UNIVERSITY SYSTEM OF GEORGIA

Dean/Department Chair Training New Policies and Best Practices

January 26 – 27, 2023

We will start at 8:30am.

Pop out – Make slides larger

Q&A – Submit questions

Tools we will not be utilizing today:
- Chat
- Raise hand

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Logistics

- The sessions will not be recorded.

- Slides and an evaluation will be shared next week.

- We will compile a FAQ doc to send with the follow-up materials.

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Agenda – January 27

January 27th – Friday

8:30 a.m. – 10:00 a.m.   Objectivity in the Context of Evaluation   Wendi Jenkins

Asst Vice Chancellor Leadership & Institutional Development

10:00 a.m. – 10:15 a.m.   Break

10:15 a.m. – 11:45 a.m.   Student Success & Measurement   Jonathan Hull

Assoc Vice Chancellor Student and Faculty Success

Michael Rothlisberger

Asst Vice Chancellor Academic Strategy and Analytics

11:45 a.m. – 12:00 noon   Wrap-up and Next Steps   Stuart Rayfield

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Objectivity in the Context of Evaluation

Wendi Jenkins
Assistant Vice Chancellor,
Leadership and Institutional Development

Be careful of your thoughts, for your thoughts become your words.

Be careful of your words, for your words become your actions.

Be careful of your actions, for your actions become your habits.

Be careful of your habits, for your habits become your character.
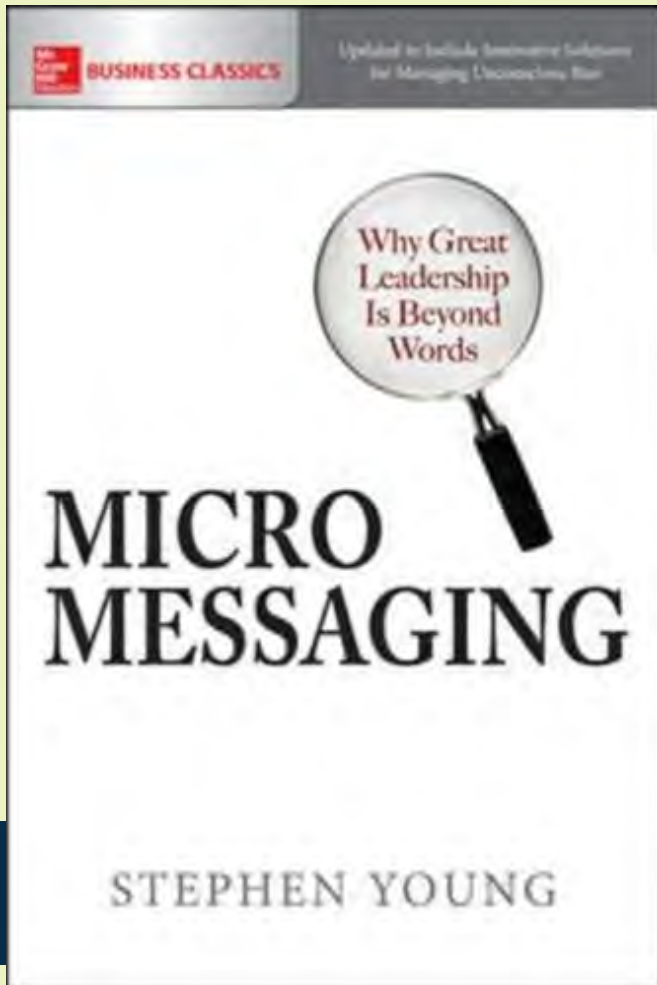
Be careful of your character, for your character becomes your destiny.

-- Chinese proverb, author unknown

Objectivity in Evaluations

- What is bias?
- What is the impact?
- How do you combat bias?
- Microadvantages
- Wrap Up

Today's Resource

Young, S. (2006). *Micromessaging: Why Great Leadership is Beyond Words*. McGraw Hill Professional.

USG THRIVES

What is bias?

https://youtu.be/dloCJq8shZE

The opinions we hold about others that are influenced through past experiences, forming filters that cause conclusions to be reached about groups or ethnicities by means other than active thought or reasoning.

(Young, 2006)

What is bias?

USG THRIVES

Let's Reflect…

When faced with the concept of unconscious bias, how did you feel? Sad, skeptical, defensive, eager to learn more?

What do you think unconscious biases are for you? And what do you think shaped them?

Can you imagine an example of when your biases influenced your decision? How do you think you could have made that decision without bias?

USG THRIVES

What can it look like?

HELP! My video is upside down.

This candidate sounds great.

You remind me of someone I know.

She's not great with computers.

He speaks the language.

Types of Bias in the Workplace

- **Affinity bias**: The tendency to warm up to people like ourselves. (ex: hiring)

- **Halo effect**: The tendency to think everything about a person is good because you like that person. (ex: teacher)

- **Perception bias**: The tendency to form stereotypes and assumptions about certain groups that make it impossible to make an objective judgement about members of those groups. (ex: teenagers)

- **Confirmation bias**: The tendency for people to seek information that confirms pre-existing beliefs or assumptions. (ex: my Dad's text)

- **Group think**: This bias occurs when people try too hard to fit into a particular group by mimicking others or holding back thoughts and opinions. This causes them to lose part of their identities and causes organizations to lose out on creativity and innovation (Price, n.d). (ex: lunch decision)
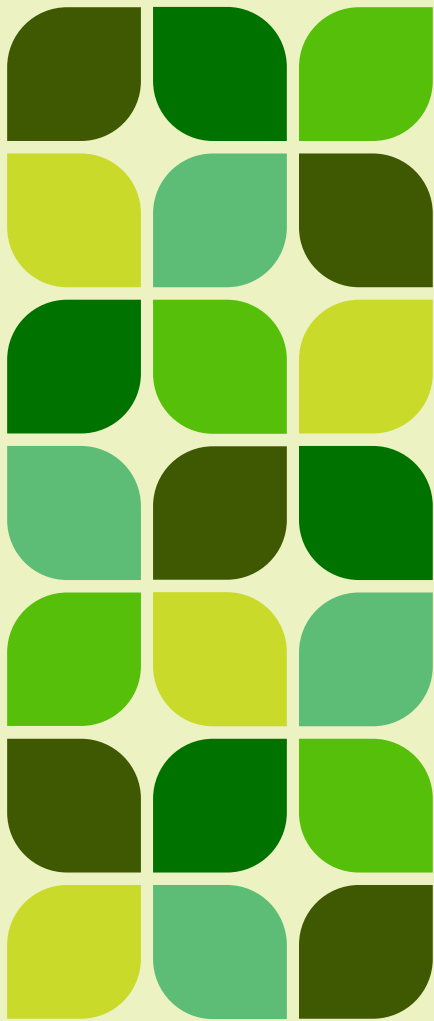
"I've Seen This Before"
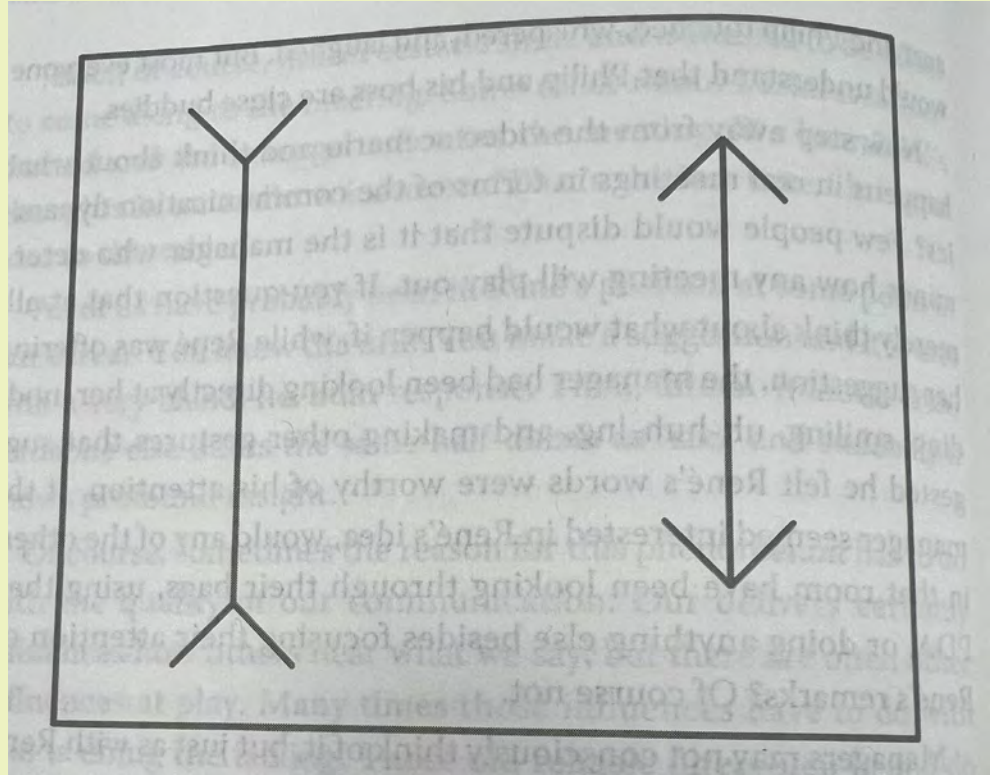
What is the impact?

Reducing bias can help your department and college get better results.

Bias can cause disengagement.
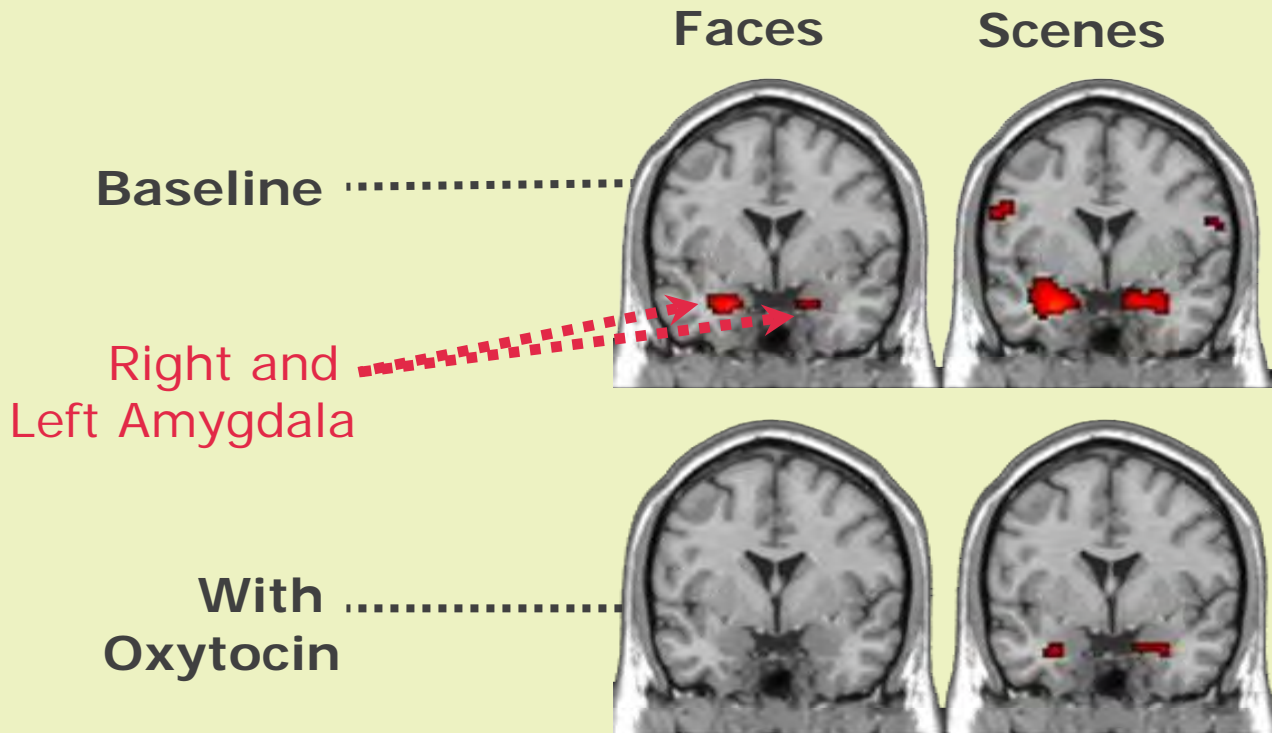
Diversity can help your team become more nimble.

You can increase innovation through inclusivity.

(Larson, 2017)

Become an interrupter

THE BRAIN & TRUST

Faces   Scenes

Baseline

Right and
Left Amygdala

With
Oxytocin

USG THRIVES

(Re)Establishing Trust

The first is to create positive relationships on your team. There are several ways to do this, including: helping employees cooperate, resolving conflicts between others, giving honest feedback, and checking in with people about their concerns.

The second behavior is to demonstrate expertise and judgment. People are more likely to trust you if they believe you have knowledge and the experience to make good decisions about the team's work.
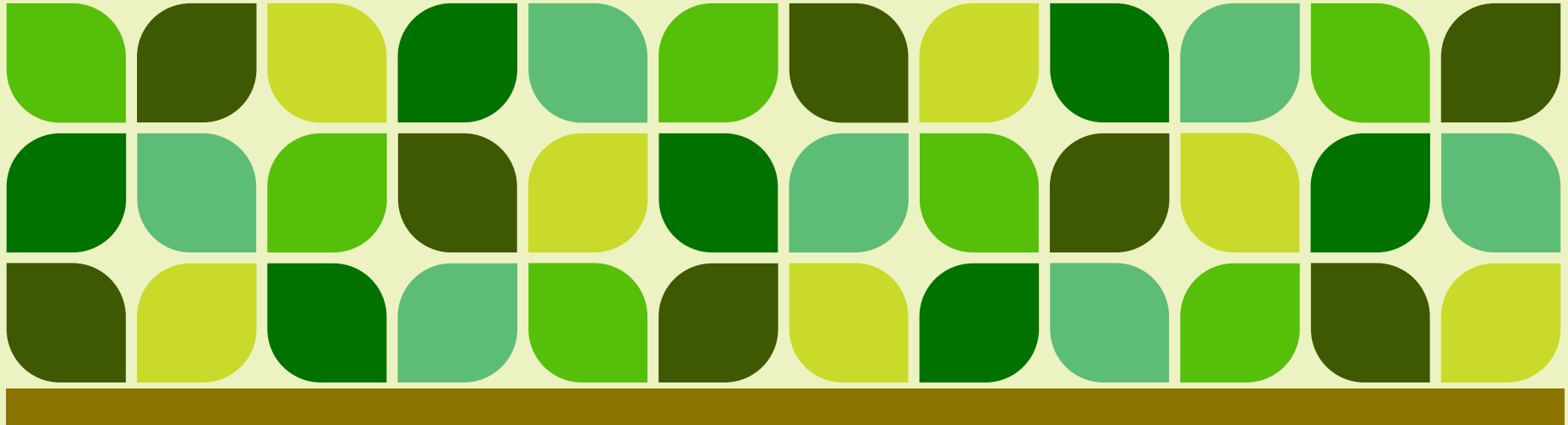
The last behavior is to be consistent. You must do what you say you will do. Follow through on your commitments and keep any promises you make. You don't need to be perfect at these three behaviors to be a trusted leader — but you do need to be good at them.

(HBR, 2020)

Resetting Your Filters

- Awareness
- Acceptance
- Action

(Young, 2006)

How do you combat bias?

Test Yourself

Get Feedback

Pause and Reflect

Expand Your Horizons

Learn to Know Yourself

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How do you combat bias?

Picking Your People

Managing Day-to-Day

Developing Your Team

Create Structures

Cultivate Connection

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Microadvantages

1. Actively solicit opinions
2. Connect on a personal level
3. Constantly ask questions
4. Attribute/credit ideas
5. Monitor your facial expressions
6. Actively listen to all
7. Draw in participation
8. Monitor personal greetings
9. Respond constructively to disagreements
10. Limit interruptions

(Young, 2006)

USG THRIVES
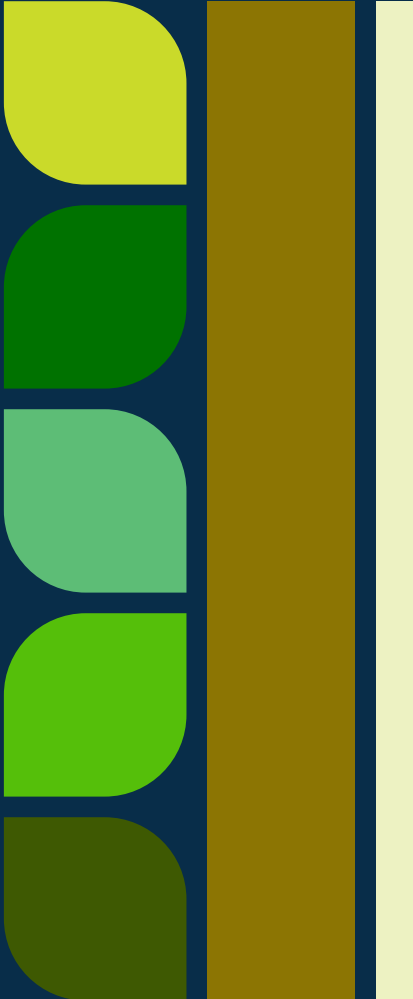
Challenge:

1. Observe yourself over the next week.
2. Notice your bias at work and reflect on how to reverse it.
3. Pick one combat strategy to implement.

Thank you for joining today's session!

Feel free to reach out:
Dr. Wendi Jenkins
Wendi.Jenkins@usg.edu

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Leadership & Institutional Development

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BREAK

Next session at 10:15.

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Student Success & Measurement

Jonathan Hull
Associate Vice Chancellor,
Student and Faculty Success

Michael Rothlisberger
Assistant Vice Chancellor,
Academic Strategy & Analytics

Student Success and PTR

Jonathan Watts Hull

Michael Rothlisberger

A LONG HISTORY OF STUDENT SUCCESS IN GEORGIA

Early 2000s - 2009

Retention, Progression & Graduation (RPG)

Very clear focus on a limited number of top-tier indicators. Laid the foundation for important structural changes

2009 – 2018

Complete College Georgia (CCG)

Focused partnership among stakeholders, introduced "game changers," limited number of evidence-based practices that emerged from RPG

2018 - Present

Momentum

'Comprehensive' student success approach applying lessons from CCG across the lifecycle of the student and the entire institution.

A MOMENTUM APPROACH TO STUDENT SUCCESS

PURPOSE

Connects students efforts to their motivations for pursuing a college degree both in the classroom and outside of it.

MINDSET

Addresses the ways in which students encounter and respond to challenge. Principally around:

- Theory of Intelligence (Growth Mindset)
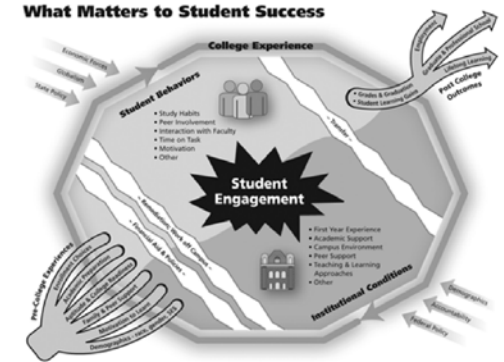- Purpose and Value
- Sense of Belonging

PATHWAYS

Provides clear ways to navigate from the very earliest stages of inquiry to post-graduation success, with clearly identified critical milestones to gauge progress.

STUDENT SUCCESS FRAMEWORKS

DEFINING STUDENT SUCCESS

1. What do we want and need of students, before and after they enroll in postsecondary education?
2. What happens to students during their postsecondary studies?
3. What are the implications of these definitions for informing policy and practice and improving student and institutional performance?

- academic achievement,
- engagement in educationally purposeful activities,
- satisfaction,
- acquisition of desired knowledge, skills and competencies,
- persistence, attainment of educational objectives, and
- postcollege performance.

Academic Affairs Handbook 4.4

Evaluation of the Student Success component will involve an assessment of the faculty member's involvement in activities inside and outside the classroom that deepen student learning and engagement for all learners.

These aspects may include:

- effective advising and mentoring;
- undergraduate and graduate research;
- other forms of experiential learning;
- engagement in other high impact practices;
- the development of student success tools and curricular materials;
- strategies to improve student career success;
- involvement in faculty development activities; and
- other activities identified by the institution to deepen student learning.

WHAT DOES THIS ALL MEAN FOR PTR

Survey Says

- About 1/5 of responses to survey focused on student success.
- Common concerns about novel/new element in high-stakes process
- Clear indication that student success is central to the work of faculty.

Most responses fit into a few categories

- Metrics and measurement
- Definition of student success
- Consistency (across colleges/faculty)
- Aligned activities – what "counts"
- Relationship to research teaching and service (esp. where it is not separate)
- Equity (weight and workload)
- Standards and expectations

Reflective and Developmental Process

- Based on contextualized needs and priorities
- Different faculty will have different plans of action
- Embed opportunities to measure output and impact
- Follows a logical progression to achieve the goal

Gibbs Reflective Cycle
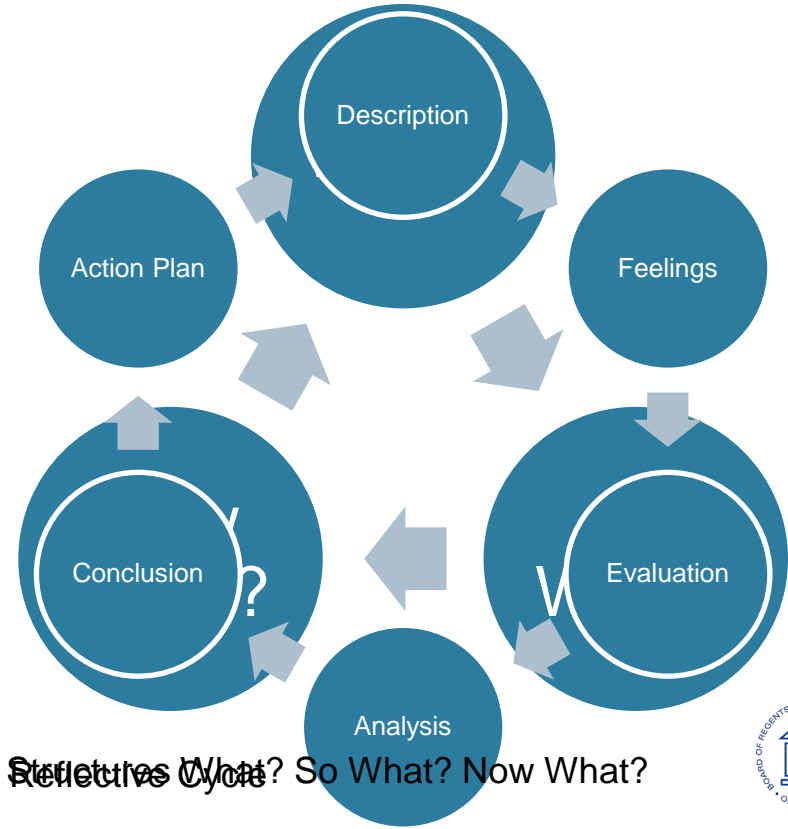
Liberating Structures What? So What? Now What?

Planning for Success

- Faculty (and essentially everyone) should have plans for their work in the year ahead.

- These plans are the concrete outcomes of the annual review process

- Each institution has established plans relating to student success

- Set goals and objectives
  - Include timelines and measures as appropriate

- Check in on progress at the mid-point.

- External and self-assessment at the end of the period and planning for the year ahead.

DESCRIBING STUDENT SUCCESS

A time for quiet reflection

- Take 5 minutes to reflect on how you would define student success.

- When you have your statement, enter your thoughts in the MS Form here:
  forms.office.com/r/0u9zP7DQag

What you don't need to include

- How we measure it student success

- How it differs for your discipline

- What success isn't/shouldn't be

Defining Student Success

We'll give you 5 minutes to complete and then come back.

Definitions of Success

Emotional development

Breadth of knowledge

Commitment to community engagement and service

Persistence in a task

Ability to work with people different from yourself

Mastery of skills

Creative thinking skills

Ethical grounding

Critical thinking skills

Self-discipline

Engaged citizenship

Initiative

Organizational ability

Economic success or sustainability

Degree completion

Grades and GPA

Career success or admission to further degree programs

… and more

Measure Validity and Reliability

What do we want?
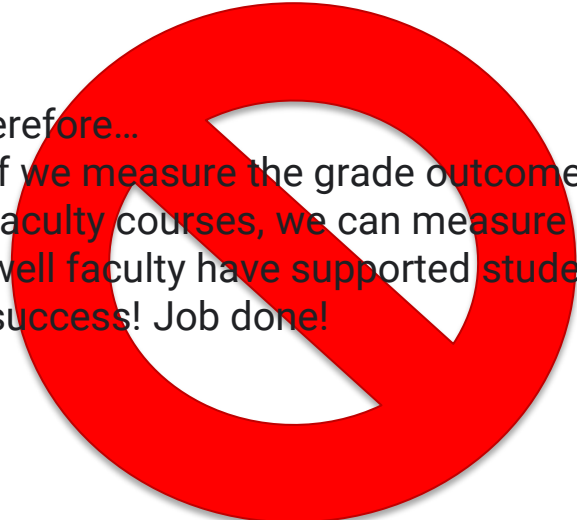- More students to earn better grades

Do something →

What can we get?
- More students earn better grades

Grades and GPA

Therefore…
- If we measure the grade outcomes of faculty courses, we can measure how well faculty have supported student success! Job done!

Measure Validity and Reliability

Grades and GPA

What do we want?
- More students to earn better grades

Do something →

What can we get?
- More students earn better grades

What do average course grades measure?
- The _average_ grade _earned_ by a _group of students_ and _awarded_ by a faculty member according to the _work assigned_ and _grading rubric_ designed by that faculty member

→

What do they not do?
- Reliably and consistently evaluate learning
- Consider differences between groups of students (night classes, honors courses, disciplines, etc.)

Measure Validity and Reliability

What *could* occur	What that would mean
Faculty consciously or subconsciously adjust grading standards	Grade inflation; grades go up **without** improvement in underlying learning
Night classes/ honors courses/ sections offered late in registration period evaluated to be unsuccessful/successful	We measure differences between groups of students and **not** improvements in student learning
Different types of courses or disciplines evaluated as better or worse	We measure differences between course type or discipline and **not** improvements in student learning
Random variability in student performance leads to incorrect assessment of average because of small sample size	We **incorrectly** infer differences in average grades between courses/faculty/semesters as improving/worsening
High/low grade average evaluated as good/bad regardless of student learning	We measure differences in grading **not** student learning and **incorrectly** infer that better grades mean better learning

# I'd like to make this abundantly clear

Absent some strenuous consideration of an untold number of extraneous variables or use of an effective standardized assessment for grading while still controlling for other variables…

Average course grade or DFW rate are <u>poor</u> measures to assess faculty contribution to student success

BUT…

When used by the faculty member *along with other information* they can be a **powerful** tool in reflecting and designing purposeful student success efforts
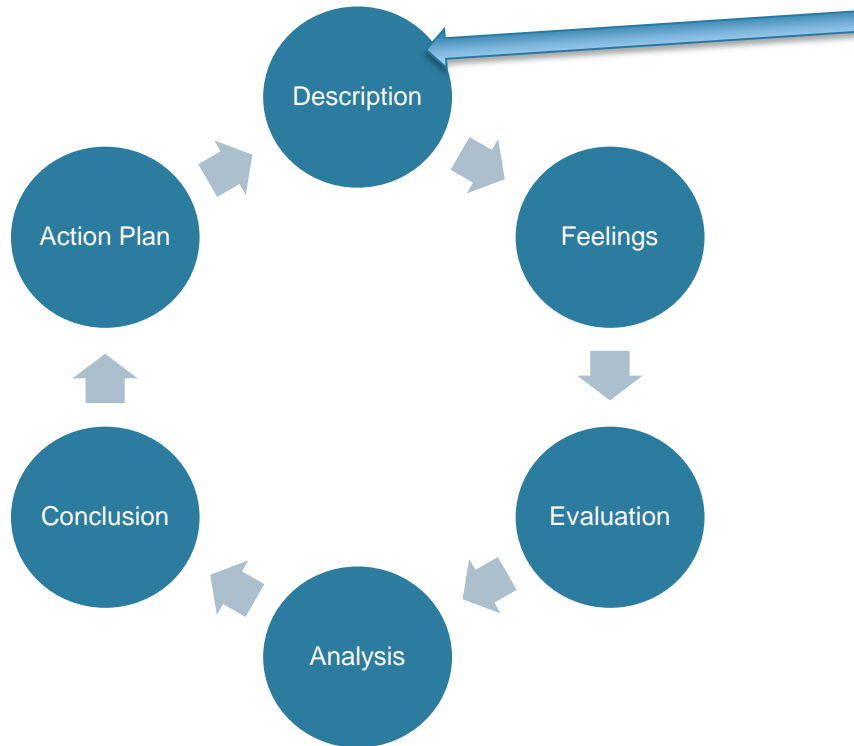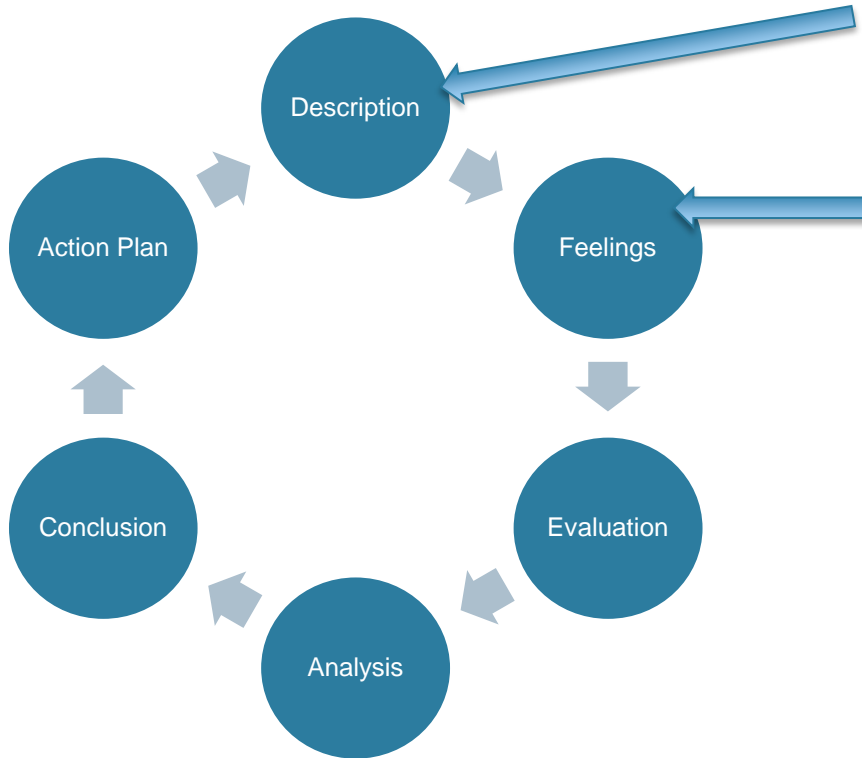

How do grade distribution and DFW rates help describe what is happening in my classroom?

Examples:

- *A high proportion of my students received an F*
- *Many students withdrew from the course*
- *The average grade is decreasing over time*

BUT…

When used by the faculty member *along with other information* they can be a **powerful** tool in reflecting and designing purposeful student success efforts

Description

Feelings

Evaluation

Analysis

Conclusion

Action Plan

- *A high proportion of my students received an F*
- *Many students withdrew from the course*
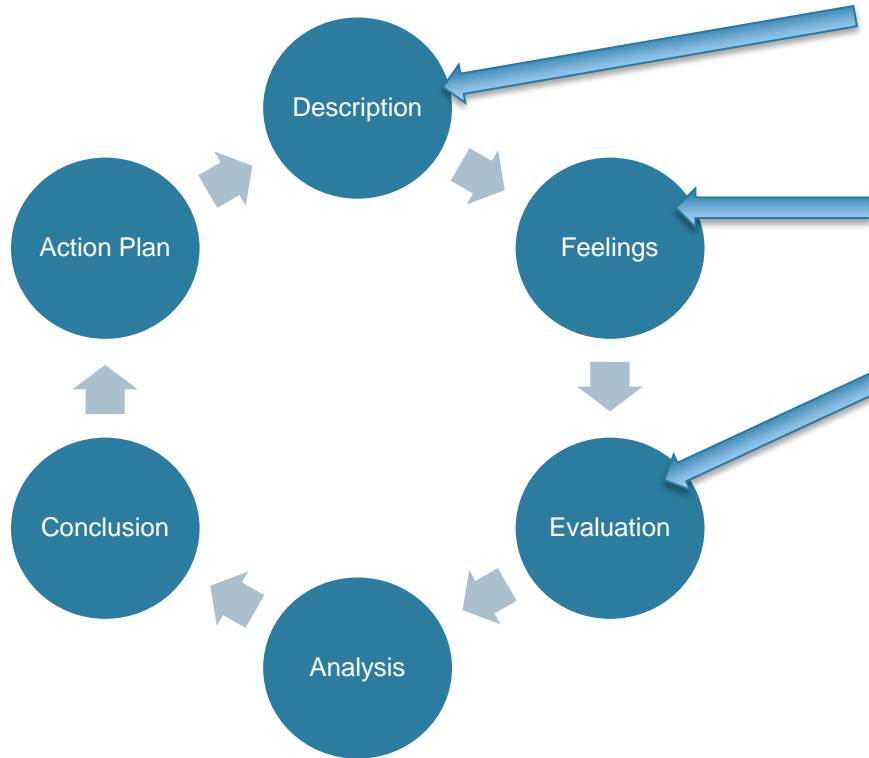- *The average grade is decreasing over time*

How do I feel about grade distribution and DFW rates?
Examples:
- *Students didn't do the work. It was exasperating.*
- *Students just gave up after the mid-term*
- *Today's students are worse than in the past*

BUT…

- *A high proportion of my students received an F*
- *Many students withdrew from the course*
- *The average grade is decreasing over time*

- *Students didn't do the work. It was exasperating.*
- *Students obviously didn't do any studying for the midterm. My feelings about their performance may have affected subsequent classes.*
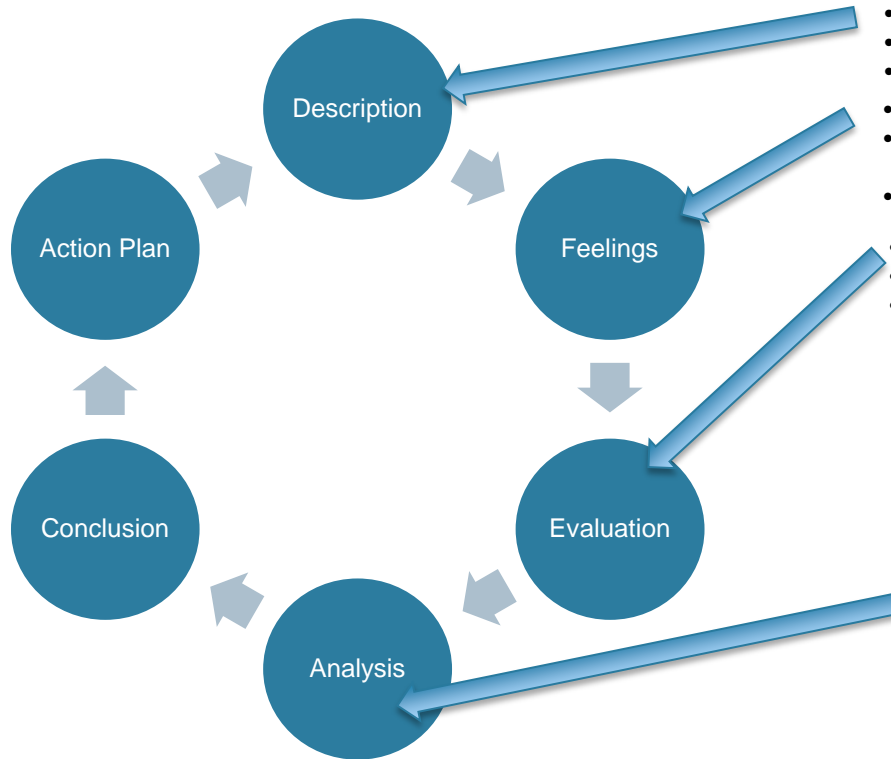- *Today's students are worse than in the past*

How can grade distribution and DFW rates help evaluate what happened?
Examples:
- *The students that received an F were passing at first, but then slipped rapidly*
- *Many of the students that withdrew right after getting a bad grade on the midterm*
- *The number of A and B grades has been consistent, but there are more Fs than before*

BUT…

When used by the faculty member *along with other information* they can be a **powerful** tool in reflecting and designing purposeful student success efforts

Description
Feelings
Action Plan
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Analysis

- *A high proportion of my students received an F*
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How can grade distribution and DFW rates help analyze what happened?
Examples:

- *The midterm decreased many students' grades – even the A students. Perhaps the pace of content was off. Perhaps students didn't have the opportunity to grapple with the content enough before testing. Perhaps students weren't comprehending some of the key concepts fully.*
- *More students are getting Fs and they tend to slip more after the midterm. Is there some presumption I am making about their prior knowledge?*

BUT…

When used by the faculty member *along with other information* they can be a **powerful** tool in reflecting and designing purposeful student success efforts

- *A high proportion of my students received an F*
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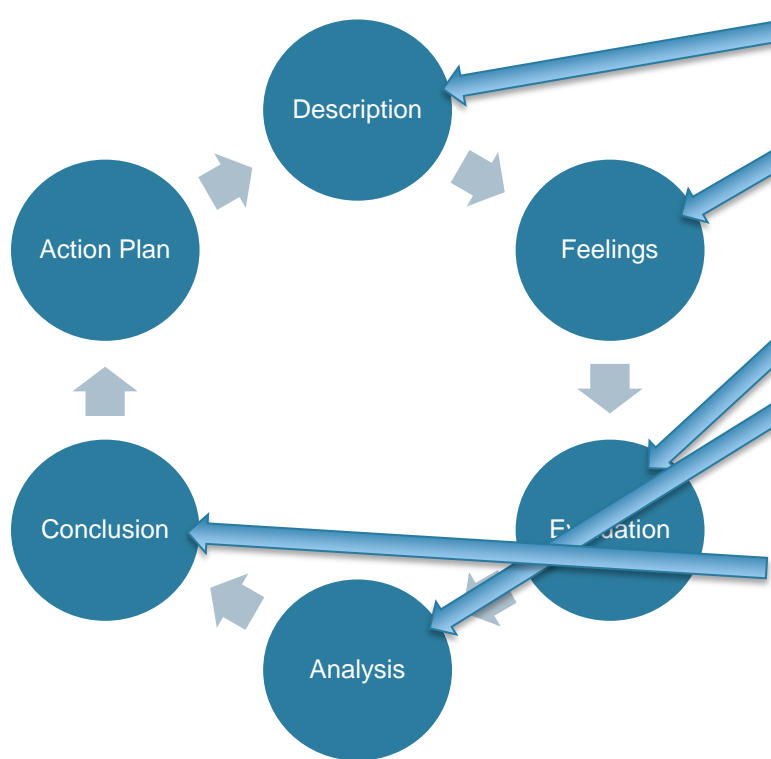- *The midterm decreased many students' grades – even the A students. Perhaps the pace of content was off. Perhaps students didn't have the opportunity to grapple with the content enough before testing. Perhaps students weren't comprehending some of the key concepts fully.*
- *More students are getting Fs and they tend to slip more after the midterm. Is there some presumption I am making about their prior knowledge?*

How can grade distribution and DFW rates help conclude?
Examples:

- *Content before the midterm proved challenging for students, leading to withdrawals and contributing to the final grade of F for many. The content could be broken down differently, and I could offer low-stakes testing as a pressure-check on knowledge and use that information to inform the next class session.*
- *Students are supposed to know (content) before this class but often don't. I need to develop a way to scaffold that knowledge*

BUT…

When used by the faculty member *along with other information* they can be a **powerful** tool in reflecting and designing purposeful student success efforts

- *Content just before the midterm proved challenging for students, leading to withdrawals and contributing to the final grade of F for many. The content could be broken down differently, and I could offer low-stakes testing as a pressure-check on knowledge and use that information to inform the next class session.*
- *Students are supposed to know (content) before this class but often don't. I need to develop a way to scaffold that knowledge*
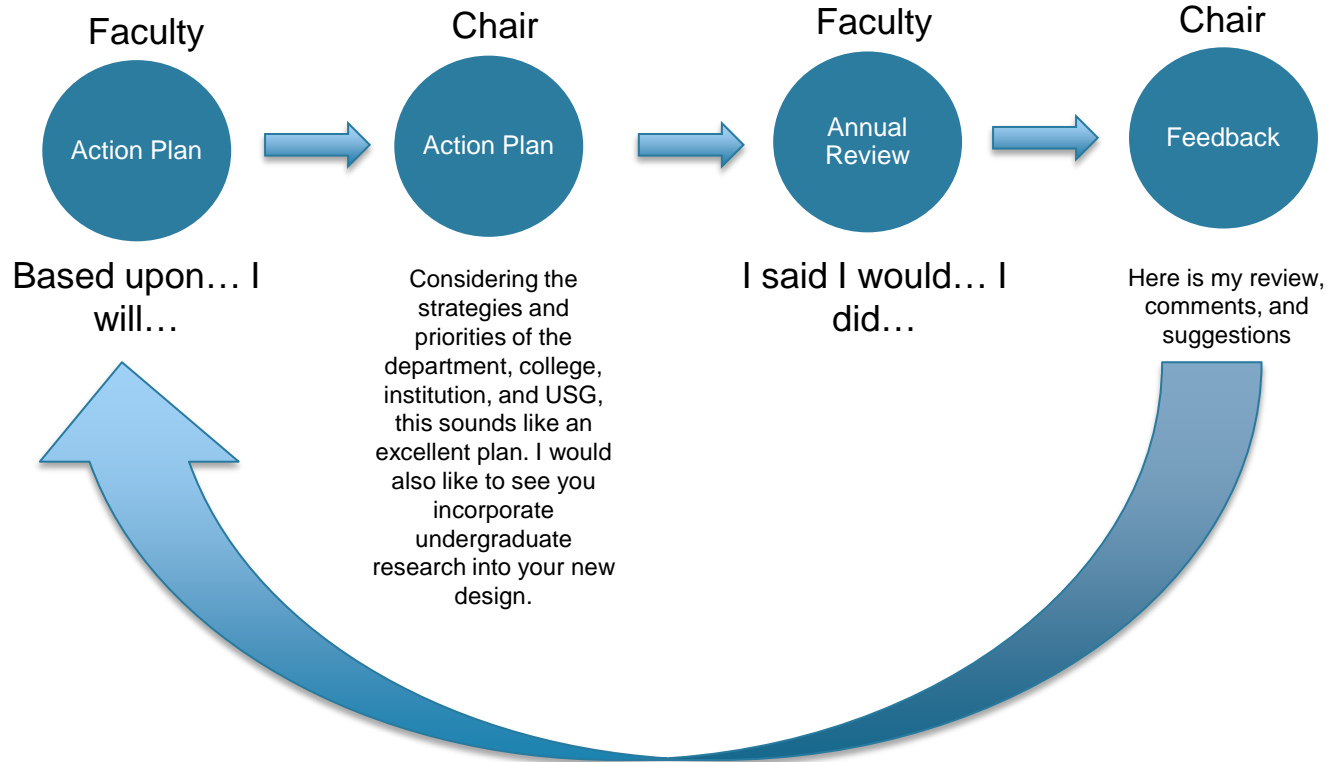
Action Plan

Based upon reflective practice around course grade outcomes for my classes, over the next year I will:

1. Engage with faculty that teach the preceding course to garner a better understanding of the prior content and expected student knowledge
   a) Use that information to inform my content and delivery
   b) Provide information about student knowledge to inform my colleagues' content and delivery
2. Participate in a CETL workshop, other conference, or engage in my own research on best practices, particularly focusing on scaffolding knowledge, and effective use of low-stakes testing or other mechanism to assure student learning progression especially in my discipline
3. Adjust or redesign my course to incorporate those best practices
4. Include formal or informal feedback mechanisms to assess how those practices are working
5. Engage in further reflective practice to continue improvement, adjust, or rethink approaches

Review Cycle

Example Likert

1 — Didn't do anything/did little

2 — Did some/ did work poorly aligned with plan

3 — Did level of effort needed in line with plan

4 — Did level of effort needed in line with plan and sufficiently assessed efficacy of work

5 — Did/exceeded level of effort needed in line with plan, sufficiently assessed efficacy of work, applied assessment to work or future work, shared learning
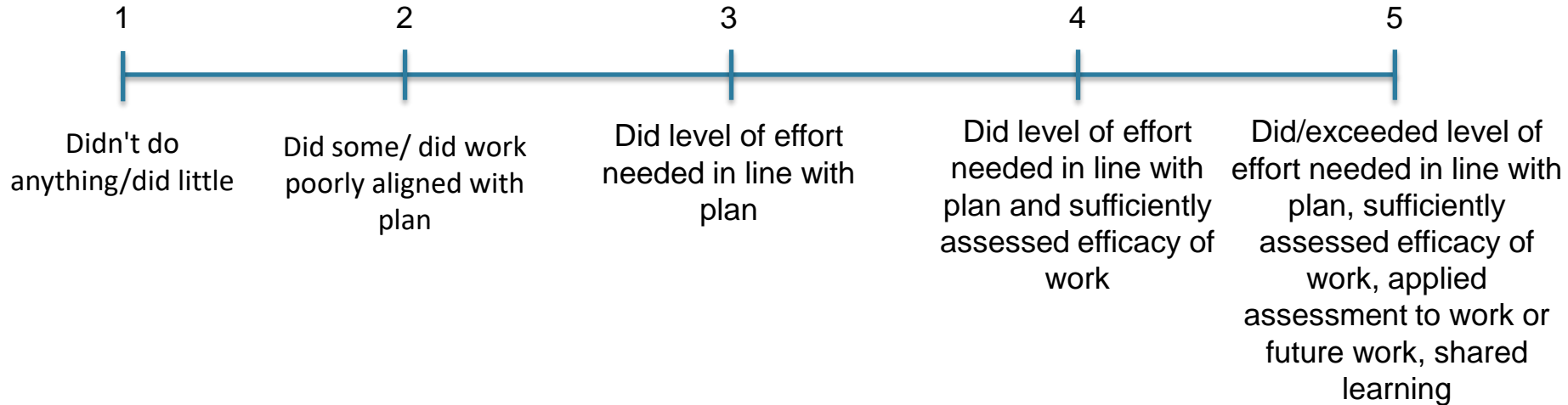
Plan informed by context and institutional goals

- Effective advising and mentoring
- Undergraduate and graduate research
- Other forms of experiential learning
- Engagement in other high impact practices
- The development of student success tools and curricular materials
- Strategies to improve student career success
- Involvement in faculty development activities
- Other activities identified by the institution to deepen student learning.

"I said I would…"

because…

"I did…"

And did it well by…

"It worked (or didn't) as shown by…"

"I learned…"

and adapted by doing…

"I shared with…"

Which will have an impact because…

Definitions of Success

Working effectively with the vagueness of "student success"?

How to define student success within the timeframe of the evaluation?

- Like service, success in this context includes a constellation of activities that foster student learning, engagement, and outcomes.

METRICS AND MEASURES

What items will constitute evidence of student success?

- Intensity of commitment
  - Was the work done and done well?
- Fidelity of implementation
  - Was the work done right?
- Impact assessment
  - Did it work? Do the measures have validity?
- Adaption
  - Did the work inform future work?
- Sharing
  - Was the work used to inform others?

Consistency

Consistency of expectations related to student success

Consistency in the number of documents uploaded

- Establish guidelines for documentation in advance
- Annual review should be light lifts and focused
- Tenure reviews - suggest portfolio approach with artifacts and externally validated measures
- Equity in expectations from faculty

Aligned Activities – what works?

Faculty need clear guidance as to what qualifies as student success and how to incorporate this into their activities and how to document this on their annual evaluations

- Consider a broad range of activities and areas to meet both local and faculty needs.

- Build into an annual review process

- In the classroom

- Beyond the classroom

- Across the student lifecycle

# Documenting Student Success

Helping direct reports to document their role in student success.

- Badging
- Artifacts and evidence
  - Publications
  - Surveys and studies conducted
  - Certificates and credentials
- Inputs
- Fidelity of implementation

- <u>Should be embedded in plans</u>

Resources to Consider

- MomentumU
- LEAP state Georgia
- Teaching and Learning Excellence
- Faculty Learning Communities
- HIPs Implementation Teams
- Advising on campus (and RACAD/NACADA)
- Coaching and Mentoring
- Course redesign
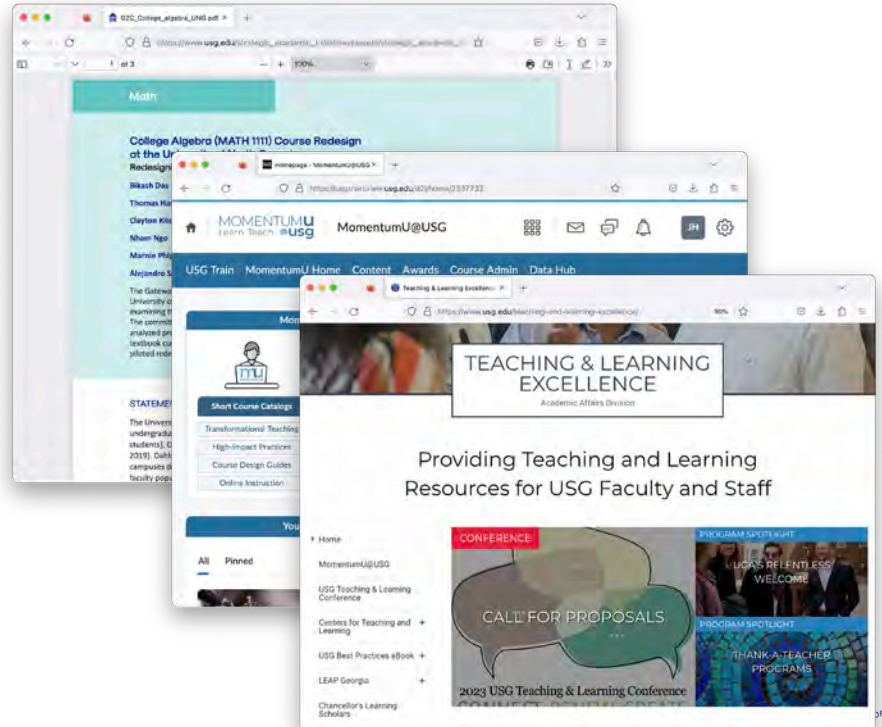
Some last thoughts

- Process should reflect where the faculty is and what they are engaged in (continuum of experience and practice)
- Priorities should "roll up" from department to school to institution.
- Review process is intended to be developmental in nature rather than punitive
- Standard outcomes measures (grades and reviews) are a part of a diagnostic process for establishing plans

Some last thoughts

- Impact and fidelity measures should be tailored to the practice and linked to the outcomes.

- Student Success reflects a constellation of activities that exist inside and outside the classroom.

- SMART plans for Student Success (Specific, Measurable, Achievable, Relevant, and Time bound)

Thank you

Jonathan Watts Hull – jonathan.hull@usg.edu

Michael Rothlisberger – michael.rothlisberger.@usg.edu

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Wrap-Up & Next Steps

Stuart Rayfield
Vice Chancellor,
Leadership and Institutional Development