Making Visible Our Commitment, Advancing our Priorities:
A Proposal to Establish the Studio for Teaching and Learning at William & Mary
Prepared by the Teaching and Learning Advisory Team, 27 February 2019

1. Introduction

William & Mary combines teaching excellence with research innovation. As we continue striving to become the preeminent Liberal Arts & Sciences university of the 21st Century, we must strengthen further our abilities to promote learning, generate discovery, and advance innovation. The establishment of an integrated Studio for Teaching and Learning would serve to coordinate existing initiatives devoted to teaching effectiveness while creating new opportunities to ignite and incubate innovative ideas and approaches, and to showcase these at our institution and beyond.

Creating the Studio for Teaching and Learning (“Studio”) would be a concrete step toward advancing W&M priorities—among them cultivating institution-wide thinking; fostering innovation; enhancing diversity, inclusion, and equity; and building community. It would, moreover, respond to repeated recommendations over the past decade for such a center. Multiple voices from across the institution have articulated, in various ways, the need for such a hub at W&M. Among these are:

- from the Task Force on Race and Race Relations Final Report dated 16 April 2018 (p. 11 #41): “Create and fund a faculty development institute...on Inclusive Teaching”, and (p. 17 #6): create additional “internal professional development opportunities...”;

- from the Provost’s eLearning Committee Report dated 30 May 2017 (p. 2): establish “a new university-wide Center for Teaching and Learning to coordinate efforts for continued faculty development in multiple pedagogical approaches that incorporate educational technologies effectively” as well as to provide “more opportunities for faculty to learn about pedagogical uses of educational technologies via regularly offered presentations and training workshops”;

- from the Charles Center Review Committee Report dated June 2017 (p. 10): “A University-wide Center...under the Office of the Provost, would permit the institution to make strides in enhancing teaching and fostering innovation and entrepreneurship among faculty. This new Center would, moreover, serve as tangible evidence of the University’s emphasis on teaching. We advise consolidation of teaching enhancement initiatives currently offered in various sites across the institution within a single Center, to maximize synergy, eliminate redundancy, and reduce confusion.”

This increased support for the ongoing professional development of W&M faculty, staff engaged in teaching, and graduate instructors would: 1) enhance pedagogical practices; 2) foster creativity and innovation in teaching; 3) curate and make accessible resources for teaching; and 4) facilitate partnerships to improve teaching and learning across the institution, with the community and with select institutions.

As a locus for academic experimentation and excellence, the Studio would position W&M to respond to the changing learning needs of our students—today and into the future. It would make visible our commitment to addressing our nation’s higher education challenges.
II. W&M’s Studio as Response to Challenges of U.S. Higher Education

W&M has a long history of high-quality teaching and learning for undergraduates and graduates. At present, however, we confront accelerated changes related to population demographics, technological evolution, political landscapes, and economic challenges. We believe the Studio will be an essential tool to help W&M respond to these and other challenges facing our nation. The American Academy of Arts and Sciences recently released a report analyzing the challenges facing U.S. higher education; *The Future of Undergraduate Education, The Future of America* highlighted the reality that even institutions with long commitments to high-quality undergraduate teaching will need to respond to changing demographics, technological disruption, shifting political pressure, and mounting funding challenges. We believe the Studio will help position W&M to address these challenges by consolidating and coordinating educational development initiatives currently offered through multiple offices, and by developing important new ones. The Studio will also serve as the connection point with national, regional, and local organizations for high-quality research in supporting teaching and learning.

The Report further identified three essential priorities that are shared by all institutions: 1) strengthen the student educational experience, 2) increase completion and reduce inequities, and 3) control costs and increase affordability. We expand these priorities beyond undergraduate education to cover graduate education as well. These priorities align with many of the key themes that President Katherine Rowe has identified in her Listening Sessions at W&M, and they will help define the program and structure of the Studio. The University already has many initiatives in place to respond to these priorities; the Studio encourages us to respond to them in a more coherent and organized way.

**Priority 1: Strengthen the Student Educational Experience.** The Commission identifies a priority to “ensure that all students—whatever their program of study—have high-quality educational experiences that prepare them for success in the twenty-first century.” The proposed Studio will provide a comprehensive support program for graduate students as well as offer development opportunities for non-tenure eligible (NTE) and tenure-eligible faculty at all career stages, and assist departments and programs in developing and revising courses and curricula to “incorporate academic, career, and civic knowledge and skills as a foundation for rewarding and productive lives and careers”. The Studio will also encourage discipline-specific pedagogical research and continuous improvement through the scholarship of teaching and learning and will facilitate high quality assessment that can provide a “deeper understanding of the relationship of teaching to student learning… and the many factors that affect this dynamic”.

**Priority 2: Reduce Inequities and Foster Inclusion.** Both students and faculty at U.S. colleges and universities are becoming increasingly varied in their backgrounds and experiences, reflecting the diversity of our broader society. The Studio can provide instructors with specific support in designing, managing, and assessing courses to allow all students greater chances of success. The Studio will seek effective collaboration with academic offices, University Libraries, Student Affairs, Institutional Research, centers for diversity, and faculty leadership bodies to develop and communicate resources and best practices. A major goal will be to help instructors in their efforts to create inclusive classrooms, studios, and labs. These best practices will be operationalized through course components including the syllabus, course design, strategies and content to develop students’ sense of belonging, teaching styles for inclusivity, and methods for expanding instructor knowledge of students’ backgrounds and skills.
Priority 3: Maximize the Value of Investments in Teaching and Learning. We believe that the Studio can be an effective catalyst for innovation and exploration of learning strategies and methods that deepen learning for more students without increasing costs. We see the Studio as an advocate for institutional changes in policy to more efficiently support learning and, where appropriate, effective ways for technology to enhance learning. The Life/Career approach to educational development will encourage faculty to find effective means to refocus their energies in ways that enhance their careers and strengthen the university.

Creating the Studio at W&M would advance our institutional priorities while also positioning us to respond to these challenges facing our nation’s higher education. The Studio will help embed the core values of liberal arts and sciences education in all parts of the university. With its integrated approach, it will also strengthen connections among a much wider segment of the community, thereby fostering well-being, promoting professional development and career preparedness, expanding leadership, and shaping global perspectives.

III. Core Characteristics of Teaching and Learning Centers

The last decade has seen a rapid expansion in both the number and the scope of programming for campus-wide centers of teaching and learning. Even institutions with long histories of dedication to effective teaching have recognized the benefit of consolidating and coordinating the work of multiple offices and units working independently. In our review of all of W&M’s aspirational peers, our SCHEV peers, and the top 10 liberal arts colleges, we found only one other institution without such a center.

Our analysis of centers at more than 50 comparable institutions reveals the following core characteristics:

1. designated physical space (98% of centers)
2. a clear and easy-to-navigate method for faculty to get individual support and consultation (98%)
3. a full-time director with clear responsibility for coordinating and communicating about teaching and learning for the entire institution; most centers also have additional staff (93%)
4. a comprehensive, well-publicized and organized program of professional development events and activities (90%)
5. a comprehensive website focused on teaching and learning (87% of centers)
6. an active and engaged advisory committee of representative faculty, students and staff (85%)
7. a set of core resources on course design, teaching strategies, syllabus preparation, diversity and inclusion (75%)

W&M’s Studio must include all these essential components. Additionally, the Studio must grow out of and respond to needs expressed by current stakeholders, maximize synergy between and among existing initiatives, and be closely aligned to our academic culture.

The new Studio must be inclusive of the entire university, serving all schools, departments, and units. While this will be a challenge for a campus of our size and complexity, the task is made more acute given our separate campuses for the Schools of Marine Science, Education, and Law, as well as the Washington Center. It is critical that faculty, staff, and graduate instructors at these more distant locations have access to the services provided by the new Studio, and feel welcome there. A separate document developed by
the Advisory Team outlines such strategies and best practices; these might include Studio staff occasionally offering services at these locations, and real-time and/or recording of sessions.

IV. Charge to Advance Excellence in Teaching and Student Learning

In August 2018, Provost Michael Halleran invited faculty and staff from across the institution to activate their “collective best thinking...on how to best structure our efforts to advance our excellence in student learning.” He tasked a 14-member Teaching and Learning Advisory Team, co-chaired by Ann Marie Stock and Paul Heideman, to consider issues like the following:

- What are the perceptions and needs of faculty in strengthening and innovating in pedagogy?
- What programming would be most effective and have the widest appeal?
- What are the characteristics of such centers at our peer institutions that we might imitate and adapt for W&M?
- What structure(s) might work best at W&M?
- In what ways might graduate students benefit?
- How would the eLearning group best operate within this structure or independently?
- How might the resources of the Reeder Media Center be incorporated?
- What synergies might exist or be developed with other units, programs or initiatives?

He tasked a partner group, the 10-member Teaching and Learning Implementation Team (later renamed the Integrated Faculty Support Team); co-chaired by Gene Roche and Lisa Nickel, this group would support the efforts of the Advisory Team by beginning to identify and consolidate existing programming and initiatives.

Both the Advisory and Support Teams began their work in early September 2018. The Advisory Team met approximately seven times, devoting the initial meetings to the questions in the Provost’s charge. Early on, members worked together to develop a shared understanding of teaching and learning centers and best practices related to their creation. They also developed an “Elevator Pitch” to ensure that communication about the initiative was consistently delivered across the institution. Throughout the work period, spanning nearly six months, team members met with their respective constituencies to request input, communicate progress, and field questions about the proposed Studio. Additionally, they took advantage of other opportunities to gather ideas and gauge interest (four Listening Sessions organized and hosted by the President’s Office, one Writers’ Retreat co-sponsored by W&M Libraries and the Vice Provost, one Provost Search forum, etc.). The Team consulted more than 500 W&M stakeholders from across the institution. This document integrates the ideas and input generated through these efforts.

The path of the Support Team often paralleled that of the Advisory Team. Over the fall semester, the Support Team met three times. In these meetings, team members reviewed the “Elevator Pitch” document, held prototype sessions, and continued to review and discuss the changes in the design plan. The team also hosted an EDUCAUSE Course, Designing Learning Spaces, which spoke directly to topics discussed in both the Advisory and Support Team meetings. Representatives from both teams attended these course sessions.
Members of both teams participated in conferences and professional development opportunities related to this work, communicated with specialists by phone and email, and traveled to various sites to meet with specialists to develop collective expertise as needed. These fact-finding activities and experiences helped shape the ideas expressed herein.

An Integrated Learning Workshop, organized by the Advisory Team and facilitated by Dr. Alison Cook-Sather, Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges, further contributed to the development of the ideas in the proposal. Funds from the President’s Office supported this professional development opportunity, held in January 2019 for some 35 individuals including members of the Advisory and Support Teams, participants from the University Teaching Project 2.0, graduate and undergraduate students, administrators, and faculty and staff from across the institution (including the Washington Center). During the Workshop, participants—most of whom had not previously worked with the Advisory and Support teams—confirmed the ideas and framework already developed by the two teams. They also shared the conviction that a W&M teaching and learning center should be inclusive, serving and connecting with faculty, instructors, staff and graduate students engaged in teaching and learning, and graduate instructors, and should also engage graduate and undergraduate students as partners.

V. W&M Stakeholder Input

An awareness of the importance of stakeholder input engaged team members in dialogue with learning communities across the institution. Our outreach took a variety of forms: individual meetings, small group discussions, presentations at faculty meetings and to various faculty leadership groups, consultations with focus groups, and a short survey. Virtually every member of both teams participated in the outreach efforts; while outreach was not intended to be systematic or complete, it was extensive. In the final phase of our information gathering, virtually all the ideas expressed and suggestions shared were consistent with those heard in previous conversations.

Perceptions: Initial reactions to a center for teaching and learning ranged broadly—from great enthusiasm to mild disinterest or even doubt. Although skepticism was not widespread, some individuals did note concerns initially over allocating W&M’s already limited resources to this new initiative; others suggested that a consolidated center supporting students was also a pressing priority. More recent sentiments, however, reveal growing consensus of the importance of the Studio. Some stakeholders—faculty in particular—held an outmoded notion of the functions of centers for teaching and learning. Upon learning of potential programming and resources, and the benefits envisioned for new instructors as well as experienced faculty, graduate and undergraduate students, and staff learning partners, the perceptions became positive. Perceptions evolved during our outreach process and, at present, we feel they are overall favorable toward establishing the Studio.

Needs and Interests: Predictably, given the extensive outreach, ideas for programming were extensive and wide-ranging. Stakeholders envisioned programming at all levels, from basic skills to specialty skills, and for audiences ranging from novices to those with research experience in the theory and practice of teaching. There is a collective sense that some programming should be designed for and made available to all regardless of role or rank or unit, and that other programming should be more targeted since offerings for one subgroup may not always be useful to others. The majority of the individuals
interviewed, however, could see themselves, their colleagues, and their students benefitting from support in these areas, listed in random order:

- using evidence-based and research-based practices in teaching and learning
- welcoming, integrating, and mentoring new faculty
- expanding leadership training
- developing and assessing courses
- creating more inclusive classrooms and curricula
- better understanding how students learn
- enhancing student engagement and interaction
- participating in inter/multidisciplinary and team oriented teaching and mentoring
- understanding generational differences in learning
- integrating research with teaching
- having confidential consultations to get advice and instruction on teaching problems or growth areas
- getting a better sense of how to integrate an international or global dimension into courses and research
- collaborating on educational research and joint presentations and publications
- getting help in identifying colleagues with related interests to collaborate on grant proposals
- participating in learning groups or communities of practice
- having opportunities for mentoring and evaluation from peers (also described as a teaching exchange program)
- having informal research and teaching conversations with colleagues outside of one’s home unit
- working effectively with neuro-diverse and other students facing learning challenges
- keeping up with new tools and technologies
- using multiple sensory modalities in teaching
- developing greater connectedness to the W&M community
- exploring with colleagues ideas for developing international programs and initiatives and crafting successful study abroad proposals
- being involved in integrated partnerships to address issues in specific courses and to experiment with new modes and materials
- training for effective and ethical community engagement
- learning how to participate in and lead effective conversations on difficult issues
- refining rewards structures to encourage experimentation and risk-taking and to match institutional priorities

Stakeholders in specific fields and with particular roles noted additional areas where more support is needed:

- mentoring graduate students, serving on graduate thesis committees, and supervising TAs
- teaching and learning in STEM
- setting up and managing teaching and research laboratories
- being guided in eLearning best practices, especially distance learning and digital content
- moving effectively from a faculty role to an administrative role (also expressed as need for leadership training)
- learning about expectations at W&M for syllabus creation and assessment

Stakeholders also made suggestions regarding staffing, space and physical resources. This input has been integrated into subsequent sections.
Graduate student instructors expressed additional needs and shared the benefits such a Studio would afford them; these are summarized in the following section.

VI. Potential Benefits to Graduate Students as Partners

The new Studio would provide much needed professional development support for W&M’s graduate students. Those 200-plus graduate students serving as teaching assistants (TAs) and teaching fellows (TFs) in the Schools of Arts & Sciences, Education and Marine Science, stand to benefit directly from opportunities afforded by the Studio. Graduate student training for careers in the sciences is heavily focused on research, yet many of our students will go on to teach. Those who do not still require training in communication, outreach, and the myriad other skills that can be honed in the classroom. Those pursuing Law and Business degrees may also benefit from Studio programming. Currently, each graduate school independently offers its own professional development. These opportunities, while important, are deemed insufficient by the students as well as by their faculty advisors and administrative leaders. The Studio’s vision to be inclusive of the entire university will have a particularly beneficial impact on graduate students: it will help develop synergy among existing initiatives, offer new resources related to learning and teaching and professional development, bring diverse graduate students together across schools and fields, and connect graduate student instructors with their faculty and staff counterparts.

Given the similarities between the training of graduate students and postdocs, the latter cohort also stands to benefit from the new Studio. Graduate students will also benefit indirectly as the faculty who advise, mentor, and teach them take advantage of the Studio resources.

Graduate students and their mentors, advisors, and committee members concur with the Advisory Team’s findings overall: that opportunities and resources made available to faculty and staff should, to the extent possible, also be made available to graduate students. That said, graduate students also require additional specialized resources to address their unique positions as TAs and TFs and to help them with career preparation. Specialized resources might include: an online resource hub specifically for TAs (in progress Spring 2019); a special zero-credit course/workshop series that resembles a certificate (currently a pilot project); a databank of lesson plans for labs and classes that commonly have TAs; institutional membership in select organizations (e.g. Center for the Integration of Research, Teaching and Learning for those in STEM fields); and individual support and consultation geared toward both TAs entering the classroom for the first time and graduate students interested in teaching careers regardless of whether they have had the opportunity to teach while at W&M. Individual Schools may find it useful to retain current programming (e.g. a no-credit or credit-bearing course) at the same time they urge their students to take advantage of university-wide offerings. Studio resources should be accessible, to the extent possible, from remote locales, whether by students at the dissertation stage who are no longer in residence in greater Williamsburg, or for those at VIMS. (In the former case, some distance technology would facilitate; in the latter, it would be advisable to provide some services at this site.)

VII. Synergies at W&M

At W&M we see an increasing need to work together to identify and maximize synergies across units—those located on the main campus as well as those in other locations. One of the core principles for the Studio is to facilitate the forging of learning partnerships among undergraduate students, graduate students, instructors, staff learning supporters, alumni, and members of the community. Many units and programs presently doing great work will be benefit from the collaborative potential afforded by the
Studio; they will be supported in forming new partnerships with others on campus, thereby expanding their reach, impact, and visibility.

**Diversity and Inclusion:** At a time when the University needs and wishes to be a force for equity, to become more inclusive, and to improve support for diverse students and faculty, the Studio can play a major role. Various initiatives are underway to ensure that W&M expands diversity, inclusion, and equity. Our institution wide diversity action planning invites faculty to review their curriculum to make it more equitable and create more inclusive practices to recruit student recruitment and retention. The new institutional membership in the National Center for Faculty Development & Diversity (NCFDD), for example, provides online career development and mentoring resources for faculty, post-docs, and graduate students. Inclusive practices that ranges from the subtle to the complex can be addressed in programming; partnerships between instructors and students, one of the features of the proposed Studio, have been found to improve inclusivity in teaching.

The Studio could partner with the Office of Diversity and Inclusion to offer professional development training and intensive mentoring programs, thereby equipping members of our community to take full advantage of this important new NCFDD resource. Opportunities at W&M’s Highland property as well as on the main campus have the potential to engage our institution in a rethinking of our legacy of slavery and race relations; the Studio can serve as a catalyst for embracing our history, expanding the voices and visions participating in that process, and sharing authority. The University Teaching Project, a signature initiative of the Studio, could engage instructors, students, and community members in reshaping the foundational narratives of these sites through the revision of existing courses and the development of strategies for addressing these important issues. And as the A&S faculty move toward implementing the COLL 199 requirement, the need for professional development in this area will continue to increase. The Studio will provide a physical space and important resources for engaging instructors from across our schools and programs in learning from one other and from specialists who might be brought to W&M; by convening instructors from across the University around these important issues, the Studio will serve as a catalyst to advance our commitment diversity, inclusion and equity.

**William & Mary University Libraries:** The Studio, and the faculty and staff drawn to the services and sense of community, will be enriched by Swem Library. Librarianship requires frequent dialogue with faculty; these conversations evolve into instructional partnerships that focus on digital and information literacy skills and result in a greater utilization of library collections by students. The partnership and synergy with the Library will support the development and long-term success of the Studio. In turn, the Library’s impact will be magnified by new opportunities to collaborate with faculty, Institutional Technology, eLearning, and other University learning partners.

**University Teaching Project:** The University Teaching Project has with its new 2.0 iteration seen dramatic changes: the number of participants has doubled recently, staff learning partners have been fully integrated with faculty on the teams, a graduate student version has been developed, and all participants are showcasing their work in a public-facing way. Collaboration across departments, programs, and schools has increased tremendously and will continue to do so. The Studio will be a natural venue for UTP seminars and events. The Studio’s involvement will also serve to highlight the discoveries made and work done that often occurs behind the scenes, thereby making it visible to others teaching and learning at W&M and beyond.
**Center for the Liberal Arts (CLA):** CLA Fellows are very active in helping faculty across Arts & Sciences, as well as in the Mason School of Business and the School of Education, develop and adapt courses for the COLL curriculum. The COLL curriculum touches every undergraduate on William & Mary’s campus and involves a diverse group of W&M’s faculty. Through collaboration with the Studio, W&M can take advantage of the CLA’s programming to extend and enhance faculty development across the university.

**Scholars & Fellows:** W&M provides scholar and fellowship opportunities for members of the University community as well as others. The Studio would serve as a hub for these individuals to think and work together, thereby integrating individuals coming from beyond W&M into our community and fostering collaboration among them and our institutional Scholars and Fellows. It is envisioned that Reveley Interdisciplinary Faculty Fellows, Reves International Faculty Fellows, W&M University Libraries Faculty Fellows, Mosaic Fellows, CLA Fellows, Mellon Post-Doctoral Fellows and others would make use of this co-working space and the programming offered.

**Graduate Initiatives:** Two graduate academic programs provide opportunities for unique and mutually beneficial partnerships. The Mason School’s Business Analytics Master’s program and the School of Education’s Higher Education Administration programs offer significant opportunities to support the analytics and research efforts of the Studio. The Office of the Vice Provost for Research and Graduate/Professional Studies, also supportive of graduate initiatives, may wish to take advantage of the potential offered by the Studio.

**Partnership Programs:** Several current programs and initiatives on campus already facilitate the kind of partnerships the Studio prioritizes. The Studio will help to deepen and scale these experiences. For example, the William & Mary Scholars Undergraduate Research Experience (WMSURE) program supports W&M Scholars to work with faculty mentors from across campus to provide research opportunities for undergraduate students. The Sharpe Community Scholars program empowers first-year students to participate in community-based research and engagement opportunities. The Lemon Project has undertaken to involve undergraduate and graduate students in original research into W&M’s history as a slave-owning institution, and is positioned to extend this model to other units on campus. Likewise, the Global Research Institute, the Institute for Geospatial Analysis, and the Project on International Peace and Security have each developed novel ways to involve undergraduate students in research and teaching, as have many individual faculty and departments. The kind of mentoring and instruction needed to provide students with these opportunities could be communicated in better ways. The Studio will provide a venue for instructors involved in these initiatives to share their rich experiences with their peers in other schools and programs. Having a systematic approach to sharing these teaching and research experiences will make them more visible to instructors and therefore more accessible to students. At the same time, this coordination will facilitate the tracking and assessment of such high-impact practices and afford greater visibility on and beyond the campus.

**Additional Affiliations and Collaborations:** The Studio will work actively to partner and collaborate with many programs and units on campus. Numerous W&M offices can provide insight on programming, offer opportunities to collaborate on professional learning experiences, and respond to critical issues we face; these include the McLeod Tyler Wellness Center, the Center for Student Diversity, the Office of Community Engagement, Academic Advising, University Libraries, the Cohen Career...
Center, the Writing Resource Center, Student Affairs, The Dean of Students Office, First-Year Experience, and other student support units on campus.

Other units across campus support professional learning and encourage innovation. The Roy R. Charles Center promotes student research and interdisciplinary teaching and learning on campus. As more teaching and learning experiences on campus and online leverage digital technologies for learning, the Studio will partner with Academic Technology and University eLearning Initiatives to provide faculty and staff with direction and support to guide the meaningful and effective use of digital tools for learning. Makerspaces and the Ukrop Design Studio provide similar cross-program opportunities for faculty and would easily partner with the Studio in their efforts. Centers such as the Reves Center for International Studies, the W&M Whole of Government Center of Excellence, the Applied Research Center, the Alan B. Miller Entrepreneurship Center, the School of Education’s Center for Innovation in Learning Design and the Center for Gifted Education, the Center for Geospatial Analysis, the Center for Legal and Court Technology, and the Washington Center, among many others, also provide exciting opportunities to partner and spread their work more broadly to the campus community.

The Studio could help support units that have yet to develop fully their potential for student and instructor engagement; the Muscarelle Museum, Highland, and Historic Campus are but a few with aspirations to expand their curricular linkages.

VIII. Recommendations for W&M Studio

More work will need to be done to refine the vision and define the resources and activities best suited to meet W&M’s needs at present and in moving forward. That said, the Advisory Team proposes recommendations for the next phase of planning and implementation.

Scope of Services and Activities: The Studio should offer at least four overlapping sets of resources:

1. Teaching Effectiveness: The expanded and enhanced University Teaching Project serves as a model for engaging all those involved in learning in ongoing collaboration. Groups identify areas of shared interest and work to enrich individual and collective knowledge of and experience with best practices. Discoveries are shared in presentations and publications, at W&M and beyond. This successful model should continue from within the Studio. Additional services should include confidential consultations, personalized learning communities, and affinity groups to work on individual and institutional learning structures.

2. Academic Innovation Lab: The Academic Innovation Lab would help W&M adapt and modify the ways we teach students and support learning. This component would be a site to monitor, anticipate, engage in and inspire transformational changes in higher education. Suggested activities in this area include applications of learning analytics (and awareness of pitfalls or potential for misuse), experimentation with adaptive teaching that applies artificial intelligence, piloting of changing roles of faculty and instructional staff, advancing technological changes, tracking and assessment of these changes.

3. Resource Hub: This co-working space will engage existing staff who support teaching and learning. Librarians, instructional designers and academic technologists, already serving as instructional partners for some faculty, will expand their reach to provide greater access and
increase visibility. These learning partners will carefully curate digital resources and stories for the online and physical Studio community. Similarly, those involved in raising funds—whether from foundations and corporations or individual donors—will have a point of contact for identifying potential opportunities, and will avail themselves of the success stories for promotional purposes. Materials developed at W&M and at other institutions will be available for all those seeking to apply new ideas in their teaching.

4. **Pedagogical Partnerships:** In this component, staff, students and faculty will work together to improve course design and delivery. Partnership teams will focus on longer more sustained strands that are aligned with institutional priorities, such as collaborating on designs for new courses, creating more inclusive classrooms and curricula, advancing knowledge of global issues and contexts, engaging with local and distant communities, and integrating emerging educational technology.

W&M has already begun developing activities and initiatives within each of these domains. The appropriate space, staffing, organizational structure and budget for the Studio will ensure that the potential is maximized. We are eager to model some of our initiatives on the successful Bok Lab at Harvard [https://bokcenter.harvard.edu/learning-lab](https://bokcenter.harvard.edu/learning-lab).

**Strategic Location in Swem Library:** Members of the Teaching and Learning Advisory Team unanimously agree that space available in Swem Library constitutes the best site for a state-of-the-art center that is envisioned to serve the entire institution, foster innovation and collaboration, and bring together various groups committed to teaching and research excellence. The location in what is the physical center of main campus, a “neutral zone” that does not belong to any single unit, bodes well for the Studio’s potential as a catalyst of creativity, collaboration, and connectedness. Dean Carrie Cooper has already initiated the redesign of the garden level of Swem Library. Combined private funds from the Library, Arts & Sciences and the Omohundro Institute were invested to create conceptual drawings. The $10.8 million projected renovation cost, covering some 20,000 square feet, would include shifting and renovating library work space and restrooms, renovating the library’s sole theater and gallery, and creating the Studio. The proximity of the Reeder Media Center, Botetourt Gallery and Botetourt Theater—as well as numerous other resources throughout the building—will allow for the sharing of ideas and expertise. The fact that preliminary architectural plans exist and a request for renovation funding has been approved by W&M leadership further positions Swem Library as the best location for the Studio. Additionally, W&M Libraries’ willingness to lend support for convening faculty and learning partners and coordinating events (scheduling, catering, etc.) during the implementation phase is exceedingly valuable.

**Incorporating Resources of the Reeder Media Center:** The Reeder Media Center is where students come to create, learn, and play. Digital literacy is a core competency of the general education curriculum, and the Media Center has been instrumental in helping instructors incorporate digital and media-related assignments into their courses, and in supporting students as they master new creative modes. Reeder staff are established instructional partners, and have earned a reputation for being experimental users of technology. The proximity of the Center, located adjacent to the forthcoming Studio, brings great potential for synergy. We envision, for example, that some of the faculty already using the Reeder Media Center for course projects would share their discoveries and best practices at Studio-sponsored workshops.
and activities. At the same time, faculty and staff engaged in Studio initiatives would also expand their work to involve media. With investment in staff, the Reeder Media Center could expand services to address new requests from instructors. The renovation of the Botetourt Theater also presents opportunities to record and archive campus lectures and presentations. These expanded and enhanced activities for instructors—archived lectures and materials, video production, and creative media services—will require appropriate staffing and close collaboration between the Reeder Media Center and the Studio.

**Integrating eLearning into Studio Structure:** The Advisory Team recommends moving the positions currently allocated for eLearning into the Studio. From inception, the eLearning group has been focused on sound pedagogical principles applied to eLearning. Their focus has always been on effective teaching and learning, with technology as one means to that end. Placing the eLearning group within the Studio would support this dual nature of W&M’s eLearning initiatives, supporting continued sound pedagogy in eLearning as well as effective use of technology mediated by the Studio. In connecting pedagogy and technology, the eLearning team will serve as a necessary bridge between the Studio and Information Technology. That bridge is likely to be necessary to connect instructors seeking new ways to teach in effective partnerships with Information Technology.

As soon as a Studio Director is hired, the individuals currently in eLearning positions should report to that individual. Already, eLearning staff have benefitted from their collaboration with library staff and from the leadership of the Dean of University Libraries, and increasingly, W&M Libraries has been instrumental in convening eLearning, Library and IT staff to facilitate programming on learning and teaching across groups and schools on campus. They have, for example, developed a common calendar with coordinated offerings. These efforts could be expanded into the communication and coordination mission of the Studio. It makes sense, then, for these positions to be allocated to the Studio immediately, with the head of the eLearning staff reporting to the Studio Director. As Studio staffing needs evolve, and as vacancies occur, the Director and Advisory Team for the Studio will make recommendations as to skill sets needed for new hires to best address W&M’s needs in this area.

**Leadership:** The Advisory Team recommends that a Director be hired as soon as possible to continue the forward momentum in establishing the Studio. We see benefits of hiring from within and from without, and members of the Advisory Team would be pleased to share more details as this process advances. This said, the advantage of an internal director is that she/he would have deep connections across the W&M community, relationships important for bringing together multiple constituencies and continuing to build awareness of and consensus around the Studio. If an internal Director were hired, it would ideally be for a term position with a national search for the next Director to be carried out in the future.

**Advisory Team for the Studio (ATLaS):** Upon acceptance of this report, we recommend that the Provost recruit a new Team to build upon the work of the current Advisory Team and define more concretely the fundamental organizational structure and implementation plan for the Studio. We envision the team being made up of faculty and staff who have been members of the Advisory Team, supplemented by other stakeholders with interest and expertise in teaching and learning innovation and/or in organizational issues in higher education. Members of the Advisory Team for the Studio (ATLaS) will consult current materials developed by the American Council on Education on the design and evaluation of centers for teaching and learning and the findings of the Professional and Organizational Development
(POD) Network in Higher Education and will adapt those materials as they continue planning the Studio. The ATLaS will also carefully review materials developed during the Integrated Learning Workshop held at W&M in January 2019. ATLaS will be available to make recommendations and advise the Provost on matters related to the creation and development of W&M’s Studio. Their initial tasks will include the following:

- **Mission, Vision, Values, Goals:** Create a draft foundational document that will establish the broad parameters within which the Director will work in implementing the program.
- **Continued Outreach to Stakeholders:** Provide additional opportunities for stakeholders to participate in shaping the design of the studio.
- **Activities:** Prepare a list of the principal services to be offered and activities to be carried out by the Studio.
- **Staffing:** Draft a preliminary set of position descriptions required to offer a full set of services from the present implementation phase to the launch in a newly-configured space, considering the skills, expertise, and abilities that will be needed as the Studio evolves.
- **Collaborations and Partnerships:** Consider the possibilities of and make recommendations for increasing operational efficiency, eliminating communications silos, and fostering innovation and creativity by identifying potential for more formal collaborations and partnerships, departmental reorganizations, and mergers.
- **Operational Procedures and Archives:** Develop a proposed set of guidelines for organization’s operation and creating mechanisms for transmitting institutional memory (e.g., records of programming, assessment activities).

**Budget and Financial Projections:** With input from the Teaching and Learning Advisory Team, the Vice Provost for Academic & Faculty Affairs prepared and submitted to the Provost a three-year *pro forma* budget for planning purposes. Fundraising is already underway: a proposal to the Mellon Foundation requesting support for two teams of the University Teaching Project has been submitted and invited for consideration by the Foundation’s Board; a proposal to the Teagle Foundation is in the works; and University Advancement is preparing to identify potential donors to support this initiative. Additional funds have been allocated by both the President and Provost.

IX. Conclusion

There is, at present, a revolution in higher education. As the modes of and structures for teaching and learning shift dramatically, there is every indication the rate of transformation will continue to accelerate. W&M must position itself to adapt to these ongoing changes—some of which we are aware and many we have yet to imagine. The establishment of a Studio for Teaching and Learning will equip us to identify and respond to these changes, and to anticipate them so as to engage in leading U.S. higher education into the future. As we undertake the strategic planning process, and prepare to embrace this next phase in W&M’s trajectory, the time is right to establish the Studio.

X. Acknowledgements

Members of the Teaching and Learning Advisory Team are pleased to have had the opportunity to collaborate on crafting the vision and preparing this proposal for W&M’s Studio for Teaching and Learning. We are grateful to Provost Michael Halleran for his leadership over the past decade and his
support with this important initiative. We are also grateful to President Katherine Rowe who has, in her relatively short tenure at W&M, become a champion of the Studio.

XI. Appendices

Appendix A: List of Members of Teaching and Learning Advisory Team and Integrated Faculty Support Team
Appendix B: Teaching and Learning Advisory Team Bios
Appendix C: List of Teaching and Learning Centers Reviewed
Appendix A: List of Members of Teaching and Learning Advisory Team and Integrated Faculty Support Team

Teaching and Learning Advisory Team

Ann Marie Stock, Vice Provost for Academic & Faculty Affairs (co-chair)
Paul Heideman, Professor of Biology (co-chair)
Mark Brush, Associate Professor of Biological Sciences, VIMS
Kurt Carlson, Associate Dean for Faculty & Academic Affairs, Mason School of Business
Carrie Cooper, Dean, University Libraries
Sarah Glosson, Director of A&S Graduate Center
Mark Hofer, Professor of Education
Stacy Kern-Scheerer, Kelly Professor of Teaching Excellence and Professor of the Practice of Law
Heather Macdonald, Chancellor Professor of Geology
Dania Matos, Deputy Chief Diversity Officer
Michael Murphy, Director of Academic and Technology Support Services
Christine Nemacheck, Associate Professor of Government
Gene Roche, Executive Professor of Higher Education
Nicole Santiago, Associate Professor of Art & Art History

Integrated Faculty Support Team

Gene Roche, Executive Professor of Higher Education (co-chair)
Lisa Nickel, Associate Dean of Research & Public Services (co-chair)
Adam Barger, Associate Provost for University eLearning Initiatives
Karen Conner, Director of Academic Innovation, Mason School of Business
John Drummond, Academic Technology Manager
James Olver, Associate Professor of Marketing, Mason School of Business
April Lawrence, Associate Director of eLearning, School of Education
Ben Boone, Associate Director, Center for the Liberal Arts
Babs Bengtson, Director, Training & Development, Human Resource
Appendix B: Teaching and Learning Advisory Team Bios

Ann Marie Stock (co-chair)
*Vice Provost for Academic & Faculty Affairs*

Ann Marie Stock has, for 25 years at W&M, sought to engage students in learning experiences that foster collaboration, advance creativity, and facilitate connections. Her undergraduates have carried out projects that have resulted in more than 100 publications, conference and film festival presentations, videos, translations, and subtitled documentaries. She has also teamed up with partners—faculty, staff, alumni, executive leaders, students, donors—to create infrastructure to support others in enhancing learning: co-authoring the proposal to establish the W&M Washington Center, integrating research components into study abroad programs, developing the New Media Summer Institute with internship opportunities, creating a New Media Workshop with a study away experience, and raising funds to support these initiatives. She is thrilled to be working with colleagues in developing the vision for the Studio and advancing plans for its implementation.

Paul Heideman (co-chair)
*Professor of Biology*

Better understanding of learning and teaching have steadily transformed Paul Heideman as both a teacher and a scholar. At the same time, he recognizes that he would have benefited from a central source of ideas and a shared culture of learning about teaching and learning. Consequently, he is enthusiastic about the development of a better structure for himself and others to learn and test new ideas in teaching and learning. Professor Heideman is consistently surprised to hear about something innovative on the William & Mary campus that he never knew, and would have loved to see or try. He has recruited students to help him improve courses, but never as effectively as can be done when the students involved are in a true partnership and when partnering students can meet also with a pedagogically informed mentor. Ten years ago, Professor Heideman began adding to his earlier scholarship on neuroendocrine physiology: a new area of research on college learning and efficient studying. In the past few years, Professor Heideman has had chances to be in groups in longer workshops addressing a shared issue about teaching, and welcomes the opportunity to continue with more depth, as well as to continue working with faculty groups following this first involvement with the University Teaching Project.

Mark Brush
*Associate Professor of Biological Sciences, VIMS*

Dr. Mark J. Brush is an Associate Professor of Marine Science in the School of Marine Science (SMS) at VIMS. His research focuses on the ecology of coastal marine ecosystems through both field-based ecological investigations and synthetic, interdisciplinary ecosystem simulation modeling. Dr. Brush teaches graduate courses in interdisciplinary coastal field research, estuarine ecology, and ecosystem modeling, and the undergraduate field course required for the Minor in Marine Science. His courses utilize a wide variety of approaches including field-based interdisciplinary group research, hands-on model development and online modeling, and wiki development. Dr. Brush has also supervised the research of numerous W&M and external undergraduates. Dr. Brush chairs the SMS Academic Council, the faculty body charged with governance of the academic program, serves on the Faculty Assembly
where he is a member of the Academic Affairs committee, and previously served on the University eLearning Committee. He received the 2013 VIMS Outstanding Faculty Teaching Award and a 2016 Plumeri Award for Faculty Excellence.

Kurt Carlson
Associate Dean for Faculty & Academic Affairs, Mason School of Business

Kurt Carlson is the Fields Professor and Associate Dean of Faculty & Academic Affairs in the Raymond A. Mason School of Business at the College of William and Mary. His degrees include BS and MS in Agricultural & Applied Economics from UW-Madison, and MS and PhD in Philosophy (Management) from Cornell. Prior to joining William & Mary, Professor Carlson was on the faculty at Duke’s Fuqua School of Business (2001-2009) and at Georgetown’s McDonough School of Business (2009-2017). His teaching and research focuses on the management implications of consumer decision making processes. He has published extensively on the development of brand preferences and the influence of emerging preferences on the decision making process. His work has appeared in top marketing, psychology, and management journals. He has published a textbook on brand management (Sage 2014) and he is a contributor to Psychology Today and Forbes.

Carrie Cooper
Dean, University Libraries

Carrie Cooper is Dean of University Libraries. Her enthusiasm for library renovation “partner” projects began at Eastern Kentucky University where she planned and opened The Studio for Academic Creativity. Because Libraries belong to everyone in an academic community, they have an extraordinary opportunity to build community and solve problems in partnership with faculty, students and administrators. Dean Cooper has been advocating for a co-working space for librarians (and others who support faculty development) within the Earl Greg Swem Library since 2015. She realizes that library collections and services are strengthened when faculty are present in the building. Dean Cooper has enjoyed watching this library idea flourish into a university-wide initiative focused on teaching and learning.

Sarah Glosson
Director of A&S Graduate Center

Sarah Glosson is the Director of the Arts & Sciences Graduate Center. With three degrees from William & Mary (BA, MA, & PhD) and having served in many teaching capacities on and off campus, she has a rich history of teaching and learning in our community. She began teaching music lessons at age 19, has taught and developed high school curriculum at the Appomattox Regional Governor’s School in Petersburg, Virginia, was on the applied music faculty at W&M for over ten years, served as an instructional librarian in W&M Libraries’ Special Collections, and taught extensively in several departments and programs while a graduate student in American Studies. In her current role, she teaches a range of workshops and GRAD courses on a variety of professional development topics for graduate students, including Academic Writing, Dissertation Writing, and College Teaching, and builds programs to support the unique needs of A&S graduate students.
Mark Hofer
Professor of Education

Mark Hofer is a professor in the William & Mary School of Education and the Co-Director for the Center for Innovation in Learning Design (http://wmcild.org). He began his career in education as a high school social studies teacher. He then worked as a school and district technology coordinator where he led professional development for teachers in technology integration. This interest led him to pursue a Ph.D in Instructional Technology at the University of Virginia. He now teaches courses in educational technology in the Teacher Education program (undergraduate and graduate) in the Curriculum Instruction Department as well as courses in the Curriculum and Learning Design Ph.D program in the Educational Policy, Planning, and Leadership Department. His research and project work focuses on educational innovation, deeper learning, educational technologies, and designing professional learning experiences for teachers, school leaders and university faculty. He regularly publishes and presents his work for scholarly and practitioner audiences.

Stacy Kern-Scheerer
Kelly Professor of Teaching Excellence and Professor of the Practice of Law

Stacy Kern-Scheerer is currently the Kelly Professor of Teaching Excellence and a Professor of the Practice of Law at the Law School. She joined the faculty in 2013 after serving 10 years as an attorney in the U.S. Senate Office of the Legislative Counsel. She teaches courses on health care law and policy, food and drug law, legal writing, and, more recently, the opioid epidemic. She is very passionate about the subjects she teaches and is always working to find new ways to engage her students in their study of the law. She was awarded the Walter J. Williams, Jr. Memorial Teaching Award by the Class of 2017. She is delighted and grateful to be a part of the cross-disciplinary and cross-university efforts on the Advisory Team.

Heather Macdonald
Chancellor Professor of Geology

Heather Macdonald, Chancellor Professor of Geology, has worked to support teaching and learning at William & Mary and in the geosciences throughout her career. She likes designing opportunities to bring people together to share and learn about topics of interest to them, whether it’s about learning strategies, inclusive classes, course design, building strong programs, or career pathways. In addition to her geology courses, she teaches a course on College Science Teaching at VIMS and for years co-taught a course in College Teaching for Arts & Sciences graduate students. In the geosciences, she was one of the founding leaders of On the Cutting Edge, a national program launched in 2002 that provided professional development for current and future geoscience faculty through workshops and an award-winning website. She was the founding leader of the Early Career Geoscience Faculty workshops and the Preparing for an Academic Career workshops for graduate students and post-docs. She was one of the leaders of the Building Strong Geoscience Departments program and is currently leading the SAGE 2YC Faculty as Change Agents project, which provides in-person and virtual professional development for community college geoscience faculty across the country. She is also involved in efforts to promote and support discipline-based education research and was one of the conveners of a recent project to identify grand challenges in Geoscience Education Research.
**Dania Matos**  
*Deputy Chief Diversity Officer*

Dania Matos, a recipient of the Mellon Mays Undergraduate Fellowship and the Charles B. Rangel International Affairs Fellowship, holds a Bachelor’s Degree in International Relations from Brown University and a Juris Doctor from the Catholic University, Columbus School of Law. In Washington, DC, Ms. Matos has worked in the fields of International Trade and Environmental Law through private Washington D.C. firms and then joined the public sector in a commitment to indigent defense. She transitioned into university administration as the inaugural Deputy Chief Diversity Officer at the College of William & Mary, where she is the highest ranking Latina administrator. She is also an adjunct professor in the Government department where she teaches on issues of immigration and race. Her commitment to education access continued through her service on the Arlington County Superintendent’s Executive Advisory Board, Bossed Up and as Senior Advisor to the President and CEO of the Hispanic Heritage Foundation. Ms. Matos has been recognized as one of the Top 25 Women in Higher Education by Diverse: Issues in Higher Education for making a difference in society by attacking some of higher education’s toughest challenges, exhibiting extraordinary leadership skills, and making a difference in her community.

**Michael Murphy**  
*Director of Academic and Technology Support Services*

Michael Murphy has over 10 years of experience in education administration as well as higher education teaching experience. As a CIO at a previous college and head of Information Technology at a K12 public school division, he has led enterprise-level projects focusing on technology integration, classroom design, and faculty development. Along with his practical experience in education, Dr. Murphy has a PhD in Instruction Design & Technology, an MAEd in Instructional Technology, and a BS in Business Information Technology. Through his role in the Advisory Team, Dr. Murphy lead a Design Thinking-style workshop aimed at getting feedback from members of IT, eLearning, and Libraries regarding the creation of the new Studio; participated and promoted the EDUCAUSE Designing Learning Spaces online course; attended the trip to Ellucian; and participated in all functional meetings.

**Christine Nemacheck**  
*Associate Professor of Government*

Chris Nemacheck, Associate Professor of Government, has been interested in teaching and pedagogy throughout her 15+ years at William & Mary. Early in her career she participated in the University Teaching Project and she later served twice as an Arts & Science new social science faculty mentor. She was a recipient of the Alumni Fellowship Award honoring outstanding contributions to W&M. Professor Nemacheck has contributed substantially to the Arts & Sciences COLL curriculum in several capacities: as a member of the Curriculum Review Steering Committee, as a fellow with the Center for the Liberal Arts, and now as the Center’s director. She has also taught frequently in W&M’s Washington DC Center’s programs. She was the instructor during the Semester Program’s inaugural class in fall 2006 and taught in a second semester program during the spring 2017 semester. She has also twice taught the DC Program’s spring break seminar courses. Professor Nemacheck is excited to be involved in the early steps of developing the Studio and looks forward to the many opportunities that will exist for the Studio to partner with the CLA.
Gene Roche
Executive Professor of Higher Education

Gene Roche is Executive Professor of Higher Education, on assignment this year with Swem Library. He's been at William and Mary for 20+ years working as director of academic information services, director of university eLearning initiatives, and most recently as a full-time instructional faculty member. Professor Roche wrote his first proposal to the Provost for a university-wide center in January 2007 and is enthusiastic about the progress we've made with this advisory team.

Nicole Santiago
Associate Professor of Art & Art History

Nicole Santiago is an Associate Professor in the Department of Art & Art History where she teaches courses in life drawing, design, and color theory. She maintains an active studio practice and has exhibited in over 100 exhibitions. Professor Santiago’s works have been featured in many publications including The Artist’s Magazine, Art New England, and the International Painting Annual 1 (INPA-1). Before arriving at William and Mary in 2006, she taught painting, drawing, and design at several institutions. These experiences laid the foundation for her career in teaching and also established a secure network of teaching mentors. Professor Santiago still calls upon these mentors to hone and perfect her teaching effectiveness. In 2018 her teaching was recognized through a W&M Phi Beta Kappa Award for Excellence in Teaching. Professor Santiago is excited about what a teaching and learning center could do for W&M and is grateful to be a part the preliminary stages of its development.
Appendix C: List of Teaching and Learning Centers Reviewed

Amherst College Center for Teaching and Learning (https://www.amherst.edu/offices/center-teaching-learning)

Bowdoin College Center for Learning and Teaching (http://www.bowdoin.edu/center-learning-teaching/)

Brown University Sheridan Center for Teaching and Learning (https://www.brown.edu/about/administration/sheridan-center)

Bryn Mawr and Haverford Colleges Teaching and Learning Institute (https://www.brynmawr.edu/tli/)

Carleton College Perlman Center for Teaching, Learning & Research (https://apps.carleton.edu/campus/ltc/)

Center for Teaching & Learning at Colby College (http://www.colby.edu/ctl/)

City College of New York Futures Initiative (https://futuresinitiative.org/about/)

Clemson University Center for Innovation and Excellence in Teaching (https://www.clemson.edu/otei/)

Columbia University Center for Teaching and Learning (https://ctl.columbia.edu/)

Cornell University Center for Innovation in Teaching (https://www.cte.cornell.edu/)

Dartmouth College Center for the Advancement of Learning (http://dcal.dartmouth.edu/)

Davidson College John Crosland Jr. Center for Teaching & Learning (https://www.davidson.edu/offices/ctl)

Elon University Teaching and Learning (http://www.elon.edu/e-web/academics/teaching/)

Emory University Center for Excellence in Teaching and Learning (http://cfde.emory.edu/)

Enhancing Education at Carnegie Mellon University (http://www.cmu.edu/teaching/index.html)

Georgetown University Center for New Designs in Learning & Scholarship (http://cndls.georgetown.edu/)

Harvard University Derek Bok Center for Teaching and Learning (http://bokcenter.harvard.edu/)

Innovation in Teaching and Learning at Duke University (http://cit.duke.edu/)

James Madison University Center for Faculty Innovation (https://www.jmu.edu/cfi/)


Massachusetts Institute of Technology Teaching and Learning Laboratory (http://web.mit.edu/tll/)

Middlebury University Center for Teaching, Learning & Research (http://www.middlebury.edu/academics/resources/ctlr)

Northwestern University Searle Center for Teaching Excellence (http://www.northwestern.edu/searle/)

University of Notre Dame Kaneb Center for Teaching and Learning (http://kaneb.nd.edu/)

Pomona College Teaching and Learning Center (http://tlc.pomona.edu)
Princeton University, The McGraw Center (http://web.princeton.edu/sites/mcgraw/)
Stanford University Center for Teaching and Learning (http://ctl.stanford.edu/)
Tufts University Center for the Enhancement of Learning and Teaching (http://provost.tufts.edu/celt/)
Tulane University Center for Engaged Learning (http://celt.tulane.edu/)
University of Connecticut Center for Excellence in Teaching and Learning (https://cetl.uconn.edu/)
University of Chicago Center for Teaching and Learning (http://teaching.uchicago.edu/)
University of Maryland Teaching and Learning Center (https://tltc.umd.edu/esj)
University of Michigan Center for Research on Learning and Teaching (http://www.crlt.umich.edu/)
University of Minnesota Center for Teaching and Learning (http://www1.umn.edu/ohr/teachlearn/)
University of North Carolina at Chapel Hill (http://cfe.unc.edu/)
University of Pennsylvania Center for Teaching and Learning (http://www.ctl.sas.upenn.edu/)
University of Virginia Teaching Resource Center (http://trc.virginia.edu/)
University of Washington Teaching and Learning Center (http://www.washington.edu/teaching/)
University of Southern California Center for Excellence in Teaching (http://cet.usc.edu/)
Vanderbilt University Center for Teaching (http://cft.vanderbilt.edu/)
Virginia Tech Center for Instructional Development and Educational Research (CIDER) (http://www.cider.vt.edu/fsg.html)
Wake Forest University, The Teaching and Learning Collaborative (http://www.wfu.edu/tlc/)
Wellesley College Pforzheimer Learning and Teaching Center (https://www.wellesley.edu/pltc)
Yale University Poorvu Center for Teaching and Learning (http://www.yale.edu/graduateschool/teaching/index.html)

1 The structure of this section is based on a response to the Commission report by the POD Network at https://podnetwork.org/joint-pod-network-nsec-response-to-new-report/ At the Center of Transforming Undergraduate Education: Joint POD Network/NSEC Response to New Report.

2 Our Team believes that our vision for the Studio will inspire conversations regarding integrated services to benefit student learning. We would be pleased to provide input into this process.