## 1: Blackboard | Ensuring Student Success in the 21st Century

*Ensuring Student Success Learning should be an unending and permanent goal of a knowledgeable and adaptable society. Creating lifelong partners produces a more informed citizenry to guide our political, social, and cultural endeavors.*

As Brother Ronald reminded us in his State of the College address, our mission must guide us during this time of global economic uncertainty. Even as we reduce our expenses, we must continue to invest in students. Once students have made the decision to come, we will continue building our relationships with them, through acceptance, orientation, and into their first year. Many faculty and staff have worked intensely over the past year to bring additional structure and focus to our programming for the first year experience of our students. This will require the renewed dedication and time from faculty, and we are prepared to offer additional compensation for their efforts. By enhancing the quality of the student experience, we help ensure their success. Now, more than ever, we need to ensure that undergraduate students can complete their degree in four years. Although some course offerings have been reduced, we must continue to offer a sufficient range and quantity of courses for students. Every course beyond four years exponentially increases the risk that students will not complete their degrees and will incur additional debt. Our Summer Term will facilitate the timely graduation of our students. We will also continue our programming outside of the classroom and strive to improve coordination among sponsoring groups and tailor programs as much as possible to complement instruction in the classroom. Student success is inseparable from academic excellence, and Brother Ronald has consistently identified academic excellence as a priority in budget and planning. Some common suggestions for budget reductions that directly affect academic excellence have included: As we consider each change to our customary practices, we must also ensure institutional stability and respect for shared governance. Changes must be based on careful, evidentiary-based analysis, and designed to preserve instructional quality and scholarly productivity. Changing the length of time to sabbatical would make us an outlier in higher education. Similarly, increasing the expected course load for all faculty would set us back many years in benchmarking against peer institutions. We already expect faculty to teach outside of their disciplinary specialties in Jan Term and Collegiate Seminar, making our teaching load more challenging than comparable institutions. With our reduction in adjunct faculty, we should expect even more ranked faculty teaching these courses. If we experience a downturn in enrollment, ranked faculty will also have to be more flexible, teaching courses previously offered by lecturers or picking up different courses very close to the start of a semester because of course cancellations. Finally, our students have been, and will continue to require increased attention as they struggle with the demands not only of college, but also of financial security, emotional stability, and often family obligations. Two other central features of faculty life, the flexibility of course reassignments and our carefully constructed process of promotion and tenure, will also be preserved. This year, there will be no substantial reduction in standing course reassignments. Over the coming year, however, I will be working with our deans and faculty to evaluate the allocation of all course reassignments in the event that further budget reductions need to be made. Similarly, our ranked faculty step system, which is inextricably tied to tenure and promotion, must remain for the present. Our system requires interim reviews of faculty prior to tenure, and post-tenure review through our pre-professor and professor evaluations. Although those eligible faculty will move up in step for the academic year based on this system of review and promotion, the majority of faculty will not. Faculty who are not moving up in step will not see a salary increase. We have also said that there will be no annual salary increases in July, with a possible move to contract cycles that begin in January. Faculty contracts are timed to correspond with academic years of service counted toward tenure, promotions, and sabbaticals, making a move to annual contracts in January problematic for ranked faculty. So, while we know that there will be no across-the-board or cost of living increases for faculty until at best, their contract and promotion cycle for will continue to begin in July. Academic excellence also requires that we maintain a sufficient number of highly qualified and effective faculty to serve our students. Therefore, we are continuing with the limited hiring of ranked faculty and with

opportunities for faculty development, consistent with our strategic plans and guided by recent research regarding the needs of our faculty. This summer Carole Swain, Vice President for Mission and Dean of Faculty Development, will step down from the position as Dean in order to devote increasing attention to mission-related activities. We will not be replacing her with another dean. Instead, in the coming weeks we will announce a call for nominations among faculty for the position of Director of Faculty Development. Carole will serve as an advisor to the new Director, provide continued leadership for faculty fellows, and oversee new faculty orientation. We will also begin pooling existing resources and attempt to provide additional funds for faculty research and curriculum development. Staff are also critical in increasing our revenue and sustaining our operations. Several suggestions from our Community Meeting focused on reducing spending and hours worked, and offering retirement incentives for staff and faculty. In some cases, such as admissions and advancement, we may be adding time rather than reducing it. We are also scaling back on the number of events we sponsor and the conferences we attend, but we must maintain a high standard for the ones that we keep. I would rather skip a conference and help build our community on campus. Finally, some of the most promising developments in sustaining our mission have been the activities in support of inclusive excellence. Last week, Brother Ronald briefly mentioned the two days that he, the Cabinet, and Academic Affairs leadership spent in a workshop on "21st Century Leadership, Civility, and Inclusion. We discussed behaviors that should be affirmed, when to invite disagreement, and how to lean into discomfort. We also practiced ways to become more effective in understanding diversity, addressing conflict, and promoting true dialogue among the members of our community. This work required the guidance of an outside consultant. More than one person at the Community Meeting said that we rely too much on consultants, and that this is an area of potential cost savings. We will indeed reduce our reliance on consultants. However, at times consultants are necessary and desirable. His report provided an impartial, independent, and expert evaluation by someone who brought perspective, knowledge, and the ability to analyze our challenges based on comparative data from other colleges. His first recommendation was to align CaTS more closely with our academic mission, which has led to my active role in chairing the Technology Advisory Committee. We are currently assessing the viability of using Google mail as an email client, exploring the best common calendaring system, and developing policies on student printing and password protection. Over the coming year, we will be discussing policies and support for online instruction and drafting classroom technology standards. The coming weeks will be difficult, as job responsibilities change, the uses of funding are reassessed, and we all learn new ways of carrying forward our mission. However, our priorities are clear, and they will help ensure our relevance and stability as we move forward.

## 2: Report on Professors' Role in Student Success

*Ensuring Student Success in High School and Beyond There are not a lot of things that I could say that I think would speak for almost is not all other educators but there is one for sure.*

University World News or Higher Education Web Publishing does not necessarily endorse, support, sanction, encourage, verify or agree with any comments, opinions or statements or other content provided by readers. Many students may appear to be unqualified, unprepared and uninterested. Far too often undergraduate programmes come across as fragmented and homogenised, and neither adapt to the needs of individual students nor to the needs of various employers. Courses are typically created in a vacuum and not surprisingly appear as hoops and hurdles for students. There is an alarming scarcity of interdisciplinary courses, little integration of existing courses, and almost no alignment to achieve the specific outcomes that these collections of courses are geared towards. This is especially true of first-year courses with large impersonal classes taught by teaching assistants and part-time instructors. It is exactly during this time, the first-year experience, when students are making important transitions, when students require a lot of personal attention and when they seek faculty time. It is a time when we should put our best teachers on the front lines and offer an experience that few, if any, students will be able to refuse. Why are we surprised that students drop out then? Why do the same students who are characterised as weak and unmotivated, who use surface approaches to memorise and learn for the test, do exactly the opposite from one course to another? If you change the learning environment and key parameters such as exposing them to good teachers that influence learning outcomes, these same uninterested students never miss a class, show sophisticated, deep approaches to studying and get passionate about their learning. Another factor that affects the student experience is the way we pit teaching against research. A note about our choice of words used to define how we spend most of our time at university. A load is a burden that one tries to minimise in every way possible. In fact, in most disciplines, the message to get ahead is clear: Why are teaching and research presented as a mutually exclusive set of choices? Pitting teaching against research is not only a false dichotomy; it has also had the deleterious effect of degrading the role of teaching in the broader definition of what counts as scholarship. Even if one takes teaching seriously, it is still a very private activity. We are experts at research methodology. We have access to unbelievable amounts of student learning data. Our students would willingly participate in research projects that would improve the quality of their learning experience. Why does research on teaching not count unless you are in the education department? Another way we could increase student satisfaction is if we started listening more to our students. According to most experts, the single most important variable that accounts for a quality learning experience is student-faculty contact. Similarly, a longitudinal study Students Speak by Richard Light at Harvard reveals that students learn more outside the classroom than during our lectures. They also have great ideas and pragmatic suggestions to improve their learning experience and especially about using emerging technologies. If we allowed students to co-design curricula and participate in our research, there is a strong likelihood that their learning experience would be enriched. Finally, one of the reasons we hit and miss with the quality of student learning is because ours is the only profession that does not require any systematic study, training or professional development with respect to teaching. How many courses did we take on pedagogy in our four to five years of PhD studies? How many theories of learning can we identify and use in our own practice? How have our teaching strategies evolved? Why are teachers who engage in educational development an invisible minority? There is a shocking disregard and ignorance among many academics when it comes to our own expertise on being informed by the educational literature, or following best practice or taking teaching seriously. Comment Is this article a general rant, or can the author provide a structure for analysing and understanding the issues copied from the literature?

## 3: Kicks4Kids ensuring student success across Tucson

*Ensuring Student Success One of the most important roles a family can play in the success of their children is to support*

*their learning in the home. The following resources are designed to help families understand what their students are learning in school, and provide guidance for supporting that learning at home.*

## 4: Ensuring Student Success with Virtual Learning

*Ensuring Student Success Web Content Display Web Content Display The Marist educational experience focuses on developing the knowledge, character, and skills required to succeed and to adapt through a lifetime of change.*

## 5: Phase 1 Student Success | PA State System of Higher Education

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## 6: Ensuring student success and academic excellence | Saint Mary's College

*About the University at Albany A comprehensive public research university, the University at Albany offers more than undergraduate majors and minors and master's, doctoral, and graduate certificate programs.*

## 7: Ensuring student success and safety: UNM Newsroom

*Elevating Education: Ensuring Student Success helped me to focus on how I can improve learning for my students. It is going to help me put the focus on them and how I can better help them become critical thinkers and taken ownership and responsibility for their education.*

## 8: Three Strategies to Ensure Student Success and Engagement â€" Natasha Kenny's Blog

*54 Promise: Inspiring Innovation, Igniting Student Potential Strategic Plan for Ensuring Whole Child Student Success The 54 Promise is a multi-year strategic plan to guide District 54's core work of ensuring whole-child student success.*

## 9: Ensuring Student Success - Marist College

*Helping students succeed in higher education requires the marshalling of many different resources at colleges and universities. Looking at recent retention and graduation rates over the past five years, one can see that current strategies are still leaving many students behind.*

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