NASH PARTNERS WITH THE UNIVERSITY OF ALBANY’S SYSTEMS CENTER

In April, NASH formalized its ongoing partnership with The Systems Center at the University of Albany. Nancy Zimpher and Jason Lane are well-known figures in NASH, for their effective leadership in the SUNY system, their development of the concept of systemness, and their influence in moving the TS3 agenda to the forefront of our work. In their respective transition within SUNY to the University at Albany, Drs. Lane and Zimpher co-founded the UA Systems Center, devoted to the concepts of collective impact, data analytics to drive continuous improvement, and adaptive leadership.

Over the past few years, the Systems Center has increasingly served in the role of the backbone organization supporting the work of NASH. For several years, these activities have included active leadership in the Taking Student Success to Scale Network and the System Leadership Academy. We have also worked together on fundraising proposals, data analysis projects, and website development. More recently, the Center has driven the NASH response to COVID-19, advancing an array of resources for NASH members. This partnership has made NASH a stronger organization, and we are indebted to them both.

NASH RESPONSE TO COVID-19

In early March, the world turned upside down for NASH systems and their campuses, faculties, staffs, and students. The NASH organization was significantly impacted as well. Over a ten-day period, five national gatherings were cancelled and attendance at regular conference calls mushroomed, turning them into more frequent and intense discussion forums. System leaders at multiple levels were eager to interact with peers facing common challenges. From this synergy emerged a vibrant listserv and an ongoing series of interactive webinars. Webinar topics, now numbering ten, range from immediate issues such as system support for remote instruction and scenario planning for fall to long term consideration of the role of university systems after COVID-19.

With the support of the Systems Center, the NASH Crisis Clearinghouse was established to create a community of practice, share information and to leverage the collective impact of the NASH systems. An additional goal is to document the response of higher education systems to COVID-19 in the following areas: student support, faculty support, online capacity, academic calendar and grading, enrollment projections, shared governance, human resources,
emergency planning structures, practices and policies, financial implications and connecting with external community. This rich resource features these elements:

- NASH System COVID-19 websites (40 system websites linked)
- System Heads Blog Series (5 blog posts to date)
- Shared Resources (24 resources posted to date)
- Insights from the Listserv (14 topics)
- Information on upcoming events, past meetings and webinars

We hope that you will check out the clearinghouse and consider adding your COVID-19 resources: [https://thesystemscenter.org/nash-clearinghouse/](https://thesystemscenter.org/nash-clearinghouse/).

**NEW NASH RESOURCE--HIGH IMPACT PRACTICES: AN EDUCATOR'S GUIDE**

We are excited to announce the launch of NASH's new free online resource, [High Impact Practices: An Educator's Guide](https://thesystemscenter.org/nash-clearinghouse/). Over 35 interviews and case stories are included sharing lessons on implementing and scaling equitable HIPs, drawing from NASH's Taking Student Success to Scale: High Impact Practices project.

These modules help provide a scaffold for thinking about HIPs in the larger context of student success efforts, and provide issues to consider for more successful implementation. The 11 modules are: Why HIPs Matter; Readiness Assessment; System Vision & Leadership; Goal Setting & Communication; Teaching & Learning; Transparency & Quality Learning; Pedagogy & Equity; Assess & Analyze; Equitable Assessment & Action; Implement & Scale; HIPs Spotlights.

The design is interactive and self-directed allowing learners--both individuals and in teams--to create a personalized learning experience. System staff, and campus faculty and administrators who want to learn about implementing, scaling and assessing equitable High Impact Practices can all benefit from these modules. Given the constraints—of time, cost, geography, personnel—of in-person professional development, these modules provide campuses and systems with additional solutions.

We look forward to learning your response to these resources as we build on them to continue to strengthen our efforts on the NASH priorities of improving student success and closing equity gaps.

**SCALING INSTRUCTIONAL EXCELLENCE TO IMPROVE STUDENT SUCCESS**

NASH is pleased to announce a major new initiative to support its members’ efforts to advance student success and close equity gaps. Recognizing the importance of students’ experiences in class and their relationships with faculty, this effort is focused on scaling instructional excellence through intentional, high-quality professional development for faculty. Through a collaboration with the Association of College and University Educators (ACUE), NASH is able to offer its members a unique opportunity to prepare and credential faculty on the essentials of
effective college teaching. A grant of $2.4 million from the Charles Koch Foundation supports this work.

Four NASH systems were selected by an external review board, from a field of eleven strong proposals: California State University System, City University of New York, Texas A&M University System, and University of Missouri System.

These systems will collectively enroll more than 1,500 faculty the Association of College and University Educators’ (ACUE) faculty development programs in evidence-based effective teaching practices. Recognizing the impact of effective teaching on students’ academic success, this initiative is estimated to benefit nearly 300,000 students annually. The systems also will participate in research to document faculty implementation of new teaching techniques and the subsequent impact on student outcomes.

This initiative is aligned with the NASH priorities to support transformative and collective strategies that advance student success and close equity gaps. Recognizing that a major element of student success is the quality of students’ experiences in class and their relationships with faculty, this effort is focused on scaling instructional excellence through intentional, measurable and high-quality professional development for faculty.

Through ACUE’s online courses, cohorts of faculty from NASH member systems will have the opportunity to learn about and implement evidence-based teaching practices shown to strengthen student outcomes and close equity gaps. Faculty who satisfy course requirements will earn a certificate in effective college instruction endorsed by the American Council on Education (ACE).

**VIRTUAL CONVENINGS: 2020-2021**

With continuing uncertainties regarding physical gatherings and reduced funding for system and campus travel, NASH is moving to an all-virtual meeting schedule for the coming academic year. We have successfully utilized remote meeting capabilities for years, with our webinars and zoom conference calls. Building on this experience and in addition to these ongoing offerings, regular meetings of the NASH Board, system heads, and chief academic officers will now take place virtually. With the constraints of physical travel removed, we hope to offer these on a quarterly basis, with a shortened format. The TS3 Network Convening will also take place in a virtually, with meetings in the fall and spring. Plans for an online NASH System Leadership Academy are underway. Please watch for announcements of these upcoming opportunities.
RECENT ITEMS OF INTEREST

Here are several items that have crossed my desk recently that I would like to bring to your attention.

- **Juneteenth**

  We have seen many recent statements from organizations regarding the current upheaval around inequities in our country. In a particularly compelling statement to University of Maryland System staff, Chancellor Jay Perman suggests that we reflect on the fight for freedom and equality—then and now—and joyfully celebrate Black history and culture, Black resistance and resilience. He offers these readings as a starting point:

  - [The Historical Legacy of Juneteenth](https://www.nmaahc.si.edu/exhibitions/juneteenth) (National Museum of African American History & Culture)
  - [Juneteenth: Our Other Independence Day](https://www.smithsonianmag.com/history/juneteenth-our-other-independence-day-180971894/) (Smithsonian Magazine)
  - [What Is Juneteenth?](https://www.pbs.org/wgbh/americanahistory/many-rivers-to-cross/index.html) (PBS: This web site also hosts *The African Americans: Many Rivers to Cross*, a video series on African American history, culture, and perspectives.)
  - [First, Listen. Then, Learn: Anti-Racism Resources for White People](https://www.forbes.com/sites/forbestechcouncil/2020/06/22/how-to-talk-to-your-kids-about-anti-racism-a-list-of-resources/) (Forbes: This article includes an extensive reading list for adults and kids, videos, and movies on race and racism.)
  - [How to Talk to Your Kids About Anti-Racism: A List of Resources](https://pbs-social.org/how-to-talk-to-your-kids-about-anti-racism/) (PBS Social)

  While the holiday itself has passed, these resources are timely none the less.

- **How State University Systems Can Save Weakened Campuses**

  With the pressures brought about by the COVID-19 pandemic and the resulting reductions in state funding, many lawmakers are looking to our systems to consider closing small regional campuses. This opinion piece by James Page, former chancellor of the University of Maine System, makes the case that the most vulnerable campuses are often “among a region’s last anchor institutions, playing essential social, economic and cultural roles as well as providing critical education access to the communities they serve.” Page outlines four types of actions that a system can take to protect these campuses, including functional administrative integration, regional partnerships, formal collaborations and unified accreditation. Details on the implementation of these measures in Maine are included.

  [Click here to read the full article](#)

- **Student Enrollment Cliff**

  As we approach the 2025 student enrollment cliff, we need to facilitate discussions and create actions to prepare for the impact that changes will have on higher education and the higher education workforce. In a recent presentation to the Washington Higher Education Secretariat, two higher education associations (CUPA-HR and AACRAO)
presented a stark picture of this shifting landscape. While we have seen these projections before, this slide deck brings them together in a compelling case.

In addition, CUPA-HR has created an interactive tool that allows the user to create models specific to a state or region.

Click here for the interactive tool

- Recognizing the Reality of Working College Students

We are all aware that work-related demands on our students pose significant risk factors in their success and progress towards completion. These factors often contribute to inequities in higher education opportunity, experiences and outcomes. In this article, Laura Perna and Taylor Odie consider specific changes in policies and practices that can ensure that work “works” for all students.

Click here to read the full article

MEMBERSHIP UPDATE

New System Head
NASH would like to welcome Dr. Dan Mahony who became President of the Southern Illinois University System on March 1.

UPCOMING VIRTUAL MEETINGS AND EVENTS – 2020

Please contact krissy@nash-dc.org to register for any of the below events.

<table>
<thead>
<tr>
<th>Group</th>
<th>Topic</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>System Heads</td>
<td>Governors Matter: System/State Relations During the Pandemic and Beyond</td>
<td>June 29</td>
<td>2-3pm EDT</td>
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<tr>
<td>All NASH</td>
<td>Taking Our PK-12 Partnerships to the Next Level</td>
<td>July 13</td>
<td>2-3pm EDT</td>
</tr>
<tr>
<td>CFO/CBO</td>
<td>NASH/NACUBO CFO/CBO Meeting</td>
<td>July 20</td>
<td>2-3pm EDT</td>
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<tr>
<td>CAO</td>
<td>NASH CAO Network Meeting</td>
<td>Aug 4</td>
<td>2-4pm EDT</td>
</tr>
<tr>
<td>NASH Board</td>
<td>NASH Board Meeting</td>
<td>Oct 29</td>
<td>3-4:30pm EDT</td>
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UPCOMING WEBINARS

System Heads are invited to join us on June 29 for a webinar discussing system and state relations during the pandemic. Details are below.

**June 29 at 2:00 EDT: Governors Matter: System/State Relations During the Pandemic and Beyond**  
Please contact krissy@nash-dc.org to register

**Description:** It is clear that our governors will play important roles in how this future unfolds. We will dive into this topic more deeply in our next conversation, considering both near-term decisions regarding fall semester on campuses and the longer view for evolving university systems. A panel of three system leaders will share perspectives from their contexts, then we will open it up to all for a full discussion. This webinar is open to system heads only.

**Panelists:**  
Clay Christian, Commissioner, Montana University System  
Flora Tydings, Chancellor, Tennessee Board of Regents  
Tim White, Chancellor, The California State University  
**Moderator:** Nancy Zimpher, Founding Director, The Systems Center

All NASH members are invited to join us for a webinar on July 13 discussing PK-12 partnerships. Details are below.

**July 13 at 2:00 EDT: Taking Our PK-12 Partnerships to the Next Level**  
[Register Here]

**Description:** Rapid change is becoming the norm in so many of our partnerships. Specifically, with regard to our long-standing relationship with our PK-12 colleagues, how will the effects of both COVID-19 and the protests over racial inequality effect everything that follows? Beyond these deep crises, we also know that the demographics of today are threatening our historical reliance on the next generation of high school seniors to fill our enrollment rosters. But as those demographics shift and we begin to cater as much to adult learners as to traditional age students, we can still improve our yield of high school graduates. Many who are left behind, including children growing up with many social and economic challenges, need more support than ever to graduate high school, college ready. And those who teach them, mostly our graduates, need more support in meeting those challenges. Our professional development offerings have to be more customized to the conditions of urban and rural settings, and remote instruction makes the virtual or hybrid classroom even more complicated. While we have always served local classrooms, that relationship needs to be more collaborative in nature and more riveted on instructional improvement and support. Join us as we unpack those familiar classroom settings in an age of increased cultural separation.
and limited technological access than the environment that used to be so familiar to so many.

**Panelists:**
Jason Lane, University at Albany
Nichole Prescott, University of Texas System
Nancy Shapiro, University System of Maryland

**Moderator:** Nancy Zimpher, The Systems Center

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**SYSTEM ROUNDPUP**

- ASU System Addresses Covid-19 Challenges
- CSU Chancellor Timothy P. White's Statement on Fall 2020 University Operational Plans
- UC System to stop requiring SAT and ACT for admissions
- Tony Frank: On navigating a pandemic
- USG Students Made Academic Progress in Spring 2020 Despite COVID-19
- U of I System plans for student return in fall
- PRESIDENT HENDERSON: THE UNIVERSITY’S ROLE IN SHAPING AMERICA
- Covid-19 Disruption of Summer Employment and Internships Prompts Free Resilience Badge Offer for University of Maine System Students
- USM and UMGC Form $2.6 Million Partnership to Support Expansion of Online Learning Across System Institutions
- UMass partners with Mass General Brigham on new degrees, certificates
- Minnesota State launches “Elevate Minnesota Scholars”
- University of Missouri System decides on a start date for the fall semester
- NSCS to Start Early, Complete Fall Term by Thanksgiving
- University of Nebraska develops pandemic recovery guide for higher education institutions
- College Bridge Program, Providing College Transition Support Over Summer
- UNC Board of Governors Elects Peter Hans President of the UNC System
- New North Dakota higher ed policy seeks to protect student privacy
- South Dakota’s Universities and Technical Colleges Sign Transfer Agreement
- University of Tennessee system announces 'best practices' for returning to campus
- The New Utah System of Higher Education
- West Virginia high schoolers learn how to go to college one text message at a time