

# 2024 Academic Affairs and Student Success Summit



THE UNIVERSITY OF  
TENNESSEE  
SYSTEM

# Understanding Educator Success: Turning the Microscope on Ourselves



THE UNIVERSITY OF  
TENNESSEE  
SYSTEM



# Learning Objectives

- Enhance knowledge of and explore strategies to build resilient and inclusive campuses that support faculty and staff as they navigate today's shifting higher education landscape.
- Establish shared expectations about what it means to create and maintain supportive environments that promote the wellness and success of faculty and staff so they, in turn, can support students
- Identify and examine existing barriers that keep our faculty and staff from feeling able to reach their desired goals/outcomes
- Share tools and insights that allow attendees to continue this work on their home campus
- Support campus teams to develop action steps and a shared understanding of how success will be measured

# Learning

- Enhance knowledge and skills for inclusive care in today's shift
- Establish strategies to maintain success of
- Identify and address needs from feeling
- Share tools and resources with their home
- Support caregivers in understanding



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# Knowledge Source and Affiliations



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@USUCoalition

# Limitations and Spoilers



**DO  
THE  
WORK.**



# Session Description

The modern era of higher education seems to be characterized by continuous “unprecedented” challenges and unrelenting external demands to clarify our purpose and defend our value. In response, scholars, practitioners, policymakers, and leaders have reexamined what student success means and the strategies for achieving it. Many of these tactics include more holistic, systemic, and collaborative approaches. Yet, faculty, staff, and administrators often languish in siloed silence as they grapple with their own resilience, success, and well-being. This session will review recent models and theories for student success and examine their impact and implications for “educator success.” In particular, this presentation will focus on practices and principles that represent cross-functional approaches, reflect institutional type and context, and consider the opportunities and challenges of a system-wide effort.

# WHAT IS SUCCESS?







*“In order to make this the greatest decade in UT history, we must continually seek ways to honor our land-grant mission... **We don’t want to measure ourselves by who we exclude; we want to measure ourselves by who we include... and ultimately who succeeds.**”*

*President Randy Boyd  
The University of Tennessee System*

<https://president.tennessee.edu/column/2020/02/igniting-the-greatest-decade/>

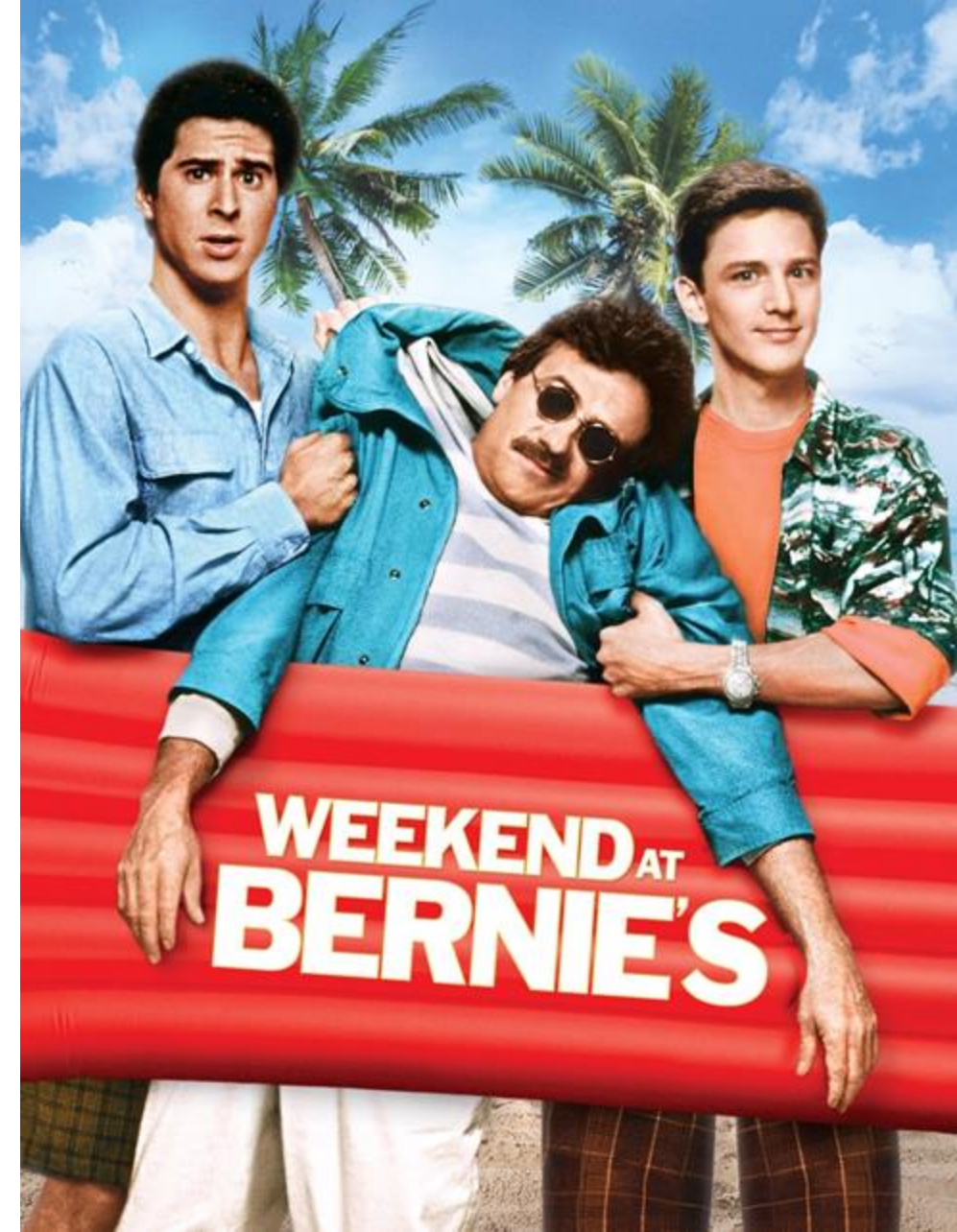
# Student Success: Old School

- Access
- Retention
- Persistence
- Graduation rates
- Satisfaction
- Academic performance
- Employability

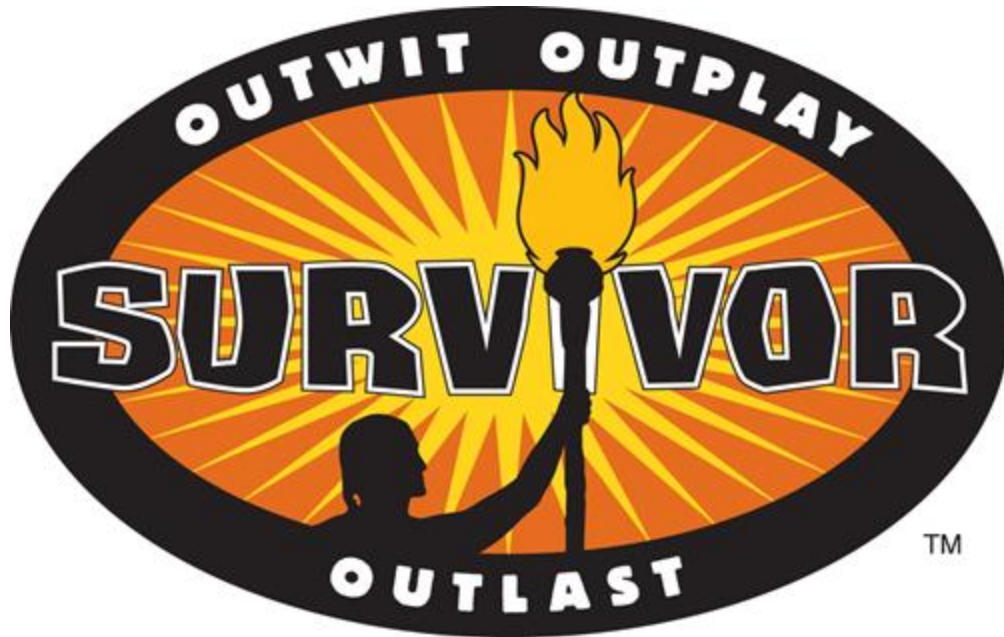


# Student Success: Old School

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# Student Success: Next Gen



# Student Success: Next Gen

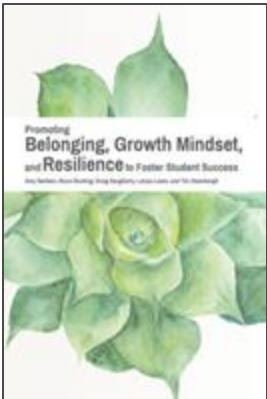
- Civic engagement (local and global)
- Integrative learning
- Quantitative literacy
- Creative thinking
- Global learning
- Inquiry and analysis
- Leadership skills
- Ethical reasoning
- Intercultural knowledge and competence
- Critical thinking Information literacy
- Oral communication
- Teamwork
- Written communication
- Problem solving
- Foundations and skills for lifelong learning



# Student Success: Postmodern



**“The construct of *thriving* as an expanded vision of student success provides a framework for conceptualizing new ways of helping students reap the full benefits of higher education. The very word thriving implies that success involves more than surviving a four-year obstacle course. Students who thrive are vitally engaged in the college endeavor—intellectually, socially, and emotionally. They experience what Tagg (2003) calls *deep learning*; they are investing effort within the classroom and are managing their lives well beyond it.”** (Schreiner, Louis, & Nelson, 2012)



# Student Success: “Postmodern”

- Sense of belonging
- Thriving
- Academic self-efficacy
- Major & career self efficacy
- Validation and mattering
- Inspiration to learn for a lifetime
- Rich relationships
- Derive meaning and purpose
- Holistic wellness
- Social mobility





A vibrant sunset over the ocean. The sun is low on the horizon, casting a golden glow across the sky and water. The sky is filled with scattered clouds, some of which are illuminated from below, creating a dramatic, fiery appearance. In the foreground, a large, dark, silhouetted cloud or landmass is visible on the left side, partially obscuring the view of the sea. The overall scene is peaceful and inspiring.

WHAT DOES  
"SUCCESS"  
MEAN TO YOU

# Student **Educator** Success: “Postmodern”

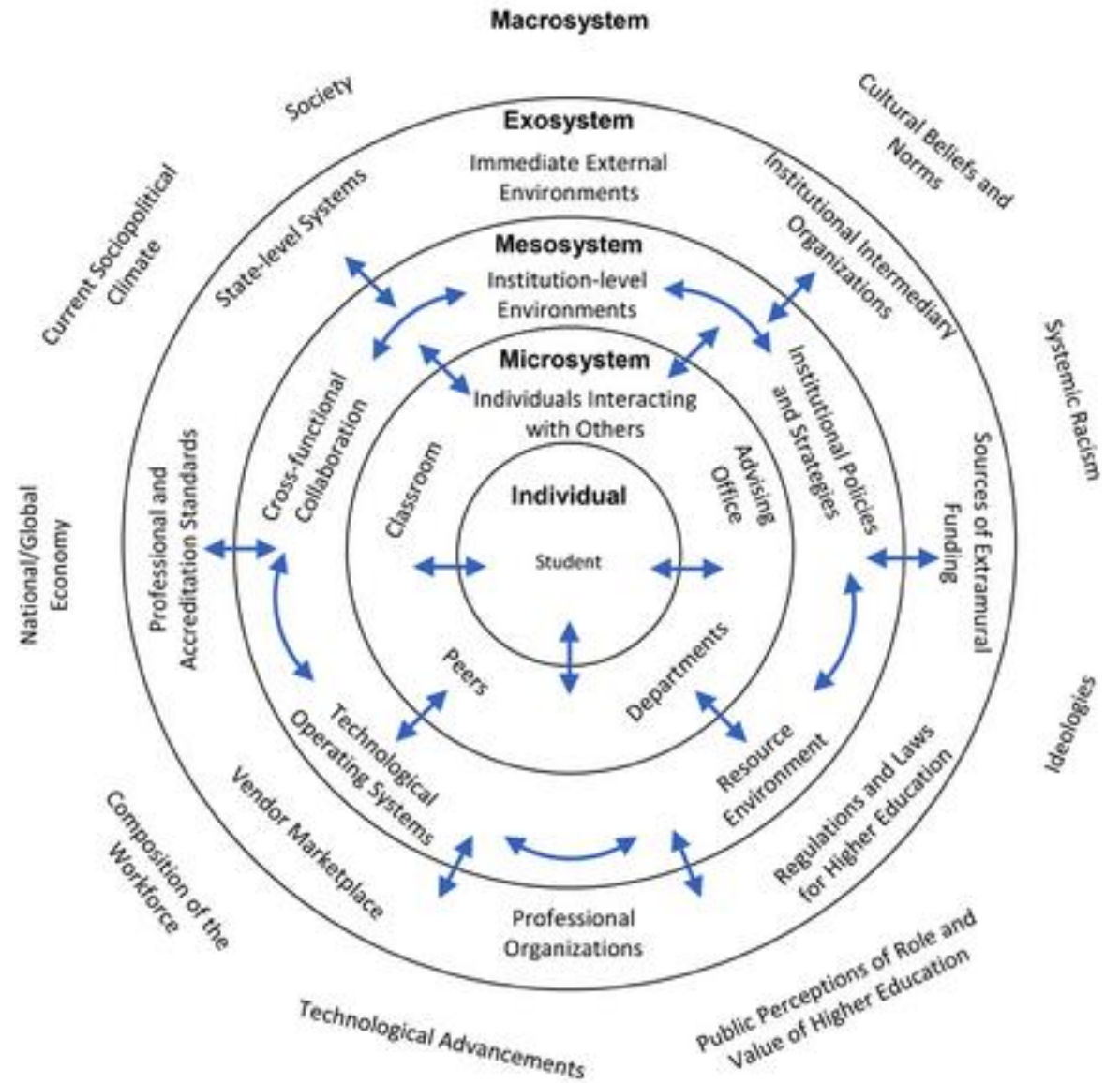
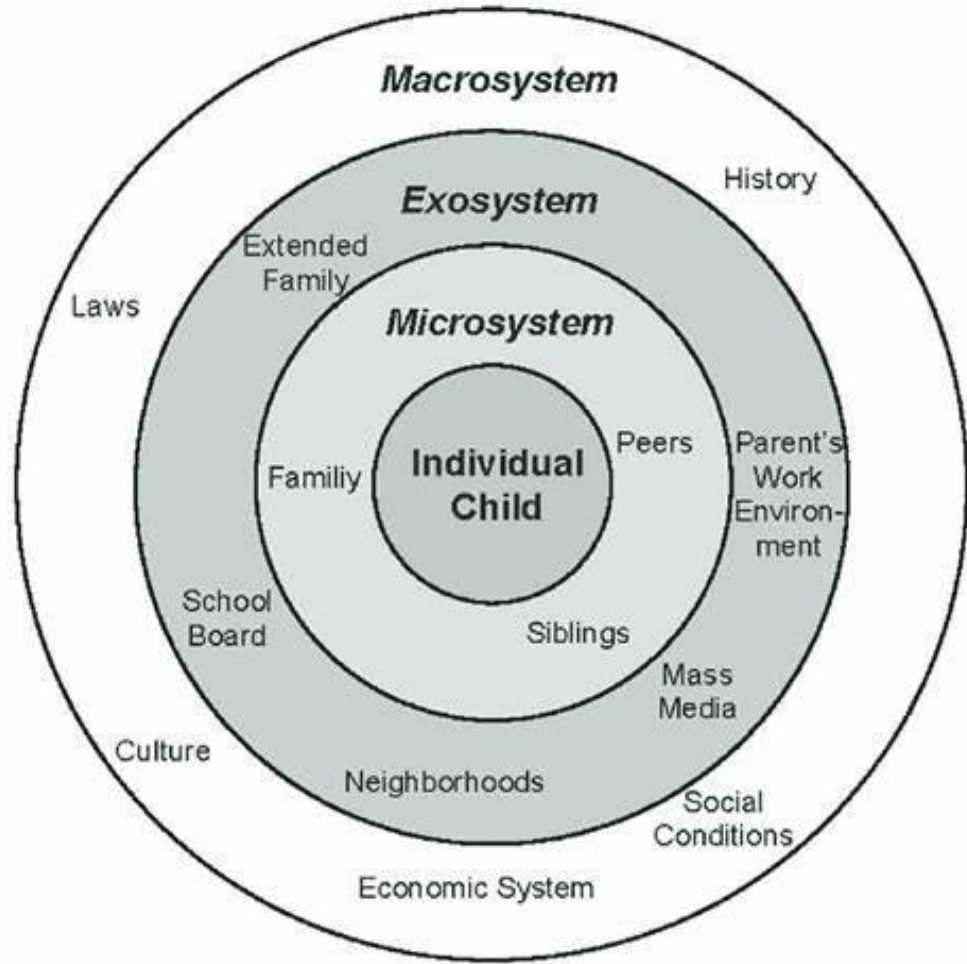
- Sense of belonging
- Thriving
- Career self-efficacy
- Validation and mattering
- Inspiration to discover
- Rich relationships
- Derive meaning and purpose
- Holistic wellness
- **What else?**



# SYSTEMS FOR SUCCESS



# Systems for Success



# Systems for Success



TIA BROWN McMAIR · SUSAN ALBERTINE · MICHELLE ASHA COOPER  
NICOLE McDONALD · THOMAS MAJOR, JR.

# BECOMING A STUDENT-READY COLLEGE

**A NEW CULTURE OF LEADERSHIP FOR STUDENT SUCCESS**

**AACT** American Association of Colleges and Universities

**JOSSEY-BASS**  
A Wiley Brand

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# NEW DIRECTIONS FOR HIGHER EDUCATION

EDITORS: JILLIAN L. KINZIE and LISA WOLF-WENDEL

**WILEY**

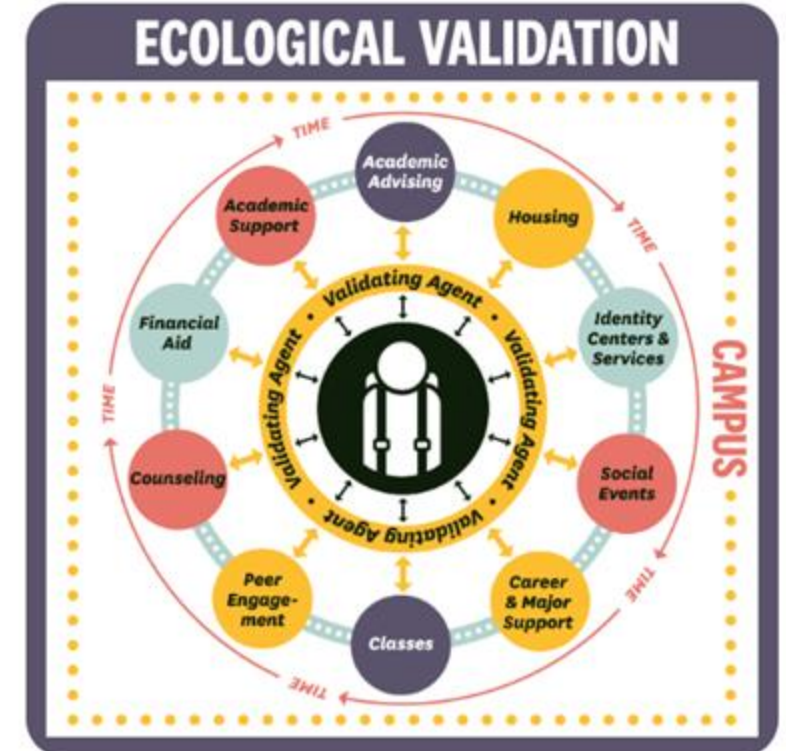
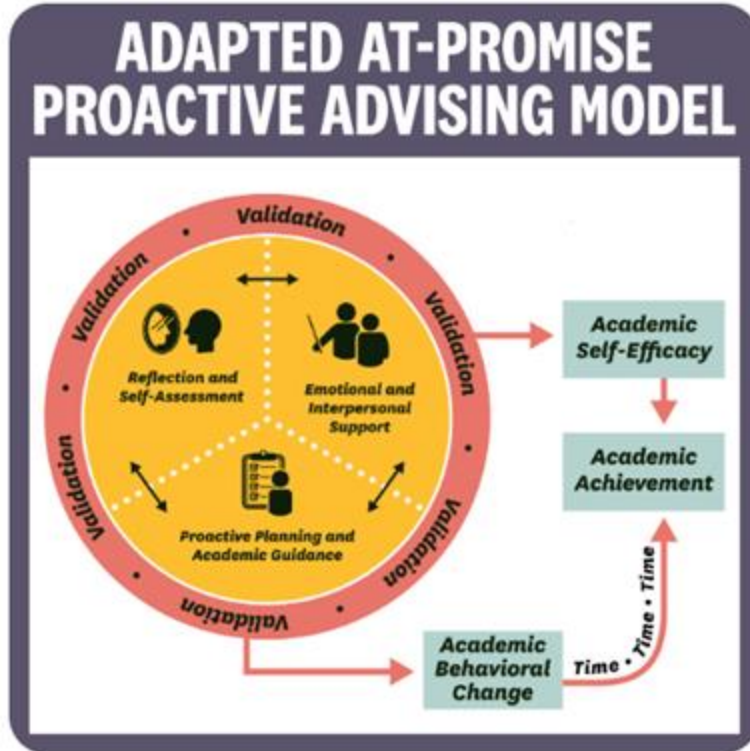
NEW ECOLOGICAL SYSTEMS APPROACHES TO UNDERSTANDING HIGHER EDUCATION

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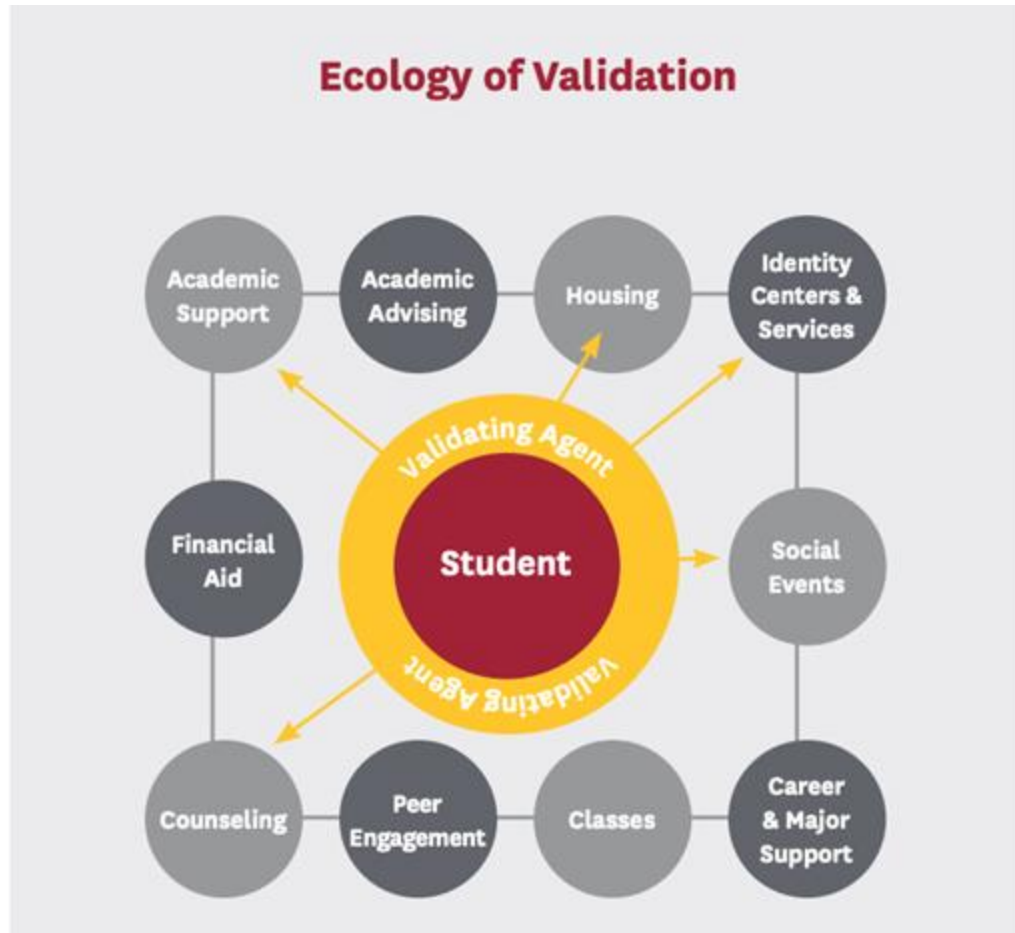
# Systems for Success

# PASS

Promoting At-Promise Student Success

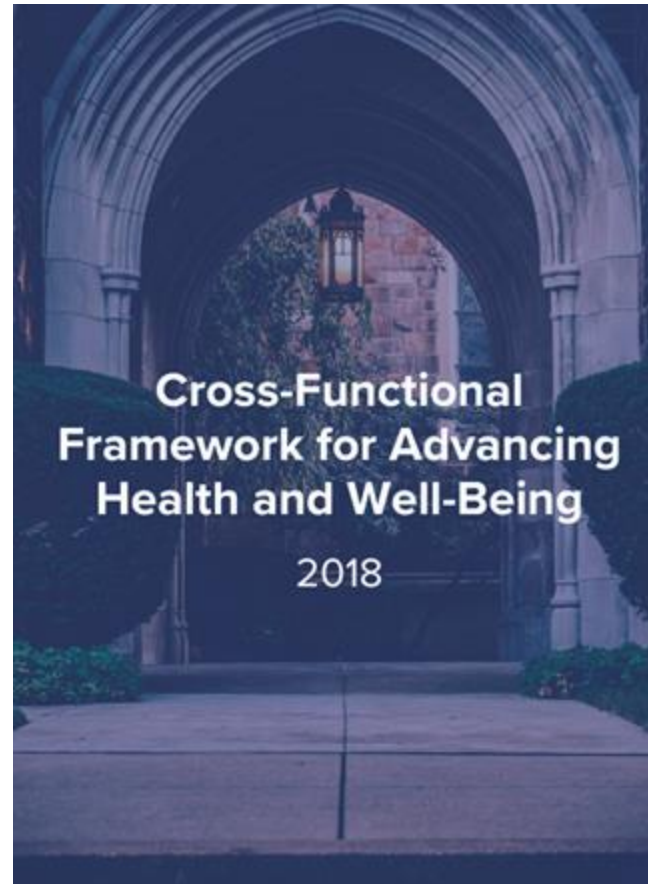
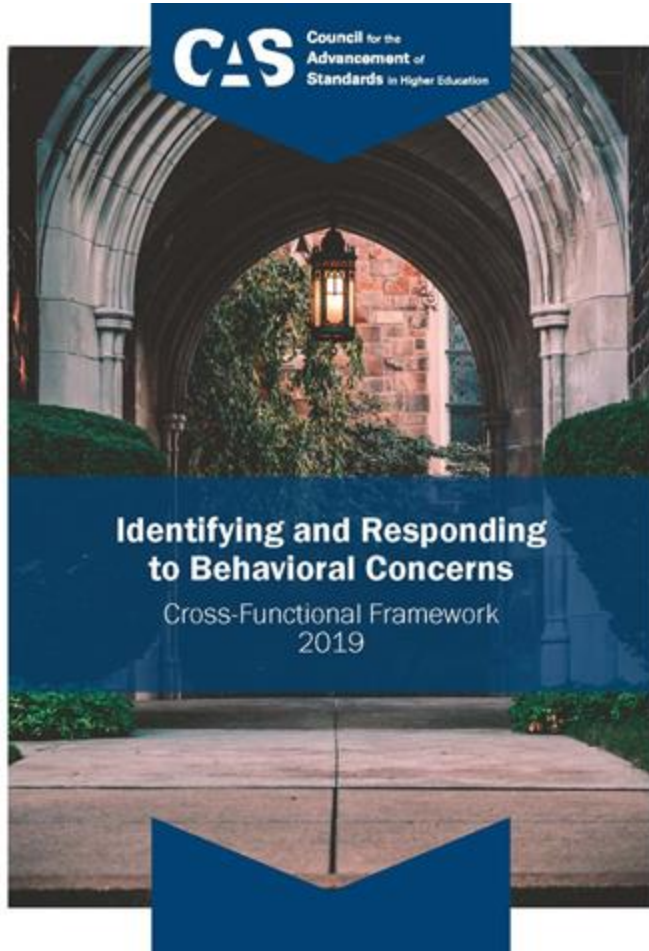


# Systems for Success



- Students' identities, assets, capabilities, aspirations and family background are validated
- Validation occurs through validating agents who **collaborate/operate within a community**
- Validation occurs in multiple places
- Validation happens over time

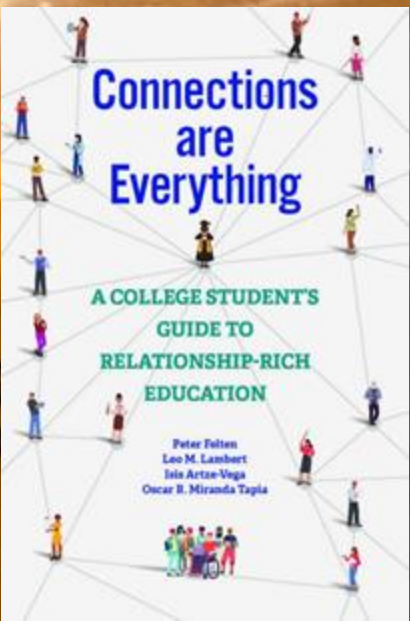
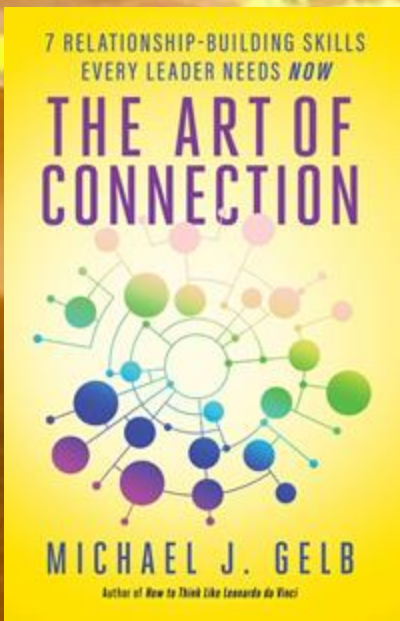
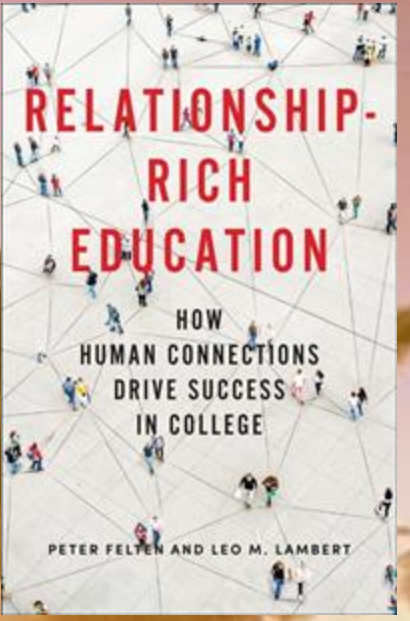
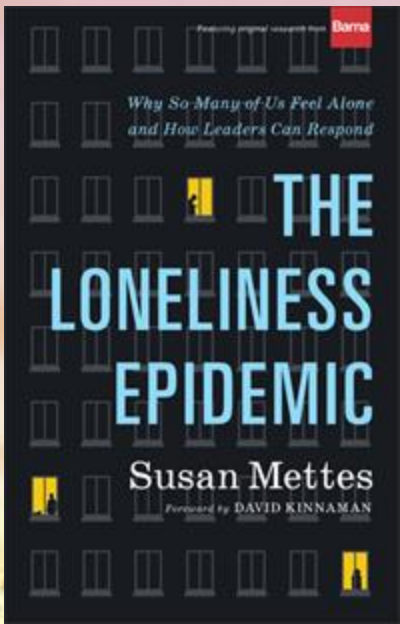
# Systems for Success





CAS Cross-Functional Frameworks (CFFs) provide an approach for addressing emerging, evolving, and ongoing issues or topics from a multi- and inter-disciplinary perspective through **teams of higher education professionals from different fields or functional areas.**

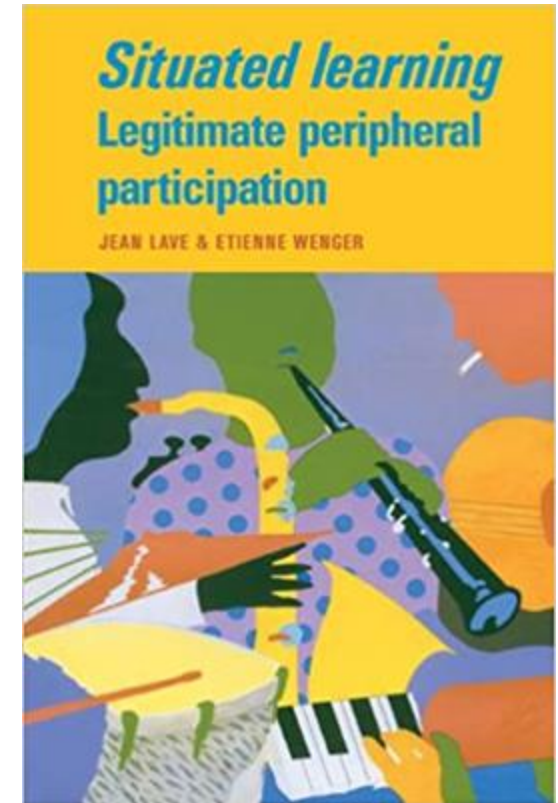




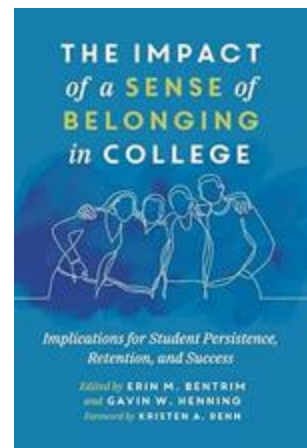
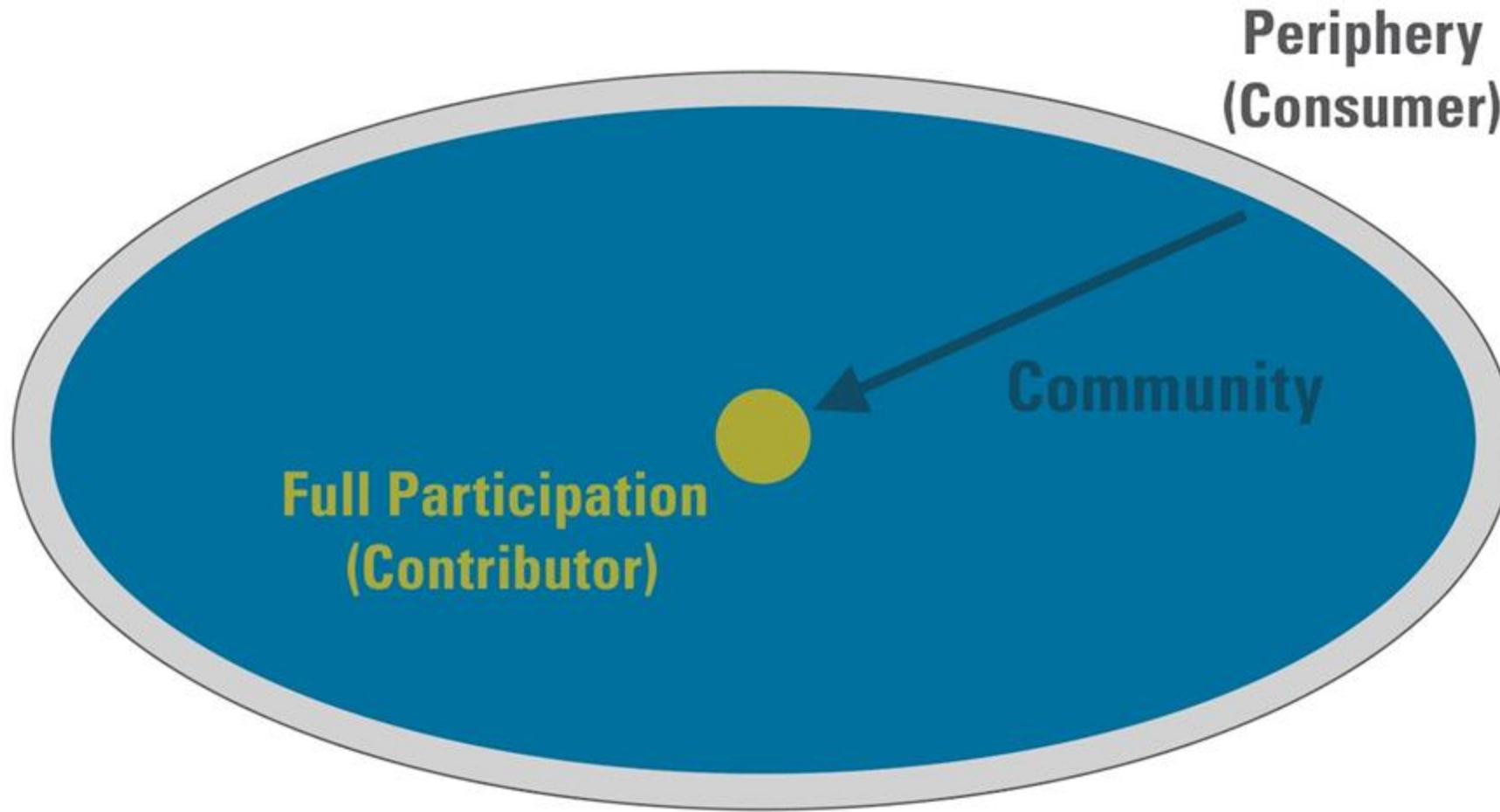
# Systems for Success □ Community



# Community of Practice: Legitimate Peripheral Participation



# Community of Practice



A sunset over a beach with a bird in the foreground. The sky is filled with soft, colorful clouds in shades of orange, pink, and purple. The sun is low on the horizon, casting a warm glow. The beach is wet, reflecting the colors of the sky. A small bird is walking on the sand in the foreground. A large rock formation is visible on the left side of the image.

**IT'S SIMPLE  
UNTIL YOU MAKE IT COMPLICATED.**

---

Jason Fried

**“That line isn’t linear.”  
Movement from  
periphery to centrality  
is a complex process**





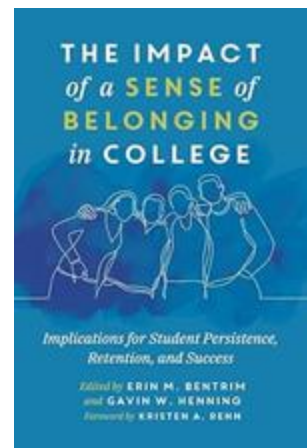
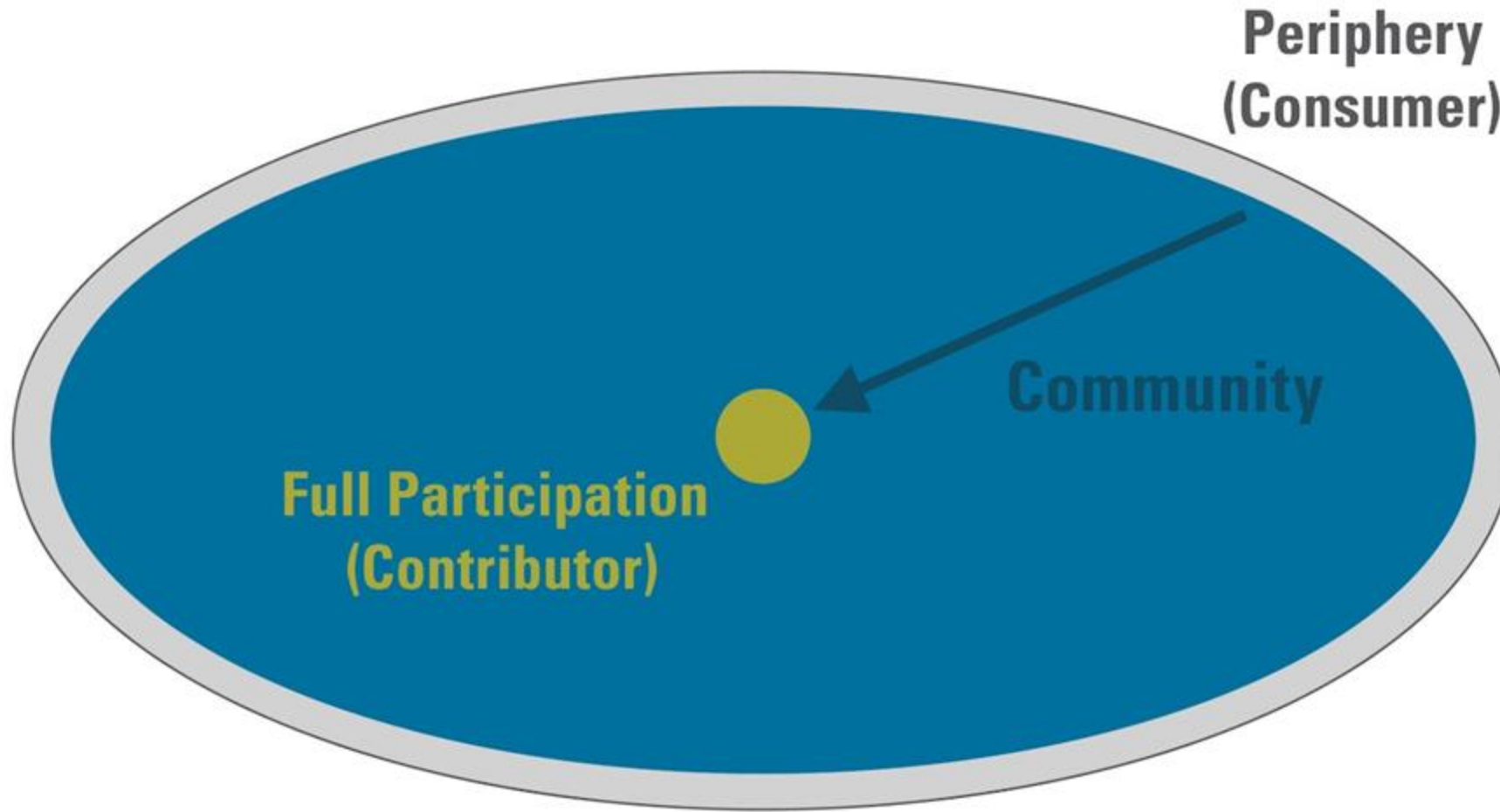


**It is an iterative  
process**

**“Community”  
needs  
definition**

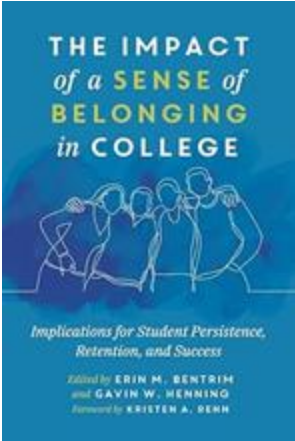
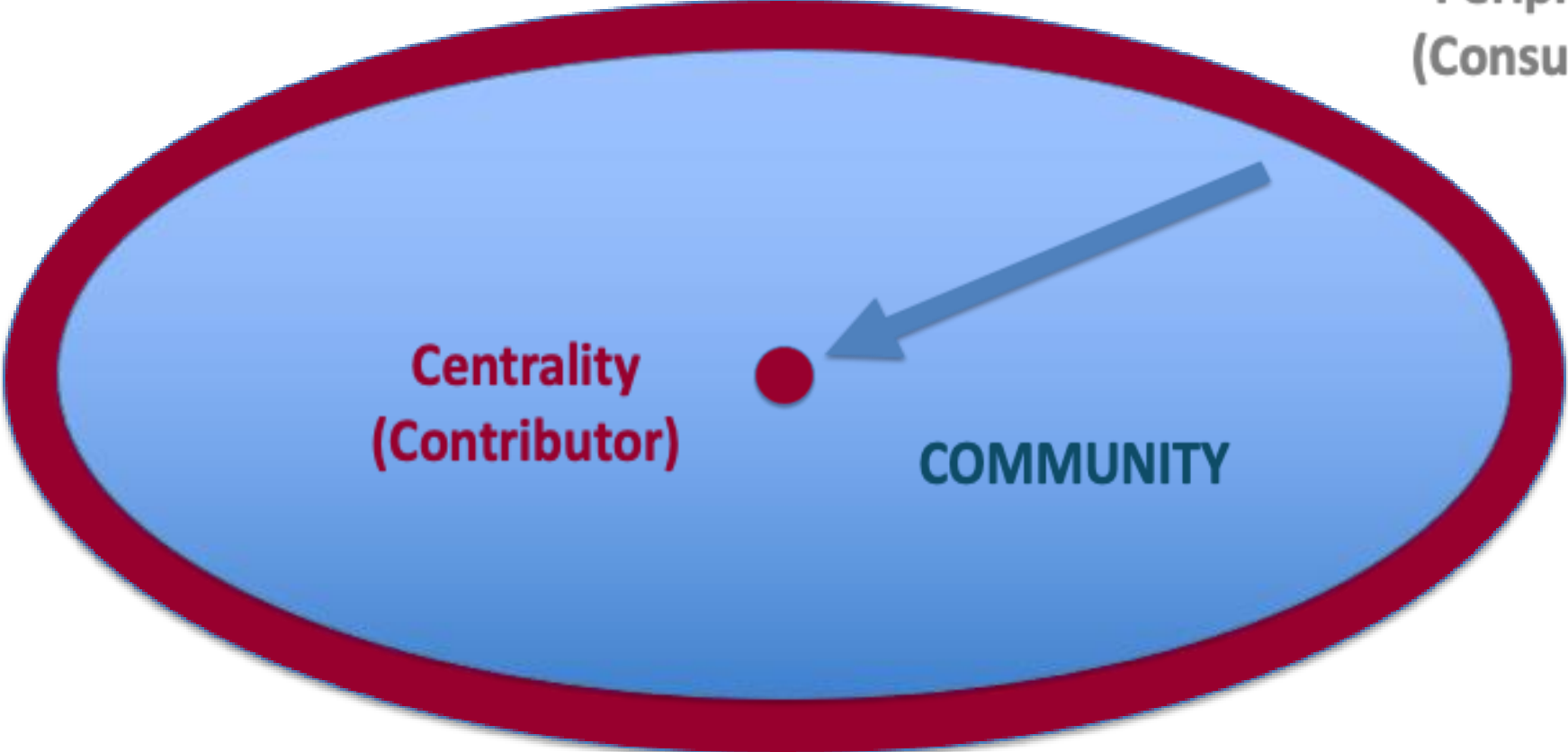


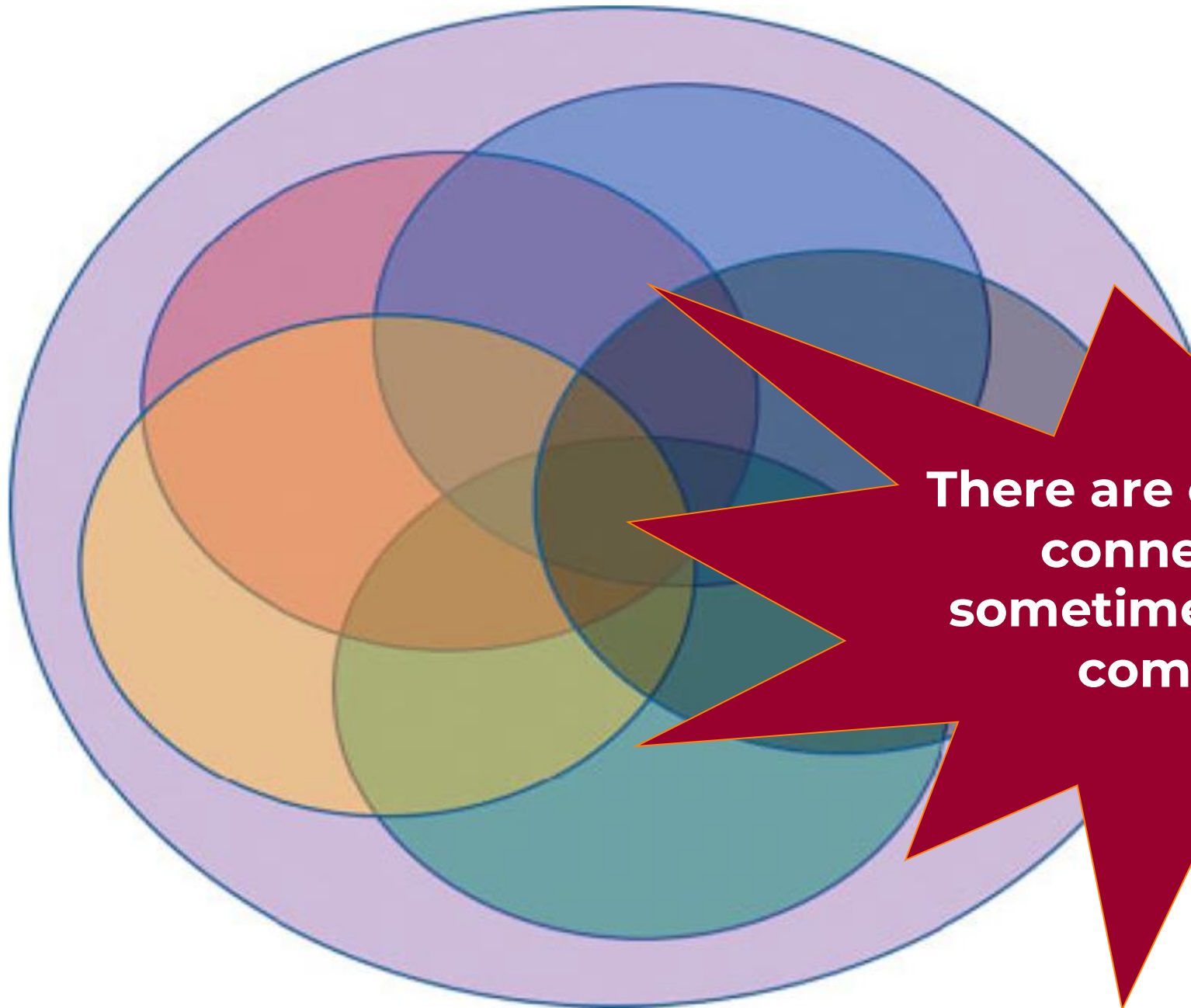
# Community of Practice



# Peripherality vs. Marginality

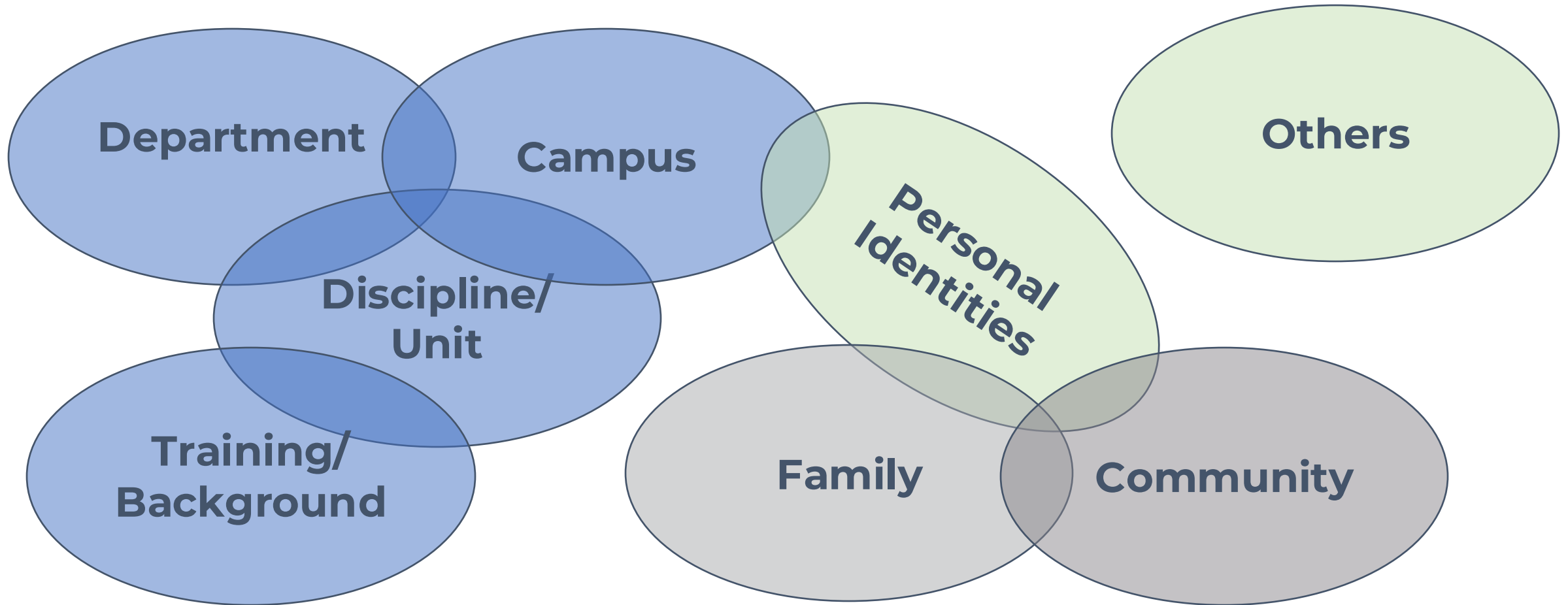
Periphery  
(Consumer)





**There are often multiple,  
connected, and,  
sometimes, competing  
communities**

# Mapping Communities of Practice



A cosmic background image featuring a dark purple and blue space filled with numerous small white stars. A prominent, ethereal nebula structure is visible, with a central region glowing in vibrant orange and red, transitioning into a large, diffuse area of bright cyan and teal on the right side. The nebula's structure is wispy and filamentary, resembling a complex web or a large-scale gas cloud. The overall scene is a deep space visualization, likely representing a galaxy or a significant interstellar region.

Let's make it real

# TIME TO WORK



- Identify your most salient communities
- Map them in a Ven Diagram
- Identify the one where you are most fully a participant/contributor
- Identify the one where you are most on the periphery



walk **opt** talk

The image features the text "walk opt talk" in a playful, bubbly font. The word "walk" is in blue, "opt" is in a larger blue font, and "talk" is in pink. The letter 'o' in "opt" is replaced by a pair of blue sneakers with white soles and laces. The entire graphic is set against a light green background with a subtle radial gradient.

# TIME TO WORK



**Where did/would the UT System  
fit into your diagram of  
communities?**

... your most salient

Diagram

where you

found

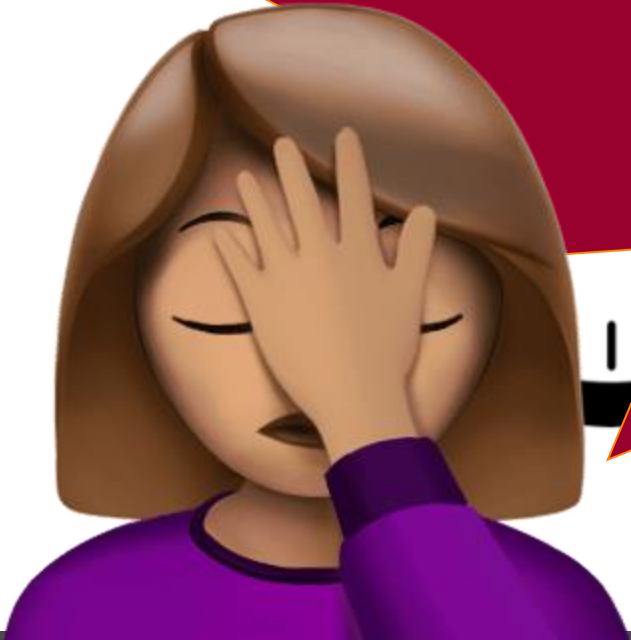
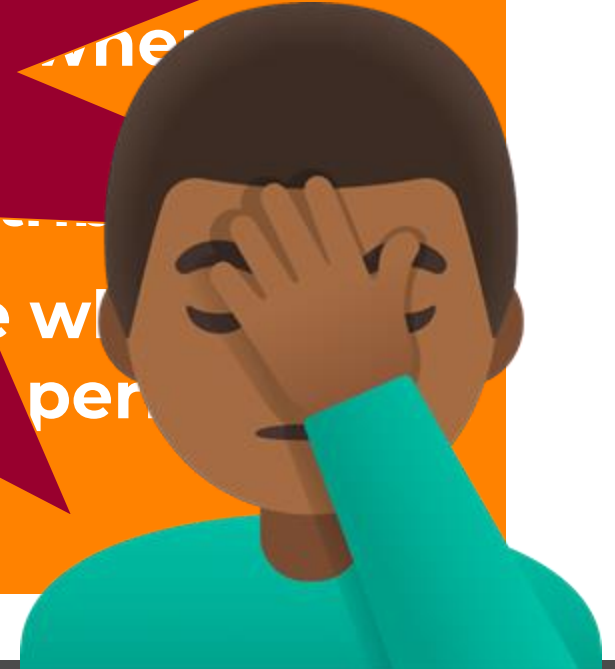
... where you  
most on the periphery

**TIME TO WORK**

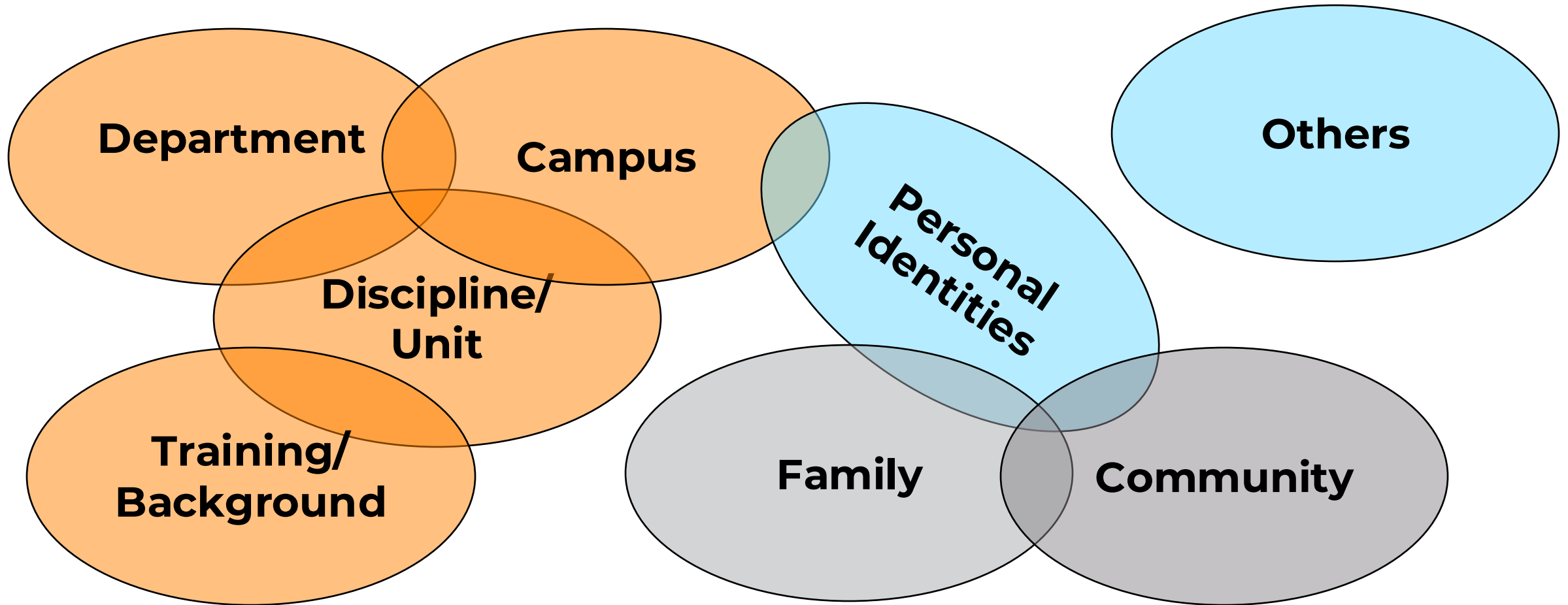
...by your most salient

Diagram

**Where did/would the UT System  
fit into your diagram of  
communities?**



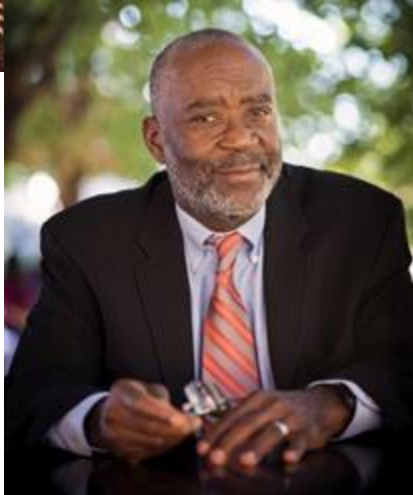
# Mapping Communities of Practice





WHY IS THIS SO **HARD**?!

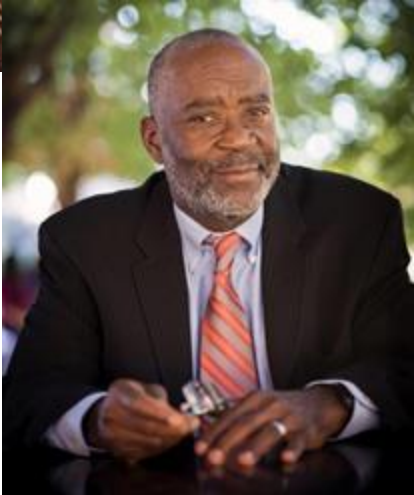
# Campus Climate Model



# Campus Community Climate Model



# Campus Community Climate Model

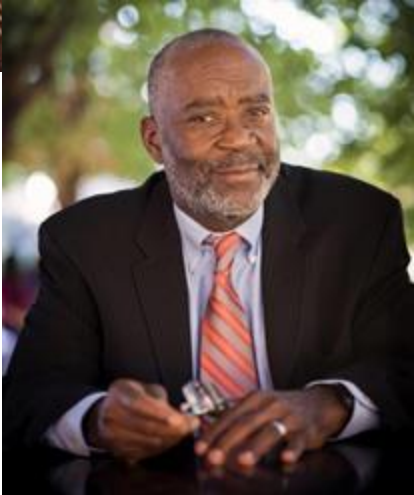


## Historical Legacy of Inclusion/Exclusion

- **What is the spoken and hidden mission of the community?**
- **Who feels “at home” in the space?**
- **Who was the system built for?**



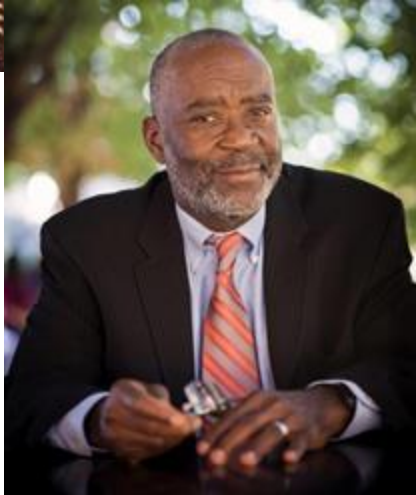
# Campus Community Climate Model



## Compositional Diversity

- Who has historically been/is currently being represented & served in the community?
- How might they categorize and describe themselves?
- How does the system categorize and describe them?

# Campus Community Climate Model



## Behavioral Dimension

- How do people within the system/community interact with one another?
- Is the nature of that interaction tactical or strategic in its nature?
- What does collaboration look like?

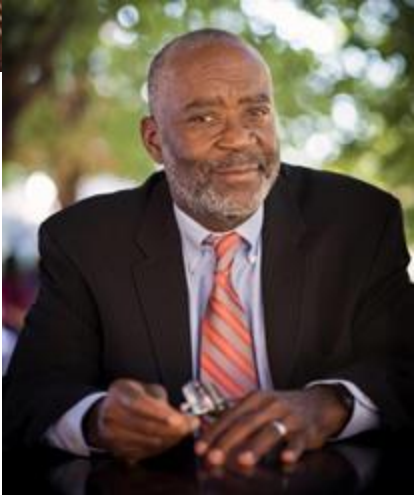
# Campus Community Climate Model



## Psychological Dimension

- Do people believe that they are welcome in the community?
- How are beliefs embedded about marginality and belonging?
- What are the understood “in” and “out” groups?

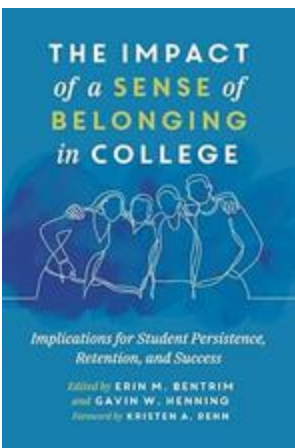
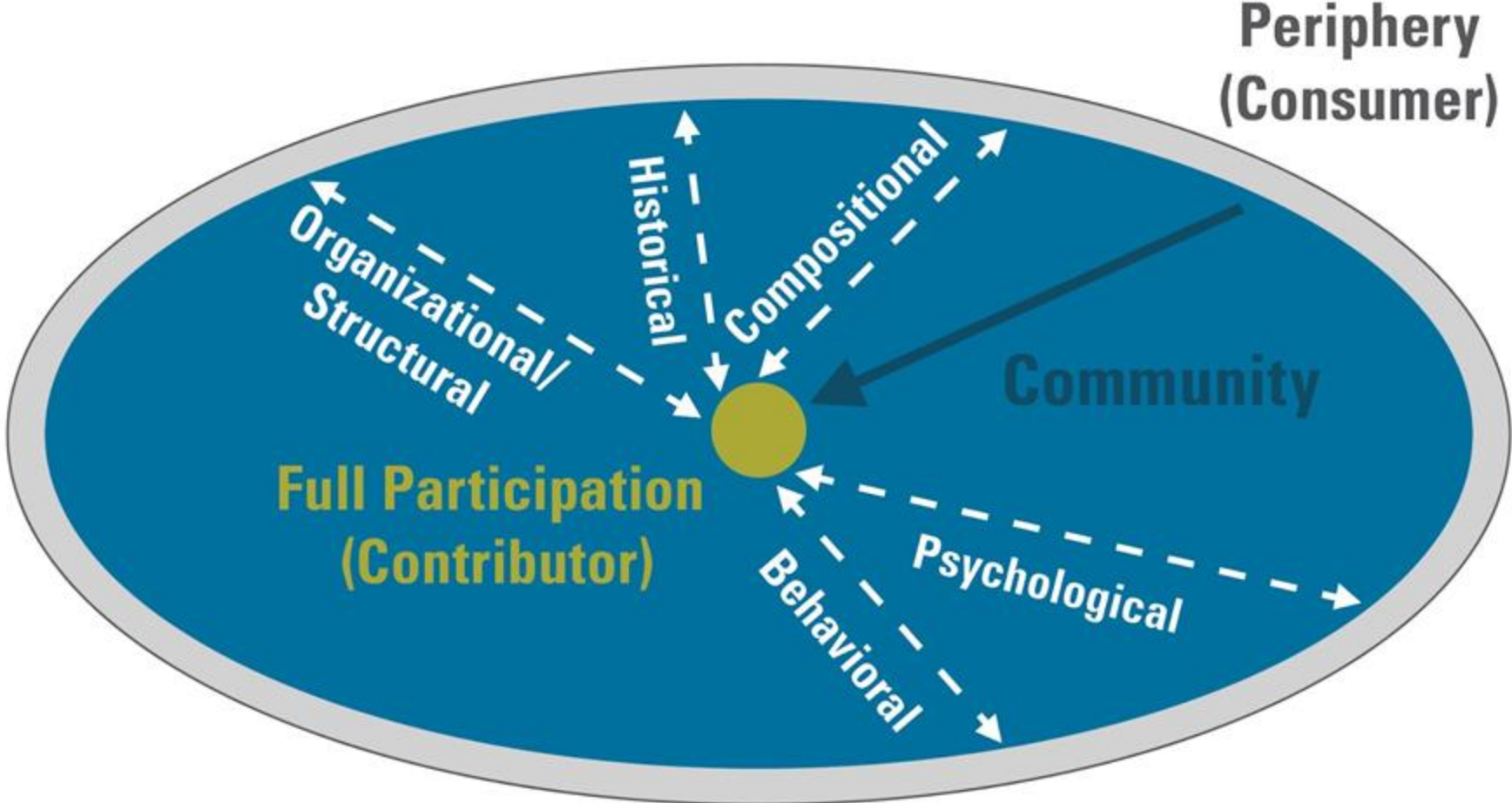
# Campus Community Climate Model



## Organizational / Structural Dimension

- What is the definition of merit and success in the system?
- How are resources allocated?
- What policies and procedures support the community of practice?
- What makes the community (dys)function?

# UT System as a Community of Practice





- Which forces are working toward belonging and community health?
- Which forces are working against belonging and community health?
- Which forces are within your control to change?

A landscape photograph showing a green field in the foreground and a blue sky with white clouds in the background. The text is overlaid on the sky.

A CRISIS IS A TERRIBLE THING TO WASTE.

~ PAUL ROMER

WISEFAMOUSQUOTES.COM

*Session*

**WRAP UP**