WEBVTT

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00:00:00.210 --> 00:00:21.989

Veronica Y Womack: Again welcome. My name is Veronica Womack, and I'm the associate director of inclusive teaching at the Searle Center for advancing, learning and teaching, and I'm excited to welcome you to the launch of the supporting student. Success Practicum and our pre-practicum keynote address featuring Dr. Jillian Kinsey.

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00:00:22.310 --> 00:00:28.880

Veronica Y Womack: So at Northwestern we take great pride in our rigorous yet empathetic academic environment.

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00:00:28.920 --> 00:00:52.619

Veronica Y Womack: and for the past 5 years the Northwestern University Practicum has provided an opportunity for faculty and staff from across 6 different offices and centers at the university to collaboratively create an annual online series of flexible interactive sessions, addressing wicked problems in higher education.

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00:00:52.630 --> 00:01:00.619

Veronica Y Womack: combining theory with practical strategies that can be applied to diverse disciplinary and teaching contexts.

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00:01:01.240 --> 00:01:17.039

Veronica Y Womack: In this year's university practicum supporting student success participants will define holistic student success and advanced theory techniques for creating facility, creating, facilitating and assessing student success.

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00:01:17.440 --> 00:01:23.560

Veronica Y Womack: Now, today we are honored to feature Dr. Jillian Kinsey, our keynote speaker.

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00:01:23.960 --> 00:01:32.550

Veronica Y Womack: Dr. Kinsey, is the Associate Director of the Center for Post-secondary Research at Indiana University's School of Education.

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00:01:32.760 --> 00:01:36.979

Veronica Y Womack: She also leads the National Survey of student engagement

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00:01:37.350 --> 00:01:48.930

Veronica Y Womack: in her role. Dr. Kenzie conducts research and leads project activities on effective use of student engagement data to improve educational quality.

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00:01:49.490 --> 00:02:01.170

Veronica Y Womack: She has co-authored several books, including reimagining radical reimagining for student success in Higher Education, which was published in 2023,

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00:02:01.310 --> 00:02:06.379

Veronica Y Womack: and she is the co-editor of new directions in higher education.

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00:02:07.030 --> 00:02:22.210

Veronica Y Womack: in radical imagining for student success. Dr. Kinsey notes that in a student success culture educators spend time getting to know students and express support for their capacity to learn and grow.

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00:02:22.420 --> 00:02:38.079

Veronica Y Womack: She adds that transformation for student success is not about pursuing the latest solutions and implementing numerous initiatives. Rather it demands a radical reimagining of a culture for student success.

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00:02:38.820 --> 00:02:55.240

Veronica Y Womack: The University Practicum, which has drawn over 1,000 instructors across all schools, provides a prime opportunity to activate transformational change through an awareness of an investment in our campus culture.

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00:02:55.490 --> 00:03:00.090

Veronica Y Womack: So without further ado, please welcome Dr. Jillian Kinsey.

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00:03:02.540 --> 00:03:14.720

Jillian Kinzie (she, her): Thank you so much. I'm so glad to be here. I wish I were in Chicago or in the Evanston area right now. It would have been a lovely visit, and

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00:03:14.780 --> 00:03:38.810

Jillian Kinzie (she, her): I'm just so happy to see some actually some names I know. I don't see faces just yet in in the audience. But, Lois, it's nice to see your name there, and and I hope there are some other friends of either who have that Iu Bloomington connection, or our longstanding higher ed scholars that I've become acquainted with over the years. So it's it's lovely to see. And

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00:03:38.810 --> 00:03:54.020

Jillian Kinzie (she, her): again thank you for the invitation to talk with you today, and I love this idea that I am the pre practicum keynote. I love this idea that there's this whole setup for you to really get into the work that you want to engage in.

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00:03:54.020 --> 00:04:10.380

Jillian Kinzie (she, her): and I'm happy to be really what I think today is setting the stage. I hope for some of the topics you're going to cover in much more extensive ways. So I'm going to. I feel great licensed to keep my

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00:04:10.380 --> 00:04:16.720

Jillian Kinzie (she, her): time really broad today, and to really make sure that we are

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00:04:16.880 --> 00:04:23.699

Jillian Kinzie (she, her): answering your questions around what I consider to be key concepts as you move forward in your work.

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00:04:23.700 --> 00:04:47.789

Jillian Kinzie (she, her): So I'm going to start advancing the slides here, and and Jennifer and Veronica, and even if there are things that you want me to elaborate here, I invite you to say anything, too. But I'll you know I'm going to kind of let these slides in some ways speak for themselves in terms of how we want to engage in this. And you know these are more the specific

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00:04:47.790 --> 00:04:56.549

Jillian Kinzie (she, her): specifics of your own program, and what you're trying to attain, any anything you want to add. To this.

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00:04:57.070 --> 00:04:58.100

Jillian Kinzie (she, her): my.

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00:04:59.120 --> 00:05:01.589

Veronica Y Womack: No sounds great, thank you.

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00:05:01.890 --> 00:05:19.030

Jillian Kinzie (she, her): Okay, great. And you know these participation guidelines are exactly what I would hope for in any educational context is always approaching it with a positive intent, and really listening actively and and thinking about

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00:05:19.030 --> 00:05:42.710

Jillian Kinzie (she, her): how we want to be together in this learning community. So I really appreciate this. And I'm going to try and assure that we have opportunities to take the temperature, ask questions via chat. I mean, that will be our main mechanism if you don't have the chat window open. Please do that. That will be our means of communicating primarily.

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00:05:43.047 --> 00:06:05.980

Jillian Kinzie (she, her): I think I have one poll, and that's about it. So if you can, you know. Have your fingers ready on the keyboard, for when I ask some pesky chat questions, I hope you'll reply, and also, you know, feel free to exchange information on the chat. The chat is not just for me. I hope it becomes a space to create a little more community and conversation

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00:06:05.980 --> 00:06:18.029

Jillian Kinzie (she, her): among the group. So please take advantage of that as a way to form some community around these topics, because hopefully, you'll be seeing these same folks in the subsequent sessions.

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00:06:18.130 --> 00:06:27.210

Jillian Kinzie (she, her): and I think the more you can do to create that community now, the better. You'll have a better time you'll have in the learning community later.

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00:06:27.520 --> 00:06:55.309

Jillian Kinzie (she, her): So again, as Veronica so nicely introduced, I am really interested in the transformational aspects of this work, and I'm going to, you know, put the PIN on transforming institutional cultures. Because I think that's really what our work is about these days. If we are going to see significant improvements in student success in higher education. So

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00:06:55.640 --> 00:07:09.149

Jillian Kinzie (she, her): you know, we'll see how this goes. And again, I'm trying to set the stage for your work. And you know I have really been doing this work for a long time. In fact, as I continue to look at the

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00:07:09.150 --> 00:07:20.559

Jillian Kinzie (she, her): depth of my gray hair, I realize how long I've been doing this. It's been more than 20 years just on the topic of student development and success and

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00:07:20.560 --> 00:07:42.680

Jillian Kinzie (she, her): improving the context for teaching and learning related to student success. I've been doing that mostly at Indiana University, but I actually had a career prior to being at Iu, working primarily in the academic affairs world, and in very early in my career in student affairs. So I have a strong practical orientation to this work, as well as now.

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00:07:42.680 --> 00:08:06.630

Jillian Kinzie (she, her): Decades of scholarly work on the topic, and I'll say I'm really advantaged by the work that I get to do on a daily basis with the National Survey of student engagement. You know this is a 24 year old research project that I've been a part of almost from the beginning, and it has permitted me to really dig deeply into student engagement concepts and to better understand that

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00:08:06.630 --> 00:08:12.830

Jillian Kinzie (she, her): educational environment that we are trying to improve in terms of

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00:08:12.830 --> 00:08:16.709

Jillian Kinzie (she, her): not only assuring more students are successful, but just to

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00:08:16.880 --> 00:08:36.319

Jillian Kinzie (she, her): be more confident and assure the overall educational quality in the teaching and learning setting in particular. And you know yes, I've been able to produce some wonderful collections. From all that we've learned around this and and Veronica nicely introduced the one that came out most recent.

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00:08:36.320 --> 00:08:54.840

Jillian Kinzie (she, her): and some others that have been oriented more around high impact practices and some other things that I'm not going to talk about today, but I think are all part and parcel of our strong interest in identifying practices that help students get more out of their educational experience.

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00:08:55.340 --> 00:09:19.320

Jillian Kinzie (she, her): So with that, you know, we, I want to express that we are not alone in this work. This is not a Us phenomenon. I actually work with a group of global educators. In fact, it's called the Global Forum for student success. And there are groups of organizations. I was on a call yesterday with some people from Ireland who are trying to work

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00:09:19.320 --> 00:09:30.320

Jillian Kinzie (she, her): on a student survey and a student success initiative there, and they have some national quality frameworks around this. And then this evening I have a call with people in Japan about this work.

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00:09:30.320 --> 00:09:37.640

Jillian Kinzie (she, her): So there's, you know, really, we are not alone. It is a global phenomenon. And

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00:09:37.670 --> 00:10:05.269

Jillian Kinzie (she, her): more and more, I think the interesting thing is, we're seeing the terminology coalesce around some very common understandings about student success. The Us. Used to have some fairly rigid understandings of student success that have now really expanded, and I think are more all encompassing of some of the things we're seeing in other educational environments abroad. So there's some interesting work

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00:10:05.270 --> 00:10:11.030

Jillian Kinzie (she, her): going on. If you have that more worldwide orientation, there's space and room for you.

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00:10:11.450 --> 00:10:23.179

Jillian Kinzie (she, her): So let me give you or offer what I hope is a very broad tour to the concept of student success. And what I'm

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00:10:23.720 --> 00:10:30.570

Jillian Kinzie (she, her): kind of going to try and do here is cover. Oh, about 40 years of student success in about 7 min.

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00:10:30.630 --> 00:10:53.429

Jillian Kinzie (she, her): So I'm going to start with the really standard formulation of student success. This is the most simplest form that we have traditionally used in 40, some years of higher education, scholarship about student success, simplest form, getting students into and through college to some sort of degree, certificate recognition of their achievement.

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00:10:53.430 --> 00:11:07.580

Jillian Kinzie (she, her): Pretty straightforward, can be measured in time, in certificate or degree, achievement or periods of transition and retention. At those periods of transition pretty simple.

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00:11:07.580 --> 00:11:25.530

Jillian Kinzie (she, her): historically student success was viewed through the lens of retention, so keeping students in, and then unfortunately noting those who withdrew, and then really examining the difference between those and who enrolled, and those who completed pretty straightforward metrics.

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00:11:26.400 --> 00:11:36.450

Jillian Kinzie (she, her): Now, where I think we're getting in the 21st century, you know. Gosh! And you know, really, the late nineties is this broader view of?

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00:11:36.510 --> 00:11:51.800

Jillian Kinzie (she, her): It's not enough just to look at that very metric oriented completion record that there has to be more attention to high quality educational experiences that students can identify and that faculty and staff

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00:11:51.810 --> 00:12:10.330

Jillian Kinzie (she, her): can commit to assuring in the environment, and that we need to be more concerned about how equitably those experiences are distributed and experienced, and that they need to serve some common purpose to prepare students for the 21st century workforce. So this is our expansion.

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00:12:10.350 --> 00:12:17.089

Jillian Kinzie (she, her): What started to shape in the 2010 s. Is a little bit more of a mindset shift.

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00:12:17.200 --> 00:12:45.760

Jillian Kinzie (she, her): and that shift is a from this view of student failure kind of really problematizing the student and their failure to succeed to one that identifies the student, the institution as more culpable or responsible for student success. That shift started to happen really significantly in the 2,010 s.

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00:12:46.150 --> 00:13:06.189

Jillian Kinzie (she, her): And it was probably made most explicit and beautifully illustrated in Tia Mcnair and colleagues. Book on becoming a student Ready College. This gave us a much more explicit illustration of what it means to shift

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00:13:06.230 --> 00:13:35.170

Jillian Kinzie (she, her): from that student responsibility to an institution responsibility with this very clever reframing of student ready colleges. So the idea that we need to get colleges ready for students, not the idea of students need to be ready for what we're offering. So it was a significant mind shift, and some might say it was kind of one of those mind blowing shifts in student success work.

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00:13:36.560 --> 00:13:37.460

Jillian Kinzie (she, her): The

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00:13:37.790 --> 00:13:52.909

Jillian Kinzie (she, her): a more recent emergence is around the professionalization of student success roles. And I'm just going to show you, you know, in the animation here some of the titles that I've been keeping track of over the last

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00:13:52.960 --> 00:14:00.700

Jillian Kinzie (she, her): really, probably 6 years that illustrate the developments around changing

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00:14:00.700 --> 00:14:24.039

Jillian Kinzie (she, her): titles to become student success, or inventing whole new roles. And I invite you to really take a look at this list and see if any of these are familiar to you. I did take a you know. I did a little web scraping on the northwestern site, and didn't find a whole lot of these terms. So actually, I found some that were associated with the Med school. So the Med school was the one place where I did find

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00:14:24.040 --> 00:14:26.110

Jillian Kinzie (she, her): more of these titles being used.

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00:14:26.110 --> 00:14:37.280

Jillian Kinzie (she, her): but I wondered, you know I'd invite you to think about where you've seen some of this kind of emerge in your own practice. But if anyone's looking at

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00:14:37.280 --> 00:14:58.919

Jillian Kinzie (she, her): the more you know the higher Ed settings in general, you'll notice a proliferation of titles for student success coaches and directors of student success that are really crossing the boundaries of student and academic affairs as well, and and also lifting up some academic success

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00:14:58.920 --> 00:15:03.500

Jillian Kinzie (she, her): and learning support services that were previously

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00:15:03.610 --> 00:15:10.319

Jillian Kinzie (she, her): not getting that kind of highlight and that level of professionalization in terms of broader

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00:15:10.320 --> 00:15:35.180

Jillian Kinzie (she, her): aspects of student success. So really interesting. And I'll just make you know, a personal connection here. Vice President for student success is now a role at Indiana University. We did not have it prior to the hiring of a wonderful person who used to work at Northwestern Julie Payne Kirchmeyer. So Julie Pique is now with us at Indiana University as our Vice President for student

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00:15:35.180 --> 00:15:40.379

Jillian Kinzie (she, her): success. So case in point with a real person who you all might actually know and recognize.

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00:15:41.300 --> 00:16:08.810

Jillian Kinzie (she, her): Now the other dimension that we are seeing come through in the student success. Arena is greater attention. And dare, I say, really pointed examination of the variation and the disparities that still exist between different groups of students, and the specifying that these gaps are not about equity gaps

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00:16:08.880 --> 00:16:37.980

Jillian Kinzie (she, her): between students. I mean, that's what they are. Translate, you know. That's what they are in kind of metrics that we use, but really, in order to address them, we have to think of them as institutional performance gaps. There are ways that our institution is falling short of serving students, and this comes from the very, I think, critical and edgy work of Stella Ben Simone and Yolanda Watson-spiva from the Complete college America.

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00:16:37.980 --> 00:16:52.440

Jillian Kinzie (she, her): So there's been a lot more pointed examination of institutional practice in recent years. And then to kind of balance, this more pointed institutional practice is, I think we've also developed more empathic

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00:16:52.440 --> 00:17:15.740

Jillian Kinzie (she, her): and compassionate. And and really, you know, sadly, much needed attention to holistic support. Knowing just all of the things that had been traditionally outside of our institutional control, related to students housing and food and financial resources and mental health needs.

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00:17:15.880 --> 00:17:20.470

Jillian Kinzie (she, her): that these are things that you know. We tried to kind of keep.

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00:17:20.730 --> 00:17:45.150

Jillian Kinzie (she, her): you know, just by means of organizing. I don't think it was an intentional means of of not recognizing in students, but really just to kind of keep ourselves focused on the educational enterprise that we kind of hoped that those things were taken care of elsewhere. And what we're realizing that these are a fundamental part of learning and success, and we can't ignore them. And students are bringing them with them, and we shouldn't ignore them. So

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00:17:45.250 --> 00:18:09.420

Jillian Kinzie (she, her): this whole idea of a more holistic students support that's needed in educational environments today is a strong orientation to the student success work. And that is in, you know, no denying that it was made even more explicit and visible through the enduring effects of the pandemic. This is one of my most

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00:18:09.460 --> 00:18:13.900

Jillian Kinzie (she, her): dreaded images, when a reporter called me to ask

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00:18:13.910 --> 00:18:24.780

Jillian Kinzie (she, her): some questions about the enduring effects of the pandemic, and then I saw my words connected with this image in inside higher. Ed. And I just thought, Oh, no.

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00:18:24.780 --> 00:18:45.900

Jillian Kinzie (she, her): this is just so dreadful to think about this kind of expression on students faces, and I suspect we've all seen this expression, particularly as we reemerged and brought students back to campuses. But I don't think it's going away, and it demanded something else of all of us as educators.

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00:18:45.900 --> 00:19:09.890

Jillian Kinzie (she, her): and you know, I think these are. These aspects of the pandemic are going to continue to be with us, and I also think there are some things that we need to maintain as well there the compassionate flex that emerged as a as a real practice, that that wasn't something to do just during the challenges of the pandemic. But it actually works for all of us.

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00:19:10.050 --> 00:19:21.770

Jillian Kinzie (she, her): So I think there are some things that maybe we can talk about that are strengths and things that deserve to be brought in to our regular work and practice.

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00:19:22.080 --> 00:19:30.960

Jillian Kinzie (she, her): Now, I'm going to give you one more slide here, and then I'm going to take, break, and invite you to respond to a question in chat.

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00:19:31.280 --> 00:19:50.600

Jillian Kinzie (she, her): And again, I just want to connect back to where I started this as a whole world activity. I mentioned that there are many scholars across the globe who are thinking about student success, and this comes from a person who's become a good colleague, Sally Kift, who's an Australian

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00:19:50.600 --> 00:20:13.819

Jillian Kinzie (she, her): educator who described the idea the way she is translating some of this focus on institution and student is really thinking about student success as whole of institution approach and a whole student orientation. So both are made whole in our idea of of addressing student success. So it's the whole of faculty, the whole of staff.

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00:20:13.820 --> 00:20:40.860

Jillian Kinzie (she, her): the institutional responsibility. And then the whole student who is part of student success. I know it outlines a broad agenda, but it also is much more all encompassing and embracing of the whole. But the other thing I think she really is emphasizing in her work, and the work that she's leading in Australia is the role that students play along with their peers in

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00:20:41.271 --> 00:20:51.300

Jillian Kinzie (she, her): honoring student agency with institutional responsibility. So I think there's a nice balance that they're trying to strike that I really appreciate in that work.

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00:20:51.480 --> 00:21:16.839

Jillian Kinzie (she, her): So there's a lot there that I just covered, and I know I made some references, and I provided some links to Yun and the colleagues that will be available to you afterwards. But you can see, I've tried to note the sources for some of this work where it was appropriate in the slides as well. But let me know. You know I've set you up now.

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00:21:16.910 --> 00:21:25.540

Jillian Kinzie (she, her): and I would love to get some chat going on. How well did any of these conceptions of student success resonate for you?

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00:21:25.630 --> 00:21:40.180

Jillian Kinzie (she, her): And you know, just to give that some thought. And then I'm going to ask you to type if you can. If you're willing. Any definition that you operate from for student success.

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00:21:40.420 --> 00:22:01.020

Jillian Kinzie (she, her): Is it completion? Is it achievement? What is it? And I'd love if you could just enter that in chat, either, you know, hopefully now, so we can have a few things to react to. But as it strikes you, I think it's a very important thing for us to get some emerging definitions out there as you do this work.

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00:22:01.660 --> 00:22:02.930

Jillian Kinzie (she, her): So okay.

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00:22:03.100 --> 00:22:13.320

Jillian Kinzie (she, her): I know there's always a little bit of a a chat clog that has to be dislodged by the 1st person who puts it. Okay.

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00:22:13.660 --> 00:22:15.300

Jillian Kinzie (she, her): excellent. Okay.

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00:22:15.540 --> 00:22:26.379

Jillian Kinzie (she, her): all right. Students meeting their own goals. Thank you for bringing the student immediately. I always like when that becomes the focus students meeting their own goals and achieving skills.

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00:22:26.630 --> 00:22:27.520

Jillian Kinzie (she, her): Excellent.

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00:22:28.100 --> 00:22:40.089

Jillian Kinzie (she, her): Yeah, so a little bit, I'm gonna kind of talk through a few of these just to make sure that if people aren't able to read all of these quickly, I'll try and give an audible for a few of those opportunities.

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00:22:40.240 --> 00:22:47.719

Jillian Kinzie (she, her): You know. How do we help more students take advantage of the offerings and provide them opportunity to really find their place

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00:22:48.210 --> 00:22:49.060

Jillian Kinzie (she, her): great.

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00:22:50.510 --> 00:22:58.699

Jillian Kinzie (she, her): So, yes, any sort of the outcomes the educational outcomes, excellent, achieving their own goals.

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00:22:59.411 --> 00:23:12.429

Jillian Kinzie (she, her): Oh, I like the students feeling capable that in that idea of capacity building and a sense of efficacy in their learning is a nice outcome, a very important outcome of of what we do.

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00:23:12.430 --> 00:23:34.670

Jillian Kinzie (she, her): You know, the you know, I do a lot of work in outcomes assessment. And I think people think of it as a very dry activity, something that we're just kind of bean counting in the background. And what I really think student learning outcomes are really about is making sure that students are clear about what they're achieving.

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00:23:34.670 --> 00:23:51.940

Jillian Kinzie (she, her): and that the more clear we are, the more explicit we are as educators about the outcomes, the more students are able to claim them as their own and know, oh, I've really developed in this way. And I'm not quite as developed in this way. So there's the secret of outcomes. Assessment.

101

00:23:53.260 --> 00:23:54.290

Jillian Kinzie (she, her): Excellent.

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00:23:54.380 --> 00:24:07.590

Jillian Kinzie (she, her): Okay, good. So I see a little bit about some experiential opportunities. I think that is a dimension of student success that students can feel efficacious and have some actual experience in the

103

00:24:07.630 --> 00:24:31.909

Jillian Kinzie (she, her): in the fields or in the work or in the what they want to study. I think that's very important. Yeah. Oh, and then the lovely a sense of belonging that is a I think that is one of those old definitions or part of a student experience that has really worked its way back into the student success. Conversation is students sense of belonging.

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00:24:32.710 --> 00:24:42.749

Jillian Kinzie (she, her): Yeah, Lois thanks. The real focus on career success these days is, you know, I think, that is being almost imposed on our work.

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00:24:42.990 --> 00:24:44.110

Jillian Kinzie (she, her): and

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00:24:44.210 --> 00:25:12.410

Jillian Kinzie (she, her): you know it's partly due to real skepticism about college value. And then, sad to say, some of the pressure, we've seen some Federal reporting that has unfortunately narrowed that to earnings I don't think that's a measure of of success is earnings, but that is sadly what the Bureau of Labor Statistics has available. So I want to do better on that.

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00:25:12.937 --> 00:25:31.290

Jillian Kinzie (she, her): Okay, excellent. I love the and I hope I know our our zoom technicians in the room, you know you and I hope we can make sure we capture some of this, because I think it's really good fodder as you get into your very 1st session that you're doing in the practicum.

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00:25:31.490 --> 00:25:39.249

Jillian Kinzie (she, her): And you know, the more we can kind of get some varying definitions out there the more we can

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00:25:39.530 --> 00:26:04.199

Jillian Kinzie (she, her): try and come together both around some common expressions of this. You know I in some ways I didn't want to leave you in the lurch, and you've you've more than well, no one has disappointed me for sure in the chat. But in case you ran dry I did put what I discovered on your website in terms of student success. Our students are prepared to achieve their goals after graduating

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00:26:04.200 --> 00:26:14.700

Jillian Kinzie (she, her): boy, you know, that's a very succinct statement that Northwestern is making about what it is that you are setting your students up for, that they are prepared.

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00:26:15.226 --> 00:26:16.260

Jillian Kinzie (she, her): That they

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00:26:16.270 --> 00:26:26.329

Jillian Kinzie (she, her): have, that they're what they're doing is connected to their goals, and that there's some recognition of that post post college completion. Now.

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00:26:26.510 --> 00:26:56.369

Jillian Kinzie (she, her): I know as somebody again who works a lot in assessment. We don't always know what happens after graduation. So you know, my assessment head wants to immediately say, What do we know about students? Post graduation? Yes, I can see the wonderful tributes that you have posted on your website where you've got the 3 best anthropology Majors, or the 3 amazing art majors that are on websites, and those stories are powerful.

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00:26:56.420 --> 00:27:05.369

Jillian Kinzie (she, her): But I think we need to make sure that those experiences are equitable and a part of all students experiences. So

115

00:27:05.440 --> 00:27:30.239

Jillian Kinzie (she, her): I think there's a lot that we can keep pushing on in terms of the after graduation part of success. All right. Well, you did a fabulous job. So thank you for all of your work, and remember what you put in the chat, because I'm going to ask you to return to it in a little bit here as I go through some of these dimensions of culture that I now want to get us to

116

00:27:30.780 --> 00:27:44.170

Jillian Kinzie (she, her): what I'm going to offer you today, just as a way of organizing our work is a little bit of a transformation framework that I think will help get us to engage learning for equitable student success.

117

00:27:44.180 --> 00:28:09.110

Jillian Kinzie (she, her): And this is, you know, sort of an emerging model. I'll just say I don't think it's well, this let me just admit this. It's not fully baked for me yet, but it really is coming from not only the work that I did in the last 20 years, but really kind of sharpening, based on the reimagining work that we recently completed.

118

00:28:09.280 --> 00:28:30.409

Jillian Kinzie (she, her): And what I'm discovering is, there's a lot of coalescing of ideas between the work that I've been a part of, and some other wonderful scholars, to again still focus on these 2 dimensions of student success. What the institution does and what the students experience in their educational. So those are the 2 big dimensions that you see at left.

119

00:28:30.620 --> 00:28:42.559

Jillian Kinzie (she, her): And then there are 3 dimensions within the institution campus culture student 1st policies and data and analytics strategies that are part of this student success work.

120

00:28:42.560 --> 00:29:10.139

Jillian Kinzie (she, her): And then within the student experience, there are 4 dimensions associated with engaged pedagogy student thriving and challenge relationship, rich education and supporting committed educators that, I think, when braided and combined, are really going to get us to engage learning for equitable success. So the engaged learning to me is the outcome, the student success outcome we're after.

121

00:29:10.220 --> 00:29:30.410

Jillian Kinzie (she, her): I still think it involves completion. It still involves career success. But I think what we're really after is this engaged learning so something about the experience for all of these dimensions of student success that we've just, you know, started drafting even in our chat.

122

00:29:30.410 --> 00:29:47.899

Jillian Kinzie (she, her): So I'm going to try and outline. And again, I'm trying to give you a wide angle lens here to think about your work moving forward. But I'm going to touch on these, you know, whatever 7 points in a little more detail as we move through. But I want to start with the big

123

00:29:48.310 --> 00:30:05.999

Jillian Kinzie (she, her): topic of culture. And for those of you who are fans of, you know, studying culture and know that that's you know, really a pretty important part of the work that we do in higher education. Many of you might remember, you know, one of my favorite you know.

124

00:30:06.000 --> 00:30:32.000

Jillian Kinzie (she, her): I think it was a Peter Sange quote, although it's often misattributed, I think, is culture eats strategy for lunch, so we can be as strategic as we want to be. But if we're not attending to culture, we're sunk. So I think there is a lot of attention that we need to pay to campus culture for student success. And we really need to not only understand it and what it means and does and

125

00:30:32.230 --> 00:31:01.260

Jillian Kinzie (she, her): can really get in the way of the work that we want to do, but also just to be attuned to it, and to try and figure out ways to influence and be more strategic about the culture elements. So what I want to offer you are just a couple of models for culture as we get into the more explicit ways that we're seeing campus culture change as a part of the student success initiatives of today. So

126

00:31:01.540 --> 00:31:04.680

Jillian Kinzie (she, her): culture change requires a different way of thinking and operating.

127

00:31:04.990 --> 00:31:28.419

Jillian Kinzie (she, her): And it's from. And this is a very practical department program, level kind of question. From, how can I change a system or program in my office or my unit? So my department can be successful to how does my office or program play a role in ensuring our students have a successful cohesive experience?

128

00:31:28.420 --> 00:31:44.889

Jillian Kinzie (she, her): So it might seem a little bit subtle, but it's really more about the role that you're playing in the culture. So we'll keep playing around with these ways to kind of shift our thinking, but it does require a

129

00:31:44.960 --> 00:32:01.610

Jillian Kinzie (she, her): a shift in thinking to move this forward, and I want to give you some a little bit more of a framework to hang this on. And I'm going to start with one that is a model that I really appreciate. Given where we are today in

130

00:32:01.660 --> 00:32:10.570

Jillian Kinzie (she, her): concerns about assuring equitable student success is Sam Usais's culturally engaging campus environment model, which

131

00:32:10.570 --> 00:32:35.500

Jillian Kinzie (she, her): you know, I'm in a in this length presentation. I'm not going to be able to give you the full treatment on any of these 3 models I talk about. But I want to point this out to you that as you start to do the work that you're doing in your practicum sessions, that these might be resources for you. So Sam's approach to the C. What he calls the CC model. So this is a cute little name. CC.

132

00:32:35.630 --> 00:32:44.830

Jillian Kinzie (she, her): Is a very asset oriented approach. It really is about lifting up students, voices from culturally diverse backgrounds to honor

133

00:32:44.830 --> 00:33:00.450

Jillian Kinzie (she, her): the cultures that they come from. And it's really honoring their cultural assets. So it's very aligned with some of the dimensions that Terra, Yasso and some others who operate from a cultural inclusivity approach cultural wealth model

134

00:33:00.450 --> 00:33:15.349

Jillian Kinzie (she, her): have done. But Sam really focuses on the campus environment pretty explicitly. So I think that this is a really important one to have in mind, as you think about what are the indicators of the college environment that we can

135

00:33:15.600 --> 00:33:18.779

Jillian Kinzie (she, her): push on to foster student success.

136

00:33:19.000 --> 00:33:21.540

Jillian Kinzie (she, her): and I'll show you, you know, just to.

137

00:33:21.790 --> 00:33:44.109

Jillian Kinzie (she, her): you know. Make the the, you know model, you know, demonstrate its bona fides. I suppose you know, you got to have a nice little path model here. So you know, this complicated path model illustrates the the campus environment. CC model for student success. And the 2 I'm going to just try and illustrate this very complex model with 2 points.

138

00:33:44.340 --> 00:34:09.360

Jillian Kinzie (she, her): and the what Sam is drawing our attention to is very practical. So thinking about how, for example, within the cultural relevance bucket, that cultural relevance dimension of campus environments just in this specific cultural familiarity dimension, it's about thinking about the spaces that we create, that connect students with staff students, faculty peers.

139

00:34:09.360 --> 00:34:18.499

Jillian Kinzie (she, her): people who understand their cultural backgrounds and identities and experiences is a dimension of student success that we need to be a lot more attentive to.

140

00:34:18.800 --> 00:34:45.699

Jillian Kinzie (she, her): And I'll give you one more example on the other side of the other dimension of the environment is around cultural responsiveness. And he really talks about the humanized environments. And it's someone actually put this in a little bit of some of their comments. Students finding peers and potential mentors, students, finding people that they need to have relationships with who care about them.

141

00:34:45.699 --> 00:35:05.919

Jillian Kinzie (she, her): And I think that's part of that humanized environment. What's the availability of opportunities for students to have meaningful relationships with faculty and staff who care about them and are committed to their success that these are the dimensions of the campus environment that we need to be more attentive to in today's student success agenda. So this is one model.

142

00:35:06.190 --> 00:35:33.340

Jillian Kinzie (she, her): the second model I want to introduce you to is the culture of ecological validation. Boy, we can get pretty heavy on the jargon here. Quit pretty quick, but this is one that is new and fresh. The work of Ron Hallett and Adriana Keyzar and Rosie Perez, and a whole bunch of other scholars from the University of Southern California that have been working on a model. That is

143

00:35:33.480 --> 00:35:57.309

Jillian Kinzie (she, her): a little bit what I like about this model is, it really is about staff and faculty and leaders, and how they do, how they work together to build a student-centered campus culture. So it really doesn't talk much about programs or policy or practices. It's really focused on how we do our work together. And it's about how people can embody the norms

144

00:35:57.310 --> 00:36:08.689

Jillian Kinzie (she, her): of a validating, student-centered community in the institution. So it's a really beautiful approach. I think, that they are outlining.

145

00:36:08.690 --> 00:36:28.959

Jillian Kinzie (she, her): and just to try and make it a little bit more concrete. They have done a nice job of starting to describe what this means for the work that we do with students. And you know what I like about this table that you're seeing on this slide is that it breaks it down. And

146

00:36:28.960 --> 00:36:37.799

Jillian Kinzie (she, her): terms of what are the kinds of interactions we're trying to foster between and among students. And then what are the interactions that are necessary

147

00:36:37.800 --> 00:37:04.229

Jillian Kinzie (she, her): between and among educators? So it requires work on both sides of this. And I'm just going to elaborate on one with educators. It requires a much more collaborative, cross, functional approach to doing student success, which is really a different way of thinking about our work. And what I think is an outcome of your practicum work. It's building those kind of cross functional teams.

148

00:37:04.260 --> 00:37:06.410

Jillian Kinzie (she, her): So I see the

149

00:37:06.460 --> 00:37:24.209

Jillian Kinzie (she, her): the practicum work that you're doing across your 4 topics the fact that you're doing it together that you're making sense that you're working together as really illustrating that collaborative cross-functional work. So I hope you can pay attention to some of this as you do your work together.

150

00:37:25.220 --> 00:37:49.010

Jillian Kinzie (she, her): All right. The last one is kind of the culminating point here that came out of some of the work that George Ku and I did in 2017. I'm really trying to reframe student success. And I just want to highlight one dimension of this large kind of driver diagram model just to emphasize again what I think Adriana Keys are, and Joe

151

00:37:49.010 --> 00:38:13.200

Jillian Kinzie (she, her): Ron Hallett and team that I just mentioned with the cultural validation model are illustrating. Is this need for a much more comprehensive, integrated approach to student success? So it's about interactions with students. It's about how we do our daily work. It requires. It's not about isolated programs and developing a new program. It's about changing how we work together and ensuring collaboration.

152

00:38:13.450 --> 00:38:33.049

Jillian Kinzie (she, her): So it's a tall order, I know, but I think these are all the things that are going to help us get better at altering the culture. And, as I said, you know the radical reimagining book that we do. That we just completed last year, I think, is really, you know convinced me even more about

153

00:38:33.070 --> 00:38:47.299

Jillian Kinzie (she, her): that. This is not about setting up more programs. This is about changing the culture for student success. And now I'm going to try and get into a few more of these now, with the models as a little bit of background and backdrop

154

00:38:47.520 --> 00:38:56.890

Jillian Kinzie (she, her): for the work, and talk a little bit about some of the things that we're seeing explicitly in terms of our practice to initiate culture change.

155

00:38:56.990 --> 00:39:17.030

Jillian Kinzie (she, her): So what we're seeing as a fundamental aspect of the work that's needed around culture change, and from institutions and programs and departments that have really started to make the change is that there's a widespread encouragement from leaders at all levels

156

00:39:17.030 --> 00:39:33.359

Jillian Kinzie (she, her): to adopt a change mindset. I mean, that's something in and itself, and to see risk and pilots and trying things as a legitimate strategy to help people take action, to remove barriers that we are

157

00:39:33.620 --> 00:39:58.200

Jillian Kinzie (she, her): in some ways not holding things sacred, and that we're trying things in ways that we know we need to to take responsibility for the change that's needed. And I'll just offer a more specific illustration. One is that people are being more articulate about the change model that they're operating from.

158

00:39:58.250 --> 00:40:23.670

Jillian Kinzie (she, her): And you know I don't have any stake in which one you adopt. You know, CC works the cultural validation model works, the driver diagram model works. There are others out there that could be appropriate for what you're trying to accomplish. But the specification and the identification of some sort of culture. Change model, I think, is is worth thinking about as you do this work.

159

00:40:23.670 --> 00:40:29.699

Jillian Kinzie (she, her): Just so people understand. What? What is it that we're trying to do. And what does that mean for our work together?

160

00:40:30.330 --> 00:40:36.087

Jillian Kinzie (she, her): So that's 1 example of what people are doing. The other is

161

00:40:36.570 --> 00:40:54.099

Jillian Kinzie (she, her): a very specific instance where we're seeing. Instead of kind of thinking about a program, we're thinking about an overarching approach that people want to foster in the example that I'm going to draw is one that someone raised already in their definitions

162

00:40:54.100 --> 00:41:08.060

Jillian Kinzie (she, her): about students. Sense of belonging, really committing ourselves to everything we do is about fostering a sense of belonging. And that is our unifying concept, whatever it is that we're doing, we've got to

163

00:41:08.060 --> 00:41:33.920

Jillian Kinzie (she, her): identify how it fosters a sense of belonging. So whether it's a new academic program, or a longstanding orientation program or initiative, or a educational practice, a course just a course in Gen. Ed, that we think about, how do we foster sense of belonging in this experience?

164

00:41:33.920 --> 00:41:54.689

Jillian Kinzie (she, her): So the idea of really making sure that we're structurally aligned around sense of belonging, that we've thought through how it appears, where it shows up is a way that we're seeing. This idea of changing culture get instantiated into today's student success model.

165

00:41:55.320 --> 00:42:12.180

Jillian Kinzie (she, her): all right. So that was a lot to get started on culture. So I do want to take a little pause here and again try and encourage your reflection, and also get a sip of water myself. But to invite you to now do a little thinking here.

166

00:42:12.540 --> 00:42:28.899

Jillian Kinzie (she, her): taking thinking about your definition and the culture elements I just introduced. I have 1st a poll question for you, and then we're going to do a little more open-ended kind of reflection. So you and I wonder if you can launch the poll for us.

167

00:42:30.603 --> 00:42:46.989

Jillian Kinzie (she, her): Excellent! Okay. I see a poll on my screen, and I hope you do too. So this is just your sense of how much do you think the current culture emphasizes student success? This is not scientific. I think we did try and restrict you to one vote. So it is a forced choice.

168

00:42:49.300 --> 00:42:55.620

Jillian Kinzie (she, her): And this is one of our, you know, kind of temperature taking measures

169

00:42:56.510 --> 00:43:01.380

Jillian Kinzie (she, her): alright. So I'll start. We'll give people another second here. It looks pretty good, though.

170

00:43:01.810 --> 00:43:09.639

Jillian Kinzie (she, her): so we're at least wow! Look at that 0 so far, and very little. That's not encouragement for the renegade person to

171

00:43:10.140 --> 00:43:26.309

Jillian Kinzie (she, her): populate very little. But this looks definitely better that we're at the stronger for those who can do math while numbers jump around. We're definitely at the above, you know, probably close to 60%. If we combine very much in quite a bit

172

00:43:26.710 --> 00:43:32.410

Jillian Kinzie (she, her): that looks pretty good, almost 60%, at least by the ever moving calculations.

173

00:43:32.800 --> 00:43:35.150

Jillian Kinzie (she, her): Yeah, okay, so

174

00:43:35.400 --> 00:43:52.020

Jillian Kinzie (she, her): this would be to me a good signal that there's a strong emphasis, and your work ahead of you is really well positioned to get a lot more precise about how you, how you contribute to this and what you're doing.

175

00:43:52.070 --> 00:44:08.310

Jillian Kinzie (she, her): So that's excellent. Okay, that's good. So we're gonna we're going to call it at 60% at the what in my survey research world we call substantial. So very much plus quite a bit of substantial.

176

00:44:08.610 --> 00:44:22.129

Jillian Kinzie (she, her): So there is, we're calling it at 60% substantial support that there's emphasis for student success. All right? So I'm going to stop sharing that

177

00:44:22.330 --> 00:44:35.801

Jillian Kinzie (she, her): and and now I'm gonna ask you to reflect, and you know, kind of do a little matching of all right. How much now given what we just talked about in culture.

178

00:44:36.630 --> 00:44:49.167

Jillian Kinzie (she, her): and the student success definition you indicated earlier are kind of matched up here. And and you know I'm not asking for some precise or lengthy definition here. But

179

00:44:49.710 --> 00:45:12.349

Jillian Kinzie (she, her): you know, is there? I think this really is probably more of a personal reflection. Are. Is there alignment with what you think Northwestern is is emphasizing what you believe is important to student success. And then what you think about the culture? So maybe this is a little personal reflection on this.

180

00:45:14.860 --> 00:45:18.010

Jillian Kinzie (she, her): and I didn't take my sip of water, as I said I would.

181

00:45:19.830 --> 00:45:20.670

Jillian Kinzie (she, her): All right.

182

00:45:21.310 --> 00:45:27.589

Jillian Kinzie (she, her): Alright. So these are things to think about as you keep moving forward here. All right, we're gonna go to.

183

00:45:28.110 --> 00:45:47.839

Jillian Kinzie (she, her): Now. I'm going to get a little bit more specific about what we're seeing about some of the shifts. And again, we're focusing right now on the institutional dimension still. So we're still in the institutional dimension. So the 1st dimension is about our behaviors and our practices and our philosophy of culture change

184

00:45:48.170 --> 00:46:11.910

Jillian Kinzie (she, her): the second dimension that is, part of that institution work. That institution framing is about student 1st policies. So it goes right from culture to expressions of policies. And you know, I think this is a really important way, or I guess it's an approach to inventorying and really kind of

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00:46:12.330 --> 00:46:25.339

Jillian Kinzie (she, her): concretizing the the things that we do that are part of our work that either show that we really are building a culture for student success or doing things to thwart

186

00:46:25.370 --> 00:46:26.849

Jillian Kinzie (she, her): student success.

187

00:46:26.880 --> 00:46:53.700

Jillian Kinzie (she, her): So there's been a lot of reframing in many institutions around asset and capacity theories, and I named a few of them on this slide. People are drawing from growth mindsets belonging cultural wealth asset in contrast to deficit paradigms that really can breathe new life into what seem to be fairly dry.

188

00:46:53.700 --> 00:47:05.180

Jillian Kinzie (she, her): punitive, and deficit minded policies and practices. So whew! That's that's a lot that's an indictment. But you know I've invented those policies, too.

189

00:47:05.190 --> 00:47:14.070

Jillian Kinzie (she, her): and you know I'm just going to own it. I've been a part of writing the bad probation letters, and I've been a part of sending

190

00:47:14.070 --> 00:47:36.619

Jillian Kinzie (she, her): not very compassionate emails to students, I, you know, will admit that and own it as my own. But I think we have to get better about asking ourselves, what do our policies and practices practices say about the culture or the view of students? Do? The practices assume that they are not

191

00:47:36.620 --> 00:47:54.729

Jillian Kinzie (she, her): behaving properly, or that they are not taking responsibility, or that they don't have the capacity versus one that is more asset oriented, or understanding, or compassionate or humane. There's some really important work around this. And

192

00:47:54.870 --> 00:48:11.710

Jillian Kinzie (she, her): I'm gonna you know, try and get a lot more precise in this. And it was a real, a major activity of the institutions that have been moving forward on many projects related to to the kind of

193

00:48:11.820 --> 00:48:40.140

Jillian Kinzie (she, her): radical reimagining work of student success. We had 40 institutions really go through in inventory and reimagine their policies, and you know they focused appropriately on some real academic barriers that they saw in their institution wide audits, some things that started to be exposed about the communications around students, satisfactory academic performance.

194

00:48:40.620 --> 00:49:07.240

Jillian Kinzie (she, her): and how they had, for example, probation letters, a very common phrase that's used in student academic success orientations, and replaced it with academic notice as a more neutral language, and describing it not as a state or as a final outcome, but one as a process.

195

00:49:07.280 --> 00:49:25.770

Jillian Kinzie (she, her): that this is a way of returning to good academic standing, and that that's an important thing to communicate, and to really understand the sentiment and orientation of our communications with students.

196

00:49:25.840 --> 00:49:51.129

Jillian Kinzie (she, her): And you know this alone at many of the institutions that we've worked with, and that others with complete college America and the Moving the Needle Project and the Georgia State University practices around the work that they have been undertaking and doing for a very long time, and the student experience project I can name many projects that have

197

00:49:51.140 --> 00:50:08.270

Jillian Kinzie (she, her): tested this, tried it and seen a difference is really rooting out these policies, whether you know with regard to changing major, identifying an advisor, all sorts of policies that really thwart student success.

198

00:50:08.400 --> 00:50:23.620

Jillian Kinzie (she, her): So I invite you to to think about how to develop more student 1st policies, and how you might take this on as you work to develop. Kind of to work. That student that institution bucket.

199

00:50:23.640 --> 00:50:42.509

Jillian Kinzie (she, her): All right. So that's the second one in the institution bucket. The 3rd dimension is around data and analytics strategies. And what we've discovered is, as always, student. Success has a very strong metric orientation. It always will have numbers associated with it.

200

00:50:42.510 --> 00:50:55.609

Jillian Kinzie (she, her): I don't think they're the main numbers numbers are not the main thing we are should be thinking about. But there are ways to use better learning, analytic strategies and other ways to assess

201

00:50:55.610 --> 00:51:19.379

Jillian Kinzie (she, her): students, performance and skills and capacities as they move through the work to be successful students, that we could be using more effectively to create a more data informed culture. There's 1 of my favorite phrases from Susan Whaler Johnson, who was the executive director of Nakubo, where the business officers

202

00:51:19.380 --> 00:51:47.499

Jillian Kinzie (she, her): tend to hang out. That's the professional organization for business officers in higher education. But Susan was a English professor for a very long time, and Susan came to ask people all the time, how can data about our students. Experience make us smarter for student success. And I think that's ultimately what we're trying to achieve here is, how can data make us smarter about student success.

203

00:51:47.520 --> 00:52:09.950

Jillian Kinzie (she, her): And there's a there's a very explicit orientation to the the smartness around. Data is knowing. Now this, boil it down in very simple, numeric terms. Know your numbers. What are you trying to achieve? What number are you paying attention to in your unit in your course, in your program? That

204

00:52:09.950 --> 00:52:34.140

Jillian Kinzie (she, her): is an indicator of student success, or in how you're changing the culture to enact a student. 1st policy. The hard language here know your numbers, no excuses, no exceptions, no escape actually is a direct quote from one of my favorite vice Presidents for student success at Middle Tennessee State University, who is made a significant

205

00:52:34.676 --> 00:52:40.580

Jillian Kinzie (she, her): difference, in fact, you know, has has really shown us

206

00:52:40.710 --> 00:52:59.940

Jillian Kinzie (she, her): significant change in their retention and student success metrics and all sorts of other more personal metrics that units are tracking to measure student success. So that's his phrase. That's kind of his mantra. Know your numbers. No excuses, no exceptions, no escape. So that is very important.

207

00:53:00.610 --> 00:53:25.060

Jillian Kinzie (she, her): And the other dimension, though that I don't want to leave out is the power of students. Voice related to data, informed cultures. Students have an authentic and valuable voice and decisions. And we need to make sure that when we're thinking about numbers, that we are not doing that absent of students, interpretation of that, and their impression about what that means, and how they can partner with us on these efforts.

208

00:53:26.150 --> 00:53:40.490

Jillian Kinzie (she, her): You, you know, I hope all of you have thought about how you've involved students in what you're saying about student success and how you're thinking about it. This is just a reminder that that student voice dimension is particularly important.

209

00:53:40.860 --> 00:54:02.219

Jillian Kinzie (she, her): And again, I'm going to just take a little pause here and invite you in the chat. If you're so bold to really offer. What student success data do you rely on now? And if you don't have an answer to what you rely on, you're welcome to say what you need. So

210

00:54:02.220 --> 00:54:31.009

Jillian Kinzie (she, her): I plucked the 2 data points. And then the bar graph that you see from your website, that is information about your tremendous student graduation rates, you know, boy, that's something to smile and be quite satisfied with, and the number, the proportion of students who are employed, and then the disaggregation you've actually done on your website by school. So these are some very informative.

211

00:54:31.040 --> 00:54:51.529

Jillian Kinzie (she, her): you know, stats around student success. But I suspect many of you have much more nuanced data that you're paying attention to. Maybe it's at the course level. I would love to get some thinking. I know this is the assessment of student success is, I believe, your last practicum.

212

00:54:51.530 --> 00:55:05.029

Jillian Kinzie (she, her): assignment or module. And so you'll get to this, probably at some point. But the you know, start thinking about what's your student success number? What are you paying attention to? And again, I don't mean to just

213

00:55:05.210 --> 00:55:23.429

Jillian Kinzie (she, her): make this about numbers, but that is a little easier to talk about anybody have one I'd love to see. I hope I didn't miss it if it. Okay, anybody have a okay? Yep, we have fewer university-wide student success managers than perhaps you should. What a nice reflection!

214

00:55:23.910 --> 00:55:53.129

Jillian Kinzie (she, her): Yeah, so lots of anecdotal data. Now, that's not bad, because I think you know, I think there is some wonderful saying about a bunch of anecdotes adding up to something, but you know there might be some ways to be a little more intentional about collecting that and making sure that it's those anecdotes are not just for promotional purposes, but they are actually getting woven into informed decision making in ways that are appropriate, and maybe not.

215

00:55:53.648 --> 00:56:04.650

Jillian Kinzie (she, her): Ignoring what might not be the dominant voice in those stories or anecdotes. So if there's an intentional effort to ensure that you're

216

00:56:04.870 --> 00:56:10.850

Jillian Kinzie (she, her): anecdotes are more representative. Then I think there could be a way to really make use of those.

217

00:56:11.960 --> 00:56:28.920

Jillian Kinzie (she, her): Oh, okay. Oh, oh, oh, thanks, Deborah, for that clever clever thought, maybe holistic success defies data. Yeah, okay, so we're gonna get, yeah, transcend yes, data and metrics. All right. So this will be a little bit more think piece

218

00:56:29.542 --> 00:56:36.079

Jillian Kinzie (she, her): so I'm gonna move on to my next bucket. So I I wanna

219

00:56:36.580 --> 00:56:51.509

Jillian Kinzie (she, her): make sure we can kind of do our balance. So we just covered the institution level buckets. And now I want to just get to the student experience buckets. And this one, I think, is going to be a little quicker, because I suspect you have some.

220

00:56:51.540 --> 00:57:08.319

Jillian Kinzie (she, her): Well, I know you all are a little bit more leaning into this kind of work as well, so I'm going to count on you to really do a lot more thinking around this or having done a lot more thinking around these dimensions. So there are 4 concepts that I'm going to try and address quickly in this, and then I

221

00:57:08.320 --> 00:57:27.469

Jillian Kinzie (she, her): we'll invite your conversation around this, the 1st dimension that you know longstanding work as we move forward on our student success is all about. The engaged pedagogies that we need to ensure are are part and parcel of the whole experience. I know you're paying attention to that.

222

00:57:27.470 --> 00:57:33.089

Jillian Kinzie (she, her): I have every confidence by what I've seen in both what's

223

00:57:33.090 --> 00:57:57.850

Jillian Kinzie (she, her): demonstrated on your website, and that what I've had in conversations with Jennifer and Veronica in advance of this session, that you've dedicated a lot of time through Cyril and some other work on improving the educational experience to be more inclusive around all of these really important, engaging pedagogies, not only the active and experiential opportunities, but also assuring inclusivity, and

224

00:57:57.850 --> 00:58:24.489

Jillian Kinzie (she, her): that learning is authentic that it's based in real world experiences. That dimension of it is is critically important, and that, you know, there's a lot of attention paid to weaving together the curriculum and co-curriculum. Those are all strengths of a Northwestern educational experience. I will lift up one dimension that I think might be worth

225

00:58:24.490 --> 00:58:52.000

Jillian Kinzie (she, her): pulling into your practice if you're not familiar with Jesse Moore's work at Elon University. Jesse is another colleague who's been doing this work with us for a very long time, and what Jesse has found is she has reimagined what high impact learning looks like, and has really emphasized the dimensions of reflection being core, to helping assure that

226

00:58:52.000 --> 00:59:21.069

Jillian Kinzie (she, her): students are making meaning. And I think this comes a lot from the more compassionate kind of education we're trying to assure we're developing, and that we can give students feedbacks, we can have good relationships with them. We can acknowledge and honor their prior knowledge, etc. But if we don't provide opportunities for students to do that kind of reflection in a meaningful way, where they're connecting all of these dimensions of their learning that we are not

227

00:59:21.070 --> 00:59:45.970

Jillian Kinzie (she, her): tying together all the pieces to make for a really effective learning experience. So if you, if you're looking for some new approaches or feeling like, maybe we're not quite doing enough. I'd invite you to look at some of the work that Jesse has shared. And again, this is part of one of the resources that I've provided to you that you can draw on later, as you get to some of those more practical elements of your work.

228

00:59:47.230 --> 01:00:00.750

Jillian Kinzie (she, her): The other dimension in the student bucket. The second dimension is around student thriving and challenge. And you know, I think this one is one that I've in my conversations with

229

01:00:00.750 --> 01:00:16.780

Jillian Kinzie (she, her): with the Northwestern crew. Here Jennifer and Eun and and Veronica all mentioned kind of your attention to rigor, and I like your characterization of an empathetic or empathic community environment for this, that it's both about this, that

230

01:00:16.780 --> 01:00:41.010

Jillian Kinzie (she, her): that old Nevert Sanford idea of challenge and support. Now, I think it's more updated into thriving and challenge or thriving and rigor. Those are kinds of some of the terms that we hear, but I think there's some really wonderful work to think about how we characterize this and describe it to students in a very positive way. And what I want to lift up in this

231

01:00:41.010 --> 01:01:04.689

Jillian Kinzie (she, her): is how we are really thinking about providing support, yet challenging learning environments. And you know, rigor is being reconceptualized as compassionate challenge. And I think you know, I don't want to get too, you know, kind of fooling ourselves here. But if if we can enact this idea of compassionate challenge

232

01:01:04.690 --> 01:01:21.939

Jillian Kinzie (she, her): where we are creating space for students to express trepidation or fear or failure, or where they feel like they're taking risks. I think that is a way to advance learning. This is the only place we should be doing it. My goodness, this is where we should be doing it in an educational setting.

233

01:01:21.940 --> 01:01:28.280

Jillian Kinzie (she, her): So I think there's some other references as that work moves forward. Sarah Rose Cavanaugh is one.

234

01:01:28.310 --> 01:01:53.049

Jillian Kinzie (she, her): The other one that I've been reading more about are some of the work that some faculty developers have been working on. This came from the pod network. For those of you who are in faculty development worlds on inclusive rigor, and the characterization of rigor is, you know, this has been true for a very long time. I remember having conversations with Lois and other colleagues about this 20 years ago.

235

01:01:53.050 --> 01:02:08.839

Jillian Kinzie (she, her): Rigor is not about piling on, not about making things hard. It's about being more purposeful in the work that we want students to undertake and to make it possible for them to do the work that we're asking them to do.

236

01:02:08.840 --> 01:02:20.779

Jillian Kinzie (she, her): and Marianne Winklemas, and the work in transparency and learning and teaching, the work of tilting really made that even more empirically sound that

237

01:02:20.830 --> 01:02:32.080

Jillian Kinzie (she, her): if we fail to make the rigor that we are demanding the expectations that we are demanding clear to students, then we are setting students up for failure, but when we make them clear and make

238

01:02:32.080 --> 01:02:54.389

Jillian Kinzie (she, her): it a part of students, understanding and coming to some understanding about the rigor and expectations that are part of the assignment, then we can make it more possible for them to be successful. So there's some really, I think, important ways to enhance the concept of rigor in ways that makes it possible for more students to succeed. And the other.

239

01:02:54.450 --> 01:03:23.130

Jillian Kinzie (she, her): you know, framework. If you're not familiar with the longstanding, excellent work of Terrasso on cultural capital. I think these are the kinds of terms that we can use to lift up, how courageous and the courage that students can bring to their work, or what a more familial orientation can bring as an asset versus only seeing students, connections to their family, as some sort of failure to really connect

240

01:03:23.130 --> 01:03:45.120

Jillian Kinzie (she, her): in a college environment, instead, bringing that in as an asset for support that they may have around the rigorous work that they're trying to undertake, or the fact that they connect with their community to make their learning more transferable within that setting. And that's a benefit of a new form of rigor if they can apply it to a community context.

241

01:03:45.120 --> 01:03:53.629

Jillian Kinzie (she, her): So I think there's some really beautiful ways to think about rigor in a way that is much more based on community cultural wealth.

242

01:03:54.790 --> 01:03:56.920

Jillian Kinzie (she, her): All right, that's that's a big one.

243

01:03:57.010 --> 01:04:23.960

Jillian Kinzie (she, her): The 3rd dimension that's getting a lot of attention is related to relationships. And this is one that feels really good to me that Peter Felton and Leo Lambert have elaborated on in terms of their observations about what's making students successful. They did most of their research right at the start of the pandemic and finished it during the pandemic, and it only strengthened

244

01:04:23.960 --> 01:04:40.359

Jillian Kinzie (she, her): the finding around relationship, rich education and the importance that the simple act of asking how a student is doing has a tremendous impact on student success, that that's a

245

01:04:40.360 --> 01:05:01.239

Jillian Kinzie (she, her): regular activity that many institutions now are assuring is happening across the campus in very intentional ways, that people faculty staff administrators are asking students how they're doing and that, and that they're asking each other. So it's not just staff to students, but it's

246

01:05:01.270 --> 01:05:04.500

Jillian Kinzie (she, her): staff to staff and faculty to staff, etc.

247

01:05:05.380 --> 01:05:16.500

Jillian Kinzie (she, her): The I love the idea of very specific practices principles as Felton and Lambert really identify them. This idea of

248

01:05:16.500 --> 01:05:37.400

Jillian Kinzie (she, her): we can never stop welcoming people and caring for them in our community. We often think about welcome as being something we do in the 1st 6 weeks of the academic year, and maybe we remind ourselves of that at those you know, semester transition points. But really we need to be relentless in that welcome.

249

01:05:37.400 --> 01:05:49.000

Jillian Kinzie (she, her): and that is a very important concept that they identified as being a part of institutions with a higher proportion of students who feel included and like they belong.

250

01:05:49.508 --> 01:06:05.840

Jillian Kinzie (she, her): That relationships are also. I love this connection, a powerful, a powerful way to inspire students to learn that when you have those relationships it also elevates a student's commitment to learning. So all of those aspects of engagement or

251

01:06:05.950 --> 01:06:24.979

Jillian Kinzie (she, her): the negative caste disengagement can be start to strip away when we start to focus on the relationship dimension. So it's not about engaging with learning. It's about having a relationship where people are engaged and that inspires learning.

252

01:06:25.160 --> 01:06:44.570

Jillian Kinzie (she, her): So I think that's a beautiful concept. The idea that students need to identify and be able to know who their webs of significant relationships are is important. It may be 3. It may be 6 people, but it's got to be that kind of web, and having advisors and faculty as students.

253

01:06:44.810 --> 01:06:55.709

Jillian Kinzie (she, her): That question, you know, who's who's who's in your network? To support you is important, and they may be people at home, really developing a much broader understanding about those webs.

254

01:06:55.820 --> 01:07:15.089

Jillian Kinzie (she, her): And then the fact that students need meaningful relationships to both help them and challenge them. So here's where that rigor comes back in. It's very dependent on the quality of relationships that people have. So a lot of these ideas really are very connected to the work.

255

01:07:16.120 --> 01:07:32.273

Jillian Kinzie (she, her): So all right, I suspect that you were. Well, I hope that as I was talking you were thinking, Oh, yeah, we got that. I got this. I know what I'm doing around this dimension, you know. She's not telling me anything that I don't already know. So

256

01:07:32.860 --> 01:07:59.239

Jillian Kinzie (she, her): I'm hopeful about that. So all right. So lay your cards on the table here who's got a best kind of engaging pedagogy. Something oops something that you've done a relationship, rich practice that you regularly undertake in your work. Who's got one that they can offer in the chat? I'd love to see what you're thinking about on this

257

01:07:59.540 --> 01:08:06.929

Jillian Kinzie (she, her): anything come to mind, or that you want to float out there that you've been maybe wondering about. If anybody else does

258

01:08:07.210 --> 01:08:09.890

Jillian Kinzie (she, her): something. Maybe you do at the beginning of your class.

259

01:08:10.350 --> 01:08:22.440

Jillian Kinzie (she, her): or maybe something. Oh, I see. Okay. So there's a there's a link that I'm going to have to click on to see that with a mentor map. Okay? Nice. So part of the fellowships dimension.

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01:08:22.920 --> 01:08:26.919

Jillian Kinzie (she, her): Okay, will anybody else have.

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01:08:28.229 --> 01:08:34.970

Jillian Kinzie (she, her): you know? And and again, I'm gonna put out these little, you know, nagging reflection questions, too.

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01:08:35.160 --> 01:08:39.949

Jillian Kinzie (she, her): What does it mean to invest in support and rigor simultaneously?

263

01:08:40.380 --> 01:08:47.600

Jillian Kinzie (she, her): You know, how do you? How do you see that? Is there a balance at all times? Does sometimes one side of it overtake

264

01:08:48.920 --> 01:08:52.300

Jillian Kinzie (she, her): How do you do that in your work? Okay, yeah. So

265

01:08:52.859 --> 01:08:59.279

Jillian Kinzie (she, her): nice practice of creating communal guidelines. So you know, having people

266

01:08:59.800 --> 01:09:04.920

Jillian Kinzie (she, her): participate in the identification of those communal guidelines. Nice?

267

01:09:05.970 --> 01:09:07.609

Jillian Kinzie (she, her): Good. Good.

268

01:09:11.890 --> 01:09:12.710

Jillian Kinzie (she, her): Okay.

269

01:09:13.450 --> 01:09:42.239

Jillian Kinzie (she, her): Yes. Okay at the classroom level. Yeah. I think you know, there's certainly a way, you know, one of the tasks or one of the activities. You know, I've undertaken with people before is really thinking about our work in those domains. So what can you do at a course level? What can you do at a program level. What might you do within a whole department? What might you do at an institution level? What might you do in student life? So there are lots of ways to think about this kind of the aspects of students experience.

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01:09:42.410 --> 01:10:06.386

Jillian Kinzie (she, her): Great, yeah, pre-class surveys. Yeah, doing a regular kind of there are a lot of classroom assessment techniques that can really work in this way. A simple, 1 min paper, the muddiest point, the you know. Tell me, asking students at the beginning class share with one person in the room a fun experience you've had at this campus. Just so. Students hear from each other.

271

01:10:06.750 --> 01:10:36.409

Jillian Kinzie (she, her): great! Those are excellent ways just to help that. Oh, nice. Oh, I love the playlist ideas. Okay, excellent. Okay. So keep thinking of some ideas. And maybe we'll take a few of these up. All right. So I'm going to close quickly here on this last dimension that you know I'm probably going to give short shrift to. But I think it's I want to at least mention it. And it was the last dimension for those of you who are really paying attention that seemed a little bit less about the student experience. But it's in that bucket.

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01:10:36.420 --> 01:10:45.390

Jillian Kinzie (she, her): and it's really about supporting instructors and staff committed to student success. And what we uncovered in some of our

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01:10:45.440 --> 01:11:12.899

Jillian Kinzie (she, her): in our radically reimagining work, and that we're seeing in some of the cultural validation work that I mentioned at the very beginning that Ron Hallett and Adriana Kazar are doing. That's focused more on daily practices is how much we need to make sure that the right people are in place the right personnel to support student success. So people who have a student success orientation, and that they are promoted and rewarded

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01:11:12.900 --> 01:11:30.869

Jillian Kinzie (she, her): for their student success orientation. So that's a very important dimension of this work moving forward. And, as I said, it's a very strong theme of the work that Ron Hallett and colleagues have been doing around ecological validation.

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01:11:30.870 --> 01:11:52.419

Jillian Kinzie (she, her): and they see it really as being. I love this term validating agents. It makes you sound like you're some sort of secret agent here. So validating agents recognize students, multiple identities, their strengths, their assets, and they do that in a way that's coordinated with others who think in that same way.

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01:11:52.420 --> 01:12:02.169

Jillian Kinzie (she, her): So lots more collaboration, lots more cross function that I hope can be more a part of your practice because it makes a difference around the student success dimension.

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01:12:02.680 --> 01:12:15.210

Jillian Kinzie (she, her): The other kind of even higher level is around, being a lot more thoughtful about the strong partnerships that we create between academic and student affairs, professionals and faculty and students.

278

01:12:15.210 --> 01:12:35.630

Jillian Kinzie (she, her): You know, we we still have some very unfortunate silos in in the Academy, and we've got to. Do, you know, still work around partnering. I think student success is a potential way to partner. I think that is what we're seeing in some of that conversion of titles. Because now these

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01:12:35.630 --> 01:12:42.669

Jillian Kinzie (she, her): student success positions are really serving as a bridge between student affairs and academic affairs units.

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01:12:43.560 --> 01:13:11.179

Jillian Kinzie (she, her): The other dimension that, you know, is coming out of the Ron Hallett work is this idea of collaborative teams, and being a lot more thoughtful about the kinds of teams that we form around. Student concerns, it says, so care teams, that holistic student support team that it's not enough just to have an officer unit, but that we've got to build these as cross functional teams. So that again, is how we do this work.

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01:13:11.473 --> 01:13:28.759

Jillian Kinzie (she, her): So you know, I think this is the last bit I want to talk on before we move to what I hope is at least 15 min or so of some questions, and maybe more comments on the chat. So I'm getting you ready for some Q. And a. I hope we can have here. But I really love.

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01:13:28.910 --> 01:13:53.570

Jillian Kinzie (she, her): you know here your statement about the kind of place that you're creating. You know, you're creating a rigorous yet empathetic academic environment that's got this rich mix in a top tier research university. So you know, my question is always. How do you do that? And how do you know you're doing it in a way that represents these new dimensions for student success?

283

01:13:53.971 --> 01:14:13.868

Jillian Kinzie (she, her): So I'll I'll leave this as the kind of animating question for our conversation, and I'll just put the kind of framework again for our our reference as we move to what I hope is at least some questions. And if someone wants to turn on their mic, I would. I would love to allow that if that's permissible

284

01:14:14.200 --> 01:14:31.219

Jillian Kinzie (she, her): and is available to you. But maybe we can talk a little bit about whether the dimensions of this emerging transformation framework for engaged learning for equitable student success suits you, and I'm going to flip to another slide just because I have some.

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01:14:31.220 --> 01:14:58.410

Jillian Kinzie (she, her): You know questions on it in case you didn't have one, but I can flip between these 2 if that works, but otherwise I really do want to thank you for your attention today and for your use of chat to see kind of how we do this work, and to be thoughtful about it. So I would love if we could kind of move to a little bit more Q. And a. Or comments are welcome as well.

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01:14:58.410 --> 01:15:01.850

Jillian Kinzie (she, her): You know I do think that I don't. I'm

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01:15:01.880 --> 01:15:10.559

Jillian Kinzie (she, her): I certainly believe and know that you're doing things already that represent much of this. So name it and and say it, if you are, please.

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01:15:18.060 --> 01:15:20.799

Jillian Kinzie (she, her): All right, Veronica, I can't hear you.

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01:15:22.200 --> 01:15:23.280

Veronica Y Womack: All right.

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01:15:23.400 --> 01:15:30.059

Veronica Y Womack: Thank you so much, Jillian. And we were here at the Searle Center. We all we're giving you a round of applause.

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01:15:30.060 --> 01:15:32.051

Jillian Kinzie (she, her): Oh, okay, thank you.

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01:15:32.890 --> 01:15:48.399

Veronica Y Womack: Okay? Well, we did. Have. We also collected questions in our registration form. So we can kind of go that route. I would like to privilege those who are on the call, though, if they're okay. So we already have one that has come up in the chat.

293

01:15:48.720 --> 01:16:16.750

Jillian Kinzie (she, her): Thank you. Excellent, all right. I'm happy to kind of read it and respond. Okay, so examples of how faculty assessment is geared to a student. First, st culture. Okay, yeah. So I may ask. You see, this is always the hard part in these chats, you know, it seems real clear. And then I want an elaboration on a question that might require you to open your mic if that's allowed. But the idea that

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01:16:16.750 --> 01:16:32.559

Jillian Kinzie (she, her): how? How faculty assessment is geared to student 1st culture, and that, you know it's it's complicated in this priorities that we have on research service and teaching. And you know that you probably put that in an order intentionally, and

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01:16:32.720 --> 01:16:36.359

Jillian Kinzie (she, her): you know the one thing I will say I'll just

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01:16:36.990 --> 01:16:40.446

Jillian Kinzie (she, her): one that comes to mind immediately is

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01:16:42.280 --> 01:16:47.939

Jillian Kinzie (she, her): and I'm going to go right to the assessment of learning. How faculty do the assessment of learning is

298

01:16:48.230 --> 01:17:09.889

Jillian Kinzie (she, her): to be more compassionate, and to really allow more expressions of how students are demonstrating what they know and can do. That's 1 answer to your question. However, I think I may not have your assessment, as pointed out as as specific as perhaps you intended.

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01:17:10.170 --> 01:17:18.049

Jillian Kinzie (she, her): So, Sahar, if you, if you want to make me be more explicit, or say what it is that you're seeking. I would love to hear it.

300

01:17:26.540 --> 01:17:27.190

Jillian Kinzie (she, her): It's okay.

301

01:17:27.190 --> 01:17:31.520

Veronica Y Womack: Or I may not be positioned to. Oh, okay, it needs to come off of mute.

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01:17:31.520 --> 01:17:40.307

Jillian Kinzie (she, her): Yeah, yeah, I think it's, you know, the all of these.

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01:17:41.410 --> 01:17:54.149

Jillian Kinzie (she, her): all of this work is challenging. The one thing you know, I mentioned that I do a lot of work in the assessment world, both at the accreditation level and in the the assessment of student learning

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01:17:54.450 --> 01:17:56.400

Jillian Kinzie (she, her): at a local kind of

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01:17:56.590 --> 01:18:12.110

Jillian Kinzie (she, her): institutions, really trying to better understand the effectiveness of programs, you know, are we delivering on the the program learning outcomes as promised? So I do think there are ways to make those practices and policies much more student, friendly, and student first, st

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01:18:12.770 --> 01:18:20.769

Jillian Kinzie (she, her): so that to me is really important, and I think that's worth scrutinizing in your practice.

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01:18:20.980 --> 01:18:25.320

Jillian Kinzie (she, her): Are we overburdening students? Are we overburdening faculty with a lot of

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01:18:25.450 --> 01:18:36.689

Jillian Kinzie (she, her): I'll just say, Bean counting, I think there are ways that we can get better information about how well our programs are working, or how well students are learning and what they're gaining.

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01:18:40.720 --> 01:18:54.989

Jillian Kinzie (she, her): Yes, okay, so here's here's 1 so much easier to create a student-centered engagement in a smaller class compared to a large lecture format. And you know I agree with you on the whole

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01:18:55.640 --> 01:19:09.210

Jillian Kinzie (she, her): definitely easier. However, I have seen some small seminars conducted classes conducted very poorly, and not be student centered at all. They are just another platform for

311

01:19:09.600 --> 01:19:11.850

Jillian Kinzie (she, her): professing. So

312

01:19:12.110 --> 01:19:36.000

Jillian Kinzie (she, her): I will say that as a counter, but then also say that I think there are some wonderful techniques that can be used in incredibly large lecture experiences now that create more student-centered engagement. And some of those are about taking advantage of more classroom assessment techniques and classroom interactive techniques.

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01:19:36.090 --> 01:20:04.400

Jillian Kinzie (she, her): And if I will. You know I can name the 2 resources that immediately come to mind. One is all the work that Claire major has done around classroom assessment techniques, and these very specific student engagement practices that work in the classroom that are very amenable to large courses, that both get students to talk to each other, get students to test their knowledge with their peers, get students to

314

01:20:04.490 --> 01:20:10.989

Jillian Kinzie (she, her): demonstrate what they know and can do to to provide the faculty members. Some sense of how things are going.

315

01:20:11.190 --> 01:20:19.009

Jillian Kinzie (she, her): So I think all of those ways are ways to make a more student-centered environment in a large class format.

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01:20:20.070 --> 01:20:26.550

Jillian Kinzie (she, her): Yeah, okay? All right, Lois, I knew you were going to ask a hard question. What are some institutional cultural examples

317

01:20:27.630 --> 01:20:34.370

Jillian Kinzie (she, her): where the practice and rewards play to a sense of belonging for faculty and staff. Yeah, okay.

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01:20:35.960 --> 01:20:48.580

Jillian Kinzie (she, her): So you know, that's a really interesting one. I don't know right offhand. But the place that I would look for these kinds of rewards and practices are

319

01:20:48.610 --> 01:21:00.880

Jillian Kinzie (she, her): a little bit in some of the work that Felton and Lambert have undertaken around relationship rich because that does the sense of belonging, you know. That is what they're ultimately trying to do, and they have.

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01:21:00.880 --> 01:21:27.190

Jillian Kinzie (she, her): Their interviews were with faculty and staff as well as students. So I think that is representative of those larger kind of cultural elements. The fact that one institution undertook that practice of people asking how each other are doing is one very explicit way that that's rewarded, and the fact that they are also then giving awards, I mean, really awards. For

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01:21:27.190 --> 01:21:31.309

Jillian Kinzie (she, her): you know, more belonging cultures and changing a culture.

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01:21:31.310 --> 01:21:57.500

Jillian Kinzie (she, her): The other place I would look, is probably the work that I mentioned again. That is the Ron Hallett and cultural validation work. Chris Wren at Michigan State has also described these ecological validation approaches that have been taking place on campuses, and a lot of the work that they document is rewarding people for sense of belonging. So

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01:21:57.590 --> 01:22:05.820

Jillian Kinzie (she, her): I think there's some great demonstrations out there. I'm sorry to refer you to more books to read, but there's some excellent examples in there.

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01:22:11.100 --> 01:22:39.389

Veronica Y Womack: And a question that we received earlier in the registration process. This is coming from a person who says, as a former high school science teacher and aspiring professor. What evidence-backed strategies are there for university professors, postdocs, and graduate students to facilitate the high school to college and undergraduate to graduate school transitions. So I know the radical reimagining book. Talked a lot about the 1st year experience.

325

01:22:39.390 --> 01:22:39.820

Jillian Kinzie (she, her): Yeah.

326

01:22:40.155 --> 01:22:46.189

Veronica Y Womack: Are there any of those? The dynamics of those experiences that could be shared with our group.

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01:22:46.690 --> 01:22:55.739

Jillian Kinzie (she, her): Yeah, I I appreciate the question. And you know, I will just really frame the question as it's fundamentally one about

328

01:22:55.740 --> 01:23:20.360

Jillian Kinzie (she, her): transitions. So anytime there is a transition. It is something that we should pay attention to. It's an inflection point in the experience that we need to pay attention to. In fact. Oh, my gosh! I'm sounding like a librarian here. I'm just going to keep referring you to. This is the reference desk. You didn't realize that you were coming to the reference desk here. There is a new book that's out called Thriving in transitions

329

01:23:20.530 --> 01:23:33.289

Jillian Kinzie (she, her): that frames the whole idea of transitions. Now for those of us who are familiar with older theories, Schlossberg and some others. There is very much a focus on how transitions, you know.

330

01:23:33.400 --> 01:23:49.960

Jillian Kinzie (she, her): not only in context, but in who you are and who you're becoming are really important to think about. Those are moments. They're defining moments. So the ones that you've identified high school entering college. Moving on

331

01:23:49.960 --> 01:24:03.870

Jillian Kinzie (she, her): to identify a major moving into your academic program is a transition point that needs to be a lot more thoughtful in terms of student 1st policies, and how we create a welcoming culture

332

01:24:04.330 --> 01:24:21.379

Jillian Kinzie (she, her): students transitioning to become more in their field experts. So when they go into internships or in field-based learning or in practicals. That's another transition point. And then when they graduate another transition point, so you can see where I'm going on this.

333

01:24:21.380 --> 01:24:35.540

Jillian Kinzie (she, her): any. Any transition point is is an inflection in the educational experience, and we need to be paying attention to how student success is furthered or diminished in that transition point.

334

01:24:35.580 --> 01:24:45.070

Jillian Kinzie (she, her): So thank you for focusing attention. I hope you can focus maybe some of your work on that in the seminars.

335

01:24:49.030 --> 01:25:06.830

Veronica Y Womack: No, we also received a few questions around self-care. And so a pointed question would be, How does one balance the time? Effort, and energy needed to reimagine one's teaching with day-to-day responsibilities and at least a Smidgen of self-care. They're not.

336

01:25:06.830 --> 01:25:07.990

Jillian Kinzie (she, her): Yeah.

337

01:25:07.990 --> 01:25:10.050

Veronica Y Womack: But I know this might be a little bit, you know.

338

01:25:10.050 --> 01:25:10.560

Jillian Kinzie (she, her): The honor.

339

01:25:10.660 --> 01:25:12.720

Veronica Y Womack: Your your wheelhouse. But very, yeah.

340

01:25:12.980 --> 01:25:14.620

Veronica Y Womack: you can share. We'd appreciate it.

341

01:25:14.620 --> 01:25:39.689

Jillian Kinzie (she, her): Yeah, I will admit my own blind side on this, that you know it's it is a blind side that I have in my own work is the, you know, kind of compassionate self-care. But the the one thing I think that I'm appreciating in the work that I'm seeing come out on student success is a little bit more attuned to that dimension of

342

01:25:39.890 --> 01:25:44.190

Jillian Kinzie (she, her): how do people doing this work not burn themselves out?

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01:25:44.580 --> 01:25:54.199

Jillian Kinzie (she, her): And I think that is something that all leaders need to be conscious of. And you know, we're just.

344

01:25:54.640 --> 01:26:14.970

Jillian Kinzie (she, her): We're just, you know, we are burning our own best practitioners and scholars and educators out by not paying attention to that. And it's not something that a bubble bath or a you know. A nice you know. Scone is going to cure it might help a little bit. But the idea that we've got to be

345

01:26:15.600 --> 01:26:26.229

Jillian Kinzie (she, her): more thoughtful about helping people realize their contributions to student success to me is a more rewarding way to think about it. So I might

346

01:26:27.252 --> 01:26:29.119

Jillian Kinzie (she, her): invite people to

347

01:26:29.570 --> 01:26:46.179

Jillian Kinzie (she, her): stop rewarding people for getting things done on time and for productivity and other dimensions that take energy and time, and instead reward people and recognizing them for what they do in a real way to help students

348

01:26:47.330 --> 01:26:48.410

Jillian Kinzie (she, her): trade-offs.

349

01:26:50.580 --> 01:27:00.320

Veronica Y Womack: And thank you for giving a bit more context. Sahar. Yeah. So Sahar was wondering about if you knew any models of faculty evaluations that.

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01:27:01.080 --> 01:27:09.490

Veronica Y Womack: Balance the responsibilities that we have, while also emphasizing student success. So it seems like that kind of builds off of what you were just mentioning.

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01:27:09.490 --> 01:27:35.960

Jillian Kinzie (she, her): Yeah, yeah, thank you for that. I'm sorry I didn't. I wasn't sure if that's where you were going with the question. But that idea of faculty evaluation kind of the how do we evaluate? I'm not a big fan of that, but that is the teaching evaluation is, or the evaluation of of instructors. However, we kind of frame it. That is a factor in this. And you know, I think there's some

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01:27:35.960 --> 01:27:50.559

Jillian Kinzie (she, her): more interesting work being done around, how faculty are being asked to assure that they are attending to student success in their courses in whatever domain they are

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01:27:50.600 --> 01:28:18.970

Jillian Kinzie (she, her): being. You know, if it's teaching, if that's your primary work at the institution, that that is a dimension of it. If it's research that there's also a student success component in that, if you're working with postdocs or graduate students, or you know, however, that gets enacted, if that's a stronger component, or that you're a good citizen at the institution. So I think there are some ways that that gets enacted to incorporate more of a student success dimension. And I would look at

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01:28:18.970 --> 01:28:34.979

Jillian Kinzie (she, her): the University of Kansas, and even at Nebraska, where a lot of that cultural validation work is being designed into all aspects of faculty work as well.

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01:28:37.810 --> 01:28:57.950

Veronica Y Womack: Well, I think this, we'd like to bring our pre-practicum keynote to a close. Thank you so much, Dr. Kenzie, for for being with us. And here you I wasn't sure if you wanted to come off of me to share a bit more about the keynote survey. But you see, these QR. Codes

356

01:28:58.355 --> 01:29:14.159

Veronica Y Womack: for both the post keynote survey, as well as more opportunities on supporting student success. So we look forward to you joining us next week as we launch our 1st session around redefining student success. And thank you again.

357

01:29:14.750 --> 01:29:19.990

Jillian Kinzie (she, her): Thank you very much. Thanks. Everyone. Thanks for being active in chat. Appreciate it.

358

01:29:20.800 --> 01:29:24.059

Jillian Kinzie (she, her): Thank you. Good luck with your with your practicum.