

Sharing Knowledge, Transforming Higher Ed

AMICAL
Al Akhawayn University
Ifrane, Morocco
May 25th, 2023

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Transformation
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جامعة الأنوين

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AL AKHAWAYN
UNIVERSITY

CUNY Transformation

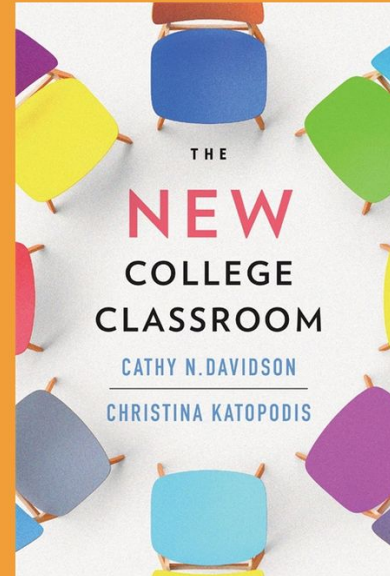
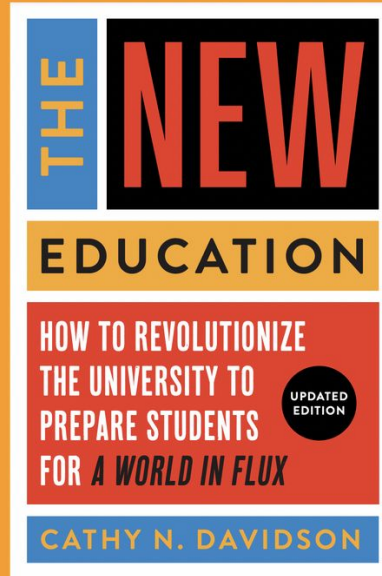
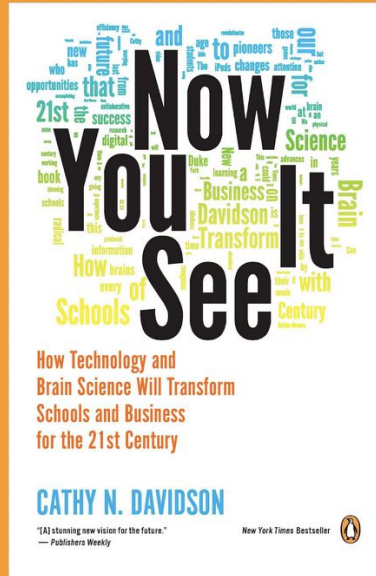


FUTURES INITIATIVE
ADVANCING EQUITY AND INNOVATION IN HIGHER EDUCATION



**GRADUATE
CENTER**

“How We Know” Trilogy



This talk is
dedicated to our
students. Thank
you for inspiring us
to work for a better
future.



“

To be truly visionary we have to root our imagination in our concrete reality while simultaneously imagining possibilities beyond that reality.

—*bell hooks*

”

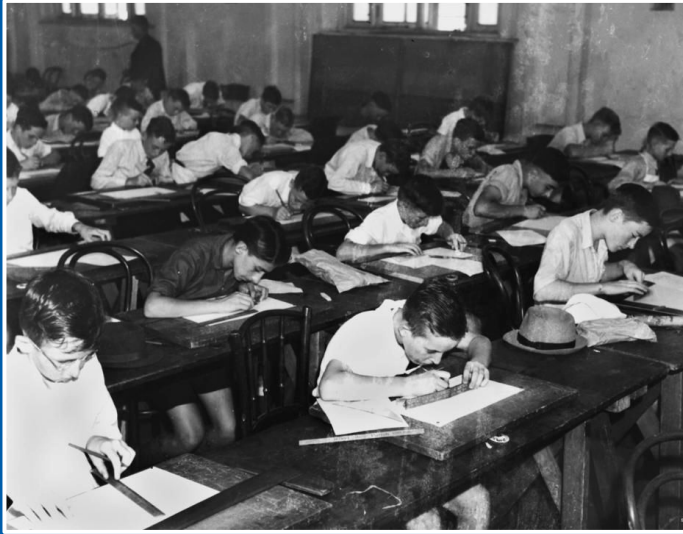
Think Pair Share

If you could wave a magic wand and change one thing about your college or university today, what would you change first?

[NB: “all the funding in the world” is taken for granted; what else??...]



Part One:
Our Legacy



School, *verb*. From Farmers to Factory Workers

Industrial-Education Complex (1860-1925)

From Shopkeepers to Professional-Managerial Class

Scientific Labor Management

statistics, bell curve, eugenics, standard deviation, assembly line, punch clocks, mass production, standardization, production and efficiency quotas, quality control, specialized division of labor, scientific study of productivity outcomes from hourly “wage labor”(Marx)

Scientific Learning Management

mandatory public secondary schooling, K-12 curriculum requirements, research universities, public universities, Land Grant universities, Historically Black Colleges and Universities, junior colleges, majors, minors, electives, divisions, certification, graduate school, collegiate law school, nursing school, graduate school of education, collegiate business school, mandated contact hours, degree requirements, (Carnegie) credit hours, grades, IQ tests, giftedness, learning disabilities, multiple choice tests, college entrance exams, SATs, tenure, sabbaticals, faculty pensions, peer review, school rankings, donor-named chairs, corporate-sponsorship of research, adolescence, crits and thesis defenses, F (failure)...

Professionalizing the Industrial-Education Complex

American Chemical Society (1876). American Library Association (1876).
Modern Language Association (1883). American Historical Association
(1884). The New England Association of Schools and Colleges (1885).
American Mathematical Society (1888). The Committee of Ten (1892).
American Psychological Association (1892). The College Entrance
Examination Board (1899). American Philosophical Association (1900).
The Association of American Universities (1900). American
Anthropological Association (1902). American Sociological Association
(1905). American Association of University Professors (1915) . . .



**Part Two:
Now**

April 22, 1993



*How do we prepare students
for this world?*

Anyone with an internet connection can communicate anything at all to anyone else with an internet connection ...

- Without a pause or delete button
- Without identity or verification
- Without an editor or expertise
- Without data security or privacy

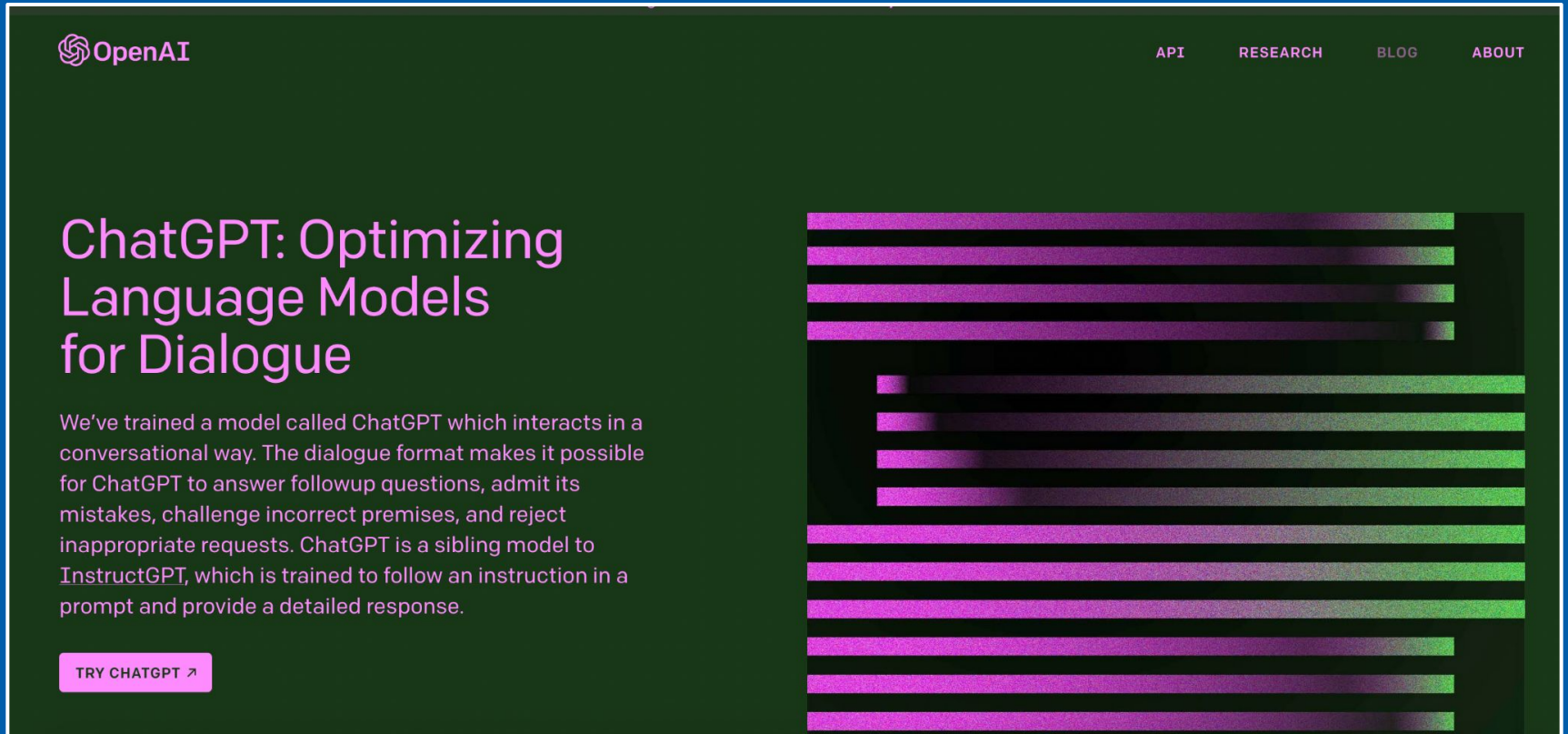


*How do we prepare students
for this world?*

“Sequestered Problem Solving”

(Really? Is this the
best we can do? In
2023?)

November 30, 2022: ChatGPT (1 million+ subscribers in 5 days)



The image is a screenshot of the OpenAI website. At the top left is the OpenAI logo. At the top right are navigation links for API, RESEARCH, BLOG, and ABOUT. The main heading is "ChatGPT: Optimizing Language Models for Dialogue". Below the heading is a paragraph of text describing the model's capabilities. At the bottom left is a "TRY CHATGPT" button with an external link icon. The right side of the page is blurred, showing a list of text blocks.

OpenAI

API RESEARCH BLOG ABOUT

ChatGPT: Optimizing Language Models for Dialogue

We've trained a model called ChatGPT which interacts in a conversational way. The dialogue format makes it possible for ChatGPT to answer followup questions, admit its mistakes, challenge incorrect premises, and reject inappropriate requests. ChatGPT is a sibling model to [InstructGPT](#), which is trained to follow an instruction in a prompt and provide a detailed response.

[TRY CHATGPT ↗](#)

“The Top 100%”



Dr. Gail Mellow, President
Emerita LaGuardia Community
College

- 18 Million Undergraduates
- 40%+ Community College
- 40% Work > 30 hours a week
- 25% Full time school & work
- 25% Over 25 years old
- 30% First gen college students
- 24% Low income
- 25% Food and housing insecurity
- 58% Female
- 45% Students of color
- 0.4% at Ivies

AMICAL Network: Global Diversities





- Disrupted education in over 150 countries
- Affected 1.6 billion students worldwide
- 87% of US college students went online during Covid
- The pandemic is far from over
- Our 2023 world is not 2019



No one, in Jan 2020, would have predicted all of higher ed could go on line in a matter of days because of the pandemic crisis. We need to remember our *own* ability (and responsibility) to react, change, transform. (To quote the great 21st century poet Taylor Swift, “It’s me. I’m the problem. It’s me.”)

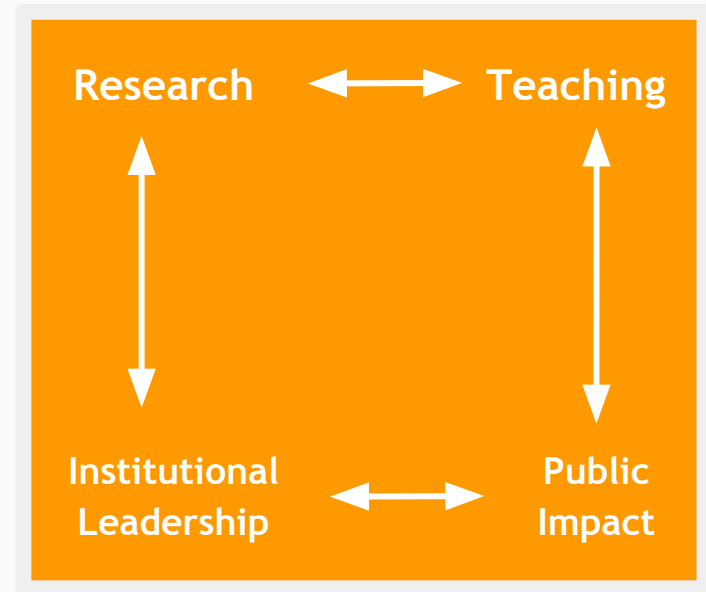
What legacy feature of your institution
seems most anachronistic/irrelevant in
2023?

**Part Three:
Seven Ways
to Transform
Higher Ed**

We cannot change structural inequality with good will.

We must design new structures with equality at the core.

#1: Change the Reward Structure of Higher Ed



#2: Connect Admissions, Academic, and Career Services

CAREER DEVELOPMENT ACTION PLAN



#3. Redesign Your Syllabus for “World Readiness”

- Use pedagogies of care: make our widest goals, our mission statement, our care statements part of our syllabi
- Make the link to Career Services part of our care for our students
- Connect course content to crucial life, research, and career skills--including essential ways of using, analyzing, and evaluating information



<https://www.hastac.org/blogs/adashima-oyo/2020/01/29/last-page>

Adashima Oyo, Executive Director of the
Futures Initiative, “The Last Page,”
HASTAC.org

Learning Outcomes Are Career Outcomes: NACE (National Association of Colleges and Employers)

1. Career and self-development (knowing one's own goals and strengths)
2. Communication skills
3. Critical thinking and problem solving
4. Equity, inclusion, anti-racist, and cross-cultural skills
5. Leadership
6. Professionalism
7. Teamwork
8. Technology basics

[Pssst . . . we've got this!]



Resources:

<https://studentaffairs.baruch.cuny.edu/wp-content/uploads/sites/6/2020/04/Resume-and-Cover-Letter-Guide.pdf>

<https://cla.umn.edu/career-readiness>

Schiro Withanachchi, Queens College (Econ 249, Applied Statistics & NACE Career Competencies)

LEARNING OUTCOMES	CAREER READINESS COMPETENCIES
Obtain, interpret, and analyze data critically to make decisions	Critical Thinking/Problem Solving
Master basic statistical concepts and apply techniques to problem-solve	Critical Thinking/Problem Solving
Expand knowledge of economic issues through project-based learning	Critical Thinking/Problem Solving
Use technology to analyze quantitative data using inferential statistics	Digital Technology
Utilize steps in problem-solving and decision-making through individual and group work	Teamwork/Collaboration
Work efficiently within a team structure while managing conflict	Teamwork/Collaboration
Collaborate with diverse cultures or work with international data to understand global economic and business perspectives	Global/Intercultural Fluency



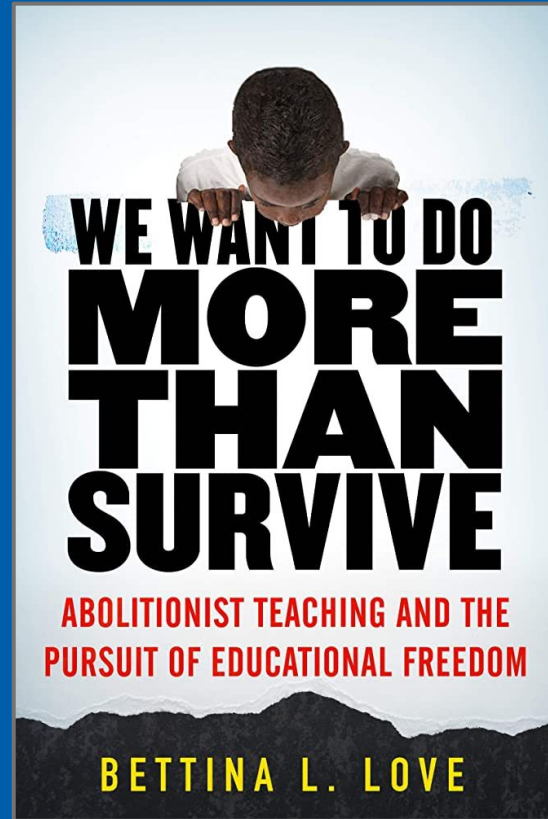
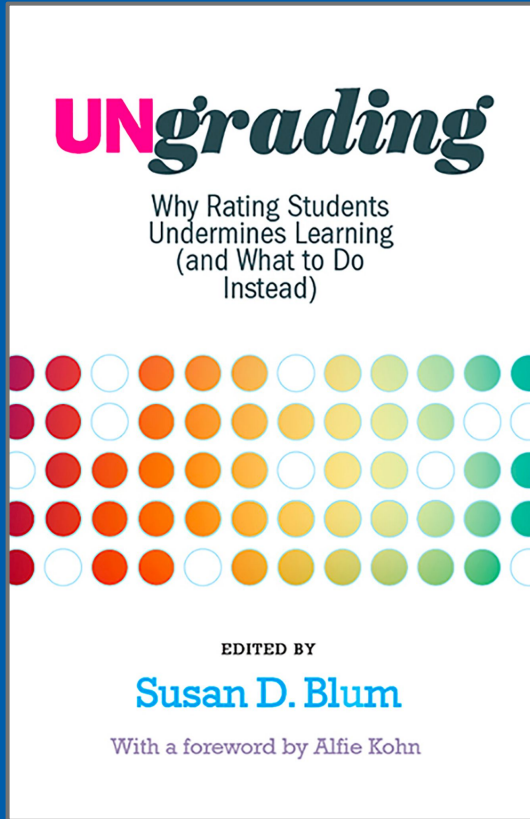
Knowledge *Is Power* ...

1st day assignment: Instead of the tedious and rarely effective “let’s go over the syllabus,” have students work in pairs/groups, review the syllabus, and connect the “basics” of the course to the career/“world readiness” competencies. Have them think big picture—“meta” and “mission.”

1. Career and self-development;
2. Communication skills;
3. Critical thinking and problem solving;
4. Equity, inclusion, anti-racist, and cross-cultural skills;
5. Leadership;
6. Professionalism;
7. Teamwork;
8. Technology basics.

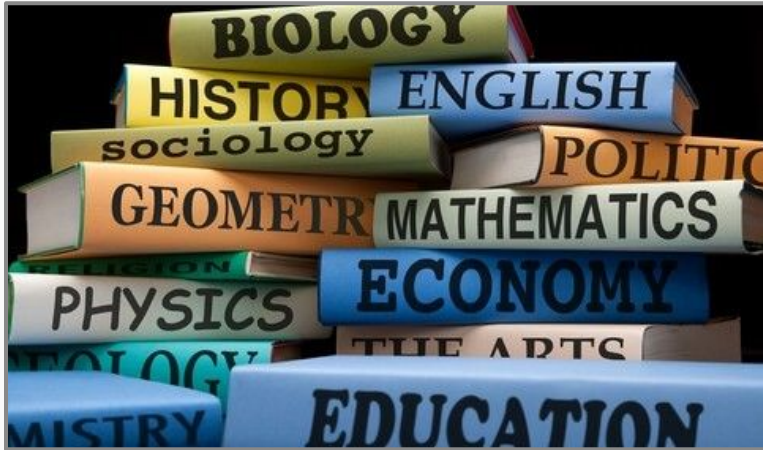
Course Requirements or Learning Outcomes	Career Readiness Competencies

#4. Consider “Ungrading” and an “Open” Syllabus



#5. Redesign General Education that Matters

Bass Connections, Duke University, “Soil and Spirit” Integrated Gen Ed Course





ASHESI UNIVERSITY

“Our mission is to educate ethical, entrepreneurial leaders in Africa; to cultivate within students, the critical thinking skills, the concern for others, and the courage it will take to transform the continent.”

#6. Radically Remix and Update Our Majors and Minors with a MISSION



#7. Engage in Serious Faculty Training in Effective, Equitable, Active Pedagogy, Leadership, and Mentoring



(Cf. 2014 PNAS “metastudy” of 240 studies: <https://www.pnas.org/doi/10.1073/pnas.1319030111>)

- Cathy N. Davidson and Shelly Eversley, "Practicing the Equitable, Transformative Pedagogy We Preach," *Inside Higher Ed*, 2021.
- Scott Freeman, et. al., "Active learning increases student performance in science, engineering, and mathematics," *Proceedings of the National Academy of Sciences (PNAS)*, vol. 111, no. 23, 2014, pp. 8410-8415.
- Louis Deslauriers, et. al., "Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom," *PNAS*, vol. 116, no. 39, 2019, pp. 19251-19257.
- Beth McMurtrie, "Why the Science of Teaching is Often Ignored," *Chronicle of Higher Education*, January 2022.
- Theobald, E. J., et al., "Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math," *PNAS*, vol. 117, no. 12, 2014, pp. 6476-6483.
- Carl Wieman, *Improving How Universities Teach Science* (Harvard UP, 2017).



John Schwartz ✓

@jswatz



My sustainability class just finished a module about disinformation. I had them write me a letter assuming they were flunking and arguing that they deserve an A, using the techniques of disinformation we discussed, like cherry picking, false experts and ad hominem. HOO-boy. 1/n

3:57 PM · Mar 3, 2023 · 4.5M Views

5,376 Retweets 1,168 Quote Tweets 37.4K Likes



John Schwartz ✓

@jswatz



This student did a good job of setting impossible expectations, but his ad hominem attack was a thing of beauty

5/n

I also want it to be acknowledged that all my teachers last semester loved me, and some went on to say they would give me higher than an A if they could. You should be able to trust their judgment enough to know that I'm a stellar student and give me the grade that I deserve. Finally, I just find you too short physically and find it hard to entrust my academic standing to someone who isn't even tall enough to ride a rollercoaster.



John Schwartz ✓

@jswatz

THIS MIGHT BE MY BEST TEACHING DAY EVER. These students didn't memorize a list of disinformation tools and logical fallacies. They used them. And we laughed. Does teaching get better than that? /fin

4:18 PM · Mar 3, 2023 · 8,027 Views





Exit Ticket



What questions do you have for me?

Special thanks to Jackie Cahill (Program Coordinator for the Futures Initiative and the Senior Advisor) for her help with this slide presentation. I also thank Christina Katopodis (coauthor of *The New College Classroom*) for her insights and inspiration—and to all of you for caring enough about learning to be here today. Also special thanks to Maha Bali for her generous assistance on the Mentimeter today!

Thank You

Cathy N. Davidson
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Chancellor on
Transformation

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Distinguished Professor and
Founding Director

The Futures Initiative

The Graduate Center, CUNY