

2019 ANNUAL REPORT



Promoting knowledge development
to support institutional change in
higher education

ascnhighered.org

Dear Colleagues,

Thank you for contributing to a successful year for the Accelerating Systemic Change Network (ASCN). This annual report provides an overview of ASCN activities, highlights our milestones and accomplishments, and includes some of our vision for the future. Some highlights from 2019:

- Our numbers continue to grow -- we now have more than 450 members and subscribers, an increase of more than 100 in the last year. This is on par with membership growth in 2018.
- In April we hosted the 2019 Transforming Institutions Conference in Pittsburgh, PA, in April 2019. We had 140 attendees over 3 days of workshops and presentations. We are currently working on a publication featuring work from the conference, which we plan to publish in 2020.
- We offered five webinars in 2019 on topics including: embedding education specialists in departments, the NSF RED program, peer observation of teaching, collaborative dynamics, and the National Academies' Roundtable on Systemic Change in Undergraduate STEM Education. We have already planned a series of three webinars for the spring as part of the Change Leaders Working Group's series, the Change Café.
- The 3rd Annual ASCN Systemic Change Institute (SCI) was held in June in Austin, TX. Seven teams attended this year's Institute, including two returning teams, and they continue to work with their mentors throughout the year.
- Following feedback received at our 2019 Steering Committee Meeting in January we conducted a survey of our members in fall 2019. 51 members responded to the survey. We share those results in this report.
- Our working groups continue to meet and develop new projects, including guides to theories of change (Guiding Theories); a quarterly newsletter and webinar series (Change Leaders); collecting examples of methods used to weigh costs and benefits (Costs, Benefits, & Demonstrating Impact); and gathering more institutional initiatives to add to their matrix of teaching evaluation innovations (Aligning Faculty Incentives with Systemic Change).
- We have added a new working group, Learning Spaces. This working group will explore planning, creation, and use of learning spaces in higher education.
- We published the white paper, The Change Dashboard: A Planning Tool for Successful Change. The Dashboard is the tool used by the teams at the ASCN Systemic Change Institute. It is now available on our website.

The work of ASCN in 2019 was supported by a National Science Foundation five-year grant of \$905,141 and by a Leona M. and Harry B. Helmsley Charitable Trust's three-year grant of \$794,612. This past year was a year of growth, and we want to thank you for your support. We are looking forward to continued collaborations, new beginnings and further success in 2020!

Sincerely,

Charles Henderson, Andrea Beach, Scott Simkins, Kate White, Caroline Ray

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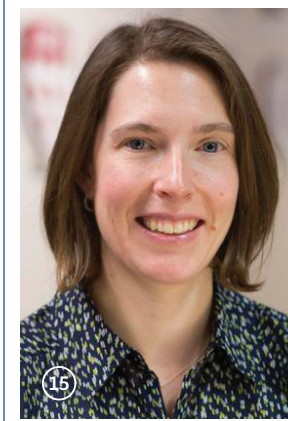


Steering Committee

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

Tessa Andrews, University of Georgia

Daniel Reinholz, San Diego State University

Working Group 2/4: Costs, Benefits, & Demonstrating Impact

David Bressoud, Macalester College

Pamela Brown, CUNY-New York City College of Technology

Archie Holmes, University of Virginia-Main Campus

Lorne Whitehead, University of British Columbia

Working Group 3: Change Leaders

Stephanie Chasteen, University of Colorado at Boulder

Gita Bangera, Bellevue College

Working Group 6: Aligning Faculty Work with Systemic Change

Christine Broussard, University of La Verne

Emily Miller, Association of American Universities

Working Group 7: Learning Spaces

Jonathan Cox, University of Arizona

Hub Staff

Kate White, Research Director, Western Michigan University

Caroline Ray, Project Coordinator, Western Michigan University

Systemic Change Institute Staff

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

Andrea Beach, Western Michigan University

Audrey Boklage, The University of Texas at Austin

Susan Elrod, University of Wisconsin-Whitewater

Charles Henderson, Western Michigan University

SERC Staff

Cailin Huyck Orr, Associate Director

Mitchell Awalt, Geoscience Assistant

2019 ASCN Transforming Institutions Conference

In April 2019 we held the ASCN Transforming Institutions Conference in Pittsburgh, PA. This conference is the third in a series following the 2014 Transforming Institutions Conference held in Indianapolis, IN. ASCN will hold the next Transforming Institutions Conference in 2021.

We brought together more than 140 researchers, faculty, change agents, administrators, and policymakers to focus on transforming undergraduate education. We were pleased to include many excellent presentations, posters, workshops, and symposia in our program, some organized into our four tracks which aligned with our working groups: aligning faculty incentives with systemic change (group 6), change leadership (group 3), equity and inclusion (group 5), and guiding theories of change (group 1).

On surveys the attendees credited professional development as something that contributed to their high ratings for the conference. The most common takeaway from the conference was new ideas or strategies from others' projects or change initiatives. Others included recognizing the importance of having and using a theory of change and networking; many also cited specific sessions, including the funding panel and plenary sessions.

See photos on p. 22 and more, including the full program, on the conference site:

ascnhighered.org/ASCN/transforming_institutions/2019/index.html

Plenary Sessions

We have no choice: why systemic change must happen in undergraduate education

Robin Wright, National Science Foundation

Dr. Wright introduced her topic with the question, how has the world change since you earned your last degree? She said that higher education is in the midst of an industrial revolution, driven by online learning, student debt, a shift to working learners, and disruptive alternatives. So what should we do? Dr. Wright suggested reinventing course grades, transcripts, credit hours, and intermediate credentials, so that we can prepare students to live curated lives in the modern world.

That None Shall Perish

Kelly Mack, Association of American Colleges & Universities

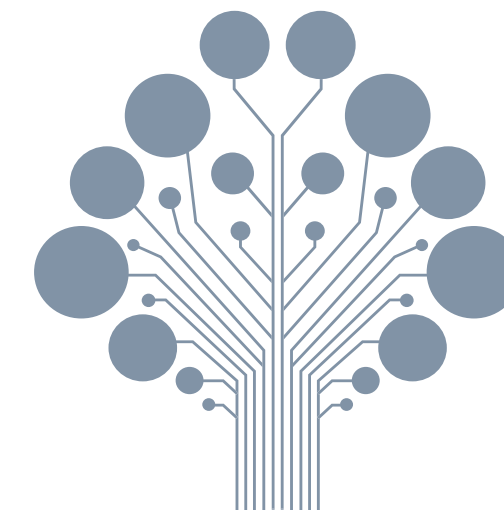
Dr. Mack challenged our audience to interrogate what we mean by inclusion if we want to achieve inclusive excellence; she asked, "if the transformation is not inclusive, it's not excellent. So why are we doing it?" Maybe the change isn't going to happen in our lifetimes, and maybe we need to get comfortable with the idea that we are making things better for the people who come after us -- Dr. Mack asked us to consider what new, inclusive structures we can put in place today that will last into the future.

Funding Educational Change Projects: A Panel Discussion at the 2019 Transforming Institutions Conference

Panelists: David Asai (HHMI) and Andrea Nixon (NSF)
Moderator: Gita Bangera (Bellevue College)

David Asai presented HHMI's new competition in the Inclusive excellence initiative; Andrea Nixon discussed NSF's programs in the Directorate for Education and Human Resources (EHR Core Research and Building Capacity in STEM Educational Research/BCSER) and their new solicitation for Improving Undergraduate STEM Education (IUSE) grants in the Institutional and Community Transformation Track. Our panelists answered audience questions and we share some of their responses on the ASCN blog:

ascnhighered.org/ASCN/posts/ticonf_fundingpanel.html



2019 ASCN Member Survey

In the fall of 2019 we sent a survey to ASCN members, asking for feedback and suggestions about ASCN services and the future of the Network.

51 respondents completed the survey. About half (26) were current members of working groups and responded to related questions.

Overall, membership in ASCN has increased fairly steadily each year, and this is reflected in the survey responses. Many hear about ASCN from colleagues (63%) or at conferences (22%).

31% of respondents attended the 2019 Transforming Institutions Conference, and 16% had attended a Systemic Change Institute.

Value of ASCN

More than 60% of the respondents said that ASCN is valuable or very valuable to their scholarly work and to the change they are trying to accomplish at their institutions.

Of those who are a member of a working group, all said that the working groups are at least somewhat valuable to their scholarly work, with 62% saying that the groups are valuable or very valuable.

Respondents mentioned that their work overlaps with ASCN in areas such as researching and implementing systemic change, organizational development, designing change initiatives, and improving STEM education. They also mentioned maintaining connections to the field, identifying collaborations, using the ASCN resource collection, attending webinars, networking with members, and attending meetings as examples of how ASCN is valuable to their work.

Suggestions for how ASCN can better provide support included developing new ways to foster connections between members and providing more concrete examples of how members can make change happen. Overall, the respondents seem to want more communication between members and more opportunities to make new connections.

ASCN in the Future

Respondents had many suggestions for future activities, including: more opportunities for networking; regional ASCN hubs; more resources; opportunities for consultations or campus visits; and more connections with experts (for members).

Working Groups

The working groups were established to bring attention to and advance knowledge about important but neglected areas related to improving undergraduate education. We asked the respondents to what extent this reflects their experience with the working groups.

Of the 26 respondents who said that they were currently a member of a working group, all of them said that this reflects their experience (somewhat - 32%, reflects their experience - 56%, closely - 12%).

Most joined working groups because of an interest in the topic, the opportunities to collaborate or contribute, and/or relevance to their research or objectives. Respondents indicated that the most valuable aspects of working groups are meeting with other members, forming connections, and utilizing group resources.

Respondents' concerns about the working groups had a few common themes - repetitive meetings and a need for more frequent updates from the groups. Many are interested in working towards more concrete objectives. Former members cited lack of time and overlap with their work as reasons for discontinuing involvement with the groups.

A majority of the respondents (70%) said that they are likely (17%) or very likely (53%) to continue interacting with ASCN in the future. 87% are at least somewhat likely to recommend ASCN to colleagues, with more than half likely (30%) or very likely (47%) to do so.

ASCN Services

More than half of the respondents said that the webinars, the website, and networking with ASCN members were valuable or very valuable. About half said that the newsletter and working groups were valuable or very valuable. The most highly rated service provided by ASCN is networking with other ASCN members (see table to the right).

About half of the respondents also indicated that they recommend the webinars, website and resources, and the working groups the most. The newsletter and webinars were consistently mentioned throughout the survey as both valuable and helpful to members.

ASCN Services	Not Valuable	Somewhat Valuable	Valuable	Very Valuable	Which of these have you recommended to a colleague?
Webinars	16%	31%	41%	12%	47%
Newsletter	14%	39%	22%	25%	29%
Resources & Website	16%	27%	37%	20%	47%
Blog	39%	29%	25%	6%	9%
Working Groups	25%	25%	31%	18%	37%
Social Media	59%	29%	8%	4%	3%
Networking w/ ASCN members	18%	10%	35%	37%	25%



I have been able to present and promote some of my scholarly work. I have identified collaborators for some of my projects. I have been exposed to different schools of thought and new projects which have been important for me. I feel much better connected to the scholarship of systemic change than before ASCN. This impact has been slow to be realized, but now that ASCN is better established, it is more of a hub/clearinghouse of information.



As a former [center] director and now an interim Associate Dean, I actually read the emails and link to relevant research on change through those emails. I feel like I get good insight into leading systemic change through the emails. It is not much, but it is something in a busy schedule.



I have learned about work at other institutions through ASCN and that has been very valuable in getting work at my institution funded and in the daily decision-making of trying to enact change.



Networking with other people through ASCN meetings and working groups creates relationships that make me more aware of what is going on in the field, builds collaborations, and makes me aware of resources that inform my research.



It offers a way to connect with people working on institutional change projects that otherwise can be difficult to discover.



ASCN gave us strategies and actions for achieving the sustainability of our first year experience. Without ASCN, I don't think we would have institutionalized the program.



The newsletter's round-up of new publications has been valuable to keep me informed and for me to pass along to others, and I have pointed people to the webinars which offer topics that are challenging to find elsewhere.

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. Our intention is for the webinars to be part of our mission to disseminate the knowledge and expertise of systemic change scholars and practitioners to the wider higher education community.

We offered five webinars in 2019. Four were part of the Change Leaders Working Group's webinar series, the Change Cafe. These webinars covered many topics, including: embedding departmental change experts; the NSF RED program; transforming teaching evaluation; collaborative dynamics; and the future of STEM education. Our webinar presenters are experts in their fields, with many years of experience working on systemic change.

All of our webinars are available to watch on our website. For more information, follow the links listed to the right.

Embedding education specialists within departments to catalyze change

A Change Cafe Webinar

Presenters: Warren Code (University of British Columbia)
Stephanie Chasteen (University of Colorado Boulder)

Attendance: 25, Watch online at bit.ly/ASCNwebSEI

Transforming Engineering Education Through the NSF Revolutionizing Engineering Departments (RED) Program

A Change Cafe Webinar

Presenter: Julie Martin (National Science Foundation)

Attendance: 25, Watch online at bit.ly/ASCNwebRED

Spreading Evidence-Based Instructional Practices: Leveraging Peer Observation for Institutional Change

A Change Cafe Webinar

Presenters: Stephanie Salomone, Heather Dillon, Eric Anctil, Tara Presholdt, and Valerie Peterson (University of Portland)

Attendance: 23, Watch online at bit.ly/ASCNwebREFLECT

Collaborative Dynamics in Collective STEM Reform Initiatives

Presenter: Lucas B. Hill (University of Wisconsin-Madison)

Attendance: 34, Watch online at bit.ly/ASCNwebCollab

Envisioning the Future of STEM Education: The National Academies' Roundtable on Systemic Change in Undergraduate STEM Education

A Change Cafe Webinar

Presenters: Ann E. Austin (Michigan State University), Noah Finkelstein (University of Colorado Boulder), and Kerry Brenner (The National Academies)

Attendance: 49, Watch online at bit.ly/ASCNwebNASFuture

ASCN at Conferences

Members of ASCN presented ASCN-related work at various conferences and meetings this year, including the 2019 Transforming Institutions Conference, 2019 AACU/PKAL Transforming STEM Higher Education Conference, the 2019 POD Network Conference, the 2019 meeting of the National Academies Roundtable on Systemic Change in Undergraduate STEM Education, the HBCU Faculty Development Network Conference, and the City University of New York 2019 Coordinated Undergraduate Education Conference.

Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education

Meeting held in conjunction with the fall 2019 meeting of the National Academies Roundtable on Systemic Change in Undergraduate STEM Education in Washington D.C.

Christine Broussard and Emily Miller organized an additional day of meetings related to the topic of evaluation of teaching and the focus of their working group, aligning faculty incentives with systemic change (working group 6). Topics discussed included goals for teaching evaluation and what current initiatives are addressing challenges and barriers to improving teaching evaluation. The meeting continued with the full Roundtable gathering.

Using the Change Dashboard to Conceptualize Change Projects for Campus Reforms

Presented at the ASCN Transforming Institutions Conference by Charles Henderson & Kate White

Charles Henderson and Kate White introduced the Change Dashboard in a pre-conference workshop. This interactive presentation introduced attendees to the theory behind the Dashboard, as well as how to use it to develop their own change projects. The purpose of the workshop is to help campus change agents (e.g. faculty PIs, project directors, department chairs, provosts) understand how to use the Change Dashboard to plan for successful sustainable change.

Materials from this workshop are available here: bit.ly/ASCNDash19



Christine Broussard (left) and Emily Miller (right), co-leaders of working group 6, present at the fall meeting of the National Academies Roundtable on Systemic Change in Undergraduate STEM Education.



Who Makes Systemic Change Happen? Why Team Composition Matters.

Presented at the POD Network Conference by Kate White and Audrey Boklage

In this presentation, Kate White and Audrey Boklage introduced a boundary spanning framework (Hill, 2016) as a way to explore how team composition matters for change initiatives. The teams presented attended past ASCN Systemic Change Institutes, and answered surveys about their interaction with team members and external connections. The team members' roles and interactions were explored using social network analysis. Participants learned how change teams are built and organized, and what challenges they often face. Through two team's case studies, participants learned about boundary spanning and how this framework applies to change teams and initiatives, reflect on teams they have built or participated in the past, and apply this knowledge to a discussion of how they will build or participate in change teams in the future.

Materials from this presentation are available here: bit.ly/PODASCN19

The 3rd Annual ASCN Systemic Change Institute started with a three-day workshop in Austin, TX, in June. Participants from seven institutional teams engaged with research on 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, the Dashboard, and the mentors.

The Systemic Change Institute is designed to support campus change agents in using institutional change strategies to advance STEM change projects to greater scale and sustainability. Each year we invite campus teams to bring existing projects, envisioned or started, that they need help bringing to scale or longer-term sustainability. Institute participants learn about the national context and drivers for change, theories and frameworks of change, and the logistics of managing change projects to advance them to scale and sustainability. The Systemic Change Institute is a year-long commitment from ASCN to support teams, and a commitment by teams to work with mentors toward achieving project goals.

The 2019 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.

Kate White and Audrey Boklage presented “Who Makes Systemic Change Happen? Why Team Composition Matters” at the 2019 POD Network Conference. This presentation focused on a survey of former teams who attended the Systemic Change Institute.

Here are some quotes from our 2019 participants:

- The mentorship was very important for our team to be on task. It helped us identify strategies and tactics to help us implement the desired changes.
- [We] found [the Dashboard] helpful to visualize the process. [It] forced us to focus on goals and desired outcomes prior to jumping into tactics.
- It was very important to have the mentor’s input to help us navigate the dashboard and keep the team on track.
- The Dashboard and exercises really helped us to focus our goals and approaches, and our mentor really helped us to think outside the box. Now we have a plan and doable action items.
- [Our mentor] has been invaluable. With her coaching, our project has become larger in scope and yet easier to accomplish. Her insight and vision are incomparable... I’ve gained personally as well - she has helped me understand my role at my institution better.

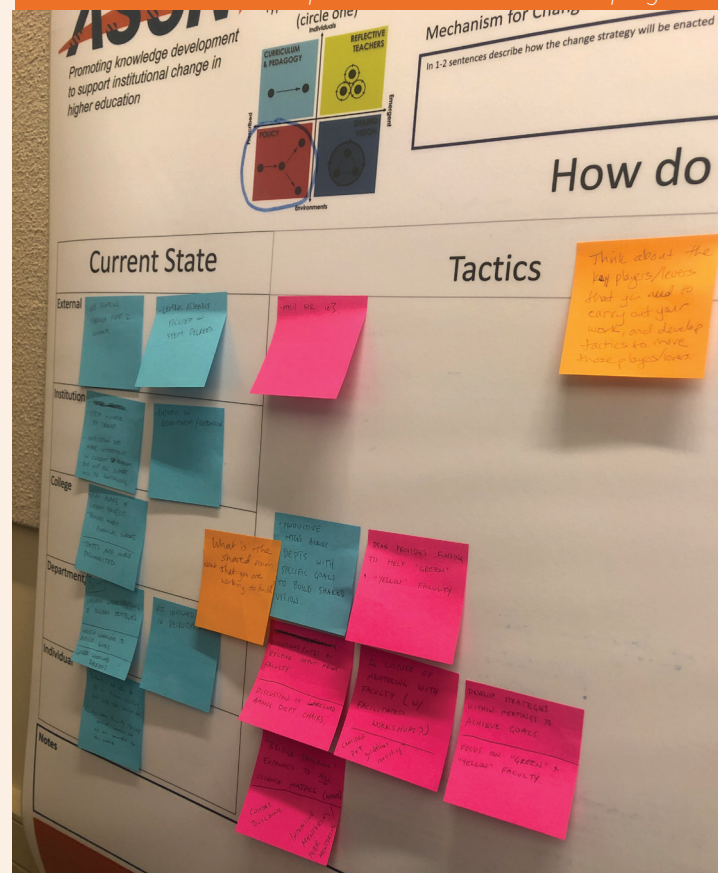
The 2019 teams represented the following institutions:

- Johnson County Community College
- Kennesaw State University
- Longwood University
- North Eastern Illinois
- Sam Houston State University
- The University of Texas at Austin (2 teams)

For more information visit: ascnhighered.org/ASCN/systemic_change_inst/index.html

2019 Systemic Change Institute Summary

An example of a team’s Dashboard in progress.



The Change Dashboard

In 2019 we released a white paper that introduces what the Change Dashboard is and how to use it. This white paper and the Change Dashboard itself are available as free resources on the ASCN website.


See more here: bit.ly/ASCNChangeDashboard


The Change Dashboard is a visual planning and communication tool for change agents working in higher education. The Dashboard articulates the key tactics of an action plan to get from the current state to the desired state. It visually scaffolds change agents to articulate gaps between a project’s current and desired states and develop tactics that are aligned with the goals and with one-another. The Change Dashboard is thus similar to a logic model, but aligned with systemic change scholarship.

In the white paper we will introduce each part and prepare you to use the Dashboard with your team. The Dashboard is free to use and share with attribution.



The Change Dashboard was developed for use in the ASCN Systemic Change Institute. Its structure was developed to scaffold thinking about change based on the experience of Henderson and others working with change agents in a variety of settings. The Dashboard is intended for use by teams, which often include members from many levels within an institution, such as faculty, administrators and others across campus interested in the project.




Systemic Change Institute: Dashboard



Current State	How do we get there?		Desired State
	Tactics	Resources	
External			External
Institution			Institution
College			College
Department/Program			Department/Program
Individual			Individual
Notes			

Working Groups

The ASCN working groups have met many times in 2019 and active membership has grown for each group. Each group has continued to develop an identity and vision. The ASCN Research Director, Kate White, has met regularly with the working group leaders and worked closely with each group as they develop these projects.

Much of the work of the network occurs within these working groups, and each group focuses on one specific aspect of systemic change. The groups are:

Working Group 1: Guiding Theories

Working Group 2/4: Costs, Benefits, and Demonstrating Impact

Working Group 3: Change Leaders

Working Group 6: Aligning Faculty Work with Systemic Change

Working Group 7: Learning Spaces

Working Group 1: Guiding Theories

In 2019 two new co-leaders, Tessa Andrews and Daniel Reinholz, took over the leadership of this group. They kicked off their involvement in a meeting in February that contributed to the group's goals - more information about the Breaking Down Silos meeting can be found on the ASCN Blog (see ascnhighered.org/ASCN/posts/217583).

Under their leadership new members have joined the group and they have started a new project, developing summaries of change theories relevant to reform in STEM education that can be useful for both researchers in practitioners. Group members have already begun developing these summaries with a goal of publishing on the ASCN website in 2020.

Tessa and Daniel also hosted a discussion at the 2019 Transforming Institutions Conference on theories of change in connection with the conference track on the same topic.

Working Group 2/4: Cost, Benefits, and Demonstrating Impact

In 2020 working groups 2 (Costs and Benefits) and 4 (Demonstrating Impact) merged following discussions at the 2019 Steering Committee Meeting about the overlapping projects and focus of the two groups. Scott Simkins, who had been involved from the beginning for working group 2 and helped grow the group, also stepped down as co-leader.

The group has developed new projects, including work by Judith Ramaley and Pamela Brown on an owner's manual for change, and is beginning to create a critical resource list for the group topic. They are also currently seeking more information and resources about how decision makers consider costs/benefits when making decisions, and are in the process of collecting this information to share in the future.

In May Pamela Brown, co-leader of this group, presented "Accelerating Systemic Change Network (ASCN): Demonstrating Impact" at the City University of New York 2019 Coordinated Undergraduate Education Conference.

Working Group 3: Change Leaders

In 2019 this working group continued to distribute the Change Leaders newsletter and their webinar series, the Change Cafe. Julia Williams and Robert Hilborn stepped down as co-leaders after many years of encouraging growth and contributing to the group's vision. Gita Bangera has joined Stephanie Chasteen as co-leader.

They sent two issues of the group's newsletter in January and August. The newsletter included information on the webinar series, upcoming and recommended events for members, recommended publications and resources, and group member updates.

The group also developed a critical resource list for change leaders, which can also be viewed on our resources page: ascnhighered.org/230826

The Change Cafe series included two webinars in spring 2019 and one webinar in fall 2019. These are indicated on p. 10, Webinars. This group also hosted an informal discussion, "Evaluation of NSF proposals to develop change leadership." Both the webinars and the discussion have been very successful and the group intends to continue hosting and growing these events in 2020.

Working Group 6: Aligning Faculty Work with Systemic Change

In 2019 the co-leaders of this group, Emily Miller and Christine Broussard, continued to develop their existing projects (the matrix of initiatives to reform teaching evaluation and the critical resources list for this group) and built upon them. In September they co-organized and contributed to a meeting, Recognition and Evaluation of Teaching in Higher Education: A Workshop Roundtable on Systemic Change in Undergraduate STEM Education. This meeting was held in conjunction with the fall 2019 meeting of the National Academies Roundtable on Systemic Change in Undergraduate STEM Education.

They have also developed two projects and recruited a small team of group members to work on them. These projects are collecting more examples of initiatives to add to the matrix, particularly from institutions serving traditionally marginalized students, and making the matrix more user-friendly with a searchable, online version.

Emily and Christine also held a discussion at the 2019 Transforming Institutions Conference in connection with the conference track on this topic.

NEW Working Group 7: Learning Spaces

In 2019 we added a new working group, Learning Spaces. This working group will explore planning, creation, and use of learning spaces in higher education. In particular, the group will focus on equitable and inclusive access to learning spaces including physical and pedagogical access.

Jonathan Cox has joined the group as a co-leader. The group is still growing, but they intend to begin collecting and creating project profiles of existing learning spaces projects to provide examples of how others plan, build, assess and use such spaces.

At the 2019 Steering Committee Meeting, the committee agreed that the work of group 5, Equity & Inclusion, was becoming silo-ed due to separation from the other working groups. At the 2020 Meeting we will discuss the future of group 5 and how to maintain a continued focus on equity and inclusion within ASCN.



The ASCN Web Space

This was the second year of our five-year contract with the Science Education Resource Center (SERC) at Carleton College. SERC provides the online platform for the ASCN community with funding from the Helmsley Charitable Trust. They have also been contracted to build and support the website for the 2019 ASCN Transforming Institutions Conference.

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 members;
5. Developing other pages and resource collections.

January-March

SERC continued to manage working group membership and support the working groups through the creation of pages, forms, and other tools as requested. Support was provided for the one webinar held during this period, including setting up webinar pages, sending webinar communications, and providing in-webinar technical support. Continued support was provided for the ASCN blog, Systemic Change Institutes, and ASCN publications webpages. Updates were made to the Professional Development opportunity submission form and browse. Workspaces were constructed for the new ASCN subcommittees and Working Group 7.

Transforming Institutions Conference site:

SERC constructed and maintained conference pages, including program pages, workshop pages, session pages, forms, and informational pages. The conference website and chrome were updated to enhance the look and usability of the conference website, including tagging pages with appropriate theme, track, and logistical information. SERC staff communicated with workshop and symposium leaders regarding web space support, and ran a webinar for workshop and symposium leaders. SERC also managed the conference registration and payments queue.

April-June

SERC continued to manage working group membership and implemented a merge of Working groups 2 and 4. Continued support was provided for the ASCN blog and Systemic Change Institutes webpages. Two more webinars were supported during this period. Modifications and updates were made to the ASCN resource collection.

Transforming Institutions Conference site:

SERC staff participated in and provided on-site support for the TI conference, including workshop leader and speaker support, website management, and general logistical assistance. SERC also managed the conference registration and payments queue. Web support was provided for post-conference activities such as the post-conference survey, call for conference publication submissions, and general website cleanup and “evergreening”.

July-September

SERC staff continued to support the activities of the working groups through member management, creation of critical resources pages, and construction of web infrastructure to facilitate informal working group discussions. The website merge of Working Groups 2 and 4 was completed. A Change Dashboard online module was created to supplement the white paper. Modifications were made to how resources are submitted and appear in browse collections. The website structure for archived webinars was updated to simplify navigation and provide easier access to users. Initial web support was provided for fall webinars.

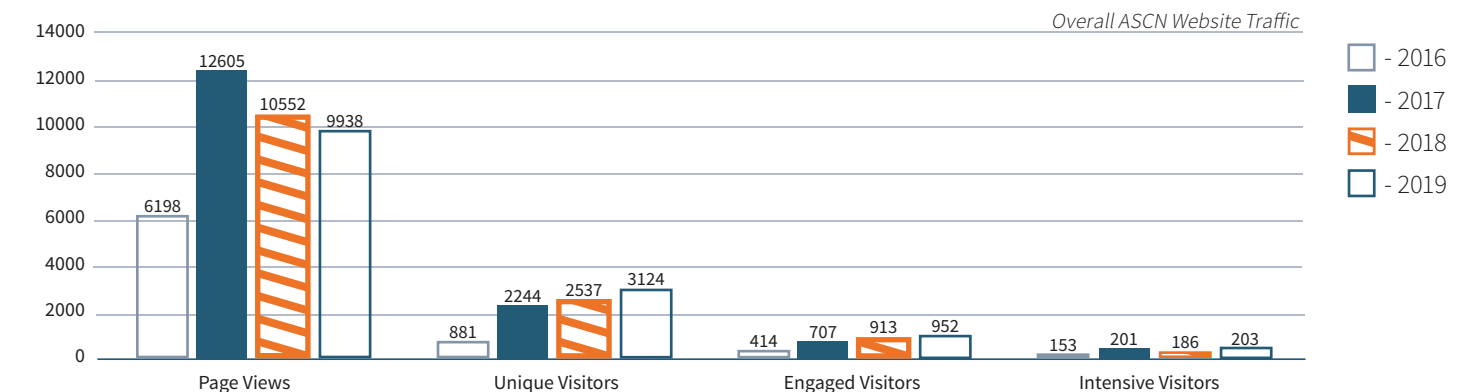
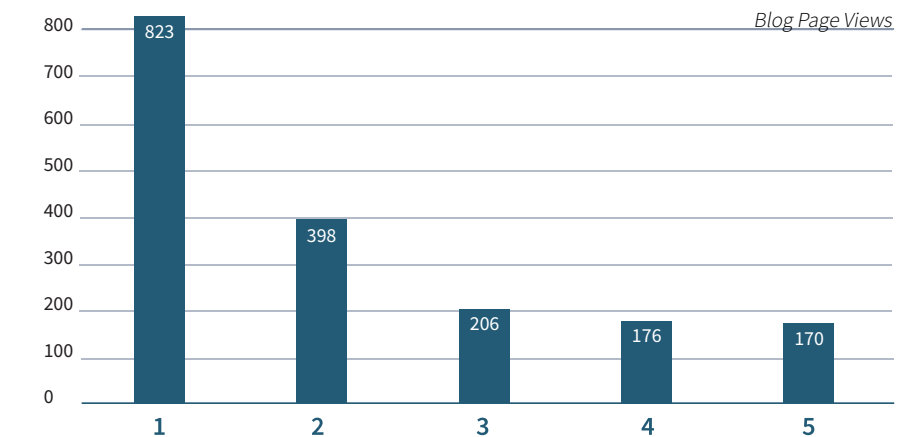
October-December

SERC staff supported two webinars in the fall series and began support for the spring webinar series. Continued membership management was provided for the working groups. Modifications to the online Change Dashboard module were completed and the module was enlivened. Minor web updates were made to the Systemic Change Institute pages.



Top-Five Most Visited ASCN Blog Posts in 2019 (see p. 18)

1. Mark Connolly, “What Does Systemic Change Mean to You?” (February 1, 2017)
2. Judith Ramaley, “Communicating and Collaborating Across Disciplines” (November 27, 2017)
3. Susan Elrod, Jodie Parys, & Meg Waraczynski, “Shared Leadership for Student Success at UW-Whitewater” (February 6, 2019)
4. Tessa Andrews & Dan Reinholz, “Breaking Down Silos Meeting Contributes to the Goals of Working Group 1” (February 7, 2019)
5. Charles Henderson, “What Is Systemic Change?” (March 9, 2017)



Notes:

- *Page Views*: This is the number of times the page has been opened in any web browser.
- *Unique 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 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. The blog currently has 32 posts; 6 were written in 2019.

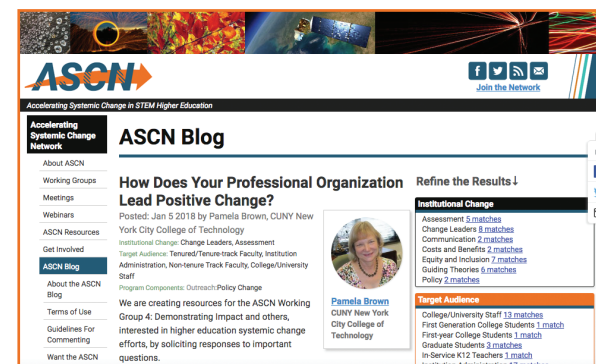
- In February, Susan Elrod, Jodie Parys, and Meg Waraczynski (University of Wisconsin-Whitewater) collaborated on their post, “Shared leadership for student success at UW-Whitewater.” They introduced a collaborative and distributed leadership model that they used at UW-Whitewater to advance many student success projects.
- In February, Tessa Andrews (University of Georgia) and Daniel Reinholz (San Diego State University), co-leaders of Working Group 1, reported on a recent conference in their post, “Breaking Down Silos meeting contributes to the goals of Working Group 1.” They brought together 25 researchers to build collective research capacity by breaking down theoretical and disciplinary silos.
- In April, Kate White published two posts reporting on the events of the 2019 Transforming Institutions Conference. In the first, “Funding Educational Change Projects: A Panel Discussion at the 2019 Transforming Institutions Conference”, she provided highlights from the conference panel on grant funding featuring representatives from NSF and HHMI. In the second, “2019 Transforming Institutions

Conference Report”, she shared highlights from the conference as whole, including feedback from attendees.

- In May, Naneh Apkarian (Wes (Western Michigan University), Kathy Quardokus Fisher (Florida International University), and Brian A. Burt (University of Wisconsin-Madison) introduced their new Guide to Inclusion Awareness in the Organization of Knowledge in their post, “Inclusive Approaches to Reviewing Scholarship: A New Guide”. This guide was the most downloaded file on the ASCN blog in 2019. It is a set of guiding questions to support inclusion and transparency in the creation of scholarly work.

Blog Views

The 2019 posts with the most views were the post on Breaking Down Silos by Tessa Andrews and Daniel Reinholz (176) and the post on Shared Leadership by Susan Elrod, Jodie Parys, and Meg Waraczynski (206).



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.

With the newsletter, we:

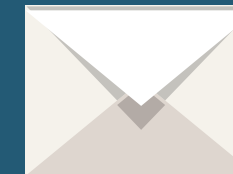
1. Communicate directly with ASCN members;
2. Provide updates from ASCN members, the working groups, and events;
3. Share new publications by ASCN members and articles and websites of interest to the ASCN community.

2019 in summary:

- We sent 10 ASCN newsletters, 2 Working Group 3 newsletters, and 6 other announcements. These included webinar and meet-up announcements.
- Subscriptions rose from 364 to 445 between January and December.
- Our average open rate is 40.8%; the industry average is 17.4%.
- Our average click rate is 10.8%; the industry average is 1.6%.
- Most 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.

445 December 2019
364 December 2018
225 December 2017
123 January 2017

Mail List Reach



Social Media

ASCN uses two social media platforms (Facebook and Twitter) to engage our community and to reach others interested systemic change in higher education. In 2018 our Twitter following grew from 371 to 389 users. Our busiest month with the most impressions and interaction was April, during the Transforming Institutions Conference. On Facebook, our following grew from 101 to 119 users, and the posts with the most reach in 2019 (420 and 379 users) linked to the blog posts about the Transforming Institutions Conference by Kate White: “Funding Educational Change Projects: A Panel Discussion at the 2019 Transforming Institutions Conference” and “2019 Transforming Institutions Conference Report.”



389 Followers
942 Tweets
12.9k Highest Monthly Impressions

Twitter



119 Followers
246 Posts
923 Highest Monthly Reach

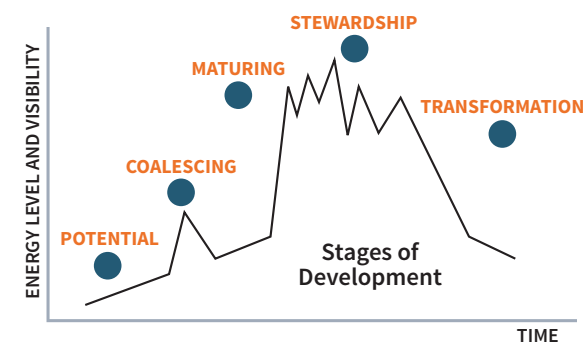
Facebook

Looking Ahead

This year was our second year of funding with a grant from the National Science Foundation for \$905,141. The award 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.

ASCN is currently in the middle 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 Summary

Goal: Increase Participation (Coalescing Phase)

During 2018, which was the fourth year of ASCN activity, we met our goal of increasing participation. However, we wanted to continue to grow the reach of the network in 2019. Our working groups continued to work together to address network goals and key questions. Some groups met more frequently than others, but all groups were engaged in a project as of December, 2018. Some developed deliverables (including critical resource lists, surveys, webinars, and newsletters) while others were in the planning stage of various projects. We continued to grow the ASCN online presence, by developing the website and our social media accounts.

In 2019 we planned to continue to improve our reach online and to engage more frequently with our members through the ASCN blog. We also planned to continue to develop webinars, the ASCN newsletter, and other events. We intended to survey our members about their involvement with ASCN and begin to consider the future of the Network.

Year 2: 2019

Goal: Develop an identity (Maturing Phase)

At the 2019 Steering Committee Meeting in January, we set several action items for 2019 to work towards the goal of developing an identity:

1. *To determine who the audiences are for each working group*

Each working group discussed this topic in 2019 and it led to more careful consideration of possible projects each group could pursue.

2. *To grow and plan for more ASCN publications*

In 2019 we established a publications subcommittee and began work on the volume that builds on the work of the 2019 Transforming Institutions Conference. All submissions for this volume have been received and are under review.

3. *To distribute a survey of members in fall 2019*

In fall 2019 we surveyed all members of ASCN about the value of the Network and our activities for them and their work. The results of this survey are provided on p. 8-9 of this report.

4. *To research possible future network models*

In 2019 we had several discussions with ASCN steering committee members and other experts about what forms ASCN could take in the future. These conversations are ongoing but we have begun to consider the future of the Network and sustainability beyond the grant period.

In 2019 we also held the third iteration of the Transforming Institutions Conference in April, which continues the work of the previous conferences and provides one avenue to sustainability for ASCN.

At the 2020 Steering Committee Meeting we plan to focus on the results of the member survey and possible future directions for the Network, the future of working group 5 (Equity & Inclusion), and planning the next Transforming Institutions Conference in 2021.

In the future we will continue discussing the future of the Network, including the 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).

Year 3: 2020

Goal: Build strong systems (Maturing Phase)

In 2020 we plan to become more systematic about all aspects of network activities that are necessary as the network grows. This will result from continuing to discuss a more formal organizational and leadership structure 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. We plan to publish the volume building on the work from the Transforming Institutions Conference in fall 2020. In 2020 we will also add more resources to the website as ASCN continues to confirm its status as a hub for those interested in systemic change.

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. We will also hold the next Transforming Institutions Conference.

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

References

- Kezar, A., and Gehrke, S. (2015). Communities of Transformation and their Work Towards Achieving Scale in STEM Reform. Los Angeles: 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.



From left:

1. Daniel Reinholz, co-leader of the Guiding Theories working group (1), presents “Enhancing research capacity for systemic change in undergraduate STEM education by analyzing, organizing, and synthesizing theories of change” with fellow group co-leader Tessa Andrews at the 2019 Transforming Institutions Conference.
2. Plenary speaker Kelly Mack (Association of American Colleges and Universities) presents “That None Shall Perish” at the 2019 Transforming Institutions Conference.
3. Participants attend the poster session at the 2019 Transforming Institutions Conference.
4. Plenary speaker Robin Wright (National Science Foundation) presents “We have no choice: why systemic change must happen in undergraduate education” at the 2019 Transforming Institutions Conference.
5. Stephanie Chasteen (co-leader of the Change Leaders working group) and Dea Greenhoot present “Embedded expert models: Implementing change initiatives which support departments from within” at the 2019 Transforming Institutions Conference.



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