Administrative Teams and Chancellor's Office

Workshop outcomes

Participants will . . .

• Identify the key supports that need to be in place at your institution to enable co-requisite work.
• Establish a plan for putting those processes or resources into place.

Chat with Uri

Philip Uri Treisman, Ph.D.,
Executive Director of the Charles A. Dana Center
University of Texas at Austin

University Distinguished Teaching Professor,
Professor of Mathematics, Professor of Public Affairs
Graduation Initiative 2025

Graduation Initiative 2025 is about the CSU thinking and acting differently to encourage innovation, remove barriers that impede student success and be more strategic about the way we serve students. When we are successful, more students will have the opportunity to graduate according to their personal goals.

Student Voices

Our students are seeking to improve their lives...

https://youtu.be/SdjbqLENinM?t=58s

Graduation Initiative 2025

Supporting faculty innovation and course redesign efforts to improve student outcomes, especially in courses with historically high failure rates.
Reflection and discussion

Think, Pair, Share
- What are faculty concerns about implementing corequisites?
- What are some barriers/challenges you anticipate?
- What are you excited about?
- What are assets, resources, and supports that you can provide to faculty?
- How does your thinking about assets impact the challenges/barriers?
- Talk with your partners about how you might leverage your assets to address these challenges.

Supporting the work

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISION</td>
<td>MISSION</td>
</tr>
<tr>
<td>VALUES</td>
<td>STRATEGY</td>
</tr>
</tbody>
</table>
Faculty Considerations

Voices from the field

Corley Dennison
Vice Chancellor for Academic Affairs
West Virginia Higher Education Policy Commission

- “Clearly communicate why you are implementing co-requisite (use data for your state)”
- “Find faculty members who will champion the cause and are successful in the classroom. Use them as peer leaders.”
- “Continue professional development for faculty even after the schools have implemented co-req.”
German Vargas
Assistant Vice President for Academic Student Engagement
Associate Professor of Mathematics
College of Coastal Georgia

• "Provide the necessary institutional research support. Having individual institutional data will be key to create a sense of urgency; although it is likely that this data will align with the challenges faced in other systems and institutions, it will not be sufficient to bring national or state data if faculty members do not directly associate these challenges to their students."

German Vargas
Assistant Vice President for Academic Student Engagement
Associate Professor of Mathematics
College of Coastal Georgia

• "Once the sense of urgency has been created, identify faculty champions at each institution, support them and empower them to be the change agents. It is important to find the right level of system engagement in a spectrum that may start at level of "system support", pass through "strong directive", and may end at "mandate". Corequisite remediation may be counterintuitive for some faculty, so in many cases it is important to have those faculty champions to drive the narrative."

German Vargas
Assistant Vice President for Academic Student Engagement
Associate Professor of Mathematics
College of Coastal Georgia

• Adapt and Adopt: While transforming remedial education and implementing a corequisite model can be a daunting task, there is no need to reinvent the wheel. Use the resources created by other systems and states (recommendations, implementation parameters, best practices, sample curriculum proposals, sample syllabi, course materials, etc.) and simply adapt these resources to guide and support an implementation that fits the characteristics and needs of your system."
Saundra Kay King
Assistant Vice President for Remediation and Innovation
Ivy Tech Community College

• “It’s important that faculty be involved from day 1 in the planning and implementation. Also include in ongoing review and assessment.”

• “Ongoing professional development is critical. It’s not just for the front end... If at any time you are uncertain what type of professional development is needed – ask, they will tell you!”

• “Provide funds or offloads for course development as needed.”

Paula Short
Senior Vice President for Academic Affairs and Provost
University of Houston

• “Start with data to create a sense of urgency by seeing and understanding the problems, understanding the cost (not just $) to the students, and the potential impact of corequisite model (success at other institutions using the corequisite model). Faculty need to work through their own biases to come to the realization that action is needed and data are a great facilitator for this necessary process.”

Paula Short
Senior Vice President for Academic Affairs and Provost
University of Houston

• “Give them the tools to develop and implement. Provide training and resources, including best practices, regarding corequisite models and how to implement them in courses of interest. Seeing and interacting first hand with those who successfully implemented corequisite is very important. This was the focus of the Corequisite Remediation Policy Institute held by Houston GPS last year which seemed to be a turning point for many who attended.”
Paula Short

Senior Vice President for Academic Affairs and Provost
University of Houston

• “Faculty will engage in ‘status loss’ thinking in the face of change that impacts their work, their position, their sense of power. It is important to plan for such changes and the impact on faculty with the goal of creating opportunity even if it is someplace else. Failure to do this can blow up in one’s face politically, especially with long-held structures and roles.”

Casey Sacks

Vice Chancellor
West Virginia Council for Community College and Technical College Education

• “Think though how to be creative with your financial models. Don’t let money or rules about instructor to student ratios be the reason you can’t start this implementation. Do the implementation and make the finances work to meet student/program needs. Your administration should not be the roadblock about why the work can’t happen.”

Casey Sacks

Vice Chancellor
West Virginia Council for Community College and Technical College Education

• “If you can, protect people’s jobs. One of the reasons this is particularly challenging is because colleges have historically hired people who do not have the credentials to teach college level coursework. If this is the case at your school – talk about it. What’s your plan to upskill people, train existing people, help them keep their positions? Being really transparent that you’re not using this as a way to fire people, and then sticking to that is a big deal.”
Casey Sacks
Vice Chancellor
West Virginia Council for Community College and Technical College Education

• “Really support your faculty leaders. If people are doing this work and you want it to expand give them whatever perks you can to show your support. Parking spaces, a better office, course release time, opportunity to pick sections or classrooms they want first. Whatever leverage you have, use that. Be the bad guy if you have to but put lots of resources into supporting the people who are leading this effort on the front lines.”

Peter Adams
Professor Emeritus
Community College of Baltimore County

• “Support for faculty development.”
• “Provide data to show why the change is needed and to measure how much improvement occurs.”
• “Help schools to solve credential issues (working with SACS to insure faculty with reading degrees can teach writing courses. Devise a humane solution to the problem of faculty who have taught developmental courses for years with only a BA to be able to teach the comp course in a co-req pair.”

Leadership

• Grasp the Magnitude
• Understand the work will be hard
• Build the Shared Vision, and keep sharing in, and sharing it...
• Leverage and reallocate resources to promote and enable change
• Align structures/policies to the pathways model
• Engage and work through resistance
• Use data to build urgency and understanding
Connectedness: People, Not ideas, Make Change

- Nurture champions
- People need authentic engagement, honesty, support, clarity, evidence, and purpose
- Relationships matter
- Make space for grieving, anxiety, and fear

Action Planning to Support the Work

Implementation: A broad framework

Getting Started: Commitment and leadership
Planning: Collect and review data to define problem, establish goals, and create a plan.
Implementing: Carry out the plan.
Continuous Improvement: Evaluate and improve.
Implementation: Getting to details

- Essential Actions – the “must-dos”
- Institutions determine what else is needed or important to their situation or students.
Assessing progress: Getting started

Purpose: Assess current status on first two activities.
- Read the description of a "5".
- Rate your institutional progress from 1 to 5.
- Document accomplishments and strengths.
- Document next steps.

Example from Southeast Missouri State University
Comprehensive Redesign

Core elements:
- Math pathways
- Meta-majors with default or recommended math requirements
- Co-requisite supports for underprepared students
- Multiple measures placement
- Advising

Action Plan

- Purpose: Create a plan for immediate follow-up after this workshop.
- Structure: Record action steps in a table.
- Process: After each planning discussion, we will give you some time to document the action steps.
- At least one person should open the action plan.

Action Plan

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Implementing Co-Requisite Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who is responsible?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Timeline of Activities

Timeline of activities

Work backwards from Fall 2018 to establish a timeline for key actions and deliverables.

Complete column labels on page 2.

- Last column: Fall 2018
- 4th column: Summer 2018
- 3rd column: Spring 2018
- 2nd column: Fall 2017
- 1st column: Summer 2017
Timeline of Activities: Wrap-up discussion

How will you continue to evolve this planning document?

Add at least one step to action plan.

Not a linear process


Communication and engagement

- This work will require communication and engagement across the institution.
- Communication disseminates information; it builds awareness.
- Engagement encourages people to process and act upon information; it builds ownership.
Communication and engagement

Creating a communication plan

1. Define broad goals.
2. Consider the needs of different audiences.
3. Define the strategies.
Communication goals evolve

How might the goals change during different stages of work?

- Ramp-up (getting started, establishing a process, collecting data, defining the problem)
- Decision-making (identifying challenges, formulating solutions, finalizing recommendations)
- Transition to implementation (preparing for action, providing supports for local action)

Discussion:
Draft one or two communication goals for the next 2 months. What do you need to communicate?

Basics of planning communications

- Who needs to know?
- What do they need to know?
- When do they need to know it?
- Who should the information come from?
- What are the best ways to get the information to them?

Get the right information to the right people at the right time.
Engaging people with information

Different types of engagement lead to different outcomes.
Do you want people to . . .
  \- Process information?
  \- Give input?
    \- Only gather input if you intend to and are able to use it.
    \- Always respond.
  \- Take action?

Communication and engagement plan

Use the template to draft a communications and engagement plan for the next 2 to 3 months.
  \- Select a time period that is natural to the work flow.
  \- Start with the goals you discussed earlier.
    Refine and revise as necessary.
  \- Define the audiences.
  \- Plan activities.

Communications wrap-up

Record the major steps from your communications plan to your action plan
Sample Action Plan

- Develop research and data to support a redesign of math courses. Develop research questions and identify what is "successful".
- Get Math faculty, executive staff, and Chairs buy-in. Share with math faculty, executive staff, and Chairs.
- Research other courses that could be in place of college algebra.
- Define and explain concept to stakeholders (internal vs. external).

Missouri Completion Action Plan

<table>
<thead>
<tr>
<th>Course</th>
<th>Date</th>
<th>Who</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>September 2015</td>
<td>Dean COSTA</td>
<td>Research questions</td>
</tr>
<tr>
<td>Math</td>
<td>November 2015</td>
<td>Dean COSTA</td>
<td>Math Chair</td>
</tr>
<tr>
<td>Math</td>
<td>October 2015</td>
<td>Dean COSTA</td>
<td>Math Chair</td>
</tr>
</tbody>
</table>

Learning from One Another

Essential actions

<table>
<thead>
<tr>
<th>Essential action</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate and maintain a strong and clearly defined institutional commitment over time.</td>
<td></td>
</tr>
<tr>
<td>2. Establish and sustain a leadership team.</td>
<td></td>
</tr>
<tr>
<td>3. Facilitate communication and engagement over time.</td>
<td></td>
</tr>
<tr>
<td>4. Gather and review information on current context.</td>
<td></td>
</tr>
<tr>
<td>5. Define goals and metrics.</td>
<td></td>
</tr>
<tr>
<td>6. Create implementation plan.</td>
<td></td>
</tr>
<tr>
<td>7. Align math pathways to progress of study so that one clear and appropriate pathway is defined for each program.</td>
<td></td>
</tr>
<tr>
<td>8. Design, staff and schedule courses.</td>
<td></td>
</tr>
<tr>
<td>10. Evaluate and improve over time.</td>
<td></td>
</tr>
</tbody>
</table>
About the Dana Center

The Charles A. Dana Center at The University of Texas at Austin works with our nation's education systems to ensure that every student leaves school prepared for success in postsecondary education and the contemporary workplace.

Our work, based on research and two decades of experience, focuses on K–16 mathematics and science education with an emphasis on strategies for improving student engagement, motivation, persistence, and achievement.

We develop innovative curricula, tools, protocols, and instructional supports and deliver powerful instructional and leadership development.