

NDSU Faculty Development Conference

"Mission, Service, Engagement: Reflecting on Our Work in Public Higher Education"

August 23, 2019

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Questions for Discussion

- What pedagogical and assessment strategies engage the full range of students in your discipline?
- What program-level (department, major, minor, general education) work will benefit students? What will make your curriculum more effective, more engaging, more accessible?
- What departmental or college efforts will ensure equity and reduce bias for faculty who are from under-represented, marginalized, or structurally disadvantaged groups?
- What policies, processes, or structures can be more equitable?
- How can we as faculty engage in meaningful service work that supports equity for colleagues and students (curriculum, governance, assessment, faculty evaluation criteria, etc)?

Resources for Students

- **Career Center Services:** <https://career.ndsu.edu/>
- **Center for Writers:** located in Room 16 of the Main Library, writing conferencing and consultation services. <https://www.ndsu.edu/cfwriters/faqs/>
- **Military and Veteran Services:** <https://www.ndsu.edu/veterans/>.
- **ACE Tutoring program:** https://www.ndsu.edu/studentssuccess/about_ace/
- **Technology Learning and Media Center:** <https://www.ndsu.edu/its/training/tlmc/>
- **NDSU Counseling Center:** <https://www.ndsu.edu/counseling/>
- **TRIO Programs:** <https://www.ndsu.edu/trio/>

Resources and Readings for Equitable Teaching, Research, and Service

- Ambrose, Susan, et al. *How Learning Works: 7 Research-Based Principles for Smart Teaching*. Excerpt here: <https://firstliteracy.org/wp-content/uploads/2015/07/How-Learning-Works.pdf>
- Bain, Ken. *What the Best College Teachers Do*. Harvard UP, 2004.
- Cole, Kirsti and Holly Hassel. *Surviving Sexism in Academia: Strategies for Feminist Leadership*. Routledge, 2017.
- Diangelo, Robin. *White Fragility: Why It's so Hard for White People to Talk about Racism*. Beacon P, 2018.
- Faculty Focus. <https://www.facultyfocus.com/> Faculty Focus publishes articles on effective teaching strategies for the college classroom.
- Hassel, Holly and Kirsti Cole. *Working for Our Values: Academic Labor beyond the Classroom*. Routledge, forthcoming 2020.
- Lang, James. *Small Teaching: Everyday Lessons from the Science of Learning*

- Lang, James. "Teaching Resolutions for the New Year." ["https://www.chronicle.com/article/Teaching-Resolutions-for-the/48379"](https://www.chronicle.com/article/Teaching-Resolutions-for-the/48379)
- Neuhaus, Jessamyn. *Geeky Pedagogy: A Guide for Intellectuals, Introverts, and Nerds Who Want to Be Effective Teachers.***
- Office of Teaching and Learning. "Faculty Resources." https://www.ndsu.edu/otl/faculty_resources/.
- O'Meara, KerryAnn. "The Hallway Ask: Ensuring Equity in Service Work." *InsideHigherEd*. 10 May 2018. <https://www.insidehighered.com/advice/2018/05/10/ensuring-equity-service-work-opinion>
- Sathy, Viki and Kelly Hogan. "Want to Reach All of Your Students? Here's How to Make Your Teaching More Inclusive." *Chronicle of Higher Education*. 22 July 2019. https://www.chronicle.com/interactives/20190719_inclusive_teaching
- *The Teaching Professor* Email List: Receive weekly summaries on thought-provoking and actionable advice on a wealth of teaching and learning topics. <https://magnapubs.lpages.co/teaching-professor-email-sign-up/>
- Thomas J. Tobin and Kirsten T. Behling. *Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education*. West Virginia UP, 2018. <https://wvupressonline.com/node/757> ¹
- Weimer, Maryellen. *Learner-Centered Teaching Five Key Changes to Practice*. Excerpt available online here: <https://firstliteracy.org/wp-content/uploads/2015/07/How-Learning-Works.pdf>

Selected References

- June, Audrey Williams. "Professors are the Likeliest Mentors for Students, Except Those Who Aren't White." *Chronicle of Higher Education* 30. October 2018. <https://www.chronicle.com/article/Professors-Are-the-Likeliest/244955>
- King, Molly, et al. "Men Set Their Own Cites High: Gender and Self-Citation across Fields and over Time." *Socius: Sociological Research for a Dynamic World*, vol. 3, Dec 2017, <https://doi.org/10.1177/2378023117738903> <https://journals.sagepub.com/doi/full/10.1177/2378023117738903>²
- Misra, Joyce, et al. "The Ivory Ceiling of Service Work." *AAUP: Academe*. Jan/Feb 2011. <https://www.aaup.org/article/ivory-ceiling-service-work#.XV6XpOhKi71>
- Ray, Victor. "The Racial Politics of Citation." *Inside Higher Ed* 27 April, 2018. <https://www.insidehighered.com/advice/2018/04/27/racial-exclusions-scholarly-citations-opinion>
- Vettese, Troy. "Sexism in the Academy: Women's Narrowing path to Tenure." *N+1*. Spring 2019. <https://nplusonemag.com/issue-34/essays/sexism-in-the-academy/>³

¹ **On my reading list for this year.

² The findings also show that between 1779 and 2011, men cited their own papers 56 percent more than did women. In the last two decades of data, men self-cited 70 percent more than women.

³ * This essay is an extremely comprehensive synthesis with over 110 research citations about sources of inequity and bias in academia.

Mission, Service, Engagement

Reflecting on Our Work in Public Higher Education

NDSU Faculty Development Conference
August 2019

Holly Hassel, Professor of English, NDSU

Overview

- Mission of Public Higher Education
- What that looks like for students (short case study)
- Why Public Education Matters and Who It serves
- Our Students--why they stay and why they leave
- Faculty engagement:
 - Classrooms
 - Programs
 - University
- Discussion and brainstorming at your tables

Mission of Public Higher Education

The Land-Grant University

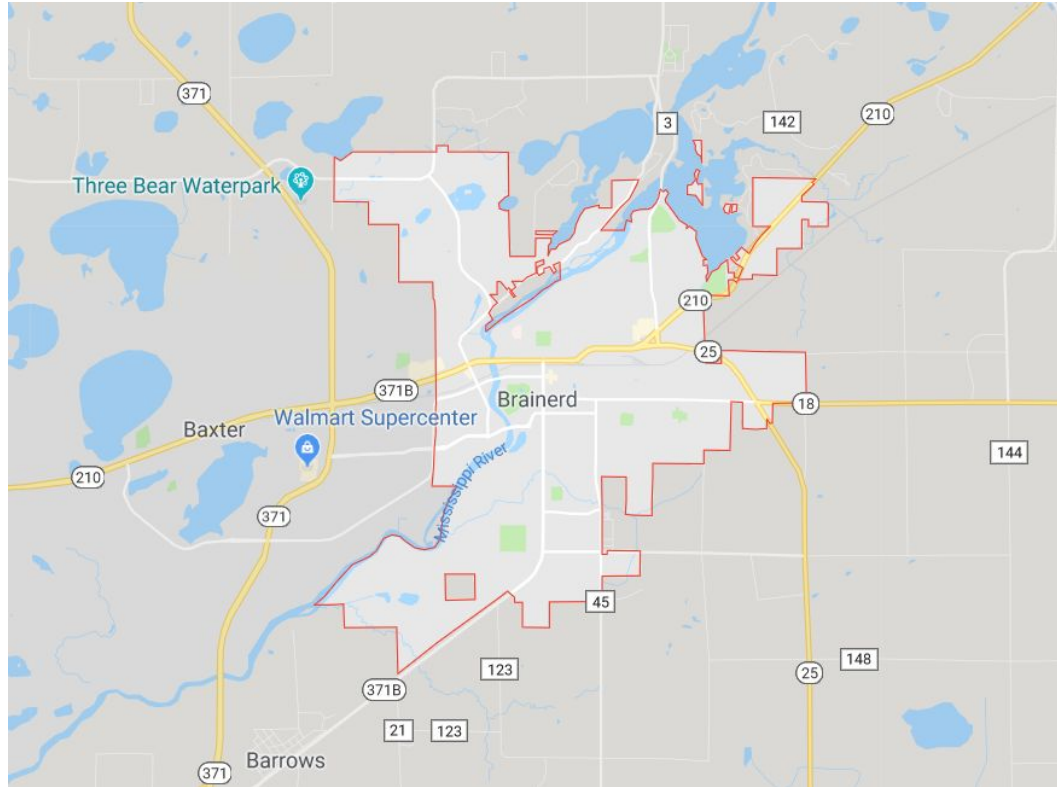
A land-grant university is mandated by federal law to educate the people of its state and solve problems through academic, research and Extension programs.

NDSU Land Grant Mission

With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation.

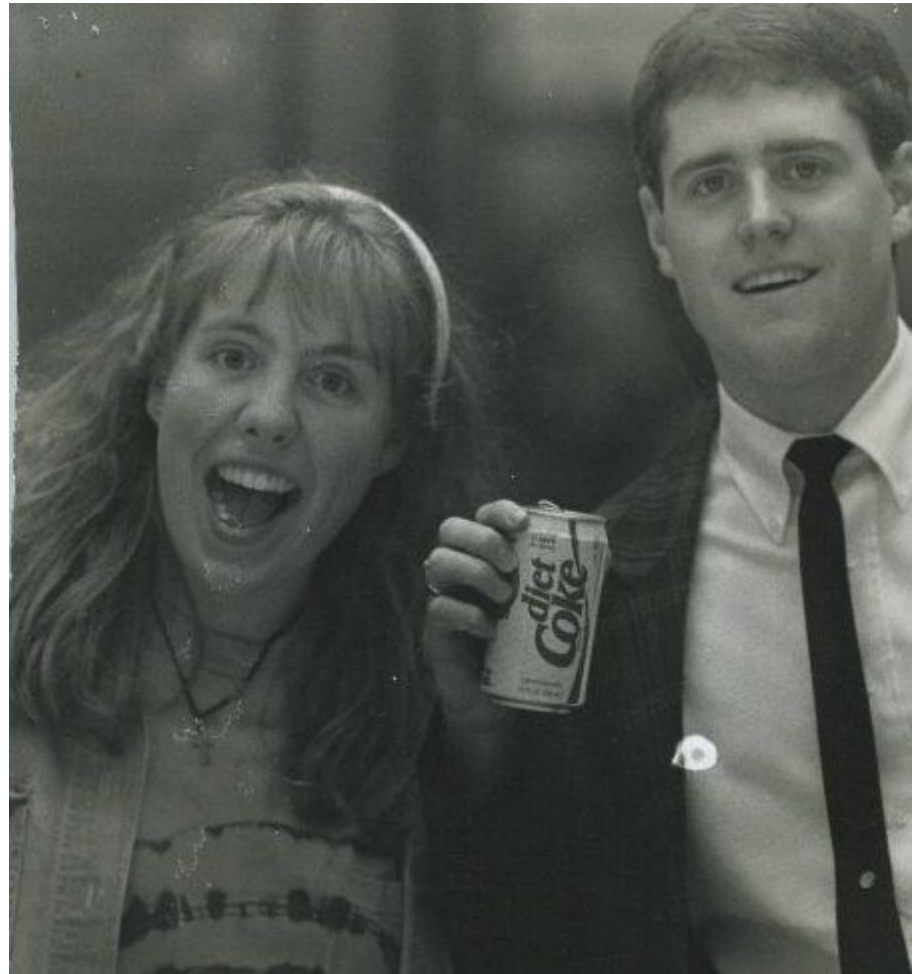
"...because their admissions policies have had a history of being more open than most other institutions, land-grant colleges and universities made it possible for women, working-class students, and students from remote areas to obtain undergraduate and professional education at low cost."--Encyclopedia Britannica, "Land Grant Universities"

Who Benefits from Land Grant Universities and the Work of Public Higher Education?



Case Study

- Public high school
- Public universities (U of MN, SCSU)
- Pell grants
- AP Curriculum (and subsidized)
- Spelling Bees
- Teaching and Counselors
- College-Prep Curriculum



Why Public Education Matters and Who It Serves

Educational Attainment

- 40 percent of Americans over the age of 25 have earned an associate, bachelor's or graduate degree.
- 18 percent of adults from underrepresented racial minority groups hold a bachelor's degree in contrast to 35 percent of white adults.
- Only 8 percent of bachelor's degree holders live in rural areas
 - 20 percent of residents in rural areas hold a college degree compared with 34 percent in urban areas

College Students and Access

- ... the percentage of of 2009 ninth-graders who were enrolled in postsecondary education in 2016 was 50 percentage points larger for the highest SES students (78 percent) than for the lowest SES students (28 percent).
- Ten years after they were sophomores in high school, a lower percentage of first-generation college students than continuing generation students had obtained a bachelor's degree (20 vs. 42 percent)

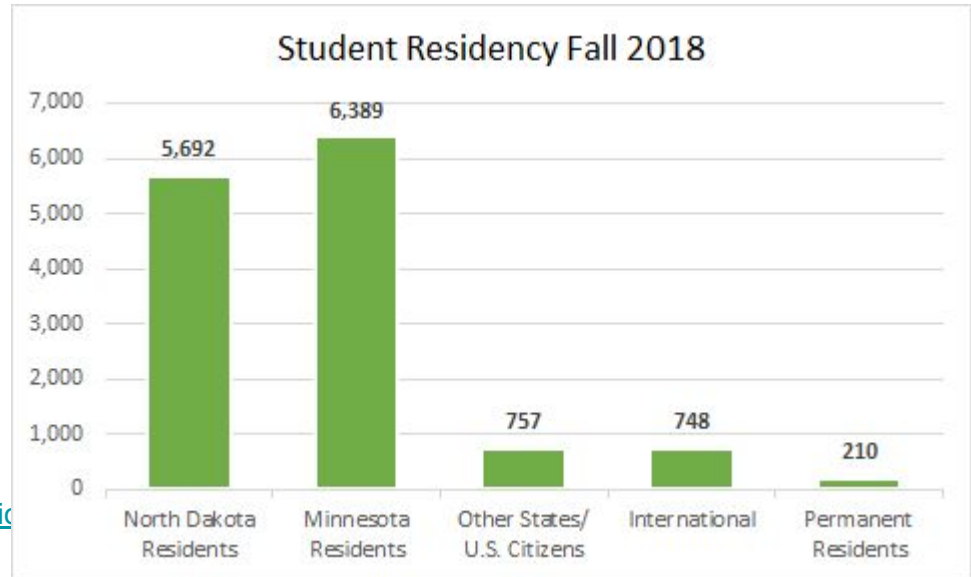
National Center for Education Statistics, May 2019

NDSU Students

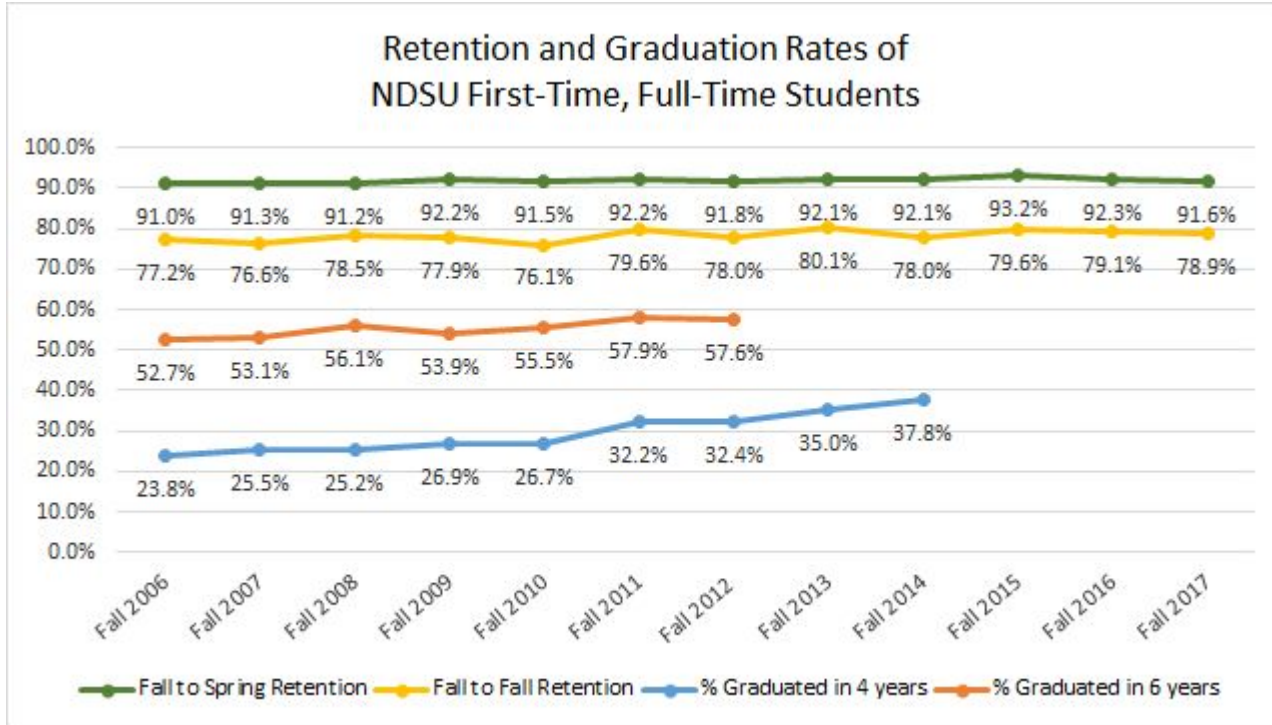
- 86% White/~14% students of color
- Vast majority from ND/MN
- 90% Full-Time
- NDSU tuition and fees for 2019:
 - NDSU: \$9,618
 - U of M: \$15,236

Fast Facts

- https://www.ndsu.edu/data/student_related_facts/
- <https://www.ndsu.edu/onestop/accounts/tuition/ugradtuition>
- <https://admissions.tc.umn.edu/costsaid/tuition.html>



NDSU Student Retention and Graduation

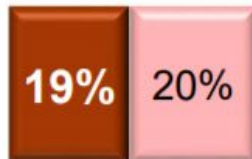


Our Students--Why They Stay and Why They Leave

- [Telephone Survey of 402 Non-Returning NDSU Students](#) (April 2015)
- Non-returning students leave because:
 - Choosing a major, changing a major
 - Personal situations
 - Academic problems
 - Financial and work constraints
 - Perceiving NDSU as too large, classes too large, feeling like "Treated like a Number."

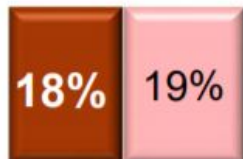
red=strongly/completely agree and pink is somewhat agree

I had personal or family situations that made it hard for me to study



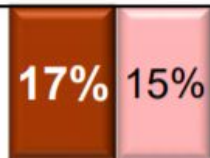
Non-white
Left NDSU in bad academic standing
Left as Junior/Senior
Didn't have enough financial aid

I was treated like a number at NDSU, not like a person



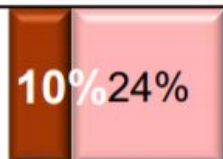
Visited with professors less often
Left NDSU for academic reasons
Class sizes too big
Women

I did not have as much financial aid as I needed



Non-white
Left NDSU for financial reasons
GPA < 2.0

The professors were smart but just not good at teaching or helping us learn



Non-white
Left NDSU for academic reasons
Left in good standing & enrolled elsewhere

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Of Non-returning Student Survey Respondents: 38% agree with the statement, “I was treated like a number at NDSU, not a person.”

Faculty Engagement: Our Classrooms

- What pedagogical and assessment strategies engage the full range of students in your discipline? For example, inclusive teaching may mean:
 - Making expectations transparent (goals and purpose of assignments)
 - Creating structure for small group discussions with specific outcomes
 - Giving students time to think (think/pair/share) or write
 - Provide options for asking questions and responding to prompts in low-tech and high tech ways to gauge student engagement (notecards, clickers)

Assignment: Think for a minute or two, then talk at your table about this question.

https://www.chronicle.com/interactives/20190719_inclusive_teaching#3

Embrace a growth mindset, emphasize learning (Dweck)

National Survey of Student Engagement and the Community College Survey of Student Engagement: "But what is more distressing is the data that suggests just 41 percent of faculty are confident that "all of their students can change their basic intelligence," and, perhaps even worse: "nearly 24 percent of faculty members responded that only some or none of their students could change their basic intelligence" (Smith, 2019)"

Smith, Ashley. "Positive Mind-Set Tied to Engagement, GPA. *Inside Higher Ed*. 9 April 2019.

<https://www.insidehighered.com/news/2019/04/09/new-cccse-survey-examines-link-between-student-engagement-and-growth-mind-set>

Academic patriarchy (see Vettese, 2019)

- Disciplinary values (Bian, et al 2017; Leslie, et al 2015)
- Mentoring gaps (June, 2018;
- Letters of reference (Schmader, et al 2007; Sheltzer and Smith, 2014)
- Promotion, Tenure, and Retention (Finkelstein, et al, 2016;
- Grant awards (Ley and Hamilton, 2008)
- Sexual harassment (Batty, et al 2017; Bohannon, 2013)
- Citation practices and writing standards for publication (Hengel, 2017; King, et al 2017)
- Expectations from students and colleagues (MacNeill, 2015; Mengel, et al, 2018; Misra, et al, 2011)

Faculty Engagement: Programs, Departments

- What program-level (department, major, minor, general education) work will benefit students? What will make your curriculum more effective, more engaging, more accessible?
- What departmental or college efforts will ensure equity and reduce bias for faculty who are from under-represented, marginalized, or structurally disadvantaged groups?

Assignment: Think for a minute or two, then talk at your table about one or both of these questions. (5-7 minutes)

Faculty Engagement: University

- What policies, processes, or structures can be more equitable?
- How can we as faculty engage in meaningful service work that supports equity for colleagues and students (curriculum, governance, assessment, faculty evaluation criteria, etc)?

Assignment: Think for a minute or two, then talk at your table about one of these questions, whatever is most significant to you right now. (5-7 minutes)

.What are your individual goals for engagement in your professional work this year?

Guide Students to Support Services

- **Career Center Services:** <https://career.ndsu.edu/>
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- **Military and Veteran Services:** <https://www.ndsu.edu/veterans/>.
- **ACE Tutoring program:** https://www.ndsu.edu/studentssuccess/about_ace/
- **Technology Learning and Media Center:**
<https://www.ndsu.edu/its/training/tlmc/>
- **NDSU Counseling Center:** <https://www.ndsu.edu/counseling/>
- **TRIO Programs:** <https://www.ndsu.edu/trio/>