Boyer 2030 Commission Members

Co-Chairs

Peter McPherson, President, APLU   **Barbara R. Snyder,** President, AAU

Commission Members

Michael Crow, President, Arizona State University

Andrew Delbanco President, Teagle Foundation

Roger Ferguson, former President, TIAA-CREF

Kathleen Fitzpatrick, Director of Digital Humanities, Michigan State University

Kevin Kruger, President and CEO, NASPA—Student Affairs Administrators in Higher Education

Gary May, Chancellor, University of California, Davis

Sarah Newman, Director of Art & Education at MetaLAB, Harvard University

Lynn Pasquerella, President, American Association of Colleges & Universities (AAC&U)

Deborah Santiago, Co-Founder and CEO, *Excelencia* in Education

Claude Steele, Lucie Stern Professor in the Social Sciences, Emeritus, Stanford University
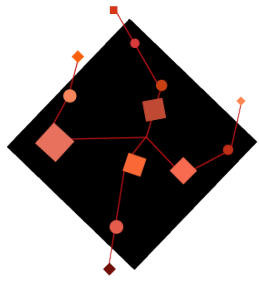
Holden Thorp, Editor-in-Chief, *Science*

Eric Waldo, former Executive Director of Michelle Obama's Reach Higher Initiative

Mary Wright, Associate Provost for Teaching & Learning, Brown University

Ex officio: **Elizabeth Loizeaux**, Boston University; Past President, UERU

Association for Undergraduate Education at Research Universities

Boyer 2030 Commission Charge
August 2021

- Develop "A Blueprint for Excellence and Equity in Undergraduate Education at America's Research Universities: 2040"

- Build on the landmark 1998 Boyer Report and its accomplishments to advance an updated vision for advancing undergraduate education at US research universities

- Consult broadly

- Blueprint to provide key touch points for UERU's collective work with the nation's research universities through at least 2040

Nov. 2021: Commission Renamed Itself "Boyer 2030"

Boyer 2030 Activities to Date: Overview

▶ Virtual & In-Person Commission Meetings

▶ Information Gathering Sessions

  ▶ Examples of successful and promising practices

▶ Consultations with Stakeholders

▶ Data Gathering

▶ Iteration of Report

▶ Engagement with Funders
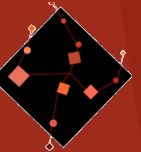
▸ Report Preview

What's Emerging, What's Distinctive

▶ **Key Idea**: *"The Equity/Excellence Imperative"* for prioritizing undergraduate education at America's leading research universities

▶ **Primary Audience**: presidents/chancellors, provosts, and other senior-most research university leaders

▶ **Modus Operandi**: vision *and* actionable recommendations; partnerships for change

▶ **Exemplars**: successful practices/promising experiments/leading edge thinking

Eleven Provocations for Equity/Excellence

- **Beyond Workplace Readiness/Liberal Education for All**
  - **World Readiness**
  - **Freedom of Speech and Expression and Supportive Campus Cultures**
- **Equity/Excellence in Teaching and Learning**
  - **Access to Excellence**
  - **Teaching**
  - **Advising**
  - **Faculty Rewards and Structure**
- **Facilitating Success/Eliminating Barriers**
  - **Access and Affordability**
  - **Degree Pathways**
  - **Digital Technology**
- **Fostering Belonging and Equitable Campus Cultures**
  - **Nurturing Mental Health and Well-being**
- **Leading Change**
  - **Assessment and Accountability**

Beyond Workplace Readiness/Liberal Education for All

- The equity/excellence imperative demands that we educate for "world readiness." "World Readiness" is "liberal education," education that liberates.
  - General Education for World Readiness
  - The Humanities for World Readiness
  - World Readiness and Equity
  - Career Preparation for World Readiness

- Liberal education thus helps equip students with *coherent* bases of knowledge and the skills needed to live thoughtfully, participate effectively in self-governance, and pursue lifetimes of meaningful work. It teaches students how to learn. It fosters perspective and humility.

- Integrate, integrate, integrate. Core curricula and general education by whatever name and type must be coherent and transparent, and explicit in purpose. Core curricula must simultaneously prepare undergraduates for life as productive citizens *and* economic actors where the best way to do both is to prepare students for life itself—life in our times and with an anticipated future in mind, which is to say, for *world readiness*.

Freedom of Speech and Expression in Supportive Campus Cultures

Among the thorniest but most important challenges facing campus communities is simultaneously ensuring, even encouraging, exchange of ideas and viewpoints, including those which are discomforting and controversial.

> ▶ Renewed dedication to make our campuses places of diverse opinion that welcome freedom of speech and expression at the same time as we vigorously protect and indeed strengthen the security and standing of those historically excluded in higher education, and who are often targets of violence and discrimination still.

> ▶ Building trust and understanding among members of university communities, especially in support of those most threatened and most vulnerable, is critical.

Equity/Excellence in Teaching & Learning

▶ Elevate teaching excellence as a principal marker of institutional excellence, and define teaching excellence formally, recognizing both institution-wide standards and disciplinary particulars.

▶ Understand who participates in evidence-based practices and high-impact practices (HIPs), including those outside the normal course schedule, on your campus and evaluate the quality of the opportunities you offer.

▶ Embed HIPs in courses to help ensure that all students experience them; expand high-impact practices through technology.

▶ Emphasize the departmental responsibility for the curriculum of courses, quality of teaching, and design of assessments.

▶ Support teaching and learning centers as sources of institutional infrastructure to help catalyze student success

▶ Support university-wide expectations by providing ongoing pedagogical development for all members of the university community who teach or who will teach. Develop holistic evaluation of teaching that includes multiple measures for promotion and tenure.

▶ Empower university-wide advising leaders—e.g., assistant provosts for and/or executive directors of advising—to manage and assess coordination, consistency, and quality of approach across advisors, and consider new organizational forms that reduce inefficient redundancies.

Facilitating Success & Eliminating Barriers

► Ensure holistic review of applications by giving weight to demonstrated resilience, tenacity, and determination of applicants, reducing the weight of potentially biased and narrow measures, and providing regular training for admission staff in conducting holistic reviews in ways that reduce bias.

► Ensure all admitted students are advised about the cost of the degree and what aid will cover.

 ► Support doubling Pell grants.

 ► Make fundraising for need-based aid a top priority.

 ► Consider setting a benchmark for reasonable total debt.

► Use a pathway approach to help students (including transfer students) navigate the complex matrices of requirements and prerequisites.

 ► Remove the barriers to approving transfer credit from 2- and 4-year institutions.

► Implement clear pathways to the degree that enable students to complete the degree in four years and that increase completion rates and reduce equity gaps.

► Identify how resource allocation policies and practices can support (and not unintentionally limit) students' engagement in a full range of curricular and co-curricular activities.

Fostering Belonging & Equitable Campus Cultures

▶ Address urgent as well as endemic mental health concerns, and in ways that strengthen large and diverse university communities, provide learning and leadership opportunities for undergraduate students.

▶ Implement population-wide strategies that integrate well-being into the student experience.

Assessment & Accountability

▶ Remove admissions selectivity as a meaningful data point.

▶ Update the current metrics you use so that there is standard data, and insist that agencies that collect data do the same.

▶ Look behind and beyond completion to measure equitable excellence.

▶ Develop an institutional dashboard of these measures to track progress.

Strategies for Presidents/Chancellors & Provosts

▶ Communicate the message repeatedly that excellent undergraduate education is a crucial mission of the research university to serve the public good.

▶ Develop a plan for equitable student and institutional success that is data-informed.

▶ Leverage the power of your faculty--who will be implementing change--by empowering departments in rethinking education for excellence and equity.

▶ Involve students in change efforts and leverage the new ways of thinking and fresh insights they bring to the table.

▶ Rely on the expertise of support units such as CTLs and IR offices to help develop key parts of your campus plan.

▶ Begin and carry through on an intentional process to restructure your faculty for excellence and equity in undergraduate education.

▶ Institutionalize equity and excellence in undergraduate education through your hiring to change the traditional departmental structures that mitigate against teaching in university-wide programs such as general education and non-departmental interdisciplinary courses.

▶ Ensure excellence in teaching in considering promotion and tenure cases.

▶ Work with boards, state system leaders, accrediting bodies, policy makers, and public officials to create meaningful standards and measures of progress that will motivate the setting of helpful institutional priorities and guide senior leaders to achieve excellence and equity.

▶ Collaborate with other universities on cross-institutional reforms—to share expertise and ideas, speed reform, apply for implementation grants, and leverage shared resources.

Next Steps

▶ Commission final review

▶ Publication and PR (September/October)

  ▶ Report—University of Colorado Press

  ▶ Website, Social Media, National Outlets

▶ UERU National Conference (November 2022)

▶ Implementation

Reference of Activities to Date

Boyer 2030 Activities to Date: Overview

- ▶ Virtual Retreat (August 2021)
- ▶ Information Gathering Sessions (October-December 2021)
  - ▶ Examples of successful and promising practices
  - ▶ UVPs in conversation (November 2021)
- ▶ Virtual Check-In (October 2021)
- ▶ In-Person Meeting, Washington, DC (November 2021)
  - ▶ Discuss draft outline of final report
- ▶ Further Information Gathering (February-March 2022)
- ▶ Virtual Commission Discussion of Info Gathering (March 2022)
- ▶ Virtual Commission Meeting on Draft 1 of Report (April 2022)
- ▶ Virtual Commission Meeting on Draft 2 of Report (June 2022)
- ▶ On-going Consultations

Information Gathering Sessions

MIT's First-Year Grading Policy

Ian Waitz, Vice Chancellor for Undergraduate and Graduate Education, Jerome C. Hunsaker Professor of Aeronautics and Astronautics, Massachusetts Institute of Technology

Kate Weishaar, First-Year Experience Project Coordinator, Massachusetts Institute of Technology

Educating for World Readiness

David Carballo, Assistant Provost for General Education, BU Hub, Boston University

Cathy Davidson, Founding Director, The Futures Initiative, The Grad Center, CUNY

Abraham Goldberg, Inaugural Director, James Madison Center for Civic Engagement, James Madison University

Melinda Zook, Director, Cornerstone Integrated Liberal Arts, Purdue University

Analytics & Assessment for Equity & Excellence

Greg Heileman, Vice Provost for Undergraduate Education, University of Arizona

Jillian Kinzie, Associate Director, Center for Postsecondary Research & National Survey of Student Engagement (NSSE) Institute, School of Education, Indiana University

Tim Renick, Executive Director, National Institute for Student Success (NISS), Georgia State University

Information Gathering Sessions (cont'd)

Holistic Advising for Equity & Excellence
Richard Light, Carl H. Pforzheimer Jr. Professor of Teaching & Learning at Harvard Graduate
School of Education, Harvard University

Campus Freedom of Speech & Expression

Tony Frank, Chancellor, Colorado State University System

Reform of Faculty Roles & Incentive Structures

Adrianna Kezar, Wilbur Kieffer Endowed Professor, Dean's Professor of Leadership, Director of the Pullias Center, Director of the Delphi Project, University of Southern California

Mental Health & Well-Being

Bernadette Melnyk, Vice President for Health Promotion, Chief Wellness Officer, The Ohio State University

José Villalba, Vice President for Diversity & Inclusion, Chief Diversity Officer, Wake Forest University

ACE's Reimagining Transfer for Student Success

Louis Soares, Chief Learning & Innovation Officer, American Council on Education

HBCU Research University Leaders on the Equity/Excellence Imperative

Melanie Carter, Associate Provost & Director of the Center for HBCU Research, Leadership, and Policy, Howard University, featuring Kenneth Anderson, Howard University; John Gardner, Prairie View A&M; Kara Turner and Tiffany Mfume, Morgan State University; A. Simon, Clark Atlanta University

Information Gathering Sessions (cont'd)

Leading the Way for Equity & Excellence – UTEP & Morgan State

Heather Wilson, President, The University of Texas at El Paso

John Wiebe, Provost & Vice President for Academic Affairs, University of Texas at El Paso

Tiffany Mfume, Assistant Vice President for Student Success and Retention, Morgan State University

Leading the Way for Equity & Excellence – Meyerhoff Scholars

Keith Harmon, Director of the Meyerhoff Scholars Program, University of Maryland, Baltimore County

Digital Transformation for Equity & Excellence

Lisa McIntyre, Assistant Vice Provost for Student Success Innovations, Arizona State University

Bobby Gray, Director of Digital Transformation, Arizona State University

Tim McKay, Associate Dean of Undergraduate Education, Director of SEISMIC, University of Michigan

Marco Molinaro, Assistant Vice Provost for Educational Effectiveness, University of California, Davis

Bror Saxberg, former Vice President for Learning Science, Chan Zuckerberg Initiative