

2024-25 Sheridan Center for Teaching and Learning Annual Report



BROWN
Sheridan Center for
Teaching and Learning

*“Thanks so much for all the good work you do
to bring people together in meaningful and
productive ways!”*

- Staff Participant, Conversation Partners Program



Table of Contents

2	About the Sheridan Center
5	Individual Reach
6	Strategic Plan
10	Sheridan University-Wide Events
16	People

About the Sheridan Center

Mission

The Sheridan Center seeks to provide a place where all individuals 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.

Focal Areas

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

- Assessment and Transformation Programs
- Digital Learning & Design
- STEM
- Writing and English Language Support

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 promote equitable, inclusive, and transformative learning experiences.

“As always it is a pleasure to come to any Sheridan gatherings where people who care about learning meet and exchange fruitful ideas.”

- Stéphanie Gaillard, Assistant Teaching Professor of French and Francophone Studies

Values

Agency: We cultivate environments where all individuals are encouraged and empowered to explore their needs, leverage their strengths, and meet their goals.

Inclusion: We support the university's diversity, inclusion, and equity goals through a strength-based approach that recognizes that this work must be a thread that weaves through the fabric of what it means to teach and learn at Brown.

Collaboration: We believe that we are at our most innovative and effective when we bring together varied perspectives, foster creativity, encourage the open exchange of ideas, and celebrate each other's expertise in community.

Evidence: We value and promote diverse approaches to teaching and learning that emerge through sustained research, investigation, and lived experience.

Reflection: We create strong foundations for lifelong learning through the habits of observation, contemplation, and mindful planning.

Theory of Change

If we create inclusive, supportive teaching and learning communities, we expect educators and learners to thrive because they will have the resources and opportunity to develop their expertise, pursue evidence-based practices, generate new innovations, and foster interdisciplinary and intergenerational relationships built on trust.

History

In 1987, former Dean of the College Harriet W. Sheridan founded the Center for the Advancement of College Teaching to establish an interdisciplinary forum dedicated to improving the quality of undergraduate teaching and learning at Brown and to prepare graduate students for faculty careers. Since her death in 1992, the Center, comprised of its staff working in collaboration with its advisory groups and faculty, post-doctoral and graduate students from across the University, has supported the professional development needs of the entire Brown teaching community. In 1997, the Brown Corporation renamed the Center "The Harriet W. Sheridan Center for Teaching and Learning" in her memory. From 2003-2016, the Center was located in the Frederick Lippitt and Mary Ann Lippitt House at 96 Waterman Street. The Center moved to the fifth and seventh floors of the Science Library building in 2016, coincident with its integration with the Writing Center, tutoring, and English language support. In 2020, the Sheridan Center integrated with the Science Center, as well as Digital Learning & Design, and moved to report to the Office of the Provost.

“Thanks to the Sheridan Center for organizing the Open Classroom Weeks! As someone who is preparing for faculty positions, it has been very helpful for me to observe teaching strategies used in the classroom.”

- Participant, Open Classroom Weeks, Fall 2024



Individual Reach

Total Services

12,410



Educational Development



Student Success

Total Unique Clients Served

4,851

566

Faculty

634

Graduate and Medical
Students

2,701

Undergraduate Students

75

Postdoctoral

514

Admin & Staff

15

Alumni

346

External

Strategic Plan Initiatives, 2024-25

The Sheridan Center is an engine of teaching innovation at the heart of Brown's Open Curriculum. The Center's strategic plan expands opportunities for developing faculty engagement, student leadership, and ongoing curricular change. In Fall 2021, President Paxson and former Provost Richard Locke approved Sheridan's five-year plan, which is available at sheridan.brown.edu/about. Below, we detail key accomplishments in the fourth year of this plan.

GOAL 1: Promote innovation and remove friction to new learning modalities, particularly digital and expanded experiential learning.

In support of a key university strategic priority, the Sheridan Center continued to closely partner with the School of Professional Studies as it developed and launched new online master's programs. These programs included the: online Master's in Biostatistics (launched Spring 2025) and online Master's in Data Science (launching Fall 2025); as well as the redesign of the online Master's in Healthcare Leadership and the the redesign of the online Master's in Technology Leadership to engage increased enrollments. In addition, Sheridan Center staff supported the development of a new Applied AI & Data Science non-credit program.



The Sheridan Center created a number of resources and offered multiple programs to support instructors in responding to the rise of AI. The resources included Teaching in the Age of AI, a series of articles on 'AI Integrated Assignments,' 'AI Resilient Assignments,' and 'AI Tools in Teaching and Learning.' We also offered a recurring asynchronous program on 'Assignment Design in the Age of AI' in which more than 230 faculty, staff, and graduate students have participated to date. In addition, we provide ongoing support through the Writing and Citing Critically: An AI Guide for Informed Students in Canvas Commons.



Brown's participation in the CIRTl (Center for the Integration of Research, Teaching and Learning) Network gained momentum in its second year with the launch of a local CIRTl Learning Community. CIRTl is a consortium of research universities dedicated to advancing inclusive education by preparing future faculty and promoting the use of evidence-based teaching practices. Through this network, Brown University graduate students and postdocs gain access to a wide range of resources, including professional development programs, teaching workshops, and learning communities dedicated to improving undergraduate education, in addition to receiving formal recognition for their participation in network activities.



GOAL 2: Advance the university's strategic aims around diversity, equity, and inclusion.

The inaugural offering of the Bridge Scholars Program was a big success! 24 incoming first-year students completed two half-credit courses on 'Being Proactive and Reflective in Your Education' and 'Intercultural Competence for Leadership'. During the six-week program, which included virtual and in-person components, students

explored Brown's academic, social, and co-curricular resources; made connections with faculty and staff; and fostered a supportive peer community. All participants reported that the program had a significant positive impact on their first semester experiences at Brown.

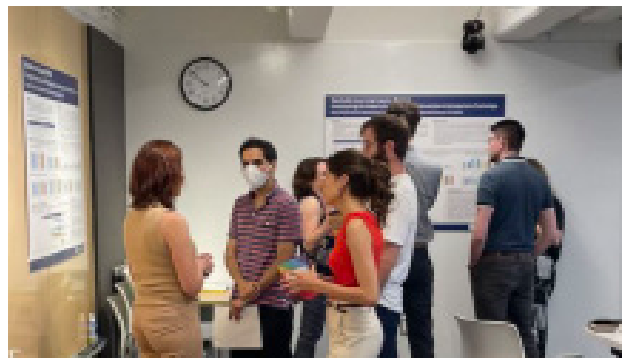


We were honored to be included in Brown's Discovery Through Dialogue (DTD) Initiative, which was launched last year by the Office of the President. This initiative is rooted in the belief that the "role of a university is to deepen shared understanding of the world and its most pressing challenges, through respectful dialogue and the rigorous shaping and reshaping of ideas." DTD funding will provide significant support for the growth of Sheridan's Writing Fellows Program as Fellows support their peers in communicating across identities, differences, and disciplines. We were also pleased to host a faculty roundtable on 'Using Object-Based Teaching for Dialogue', an event co-sponsored with the John Hay Library.



GOAL 3: Maintain course development initiatives while increasing support for curricular development.

In June, the Equitable Learning Inquiry (ELI) program celebrated the initial results for the first cohort of 11 faculty members teaching 10 different foundational courses at Brown. Each ELI Fellow selected an evidence-based intervention to adapt to one of their courses in the 2024-2025 academic year. Interventions include strategies to help students develop their metacognition, discussions to explore the hidden curriculum of college, and activities to increase students' sense of competence and belonging in the field. Many instructors identified reduced equity gaps in learning outcomes for their courses after implementing their interventions. The second cohort of 10 ELI Fellows began their term in June and will build upon the work of the first cohort.



We were pleased to re-launch Sheridan's Open Classroom Weeks program during the fall semester. More than 15 faculty and coaches welcomed faculty, staff, and graduate students to sit in on their class sessions and athletic practices, providing an opportunity for instructors to learn from each other and to connect across disciplines and expertise. The courses on offer ranged from 'Advanced Spanish Through Literature & Film' (taught by Dr. Alejandra Rosenberg Navarro) to 'Localized Food Systems and Urban Agriculture' (taught by Dr. Dawn King).



GOAL 4: After a rapid period of growth and integration, focus on Sheridan Center organizational identity.

The Sheridan Center reviewed and updated the values that guide its work with members of the Brown community. Along with Inclusion, Collaboration, Evidence, and Reflection, we added 'Agency' as a core value in our efforts: "We cultivate environments where all individuals are encouraged and empowered to explore their needs, leverage their strengths, and meet their goals."

Sheridan's Values (Newly Updated)



Agency: We cultivate environments where all individuals are encouraged and empowered to explore their needs, leverage their strengths, and meet their goals.

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Sheridan University-Wide Events, 2024-25

From July 1, 2024, to June 30, 2025, the Sheridan Center offered nearly 200 programs and events for Brown’s teaching and learning communities. These initiatives drew over 3,706 attendees, and the aggregate mean evaluation of them was 4.72 (response to statement, “Overall, this is an effective program,” with a scale of 1=Strongly disagree and 5=Strongly agree).

Invited Speakers



Dr. Ellen Usher
Professor of Medical
Education, Mayo
Clinic

*Reimagining
Academic Motivation:
Teaching and
Learning in a Post-
Pandemic World*



Dr. Lance Eaton
Senior Associate
Director, Northeastern
University

*AI-nnovate or Stagnate?
Exploring Generative
AI’s Promise and Perils
in Education*



**Dr. S. Raj
Chaudhury**
Executive Director,
University of South
Alabama

*Expanding Our
Disciplinary
Boundaries to Embrace
SoTL as Scholarly Work*

Programs for Faculty and Postdocs

Extended Learning Communities

- Faculty Writing Groups (bi-weekly meetings throughout the calendar year, 32 participants)
- STEM Ed Fridays (bi-weekly meetings throughout the academic year, 55 participants)
- Junior Faculty Teaching Fellows (8 faculty from Applied Mathematics, Behavioral and Social Sciences, Biostatistics, Cognitive and Psychological Sciences, Earth, Environmental and Planetary Sciences, and Institute at Brown for Environment and Society, Modern Culture & Media, Native American Studies Institute, Psychiatry and Human Behavior)
- Large Class Learning Community (30 participants)
- Faculty-Athletic Coaches Learning Communities (brings together faculty and coaches in support of student-athletes and common aims in the academic and athletic mission, 24 faculty and coaches)
- Equitable Learning Inquiry (ELI) Program (11 faculty from Applied Mathematics; Chemistry; Cognitive and Psychological Sciences; Education; Engineering; Epidemiology; Mathematics; Neuroscience; and Sociology)
- Seminar for Transformation around Anti-Racist Teaching (START) (3 faculty with teams from Archaeology and the Ancient World, and Language Studies)
- Provost's Faculty Teaching Fellows (8 faculty from Chemistry, Economics, Education, English, Epidemiology, Language Studies, Mathematics, and Sociology)

Workshop Curriculum

Getting Started

- Launch New Faculty Orientation (August 5-8, 24 attendees)
- “Teaching at Brown for the First Time” workshops (August 28 and January 21, 55 attendees combined)

Other Topics

- InteDashboard: Managing Team Work in Large Classes (July 16, 6 participants)

“The modules have been invaluable in shedding light on how to design assignments while thinking about AI usage and the specific steps that one can take, as an instructor, to ensure that assignments [are] AI resilient or integrate AI usage while also thinking about the learning goals.”

- Participant, Assignment Design in the Age of AI

For Graduate Students

Extended Learning Communities

- Dissertation Writing Retreats (One week in July 2024 and January 2025, 34 participants combined)
- Two-week Summer English Language Program for international graduate students (21 participants)
- Teaching Consultant Certificate (Fall 2024, 18 participants)
- Writing Challenge (14 days in Summer, Fall and Spring, 86 participants combined)

Workshops

- Creating a Teaching Portfolio: This online, self-paced Canvas workshop from the Sheridan Center guides participants through the process of writing a teaching statement and creating a teaching portfolio (68 participants)
- Sheridan Teaching Essentials for Graduate TAs: Online GTA orientation (81 participants)
- Impromptu Speaking for Professional Conferences (October 4 and 11, 10 combined participants)
- Literary Arts in Pedagogy and Practice (October 24, 8 participants)
- Developing your Teaching While a PhD Student (March 7, 15 participants)

For Undergraduate Students

Getting Started

- UTA Orientation (153 participants in fall and 46 in spring)

Courses

- UNIV 1110: The Theory and Practice of Problem Solving (17 students)
- DATA 1150: Data Science Fellows (14 students)
- ENGL 1190M: The Teaching and Practice of Writing: (24 students)

Workshops

- Facilitating Effective Discussions (September 5, 14 participants)
- Lesson Planning workshops (September 23 & 24, February 3 & 11, 29 participants combined)
- Effective Learning Interactions (January 21, 30 participants)

Problem-Solving Fellow (PSF) Projects

- Designed research protocols aimed at understanding Brown STEM culture
- Conducted research around student decisions behind S/NC (presented at 2025 AAC&U CLASS conference)
- Conducted research regarding administration, staff, and faculty perceptions of S/NC
- Conducted teaching consultations and observations for peer educators (e.g. UTAs, tutors) and faculty
- Updated UTA Teaching Essentials content
- Began designing workshops focused on learning in new educational environments, translating teaching skills to future careers, and leadership development for team captains in Athletics

Intergenerational Programs

Certificate

Certificate I: Sheridan Teaching Seminar (Fall 2024)

- Graduate Students: 111
- Faculty, Postdocs, and Staff: 25

Course Design Certificate (Spring 2025)

- Graduate Students: 21
- Faculty and Postdocs: 4

Course Design Institutes

- COEX Course Design Institute: 9 participants

“I really appreciate the discussions of high level writing skills. I particularly enjoyed the discussions of specific word choices and their implications for both authors and readers. Thank you so much for the fruitful session!”

- Participant, Writing Center

Learning Communities

- Decolonizing STEM Reading Group (Spring 2025, 21 participants)
- Conversation Partners Program: pairs staff and students with diverse language backgrounds for regular conversation in English and cultural exchange (117 participants)
- Brown-Tufts BIPOC Learning Network, bi-weekly meetings in Spring 2025 (6 Brown participants from Athletics and Physical Education, Education, Health Services, Policy and Practice, Literary Arts, Sheridan Center, and Watson Institute for International and Public Affairs)

Open Classroom Weeks

- Open Classrooms and Athletic Practices (September 30 - October 11; 16 open classes and practices, 58 combined attendees)

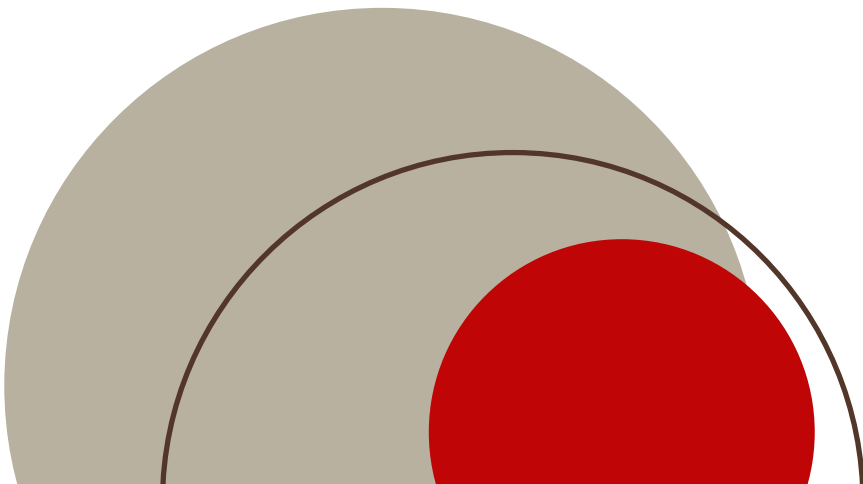
Asynchronous Workshops

- Assignment Design in the Age of AI Canvas Modules (Fall 2024, 78 participants; and Spring 2025, 158 participants)

Workshop Curriculum

- Expanding our Disciplinary Boundaries to Embrace SoTL as Scholarly Work (July 12, 19 participants)
- Facilitating First Readings (August 13, 20 participants)
- Teaching Community Engaged Courses (August 22, 7 participants)
- Organizing Your Canvas Site (August 29, 10 participants)
- Canvas Basic Workshop (September 3, 10 participants)
- Lesson Plan 101: CBLR Fellows (September 6, 7 participants)
- Teaching Statement Peer-Review (September 12, 19 participants)
- Info Session: Proposing Pre-College Humanities Courses and Collaborative Research (September 20, 17 participants)
- Look Closer Workshop Series (8 participants)
 - An Introduction to Object-Based Teaching (September 25)
 - Intentional Instruction with Art & Design (October 2)
 - Intentional Instruction with Primary Sources (October 20)
- Writing a Diversity Statement (October 3, 8 participants)
- How to Have Difficult Conversations in the Online Classroom (October 15, 14 participants)
- (G)ISP/AI Syllabus Writing Workshop (October 22 and March 10, 12 combined participants)
- Measuring Your Impact (October 22 and February 25, 20 combined participants)
- Learning in the Age of Generative AI (October 23, 36 participants)
- Handling Difficult Conversations in the Online Classroom (October 24, 13 participants)
- Communication Strategies for Navigating Advisor-Advisee Interactions (November 14, 7 participants)

- You Gamified What? Using Gamification to Design Language Courses (November 22, 16 participants)
- Preparing Final Grades in Canvas (December 11, 5 participants)
- Overview of Zoom AI Companion (January 16, 48 participants)
- AI-nnovate or Stagnate? Exploring Generative AI's Promise and Perils in Education (February 5, 17 participants)
- STEM Equity and Decolonization (February 13, 20 participants)
- Reimagining Academic Motivation: Teaching and Learning in a Post-Pandemic World (March 4, 17 participants)
- Student Learning Abroad (March 6, 14 participants)
- Essentials of Course Design (March 19, 6 participants)
- Using Object-based Teaching (April 3, 10 participants)
- How to Use the Canvas Template (April 22, 9 participants)
- Supporting International-Identifying and Multilingual Students in the Pre-College Classroom (April 29, 19 participants)
- Facilitating Courses in Canvas Including Online Asynchronous Discussions (May 1, 10 participants)
- Creating an Accessible and Inclusive Digital Learning Environment (May 6, 7 participants)
- Humanize Your Remote-Accessible or Online Course with Multimedia (May 8, 7 participants)



People, 2024-25

Sheridan Center Staff

<https://sheridan.brown.edu/about/people/staff>

Advisory Group Members

Provost's Faculty Teaching Fellows

Additional Advisory Group Members

<https://sheridan.brown.edu/about/people/sheridan-center-advisory-groups>

Junior Faculty Teaching Fellows

<https://sheridan.brown.edu/programs/fellowships-awards/junior-faculty-teaching-fellows>

Student Advisory Committees

Academic Tutoring Leadership Board

<https://shorturl.at/4yyBz>

Writing Fellows Student Leadership

<https://shorturl.at/KkcXI>

Graduate Students

Writing Associates

<https://shorturl.at/Zgm6Q>

Graduate and Postdoc Teaching Consultants

<https://shorturl.at/9Z8GJ>

Head Teaching Consultants, Proctors, and Fellows

<https://shorturl.at/gfvkp>

Undergraduate Students

Writing Fellows

<https://shorturl.at/KkcXI>

Problem-Solving Fellows

<https://sheridan.brown.edu/programs/institutes/problem-solving-course-design-institute/problem-solving-fellows>

Data Science Fellows

<https://shorturl.at/wfu0D>

Academic Tutors

<https://shorturl.at/4yyBz>

Sheridan Ambassadors

<https://shorturl.at/wBVPb>

Digital Learning Assistants

<https://shorturl.at/DjFT9>

Faculty and Graduate Student Liaisons

<https://sheridan.brown.edu/about/people/sheridan-center-departmental-liaisons>

Conversation Partners

<https://shorturl.at/lrSBa>



Problem-Solving Fellows at the AAC&U Conference



Sciences Library | 201 Thayer Street | Providence, RI 02912