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Presiding Officer Elect
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Uri Treisman, Founder and Executive Director, Charles A. Dana Center; Professor of Mathematics and Public Affairs, University of Texas at Austin
"Plenary: Reflections on Change in Higher Education: The Case of Multiple Pathways"

Systematic transformation regarding how math is taught in college
        needed because three highest failure rate courses in college math (40-45%) are
                developmental, college algebra, and ?
        Anecdote: 2008 in CA, students take college algebra 5 times
Problem: curriculum is 1000 years old, not modern, which leads to suppression of math in
                college
        Math used to be pathway to careers
Less than 1% of students start with college algebra and advance to calculus and differential
        equations
Faculty create innovative pedagogies but pilot programs don't scale and become normative
                practice
Solutions: 1) Math should be taught with relevance to major,
        2) acceleration and intensification (students can succeed in one or two semesters),
        3) embed support—give help early in semester (every single student gets visited by
                advisor and student, ask why they're in the class, on the spot intervention),
        4) math should be part of guided pathways
What Treisman has learned:
        1) Faculty and staff had to lead the work because student affairs bureaucracy (student
                success programs protected students from hard academics) was in conflict with
                faculty bureaucracy (faculty not clear on their role in student success); hasn't
                figured out how to integrate faculty with Student Success programs
        2) Administrative support had to be a central part of campus student success strategy
        3) Math coursework has to be policy enabled (advisors know about transferability, degree
                paths, etc)
        4) Has to be culturally reinforced by messages from leadership and professions, etc,
Speculation: In ten years, no one will be doing developmental math like now, and each university
        will have 2-3 pathways

AEB's takeaway: review gen ed math sequences and intensify if necessary

Michael Crafton, Provost, University of West Georgia
**"HTTP: Humanities Translation and Transformation Project: Curricular Coherence in the
        Extra-mural Sense"**

Fundamental issue for college is the vocationalizing of all degrees
Current problem: humanities majors drop, less than 12% in 2015, lowest ever (even more than
      drop after Vietnam War and after Great Recession)
Tracking Problem: Second majors not captured in the data
Humanities is service department but continually pressured about majors
Possible solutions:
      Translation of liberal arts education at three levels:
            1) advisors,
            2) curriculum,
                  Identify transferable skills in existing curricula
                  Translate syllabus assignments to employment skills (presentation,
                      portfolio, etc)
                  Additional courses or tracks added into the major (hybridizations:
                      Commercial editing track of English major, or business minor
                      inside the English major)
            3) career centers/employers
                  Broad liberal arts skills in specific industries
                  Signal commitment to employment outcomes
      Internships get job offers and give vocabulary
Proposal: host an annual conference on this topic
      Bring speakers and presentations plumbing depths of problem
      Focus on workshops that provide practical

AEB's takeaway: translate humanities skills for students, parents, employers by incorporating language into curriculum and programming

Marilyn Wells, Provost & Senior Vice President for Academic Affairs, Mankato,
"An Intentional Path Forward: Enhancing Curricular Coherence through an Academic
      Master Plan"

Wells' school needed academic plan because can't keep adding and growing willy nilly
Problem: Enrollment Plan and Facilities plan, etc not linked, Academic Affairs did not have plan.
      IT and Financial Officers say they need to know how to support. Colleges have academic
      plans but different timelines and not given to Academic Affairs
4 Achilles heels: 1) Teaching excellence and innovation
      2) Academic advising
      3) Academic engagement opportunities
      4) Research
Bureaucratic Confusion: Four Tasks Forces but academic degree programs plans nested in
      colleges
Need to update shared sense of values across academic units
Need shared vision: What do we want to be known for outside the university?
      Created 10 distinctions (touchy subject because people fear if not on the list, then
          program cut),
      Then created emerging distinction (for instance, agriculture: faculty from

departments/colleges come together for curricular coherence)

Shared annual reports from colleges with each other, so if overlap, deans and faculty can get together for curricular coherence

Share stories for external audience rather than simply shared data (How are we first, how are we best, etc.) [This is Pres. Dorman's refrain when speaking around campus]

Look at curricular barriers to completion

Look at student from 0-180 degrees rather than just majors

Provost now more interested in Enrollment completion than credit hour production

AEB's takeaway: appreciation of GCSU's recent Strategic Plan and core curriculum revision.

Nancy Thomas, Director, Institute for Democracy & Higher Education, Tufts University
Jen Domagal-Goldman, ADP National Manager, AASCU
"Educating for the Democracy We Want, Not the One We Have"

American Democracy Project

What would a democracy we want look like:
    participatory
    equitable and representational
    educated and informed
    effectively governed

1000 colleges do college voter study from 2012-2016; found that students don't vote:
    47% in 2012; 18% in 2014
    Highest percentage by major: education
    Lowest percentage by major: engineering (STEM has 20% lower voting rate than other majors)

Income and voting: 80% of high-income voters vote, compared with 50% of low-income peers

Qualities of high participation voting:
    1) social cohesion, shared responsibility among students
    2) pervasive political discussions (faculty need to know how to lead discussions but not tolerate opinions without evidence, students need to be prepared as well); balance free expression and inclusion and academic freedom is a given
    3) Student agency, power, and shared responsibility (new version of loca parentis: support for student responsibility)
    4) Active political engagement

Recommendations
    Offer FYS and have students facilitate discussions
    Use election as teachable moment
    Encourage faculty development in discussion-based teaching and teaching from the news
    Encourage and respect student activism
    Civics 101 course, course in dialogue
    Treat students as adults—shared responsibility for each other and institution
    Use student disciplinary clubs to embed civic learning

AEB's takeaway: Add civics/civics dialogue component to gen ed outcomes, training for

broaching and moderating political discussions in the (outr)age of Trump

Charley Cosmato, Director, Center for Innovative Teaching and Learning, Radford University
Andrew Wiech, Senior Engagement Consultant, Digital Measures
"Demonstrating Faculty Influence on Student Success"

Digital Measures: founded in 1999, 60 employees, 360 universities
Corporate goals: capture faculty activities and promote them
Radford University goals mirrored Digital Measures goals
Now that have three years of reporting, ask how to strategically report/use data:
> 1) What do I need to know,
> 2) What questions am I trying to answer?
> 3) What decisions are you trying to make?
> 4) How to make it an innovative technology rather than replacement technology?
> 5) Don't let the data wag the dog. Which data points are needed to produce the reports you just described? (decisions about QEP and general ed program, and undergrad research/service learning/experiential learning),
> 6) How to track interventions and measures of student success, for instance in retention and 6-year graduation rate?

Supporting the classroom experience
> Can also capture on the student involvement in research
> Can also autopull student undergraduate research to market to students

Q&A
> Q: What if faculty embellish? A: Can't patrol, but chairs would know
> Q: How demonstrate faculty influence on student success? A: Since we are loading classes in DM, then easy to see correlation with other student data like retention and 6-year graduation rate

AEB's takeaway: Although this was a sales pitch for Digital Measures, now that GCSU faculty used to using Digital Measures for IFRs, what things do faculty want Digital Measures to measure that will help them with student research, HIP, but without being used for performance evaluation?

Michael Crafton, Provost and Vice President for Academic Affairs, University of West Georgia
Andrew Koch, Chief Operating Officer, John N. Garnder Institute for Excellence in Undergraduate Education
"Creating Initiative and Curricular Coherence at the University of West Georgia and Beyond: The Gateways to Completion (G2C) Nexus Project"

How is your institution addressing gateway courses?
How are you helping address initiative fatigue regarding student success initiatives?
Why study gateway courses?
> Conscience and justice
> Faculty care about them

Once faculty learn the evidence about gateway courses, can address the problems

Learning happens there

Predictors of student success:

Color of skin and size of wallets correlates with whether or not students pass gateway course

Most at risk are undeserved students, perpetuating systemic inequity

Gardner Institute is trying to make sense out of retention and student success tower of babel (anecdote: Koch works with one institution that has 13+ student success initiatives)

G2C Nexus

Gateways to completion: multi-faceted course transformation process that is focused on helping institutions gather evidence for course redesign

Degree Qualification Profile and LEAP and transparent/inclusive/etc pedagogues

AEB's takeaway: This is a sales pitch for G2C Nexus; doesn't seem applicable to GCSU

Michael Willard, Faculty Director of Service Learning, California State University, Los Angeles
Nancy Wada-McKee, Vice President of Student Life, California State University, Los Angeles
"Mind Matters Townhalls: Designing and Aligning Curriculum and Student Affairs Programming in Collaboration with Faculty and Students"

Explanation of a civic learning requirement embedded in student success/freshman seminar, but colleges and departments own the course. Problem is that faculty/lecturers have different definitions of civics, thus led to bad outcomes (Q: did the administration consider taking this class away from faculty; A: it was a political situation, faculty had too much power) [Note how GCSU administration took advising and freshman seminar away from faculty and created professional advising]

Town Halls are a problem solving assignment in which groups created action plan to teach peers about relation of health/wellness to academic success; table coaches helped students focus on projects that are achievable and implementable (sleep ponds, wellness fair, wellness app, peer support with studying)

Civic learning faculty development module: create assignment and feedback from other faculty before finalizing the prompt

Discipline agnostic: different colleges own and teach problem solving assignment in their own way

Dissemination is key: Public purpose of knowledge

Institutional constraints as a design problem

Size of program vs cost: town halls given to about half the freshman class (need to reserve ballroom, small cost of food, need 35 good table coaches for three hours—faculty, staff, and RA's who need to be trained to facilitate deliberation and consensus building)

Need institutional support

Tracking first year retention: students who took town hall vs students who took intro to higher ed course: 2-3% but not statistically significant sample yet

AEB's takeaway: This is one way to incorporate the civics dialogue (from the earlier presentation) into the curriculum as part of Freshman Seminar.

Cheryl Spector, Director, Academic First Year Experience, Cal State Northridge
Patrick Bailey, Director, Student Involvement and Development, Cal State Northridge
Susanna Eng-Ziskin, Chair, Department of Research, Instruction, and Outreach, Oviatt
        Library Cal State Northridge
Helen Heinrich, Director, Data and Analytics (Academic Technology), Cal State
        Northridge
"Belonging Intervention for Faculty and Staff: Changing Hearts and Minds"

Four strategies for making faculty and staff feel part of first year success
        1) Student success campaign
                Faculty put placards on door and signatures on email that say things like "I struggled my first semester of college" and "I am a first generation college student" [Why would faculty announce this kind of info to strangers? Why can't faculty just bring it up with conversations with freshman when pertinent? Speaker has lost all sense of public/private boundaries and wants to turn faculty into marketing buttons]
        2) Know your students
                Chairs and faculty have demographic data in school's version of D2L and Banner
                Who are my students? and how can they progress to degree when they change
                        majors and achievement gap?
                LMS: Data Analytics within courses: gives instructor easy access to students data
                        so instructor so can intervene [CSUN is majority-minority student body,
                        this program is designed for very large schools, not appropriate for GCSU]
                Data literacy campaign: Faculty learn about achievement gap within courses
                E-learning institute on inclusive teaching and social belonging: faculty invited and
                        feel like they belong
        3) Communications Makeover
                Revised probation letter
                Revised automatic email
                Revised rejection letters
                Use student friendly prose
                Tone matters when communicating
        4) HR workshops
                Learn about student stress points
                Offer help in elevator [Again, this panel group has a rather bizarre understanding of public/private boundaries and assumes faculty should mother students they don't know outside of, like in the "Professors are the New Therapists" article]

AEB's Takeaway: Program not appropriate for GCSU due to size and enrollment demographic; vision for faculty erodes professionalism and privacy.

Doug Lederman, Editor and Co-Founder, *Insider Higher Education*

"Challenges and Opportunities for AASCU Institutions in Today's Higher Ed Landscape"

Strengths of higher ed
      Differentiation/range of higher ed
      History of excellence (definition of excellence is changing, for instance, flagships and
            racial/economic diversity)
      Democratization
      Relative independence
      Tradition of liberal ed
      Universities as knowledge producers
      Colleges as community anchors
Weaknesses
      Labor intensiveness
      Rising prices/student debt
      Complacency/resistance to change
      Lack of measurement/evidence of performance (age if assessment, 25 years of assessment
            but not much progress)
      Decentralization (higher education as an industry: benefit of collaborative action,
            systemic change)
      Mission complexity/conflict
Opportunities
      Higher ed democratization elsewhere
      US completion agenda
      Innovation/technology (use of data allow for better understanding of students moving
            through system, efficacy)
Threats
      Changing demographics (as pool of non traditional students expands, difficulties in
            educating)
      Taxation trends
      Doubts about value
      Accountability pressures
      The changing instructional workforce
      Alternative to higher ed
Q&A
      Strength: AASCUs foster civic participation/engagement
      Concern about thinking about college ed as job vocation
      Question about how state legislatures want to commercialize the production of
            knowledge
      Opportunity to publish about how to teach
      Weakness: reduction of state support, result in Deans etc shifting to fundraising and
            resulting in burn out and changing jobs (things that used to get done don't get
            done or delegated to people who aren't seasoned)
      Problem: effect of state politics/laws on how state universities are run
      Threat of bad accountability measures is severe (for example effect on schools serving
            underserved students when state legislature makes policy of grad rates over

number of graduates)
Opportunity: state schools one of best bargains in higher education
Problem with flagships increasing national/international in research focus
Threat: political ignorance, susceptible to state legislators who have no college
      experience
Threat: dilution of curriculum with state legislature demands of accountability/higher
      graduation rates

*AEB's Takeaway: Catharsis session for mounting pressures that threaten to collapse higher ed
balanced by a positive outlook for opportunities.*

**M.J. Bishop, Director, William E. Kirwin Center for Academic Innovation, University
      System of Maryland**
**Nancy O'Neill, Associate Director, William E. Kirwan Center for Academic Innovation,
      University System of Maryland**
"What is the Faculty Role in Student Success Beyond the Classroom?"

Q: What is the role of faculty in student success beyond the classroom?
A: advising/mentoring/office hours/registered student organizations advising

Six roles for faculty in student success
      Addressing curricular barriers to completion
      Redesigning academic policies
      Evolving academic advising model
      Flagging signs of student risk
      Mentor rising-risk students
      Role model, show up at student events, train faculty in mentoring/advising

Administrators should consider job to be to push outcome, not manage the form of how faculty
      reach goal (allow discipline/department specific processes)
Administrators should appreciate faculty time and work/life balance

Faculty beliefs
      Faculty expertise: need to build capacity
      Faculty time: need to make it efficient (make it easy for faculty to address issues on the
            six stage hierarchy)
      Enhancing the learning experience: faculty population (tenure, non-tenure, part-time),
            discipline specific
      Faculty don't know what high impact techniques are [I guess this could be true, but
            certainly not at GCSU; it's eye-opening to listen to administrators say what they
            think faculty believe/know]
      Give lecturers a course in a box to save their time [Academic freedom, who needs 'ya?]

*AEB's Takeaway: A reasonable set of recommendations. I am already doing 5 of them; I wonder
what other GCSU faculty are doing?*