



## SIUE's New REALITY Project The Changing Landscape of Higher Education Revisited

"One of the things we need to learn...is that very great change starts from very small conversations, held among people who care."

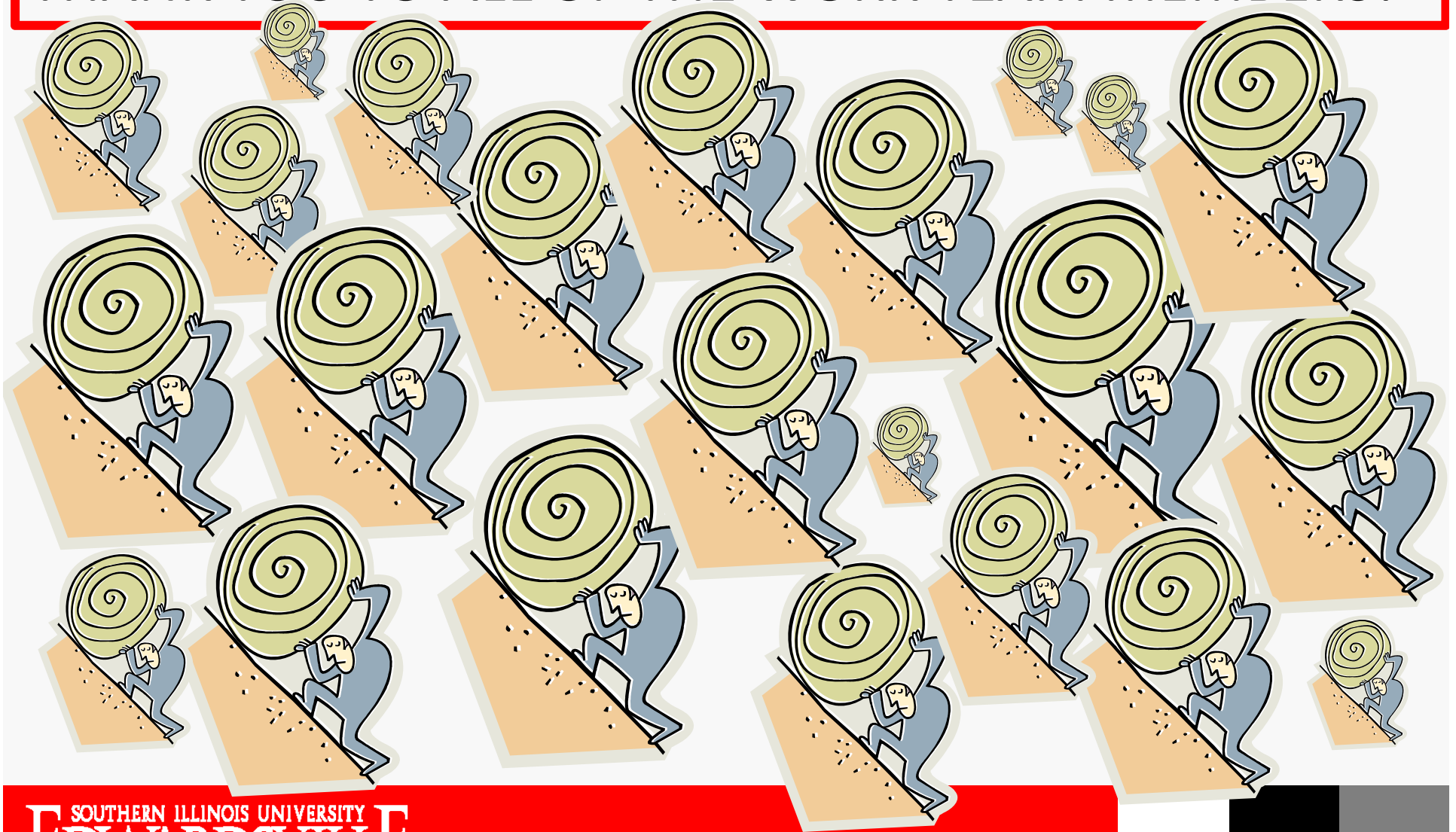
(Margaret Wheatley, 2000)

Source:

<http://www.margaretwheatley.com/articles/turningtooneanother.html>



THANK YOU TO ALL OF THE WORK TEAM MEMBERS!



SOUTHERN ILLINOIS UNIVERSITY  
**EDWARDSVILLE**

# SIUE's New "REALITY" Project

Reimagining Excellence in Academics  
and Learning through Innovation,  
Technology and You

September 3 and September 23, 2013

# Challenges to higher education's traditional models:

- Declining state financial support
- Declining number of high school graduates
- Alternative types of educational institutions gaining legitimacy and funding
- ROI, outcomes and value have become issues
- Students and their expectations are different



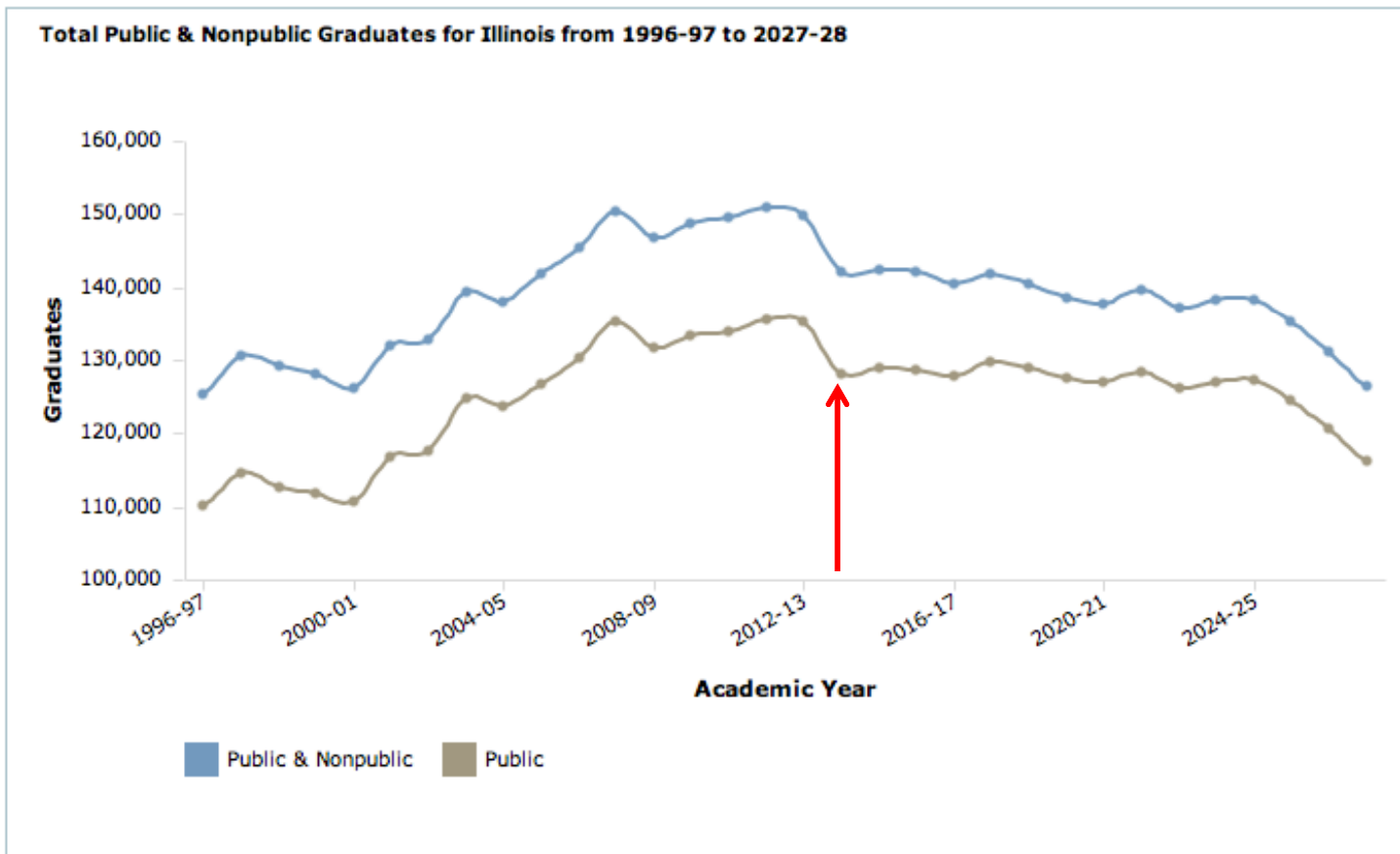
Image: <http://www.cpsu.org.au/multiattachments/18769/Image/change-management1.jpg>

# “The Big Flip” at SIUE

	Appropriations from the State	% of Operating Budget from the State	% of Operating Budget from Tuition
2002	72,962,600	72%	28%
2013	59,746,100	41%	<b>59%</b>

Source: SIUE Institutional Research and Studies, “Operating Budget, Fiscal Years 2008-2013,” *Fact Book, 2013 edition*, p. 20; and SIUE Institutional Research and Studies, “Operating Budget, Fiscal Years 1998-2003,” *Fact Book, 2003 edition*, p. 18.

# High School Graduates Illinois, 1996-2028



Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates*, 2012. Graphs that appear on this slide and the next two were created using the interactive tool found at [http://knocking.wiche.edu/explore?state\\_id=M](http://knocking.wiche.edu/explore?state_id=M)



400,000 students



FlexPath – Online, Self-Paced and Accredited



Over 130,000 students



450 students in Missouri; 3300+ in Indiana; 33,000 total students as of 2012



7,351 students



New public "Personalized Learning Program"; online and competency-based



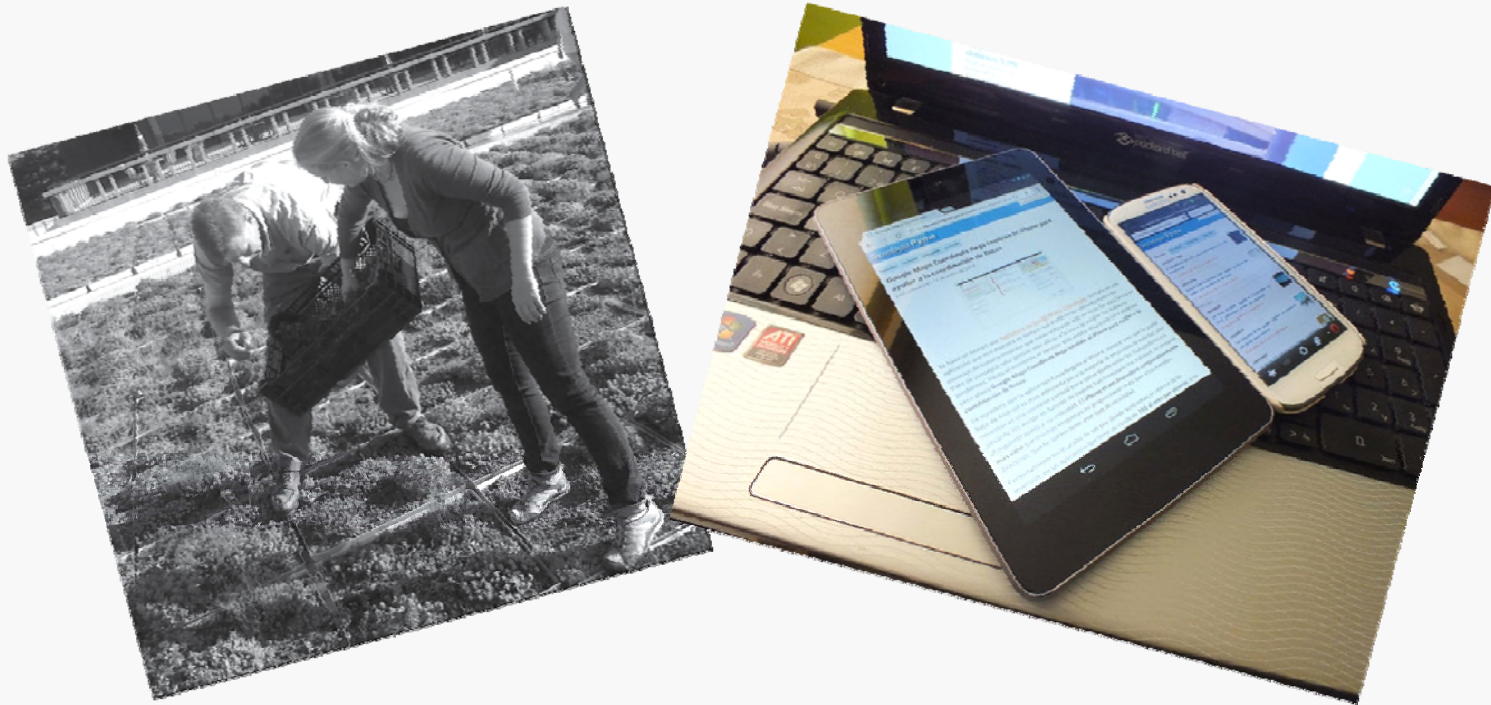
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# How does SIUE compete in the minds of parents and students?

Others claim...	SIUE is...
“Online”	More traditional
“Accelerated” (avg=~30 months)	51.8 % graduate in 6 years
“Affordable” (\$6,000/yr)	More expensive (\$9666/yr (\$18, 127/yr on campus)
Accredited (HLC)	Accredited (HLC)

Current and future students may have different expectations and needs that we must consider as we design effective pedagogies.



Former URCA Associate, Roxane Krutsinger, on the cover of Council on Undergraduate Research Quarterly

<http://www.themediabriefing.com/article/reuters-research-smartphones-emerge-as-key-device-for-news-consumption>

# Do you believe SIUE needs to change to respond to these challenges?

- A. Yes but only minimally
- B. Yes and significantly
- C. Yes but we won't change
- D. No
- E. I'm not sure

# Implications

- State support will continue to decline; this decline will *increase SIUE's dependence on tuition for operating expenses.*

Possible solutions:

increase tuition;

lower our operational costs;

increase the number of students; and

improve retention of students

# Implications

- The number of high school students will continue to decline; this decline will *increase competition* with other universities *for traditional students*.

## Possible solutions:

compete by offering something valued and unique, market it;  
decrease perceived and real process obstacles;  
increase number of non-traditional students; and  
increase number of international students

# Implications

- Alternative institutions and other innovators have become real competitors and capture *many non-traditional and some traditional students*.

## Possible solutions:

increase online and flexible offerings to attract non-traditional students;

shorten time to degree with CBA/PLA; and

offer something that others cannot.

# Implications

- Students and parents are increasingly concerned about the *costs* for college, *time* to degree, and the *value* of that investment.

## Possible solutions:

reduce tuition and fees;

shorten time to degree with more intrusive advising, CBA/PLA;

increase internships, practicums and experiential opportunities;

and

promote unique reasons for value of SIUE

# Implications

- Depending on demographic group, today's students expect and/or need a degree of *technology and personalization* in instruction which may be different from what we offer.

## Possible solutions:

develop high quality on-line courses and programs,

change and innovate pedagogies in the classroom to better engage students throughout the curriculum,

Engage students through active learning strategies,

Integrate technology when appropriate, and

increase experiential learning opportunities



## Next:

- Three sequential clicker questions:  
*“ What do you believe are the most important possible solutions?”*
- Same set of 8 choices each time  
(in alphabetical order)
- Vote for a different choice each time

# First most important solution

- A. Change & innovate pedagogies to engage students
- B. Compete by offering something valued and unique to SIUE
- C. Decrease real and perceived process obstacles
- D. Increase experiential offerings
- E. Increase number of non-traditional students
- F. Increase number of international students
- G. Increase online offerings
- H. Shorten time to degree with CBA/PLA

# Second most important solution

- A. Change & innovate pedagogies to engage students
- B. Compete by offering something valued and unique to SIUE
- C. Decrease real and perceived process obstacles
- D. Increase experiential offerings
- E. Increase number of non-traditional students
- F. Increase number of international students
- G. Increase online offerings
- H. Shorten time to degree with CBA/PLA

# Third most important option

- A. Change & innovate pedagogies to engage students
- B. Compete by offering something valued and unique to SIUE
- C. Decrease real and perceived process obstacles
- D. Increase experiential offerings
- E. Increase number of non-traditional students
- F. Increase number of international students
- G. Increase online offerings
- H. Shorten time to degree with CBA/PLA

# What have we done so far?

- Four interactive presentations done on September 3 and September 23, 2013 where we solicited volunteers for collaborative problem-solving
- Nine work teams (135 members including faculty and staff) were charged on October 1<sup>st</sup> :
  - Review what we have been doing
  - Review best practices
  - Think about possible innovations
  - Prioritize two (2) short-term and three (3) long-term recommendations by Jan. 10

# More Activities

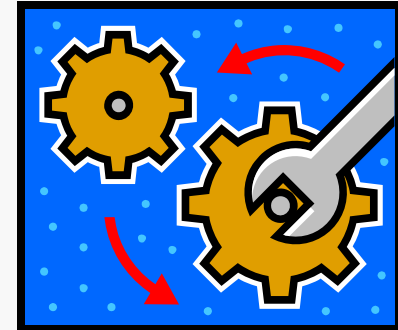
- Created a website to share information and collect feedback  
([www.siu.edu/provost/newrealityproject](http://www.siu.edu/provost/newrealityproject) )
- Hosted a presentation by Jeff Selingo, author of College Unbound, on October 14, 2013
- The Provost held seven listening sessions during October, November, and December
- All teams handed in their reports by January 13th
- Steering Committee met on January 27 and February 10

# Work Team Topics

- Boosting enrollment/Admissions
- Increasing Retention/Graduation rates
- Improving Process Efficiency
- Experiential Learning
- International Initiatives
- CBA/PLA
- Enhancing Pedagogy - face to face
- Enhancing Pedagogy - online
- E-learning - pre-existed with 6 subcommittees

# Establishing Short-Term Priorities

- Based on their analyses, each group was asked to recommend two short-term priorities.
- The actions should:
  - Be tied to evidence;
  - Require little planning;
  - Be resource-neutral for planning and implementation;
  - Serve as an immediate remedy to a small but meaningful problem.



NOTE: Although we intended to present a plan for these...  
some actions are done or have already begun and some  
were not resource-neutral



# Admissions and Recruitment

Recommendation	Status	Plans
Accept IB credit and “right-size” AP credit	IB credit was passed for graduate admissions.	Charge a committee to determine how we can better utilize AP credits.
Set parameters for the Honor’s Scholars Program	Hiring an Honors Director in process. Advisory Board is working on program.	The new Honors Director will continue to work with the Advisory Board on this effort.

# Retention - Undergraduate

Recommendation	Status	Plans
Expand Supplemental Instruction	Piloted in Math and Engineering; some is grant supported. UPBC request.	Evaluate outcomes and adjust scope accordingly. Apply for additional grants.
Increase breadth of tutoring and peer-mentoring	UPBC request	Will require investment and planning

# Retention - Graduate

Recommendation	Status	Plans
Develop routine reporting of graduate student retention, completion, and attrition data analysis to assess needs	UPBC request for one new Institutional Researcher.	Will require investment and planning.
Investigate and find solutions for graduate student stop-out/drop-out	CGS grant produced data. NSF REAL grant submitted. One staff position modified.	Graduate student advisory board has been convened to work on the issues.

# Internationalization

Recommendation	Status	Plans
<p>Implement 2010 SIUE Internationalization Task Force Plan Report contained 4 goals and 31 recommendations...</p>	<p>EM Plan set targets for INTL. growth. Global perspective in new Vision, Values and Goals. New INTL recruiter positions in EM. Foreign language offerings expanded. Lincoln Plan requires 8 F.L. credits for B.A. Conditional admits offered at Grad level. MOU's for INTL 2+2's.</p>	<p>ESLI to begin Jan '15  INTL Studies Major in development (CAS)  Summer camp for Chinese high school students in 2014  Continue efforts on implementation</p>
<p>Expand student international ambassador program</p>	<p>Not started</p>	<p>Will require investment and planning</p>

# Efficiencies

Recommendation	Status	Plans
Fast-Track Queue for minor curricular changes	Academic Affairs will share the recommendations with Chair, Curriculum Council	Curriculum Council will begin exploring this issue
Change Past-Due Account, Bursar's Hold Process	Accomplished for graduate students	Chancellor's Council will consider for undergraduate students.
Explore Banner Workflow	Not started	Formal request to Banner Implementation Committee
Enhance communication of the e-id process until upgraded	ITS webpage updated for clarification	Enhanced information to be posted in April; new system in 18 months



# Experiential Learning

Recommendation	Status	Plans
Survey departments & centralize Experiential Learning opportunity information	Not started	Academic Affairs will begin with survey this Spring.
Develop practice standards and assessment procedures for Experiential Learning activities	Not started	Assemble Task Force to develop plan, will focus on NFS and Senior Assignment .

# CBA/PLA

<b><i>Recommendation</i></b>	<b><i>Status</i></b>	<b><i>Plans</i></b>
Review guidelines for and align CLEP, DSST/DANTES credit with SIUE baccalaureate outcomes	Not started	The committee's report will be shared with the Curriculum Council and with undergraduate programs to determine how we can capitalize on these options.

# Enhancing Pedagogy - Face-to-Face

Recommendation	Status	Plans
Development, adoption, and promotion of driving pedagogical principles for SIUE faculty	Concept presented at “teaching talks “ on 2/21	We will invite Faculty Senate to form a committee to establish these principles. These should apply to all traditional, blended, and online formats.
Create centralized faculty development and resources website	In development with ITS	Academic Innovation and Effectiveness will continue to work with Fac. Devel. Advisory Board and Faculty Development Council to enhance the website.



# Enhancing Pedagogy - Online

Recommendation	Status	Plans
Assess faculty awareness of online pedagogical strategies and provide information to assist development	Survey being developed.	Based on results, work with ITS on “assistance”; package for new online courses and new online faculty
Online faculty mentorship program	Peer consultants have begun to explore this issue	The Peer Consultants, IDLT will continue to support faculty efforts

# E-Learning - six subcommittees

<b>Business Process</b>	<b>Budgeting</b>	<b>Marketing</b>
<b>Program and Class Selection</b>	<b>Assessment and Evaluation</b>	<b>Faculty and Student Development</b>

# Highlights from the E-Learning Teams

Recommendation	Status	Plans
Develop online one-stop website for online courses/programs and services for students and faculty	In development	Target for completion: May 1
Survey faculty to assess barriers to expanding online courses, offer incentives to promote expansion	In development	Using results, work with ITS to design “assistance”. Will issue another RFP to encourage further progress
Complete marketing research RFP to inform strategic decisions on online/hybrid courses/programs	Four applications are being reviewed	Results will be shared with departments to inform program development & academic planning
Issue RFP to promote R&D of online/hybrid courses/programs, drive growth	First RFP issued last Spring. Results due in March	Will issue another RFP to encourage further progress








# E-Learning Highlights Continued





Recommendation	Status	Plans
Review, evaluate the extent that adaptation of SET common core should be tested and proposed for online courses	SET Continuous Review Committee is initiating another pilot study to assess the validity of the common core for online courses.	The committee will report the outcomes and any proposed policy changes to the campus community and to the Faculty Senate.
Implement online/face-to-face learning outcome comparison task force		We will establish the task force to begin work on this issue.
License “Smarter Measure” tool to provide readiness assessments & feedback for students considering online/blended courses	ITS developing an SIUE version based on open source models to save money	Make available to students for Summer 2014 courses

# Setting Priorities

- 2 meetings of the Steering Committee
- Original team, plus all work team chairs/co-chairs
- Every priority was discussed
- 9 top short-term priorities were selected for action in this academic year

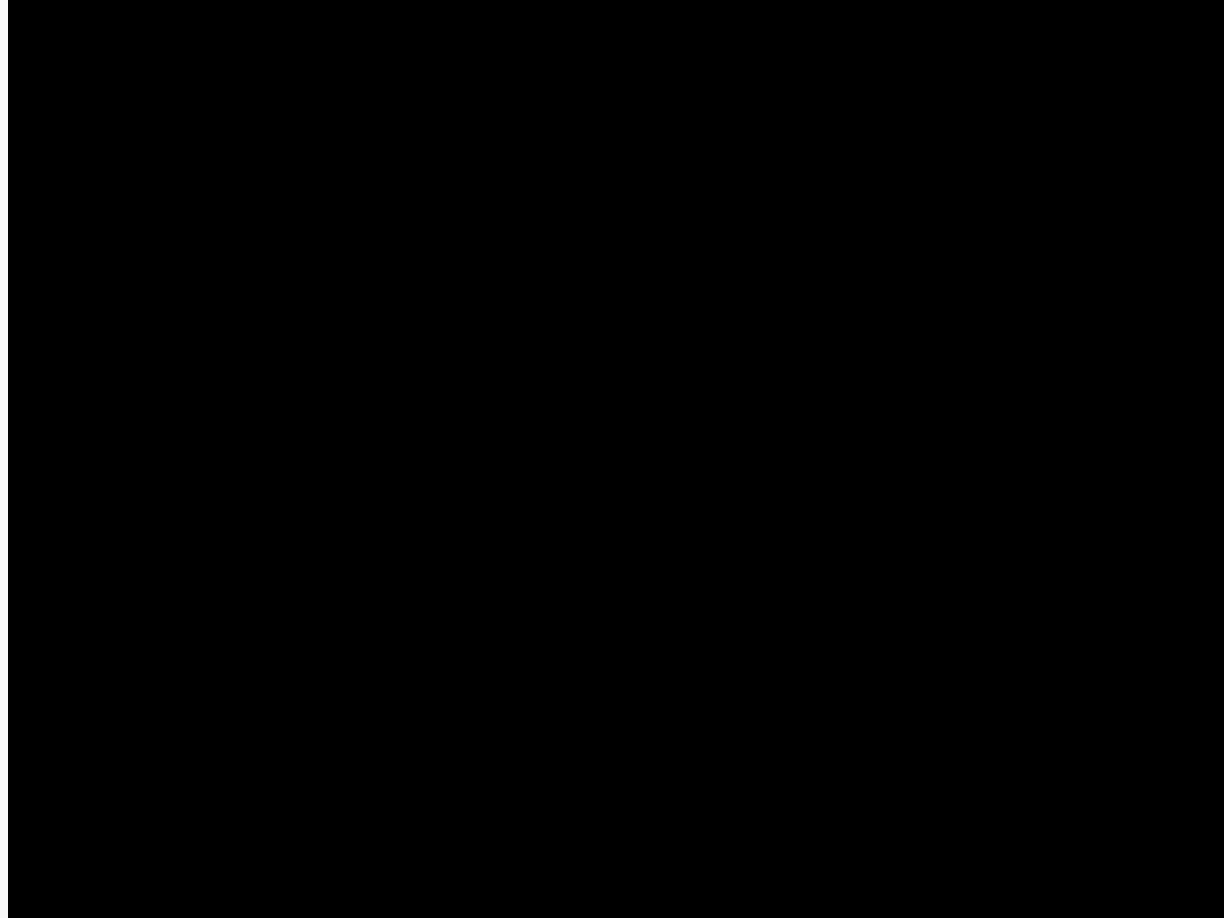
Summary of top nine Short-term Priorities	Status
Accept IB credit (done) and “right-size” AP credit	
Develop online one-stop website for online courses/programs and services	
Fast-Track Queue for minor curricular changes	
Review guidelines for and align CLEP, DSST/DANTES credit with SIUE baccalaureate outcomes	
Centralize Experiential Learning information	



Summary of top nine Short-term Priorities	Status
Issue RFP to promote R&D of online/hybrid course and program offerings, drive growth	
Change Past-Due Account, Bursar's Hold Process	
Implement 2010 SIUE Internationalization Task Force Plan	
Implement learning outcome comparison task force	



Change video





# Why is change hard?

- Organizations tend toward inertia
- “Change is slow in the academy, and professors tend to be rewarded for focusing on their research, often at the expense of their teaching. (Hanford, 2011)  
<http://blogs.kqed.org/mindshift/2012/02/dont-lecture-me-rethinking-how-college-students-learn-2/> ”

# Why do people resist change?

- Worry about loss of quality of education.
- What will I lose with this change?
  - Loss of Autonomy
  - Loss of Status or Authority
  - Loss of Credibility
  - Loss of Flexibility
  - Loss of a Sense of Competence
- More work
  - Change is more work
  - ‘Everything can look like a failure in the middle’

Source: [www.youtube.com/watch?v=rkugbxkQpfg/why-people-resist-change/](http://www.youtube.com/watch?v=rkugbxkQpfg/why-people-resist-change/)

Source: <http://blogs.hbr.org/2012/09/ten-reasons-people-resist-change>

# Setting Long-term Priorities

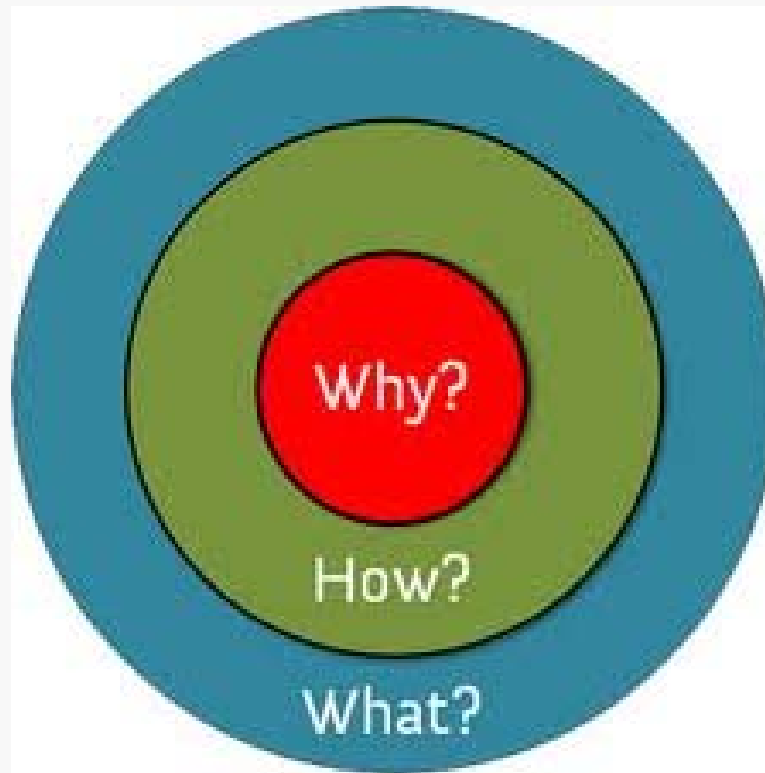
These will require significant changes

- Evidence-informed
- More complex
- More planning is required
- Funding is needed
- Implementation will take longer

They have the potential to change who we are

They begin with answering the question “WHY?”

Why does SIUE exist and how, in a changing environment, can we better fulfill our purpose ?



Idea Source:  
[http://www.ted.com/talks/simon\\_sinek\\_how\\_great\\_leaders\\_inspire\\_action.html](http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html)

Image Source: <http://alexdunder.blogspot.com/2011/10/golden-circle-creating-reason-to-your.html>

# What is the primary purpose of SIUE?

- A. To elevate the educational attainment of the region and the state
- B. To enhance the region through service to its citizens and organizations
- C. To provide access to higher education for first generation college bound students
- D. To provide affordable education to students
- E. To provide a quality education to students
- F. To produce research and/or scholarly products in all disciplines

## Long-term Priorities

- A Teaching and Learning Center (TLC) that includes a strong Writing Across the Curriculum (WAC) program as one of its components.
- Shifting institutional reward structures to increase incentives for excellence in all teaching. Modify tenure and promotion policies to include recognition of the development and implementation of effective online pedagogies of SIUE faculty.
- Revise overall curricular change process and review operating papers
- Provide necessary structural support and institutional commitment to Experiential Learning by the development of an Experiential Learning Center that consolidates all of SIUE's current out of class activities and provides support for in-class activities.
- Create certificate programs which utilize established university courses and incorporate competency-based education and prior learning assessments. Develop partnerships with local employers to create certificate programs and develop the criteria for including prior experiences as credit for these programs

## Long-term Priorities

- Identify changes to SIUE's mandatory fee structure
- Development of a First-Year Experience Course
- Create a comprehensive incentive program for the creation of online and blended courses.
- Create team to examine and revise waitlist procedures
- Consider hiring a consultant to recommend process changes to better support online students who need to do University business.
- Create a comprehensive training plan to increase effectiveness in online and blended environments and ensure quality of online and blended courses and programs.
- For High-Achieving Students: Develop a robust Honors College

# Setting Long Term Priorities

- All original team members and work team chairs/co-chairs reviewed and discussed long-term priorities
- Three themes emerged:
  - Retain and honor who we are while enhancing what we do
    - Re-engage our purpose and improve
  - Offer something different and unique, that remains consistent with our mission and strengths
    - Modify the curriculum and its delivery to attract students and enhance retention
  - GO!
    - Go Global, Go Online Strategically, Go with Support, Go Share



Retain, honor and enhance who we are:

## Experiential Focus

- Experiential can include service learning, field study, undergraduate research, internship, preceptorship, practicum, clinical experience, shows, performances, publications, global initiatives and study abroad
- Multiple experiences for all students before graduation
- Bring new students in with an Experiential Learning-focused New Freshman Orientation course and build experiential into the NFS and Senior Assignment, when possible
- Ensure that all SIUE students graduate from the university having done at least two Experiential Learning activities.

Retain, honor and enhance who we are:  
a PLACE for all faculty resources that  
are dedicated to pedagogical innovation

- Make a space for collaboration in teaching and learning
- Provide a place for faculty to share and find resources for:
  - innovative pedagogy,
  - online and hybrid course instructional methods,
  - experiential learning strategies,
  - and so much more.

# Retain, honor and enhance who we are:

## Creating a “place”

- Where faculty can come together to enhance our teaching efforts
- Where innovation is fostered and shared
- Where new techniques for face-to face and online are explored, developed and shared
- Where equipment, software and other technologies can be tried out and learned
- Where a dedicated staff provides assistance
- Where all resources and supportive efforts in the area of enhanced pedagogy are consolidated
- Where?..... The Lovejoy Library

# Finding a name for the “place”

- A. ARC: Academic Resource Collaborative
- B. CITE: Collaborative Incubator for Teaching Excellence
- C. TEACH: Teaching Excellence Achieved in a Collaborative Hub
- D. SITE: SIUE Interchange for Teaching Excellence
- E. EXPERT: Enterprise for eXperiential Pedagogy, Educational Resources and Training
- F. COMET: Collaborative for Mentorship and Excellence in Teaching
- G. PIVOT: Place for Innovative Vibrant Online and Traditional Teaching
- H. FACET: FACulty Collaborative for Excellent Teaching

# Being Different/Unique:

## Modifying curriculum delivery to attract students and enhance retention

- Block scheduling for foundation courses to encourage flexibility and to facilitate retention
  - Example: Let students take foundation classes in more intensive 4- or 8-week sessions so that they can still accumulate a full-time load over the course of a traditional semester, but they can focus intently on one (or two) classes at a time.
  - Retain the opportunity for students to focus on some courses and their major in traditional sixteen week courses.
- Attract new students by creating flexible paths for non-traditional students for degree-completion and utilizing CBE and PLA's
- Integrate experiential learning opportunities in all curricula, focusing on the first year and the capstone with experiential

# GO!

- Global perspective built into courses and campus activities; study abroad is encouraged ..... to prepare students for the workplace and the world
- Online with a strategic focus
  - Incentivized
  - Entrepreneurial (certificates)
  - P+T acknowledged (Note: *During Q&A, the Provost indicated in the presentation that teaching innovations online and face-to-face should be acknowledged in P&T.*)
  - Sufficient support structures
  - Mentors to share experience

# CREATING A NEW PROFILE for SIUE

- Retaining and honoring who we are while enhancing what we do best in a distinctive way
- Presenting something new, unique and different that could attract and retain traditional students
- Developing strategies and programs to attract and to serve, non-traditional and international students
- Continuing to make process improvements in all areas
- Sharing more effectively the value of what we do

Providing elements of a small college experience in a large university