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ELI Webinar: EDUCAUSE Academic Communities: Teaching and Learning + Student Success

Tuesday, February 25, 2020
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>> Hi. This is Jodi from Educause. We will say a quick hello before we begin here in just a couple of
minutes. First, I’ll turn it over to Kathe Pelletier to say hello and welcome.

>> Hello, and thanks, everyone, for joining me.

>> We’ll turn it over to Malcolm brown.

>> Hello, everyone, from my New Hampshire office, where it is gloomy and overcast.

>> Okay. We’ll put everyone on mute and we’ll get started in one minute. Thanks, everyone.

>> Welcome, everyone, to today’s E.L.I. webinar. I’m Kathe Pelletier, and together with my colleague,
Malcolm Brown, we will be your moderators and your hosts today. Before we begin, let me give a brief
orientation on our lesson’s learning environment. The on-line environment is divided into several
environments. The tall window on the left is the chat window, which serves as the open chat area for all
of us. You’re going to be using it a lot today hopefully. Feel free to use the chat space to submit
comments, share resources, or to pose questions to us. We’ll hold most of the Q and A to the end of the
presentation, but we will be asking you questions along the way, so please do post your answers to the
chat during the webinar. If you have audio issues or other technical questions at any time, you can direct
a private message to technical help for support. Click on the top right chat window, select chart with,
and select hosts. All right. Let’s turn to today’s presentation. In this interactive session, you are going to
learn about Educause’s framework for academic communities, which is hot off the presses, and this
brings together teaching and learning and student success. This goal is to work with the higher
education community to advance the success of teaching and learning and the holistic success of each
student, and we’ll ask for feedback for use here at Educause to further student and teacher
learning and success. And with that, let’s begin. All right. I spoke to some of these outcomes briefly just a
moment ago. Hopefully, you’ll walk out of here with an understanding of our academics framework,
opportunities to collaborate with each other on your campus and with us at Educause to promote
teaching and learning and success, and really, we’d love for you to highlight work happening on our
campus within the broader you had you cause community. I’d love that, as well. So as I mentioned
before, you are going to be busy throughout. We have some polls sprinkled throughout to ask you
questions about resources and communities. So if you have comments, please add them in the chat pod,
and we’d love to hear what’s on your mind.

>> This is Malcom. One thing you can add in the chat space is if you kind of serve both areas, where
that’s a formal designation in your job or whether that’s something that’s come about in a more
grassroots sort of way.
It's interesting to see the large preponderance of folks that have answered Malcom's questions. Much bigger than I would have hoped. All right. It looks like the poll has slowed here. For those of you who responded in the chat, I appreciate the input. It definitely adds color to the question. So if we could go to the next poll --

So this is our next poll. We want to understand a bit better how -- what kind of student outcomes are parameters for you when you think about student success on your campus, so here, you can choose all that apply. If you want to supplement this list, this can be for you. We want to know the particular things that are student success for you on your campus. So no surprise that retention and completion of a course are heavily percentaged.

One of the things that I've been curious about are whether the pieces of well-being and citizenship might be focuses of perhaps a liberal arts institution more specifically, but not necessarily. And retention is certainly on everybody's mind. Andy, great question. I'm going to jump in, Malcom. I think when we wrote this poll, we were thinking of preparing for the world, but certainly becoming a campus citizen is a step towards that longer-term goal. And Kathy makes the point about measuring that, which is an interesting comment when we think about measuring of our outcomes on campuses.

Well, it certainly points that there are a lot of things when it comes to becoming citizens. This is much more holistic and multidimensional than we first thought. Okay. I think we've got some great feedback on this, so Kathe, take us to the next one.

All right. And I apologize both in advance for the recent dog barking if that came through. I have a very excited dog right now. All right. So this one actually gets at the measurement question, which Kathy brought up earlier about how might one measure becoming a citizen. So this really is asking you to think about what you formally measure, the part of teaching and learning. And the time degree aspect is what some of you may be bringing up earlier, but that wasn't one that we did list here as a formal measurement. If there's others that we have left off, please add them here, as well. Good point, Karen, that it depends on who you ask. Different departments might have different metrics. And Jim, your comments --

Sorry, Kathe. I didn't mean to interrupt your question. What other factors are important to you in measuring success of teaching?

Yeah.

All right. Student grades and graduation rates, demonstration outcomes, that's good to see on the rise. That's something that I think we are able to measure much more effectively in recent years. Yeah, and good point, Lisa, in that we don't really measure instructor satisfaction, but that could be an important component as we look holistically at teaching and learning success. All right. I think we're going to go onto one more slide, and then, we'll give you a poll break. Our next poll --

All right. So -- go ahead Kathe.
Too many cooks in the kitchen. I'm clicking, and I shouldn't be. Take it away, Malcom.

All right. So this is the last in this series. Congratulations, you almost made it. This has to do with the nature of the working relationship with folks who may identify more with teaching learning, and folks who may identify more with student success. So how would you identify these two areas of learning on your campus? It looks like right now the lead is minimally but effectively. Either and not at all, minimally but effectively, those are about the same here in terms of percentage. Interesting. And Junie, this is sort of an overall attempt what you're feeling about. So it looks like, Kathe, the poll has concluded here, and minimally but effectively here is the majority. Interesting. All right. Very good. So we'll thank you, Jodi, for taking the poll away. So now, as I said, that's the last poll for a while, but you're not done yet. This notion of academic communities and why now? We at Educause want to work with you in the community, one of the things that we did, that this owl is doing in this picture, is to look around. We did some environmental standing, and we were thinking about how we could best serve folks on the academic side of the house. And the results that we came up with, I think, are hardly surprising. You'd have to be kind of like a monk meditating in a cage somewhere to not recognize this. But I think it goes without saying that we are feeling seismic shifts in higher education. We've all felt the tremors, and the major dimensions here that we are thinking about are in some way new, but also, they could be old but they are receiving new emphasis. And so the two that we've come up with are really student success and digital transformation. These are two things that we see going on that encourage us to think about academic communities in a more holistic way than we have in the past. So let's just look at student success very, very quickly. There's a lot of ways of seeing the surge of the importance of the student success. One is using the Educause platform top ten issues, which we've been using since 2000. There's really nothing substantial until you see 2010, when it leaped onto the number two spot in 2013, what you're seeing in technology. And then, it began to evolve as the years went on, and it was very much technology focus until you get to 2018, when it's more student success and completion. And the big jump comes starting in 2018 where there are two items in the top ten issues. You can see that students in institution and student-centered session. This is just one way of indicating or seeing the importance -- new importance attached to student success. The other I mentioned was digital transformation. We all have to be monks meditating in a cave not to know about this. Note that digital transformation is a tricky one, because it's often accompanied by marketing. This particular article at Forbes is particularly morn because we at Educause are trying to stress that we don't think that digital transformation is something that you can just buy. It isn't something that's for sale. No product will do digital transformation for you. It's not like a dishwasher, you put your dirty dishes in it and out come clean ones. And finally, what is also really interesting about digital transformation here in higher education is there's no one answer in higher institutions. So you can't say if all institutions simply by x, they'll be transformed. That's not accurate in a number of ways. We've had some articles in our blogs and in the Educause review, and we've been watching the new conversations about how we need to involve senior leadership in things like digital transformation. It is a series of deep and coordinated concerted shifts that radically redefine the business model, or the major focus of the institution so that's what we're really thinking about. So we think this's time to think about the -- we think it's time to think about the learning and success on one hand and the teaching mission, how to best leverage those two things in the academic community for the greatest success. We begin to take the various threads of all the units on campus that are involved with student success, teaching and learning, and begin to weave them into something that is a coordinated effort to achieve success for everything. If you on the left began to list
things that students care about, and you list on the right, things that matter to teaching and learning, you could say the -- [Inaudible]

>> When we think about learning success, that is then contributing back to student well-being. So when you look at these for not very long, you begin to see how tightly interwoven they are and what the opportunities might be for having them integrate still in additional ways. So Kathe, take us on. Kathe, are you muted?

>> I was saying amazing things.

>> Oh, and we missed it all!

>> I'll try to repeat. Malcom and I would love to share with you now as we along with our member community have contributed their thoughts in the form of an expert panel and advisory board how we really are starting to look at teaching and learning and academic success as two sides of the same coin. Malcom really started sharing examples of how you might see one aspect of teaching and learning and realize there's a student success aspect of that, on the other side of the coin, so to speak. In the file share pod, you'll see two files in the access pod. One, I'm going to talk through and one is an academic version. Feel free to download those copies. They'll also be available on our website later if you'd like to do that. This shows two sides of the same coin as we're looking at campuses, at both teaching and learning and student success. You'll see in the blue, we have teaching and learning pillars that really have driven our E.L.I. programming over the last few years that Malcom has been learning. And you'll see learners, specifically, the learning that occurs inside the classroom. You'll see the learning principles and best practices that we're continuing to build and grow as we're creating learning experiences and delivering learning experiences to our students in the classroom as learners, and those learning technologies that can afford us new opportunities to create new and different and perhaps more effective learning experiences for students. You'll see on the right side in the green the student success pillars that are new that we got some help from an expert panel of members. And many of you may have seen some of our invitations to contribute here, but we're really defining student's success as the whole student. Not just in the classroom, but the student as they're on campus perhaps in the residence halls or participating in extracurricular activities or internships or other things that happen outside of the classroom. Malcom referred to the financial help of students, and we know that things like mental health and food insecurity and other issues are impacting students' ability to be successful inside the classroom. We're more specifically calling out academic advising and student supports, and these are focused both on the programmatic advising that counselors might do, and those can be faculty and professional advisors, and that's a crossover because faculty are playing the multiple roles. And then, you'll see the student success technology that can enable humans to make deeper relationships with each other. So whether it's course planning, academic models that allow advisors to provide more outreach to students, and other technologies that allow students to do more of their own kind of self-service on campus when it comes to planning and navigating their degree programs. And then, you'll see, at the bottom, planned successes for students and learning. I've heard some of you in this chat earlier have said that it's everyone's job on campus to focus on student success, so in that regard, these are specific to the teaching and learning institute and success. But you'll see learning environments inside and outside the class. I mentioned internships, and those might be outside, but it's definitely a
learning environment. Data and analytics, and then, finally, a culture of continuous improvement and evaluation and the institutional tools to be able to, you know, make and test hypotheses and see which efforts are making an impact and which might need to be tweaked and changed and, you know, using those data to make decisions. So that is a walk-through of our academic community's framework. Again, feel free to download the document and resources pod now or from our website later today. And I think we've perhaps given you enough rest. We're going to do some additional polls, and we'd love to hear your reactions to the foundations -- or I'm sorry, to the framework. So we'd love to hear two things. One is what do you like about this model, what really resonates with you, and maybe there are things you might change about this model. It sounds like there's some comments already happening in the chat pod. These are open response. Feel free to add them to the pods -- or the poll pods, and if you've like to elaborate or have some additional thoughts, please add them to the chat, as well. And if you have questions, we're going to get into some polls later that get into specifically what you like about these -- what you like about the framework. However, if there are specific questions that are popping up -- as I was walking through the shared foundations, feel free to add those to the chat pod, as well.

>> Got some good chances coming in already. I really think that, you know, one thing that Malcom and I kept discovering as we were working through this conceptual framework is the interconnectedness of the work we do, and that's also exciting but I think also to know where to stop making connections. Sometimes it's important to stay in your lane and do your own thing and keep refining your practice and making lots of connections with other departments or other folks on campus can sometimes add complexities that gets in the way. And yet to Malcom's points earlier about digital transformation, to be very mindful about those deep and intentional and coordinated shifts will be one thing that takes us into an end result of digital transformation.

>> So someone wrote on focusing on the separate colors. It's interesting, but I'm not quite sure -- if you don't mind elaborating either in the poll or in the chat space, that would be great.

>> Yeah. There's a little confusion here. It's a way to doing a diagram of intersecting circles or something like that, so we're trying to understand things that appear to be pertinent to student success and learning and what the shared pieces are. That's what we're trying to get at here. Oh, now that might lead to the question of what is the purpose of all these pieces working together, but we're trying to extinguish the emphasis.

>> I think Kyle's elaboration and -- or comment in the chat pod that the heavy focus on the separate pillars of the two communities almost takes away from the interconnections. I think that is a good point, Kyle.

>> Oh, okay.

>> And it's definitely something for us to consider, yeah.

>> Yeah. One of the things -- I'm sorry. Go ahead, Kathe.

>> I was going to say --
>> No, please, you go ahead.

>> There's a little bit of a lag.

>> There was just a comment on the right side about where did the faculty go in teaching and learning, and they're there. Even in an approach that emphasizes the learning technologies and learning success. Obviously, instructor success is applied. Sorry, Kathe, go ahead.

>> No, I was going to respond to Kyle and some of the other questions and just be transparent about how we’re going about creating this academic community’s framework because student success is a new area of Educause programming. We also wanted to be very specific about what we meant by that, so this academic community serves kind of a dual purpose of exploring the interconnections and the kind of less connected aspects of teaching and learning success, but also taking a stake at what we mean by student success. Perhaps we became a bit more explicit about the differences than we maybe will evolve to in the future with our desire to share with you all. When we say student success, these are the things that we mean, perhaps new areas of focus that we haven't spent a lot of time on it with Educause before.

>> I'm going to respond to Kyle because I think you bring up a great point. One of the things that Kathe and I have been thinking about and have been wanting everyone's feedback is if you smash -- really scientific term there, smoosh the things together, be -- [Inaudible]

>> This was this smashed together mission on campus, some people might say, well, there's nothing there for me. Conversely, would the folks from the teaching success side be thinking that? If anyone has any comment on that via the chat space, we would love to hear that.

>> And Malcom, I think it would be a good idea to go to the next poll because I think there's a correlation between your invitation and the chat pod. So I'm going to click ahead to the next slide. And this is our next sort of questions. Not to get too touchy-feely, but curious if this model makes you feel anything. Feel free to add into the chat pod if there's other things that this evokes that we haven't listed here.

>> Yeah. Thanks for the folks being honest. It's disorienting a bit. Yeah, change can be. And just for myself, almost a personal concession, I read the articles and trying to understand what all is confronting higher ed and the direction it needs to go in, I almost feel disoriented in that space.

>> In the chat space, Karen makes a really good point about this notion the communities are constituted by people that are sharing practices. That's a really good point. Thank you.

>> Yeah, it is. Yeah. And I think just to double down on that, one of the things that certainly in the digital transformation work, as Malcom shared, that it's not just about buying or implementing a technology, but the culture and the workforce, which are obviously very human related and then, you know, in the student advising work, that where the implementation is technology is really done well, it enables
humans to engage with each other in a much more transformational way, so that's a really good callout.

>> Yeah, and Kathe, I would just extend that a little bit. It also envelopes the third technology, because technology doesn't just deploy on its own. It's humans that deploy it and make it successful on its own. So I think that's how we have success on all three of those transformational dimensions.

>> Oh, yes, and John's comment about what one thing that we're missing is students helping students, that's so powerful. And I think there is a significant amount of research on the power of peer learning, so that's a really important comment. All right. I think we'll go to the next poll pod, and the next one is to -- to ask you to consider which of these areas -- you'll see the pillars of success here listed again as well as the shared foundations. So curious about where you -- where you might see impact to your work here. Great to see these results come in. Learning technologies as a great area of impact. Learners, learning principles, learning environments. I love seeing the evaluation and continuous improvement. That's exciting to me. I think, you know, campuses are learning more about how to understand that to plan for and understand impact of work on campus which brings in the data and analytics piece, as well. Great. That's really helpful. Okay. Next, we're going to do a couple more polls and give you guys a break for a little bit more time again. Two questions -- so again, two sides of the same coin. On which of these areas do you wish we had more help? So are there areas that -- of work that you might be asked to do that you would love to see resources from Educause or each other around? And then, conversely, are there areas that you feel really strong in that you might want to participate more, you know, whether it's supporting someone else as a mentor or sharing your best practices with us, that kind of thing? And this information is really helpful as we are prioritizing our programming in the coming year and beyond, and you'll see at the end, we'll invite you more explicitly to reach out to us if you would like to contribute to programming, but I will do that here as a pitch. We really rely on our community experts, and even if we are bumbling around and trying new things, that's something we need to hear from you. I will never shy away from a plug to reach out to Malcom or myself to share what you're working on. Yeah, and Jim, I hear you, that the wishing for help question -- you know, I think a lot of this, especially within the digital transformation context is about change management and leadership and culture and climate change and collaborating with other people or may or may not be willing partners. So understand to be a champion of one thing is something, but to be able to advance that agenda takes other resources. And if I'm not interpreting your comment, feel free to add a clarification to what -- but that's how I interpreted your comment. And then Kathy, you have a question about evaluation and continuous improvements. Either in courses or more broadly, you know, I think the context, I think, is going to be different, depending on your role and your reach. And within our academic communities’ framework, we are seeing both, you know, course improvements, you know, especially if you might happen to be an instructional designer or a faculty member, somebody working with individual courses. But the idea of having an evaluative mindset and aligning hypothesis testing and leaders and those muscles of evaluation, I think we're looking at them broadly as an institution. But if you have a specific request, we'd love to hear that, too.

>> Kathe?

>> Yes, Malcom.
Some responses to some of the polls that are currently on the screen. One of the things that I note on the left-hand side is the leader there on data and analytics, that is interesting because it is constant with some of the other indicators that we are seeing about data and analytics in general but also some other things in particular. Some of you may have seen and participated in approximate a survey, a quick and informal survey in terms of trying to identify the challenges that folks are experiencing in terms of learning analytics, in that particular case. And I think the indication is clear that folks are struggling to get ahead in data and analytics, and I think we’re still seeing the same results here. Continuous improvement is just kind of the holy grail.

Yeah, yeah, and that really gets at the integration of your data and analytics, and that you need the right kind of pipes to make it all interconnected, the data and analytics, and the holy grail. So I wanted to let you know that Malcom and I will be working on an ongoing basis to create more additional programming, whether it’s webinars and programming practices, or live classes to you, there’s a lot of material on this page, and the differentiation images isn’t quite coming through as intended, and it’s kind of difficult to navigation. But you will have these slides to download after the event and there are links that are clickable on each of these images, but Malcom is also sharing some of these images in the chat pods if you’d like to explore them right away. So I’ll give you a quick tour. Our C.D.F. portal is something that’s a great resource for institutions as they’re seeking to benchmark against other institutions. Your institutional rep for Educause is the one that would decide to participate in the C.D.F. survey, and once you participate, you would have access to the data that shows both benchmarking against your own past responses but also assessing your institution’s digital capabilities against other institutions. There are a couple modules related to educational technology and student success, technology, as well as a myriad of others. This is a great resource for understanding how you fit into the world of I.T. capabilities. The E-track portal is also a growing -- increasingly interactive, but this houses what we call our student study and faculty study, and it emphasizes how students and faculty experience technology on campus, so these can also be useful to you in your work. Our horizon report, there’s a picture here of the 2019 cover, but we’re about to release our 2020 horizon report at our annual E.L.I. meeting next week in Bellevue, so if you’re there, you’ll get the first work on the that. We updated our research in the horizon report, so I’m excited to see that and look at the research there. But that looks at the signals and the trends in higher education, particularly with educational technology. You'll see a lynx to both Educause learning initiative and student success web areas on our Educause website, and within those, you’ll find a myriad of publications, toolkits, etc., our Transforming Higher Ed block is also featured here, and that's something that we would urge you to respond to in terms of sending us your ideas or blog posts or your drafts for blog posts. But this is what you'll hear from your peers about what they're thinking about, what they're focusing on student success. So I urge you to check out these links and see what we have in terms of programming relating to academic communities. And we'd like to see where you’d like to see more programming. This is kind of a jump off of our previous poll pod around where you would like more help, but this is more specific around where you would like more programming.

And if you feel so moved, in the chat space, you can say what would be more helpful, and things that we could invent which would help your interests. So feel free to elaborate on this with more specific ideas in the chat space.
Jim, Jay, I'd like to call out your thoughtful response here. I really could not emphasize more that the hard lessons make for the best programming. And so as we invite you to contribute to our programming, please don't be shy. If something hasn't gone as well as you hoped or you've gotten kind of beat up a bit as you've been working to advance a particular initiative. But the lessons learned I think are the most critical pieces that our members really appreciate hearing in our communities, so thank you for that -- that comment.

Yeah, and that goes along obviously with this notion that whatever source of transformation we are attempting at our institution on a grand or not-so-grand scale, it's not something that we can just purchase and all of a sudden life is wonderful after. It's also not a focused point -- oh, we did transformation and after that. It's kind of an evaluation process and then, you see continuous improvement.

Yeah. All right. I think we can take away the poll, and I'll move to our -- our next slide, which is really more specifically about how you might get involved. So we talked about the different pillars and the topics that might fit into each of these pillars. And so thank you for your suggestions about the topics that you'd like to hear more about and also be starting to think about where you might be able to contribute. But these are just some examples of ways you might contribute to the Educause academic community, and we'd love to hear from you with any and all ideas. And certainly, to Malcom's point about programming that might not look like we currently have, so thinking outside the box about the type and modality. The things that we do in our kind of Educause -- our kind of typical programming types are things like a transforming higher ed blog post, a longer, more feature length review article that is more detailed than a blog post. We roll up our sleeves and work together in a small grope over time on a particular issue and produce a white paper or a toolkit or a resource of sorts. You might join a community group on our website. You can find community groups, and there's lots of kind of special interests' groups that might appeal to you. One of these is our student success analytics group. You might deliver a webinar such as this one. We have courses that are three Sessions of synchronous Sessions. We would welcome you at E.L.I. or one of our conferences in Bellevue next week. We'd love for you to reach out with your ideas, and Malcom, I'd love for you to include any ideas that we haven't included on this slide.

Sure. As you were saying, Kathe, things that aren't on this slide, they might need to be invented. The conference that's going to be in 2021, which it's in Denver in late 2021, there's a chance to have all sorts of different session types. We're going to be having special Sessions on classroom accessibility, so there's lots of ways that we can promote the experiences that will be most helpful for you. One of the things that Kathe and I did for 2020 was really focus on networking percentage and reduce the number of traditional presentation sessions, and we are certainly happy to continue that in that direction as people seem to valley the networking and that type of collaboration that face-to-face meetings particularly affords. So if you have an idea, feel free to get ahold of Kathe or myself, and we'll be happy to have a conversation.

All right. Thank you so much for your conversation already. This has been a gold mine of great minds sharing generously, so thank you so much for your input, and I think Malcom, you had some closing words.
I do. Thank you, Kathe. And thanks to everyone who attended, and I'll echo what Kathe said. Your comments and thoughts are extremely helpful, so thank you for taking the time to join us today. So let's see...before you sign off, please click -- we're going to put up a session evaluation window in just a moment here, so please respond to the evaluation, particularly now when the session is fresh in your mind, your comments are very important to us. This session has been recorded, and the presentation site and the link to the recording will be posted on the website later today. Feel free to share with your colleagues at your campus. Please join us for the next Educause webinar on Thursday, March 12, at 12 P.M. On behalf of Kathe, this is Malcom Brown, wishing you a great day.

[End of Webinar]