2017 ANNUAL REPORT

ASCN

Promoting knowledge development to support institutional change in higher education

ascnhighered.org

ANNUAL REPORT **ASCN**

Dear Colleagues,

We are pleased to present the very first annual report for the Accelerating Systemic Change Network (ASCN) which provides an overview of ASCN activities, highlights our milestones and accomplishments, and includes some of our vision for the future.

Some of the many milestones of 2017, described in more detail in the report, include:

- We grew in numbers, from about 50 participants who attended the network's first meeting in 2016 to 225 ASCN Newsletter subscribers by December 2017.

- The ASCN blog started the year strong with a post by Matt Hora, titled "Insights into systemic reform from K-12 research on data driven decision-making." It was followed by more than a dozen high-quality posts by ASCN members and guest bloggers.

- In partnership with the Association of Public and Land-Grant Universities (APLU), we organized the 2017 SMTI/ASCN Workshop on Diversity and Inclusion. Sixty-eight faculty and administrators participated in the workshop that took place June 24-25 in New Orleans, Louisiana.

- On July 20th, we learned that the National Science Foundation has awarded a grant of $905,141 to support the future work of ASCN. This award starts January 1, 2018 and ends December 31, 2022.

- The Inaugural ASCN Systemic Change Institute (SCI) was launched in August. Teams from seven diverse campuses across the United States are participating in this year's institute, which kicked off with a workshop held in Portland August 2-4.

- In September, we met with ASCN Working Group Leaders to set goals and plan products/outcomes for the next nine months. The working group information on our website reflects the updated working group directions and action plans.

- In October, 34 change agents participated in our first webinar, "Launching and Leading Change in STEM Education," led by Judith Ramaley.

The work of ASCN in 2017 was supported by the Leona M. and Harry B. Helmsley Charitable Trust's three-year grant of $794,612 and by the National Science Foundation Travel Grant of $45,517.

2017 was an amazing year for ASCN, and we want to thank you for your support. We are looking forward to continued collaborations, new beginnings and further success in 2018!

Sincerely,
Charles Henderson, Andrea Beach, Linda Slakey, Scott Simkins,
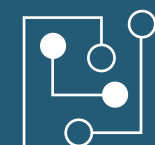Inese Berzina-Pitcher, Jaclyn Rivard

- Hub Leadership Team
- Steering Committee
- Working Group Leaders
- HUB Staff
- Systemic Change Institute Staff
- SERC Staff

Hub Leadership Team

1. **Charles Henderson,** Western Michigan University
2. **Andrea Beach,** Western Michigan University
3. **Linda Slakey,** University of Massachusetts-Amherst
4. **Scott Simkins,** North Carolina A&T State University

Steering Committee

5. **Marilyn Amey,** Michigan State University
6. **Maura Borrego,** The University of Texas at Austin
7. **David Bressoud,** Macalester College
8. **Mark Connolly,** University of Wisconsin-Madison

9. **Anthony DePass,** Long Island University-Brooklyn Campus

10. **Susan Elrod,** University of Wisconsin-Whitewater

11. **Noah Finkelstein,** University of Colorado at Boulder

12. **Adrianna Kezar,** University of Southern California

13. **Kelly Mack,** Association of American Colleges and Universities

14. **Cathy Manduca,** Carleton College

15. **Emily Miller,** Association of American Universities

16. **Karen Paulson,** Pennsylvania State University-Main Campus

17. **Karl A. Smith,** University of Minnesota-Twin Cities

18. **Gabriela Weaver,** University of Massachusetts-Amherst

19. **Lorne Whitehead,** University of British Columbia

20. **Julia Williams,** Rose-Hulman Institute of Technology

Working Group Leaders

Working Group 1: Guiding Theories
Mark Connolly, University of Wisconsin-Madison
Susan Shadle, Boise State University

Working Group 2: Costs and Benefits
Scott Simkins, North Carolina A&T State University
Lorne Whitehead, University of British Columbia

Working Group 3: Change Leaders
Stephanie Chasteen, University of Colorado at Boulder
Robert Hilborn, American Association of
Physics Teachers
Julia Williams, Rose-Hulman Institute of Technology

Working Group 4: Demonstrating Impact
David Bressoud, Macalester College
Pamela Brown, CUNY-New York City College of
Technology
Archie Holmes, University of Virginia-Main Campus

Working Group 5: Equity and Inclusion
Anthony DePass, Long Island University-Brooklyn
Campus

**Working Group 6: Aligning Incentives with
Systemic Change**
Christine Broussard, University of La Verne
Emily Miller, Association of American Universities

Hub Staff

Inese Berzina-Pitcher, Project Manager, Western
Michigan University

Jaclyn Rivard, Data Analyst, Western Michigan University

Nicole Milliman, Administrative Assistant, Western
Michigan University

Systemic Change Institute Staff

Maura Borrego, The University of Texas at Austin
(Director)

Andrea Beach, Western Michigan University

Susan Elrod, University of Wisconsin-Whitewater

Charles Henderson, Western Michigan University

SERC Staff

Mitchell Awalt, Content Specialist

2017 SMTI/ASCN Workshop on Diversity and Inclusion

ASCN partnered with the Association of Public and Land-Grant Universities (APLU) to organize the 2017 SMTI/ASCN Workshop on Diversity and Inclusion. The APLU Science and Mathematics Teaching Imperative (SMTI) is a community of faculty, department chairs, deans and provosts who are engaged in improving STEM teaching and teacher preparation. Sixty-eight faculty and administrators participated in the workshop that took place June 24-25, 2017 in New Orleans, Louisiana. The detailed workshop program is available online: ascnhighered.org/ASCN/SMTI_ASCN_2017/program.

The goal of the 2017 SMTI/ASCN Workshop on Diversity and Inclusion was to advance a dialogue on diversity and inclusion in undergraduate STEM education between practitioners transforming institutions, and researchers who are studying systemic change at higher education institutions. More specifically the workshop aimed to provide participants with opportunities to:

- Share and reflect on best practices and lessons learned about facilitating change initiatives around diversity;

- Learn about different change theories, ways to measure success and other topics to aid in advancing systemic institutional change;

- Participate in discussions on potential solutions to common challenges in creating and implementing diversity initiatives.

Case Studies

Workshop organizers invited APLU SMTI institutions to submit case study proposals of ongoing interventions on their campuses focused on creating more diverse and inclusive STEM learning environments and used those cases as the basis for a full day of focused and facilitated discussion on issues and challenges associated with change in undergraduate STEM programs.

Four of the submitted proposals were invited to write full case studies for the workshop. Prior to the workshop, these full case studies were shared with ASCN Working Group members who reviewed them and provided written feedback on the written narrative and further questions on the projects themselves. Case study institutions were given the opportunity to address this feedback prior to the workshop. Case narratives were made available online to all workshop participants. Short descriptions of the case studies are available here: ascnhighered.org/ASCN/SMTI_ASCN_2017/case_studies.

The full cases are available here: ascnhighered.org/ASCN/publications.

Poster Session

Thirteen posters were presented on June 23. These posters highlighted a wide variety of program, institution, and national level efforts to advance equity and inclusion in higher education.

The poster session served several purposes. First, it allowed workshop participants to share their work and to learn about different STEM interventions that they may not have been familiar with. It also allowed participants to get to know each other better before the workshop, which we believe led to more open conversations during the workshop.

Table 1 on Page 8 lists all the poster authors and titles of their presentations. Poster abstracts and digital posters are available online: ascnhighered.org/ASCN/SMTI_ASCN_2017/abstracts.

The Center for the Integration of Research, Teaching, and Learning (CIRTL): An Overview
Ann E. Austin, Michigan State University
Lucas Hill, University of Wisconsin-Madison
Jessica Schein, Michigan State University

A Research-Based Foundation for Change Initiatives Using Instructional Development Teams
Andrea Beach, Western Michigan University

Accelerating Systemic Change Network: A Resource for Change Agents
Andrea Beach, Western Michigan University
Charles Henderson, Western Michigan University
Linda Slakey, University of Massachusetts—Amherst
Maura Borrego, The University of Texas at Austin
Susan Elrod, University of Wisconsin-Whitewater
Inese Berzina-Pitcher, Western Michigan University
Jaclyn Rivard, Western Michigan University

Diversity at Research I Institution: Georgia State University
Dabney Dixon, Georgia State University

Education in the Food-Energy-Water-Nexus: A Collaborative DBER Network
Cory Forbes, University of Nebraska-Lincoln

Designing for Sustained Adoption: The Increase the Impact Project (I2)
Charles Henderson, Western Michigan University
Renee Cole, University of Iowa
Courtney Stanford, University of Iowa
Jeff Froyd, Texas A&M University
Raina Khatri, Texas A&M University
Debra Gilbuena, Oregon State University

Building STEM Persistence and Identity Through Equity-minded Practices
Michelle Higgins, University of Arizona, STEM Learning Center
Bruce Johnson, University of Arizona, STEM Learning Center

CIRTL INCLUDES: Toward an Alliance to Prepare a National Faculty for Broadening Success of Underrepresented 2-Year and 4-Year STEM Students
Lucas Hill, University of Wisconsin-Madison, Wisconsin Center for Education Research
Robert Mathieu, University of Wisconsin-Madison

Reflections on Implementing Active Learning
David Pugalee, University of North Carolina at Charlotte, Center for STEM Education
Alisa Wickliff, University of North Carolina at Charlotte, Center for STEM Education
Kathy Asala, University of North Carolina at Charlotte
Premkumar Pugalenthi, University of North Carolina at Charlotte, Center for STEM Education

On the Road to Culture Change: Making Evidence-Based Teaching the Norm in STEM at a Research I University
Ruthmae Sears, University of South Florida, Teaching and Learning
Robert Potter, University of South Florida
Jennifer Lewis, University of South Florida
Amanda Helip-Wooley, University of South Florida
Scott Campbell, University of South Florida
Peter Stiling, University of South Florida
Gerry Meisels, University of South Florida

Model Programs for Creating and Sustaining Diversity in STEM
Gloria Thomas, Louisiana State University
Melissa B. Crawford, Louisiana State University
Isiah M. Warner, Louisiana State University

Near-Peer Mentoring: The Role of the STEM Graduate Student
Tyrslai Williams, Louisiana State University
Maria de Graca Vicente, Louisiana State University

When Data Are Not Enough: Barriers to Broadening Participation of STEM Students with Disabilities
Christopher Andersen, Ohio State University
Michelle McCombs, Ohio State University

Table 1
Poster Presentation
Titles and Authors

Table 1 lists all the poster authors and titles of their presentations. Poster abstracts and digital posters are available online: ascnhighered.org/ASCN/SMTI_ASCN_2017/abstracts.

2017 SMTI/ASCN Workshop on Diversity and Inclusion

At the end of this second discussion session, takeaways were shared in a plenary session. Following the workshop, the case studies and discussion notes from all the sessions were made available online to workshop participants. These notes were used to synthesize ideas in a workshop report that is publicly available on the ASCN website. The full report and case studies can be accessed on ASCN website: ascnhighered.org/ASCN/publications.

Summary

Forty higher education institutions were represented at the workshop. Of the 68 participants 36 self-identified as administrators (center directors, vice presidents, department chairs, program directors), 16 self-identified as faculty, and five self-identified as having both administrative and faculty roles. From the remaining participants, three were graduate students and others held roles related to areas of research and policy.

Participants were largely satisfied with the workshop. Twenty-five attendees completed a post-workshop web survey. The average rating for the workshop overall was 7 out of 10. Each of the workshop goals received an average rating of 3 out of 4.

When asked what aspects of the workshop were the most valuable for them, the major themes were conversations with colleagues, learning from each other and networking. For example, one participant said:

> Presentation of cases and the discussion following the cases. For me, it provided connections to different resources that I had not previously considered, and it was great to talk with others with similar interests. The networking was also very valuable.

Survey responses also helped to identify ways this case-based approach could be improved for future workshops by ensuring that:

- All cases are more comparable in scope.
- All case narratives are of similar quality.
- Diversity and inclusion is addressed more explicitly.
- Breakout sessions focus on conversations about strategies and evidence-based practices addressing equity and inclusion.
- More time is allocated for discussions and synthesis within breakout sessions.

Overall this case study approach proved to be a promising strategy for creating opportunities for dialogue and shared learning experiences among faculty and administrators. It allowed for individual and group reflections and facilitated discussions. It also led to collective aggregation of ideas in small groups, that in turn revealed some overarching issues and questions with regard to diversity and inclusion.

Table 2
Cross-Case Analysis Sessions

Working Group	Facilitator
Working Group 1: Guiding Theories	Ann Austin, Michigan State University
Working Group 2: Costs and Benefits	Lorne Whitehead, University of British Columbia
Working Group 3: Change Leaders	Marilyn Amey, Michigan State University
Working Group 4: Measurement and Communication	Erin Banks, NC State University

Year in Review | SMTI/ASCN Workshop on Diversity and Inclusion

Systemic Change Institute Summary

The ASCN Systemic Change Institute kicked off with a workshop in Portland, Oregon, August 2-4. Teams from seven institutions totaling 28 participants discussed institutional change and developed strategies for their projects. Many participants appreciated the time spent with their teams to synthesize information and plan for next steps. We received positive feedback on the workshop, which uniquely focused on experienced change teams. The highest rated program elements were support and feedback from the institute mentors and faculty. Here are some quotes from participants.

- This was the most consequential workshop that I have participated in. Thank you for putting it together.

- This was a great institute. I am so glad we were a part of it.

- I have found the explicit framework to think about change very helpful. I found the "four square" with individual/group and prescribed/emergent axes very helpful.

The participants have continued their one-year Institute experience by meeting regularly with their mentors and scheduling a site visit for the mentors to visit their campuses. Prior to the Institute Workshop, teams drafted information onto a project dashboard, which they then expanded during the workshop. Throughout the year teams will continue to build the information on the dashboards as they work with their mentors to scale and sustain their change projects.

This year's teams represent the following institutions:

- California State University Fresno
- Clark College
- The City University of New York
- Kennesaw State University
- Portland State University
- University of Portland
- Virginia State University

Working Groups

Much of the work of the network is structured around a set of topical working groups, and each working group is focusing their efforts on one aspect of institutional change.

In 2016, four working groups were organized:

Working Group 1: Guiding Theories
Working Group 2: Costs and Benefits
Working Group 3: Change Leaders
Working Group 4: Demonstrating Impact

In 2017, two new working groups were established:

Working Group 5: Equity and Inclusion
Working Group 5: Equity and Inclusion is led by Anthony DePass. This working group will explore the intersection of current understandings of inclusion with concepts of systemic change arising from other perspectives, identify common ground, and promote opportunities for collaboration. It will interact closely with the other ASCN working groups, as well as pursue its own synthesis of knowledge. Working group members' initial meeting took place in December of 2017.

Working Group 6: Aligning Incentives with Systemic Change.
Working Group 6: Aligning Incentives with Systemic Change is led by Christine Broussard, University of La Verne and Emily Miller, Association of American Universities (AAU). The purpose of this working group

is to promote development of institutional cultures where continuous improvement of teaching is expected, valued, assessed and rewarded at various stages of a faculty member's career. The working group will achieve its purpose by illuminating the policies and practices employed in the current higher education landscape that effectively evaluate and reward the three aspects of faculty work: teaching, scholarship and service. Working Group 6 will 1) map the landscape of practices, 2) create a taxonomy to identify and classify the varied approaches, 3) examine current evidence that addresses the potential or realized effectiveness of these practices, and 4) assess and share the evidence and practices to promote accountability.

Ten Highlights From 2017 (in chronological order):

1. Stephanie Chasteen joined the Working Group 3: Change Leaders leadership team in January 2017.

2. Starting in February, writings from Working Group 1: Guiding Theories—Mark Connolly, Charles Henderson and Jeanne Century were posted on the ASCN blog.

3. From March to May, working groups reviewed the SMTI/ASCN cases and provided feedback to case participants.

4. In June, members from each working group participated in the SMTI/ASCN Workshop on Diversity and Inclusion and facilitated breakout session discussions.

5. During the summer, Working Group 3: Change Leaders initiated development of the Professional Development Opportunities repository on ASCN Website.

6. Working Group 4 changed its name from Measuring and Communicating Change to Demonstrating Impact.

7. Working Group 2: Costs and Benefits members in September developed an action plan for moving the work of the group forward. One of their goals for the upcoming year is to develop practical, concrete guidelines for use by presidents, provosts and deans that would inform decision-making and action at the campus level.

8. Pamela Brown joined the Working Group 4: Demonstrating Impact leadership team in the fall of 2017.

9. In October, Working Group 4: Demonstrating Impact started to create a set of resources by soliciting responses to important questions. Monthly questions and responses are being posted on the ASCN Blog.

10. Working Group 5: Equity and Inclusion first virtual meeting took place on December 14.

ASCN Webinars

The goal for the ASCN webinars is to offer a wide range of topics that align with the vision of the ASCN and contribute to learning and sharing knowledge or expertise. The vision for the webinars is that they will become one of the ways ASCN disseminates the knowledge and expertise of systemic change scholars and practitioners to the wider higher education community.

In October 2017 we offered our first webinar, "Launching and Leading Change in STEM Education," led by Judith Ramaley. This webinar focused on the challenges of leading a transformational change effort that has the potential to address the underlying institutional and faculty assumptions and behaviors that affect student interest, progress and success in the study of STEM fields. Each phase of a typical cycle of change was addressed. These included reading the institutional environment and making the case for change, creating a theory of action to support the design of a change effort, selecting a suitable approach to an identified problem, identifying resources to support the effort, launching the effort, tracking the progress and impact of the change effort, and reviewing the outcomes and drawing lessons from the experience that can lead to the creation of a supportive environment for further change efforts.

You can watch past webinars and download associated materials, and register for planned webinars at ascnhighered.org/ASCN/webinars.

[34] Participant Statistics

16 STEM Change Project Leaders
13 STEM Change Project Members
5 Other

National level initiatives, 4; Campus wide projects, 5; Campus wide projects,5; College wide projects, 3; Department level projects, 6; Individual course level projects, 3; Interdisciplinary STEM projects, 8; Other, 5

One participant:

"The resources that were shared will be helpful for evaluating different models of change. Dr. Ramaley's focus on scholarly acts was useful in terms of approach and as a way to reframe the conversation."

ASCN Blog

The vision for the ASCN blog is to become a platform to engage scholars and practitioners, including those who are already involved with ASCN work, as well as the wider community of researchers and practitioners who are engaged in or supporting pedagogical, curricular, and culture change in higher education. The blog serves three purposes.

1. It informs stakeholders about the work of ASCN by providing updates from the working groups, highlights about resources on our site, information about our meetings and conferences, etc.

2. It disseminates knowledge and expertise of scholars and practitioners by encouraging guest posts that align with the vision of the ASCN, showing clear connection to our work, and contributing to learning and sharing knowledge or expertise.

3. It facilitates discussions about relevant frameworks, articles, books and tools that align with the vision and principles of ASCN.

The ASCN Blog is a place where ideas based on research and evidence are expressed in posts and comments and contribute to the development of new knowledge about change in higher education.

Contributors and Blog Highlights

The ASCN blog was started in December 2016; by the end of 2017, the blog had 21 blog posts written by 17 contributors.

Most of the blog posts were written by ASCN working group members. The blog post contributors, titles (with links) of their posts, and their working group affiliation are listed in table 2.

In addition to individual working group member contributions, there are several posts that are directly linked to the work of the working groups.

- In November 2016 Guiding Theories Working Group members were asked to answer the question, "What does systemic change mean to you?" Responses from Mark Connolly, Charles Henderson and Jeanne Century were posted on the ASCN blog.

- The blog post "When it comes to teaching, is there a universal law that you cannot save time or use it differently?" was written by Judith Ramaley and Lorne Whitehead as the result of conversation about teaching and time during one of the Costs and Benefits Working Group's meetings.

- The Measuring Impact Working Group started a new feature on the blog—each month a question of interest and value to the higher education community is sent to the members of that group. Responses are posted on the ASCN blog the following month. Posts by David Bressoud and Archie Holmes are the first two posts in this.

- Four posts align with the blog's third stated purpose of facilitating discussions about frameworks, articles, books and tools that align with the vision and principles of ASCN.

- Stephanie Chasteen in her post "Writing a proposal? Here are some great resources from ASCN!" shared resources available on the ASCN website and other sites that can help change leaders in their proposal writing and evaluation planning activities.

- "The Power (and necessity) of Students in Systemic Change" post by invited, external contributors Marcos Montes, the vice president of legislative affairs for the Cal State Student Association and an undergraduate student at Cal State Los Angeles, and Dr. Rob Shorette, the executive director for the Cal State Student Association communicated the need for student involvement in systemic change processes.

- In response to the events that took place in Charlottesville in August 2017, an email was sent to ASCN members with the subject line "How shall we respond to racism?" The email asked ASCN members to share resources that they have been using in their own practice, or have come across recently, so that we could share them with our wider audience. Inese Berzina-Pitcher, ASCN project manager, organized the resources and shared them in a blog post titled "Responding to Racism."

- Susan Shadle also wrote directly in response to the events in Charlottesville. Her post, "Frameworks for Inclusive Excellence and Systemic Change," shared some of the frameworks that she has been using in her practice.

Blog Views

The median number of visitors for ASCN blog posts is 72 individuals. Mark Connolly's blog post "What does systemic change mean to you?" had the most visitors—731.

Top-Five Most Visited ASCN Blog Posts

1. Mark Connolly "What Does Systemic Change Mean to You?"

2. Stephen Secules "Beyond the Diversity Status Quo"

3. Sean Bridgen "Academic Advising: Leverage Point for Systemic Change Initiatives?"

4. Inese Berzina-Pitcher "2017 SMTI-ASCN Workshop on Diversity and Inclusion"

5. Marco Montes, Rob Shorette "The Power (and necessity) of Students in Systemic Change"
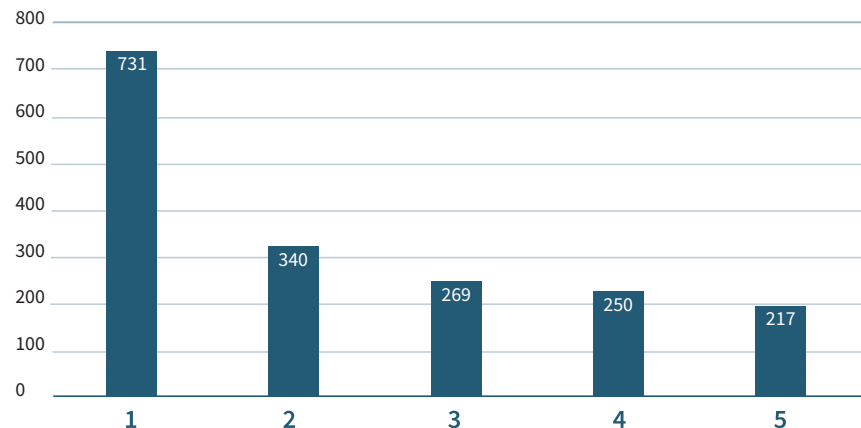
The ASCN Web Space

The principal means of communication within the ASCN are virtual meetings. The ASCN Hub has signed a five-year contract with the Science Education Resource Center (SERC) at Carleton College to provide the online platform for the ASCN community with funding from the Helmsley Charitable Trust.

The major areas of SERC's charge include:

1. Hosting the network website, including both public pages and private working areas on its servers.
2. Providing use of the Serckit tools for community authoring of online resources.
3. Supporting meetings and webinars
4. Supporting the use of these tools by the hub project leadership.
5. Development of resource collections.

January-June

For the SMTI/ASCN meeting this work entailed creating case studies pages to facilitate discussion within the working groups and consulting on workshop and website design in coordination with NSEC. For the Leadership Institute, this included creating overview web pages and application forms, as well as discussions on institute design.

There were substantial revisions to enhance engagement with the working group members. Sean Fox configured servers and sites to support the new ascnhighered.org/domain. Rory McFadden created a newsfeed to showcase ASCN events and other opportunities, revised the website front page in coordination with the project manager to improve functionality, and published blog posts from ASCN authors.

July-September

Major work this quarter focused on updating and building out the website to support network activities, particularly those related to building community and the resource collection. This included helping create and update blog posts, new work spaces and updated format for the working groups, and creating pages and registration for the new working groups and webinar series.

During this time, resource collection was enhanced, including making all the entries complete and tagging them with controlled vocabularies to make them searchable. We also created a new collection and browsing page for professional development events from the network.

New buttons to connect to social media were added to the front page of the site.

Additionally, this quarter included the successful transition of all SERC hosted sites to using mandatory secure (https) web connections. This is in keeping with current web best practices and also ensures continued favorable treatment from web search engines such as Google.

October-December

Major tasks this quarter focused on community engagement and publishing new materials to the website. This included planning and running webinars, publishing blog posts, and updating the resource collection.

The new ASCN webinar series pages were developed. This involved the creation of webinar event pages, forms and news items. Mitchell Awalt worked with ASCN staff and webinar leaders to prepare webinar content and develop webinar mechanics. SERC also participated in webinar advertisement.

Other major work completed this quarter included the creation of pages for the Systemic Change Institute and Steering Committee Meeting, publication of blog posts and reporting of blog post web traffic, enhancement and integration of the resource and professional development collections, edits to ASCN staff and leadership pages, and creation of new workspaces for working groups. We had weekly meetings with the ASCN project manager and did routine work to maintain ASCN webpages and email lists.

Web Traffic Data
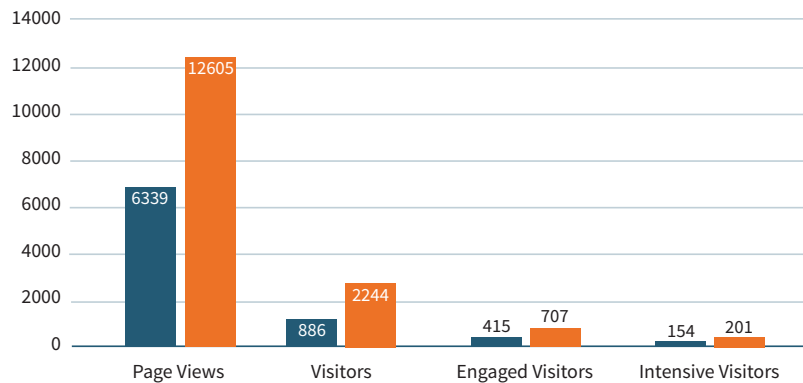
Notes:

- *Page Views*: This is the number of times the page has been opened in any web browser.

- *Visitors*: the number of different people who have viewed the webpage. This number is generally lower than the page view number because individuals often visit a page more than once.

- *Engaged Visitors*: This is the subset of the visitors who were on the page for at least 30 seconds or downloaded a file from the page. In general, this number does a better job of reflecting the number of people who interacted meaningfully with the page. For some pages (e.g. one that acts as a table of contents), a 15-second interaction may be meaningful.

- *Intensive Visitors*: This is the subset of the visitors who visited the page for at least three minutes.

ASCN Website Traffic

Module/Page	Page Views	Visitors	Engaged Visitors	Intensive Visitors	File Downloads	Average Time (s)
All Time Views	18808	3082	1102	347	115	40.7
2017 Views	12605	2244	707	201	74	40.9
2016 Views	6339	886	415	154	33	40.8
2017 Traffic on Major Pages:						
Index page	4059	1372	289	64	0	31
About ASCN	801	418	159	29	20	44
Working Groups	1033	395	131	29	0	36
Meetings	446	192	34	7	0	25
Webinars	265	66	18	2	0	20
Resource Coll.	371	29	19	4	0	30
Get Involved	387	154	33	9	0	27
ASCN Blog	1021	218	94	20	0	53
Syst. Change Inst.	50	21	2	1	0	27
For Team Members	802	152	19	9	0	10
News and Events	135	67	9	2	0	32

Newsletter

ASCN News is a monthly, subscription based email newsletter. The newsletter provides a way to maintain contact with the ASCN community, including working group members and supporters.

The newsletter:

1. Communicates information about ASCN activities.
2. Provides updates on happenings in each working group.
3. Informs the ASCN community about new publications authored by members.
4. Shares articles and websites of interest to the ASCN community.

2017 in summary:

- Sent 11 monthly newsletters and two special editions.
- Subscription rose from 123 to 225 between January and December.
- Open rate is 47.5 percent; the industry average is 13.1 percent.
- Click rate is 9.2 percent; the industry average is 1.3 percent.
- 75 percent of the time the most popular links from the newsletter bring readers to the ASCN website. This includes links to ASCN events, the ASCN blog and other information.

225 December 2017
155 May 2017
123 January 2017

Mail List Reach

Social Media

ASCN uses two social media platforms—Facebook and Twitter—for engaging with the ASCN community, as well as for outreach to the larger higher education community interested in systemic change. The engagement for both platforms has grown in 2017. See below for some of the social media statistics. At the same time, only a small number of ASCN active community members are active on Twitter and Facebook, therefore both platforms are not currently highly interactive and serve more as outreach tools and less as engagement tools. The goal for 2018 is to develop a strategy that increases the utility of social media platforms in developing online community and advancing ASCN's goals.

92 Followers
665 Tweets
1323 Highest Impressions

Twitter

74 Followers
214 Posts
1825 Max Reach

**Facebook**

Year in Review | Newsletter and Social Media

Looking Ahead

In July of 2017, ASCN received word that we had been awarded a new grant from the National Science Foundation. The new grant award is $905,141; the award starts January 1, 2018, and ends December 31, 2022. This five-year grant will support the infrastructure of the network, outreach and growth, as well as meetings and conferences.

Kezar and Gehrke (2015) estimate that it takes Communities of Transformation (CoT's) five to seven years to develop a sustainability model. Progress toward sustainability for ASCN based on their findings is detailed in the project timeline below. The five typical phases of CoP/CoT development are Potential, Coalescing, Maturing, Stewardship, and Transformation.

The ASCN is currently at the beginning of the Coalescing phase. In the five years of funding, the goal is to develop this community through the Maturing phase to the beginning of the Stewardship phase.
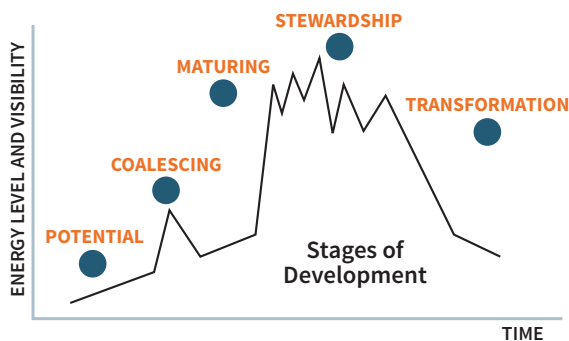
Project Timeline

Year 1: 2018
Goal: Increase Participation (Coalescing Phase)

During Year 1, (year 4 of ASCN activity) working groups will continue to work together to address network goals and key questions. They will start to develop deliverables according to their plan, with support from the hub and the project manager. During this year, the ASCN Hub leadership team will seek to understand how different types of stakeholders would like to interact with the network and adjust accordingly. This will involve consultation with the working groups and other network members, potential network members, and potential consumers for products developed by the network. Activities will involve informal discussions, interviews and surveys. Steering committee members and working group leaders will also be encouraged to publicize the network through presentations and within their daily interactions.

The steering committee will be responsible for coordinating across the working groups and developing an overarching agenda for the ASCN that takes into account the shared ideas and resources.

Year 2: 2019
Goal: Develop an identity (Maturing Phase)

By year 2, it is anticipated that the network will have embraced a shared agenda and developed a shared sense of identity. Important activities will include synthesizing the work that is in progress in each working group based on their plans, deciding what aspects of the network are currently working well and what needs to happen next for the network to become self-sustaining. The steering committee will lead these activities, with consultation from relevant stakeholders and network members. Conversations will begin about possible sustainable network structures. Based on decisions made about ongoing structures for sustaining the work beyond the grant period, formal organizational and leadership structure and other key features of sustainable Communities of Transformation such as professional staffing, financial model, strategy, feedback, and assessment of progress (Kezar & Gehrke, 2015) will need to be considered. The steering committee and working groups will continue their work.

The Conference on Transforming Institutions will take place in spring 2019.

Looking Ahead

Year 3: 2020
Goal: Build strong systems (Maturing Phase)

During year 3, the network will become more systematic about all aspects of network activities that are necessary as the network grows. This will result from the more formal organizational and leadership structure initiated in the previous year and is especially important in order to involve the diverse perspectives of all potential participants. This year will involve more intensified discussions and planning for the network to become self-sustaining. Although fiscal responsibility for the grant funds will reside with the PIs, other aspects of network responsibility may begin to shift to a new organizational and leadership structure.

The steering committee and working groups will continue their work; significant progress regarding addressing key questions and development of project deliverables will be made.

The Annual Network Meeting will take place in Summer 2020.

Year 4: 2021
Goal: Finalize plans for sustainability (Maturing Phase)

By funded year 4 (year 7 of ASCN activity), the community is expected to take responsibility for its own development. Based on the experiences of other networks (Kezar & Gehrke, 2015) it is unlikely that the network will be fully self-sustaining at this point. But, it is very reasonable to expect a 3-5 year plan for sustainability to be in place, including plans for securing additional external funding.

The Annual Network Meeting will take place in Summer 2021.

Year 5: 2022
Goal: Enact plans for sustainability (Begin Stewardship Phase)

Funded year 5 (year 8 of ASCN activity) is the final year of NSF funding. Thus, the community will need to enact its sustainability plan and put the necessary structures in place for the network to continue successfully after the funding period.

The steering committee and working groups will continue their work and will have completed the development of key project deliverables

The Annual Network Meeting will take place in Summer 2022.

References:

Kezar, A., and Gehrke, S. (2015). Communities of Transformation and their Work Towards Achieving Scale in STEM Reform. Los Angelas: Pullias Center for Higher Education. Retrieved from http://www.uscrossier.org/pullias/wp-content/uploads/2016/01/communities-of-trans.pdf.

Wenger, E. (1999). Communities of practice: Learning, meaning, and identity. Cambridge university press.

Appendix A—ASCN Blog Post Contributors

Name	Blog Title	Working Group
Artale Paul	Do I want to be recognized? Reflections on my experience with (Dis)Ability and working in Higher Education	Equity and Inclusion
Berzina-Pitcher Inese	Responding to Racism	
Berzina-Pitcher Inese	Reflections on the SMTI/ASCN Workshop on Diversity and Inclusion	
Berzina-Pitcher Inese	Featured Case Studies at the 2017 SMTI/ASCN Workshop on Diversity and Inclusion	
Berzina-Pitcher Inese	2017 SMTI-ASCN Workshop on Diversity and Inclusion	
Berzina-Pitcher Inese	Looking Back and Looking Forward	
Bressoud David	How can we help change leaders understand how measurement and data can be used?	Demonstrating Impact
Bridgen Sean	Academic Advising: Leverage Point for Systemic Change Initiatives?	Change Leaders
Brown Pamela	What advice about the use of measurement would you give to a department chair?	Demonstrating Impact
Century Jeanne	Do We Have the Courage for Systemic Change?	Guiding Theories
Chasteen Stephanie	Writing a proposal? Here are some great resources from ASCN!	Change Leaders
Connolly Mark	What does systemic change mean to you?	Guiding Theories
Henderson Charles	What is systemic change?	Guiding Theories
Holmes Archie	How Do We Convince Administrators that Program Assessment is Worth the Effort?	Measuring Impact
Hora Matthew	Insights into systemic reform from K-12 research on data driven decision-making	Guiding Theories
Montes Marco , Shorette Rob	The Power (and necessity) of Students in Systemic Change	
Ramaley Judith	Communicating and Collaborating Across Disciplines	Costs and Benefits
Ramaley Judith	Change as a Scholarly Act	Costs and Benefits
Ramaley Judith, Whitehead Lorne	When it comes to teaching, is there a universal law that you cannot save time or use it differently?	Costs and Benefits
Secules Stephen	Beyond the Diversity Status Quo	Equity and Inclusion
Shadle Susan	Frameworks for Inclusive Excellence and Systemic Change	Guiding Theories

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