



Leadership Transitions in Assessment: The Career Continuum in Assessment Leadership

Applying Change Models to Pursue and be Successful in Leading
Assessment



Rahul Garg, PhD
ACOM

Edward Ofori, PhD
ONU

Jeremy Hughes,
PharmD, EdD
CSU

David Fuentes,
PharmD, EdD
UP

Learning Objectives



Participants will be able to:

1. Identify and pursue the knowledge, skills, and mindsets necessary for careers in assessment
2. Identify and implement strategies and techniques to rapidly transition and be successful in assessment roles
3. Prepare a succession plan for assessment focused positions within the organization

Our “Why”

- Assessment Roles Require Strong Leadership Skills to Work Across Stakeholders
- Readiness for a Role is Linked to Our Mindsets
- Self-awareness and Mentorship can Help Us Navigate Career Changes
- Succession Planning is Critical
- Academic Organizations Need Talented People with Talented Mindsets to Succeed

Develop
Talented

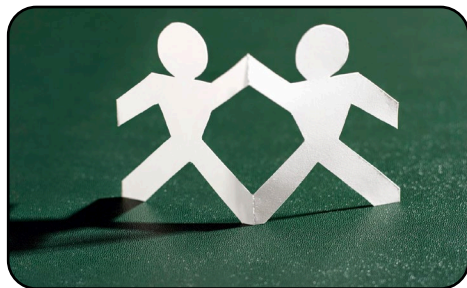




Case 1: A faculty member is interested in starting an assessment role. This would be the faculty member's first administrative role in leadership.



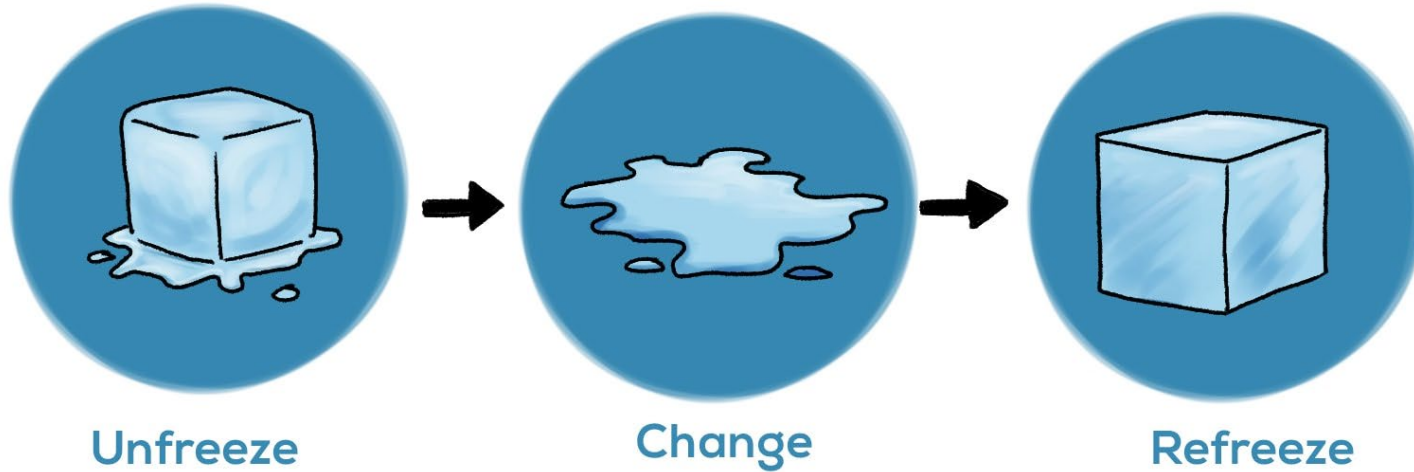
Case 2: An academic administrator is new from another program. This administrator experienced larger, public-school systems with various defined processes they have leveraged to “get work done” at a prior organization. They are now in a smaller, private institution with a rich history, long faculty tenures, and a strong relational identity.



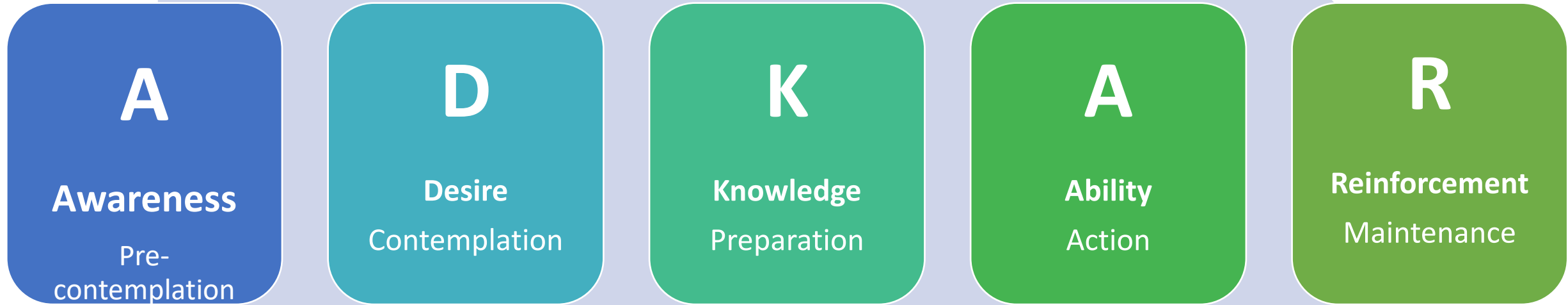
Case 3: An academic leader working in one of the colleges is being promoted to a university-level assessment role at the same university. They have been planning with another faculty successor over the past year to fill their recently-vacant role within the college.

Change Model

Lewin's Change Management Template



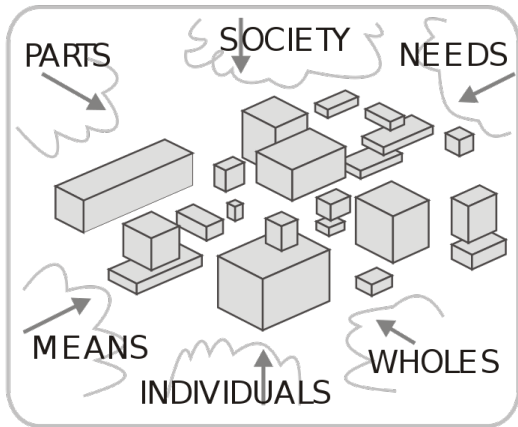
Change Models



Enablement Zone

Engagement Zone

BEFORE you have the Role



- **Identify the Role**

- *Level:* Assistant Director, Director, Assistant Dean
- Job responsibilities
- Showcase & Develop assessment specific experiences

- **Knowledge, Skills, and Mindsets**

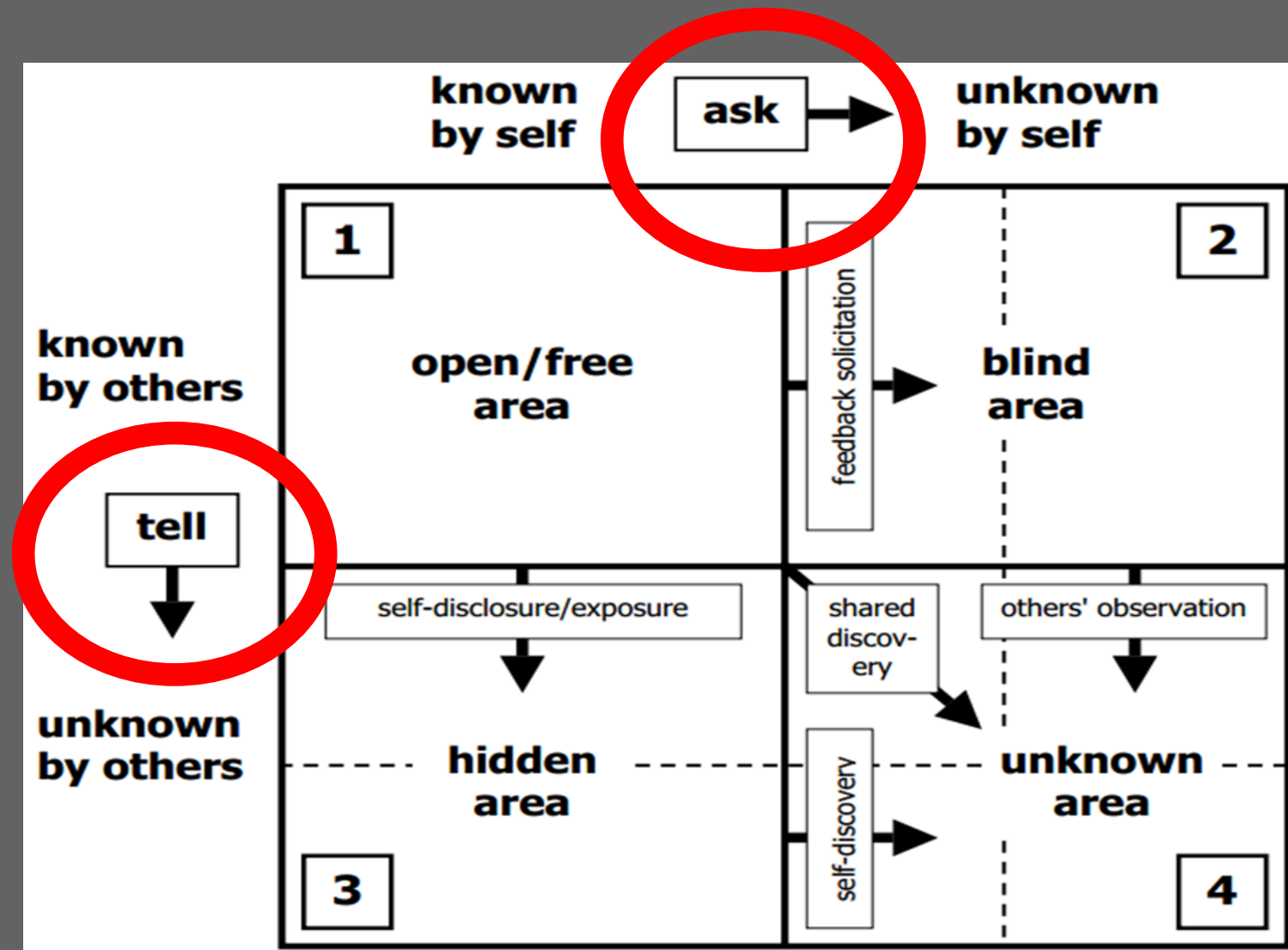
- Systems thinker
- Leadership
- Communication & collaborative skills
- Project management

BEFORE you have the Role

- **Assessment of Readiness**
 - Job Description (70% of Criteria)
 - Imposter Phenomenon and stretch
- **Discuss with Mentors & Peers**
 - Committee Chairs, Directors, and Deans
- **Timeline**
 - Build assessment skills and profile
 - Transition out of current role



Johari Window (Reflection and Feedback)



5 Assumed
What others
believe they
know about us

(Communication Theory,
2019)

WHILE you have the Role

- **Structured Learning Plan** (Watkins – create your own in collaboration with supervisor)
- **After listening tools**
 - For self – more engaging if you create your own
 - For others – challenges with buy-in with this approach



WHILE you have the Role

- **Identify Actionable Goals**

- College's assessment priority goals
- Personal career and professional goals



- **Early Wins**

- Quick reports or analysis
- 'Low hanging fruits'
- Projects that are your strengths

- **Assessment of Success in the role**

- Individual signs of success
- Organizational signs of success

WHILE you have the Role

- **Prioritize important initiatives**

- Create strategic plan (can't do everything)



- **Ensure a clean break from**

- **previous role** (more on succession planning)

- **Executing on goals to completion**

- Coordinators and support / staff and faculty/committee support is important

WHILE you have the Role

Lateral

- Culture of assessment
- Faculty and staff buy-in
- Communicate importance of assessment
- Leverage assessment and curriculum committees
- **Strategies**
 - Repeated communication
 - Scholarship projects
 - Positive reinforcements
 - Champions of change

Establishing Relationships

Vertical

- Clear expectations of goals
- College mission and strategic plan
- Alignment of goals with supervisor and leadership
- Leverage leadership support
- College accreditation
 - Assignment of responsibilities and deadlines
 - Faculty and committee engagement and feedback

WHILE you have the Role

Strengthening Assessment

- Decentralize your power
 - Train and engage faculty and committees in assessment activities
- Assessment and curriculum committees
- Establish approval and workflow processes
- Knowledge management / sharing and transparency of information
 - Increases engagement and trust
 - Shared drives

WHILE leaving the Role

Succession Planning

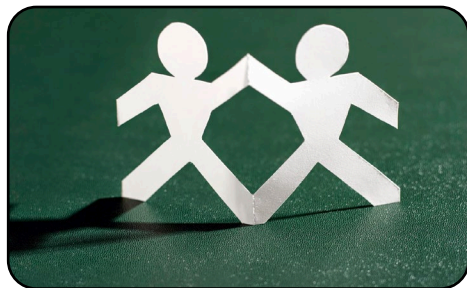
- Early notice to plan next hiring
- Create and share list of current assessment priorities and activities
- Share collected assessment data
- Transfer of authorized user for various assessment platforms
- Handoff of duties
- Train an interim assessment director until the position is filled



Case 1: A faculty member is interested in starting an assessment role. This would be the faculty member's first administrative role in leadership.



Case 2: An academic administrator is new from another program. This administrator experienced larger, public-school systems with various defined processes they have leveraged to “get work done” at a prior organization. They are now in a smaller, private institution with a rich history, long faculty tenures, and a strong relational identity.



Case 3: An academic leader working in one of the colleges is being promoted to a university-level assessment role at the same university. They have been planning with another faculty successor over the past year to fill their recently-vacant role within the college.

Job Description Activity!

- Review the criteria
- Rate your skills accordingly
- Take a moment to decide if you would “Apply” or “Not Apply”
- Let’s discuss briefly





Toolkit of Resources

- Starting or leaving a position (Watkins, First 90 Days)
- Mindset Changes (Leadership Pipeline)
- Self-awareness Tool (Johari Window)

Questions



References

- Ewell, P. (2012). Recent Trends and Practices in Accreditation: Implications for the Development of Standards for Council for the Accreditation of Education Programs (CAEP).
- Hall, G. E., & Hord, S. M. (2020). *Implementing change: Patterns, principles, and potholes* (5th ed.). Hoboken: Pearson
- Harrington, H. J., Voehl, F., & Voehl, C. F. (2015). Model for Sustainable Change. *PMI White Papers*.
- Lewin, K. (1947). Frontiers in group dynamics: Concept, method and reality in social science; equilibrium and social change. *Human Relations* 1(1), 5-41.

**Leadership Transitions in Assessment
The Career Continuum in Assessment Leadership**

Applying Change Models to Pursue and be Successful in Leading Assessment

Drs. Rahul Garg, Edward Ofori, Jeremy Hughes, and David Fuentes

Self-Assessment Activity – Please review the following Job Description areas for the “Assessment Leader” position below and rate yourself on your comfort level with these competency/skill/experience areas. Please rate yourself on the scale of 1-5, with 1 being less comfortable and 5 being very comfortable.

Competency, Skill, Experience	1	2	3	4	5
Leads a successful team overseeing institutional accreditation, compliance, assessment, institutional research, and continuous improvement					
Serves as an active member of the Leadership Team and represents the Leadership Team with the utmost professionalism and decorum in service of the institution					
Leads and maintains continued accreditation by facilitating the development and submission of required notifications and reports in a timely and professional manner and provides support for programmatic accreditation processes					
Serves as the official liaison between the institution and regional accreditors and state boards.					
Facilitate the assessment and reporting of general education competencies of undergraduate programs					
Coordinate annual planning and assessment processes for academic and administrative programs and key support/administrative units with reported key performance indicators (KPI) meeting accreditation requirements and those reports needed for the success of the university					
Leads the development and maintenance of ongoing accreditation evaluation and review processes at the institutional level and supports programmatic accreditation evaluation processes					
Ensures compliance with the state authorization requirements of the National Council on State Authorization Reciprocity Agreements (NC-SARA) and the Department of Education					
Works with various campus constituents to facilitate the storage, access, and usage of institutional data for goal-setting, assessment, and strategic planning, with a focus on continual improvement, compliance, and institutional effectiveness					
Provides data analytics and support to enhance programmatic evaluations, curriculum renewal, and development					
Uses a systematic review process to continually evaluate and analyze results and outcomes to develop improvement strategies for the university					

Based on this information and your quick assessment, think about how likely you are to believe you are ready for this role?