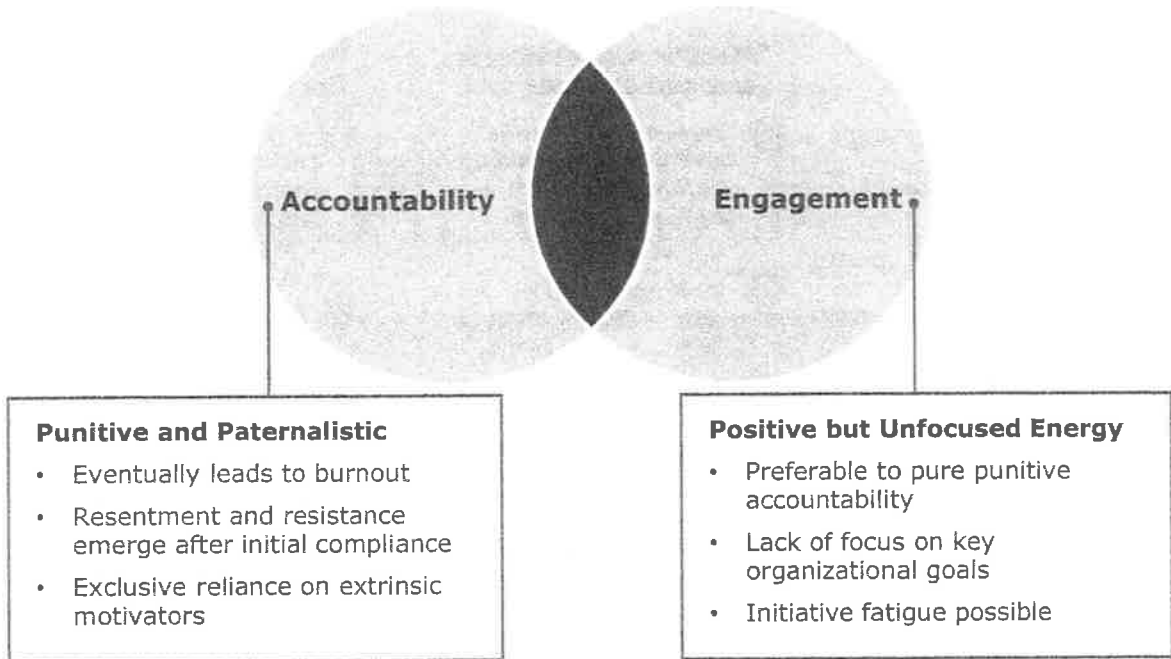


The Leadership Challenge



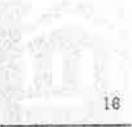
Moving the Organization to a Balance of Accountability and Engagement

Connecting Two Key Elements of Faculty Change Management

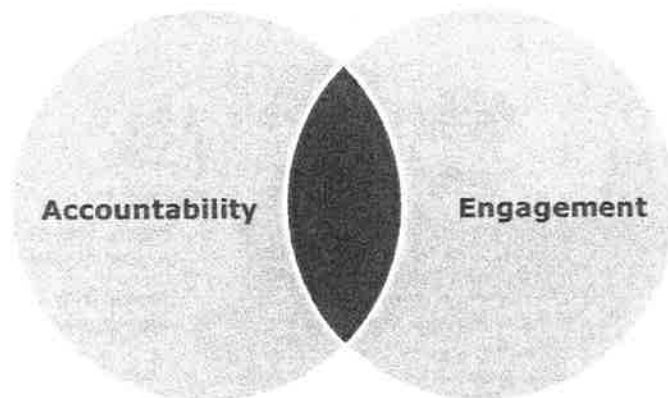


Roadmap for Discussion

Charting a Path to Institutional Change



Striking a Balance Between Accountability and Engagement



Roadmap for Our Discussion:

- 1 Making Strategic Goals Meaningful for the Frontline**

- 2 Increasing Individual Faculty Participation in Mitigating Student Risk**

- 3 Elevating Committee and Task Force Effectiveness**

Three Strategies to Create Multi-Level Organizational Urgency



Cascading Goals

- 1 Overview:** Filter strategic goals regarding academic outcomes to each level of the organization
- 2 Process:** Introduce upward accountability of identified attainable goals within each stakeholder level
- 3 Communication:** Encourage individual stakeholders to adopt personalized action plans

Critical detail: Communicate that filtered goals pertain to top strategic priorities to subordinates



Student Success-Focused Evaluations

- 1 Overview:** Change performance evaluations to include a component based on student outcomes
- 2 Process:** Instill accountability through improvement plans
- 3 Communication:** Invite discussions of best metrics and consequences when outlining policy

Critical detail: Make available resources for faculty to improve low student success outcomes



Nudging Intervention Pre-Withdrawal

- 1 Overview:** Alert faculty when students try to withdraw so that the instructor can intervene with assistance and resource recommendations
- 2 Process:** Build transparency into withdrawal process by notifying faculty
- 3 Communication:** Emphasize opportunity for faculty to impact course-level student success outcomes

Critical detail: Enable faculty to provide withdrawing students with appropriate resources

Cascaded Strategic Goals

Cascade Goals to Create Multi-Level Urgency

Wallace Community College Builds Top-to-Bottom Accountability



Strategic Plan

Initiative 1: Achieve increased excellence in student success in educational programs



Dean, Instruction

- Create initiative to improve course-level success rates, classroom experiences, and learning outcomes (I-CAN Initiative)



Associate Deans

- Ensure division director compliance with I-CAN and action plans
- Report to Dean on division performance



Division Directors

- Create annual division action plans and monitor faculty improvement on benchmarks



Faculty

- Create and maintain annual action plans
- Implement 12 high-impact practices

Level-appropriate goal for each individual

Multiple levels of accountability

Explicit targets for subordinates

Personalized adoption of best practices

67%

Increase in AA/AS degree completion rates since 2011

25%

Increase in success rates for top-enrollment courses after one year of implementation

16%

Increase in Fall-to-Fall retention rates

Six Characteristics of Effective Indicators



Advice for Crafting Multi-Level Goals



Resource Preview:
Toolkit with best-in-class dashboards and multi-level goals



Characteristics of Best-in-Class Goals

Specific

- Goals throughout the organization must identify discrete changes or accomplishments an individual could achieve

Measurable

- For individual or high-level goals, the institution should be able to determine a benchmark and agree on how to define progress

Achievable

- Goals at all levels of the organization should be realistically achievable in a given timeframe considering past performance

Relevant

- Individuals should feel that the goal applies to their role and matches with their own values

Time-Bound

- Individuals and institutions need to feel urgency to reach goals in a specific timeframe

Public

- Opaque indicators of success fail to remind faculty and staff that individual effort contributes to institutional success

Tie all goals back to the institution's strategic priorities

Stagnating Even with Specific Goals and Data



Leaders Struggle to Avoid Becoming Data-Rich but Information-Poor

Data Dashboards and Information Reporting Abound...



Common Dashboard Metrics

- Three-year graduation rate
- Completion of 30 credits
- Fail-to-spring retention
- Demographic data
- Pell eligibility in the study body
- ... Many more

...But Unguided Reporting Maintains Status Quo



Which data points are the most important?



Am I supposed to report back about any of these data points?



What can I do to help the individual faculty members struggling in their courses?



What happens if these data points don't improve?



How do I create urgency for my faculty members to improve?

