Establishing A Shared Vision and Goals: English Corequisite Implementation with Multiple Faculty

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Organizing Composition Faculty and Coordinating Corequisite Scaling Efforts

- Assistant Professor of English/Coordinator of Composition at Nevada State University (2020-present)

- Nevada State of Higher Education (NSHE) Corequisite English Taskforce Member (2020-2023)

- NSHE Corequisite English Taskforce Professional Development Sub-Committee Member (2020)

- NSHE Professional Development Presenter: Corequisite English Online Pedagogy (2021)

- Invited Speaker, "Learning Network Convening's Long Conversation on Corequisite Scaling," at Strong Start to Finish (2022)

- Co-Presenter, "The Three-Legged Stool of Systemic Remedial Education Reform," at SHEEO Higher Education Policy Conference (2023)

- Content Expert on Corequisite English Scaling, Project ECHO and University of New Mexico (2023)

- Co-published "Supporting Student Linguistic Identity and Autonomy in Directed Self Placement Through Linguistic Domains Using Qualtrics Scoring" (2024)

POSITIONED FOR CHANGE INVENTORY

1. Where are you currently positioned in your department (leadership, junior faculty, contingent faculty)? How many colleagues do you directly work with in your department?

2. What sort of relationships exist in your department? Do faculty work well together, or are there often conflicting philosophies?

3. What are your strengths as a colleague in your department? What strengths do your colleagues have?

4. What do faculty in your department agree on already about composition? About corequisite education?

5. Do you have a supervisor or chair who will help drive change? Do you have allies in your department who will be champions for changes in policies or practices, or do you anticipate pushback?

Grass Tops And Grass Roots in Nevada

- NSHE/NSU/Complete College America Provided Effective Structure

- External Grants Supported (Much) of Our Work

- Faculty Owned This Process, and They Gained Much From It
  - Better Sense Of Corequisite English
  - Better Outcomes in Corequisite English
  - Ownership of Corequisite English
  - Incentives (Stipends/Books/CV Lines)
  - A Corequisite English Community

What Did NSU Faculty Say About the Corequisite Initiatives?

FACULTY OWNED THIS PROCESS:

- *I was offered opportunities **to learn, to share my own practices, and to redesign learning objectives**.*
- *I had **the chance to lead** corequisite initiatives and participate in meaningful ways, and those forms of participation were always compensated.*
- *Faculty owned this process by being able to **write new outcomes for our courses** and learn new flexible teaching strategies for corequisite English.*
- *I was always invited to participate, which **made me feel part of shaping corequisite English.***

FACULTY GAINED FROM THIS PROCESS—AND FROM EACH OTHER:

- *I have a greater sense of shared knowledge and purpose. I've been able to speak with small groups of colleagues about goals in the past, but **this project has gotten more of us on the same page.***
- *I appreciated the **structured opportunity to discuss practices and implementation** with my colleagues*
- *I now have a course mostly ready to teach in the fall! Also, **I've really benefitted** from thinking about Universal Design for Learning and Anti-Racist teaching practices for all my classes.*

NSHE Corequisite English Professional Development Webinars

- Corequisite English In Nevada: An Overview
- Corequisite English Pedagogy
- English Placement Methodologies
- Reading Strategies Embedded In Corequisite English Curriculum
- Assessment Of Corequisite English Course Outcomes
- Access For Students With Disabilities
- Anti-Racist Writing Instruction
- Online Instruction For The Corequisite Classroom
- Equity/Contract Grading & Embedding Student Support Services

YEAR ONE ASSESSMENT TEAM

Leader: Rachel
Team: Sierra, Clare, Kelly, Summer, Jebette, Laura

TEACHING BORDERED WRITERS AT AN HSI WORKSHOP

Leader: Laura
Attendees: Clare, Elizabeth, Emily, Molly, Leila, Rachel

ONLINE COREQUISITE PATHWAY

Leader: Kelly
Team: Emily, Ivonne, Laura

COREQUISITE GUIDE AND REPOSITORY

Co-Leaders: Kelly and Laura
Team: Rachel, Emily, Bri

PORTFOLIO WORKSHOP AND ASSESSMENT PROMPT TEAM

Leader: Emily
Team: Adriana, Bri, Darren, Emily, Julie, Kelly, Laura, Luiz, Molly, Rachel, Shawna

YEAR TWO ASSESSMENT TEAM

Leader: Bri
Team: Adriana, Heather, Laura, Rachel, Emily, Kelly

OUTCOMES REVISION RETREAT

Leader: Laura
Team: Joanna, Ivonne, Heather, Kelly, Kim, Nikki, Sam, Talana

EXPERIENCE AS EVIDENCE FOR FIRST GENERATION COLLEGE STUDENT WRITERS

Leaders: Bri and Rachel
Attendees: Nikki, Summer, Sierra, Emily, Molly, Leila, Rachel
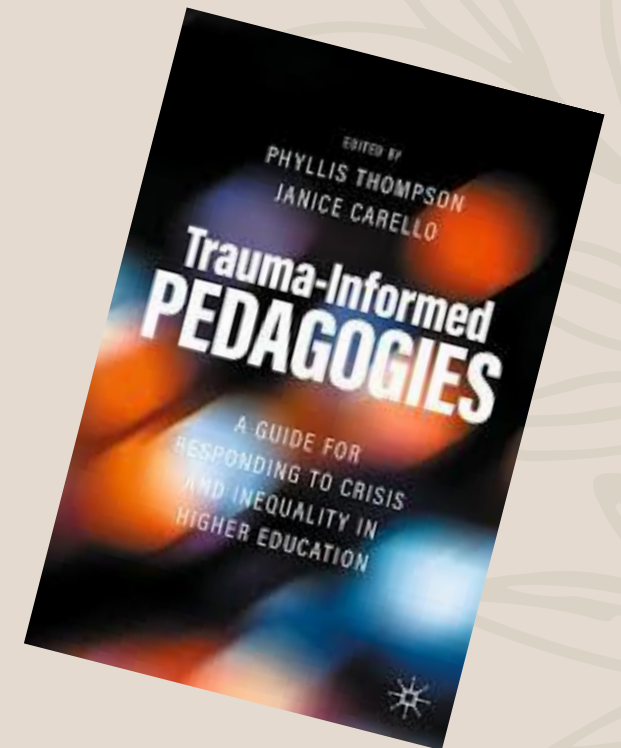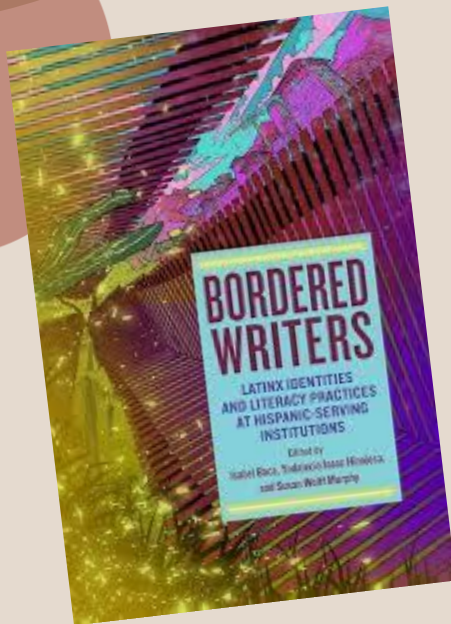
How to Build a Shared Departmental Mission Around Corequisite English

Prepare for Change

- Create a shared understanding of the importance of the change.
- Join each other to discuss a book, TedTalk, research article, or other artifact that serves as a catalyst for deep conversation and thought.

Example: Our department's *Outcomes Revision Retreat* served as a community of practice around our our First Year Composition program but also as a temperature check on where everyone's beliefs were in regard to what should be included in Corequisite English courses. We reviewed our current outcomes with outcomes recommended by Council of Writing Programs Administrators, Asao Inoue's, and other institutions.

Where Can You Start the Conversation?

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Visualize the Change

- What goals does this change help you and your colleagues work toward?
- How do things currently work, and how will you and your colleagues know that the change is working?
- Who will take on the labor of assessing whether the change is working?
- What steps and actions will the change need to include to be successful?

Example: Our department's Portfolio Workshop and Assessment Prompt team, which grew out of our Outcomes Revision Retreat, was a space where we could develop ideas for how to ensure our students were not only working toward our outcomes but that we were also measuring their growth toward those outcomes.

Bring Everyone on Board

3. INVEST IN FACULTY
- Offer incentives
- Tie to promotion
- Stroke egos

2. BUILD ON COLLEAGUES' STRENGTHS
- Organizing meetings?
- Specific expertise?
- Institutional history?
- Risk Takers?

1. SHARE LEADERSHIP
- Invite colleagues to own corequisite English

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Implement the Change

- Try to anticipate roadblocks so that you and your colleagues can prevent, remove, or mitigate them once identified.
- Communicate the importance of the change consistently.

Example: We piloted our revised outcomes in Fall/Spring 2022. Faculty developed course maps that could guide other faculty in hitting our new (collective, and crucial) *authorship* outcomes. From our assessment, we learned that while we were indeed hitting our new *authorship* outcomes, we weren't consistently hitting our *information literacy* outcomes.
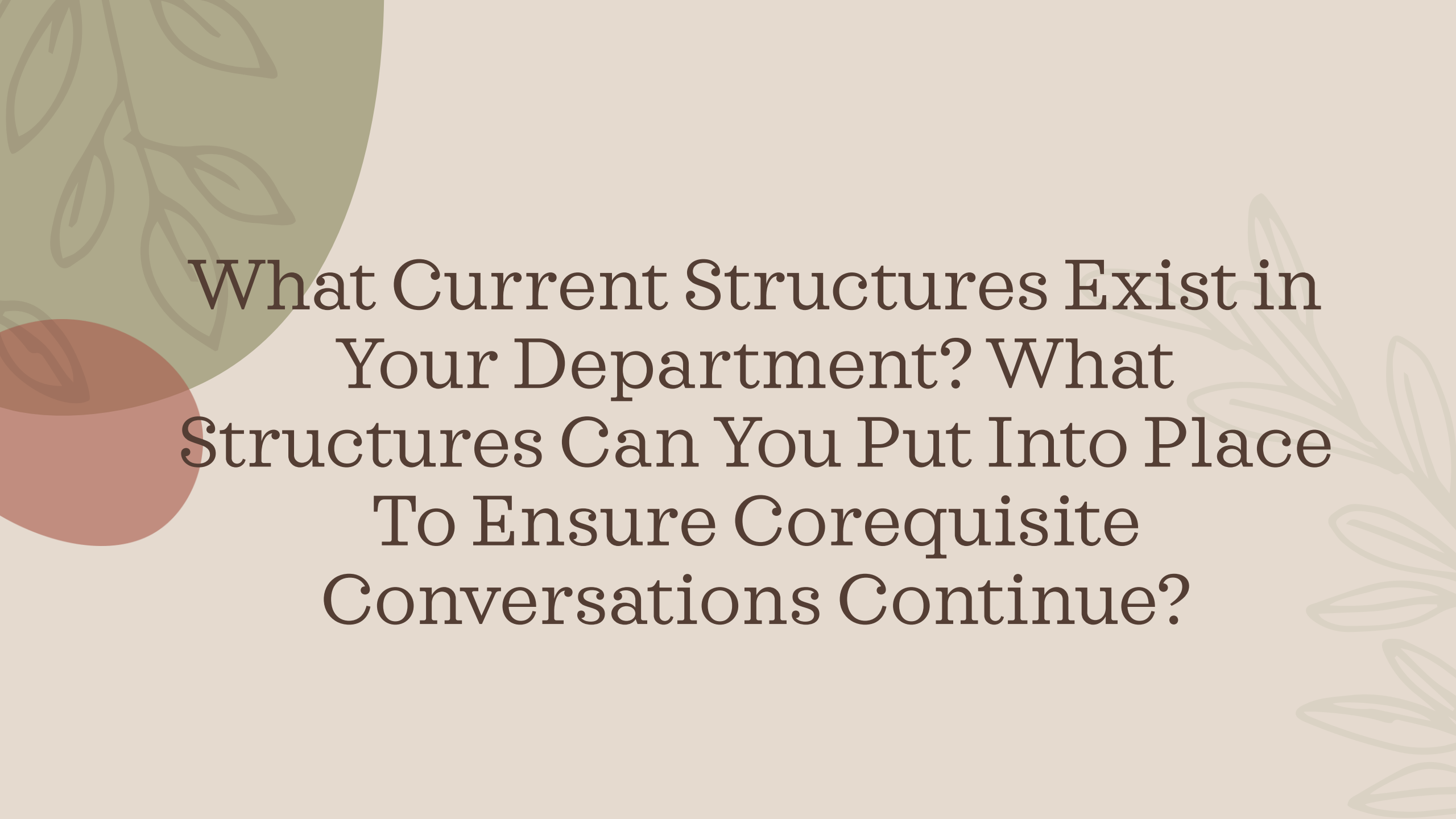
What Challenges Are You Expecting Through This Process?

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Embed Changes

- Create new organizational structures, practices, and reward systems to help make the changes a permanent part of the culture.
- Ensure that faculty continue to have discussions, and feel that they own Corequisite English.

Example: We invited Part-Time Faculty and Dual Credit faculty into our program assessment and outcomes discussions during our scaling efforts, and they were involved in creating a shared final portfolio assignment. Once scaling was fully implemented, we created pre-semester course-level meetings to continue discussions about and innovations in Corequisite English.

What Current Structures Exist in Your Department? What Structures Can You Put Into Place To Ensure Corequisite Conversations Continue?

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Review Progress

- Continually ask if the goals of the change were met? If they were, as if this success can be replicated elsewhere? If they were not, work with your colleagues to understand what went wrong.

Example: Our efforts are still recent, but we continue analyzing our efforts by following English placement survey responses, pushing for institutional support of our assessment work, and continuing discussions around course outcomes. This continued effort led to revisions of our English placement survey, so that it reflected out collective asset-based view of multilingualism.

Coordinating a Shared Mission with Dual-Instructor Corequisite Models

- Corequisite models that utilize the same instructor across instruction benefit students due to the natural alignment of the college credit and pre-requisite support curriculum (Denley, 2021; Miller et al., 2022).

- Using the same instructor across courses is not always feasible.

- To ensure best possible outcomes for students
  - Ensure a shared mission
  - Standardize curriculum
  - Map course outcomes and curriculum
  - Create structures for cross-course communication
  - Assess courses together to learn and retool

Open Discussion

WHAT QUESTIONS, CONCERNS, OR IDEAS DO YOU WANT TO CIRCLE BACK TO?

thank you

HAPPY TO CHAT MORE, SHARE RESOURCES, AND EXCHANGE IDEAS!

Laura Decker

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