sheridan, we will explore possible development of similar initiatives around integrative themes: Cultivating creative expression; Understanding the human brain, Sustaining life on earth; Creating peaceful, just, and prosperous societies; Exploring human experience; Using science and technology to improve lives; and Deciphering disease and improving population health

2C. Support for instructors in the pedagogical and communicative uses of digital learning to enhance the residential educational experience, in collaboration with other campus units (ITG, SPS, Library).

Digital learning is a key part of the 21st-century university classroom, manifested through engagement with learning management systems, innovative online pedagogies, flipped classrooms, and learning analytics. In discussions with faculty liaisons, teaching with technology was one of the most frequently requested Sheridan programs (Appendix 6), and it also arose among graduate liaisons (Appendix 7) and Sheridan Advisory Board discussions (Appendix 2). Therefore, as the university's teaching and learning center, it is difficult to think about the absence of any support for digital learning in Sheridan services, even in the presence of strong campus partners such as ITG and SPS. Further, as a campus hub that already utilizes key change strategies – such as by offering spaces for cross-campus discussion, incentives for adoption of new approaches, and use of “champions” – Sheridan can help with campus-wide adoption of new innovations in technology (Kezar, 2011, 2015). Sheridan already plays a role in many of the higher education technology trends predicted to come to fruition in the next one to ten years, such collaborative learning, blended learning, assessment, design of learning spaces, and promoting deeper learning (Horizon Report, 2017). Therefore, it is important for Sheridan to continue to support the pedagogical uses of digital learning in the classroom, even as it pivots away from its previous role in developing online content.

Sheridan plays a key role in offering consultations and workshops around pedagogical best practices

for the use of digital learning tools, such as aligning the choice of instructional technology with key course objectives, supporting the use of innovative new technologies in the classroom, using universal design principles to enhance inclusivity – as well as advising on times when it may be best not to use technology at all. Because Brown’s Instructional Technology Group also sees its role similarly (to support “teaching and learning at Brown through researching and promoting new technologies and providing consultation on effective pedagogical practices”), our key aim in this area is to work collaboratively with ITG to develop a good system of cross-referrals and common language for pedagogical consulting.

A second key role is to offer support for leveraging online resources (e.g., BrownX modules or open educational resources) to enhance the residential college experience. In alignment with Brown University’s BrownX initiative, Sheridan can collaborate with the School of Professional Studies and the Library to assist instructors with the use of these resources in the classroom.

Because of the rapid pace of change in digital learning, only a two-year plan is presented below:

Years 1-2 (2016-18)

- Collaborate with ITG, SPS and the Library on key projects (such as the [Digital Teaching and Learning](#) site, as well as the search for the new SPS Director of Online Learning) and committees on digital teaching and learning. Work with these campus partners to develop a good system of cross-referrals and common language for pedagogical consulting
- Offer programs for Brown instructors on pedagogical approaches to digital learning, such as invited speakers who discuss innovations in this area.
- Explore opportunities with ITG, co-located in the Sciences Library, to develop collaborative initiatives such as workshops for faculty who will be teaching in Wilson’s redesigned classrooms or a learning community focused on course-redesign for the languages (because the Brown senior survey suggests that reading or speaking a foreign language is a key potential area for improvement of the student experience).

Goal 3: Learning support for a diverse student body: Maintain and enhance learning support programs according to key evidence-based principles, by developing strong links to courses and departments, promoting metacognition, and supporting all students' growth as learners.

As of June 2016, the Sheridan Center for Teaching and Learning merged with the Writing Center, Academic Tutoring, and English Language Learning, in order to become an integrated teaching and learning center. This merger is supported by research that indicates that learning support programs are more effective when they are connected to initiatives that also support instructors and the teaching context (Hattie, Biggs & Purdie, 1996). Further, meta-analyses and reviews of student academic support research find that the following components are also characteristic of effective programs (Hattie, Briggs & Purdie; Keimig, 1983):

- (1) Initiatives linked to a specific course and content are much more effective than stand-alone, isolated programs.
- (2) The initiative must promote metacognition, or teach students to learn how to learn and make adjustments as needed.
- (3) They are not perceived as remedial but rather are open to all students to enable them to make gains.

The following planned activities are shaped by these core principles.

Academic Tutoring

The work of Academic Tutoring is based on a peer small-group model, which is an effective approach for increasing students' academic performance, class attendance and satisfaction (Bichy & O'Brien, 2014; Walvoord & Pleitz, 2016). In a survey of 368 students in Spring 2017 tutoring sessions, the most frequent reason attributed to participating in tutoring was to improve chances at passing (68%), followed by challenging course reputation (62%), and heavy course load (58%). Demand for sections has been growing sharply, approximately 11% per year since 2010. In AY15-16, 1,389 undergraduates were served by Academic Tutoring, and in AY16-17, this number rose to 1,526 students, across 67 courses.

To support the development of Academic Tutoring at Brown, the program will:

Year 1 (2016-17)

- To ensure better alignment of tutoring resources with student needs, the program: (1) Developed a plan for a direct outreach system to Committee on Academic Standing students, and (2) Re-tooled individual tutoring into small-group (trio) tutoring.
- Facilitated a small focus group study to discuss and evaluate the Program's support for tutors and areas for program improvement
- Distributed a survey to tutoring students to understand their reasons for joining a tutoring group and their feedback on the learning experience
- Developed inclusive tutoring and professional development workshops for tutors, including collaborations with the Student and Employee Accessibility Services (SEAS) Office and BWell.

Year 2 (2017-18)

- Implement re-designed small group tutoring structure, refining as needed
- Work with STEM faculty to tighten links between tutoring and courses: The Assistant Director will meet with faculty for supported courses to discuss best practices for the exchange of course material between course professors, TAs, and tutors. Ideally, tutors will attend weekly TA meetings and share meeting material with their respective tutors
- Continue to offer and expand inclusive tutoring and professional development workshops for tutors, collaborating with SEAS, Brown Center for Students of Color, Lesbian Gay Bisexual Trans Queer Center, BWell, and the Office of Diversity and Inclusion

Years 3-5 (2018-21)

- Develop and implement tutoring program evaluation to assess need for growth and outcomes such as academic performance, retention in course, confidence, and perception of inclusiveness

English Language Learning

To empower students whose first language is not English, Sheridan English Language Learning (ELL) staff focus on enhancing student learning around English language and cross-cultural communication. A key feature of ELL programming is a workshop series focused on linguistic and cultural support. ELL staff also work closely with the Writing Center to provide individualized writing support to ELLs and ongoing professional development training for Writing Center staff. ELL's Language Partners Program pairs native English-speaking students studying a foreign language with students who are native speakers of that language and who desire to improve their

English. In Fall 2015, ELL held 194 individual conferences (123 undergraduate, 48 graduate, 14 visiting scholar, and 9 faculty). In the Fall of 2016, ELL increased support to 283 individual conferences (129 undergraduate, 140 graduate, 7 visiting scholar, and 7 faculty).

Years 1-2 (2016-18)

- Modify the Language Partner Program to better support ELLs at Brown; provide training and community support to undergraduate “English Conversation” partners
- Collaborate with the Graduate School to pilot summer Intensive English Program (a two-week orientation for international graduate students) in August 2017
- Amplify work with groups that support ELL on campus, like the International Mentoring Program (IMP) and the International Writers’ Blog, as well as groups like Brown Refugee Youth Tutoring and Enrichment (BRYTE), which support ELLs in the Providence community. Explore collaborations with the Center for Language Studies.
- Offer advice and best practices about ELL speaking to the Graduate School in reviewing international applicants’ admissions materials and qualifying exams

Years 3-5 (2018-21)

- Continue to grow programming at International Graduate Orientation in response to student feedback
- Expand outreach of specialized ELL programming to graduate departments (specifically in Engineering, Chemistry, Mathematics, and Physics)
- Develop robust online ELL resources that could be accessed by current students or admitted students, visiting scholars, and international faculty before arriving on campus
- Build a stronger connection between the ELL programs offered through Sheridan and those offered for International Teaching Assistants through the Center for Language Studies
- Explore the possibility of 0.5-credit ELL course offerings for undergraduate and/or graduate students

Writing Center

According to Brown Senior Survey data, most (80.0%) fourth-year students report that Brown has contributed substantially to their ability to write clearly and effectively. (Only a scant minority – 3% – attribute few or no writing gains to their university education.) Currently, the Writing Center offers a multipronged approach to supporting student writing, which is well-utilized across campus. In

AY15-16, the Center served 1,337 individuals, and in AY16-17 (as of 4/3/17), 2,018 undergraduates, 206 graduate students and 43 faculty members utilized its services. To expand the scope of its work, the Center employs 34 Associates, graduate students and experienced writing fellows trained to meet 1:1 with other students to offer feedback on writing, and several Coaches, or professional staff who engage in similar work.

A signature program of the Writing Center is the Writing Fellows, which prepares undergraduates through a rigorous academic course on “The Theory and Practice of Writing” to partner with faculty on offering writing feedback to students. There are currently 35 fellows, and all receive ongoing professional development. The Writing Center also serves as a key resource for working with students who have received a writing check, or a signal from instructors that additional attention to writing is merited, and which must be cleared before graduation. Additionally, the Center oversees Excellence at Brown, a one-week writing-focused bridge program with approximately 125 participants. The Center also serves graduate student writers, and for the first time this year, the Center offered a one-week Dissertation Writing Retreat. Another new initiative this year was in-class workshops, in which the Writing Center Associate Director worked directly with students about effective feedback and revision practices.

Years 1-2 (2016-18)

- By offering two sections of “The Theory and Practice of Writing,” expand the size of the incoming Writing Fellows program in order to support additional writing-designated courses across the curriculum
- In order to ensure that the Writing Fellows Program is populated by students who are representative of and sensitive to the interdisciplinary and diverse student body at Brown, sustain the Diversity and Inclusion Fellows positions, including ongoing professional development activities and opportunities that cultivate inclusive practices for Fellows
- To best foster collaborative dialogue between faculty and students about writing across the curriculum and ways to support student writers, seek opportunities to better connect Writing Fellows faculty with Writing Fellows beyond one meeting at the beginning of the semester, such as including faculty in the first Fellows meeting of the term, a midterm lunch, or the Fellows end-of-year send off
- Sustain graduate writing retreats, offering at least two week-long retreats annually (e.g., winter and summer breaks)

- Pilot online tutoring to better meet the needs of students who are studying abroad
- Identify learning outcomes for Excellence at Brown and implement a feasible sustained assessment approach
- In order to support Excellence students beyond the one-week summer program, establish one touch point each semester, such as a midterm check-in lunch meeting
- Explore ways to link STEM faculty and the Writing Center more closely

Years 3-5 (2018-21)

- Assess the size of the Writing Fellows program and make adjustments as needed
- Assess need for expansion of graduate student writing support, such as monthly weekday evening retreats or a graduate student branch of the Writing Center
- Cultivate a learning community of new and experienced Writing Fellows faculty
- To better establish alumni networking opportunities, build a database of Writing Fellows alumni
- Formalize Associate training, perhaps resulting in a Sheridan certificate in teaching writing or teaching writing one-on-one

Goal 4: Evidence-based educational development: Support departments' own assessment efforts, with an action-oriented approach that works from the questions they have about teaching and learning. Embed assessment into all Sheridan programs and services, at a level appropriate for the scope, stage, and existing knowledge base about the initiative.

According to a recent survey of directors of teaching and learning centers (CTLs) about services centers do and should offer, assessment is a top priority for the next decade (Beach, Sorcinelli, Austin, & Rivard, 2016). Possible reasons for this emphasis include increasing calls for accountability, more stringent accreditation standards, the growing involvement of CTLs in federal grants requiring educational evaluation plans, as well as increasing emphasis on evidence-based practice in teaching and learning (Ewell, 2008; Handelsman et al., 2004; Lieberman, 2010). At Brown, there are also calls for this support, as exemplified through a number of departments requesting assistance with measurement of campus climate in their departmental diversity and inclusion action plans.

For these reasons, it is important for Sheridan to offer support for assessment, albeit from an orientation that steers away from typical views of “assessment for accountability,” which is summative, top-down, and primarily enacted for compliance purposes (Ewell, 2009). Instead, Sheridan will practice assessment from an educational development approach, guided by the principles of working from departments' and colleges' “burning questions” about student learning, using data to promote positive change, and bringing intentionality about inclusiveness into data analysis, collection, and sharing (Wright, Goldwasser, Jacobson, & Dakes, 2017). For example, key assessment services that Sheridan will provide include consultations on measurement of student learning and the student experience (e.g., classroom climate), projects where it is helpful to have a neutral party collect and analyze the data (e.g., a study on why Brown students drop classes), and programs to help faculty conduct their own research on teaching and learning (e.g., support for evaluation plans in postsecondary educational grants, scholarship of teaching and learning programs).

As we promote assessment in Brown's departments, schools and colleges, it is important for Sheridan to carefully assess its own work. Sheridan will utilize a modified Kirkpatrick (1994) evaluation model – an evaluation framework utilized by many teaching and learning centers – to guide its work,

measuring its effectiveness through the following metrics: (1) participation (by rank and institutional location), (2) overall value ascribed to a service, (3) intended changes to teaching and learning attributed to the service, and (4) long-term impact on teaching and learning. However, because we need to balance doing the work with evaluating the work, our assessment approach will also be guided by the level of inquiry appropriate for the scope, stage, and existing knowledge base about the initiative. For example, level 4 questions (long-term impact on teaching and learning) are resource-intensive -- and because extant research already establishes the connection between educational development and student learning (Condon, Iverson, Manduca, Rutz, & Willet, 2016) – we will conduct this level of research only for large-scale initiatives aligning with key strategic priorities.

Year 1 (2016-17)

- Sheridan hired an Assistant Director for Assessment and Evaluation.
- As suggested by the Sheridan Advisory Board (Appendix 2), the Center supported the university's 2018 NEASC accreditation visit with online resources to enable instructors to develop NEASC-compliant syllabi. Further, it began assessment work on questions such as achievement of writing competency through Brown programs
- In collaboration with campus partners, Sheridan conducted a study of the reasons Brown students attribute to their course drop decisions, in support of D-DIAPs and the University Council of Students' questions about the student experience. The data were shared widely – while still maintaining faculty and student confidentiality – with meetings with departments, faculty, students and the DoC to promote positive change and collect strategies that are working well

Year 2 (2017-18)

- Offer outreach to departments that seek to measure classroom climate (as noted in their D-DIAPs), through consultations and provision of resources
- Identify other stakeholders in assessment work across Brown and build a community of practice to foster collaboration
- Partner with DoC and departments and draw from the scholarship of teaching and learning to develop a web resource for best practices in course evaluation design and data use at Brown.

Years 3-5 (2018-21)

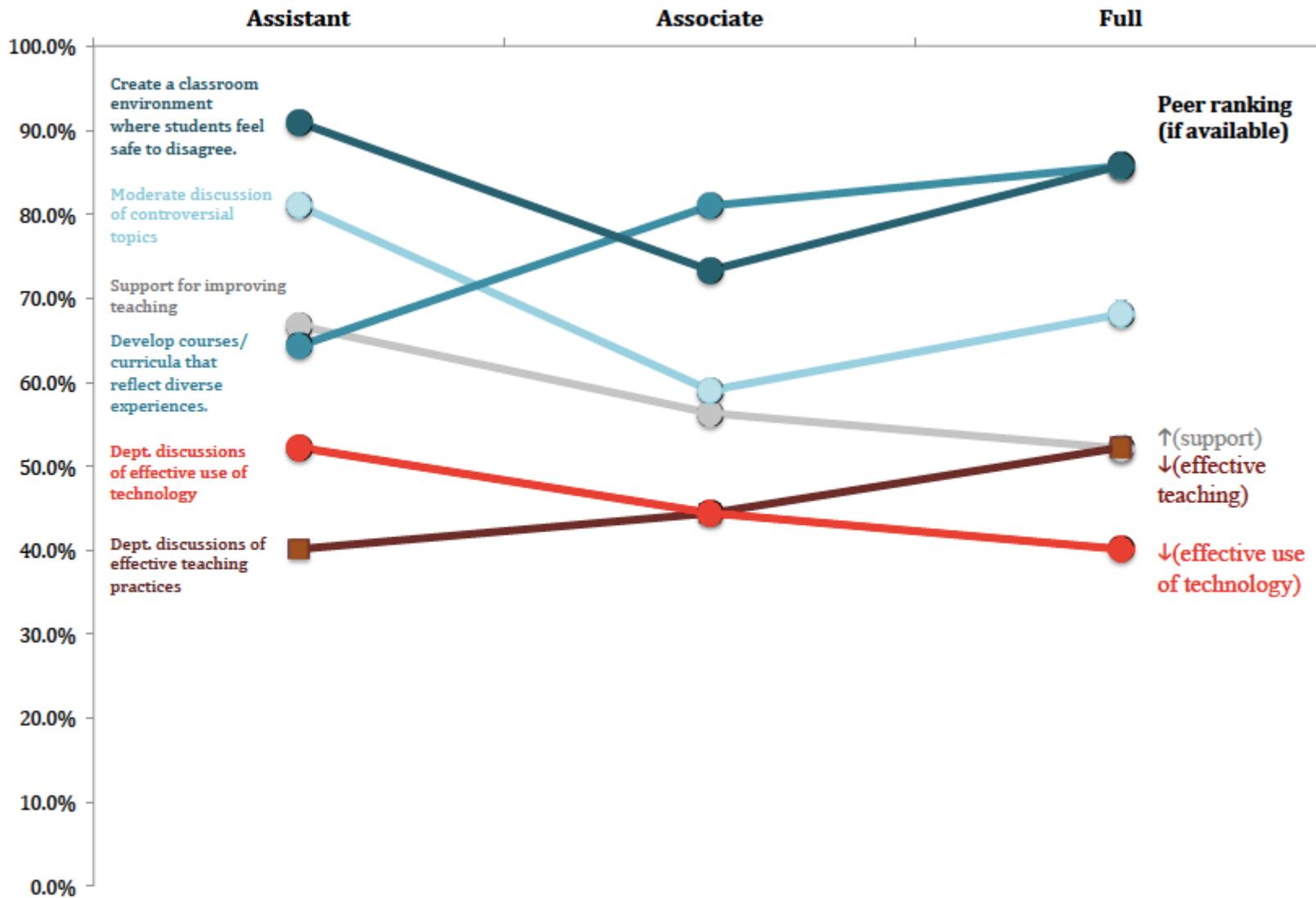
- Leveraging data and practices from departmental consultations, develop resources (e.g., workshops, online resources) for supporting educational development that enhances practices connected to classroom climate at Brown
- As evidence and support for the Brown Learning Collaborative evolves, continue to collaborate on and design assessments for workshops connected to Learning Collaborative outcomes

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APPENDIX ONE: COACHE DATA*



* Faculty survey from 2016, 49% response rate. Peer group is Dartmouth, Georgetown, Tufts, UVa, and Vanderbilt

APPENDIX TWO: September Advisory Board Stop/Start/Continue

SUMMARY DISCUSSION

START

1. TRAINING FOR UNDERGRADUATE TAs
2. MENTORSHIP TRAINING (WHICH COULD BE BUNDLED WITH #1)

STOP

1. CERTIFICATE 3 (PROFESSIONAL DEVELOPMENT SEMINAR)
2. LESS RELIANCE ON INDIVIDUAL WORKSHOPS (MORE ON 2-3-DAY INSTITUTES)

CONTINUE

1. CERTIFICATE PROGRAMS

WRITTEN FEEDBACK

CONTINUE:

- CERTIFICATE PROGRAMS (I, II, & IV ESPECIALLY)
- THIS ACCREDITATION IS ESPECIALLY CRITICAL AS A SIGNAL OF INTEREST IN TEACHING WHEN GRAD STUDENTS GO ON THE MARKET.
- RUNNING THE CERTIFICATE PROGRAMS AS CERTIFICATES. WE CAN OFFER PUBLIC WORKSHOPS- AND WE SHOULD-THOSE CAN BECOME PART OF THE CERTIFICATE REQUIREMENTS IF NEED BE. GRADS NEED CREDENTIALS.
- TEACHING CERTIFICATE PROGRAMS
- GRADUATE CERTIFICATE PROGRAMS (INCLUDING MENTORING/ADVISING)
- TEACHING CERTIFICATE PROGRAMS AND FACULTY GRANT SUPPORT
- CERTIFICATE PROGRAMS
- CERTIFICATE PROGRAMS FOR GRAD STUDENTS
- OBSERVATION CONSULTATIONS AND COURSE DESIGN TRAINING/NEW PEDAGOGY
- FACULTY DEVELOPMENT WORKSHOPS/TRAININGS
- JR. FACULTY WORKSHOPS AND GS CERTIFICATE PROGRAMS
- ACADEMIC JOB SEARCH SERIES
- CONTINUE: CERTIFICATE PROGRAMS; REFLECTING ON CURRENT VS FUTURE GOALS OF THE CENTER

START:

- PLANNING FOR MODERN INFRASTRUCTURES AND DEVICES IN CLASSROOM TEACHING (E.G., PRO AUDIO/VIDEO CAPTURING & PROFESSIONAL EDITING), REMOTE LEARNING
- FACILITATION TRAINING OF TA'S AND UTA'S FOR PROBLEM SOLVING
- UNDERGRADUATE TEACHER TRAINING.
- BEGIN MORE INVOLVEMENT WITH UG TA TRAINING (BUT – THIS SEEMS A HUGE UNDERTAKING?!).
- ROLE IN ACCREDITATION REVIEW – ASSIST FACULTY W/SYLLABUS DEVELOPMENT TO MEET 180 HR. WORK REQUIREMENT
- CONTINUE THE NEW INITIATIVES TO EMBRACE DIVERSITY, INCLUSIVITY WITH ALL PROGRAMS
- UNDERGRADUATE TA/INCLUSION/ACTIVE LEARNING PROGRAMS. FACULTY INCLUSION PROGRAMS
- SOME SORT OF PROGRAM TO BETTER INVOLVE POST-TENURE FACULTY IN IMPROVING/UPDATING THEIR TEACHING PRACTICES
- TEACHING AND LEARNING RESEARCH SYMPOSIUM OPEN TO BOTH FACULTY AND GRADUATE STUDENT
- PEDAGOGY READING GROUP AND SOTL PROGRAMMING. MENTORSHIP PROGRAMMING
- INSTRUCTIONAL PROGRAMS AROUND GRAD STUDENT UNION
- CERTIFICATE IN INFORMAL LEARNING. MORE OUTREACH TO JUNIOR FACULTY, POSTDOCS, MA STUDENTS
- ORGANIZING WORKSHOPS THAT INCLUDE ONE SHERIDAN STAFF WITH ONE FACULTY MEMBER
- CERTIFICATE V, THE MENTORSHIP/ADVISING PROGRAM, AGAIN
- SUPPORT POSTDOCS; CONSIDER ALTERNATIVE MECHANISMS TO PROVIDE MATERIALS (I.E., ONLINE, WEB-BASED SO CAN

DO OFF HOURS)

STOP:

- CERTIFICATE III (REPLACE WITH WORKSHOPS)
- CERTIFICATE III -> CAREERLAB
- ACADEMIC JOB SEARCH ->CAREERLAB. LESS INTERESTED IN SINGLE WORKSHOPS
- PRIMARY RESPONSIBILITY FOR DEVELOPING MOOCs, ONLINE COURSES
- SINGLE WORKSHOPS
- RESEARCH MENTORING TRAINING OF GRADS (CERTIFICATE 5, MENTORING AND ADVISING)
- DIDN'T COME UP WITH ANYTHING

APPENDIX THREE: CAROUSEL BRAINSTORM ABOUT DRAFT SHERIDAN GOALS (FEBRUARY 2017)

(1) GOAL 1

STRENGTHS:

1. ADDRESSES SHIFT IN PRIORITIES AT SHERIDAN +1
2. INCLUDES ALL STAKEHOLDERS IN THE DISCUSSION
3. ADDRESSES NEEDS/REQUESTS FROM DEPTS./FACULTY RE: INCLUSIVE TEACHING +1

SUGGESTIONS:

1. PROVIDE MORE CONCRETE DESCRIPTIONS OF TERMS (INCLUSIVE TEACHING)
2. HOW DO THESE MODELS WORK IN VARIOUS DISCIPLINES? (SOCIAL SCIENCES)
3. IS THERE A WAY TO ADDRESS THE INTERSECTION OF RESEARCH & TEACHING PRIORITIES & INITIATIVES AT UNIVERSITY LEVEL (E.G. DATA SCIENCE)
4. UG TA'S? LEARNING COMMONS? HOW WORK?

(2) GOAL 2

STRENGTHS:

1. INCLUSIVENESS B/+W STUDENTS, FACULTY, ETC.
2. EXISTING PROGRAMS FOR TARGETED AUDIENCES (E.G. JUNIOR FACULTY AND GS) ARE VERY GOOD

SUGGESTIONS:

1. CHANGE LANGUAGE: WE WILL ALSO CONTINUE TO OFFER AND DEVELOP A ~~HOWEVER, ATTENTION WILL ALSO BE DEVOTED TO THE CREATION OF~~ BALANCED AND SUSTAINABLE PORTFOLIO OF PROGRAMS THAT OFFER CUSTOMIZED ATTENTION TO TEACHING OR LEARNING NEEDS AT PARTICULAR EDUCATIONAL AND CAREER STAGES
2. ADD "CROSS DISCIPLINES"
3. CHALLENGES – HOW TO IMPLEMENT IN THE CLASSROOM, HOW DO STUDENTS PARTICIPATE IN THE CLASSROOM? WHAT DOES THAT LOOK LIKE? PRACTICAL APPLICATION.
4. Q: IS THIS PREPARING GRAD STUDENTS W/CLASSROOM TEACHING EXPERIENCE?
5. SERVICES: WORKSHOPS & CONSULTATIONS
6. CONCRETIZE A BIT MORE; DOF & DOC SUPPORT
7. BIG ISSUE IS FACULTY PARTICIPATION – "INTERGENERATIONAL" IS GREAT BUT THAT IS GOING TO BE A CULTURE CHANGE.
 - A. PERHAPS GO OUT TO MEET IN DEPTS OR SEVERAL AT A TIME – FACULTY MEETINGS
 - B. MID SEMESTER FEEDBACK TIME!

(3) GOAL 3

STRENGTHS:

1. IMPORTANT TO HAVE THIS
2. Q – "LEARNING SUPPORT FOR A DIVERSE STUDENT BODY" - DOES THE "STUDENT" REFER TO UNDERGRADS? GRAD STUDENTS? ALL?
3. Q – TARGETED AT INSTRUCTORS OR STUDENTS?

SUGGESTIONS:

1. SPECIFICITY AROUND TERMS
2. CLARIFY THAT "RESEARCH-BASED" MEANS SCHOLARSHIP OF TEACHING AND LEARNING

3. BE SPECIFIC RE: WHAT “STRONG LINKS” LOOK LIKE
4. CLARIFY “DIVERSE” = PREPARATIONS FOR COURSES??
5. BE MORE SPECIFIC ABOUT EXACTLY WHAT THE SHERIDAN CENTER WOULD DO TO PROMOTE ALL THOSE GRANDIOSE GOALS – ALL GOOD BUT WHAT IS FEASIBLE AND WHAT ARE THE PRIORITIES – HOW DO YOU START?
6. COLON NOT FOLLOWED BY “RESEARCH-BASED” PRINCIPLES

(4) GOAL 4

STRENGTHS:

1. FOCUS ON EVIDENCE-BASED
2. BUILDS ON SHERIDAN STRENGTHS
3. WILL GENERATE DATA FOR FUTURE USE
4. EXISTING PROGRAMS OF FEEDBACK FOR INDIVIDUAL FACULTY IS GOOD
5. Q – “ASSESSMENT” – FEEDBACK OR/+ EVALUATION?
6. Q – HOW/WHAT WAY DO WHOLE DEPT ASSESSMENT?

SUGGESTIONS:

1. INDIVIDUAL FACULTY ASSESSMENTS VS “DEPARTMENT” ASSESSMENTS
2. STRIKE BALANCE BETWEEN BURDEN AND SCOPE OF COMPLETING ASSESSMENT. DOES THE EFFORT OVERTAKE USE
3. PHRASED TOO GENERALLY: BREAK DOWN IN
 - A. ASSESSMENT OF SHERIDAN PROGRAMS
 - B. ASSESSMENT IN COURSES & TEACHING CONSULTATIONS
 - C. DEPARTMENTS: DDIAP CLIMATE
4. FOCUS SPECIFICALLY ENGAGED SCHOLARS PROGRAMS
5. WHAT ARE CURRENT DEPT ASSESSMENT EFFORTS
6. ASSESSMENT – NEEDS DEFINITION

(5) GOAL 2C (PREVIOUSLY GOAL 5)

STRENGTHS:

1. NARROW?
2. NICE FONT
3. RETURN TO CORE MISSION
4. STRATEGIC MOVE, RESPONDING TO UNIVERSITY SIZE, ETC.

SUGGESTIONS:

1. CONFUSING. DIFFERENTIATE TECHNICAL SUPPORT FROM PEDAGOGICALLY RELEVANT (SHERIDAN CENTER) USE OF TECHNOLOGY!
2. INNOVATION? – INTEREST IN FINDING NEW TECHNOLOGY & HELPING PEOPLE IMPLEMENT
3. GOOGLE DOCS SETUP (NOT SHERIDAN CENTER)
4. WHAT AREAS OF TECHNOLOGY? COULD CLARIFY FOCUS. (E.G. CLASSROOM FEEDBACK, ASSESSMENT, FACILITATE INTERACTIONS OUTSIDE OF CLASS)

APPENDIX FOUR: Record of Revision of Sheridan Mission Statements

Previous mission statements:

2008: The Harriet W. Sheridan Center for Teaching and Learning honors Brown University's long-standing commitment to teaching. The Center recognizes the diversity of learning styles and encourages reflective, independent, life-long learning. Through its programs, services and publications, the Sheridan Center explores a variety of pedagogical approaches and offers support to all members of Brown's teaching community.

2013-14: The Harriet W. Sheridan Center for Teaching and Learning honors Brown University's long-standing commitment to teaching. The Center recognizes the diversity of learners and encourages reflective, independent, life-long learning. Through its programs, services and publications, the Sheridan Center explores a variety of pedagogical approaches and offers support to all members of Brown's teaching community.

Need for new mission statement:

- In June 2016, the Sheridan Center was merged with writing, academic tutoring, and English language learning, widening its mission.
- Individual meetings with Advisory Board members over summer 2016 suggested that mission could:
 - more centrally address the role of undergraduates as teachers and learners
 - note Sheridan's "hub" function, i.e., to bring together communities of instructors or learners to discuss and learn new ideas.

Sheridan staff drafted a revised statement, based on Advisory Board feedback and review of peer integrated teaching and learning centers' statements. The draft was further reviewed and refined in consultation with Dean of the College Maud Mandel.

Draft statements:

January 2017 Sheridan staff draft:

The Sheridan Center promotes a collaborative culture of teaching and learning, fosters evidence-based practices, and supports the success of an inclusive teaching and learning community. We encourage collaboration with and between faculty, postdoctoral scholars, graduate students, and undergraduates to serve the Brown community and advance teaching and learning. We offer opportunities for engagement and innovation through our consultations, programs, and resources.

- April 2017 Graduate Student Advisory Committee suggestions: *Key words or ideas needed: dynamic, professional development*

April 2017 revised draft

The Sheridan Center promotes a collaborative culture for teaching and learning that fosters evidence-based practices and supports the development of an inclusive, dynamic teaching and learning community. We partner with and support collaboration between Brown faculty, postdoctoral scholars, graduate students, and undergraduates to advance teaching and learning. We offer opportunities for engagement and innovation through our consultations, programs, and resources.

- April 2017 Sheridan Advisory Board suggestions
 - *Strengths: evidence-based, collaboration, dynamic, innovation*
 - *Key ideas needed: Much more emphasis on learning, reflective teaching, interdisciplinarity; flip the last sentence*

Final mission (2017-): The Sheridan Center promotes evidence-based teaching to create an inclusive environment where all learners can succeed. To encourage innovation and interdisciplinary collaboration, we cultivate dynamic partnerships with all members of Brown's teaching and learning communities. The Center advances effective [liberal learning](#), encourages ongoing professional development, and fosters reflective teaching and learning.

APPENDIX FIVE: GRADUATE STUDENT TEACHING OUTCOMES FRAMEWORK

“What do graduate students need to do by the end of their graduate education to be successful teachers?”

Graduate students will:

1. Gain knowledge of how people learn and how to teach consistent with these principles of learning, using a variety of techniques appropriate for the discipline, level, and learning context.
2. Consistently set and communicate learning goals and expectations, both for individual class sessions and the overall course, that are appropriate for the discipline, level, learning context, and the institutional curriculum
3. Teach with attention to diversity, inclusion of multiple perspectives, and demographics so that every student has the opportunity to learn.
4. Assess student learning responsibly, equitably, and in alignment with learning goals, and use the results to enhance student learning.
5. Use evidence-based pedagogical approaches specific to the discipline and which facilitate student learning of disciplinary content.
6. Assess and improve their own teaching performance through inquiry-based practice informed by a community of scholarly teachers.

Developed by Graduate Teaching Competencies Consortium: Joanna Gilmore & Molly Hatcher, University of Texas at Austin; Linda von Hoene, University of California at Berkeley; Elizabeth Chandler, University of Chicago; Steven Hansen, Erin Rentschler, and Laurel Willingham-McLain, Duquesne University; Katie Kearns, University of Indiana at Bloomington; Tershia Pinder-Grover, University of Michigan; Bill Rando, Yale University; Steven Robinson & Alan Kalish, The Ohio State University; Lauren Miller Griffith, University of Arkansas

APPENDIX SIX: FACULTY LIAISON MEETING (SEPTEMBER 22, 2016)

Feedback on Sheridan faculty programs

For faculty professional development and community around teaching, what Sheridan programs would you like to see?

Programs on technology

- Updates on advances in teaching, canvas and student tools.
- Lectures and demonstrations of educational software.
- Digital Tools in the classroom (from a new faculty member): I have a sort of tentative relationship to the digital humanities, but I have seen (and have used occasionally) some tools that seem to bring a lot to the classroom. I would be interested to know what others are doing, what best practices are, etc.
- Canvas, in my humble opinion, is getting more and more complicated. I think many of us could use help! But maybe that's all ITG.

Course-design programs

- Workshops to encourage collaboration between different departments to form new collaborative courses.
- Conversations about inter-disciplinary teaching
- How to adopt interdisciplinary approach into curriculum design.
- Writing across the disciplines.

New approaches to serve faculty and departments

- We are undergoing a complete curriculum review within the department and may need support. Help on integrating computational & quantitative skills throughout our curriculum. How to assess curricular changes.
- Think about using online training tools instead of faculty-to-faculty meetings.
- Teaching and learning workshop for senior faculty members.
- Journal clubs.

Diversity, equity and inclusion

- More on diversity and inclusion
- Not just the “Inclusive Teaching in the Humanities and Social Sciences Workshop” (but perhaps starting there) But I had hoped for a more hands-on approach to readings in a seminar or section that could be used to help guarantee that we are indeed fostering a good environment in our classroom. Maybe this is less for Sheridan – which no doubt has to cover a lot of ground and think up programming broadly conceived. But if we were to ask someone to come to the department, I'd like to see it much more targeted to specific exercises and readings that we could assign to help establish good ground rules in a given classroom environment to foster inclusive conversations. Second answer: A training on bringing up “difficult” dialogues in the classroom...with an eye toward the specific challenges posed when teaching about such hot-button topics as race, gender and sexuality. I would love to hear from experienced faculty in gender studies, for example, about what strategies they use when teaching about sexuality and intimacy, as I think about teaching a course on the history of sexual violence in the spring.

Lecturing workshops

- I also think a workshop on what make an effective lecture would be great. I think we all have a “know it when you hear it” sense for what a good lecture is, but that’s not very helpful when it comes to making one, let alone a semester’s worth.
- Aiding lecturers and others from reading off slides and giving an actual lecture, i.e., speaking extemporaneously.

Disciplinary-specific programs

- Discipline specific (STEM) evidence-based teaching
- Sheridan training thus far is that it seems focused on learning outcomes and environments for more quantitative, STEM fields. I know they have seminars on teaching writing, but I would find something on effective seminar strategies for humanities courses, and assessments other than papers (or in class exams).

Other

- Applying principles of flipped classrooms to courses in creative practice. They are often implicitly flipped, but there is likely more that we could do to take advantage of current flipped practices in other disciplines.
- Tips for managing class participation, e.g., in a seminar.
- Perhaps grading, course design around learning goals (vs. material covered)
- Lectures or workshops: 1. How to use students’ collaborative projects to maximize learning outcome and develop students’ collaborative skills.
- Group discussions of new and innovative teaching techniques.

Not sure/ No changes

- Existing offering is fine.
- Oh my. Not at all sure. Would need to ask my colleagues. Truth be told, not many prioritize teaching enough to seek out programs.

Feedback on Sheridan postdoc programs

For postdoc professional development and community around teaching, what Sheridan programs would you like to see?

- Ways to engage in teaching when it isn’t really offered to them
- More outreach to the postdocs about Certificate programs/support
- Existing offering is fine.
- Our post-docs are one year only and we don’t really do professionalization for them.
- Same as above: 1. Group discussions of new and innovative teaching techniques. 2. Lectures and demonstrations of educational software.

APPENDIX SEVEN: GRADUATE STUDENT LIAISON MEETING (OCTOBER 20, 2016)

Prompt #1: Please list the major strengths of the Sheridan Center for helping you and colleagues in your department to meet these teaching competencies [see Appendix 5].

1. We do #6 well – the teaching observation is very useful and memorable.
2. Learning goals are emphasized as foundation of syllabus (#2) design and teaching/learning.
3. Assess and Improve own teaching practice (outcome #6)
 - Explanation/Example: Cert 1, 2, 4, teaching observation
4. Teaching with learning goals in mind (outcome #2)
5. Creativity (design, inclusion, active learning approaches)
6. Cross-disciplinary and cross-departmental discussion of teaching = different styles/contexts of teaching = great exposure
 - Cert IV exposure to other departments and teaching observations
7. Learning goals in course/class design emphasis.
 - Via own teaching explorations
8. Opportunities to think about the diversity of teaching approaches as well as well as actual opportunities to explore/practice that
9. Teaching participants to craft clear learning goals and objectives
10. A learning community where participants can interact from other disciplines

Prompt #2: Please list the key ways that Sheridan Center programs and services could be enhanced to better help you and colleagues meet these teaching competencies.

1. Challenge/opportunities of interdisciplinary training – what is useful, what isn't? (#5)
2. Better advertising of teaching observations → benefits, # of people being observed
 - Suggestion: Liaisons better communicate that observations are for everyone, not just Cert I
3. Condensed, intensive certificates (e.g. 1 week during winter session or late May early June)
 - Suggestion: Model after ITG technology institute or S⁴ (mitigates some scheduling conflicts)
4. Mentoring certificate back
5. Undergrad TA involvement in the Center
 - Sheridan to organize or host for departments
 - Could model what department does for grad TAs?
6. Opportunities to learn about how to teach with technology and online
 - Suggestion: incorporate into Cert I
7. Grading in the Brown context → mechanics, strategies
8. Academic honesty/plagiarism and how to handle
 - Workshop
9. Learning more about the research/evidence behind pedagogical approaches
 - Conference? Poster set up? 15 min talks that encourage explanations and discussions on pedagogy. Reading group.
10. More discussion about how diversity/inclusion problems/questions might be more department specific
 - Workshops in teaching/learning

- Workshops on how to conduct
 - Class → implementable strategies on different themes (e.g. diversity), focus a smaller applicable skills
- More discussion of scholarship of teaching and learning
- More publicity and recruitment
 - New TA orientation is turning off some STEM students
 - Recruitment is reliant on departmental word of mouth
- More coverage of teaching to teaching with students with learning disabilities
 - More specialized topics (teaching loss)

APPENDIX EIGHT: SAMPLE PROTOCOL FOR GATHERING FEEDBACK FROM UNDERGRADUATE TAs

5:30- 5:40 Introduction

- Purpose of group: This focus group is designed to elicit your feedback on your experience as an undergraduate TA or mentor for student problem-solving. The key purpose of this focus group is to inform a DoC initiative about how undergraduates in roles such as yours can be best supported: what's working well now and to supply ideas for improving support.
- Confidentiality: This focus group is confidential. In other words, we won't mention your name or any other identifying characteristics in our report about these discussions. With your permission, we will be recording the discussion but you can ask me to stop at any time. Similarly, I will ask you to agree to keep confidential any statements made by anyone in the room.
- Facilitator role: My role is to facilitate the conversation over the course of the next ~50 minutes—helping to keep the conversation focused, keeping time, or asking you to clarify or elaborate on points that you have made.
- Checking for questions: Do you have any questions for me before we get started?

5:40-5:45 Icebreaker: Could you please go around and say: *(5 min; round-robin)*

- your first name
- the course in which you are working
- a time when there was a “light bulb moment,” either for the students you were teaching or for your own learning

5:45 – 6:10: Feedback on UTA experience: [Pass out notetaking sheet] *(25 min; pair, followed by full-group discussion)*

Please pair up with a neighbor. I'd like to ask about strengths and suggestions for current UTA/mentor experience. Please note these on the sheet I've passed out. You are welcome to address any aspect of your experience that you wish, but we would particularly appreciate your feedback about the following:

- Your sense of preparation for your teaching experience
- The level of collaboration you have with other members of the teaching team (e.g., faculty and grad TAs)
- What you are learning from the experience

(After 7-10 minutes): Let's debrief some key ideas that you discussed in your pairs.

6:10 Feedback on pilot ideas: I want to get your input about a possible new initiative for undergraduates in roles such as yours. *(20 min; full-group discussion)*

- If a course were offered on the theory and practice of problem-solving, would you—or students like you—be interested in something like this?
- If you were the one planning this course, what would you find it most valuable to include? Do you think there needs to be a disciplinary-specific course, e.g., problem-solving in math or in chemistry?
- If it were confidential (i.e., just shared with you), would you be open to having someone observe your class and give you feedback? Would you find it valuable for someone to have a discussion about strengths and suggestions (just as we had in the previous hour) so that you could hear from your students about what is working well for their learning?
- Would it be feasible to take the course for credit? If not, would it be feasible to do it for payment?

- What would be the best way to communicate this new course to students?

6:30 Checking for other input: Is there anything else we have not yet discussed, which would be important for DoC to consider? (5 min)

6:35 End: Thank you for your feedback.