Gallery Walk Responses
(#) indicates the number of times this idea was recorded

Challenges:

- **Staffing and faculty**
  - Summer courses for credit
  - Resistance and varied excitement about this change
  - Unclear how much input faculty have
  - Who teaches math? Is it mathematicians or anyone with a QR course?
  - Difficulty in finding replacement lecturers
  - Loss of control
  - Loss/movement of FTEs
  - Hard to change pedagogy
  - Faculty workload, “I wasn’t trained to do this work”
  - Are PT qualified? CBA issues
  - Resistance to “top-down” info/directive/solutions
  - Get all faculty with B4/QR classes on board, not just math

- **Structure**
  - What does Early Start now mean?
  - How does the advising get done?
  - Number of courses to be redesigned
  - Doubt around 1 unit of remediation—is it enough?
  - Change of schedule and coordination (2)

- **Money**
  - Is it one-time?
  - Funds not distributed at all campuses

- **Timeline (4)**

- **Other**
  - Appearance of reduction in standards (2)
  - Concerns with data supporting co-req
  - Students who do not have a strong enough foundation in algebra for more advanced courses in the major
  - Tracking students may exclude option of STEM majors. Social justice issue. (2)
  - Loss of diversity
  - Unclear release of clear info from CSU

Assets:

- We are not alone!
- We can be national leaders!
- Understanding/framework to support experimental course design (vis-à-vis evaluations)
• Engaged math faculty/department that is willing to support all departments who previously required remediation prereqs to help them consider how to best prepare students. Develop toolkits for these departments.
• At SF State, we recently went through Foundations of Excellence focus on first-year and creating better supports for our students. The planning done in FOE can help support this work.
• Money from CSU for development of these courses (2)
• New possibilities for students not focused on deficit model
• Impressed by the courage the CSU is showing to try new ways to support students and close achievement gap
• Excited about opportunity to design curriculum specifically for the students in Central Valley and address their needs.
• New opportunities for faculty to try new strategies and support of innovation
• Better able to define readiness and support for students

Strategies:
• Develop shared goals
• Define what “qualified teachers” mean
• Training and development of teachers
• *In response to varied faculty excitement challenge*, connect these issues to faculty/staff prior knowledge (accurate + inaccurate). Embrace all faculty and student success support staff
• *In response to strategies, time, training challenge*, communicate that campuses have received $140k and the new model may cost less. Partner with T+L centers
• *In response to resistance to top-down effort*, communication-AA and SA. Make campus data and demographics widely available on campus. Capture excitement of opportunity to stop spending time on what doesn’t work and focus on how things work.
• Timeline: expedite curriculum review with Senate
• Collaboration between faculty and professional advisors. Bring in Center for Faculty Development.
• Collaborative hubs for campuses by region
• Faculty development for lecturers
• Build in “wins” for the math departments (or whoever is responsible)

Excited about:
• Opportunity to “blow up” and re-design
• Renewed focus on/change in pedagogy
• Reduce implicit bias by using multiple measures
• Ending the hand-wringing and get to work
• Quick change
• Consistency in placement
• Excited for students
• Partnering with CCs and K-12
Administrators Action Planning Final Share Out (1-3 items each)

(Monterrey Bay)
1. Communications: Chairs retreat on Tuesday, need to develop an elevator pitch. College-wide assembly next week as well.

(Fresno State)
1. Branding of Opportunity. We can work collectively to find ways to implement order, and find opportunity for growth

(San Bernardino)
1. Communication. Strategic communication may start with message from President to campus about the EO.

(Cal State Maritime)
1. Every week they meet so she can bring that to the team very soon.
2. Early alert system recently redesigned so we can modify it to include a 2-week grade report to get information to use later
3. Convene a group to see what data points we need to start collecting.

(San Diego)
1. Develop a tight, 1-page talking points statement and deliver to all regularly scheduled events over the next few weeks. Deans meeting, Senate Exec Committee, Student Affairs, etc to get the message out.
2. Figure out every step that needs to happen in order to change timeline and organize it in one space, make it a living document that people can change.
3. Think about the resources we already have on campus. Since we outsource Dev Ed at CC’s, I wasn’t sure how to do this. But we have a learning center that can provide significant support.

(Sonoma State)
1. This year we are piloting some of these courses. I worked on this in Idaho two years ago, we need to look at MMP right now and data. Our administration side needs to get that ready so that students know what math classes to take as soon as possible.

(Chico State)
1. Immediately debrief campus leadership, we will do that in an emergency meeting ASAP.
2. Put on agenda of Chairs meeting next week.
3. Senate retreat in the fall, we might make that open forum instead.

(East Bay)
1. We are a quarter campus, we will have activities around chairs retreat, convocation. We just redeveloped our curriculum 2 years ago now we will do it again.
2. We need to develop a formal leadership team for this project. We will talk to the provost to establish a formal structure.
3. Have a retreat before school starts where we can bring faculty together and solidify a curricular model.

(SF State)
   1. Before we have our provost send campus-wide communication, we will contact B4 faculty outside of math department.

(Channel Islands)
   1. We have a shadow team that we put together this summer, we want to “unshadow” them. We want to bring other people into that conversation.

(Pomona)
   1. Create a toolkit for our math department including data, esp. on Early Start to present along with FAQ
   2. Go update our senior management cabinet members on the work this week. We have people in Student Success Network Lab that we need to update by November.
   3. Work with STEM so they can prepare.

(Northridge)
   1. Get intrinsic buy-in from top leadership on campus including president and provost. Get connected back to our students. Make friends with IR department, make a version of Paula’s student videos. Talk about the actual thousands of students this will impact. So, have a two-part meeting to get buy-in to help THEM develop elevator pitch.
   2. Get into the high schools to get in front of this. We already have ways to communicate with LAUSD so utilize those.
   3. Select a project manager—you need a skilled facilitator, potentially external.

(Humbolt State)
   1. Student Success team already on campus, I want to communicate this as a key component of existing work. I want the communication to come through the SS team.
   2. Communicate urgency about this effort. Communicate that it’s ok to start with an imperfect model.

(Long Beach)
   1. We already have a faculty committee in place. Our provost and dean are mathematicians. We already have a plan and a timeline.

(Cal State Dominguez Hills)
   1. Create a digital graphic that talks about student centered and NOT put the policy (EO 1110) first. Engage members of academic senate in this process.
   2. Our biggest challenge is that people don’t see how this fits in. I’m using this as a template to eventually bring our English faculty on board.

(San Marcos)
   1. To gain faculty buy-in in math department is to think about co-champions. We can find a non-STEM faculty member to join us in this work.
2. Communication: what/why and getting student stories and data from the Dana Center. And then another campaign about the “how.” This would be a year-long campaign.

(Los Angeles)
1. We are learning a lot. We need a campus wide communication so that the message comes from us and not the newspaper. We need communication through the academic senate and governance.
2. One of the “a-ha” moments was realizing that our cross-functional team is not broad enough. We need to re-shape the work we are doing around curriculum design and get people from across campus.
3. We need to develop steps on managing change. Principles we’ve learned can be a part of this. Create urgency. Its time to get going. That urgency was needed.

(San Jose State)
1. We want to have a structure to frame this around. Instead of “one big table” we need four smaller tables that work together as “cogs”. Faculty can be informed by student success group, etc.
2. We have to communicate up to the provost and president so they can communicate out to campus in a timely manner. Timing needs to be ASAP.
3. Work with analytics team, use data to support chair of math that will be at the center of the storm.

(Fullerton)
1. We need to think about if we have the right team here.
2. Make a better communication plan so that the messages up and down and across are consistent.
3. Decide what data we want from IR department. We need to ask the right questions. We need to get 60% on board (referencing article we read).