BROWN

Draft Report of the Education Innovation Committee

June 2022

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EXECUTIVE SUMMARY

The Education Innovation Committee was charged by President Christina H. Paxson to explore opportunities to innovate teaching and learning at Brown based, in part, on the lessons learned and capabilities developed during the COVID-19 pandemic. This includes aligning initiatives with attention to access, flexibility and equitable assessment in the educational opportunities Brown provides on campus, locally and globally.

Chaired by Provost Richard M. Locke, the committee met between February 2021 and February 2022, and formed three working groups composed of faculty, students and staff to develop recommendations to: 1. Enhance and expand experiential education for Brown undergraduates to participate in off-campus research, study abroad, internship and other engaged learning experiences; 2. Develop new models for flexible teaching and research for Brown faculty; and 3. Identify and develop the infrastructure — people, policies and platforms — to support our ambitious plans for growing digital education programs at Brown.

The main goals and recommendations of each of the working groups include:

Experiential Education

1. Present students with options for remote coursework and structured academic internships.
2. Offer extended, six-month, immersive experiential learning opportunities at locations beyond Providence.
3. Provide experiences in the summer and fall semester timeframes.
4. Connect students with intentional, structured mentorship.
5. Develop student cohorts.
6. Enable students to continue progress toward degree completion by earning four course credits.

Flexible Teaching and Research

1. Fulfill teaching, service and advising responsibilities remotely when such flexibility offers considerable benefits to the faculty member's research or teaching, and/or to Brown, its students and the broader community.
2. Co-teach courses or offer programs in partnership with remote instructors or other institutions to enrich existing academic programming or develop new ones.
3. Expand the scope and scale of Brown's course offerings to increase access to diverse communities beyond the traditional campus.

Digital Infrastructure

1. Build the necessary digital infrastructure, including technology, staffing and policies/processes changes, needed to support Brown's ambitious goals for advancing digital education and to implement the ideas generated by the Experiential Learning and Flexible Teaching and Research working groups;
2. Leverage digital technologies to innovate teaching and learning for diverse populations of students at the pre-college, undergraduate, graduate and professional levels.
3. Incorporate online degree and non-degree programs into the core activities of the University.

INTRODUCTION

After decades of relative stability, institutions of higher learning find themselves at a critical moment in which they must adapt to survive. Technological innovations are rapidly changing the skills that individuals need to be able to manage, lead and succeed in the workforce; demographic shifts and geopolitical forces are reshaping where new populations of learners are located; and public trust in the value of higher education is eroding at an alarming and unprecedented rate. In many ways, these forces can be seen as an existential threat or as an opportunity for innovation and an invitation to rethink core aspects of who we serve, how we serve them, and how we rebuild faith in the value of higher education as a source for upward mobility and societal progress.

Through education, research, discovery and service, institutions of higher education such as Brown play a critical role in addressing pressing issues facing our society today and in the future — from global health crises and consequences of climate change to the effects of persistent systemic racism and the need to address inequities and promote social mobility. The COVID-19 pandemic has prompted our institutions to rethink and reimagine how we fulfill this important role by leveraging new capabilities that advance student-centered learning, promote greater flexibility for academic staff and learners alike, and create new pathways of access to diverse populations around the world.

Committee Charge and Goals

The Education Innovation Committee was charged by President Christina H. Paxson to build on the lessons learned from teaching innovations developed during the COVID-19 pandemic. This includes aligning initiatives with attention to access, flexibility and equitable assessment in the educational opportunities Brown provides on campus, locally and globally.

For Brown to continue to serve the community, the nation and the world requires innovation that builds on the lessons learned during the pandemic, such as increased pedagogical attention to access, flexibility and equitable assessment, to promote access and academic excellence for generations to come, and to ensure the University's reach, impact and capacity to contribute at the very highest levels locally and globally. To support education innovation at Brown, the committee has developed a set of recommendations:

1. Promote greater flexibility for academic staff to advance research and scholarship, as well as teaching and advising.

2. Enhance the residential learning experience by leveraging innovative models for teaching and learning, including new technologies and experiential learning opportunities.

3. Promote more flexible modes of instruction and new models of education to meet the varied needs of student learners.

4. Create pathways of access to attract new and diverse audiences across the globe through an expanded portfolio of residential, hybrid and online programs.

5. Redesign and modernize University policies and practices to support more flexible models of teaching and learning.

As we consider the future of Brown in this context, the committee's work was guided by the following principles:

- **Academic Excellence.** Promote innovative pedagogical and learning experiences that support and strengthen Brown's academic mission across all divisions, schools, centers, departments and institutes. Develop plans that protect and advance the University's commitment to excellence in research, teaching and service, and to cultivating a diverse and inclusive community of students, staff and faculty.

- **Equity and Inclusion.** Advance Brown's plans to create a more diverse and inclusive academic community by extending the University's reach locally, regionally and globally. Recommendations must reflect the University's commitment to equity, ensuring that the most vulnerable populations are protected from any potential disproportionate impact.

- **Access and Affordability.** Sustain the University's commitment to excellence, opportunity and social mobility by attracting and supporting the most talented undergraduate, graduate, medical and non-degree students to Brown, regardless of socioeconomic status.

- **Flexibility and Community.** Reinforce our commitment to providing an "academic home" for all members of the Brown community while expanding opportunities for teaching, learning, research and service around the world. Ensure that students can benefit from signature elements of the Brown experience: academic freedom and flexibility;

active participation in creating, sharing and applying knowledge; spirited collaboration and partnerships with faculty, staff and fellow peers; and vibrant programming — regardless of place of study, whether on campus or around the world.

- **Financial Sustainability.** Cultivate a culture of fiscal and environmental sustainability among faculty, staff and students — one that strives for continuous improvement, excellence, efficiency and environmental stewardship. Leverage the ad hoc committee's work to raise awareness of best practices that may enhance savings, generate revenue, and promote more sustainable operations.

Report Structure

The work of the committee took place through three distinct but interconnected working groups whose recommendations reinforce each other. We highlight the key goals from each group here, and include the full reports from each group in the next section. Each working group report is structured to describe the groups' charge and process, their recommendations and next steps.

1. Experiential Learning includes goals to:
   I. Make fuller use of the Open Curriculum for students to explore interests beyond campus and to connect learning with purpose;
   II. Rethink where, when and how education takes place — complementing "traditional" learning with "nontraditional" pathways that enable students to continue progress toward degree completion;
   III. Offer extended, immersive, experiential learning opportunities to awaken or expand students' knowledge of themselves;
   IV. Provide intentional, structured mentorship and access to expanded networks to help students reflect upon their experiences and make connections; and
   V. Expand access by eliminating financial and structural barriers to experiential learning.

2. Flexible Teaching and Research explores enhanced flexibility and support for:
   I. Fulfilling teaching, service and advising responsibilities remotely when such flexibility offers considerable benefits to the faculty member's research or teaching, and/or to Brown, its students and the broader community;
   II. Co-teaching courses or offering programs in partnership with remote instructors or other institutions to enrich existing academic programming or develop new ones; and
   III. Expanding the scope and scale of the University's course offerings to increase access to diverse communities beyond the traditional campus.

3. Digital Infrastructure outlines recommendations for:
   I. Building the necessary digital infrastructure, including technology, staffing and policies/processes changes, needed to support the University's ambitious goals for advancing digital education and to implement the ideas generated by the Experiential Learning and Flexible Teaching and Research working groups;
   II. Leveraging digital technologies to innovate teaching and learning for diverse populations of students at the pre-college, undergraduate, graduate and professional levels; and
   III. Incorporating online degree and non-degree programs into the core activities of the University.

Importantly, while the focus areas of the three working groups — to promote flexibility in current models of teaching and research, reimagine experiential education opportunities for undergraduates and create the capacity at Brown to support our ambitions for digital education — are relatively distinct, the working group recommendations are mutually reinforcing. The full committee meetings offered opportunities to identify and reflect on overlaps between the work of the groups, and we will approach the implementation phase in a similar manner to take advantage of areas of overlap. For example, as we develop new models and the infrastructure to support off-campus undergraduate research, we can leverage this same infrastructure to support a more flexible teaching environment that allows faculty to participate in off-site research projects while maintaining an active teaching course load through remote instruction.

Goals

Members of the Experiential Learning working group considered the following goals as they developed and refined high-quality, desirable opportunities for students:

- Present students with options for remote coursework and structured academic internships.
- Offer extended, six-month, immersive experiential learning opportunities at locations beyond Providence.
- Provide experiences in the summer and fall semester timeframes.
- Connect students with intentional, structured mentorship.
- Develop student cohorts.
- Enable students to continue progress toward degree completion by earning four course credits.

Process

In a series of brainstorming sessions, members of the working group explored multiple ideas to use experiential learning to make education more relevant, interesting and accessible. They discussed ways to build flexible, interwoven partnerships and spaces that verify specific experiences and ways of learning. The group raised as a priority a concern that current student options for experiential learning lack accessibility and that some students can only afford learning that happens in the classroom.

Taking into consideration existing programs at Brown that could be leveraged and reasons that students offer for taking a leave, the group discussed options around the Brown-Tougaloo partnership, civic engagement, entrepreneurship and innovation, and international programming. After further exploration and discussions with colleagues on campus, the group convened around three specific ideas and divided into subgroups to focus on international opportunities in Berlin, Germany, nearby Boston-based biotechnology internships, and nationwide U.S. electoral and issue-based campaigns that aligned with an overarching model that includes the following details:

- Each program is an immersive opportunity that runs from June to December.
- Students are enrolled at Brown throughout the experience.
- Each program includes 1-2 course credits in the summer term plus 2-3 course credits in the fall semester to equal a full course load.
- Students may access Brown remote-accessible courses of their choosing as part of the program.
- Internships are a central component of each cohort-based practicum course.
- The CareerLAB provides internship support.
- Students participate in cohort-based programming.
- Students are connected to Brown alumni for structured mentoring in specific fields.
- Assessment of the program includes an evaluation of student learning in the practicum course, student feedback on the experience and input from internship supervisors, among other metrics.

Meeting separately, the subgroups began to build out details for the pilots, mindful of our shared student learning outcomes and associated competencies, which include that students are able to:

- Integrate responsibly into new work, academic and social environments with understanding, humility and intercultural empathy;
- Investigate self-awareness and a fuller understanding of purpose by exploring a specific career pathway with intentional self-reflection;
- Gain specific industry skills to present to a future employer or graduate school;
- Develop a network of professional relationships to leverage upon graduation from Brown;
- Connect and extend knowledge across fields of study and in relation to experiences gained outside of the classroom to develop responses to complex questions, challenges or problems;

- Become independent and resilient problem solvers by navigating the challenges of living, studying and working in an unfamiliar environment and by engaging with multiple points of view, experiences and worldviews;
- Develop curiosity, persistence and responsibility toward others, as well as habits of mind that value ethical principles and practices; and
- Identify strengths and resources in themselves and in a cohort by building constructive and meaningful relationships.

Berlin: Research and Entrepreneurship

- Students live in Berlin, Germany.
- Students access summer coursework through Humboldt University (partner for the Brown in Berlin Study Abroad program since 1990) via their International Campus and remote-accessible courses at Brown.
- Students match with a 12-week fall internship in research or entrepreneurship that is operated by Humboldt's internship program, which will transcript the internships. Students may also access internships sourced through Brown's CareerLAB if connected to Humboldt.
- Through this program, students gain eligibility for the nascent Intercultural Competence Certificate.
- Students benefit from extended time in Berlin to achieve language competencies.

Boston: Biotechnology and Life Sciences

- Students live in Boston.
- Students access courses in summer and fall terms that are either remote-accessible or in person by traveling to Brown.
- Students match with a six-month internship in the biotechnology or life sciences field.
- Students enroll in a section of the practicum course (UNIV, hosted by Biology) that provides training in specific industry-related skills (e.g., bench biology, medical devices design and development, or regulatory and policy applications).
- Students access mentorship from Brown alumni in the field.
- Students benefit from flexibility for STEM students who may have lab course constraints that otherwise limit their participation in experiential learning.

U.S.: Campaigns and Social Change

- Students live in the city of their choice and benefit from a cohort of peers engaged in campaigns in multiple places.
- Students source their own six-month internships in electoral or issue-based campaigns, with support from the CareerLAB and in compliance with Brown's tax-exempt status.
- Students enroll in a section of the practicum course (UNIV, hosted by Biology) that provides training in specific skills related to campaigns (e.g., philanthropy, interest groups, research, voter mobilization, media and messaging).
- Students access mentorship from Brown alumni in the field.
- Students fulfill the Engaged Scholarship certification practicum requirements.

Practicum Course

In line with the experiential course credit guidance approved by the College Curriculum Council in spring 2018, this course treats hours spent by students in their immersive, policy-focused internships as core content. The internship experience is articulated with respect to the course's explicit learning goals, the reading and writing assignments, seminar discussions and guest speakers. The course will be offered with two sections. Section One will support students engaged in a biotechnology-focused internship. Section Two will support students engaged in a campaign-focused internship. The course will be offered with a UNIV designation and it will exceed the total hour requirement for a summer course with approximately 189 hours of work over seven weeks in the summer. In the fall, the course will count for two credits.

Student Interest

Throughout this process, the subgroups were mindful of student interest. In the fall, they distributed surveys to targeted groups of students for each idea and convened two focus groups (led by Professor Carrie Spearin with 8-10 students apiece) to understand the level of interest and potential limitations to student participation. Both the survey results and the input from the focus group reveal that students are interested in the proposed pilot. In particular, they would appreciate connecting their internships to their academic experiences. They highly valued the opportunity to take advantage of internships while making progress toward degree completion. Students discussed the benefits of having help from the University to source internships and alumni connections through Brown's network. Students expressed concern that finances and financial aid access could be barriers.

In January 2022, straightforward forms were sent to targeted groups of students for each pilot. The forms asked students to complete basic information if they were interested in potentially participating. As of June 2022, over 100 students have expressed interest:

- 72 students (out of the 400 contacted via the biology listserv) responded with interest in Boston: Biotechnology;
- 23 students (out of 700 alumni and students on a listserv) expressed interest in U.S.: Campaigns and Social Change;
- 15 students (out of the 60+ contacted via the German club language listserv) expressed interest in Berlin: Research and Entrepreneurship.

The committee has reviewed the responses in regards to student demographics and this input will inform the plan for further marketing outreach.

Recommendations

1. Proceed with the three pilots, addressing multiple details for each. Examples of details include: securing a memorandum of understanding with Humboldt University as an addendum to the existing agreement; working with the Committee on Academic Standing to approve faculty rules to permit the summer practicum to carry enrollment units; and refining the draft syllabus for the practicum course.

2. Approve the proposed name and identity for the pilot program.

3. Market the program and use a light application with a deadline of March 18, 2022.

4. Source internships:

   I. Expand Humboldt research-based internship opportunities by sourcing additional options through the CareerLAB's existing networks.

   II. Continue CareerLAB outreach to Brown alumni in biotechnology firms.

   III. Clarify how IRS regulations impact Brown's ability to source internships for students in electoral campaigns (ongoing discussion with the Office of General Counsel).

5. Create a process for tuition and financial aid that enables continuous summer and fall enrollment.

6. Design assessment and evaluation.

7. Access additional staff support:

   I. A Brown alumna, previously the associate dean for distance and global learning at Worcester State, who is currently waiting on clearance to begin a job with the Department of State, has been engaged with us part time as of January 31, 2022, to support the projects.

   II. The posting for an Assistant Director of Experiential Learning has 56 applicants. The search committee for this position has convened and identified candidates for first-round interviews.

FLEXIBLE TEACHING AND RESEARCH

Goals

The Flexible Teaching and Research working group focused on exploring ways to expand the Brown community and programming beyond our campus by creating new remote teaching, learning and research opportunities. To this end, the group pursued the following high-level goals:

- Create new or modified opportunities for professional growth.
- Enhance and enrich the University's existing academic programming or develop new ones.
- Be aligned with Brown's values and priorities (such as creating a more diverse and inclusive community), and expand its academic mission.
- Enrich the quality and vibrancy of the residential experience.
- Maintain positive community feelings and equity considerations across the campus.

The group emphasizes that offering the highest quality residential experience is and will continue to be essential for Brown. Thus, any recommendations we advance must enhance and enrich the University's residential academic programming, sense of community and equity goals. Furthermore, new proposals should demonstrate considerable net benefits and rely on pilots before they can be adopted, with formal assessment if they are.

While the work of the group primarily focused on creating new opportunities for advancing scholarship and teaching, they believe that some of the new options and relevant policies could also be used to accommodate personal or family-based needs. However, those important considerations do not fall within the scope of the group's charge. They urge the administration to continue to consider progressive ways to support academic staff on work-life balance.

Process

The increasing use of digital technologies and the decreasing importance of physical location and borders demand that we critically rethink and reimagine how we operate and thrive as a top-tier academic institution. The working group's recommendations not only address near-term opportunities that exist now but also aim to create an environment that encourages and enables our community to innovate continuously.

As such, the group makes general recommendations along a number of categories:

- New remote work, teaching and learning models
- Flexible residency and enrollment policies
- Operationalization through pilot programs
- Encouraging and rewarding community innovation

For each of these categories, the group describes the general context, including motivation, status quo and other considerations relevant to Brown, and then outlines a series of specific pilot programs and recommendations that they believe Brown can implement in the near term, largely by leveraging existing resources, programs, and governance processes.

New Work, Teaching and Learning Models

A. Remote work (i.e., away from campus) to pursue an exceptional opportunity to enhance scholarship or teaching

At present, Brown faculty members must remain "in residence" during the academic year in order to carry out their professional responsibilities.[1] Faculty rules specify that faculty members must be present and regularly available on campus during the academic year, starting with Orientation and ending with Commencement.

Academic leaves (sabbatical or other types) provide an invaluable mechanism for professional growth that also allows for absence from campus. At Brown, all tenured and tenured-track faculty are eligible for sabbaticals, and full-time lecturers

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1   Handbook of Academic Administration: Chapter 4.

(who do not hold staff appointments) are eligible for scholarly leaves. Tenured faculty members are eligible for a sabbatical of one semester after six semesters in residence. Junior faculty are eligible for one semester (or a year) of a junior sabbatical anytime during their probationary period. Lecturers (at all ranks) are eligible for a scholarly leave for a semester (or a year) following 12 semesters in residence. More details can be found in the faculty handbook.[2]

While Brown offers competitive sabbatical and leave opportunities to all of its tenured and tenure-track faculty as well as lecturer-track faculty, there is currently no mechanism for faculty members to work away from campus for an extended period of time, while still fulfilling their academic obligations including teaching, advising and service. The working group believes that flexibility in the residency requirements could be made to allow a faculty member to pursue a singular opportunity if it offers considerable benefits to either the faculty member's research or teaching, and/or to Brown, its students and the broader community.

They are particularly inspired by scenarios where the remote work is aligned directly with the Brown obligations that are being undertaken during the same term. For example, being physically situated in a remote site may allow one to create unique course content or a teaching/learning experience that is substantially enhanced by the resources available at that site. Examples include doing fieldwork at a specific archeological site, working in a company that provides unique and otherwise inaccessible data and resources, studying archival resources available only at a remote site, participating in experimental work being done at a particular lab that is distant from campus, attending a semester-long program in a prestigious institute, or serving in a high-profile role in a national organization. Such an opportunity should have the potential to substantially enhance the faculty member's scholarship and teaching, or provide a highly valuable service to the Brown community or broader society. In the past, Brown has shown flexibility in allowing faculty to pursue such opportunities, but only as an exception to existing policy.

The working group recognizes that the nature and availability of such opportunities are likely to vary across disciplines, and even within the sub-areas of the same discipline. Some (sub-)disciplines may lend themselves more than others to taking advantage of such value-added remote work opportunities. In some cases, teaching assignments may also limit the opportunities of those faculty members assigned to teach courses that aren't well amenable to remote teaching. As such, it is important to define these opportunities broadly and equitably so that as many faculty members as possible are eligible and can benefit from them.

Another major concern is the quality and effectiveness of remote advising and service, which need to be carefully considered along with those of remote teaching. Clear expectations need to be set in place regarding how those would be accomplished without creating additional burden on students or the rest of the faculty.

To maintain a robust faculty presence and in-person engagement on campus, limits may be considered on the remote work opportunities offered in a given term. When such opportunities involve short periods of time (e.g., two weeks of remote work within a semester), they can be managed using a lightweight process with the approval of the dean and chairs similar to how short-term campus absences are currently managed.

Remote work would require the exemption of certain faculty members from the residency requirement for a semester (or longer, if appropriate). Doing so may require modification to the Faculty Rules and Regulations and the Handbook of Academic Administration. While the working group imagines faculty members working remotely yet devoting full effort to Brown (and thus being fully compensated by Brown), other scenarios in which the faculty member is partially compensated for work or through a fellowship elsewhere should be possible. In all these scenarios, considerations around conflict of interest and intellectual property may arise. Initially these may need to be addressed on a case-by-case basis; with more experience, standardized policies can be developed to streamline the management of these issues.

B. Teaching by and with remote instructors to create unique educational opportunities (e.g., co-teaching and collaborative teaching opportunities)

The working group envisions scenarios in which faculty members may significantly enhance their course offerings by co-teaching with a remote instructor (an academic or a practitioner). Such courses can either be housed entirely within Brown or co-offered with a partner (academic) institution. We also imagine courses that are exclusively taught by remote instructors.

Bringing in high-quality academics or practitioners outside of Brown, who otherwise would be temporally or locationally constrained from participating in an academic course, has the potential to significantly enhance pedagogy and expand

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2   Handbook of Academic Administration: Chapter 13

course content. These instructors may also bring new and diverse expertise or perspectives otherwise absent from Brown. In particular, the group sees value in engaging with practitioners (e.g., entrepreneurs, policymakers, artists) who can help to offer unique courses that complement the University's academic offerings. As a case in point in the area of less commonly taught languages, Brown students are currently taking a course on the Indigenous language Nahuatl from an instructor at an institution in Mexico.

The working group emphasizes that the goal of co-teaching in this context would be to enhance the overall value and quality of the class, or add content otherwise not accessible, not to lessen the work of an instructor. The group envisions these kinds of opportunities to apply primarily to advanced courses, especially in the case of solo teaching by remote instructors. As such the primary benefit of this program would be to enhance the curriculum rather than to offer courses already on the books remotely.

At the individual level, such co-teaching activities may help create or enhance personal relationships (or networks) which could evolve into other educational, professional and/or research opportunities for faculty and students. At the University level, these activities may serve as a mechanism for Brown to create and/or enhance institutional relationships, such as the one Brown has with Tougaloo College. If such a partnership were strategically chosen, the collaborative effort could also be used as a means to enhance diversity and create a better academic pipeline for underrepresented students for particular disciplines.

Brown faculty members have long participated in co-teaching with remote instructors. Examples include courses that Sheila Bonde has taught (UNIV 1200: Making Choices: Ethics across the Curriculum) with partners at Zhejiang University in Beijing and at IIT Mumbai and her course HIAA 0010: The Global History of Art and Architecture, which became available to Tougaloo students in 2018. Another example that is currently under development is Professor Stephen Porder's new interdisciplinary course ENVS 0465: Climate Solutions: A Multidisciplinary Perspective, which will include 10 co-instructors across different disciplines and institutions. Each instructor will provide content for one week of the course and will be involved as an independent consultant — bypassing (most) issues with differences across institutional policies — with access to all course materials for their own teaching through a Creative Commons license, while Brown retains ownership over the course.

There are some roadblocks that need to be addressed as well. Courses co-offered by multiple institutions will encounter differences in institutional policies and academic calendars as well as in technological infrastructure, which may create differential access to the courses for students. Examples include when a partner institution does not have internet capabilities on par with Brown's, or smart classrooms. Testing assumptions prior to launching any course will be important. Adopting inclusive teaching and learning practices will be critical to accommodate students of different backgrounds and academic experience and who may have limited access to resources.

Sheridan Center's current strategic plan includes Collaborative Online International Learning (COIL) opportunities, which connect students and professors in different countries around collaborative projects and discussions that can be performed asynchronously as part of their coursework. This loosely coupled co-teaching model can bypass some key challenges (such as differences in academic calendars) and is a good example of the sort of collaborative teaching Brown faculty are embracing.

C. Remote learning opportunities to expand Brown's reach to a broader and more diverse community of learners (e.g., virtual exchange programs, cross-registrations, open access courses, etc.)

Traditionally, cross-listed classes at neighboring institutions offer a way to expand the reach of a university (e.g. Brown and Rhode Island School of Design). Faculty members may significantly expand the audiences for their courses using online learning, which frees them from the constraint of geographical proximity. It allows a significant expansion of a traditional mechanism for expanding Brown's reach and engaging with a broader and more diverse group of learners. The expanded audience may include students at other academic institutions or even a broader public audience for open access courses.

Brown has a number of programs that allow non-Brown learners to take courses at Brown. At the undergraduate level, Brown has cross-registration agreements with RISD and Wheaton College (MA), as well as with other Rhode Island colleges for language instruction. In addition, Brown has a memorandum of understanding with Princeton in less commonly taught languages that allows Brown and Princeton students to take language courses offered in the other institution remotely.

In addition, there are two programs that support small numbers of students who wish to pursue part-time undergraduate-level work (up to two courses at the same time) outside of a University degree program.

- The Guest Student Program is administered out of the Division of Pre-College and Undergraduate Programs and focuses primarily on students who have already earned their bachelor's degree. These students enroll in these courses as "observers" and do not earn credit. There is opportunity for this program to grow significantly through growth in remote course offerings.

- The Visiting Student Program is administered out of the Office of College Admission and focuses on current undergraduate students who are matriculated at another institution. Generally, these students enroll in these courses for credit as part of their home institution's degree completion.

At the graduate level, Brown has an exchange program with RISD and Harvard, as well as an Exchange Scholar Program that allows students to spend some semesters (or take courses) at Ivy Plus institutions. Graduate students elsewhere can also take Brown courses as non-degree students. Expanding these programs and creating new ones to accommodate remote participation would allow many more students to access expertise and programming that would otherwise not be available to them.

The working group believes that another target area (e.g., an expanded Guest Student Program) for an expanded audience may be Brown alumni. Lifelong learning has become a fast-growing trend in many career domains, and keeping close ties with alumni has always been an important goal for Brown. As such, allowing alumni to continue to take courses would be valuable in many different ways. The group can imagine alumni who may want to study a new topic relevant to their current interests, or who wanted to but couldn't take a specific course when they were at Brown (perhaps with a popular professor).

Large-scale, open access classes offer faculty members the opportunity to engage with broad swathes of society, providing parts of the Brown experience to an audience that is not restricted by (for example) age and geographical proximity. Successful open access classes have been offered at several Ivies, such as the Moralities of Everyday Life class at Yale. The "public service" aspect of some of these classes has been notable.

Brown has partnered with EdX to create a hub for the University's free online courses. Currently there are five BrownX courses archived with EdX. This is in contrast to 150 courses offered by Harvard, 90 by Stanford, 37 by Columbia, 20 by Dartmouth and nine by Princeton. The working group notes that such courses are typically professional development-oriented, and, as a result, institutions with large professional schools tend to be major players in this space. Massive open online courses (MOOCs) typically require a significant and continued investment in technology infrastructure and staffing and can be hard to scale properly. While the group doesn't currently imagine investing heavily in this space, Brown should continue to re-evaluate the costs/benefits of this model, especially considering the outcomes at peer institutions, and should be open to experimentation by investing in select courses. Such course proposals can be entertained by the new Academic Innovation Unit (housed within the Office of the Provost).

Many of the requirements described in 2.B around the need to manage the differences between institutional norms and policies, student preparations and technological infrastructures also apply here. Close coordination with Brown's registrar would be required to ensure students at partner institutions have access to a Brown ID, Canvas, and other resources to ensure they can navigate any shared aspects of a Brown course. Another consideration is the differential learning experience that will likely arise due to the mixing of remote and local students. How to smooth such differences so that the learning experience is effective for all students is a challenge that needs to be explicitly addressed by proposals in this area.

D. Expansion of research programs by allowing occasional remote research faculty and postdocs

Research at Brown is global in scope; our faculty collaborate across borders, with scholars in virtually every country of the world. The University aspires to lower barriers to national and international collaborations. Brown faculty already conduct research in remote locations as a matter of routine, through the sabbatical program, over summers and via short trips.

The working group recommends that the University seeks opportunities to facilitate remote research, particularly when such research offers an opportunity that is uniquely tied to its location. This could mean the opportunities afforded by fieldwork at a specific site, archival resources available only at one library or experimental work being conducted at a particular lab. The remote research proposals envisioned here apply to non-tenured and non-tenure-track faculty only.

By lowering barriers to off-site researchers Brown can expand its academic reach and build new networks with labs and scholars in other states and countries. Broadening our engagement with postdocs and other researchers at the beginning of their careers may help the University recruit a more internationally diverse faculty. Creating truly international labs and research programs (in the social sciences and humanities) will also increase opportunities for intercultural engagement for our students.

Brown currently has several researchers working remotely. The most common category of remote workers is postdocs, who occasionally may be funded by Brown grants to work at remote labs. One example of this kind of arrangement would be a physics postdoc working at CERN (Switzerland), funded by a grant run through Brown. These postdocs are currently formally employed by CERN, who is paid by Brown to cover their salary and benefits.

As the University increases the number of postdoctoral researchers who are primarily located at remote sites, we must increase our attention to mentorship and integration of these postdocs into their research groups and academic departments. Brown can leverage its new postdoc office to improve its onboarding and mentorship of off-site postdocs. Any remote work must comply with applicable tax and employment laws. This can be a significant impediment, particularly to remote work in foreign countries.

Flexible Policies

To make it possible to implement and innovate on new modes of remote work, some important policy and practice changes are needed in the following general areas:

Register Brown to conduct business in more states: Offering remote work options to Brown employees such that they can work from a state outside Rhode Island requires that Brown be registered with the state to collect income taxes, to participate in the state's workers compensation program, and in some cases to do business in the state. The University is currently expanding the number of states in which it is registered to employ faculty and staff. The states in which Brown is or will soon be licensed are: RI, NY, CA, CO, MD, NC, NH, NJ, DC, FL, CT and MA. For other states and foreign countries, remote work is possible but requires the hiring process to go through a third-party company (e.g., nextSource). The working group understands that direct employment outside of the U.S. may be financially impractical in most cases but encourages flexibility to create agreements with foreign institutions that would allow Brown to hire faculty and postdocs indirectly.

Loosen residency requirements: Faculty Rules and Regulations specify that faculty members must be present and regularly available on campus during the academic year, starting with Orientation and ending with Commencement. Faculty members who will be absent from campus during the academic year currently need to inform their chair at least 10 days in advance of the absence, and chairs are required to notify the cognizant dean. The new remote work options the working group envisions for faculty members would require the exemption of certain faculty members from the residency requirement for a semester (or longer, if appropriate). Doing so may require modification to the Faculty Rules and Regulations and the Handbook of Academic Administration.

Operationalization Through Pilot Programs

While the Flexible Teaching and Research working group is excited about new modes of remote work, teaching and learning that Brown faculty members can pursue, there are still some important unknowns around the effectiveness of doing things remotely, as well as considerations around how the residential campus culture and programs would be affected. Thus, the group recommends starting with limited-term, small-scale experimentation as a general approach to operationalizing many of these recommendations. Such pilots will allow the University to experiment, learn and pivot quickly and, as appropriate, without the need to make significant long-term investment and risk negative unintended consequences.

These pilots should: (a) be time limited and (b) include an assessment plan to describe measurable success criteria that would allow the University to objectively evaluate their impact and effectiveness. Such criteria should be guided by the principles stated earlier.

In order for these pilots to get good traction and lead to strong outcomes, Brown could encourage faculty members to apply for and help participate in these pilots, offering resources, funds and time as needed. It is important to make any relevant policy changes so that experimenting with new models requires little overhead and is as productive as possible.

For the pilots, the working group recommends leveraging existing mechanisms, policies, and resources as much as possible and expanding them only when necessary.

Enabling Community Innovation

The working group regards the recommendations outlined in this report as some initial ideas and starting points. In order for Brown to continue to be ahead of the curve and lead, we need to think broadly about actions that would empower faculty to innovate. More generally, we should consider interventions that would help establish a "culture of innovation." To this end, the group recommends the following:

Campus-wide innovation lecture and discussion series: The Brown community would broadly benefit from establishing highly visible platforms that facilitate ongoing campus-wide discussion and sharing of best practices and experiences (internal and external) around digital, online innovation. During the early stages of the committee's work, some members worked on the development of such a lecture series. The outcome of this effort was a series called "Provost's Series on Innovative Teaching and Learning," which is being organized by the Sheridan Center and sponsored by the Office of the Provost. This series was announced to the community in Fall 2021 and began in Spring 2022.

Innovation funds: The working group recommends leveraging and expanding existing funding mechanisms (e.g., Course Development Funds) in order to support these efforts in teaching and research innovation. The group expects that these funds would be available as a part of the pilot programs, though some can be offered independently to encourage new innovative activities that go beyond the existing pilots. In addition, Digital Learning and Design may need additional resources to be able to support this work.

Innovation awards: As the University launches new activities, establishing annual campus-wide awards would be a good way to not only recognize faculty members who pursue highly innovative teaching and learning but also share these exciting efforts broadly, and signal to the community the importance of innovating in this space for Brown.

Recommendations

1. Launch a pilot program that allows faculty to be remote (i.e., away from campus) to pursue an exceptional opportunity to enhance their scholarship or teaching

The working group recommends that the faculty vote on a proposal for a two-year pilot program to allow up to 10 regular faculty members per year to work and teach remotely for up to one semester.

Proposals for remote work should include:

- a proposed project;
- an explanation of why the project requires remote work and why the timing of the remote work is important (i.e., could the project be delayed until summer or sabbatical?);
- a plan for teaching remotely, including a description of any pedagogical or D&I benefits derived from the remote work or location;
- a plan for participating in University and departmental governance and service remotely and/or a specific commitment to significant service after the remote work is complete; and
- a support letter from the academic home unit.

Remote work proposals can be assessed by an ad hoc committee of faculty representing a variety of divisions and administrative staff appointed by the Faculty Executive Committee and the Provost. In their selection, the faculty should pay particular attention to equity across the various disciplines and schools. The committee will serve for the duration of the pilot and will write a report at the beginning of the final semester of the pilot recommending permanent adoption, adoption with changes, or termination of the program. This report will be delivered to the faculty, along with a recommendation from the Provost, and the final decision will be left to a vote of the faculty. The committee's assessment should be based on the level of faculty interest in the pilot, the dean of the college's assessment of the quality of remote instruction offered, the deans' assessments of impact on service and departmental governance, and the scholarly or artistic products and impact of remote work.

Because the residency section of the Faculty Rules and Regulations, 5.II.D, is a Corporation policy, it cannot be changed by faculty vote. However, the rules are currently written to allow exceptions, which should permit a pilot program. If the program is successful, the faculty could recommend that the Corporation amend the rules to read:

- Members of the faculty must meet these responsibilities during each semester of the academic year, unless an exception (e.g., leave of absence or special permission for remote work) has been granted by the chair and appropriate dean.

2. Launch a pilot program to encourage teaching by and with remote instructors to create unique educational opportunities

To help encourage and develop new co-teaching opportunities, the working group initially recommends running selective pilot projects that are reviewed at the University level. The selection process should ask for a sound pedagogical rationale, design concepts around how remote instructors will effectively engage with students, and focus on the value-added component, ensuring an enhanced learning experience without the delegation or dilution of teaching responsibilities of Brown faculty members (in a way that is consistent with the team teaching expectations within Brown.[3]

Specifically, the working group recommends a two-year pilot program that would fund three to four collaborative teaching efforts per year. Proposals for such pilots should include:

- a proposed course with short description and syllabus;
- an explanation of why the course requires a remote partner;
- a developed plan for co-teaching, including an explanation of the pedagogical benefits derived from the inclusion of a remote partner;
- a statement on how the University's diversity, equity and inclusion goals may be enhanced through such a collaboration;
- a list of the anticipated challenges, such as differences in schedules and academic calendar across institutions, or ownership rights over the course;
- a list of the resources/staff support needed to support such a collaboration (such as at Sheridan but also potential stakeholders) and a budget;
- the future prospect of sustainability of this course and what ongoing resources are anticipated to be required; and
- a letter of support from the chair of the academic home unit.

These proposals will be assessed by an ad hoc committee of faculty representing a variety of divisions and administrative staff appointed by the Faculty Executive Committee and the Provost. The working group recommends the staff members of this ad hoc committee include one or two Sheridan Center staff members. They further suggest that existing governance processes be used for course approval and that course development funds be mobilized for this pilot program. The selection should take into account equity across disciplines across Brown, and priority could be given to courses that advance University priorities such as equity, diversity and inclusion within the relevant fields.

Assessing the effectiveness of such courses, both in terms of content, pedagogy and effectiveness of modality, is critical. The courses developed within this pilot would be evaluated according to the criteria set forth in the course development funds (e.g., "recipients will typically be expected to report on their funded activities and the outcomes of the curriculum (re)design"). Existing mechanisms such as course feedback forms need to be expanded with feedback questions specific to such courses. Analytics from Canvas on course engagement or data can be used to assist in the evaluation.

After the pilot period, the committee should make a recommendation to the Provost and the President on whether, and in what form, to continue this program or not.

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[3]   Handbook of Academic Administration: Chapter 22.16

3. Create new virtual exchange, cross-registration and online programs to expand Brown's reach to a broader and more diverse community of learners

As described in Section 2.C, Brown already has existing agreements that can be further developed in the near term. Expanding these agreements to allow remote participation would be a good first step. In the longer term, new agreements may be developed with other institutions.[4]

Specifically, the working group recommends expanding the scope of existing programs to allow for remote learners, including:

1. The Division of Pre-College and Undergraduate Programs should expand the Guest Student Program to allow for remote learners. Historically, the online offerings in Summer Session have filled first, as undergraduates are interested in flexibility in the summer months. The division plans to increase online offerings over the next three years, so as more courses are offered, additional seats will be available to guest students. Departments would determine which courses offered in Summer Session would be available to a larger number of guest students, as space is available. If the expansion is successful, departments may decide to use Summer Session to assist with credentialing through a suite of courses for alumni and/or other guest students.

2. The Office of the College of Admissions should expand the Visiting Student Program to allow for remote learners. This was already being done during the first year of the pandemic (when all the courses were online), and the working group recommends that this practice continue as a two-year pilot as a subset of the courses are expected to continue to be delivered in online or hybrid form. If the pilot is successful, the working group also would recommend establishing virtual cross-registration agreements with additional select schools in support of University diversity, internalization or discipline-specific goals (e.g., in the area of less commonly taught languages).

3. The Graduate School should initiate an effort to expand the Exchange Scholar Program to allow for remote exchange scholars. This has the benefit of allowing remote graduate students not only to take Brown courses but also to participate in research activities as appropriate. Naturally, Brown students will benefit from this program as well. Given the large number of institutions in this program, it is expected that the Graduate School may choose to initially work with a few select institutions on a virtual expansion of this program, which can be expanded after a successful pilot period.

4. The Academic Innovation Unit, which is housed within the Office of the Provost, should launch a **Digital Education Innovation Seed Fund** for faculty members who are interested in developing new online programs. The Academic Innovation Unit was launched in 2020 by the President and Provost to rapidly design, develop and launch new online programs that will create pathways of access to diverse learners around the world. These programs are rooted in areas of academic excellence at Brown and must be developed in partnership with faculty and academic departments. This seed grant can support interested faculty who are looking to either develop new online programs or redesign existing (both online and traditional) courses to meet a broader audience of learners.

4. Streamline the recruiting and integration of remote research faculty and postdocs

As of January 2022, for non-regular faculty members who do not teach, remote work is permissible within the bounds of Brown's licensure to do business and pay taxes. As described in Section 2, for Brown employees to work from a state outside Rhode Island, Brown must be registered with the state to collect income taxes, to participate in the state's workers compensation program, and in some cases to do business in the state. Brown is or will soon be licensed in RI, NY, CA, CO, MD, NC, NH, NJ, DC, FL, CT and MA.

The working group's specific recommendations in this area are as follows:

1. **The University should further expand its list of work-eligible states** to include, at least, the most major population centers and those in which the University has established strategic partnerships. These include states such as Arizona, Illinois, Pennsylvania, Texas and Washington. It is understood that direct employment outside of the U.S. may be financially impractical in most cases, but the working group encourages flexibility and support to create agreements with foreign institutions that would allow Brown to hire faculty and postdocs indirectly.

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4   The Flexible Teaching and Research working group notes that course development funds can be used to expand existing courses or develop new ones to take advantage of these expanded programs. If a goal is to reach broad and diverse communities, these efforts can be aligned with Diversity and Inclusion Action Plan Phase II planning that is currently taking place. In this way departments/divisions could invest in developing content for large courses they could sustain.

The group also proposes that there is an established channel to request additional state licenses and agreements in anticipation of upcoming remote appointments, as hiring through third-party companies incurs significant additional costs (typically about 25% additional markup over salary and benefits).

In addition, at present Brown charges overhead on top of third-party costs; it is suggested that the Office of the Vice President for Research reconsiders this overhead and tries to eliminate or at least reduce it, as very little of the typical costs the overhead funds expect to cover (e.g., facilities, utilities, computing, etc.) is relevant to someone working remotely through a third-party company.

2. **The University's process of making remote appointments should be more streamlined and structured** and more support should be provided to remote researchers to make sure they are well integrated with the residential community.

   Specifically, the group proposes that a remote appointment request should come with a justification and a remote work management plan that addresses how the remote work will conducted, supervised and assessed, and how the remote researchers will be mentored (if applicable, e.g. for postdocs) and integrated into the respective unit and the broader Brown community. There should also be expectations set on how many remote positions will be allowed at any time in an academic unit (similar to the # of sabbatical slots allowed). It is recommended that no more than one-third of the positions in a given appointment category of a particular unit be remote at any given time. The Office of Information Technology should provide guidance on how to keep our systems and data secure as remote work grows.

   The group also recommends that the Office of University Postdoctoral Affairs develops a portfolio of training and best-practices material for effective mentoring of remote postdocs, which would be made available to sponsoring units and principal investigators. The activities of the Brown Postdoc Council should also be expanded to involve remote postdocs.
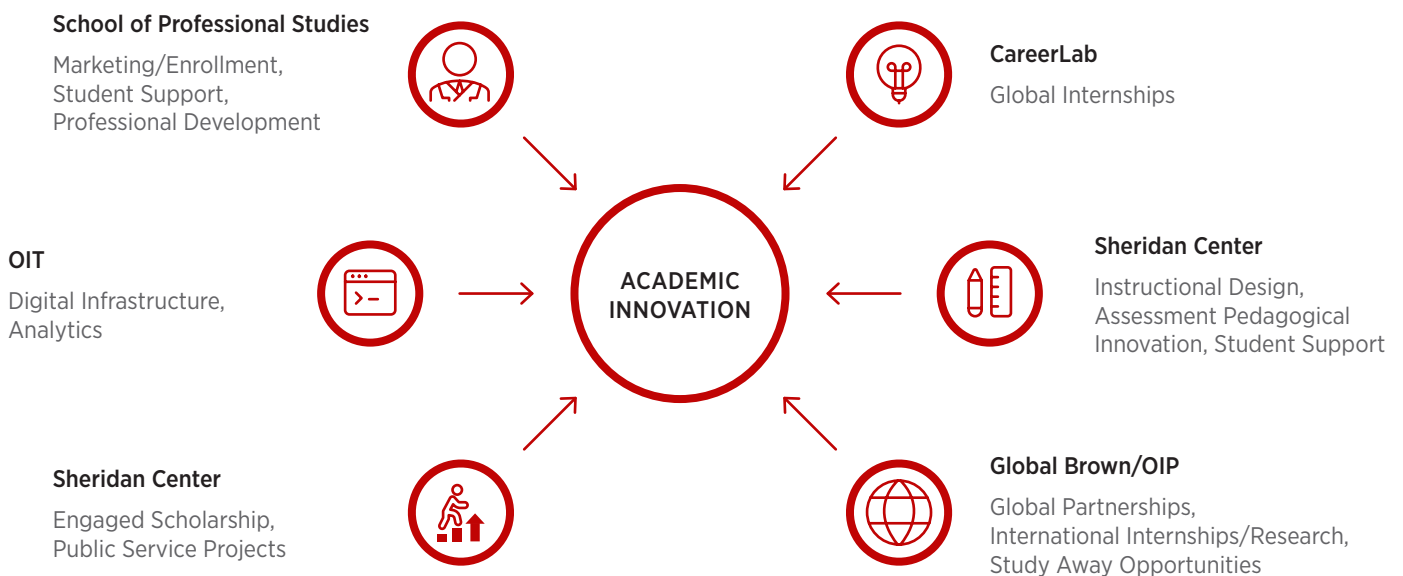
DIGITAL INFRASTRUCTURE

Goals

The overall goal of the Digital Infrastructure working group was to develop a roadmap for building the necessary systems to support the successful design and delivery of fully online programs (credit and non-credit), hybrid and low-residency and residential programs at Brown. (For the purposes of this report, the term "digital education" is used to encompass these three modalities of instruction). The working group's analysis seeks to understand the current state of technology infrastructure at Brown, with particular focus on understanding gaps and pain points in our existing infrastructure that need to be addressed.

Process

In recent years, the University has made significant investments that have put us in a strong position to support this academic innovation work. Chief among these is the recent restructuring of the Sheridan Center for Teaching and Learning and the creation of a centralized Digital Teaching and Learning (DLD) team within Sheridan. Through this work, we have ensured that the University not only has the technical talent to support high-quality program development but also that this work is rooted in Brown's tradition of pedagogical excellence. The strategic redesign of the School of Professional Studies (SPS) has strengthened the school's capacity to support increasing demands for enrollment management, marketing and recruiting, and student engagement and support as a function of new program development. The Office of Information Technology (OIT, previously named CIS) has been and will continue to be an active and engaged partner in this work to ensure that the University has the technical capacity and secure environment to offer online programs across a range of platforms and to students located in all corners of the globe. The programs the University is developing build on OIT's earlier work on the digital experience at Brown.

The new Academic Innovation Unit sits at the center of these existing units and serves as an internal skunkworks to generate new program ideas. As the University innovates the undergraduate learning experience to support experiential education, we will partner with the College, CareerLAB, Swearer Center for Public Service and the Office of International Programs/ Global Brown to ensure that Brown undergraduates have access to outstanding research and service projects and internships around the world. The University will also work closely with SPS, Sheridan and OIT to develop and launch high-quality online programs to a diverse range of professional and executive learners. It is important to note that Brown's centralized approach to this work puts the University in a significantly stronger position than peer institutions (like Harvard and Columbia, for example), where online education units are created within multiple schools and departments, leading to inefficient and redundant staffing, and siloed program development and implementation. Brown's centralized model, on the other hand, ensures that investments that we make to support academic innovation can be shared and applied across the University.

ACADEMIC INNOVATION ECO-SYSTEM

School of Professional Studies
Marketing/Enrollment,
Student Support,
Professional Development

CareerLab
Global Internships

OIT
Digital Infrastructure,
Analytics

ACADEMIC INNOVATION

Sheridan Center
Instructional Design,
Assessment Pedagogical
Innovation, Student Support

Sheridan Center
Engaged Scholarship,
Public Service Projects

Global Brown/OIP
Global Partnerships,
International Internships/Research,
Study Away Opportunities

The Digital Infrastructure group structured its analysis by mapping the life cycle for teaching and learning from the vantage of a typical instructor and student in the digital education space. The figures in Appendix 1 capture the key touchpoints with relevant parties at Brown through this experience, and the group's analysis of infrastructure examines each of these dimensions to understand the investments the University needs to make to strengthen the educational experience and scale its capacity to meet its ambitious growth plans for digital education.

Recommendations

The working group focused on the following areas:

1. Instructional Design and Implementation
2. Marketing, Analysis and Enrollment Management
3. Technology Infrastructure and Support

The table in the appendix summarizes gaps and recommendations for improvement in each of these areas. Investments that the University already has made also are highlighted in each. Some highlights of the group's analysis and recommendations are included below:

Instructional Design

An area of strength at Brown is instructional design and support. As the University transitioned to remote instruction in the early days of the COVID-19 pandemic, the Sheridan Center offered opportunities for instructor training in best practices in digital education. Buoyed by this success, the center seeks to offer more professional development opportunities around digital learning in topic areas such as digital lab instruction, digital inclusivity, new course design institutes, collaborative online international learning and graduate student-focused training programs, particularly around asynchronous content, assessments, capstone projects and student support. To support this work, the University has augmented staffing in the Digital Learning and Design (Sheridan Center) team, which plays a central role in partnering with SPS and academic departments in the design and delivery of new programs. Appendix 3 provides more detail on the working group's analysis of instructional design at Brown.

Digital Marketing

A critical component of the University's current and future success in the digital education space will be our ability to raise awareness for the portfolio of programs we seek to launch in the coming years. While Brown has strong brand recognition in the residential education market, the digital education space is crowded by peer and non-peer institutions and third-party vendors who are all offering similar programs in a global market. An important consideration for Brown's digital marketing strategy will be the extent to which we develop digital capabilities for design, delivery and conversion in house vs. contracting with specialized vendors. On the one hand, having a robust and centralized digital marketing team at Brown that has expertise in designing digital strategies for design, paid search and lead generation and conversion could be economically beneficial as we expand the scope and scale of our digital education programs across multiple units. On the other hand, the digital marketing landscape is rapidly changing, which is creating challenges for hiring, training and retaining talent in this competitive market. The launch of new programs such as the online Master in Public Health and Certificate in Digital Health will help Brown determine its strategy for digital marketing. Nonetheless, as noted in Appendix 2, this working group recommends making modest investments in staffing to manage the needs of existing programs as well as supervision of and engagement with external vendors.

Admission, Enrollment and Student Support

As we anticipate increased volume of student applications for a range of digital education programs, the University must ensure that we have a seamless application process and can effectively track and securely manage applicant data throughout the application lifecycle. At the same time, we must work to integrate data management and use across multiple systems including Banner, Canvas and other databases used by the Office of International Student and Scholar Services, the Bursar, Registrar and Library, among other areas. Coupled with this work, as noted in Appendix 2, this working group anticipates needing to strengthen student support services for remote and hybrid learners around the world. This includes increased IT support as well as student success coaches who focus on student retention and completion in online programs that

traditionally see high levels of attrition. SPS and OIT have already begun experimenting with chatbot technology and dedicated staffing to offer round-the-clock student support.
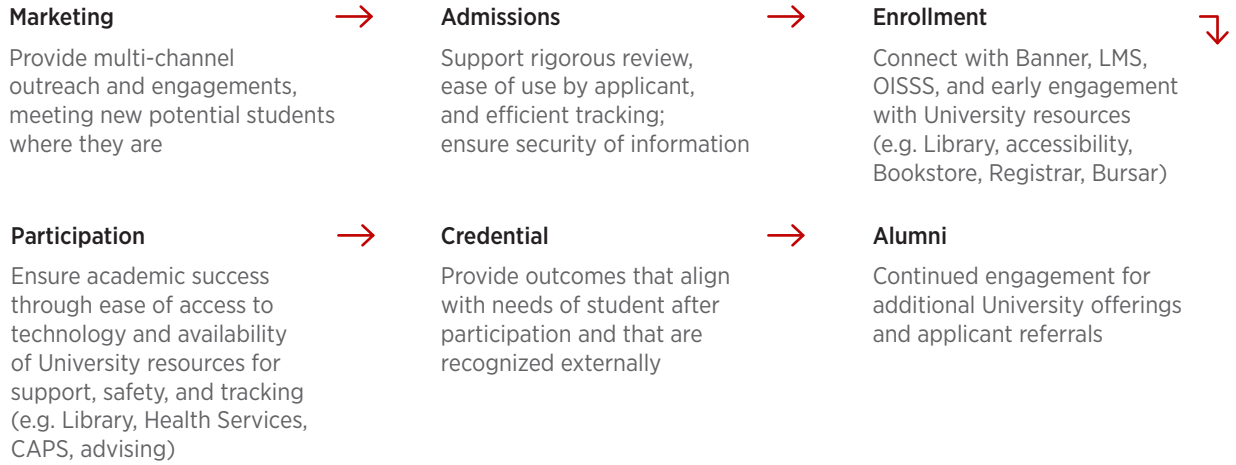
Technology Platforms and Data Security

In addition to the point raised above regarding data management across multiple systems of record, two other areas for investment include course management integration and identity proofing. With rapid innovation in digital education, there is a plethora of digital coursetools and are related multiple points of user entry in use at Brown that create a complex environment for learning communities seeking to understand and adopt best practices. Efforts are underway in OIT to create a more integrated user experience, through my.brown.edu for example, so that instructors and students can readily access all course tools in one place. Another area of focus relates to identity proofing, which currently happens only during admission to a program for residential programs. In a remote program, the risk of academic integrity violations (i.e., an unregistered student completing course assignments or exams in place of a registered student) is much higher. OIT is currently exploring options to create a robust solution to this issue and is in discussion with peer institutions to understand best practices. Appendix 4 offers more detail on these recommendations.
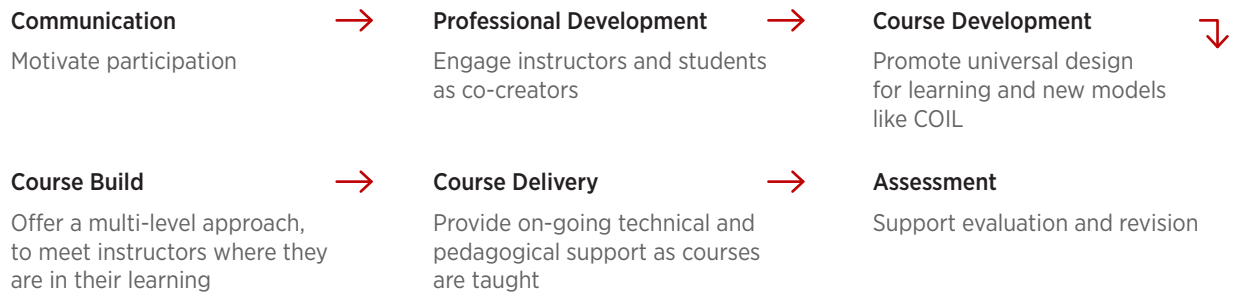
While there is much work to be done to create a robust infrastructure at Brown to meet our current needs and future ambitions in digital education, the working group was heartened that we have already made significant investments toward this goal. To support the University's current slate of digital programs, we have increased staffing in units that support instructional design, marketing and enrollment and student support, as well as on the IT teams. With these investments, coupled with Brown's centralized and coordinated ecosystem and the roadmap that is provided in this document, the working group is confident that Brown can meet its ambitions and become a model for academic innovation within higher education more broadly.

APPENDIX 1. STUDENT AND INSTRUCTOR LIFECYCLES

STUDENT LIFE CYCLE AND GOALS FOR INFRASTRUCTURE IMPROVEMENT

Marketing →

Provide multi-channel outreach and engagements, meeting new potential students where they are

Admissions →

Support rigorous review, ease of use by applicant, and efficient tracking; ensure security of information

Enrollment ↴

Connect with Banner, LMS, OISSS, and early engagement with University resources (e.g. Library, accessibility, Bookstore, Registrar, Bursar)

Participation →

Ensure academic success through ease of access to technology and availability of University resources for support, safety, and tracking (e.g. Library, Health Services, CAPS, advising)

Credential →

Provide outcomes that align with needs of student after participation and that are recognized externally

Alumni

Continued engagement for additional University offerings and applicant referrals

INSTRUCTOR LIFE CYCLE AND GOALS FOR INFRASTRUCTURE IMPROVEMENT

Communication →

Motivate participation

Professional Development →

Engage instructors and students as co-creators

Course Development ↴

Promote universal design for learning and new models like COIL

Course Build →

Offer a multi-level approach, to meet instructors where they are in their learning

Course Delivery →

Provide on-going technical and pedagogical support as courses are taught

Assessment

Support evaluation and revision

GAPS	RECOMMENDATIONS	PROGRESS TO DATE
Lack of marketing capacity	Key hires needed: • Marketing leadership • Built existing capacity and augment with key hires for marketing to specific populations for degree and non-degree programs	Hired three marketing staff in SPS; open search for Director of Marketing and Communications Contracted with top-tier marketing and enrollment firm for launch of online MPH
Admission/enrollment staffing	Key hires needed: • One Slate expert for SPS • Three Salesforce/Marketing Cloud experts	Open search for Slate lead in SPS Finalizing two Marketing Cloud position descriptions in Pre-College and Undergraduate Programs (PCUG) CRM role posted, but will be redefining to encompass multiple systems (not just Salesforce) in PCUG
Billing inefficiencies for master's students (billed in advance based on an expected course load)	Explore billing students in an a-la-carte model similar to non-degree programs	Working group, led by Wynette Zuppardi, is examining graduate tuition processes
Student support is constrained by the current M-F 8-5 model of support for prospective applicants	• Contract out 24/7 help desk support • Implement chatbot for FAQs	Chatbot implemented for non-degree and executive programs; rolling out for all master's support as part of SPS web redesign in Spring 2022

GAPS	RECOMMENDATIONS	PROGRESS TO DATE
Staff	Augment staffing in Sheridan Center	• Online MPH: Senior Associate Director is in place; three new positions are posted • Learning design: added one designer and have posted another position • Media: added two staff members; one is posted • Technology: two positions have been filled and one is posted • Hired a program manager
More professional development opportunities around digital learning	Develop programs for graduate students	Conducting a needs assessment in coordination with the Graduate School for a possible new graduate certificate program in digital learning
	Collaborative Online International Learning (COIL) for faculty	• On pause while focusing on staffing; until then, available for 1:1 consultations with instructors • Disseminated information about Global Challenges Teaching Award – Climate Change
	Advance innovation in lab instruction by funding and guiding intergenerational teams	Conducted meetings with STEM instructors during Spring 2022 to understand their needs. Students are being hired to begin this work.
	Expand programs centered on digital inclusivity (e.g., Universal Design for Learning)	Continue to infuse this into our work, but have not developed any new programs yet
	Develop new course design institutes (CDI) to support educational innovation	This is under discussion by the educational development subgroup of Sheridan.

GAPS	RECOMMENDATIONS	PROGRESS TO DATE
Unavailability of help desk services 24/7	Hire staff or contract service company to support a 24/7 help desk and implement a chatbot for FAQs	Vendor for 24/7 support has been identified.

Assessment of Chatbot software and processes for AI training is underway. |
| Learning communities need easier ways to get access to digital course tools, one point of entry instead of multiple | Assess needs for improvements to instructor tools for provisioning of course tools

Assess expansion in the use of the my.brown portal as the platform for student engagement with course tools | Assessments are underway. |
Existing identity-proofing practices are only completed during the time of accepting admission to programs	Examine existing identity-proofing procedures for students and identify process changes required for online courses	Assessment of current identity-proofing practices for existing programs has raised broader questions on the issuance of electronic credentials. Further assessment and benchmarking practices with other institutions is under way.
Multi-factor authentication is not required for pre-college students	Require multi-factor authentication for all programs that grant certificates or digital credentials	Multi-factor authentication is required for all services that leverage Brown Single-Sign-on (SSO). Additional services such as Google will authenticate against SSO in Spring 2022. Recently introduced student services that don't leverage SSO are being assessed.
Authentication events are not processed in attempts to identify anomalous log-in behaviors	Implement a data analysis practice to evaluate authentication events in order to identify potential violations of academic integrity via credential sharing	Technical infrastructure is in place. Standard practice needs to be established to interpret available log data.

APPENDIX 5. WORKING GROUP MEMBERSHIP

Experiential Education Working Group Membership

Amir Tamaddon, *Undergraduate Student*

Asabe Poloma, *Assistant Provost for Global Engagement*

Betsy Shimberg, *Senior Associate Dean for Experiential Learning*

Danny Warshay, *Executive Director, Nelson Center for Entrepreneurship, Professor of the Practice in Engineering*

Deepak Gupta, *Undergraduate Student*

Jane Sokolosky, *Director, Center for Language Studies, Distinguished Senior Lecturer in German Studies and Language Studies*

Mary Wright, *Associate Provost for Teaching and Learning, Executive Director, Sheridan Center for Teaching and Learning, Professor of Practice in Sociology*

Mary Jo Callan, *Executive Director, Swearer Center for Public Service*

Matt Donato, *Director, Center for Careers and Life after Brown (CareerLAB)*

Matthew Rauschenbach, *Undergraduate Student*

Rashid Zia, *Dean of the College, Professor of Engineering and Physics*

Richard M. Locke, Provost, *Professor of Political Science and International and Public Affairs*

Robbie Felton, *Undergraduate Student*

Sarah Mullen, *Chief of Staff in the College*

Toni-Marie Achilli, *Assistant Dean of Biology*

Yoonah (Yuna) Lee, *Undergraduate Student*

Zachary Sng, *Chair of German Studies, Professor of German Studies and Comparative Literature*

Flexible Teaching and Research Working Group Membership

Sheila Bonde, *History of Art and Architecture; Archeology*

Ugur Cetintemel, *Computer Science*

Johanna Hanink, *Classics**

Sylvia Kuo, *Economics*

Govind Menon, *Division of Applied Mathematics*

Joel Revill, *Senior Associate Dean of the Faculty*

Melvin Rogers, *Political Science (past member)*

Kate Smith, *Biology and Medicine (past member)*

Digital Education Working Group Membership

Adrienne Marcus, *Dean, Division of Pre-College and Undergraduate Programs*

Arun Kavishwar, *Undergraduate Student*

Catherine Zabriskie, *Senior Director of Digital Learning and Design, Sheridan Center for Teaching and Learning*

Mary Wright, *Associate Provost, Teaching and Learning, Director of the Sheridan Center for Teaching and Learning*

Shazain Khan, *Undergraduate Student*

Sylvia Kuo, *Senior Lecturer, Department of Economics*

Lawrence Larson, *Dean, School of Engineering*

Lyubov Niemann, *Director, Strategic Initiatives, Academic Innovation*

Shankar Prasad, *Deputy Provost and Vice President for Academic Innovation*

Leah VanWey, *Dean, School of Professional Studies, Professor of Sociology and Environment and Society*

Bill Thirsk, *Former Chief Technology and Chief Digital Officer (past member)*

John Spadaro, *Interim Chief Technology Officer*