



**Promoting Institutional Culture
through Assessment Policy
Development and Maximizing
Stakeholder Engagement through
Organizational Learning**

**IUPUI Assessment Institute
Indianapolis Marriott Downtown
October 27 – October 29, 2024
(60 minute session)**



Speakers

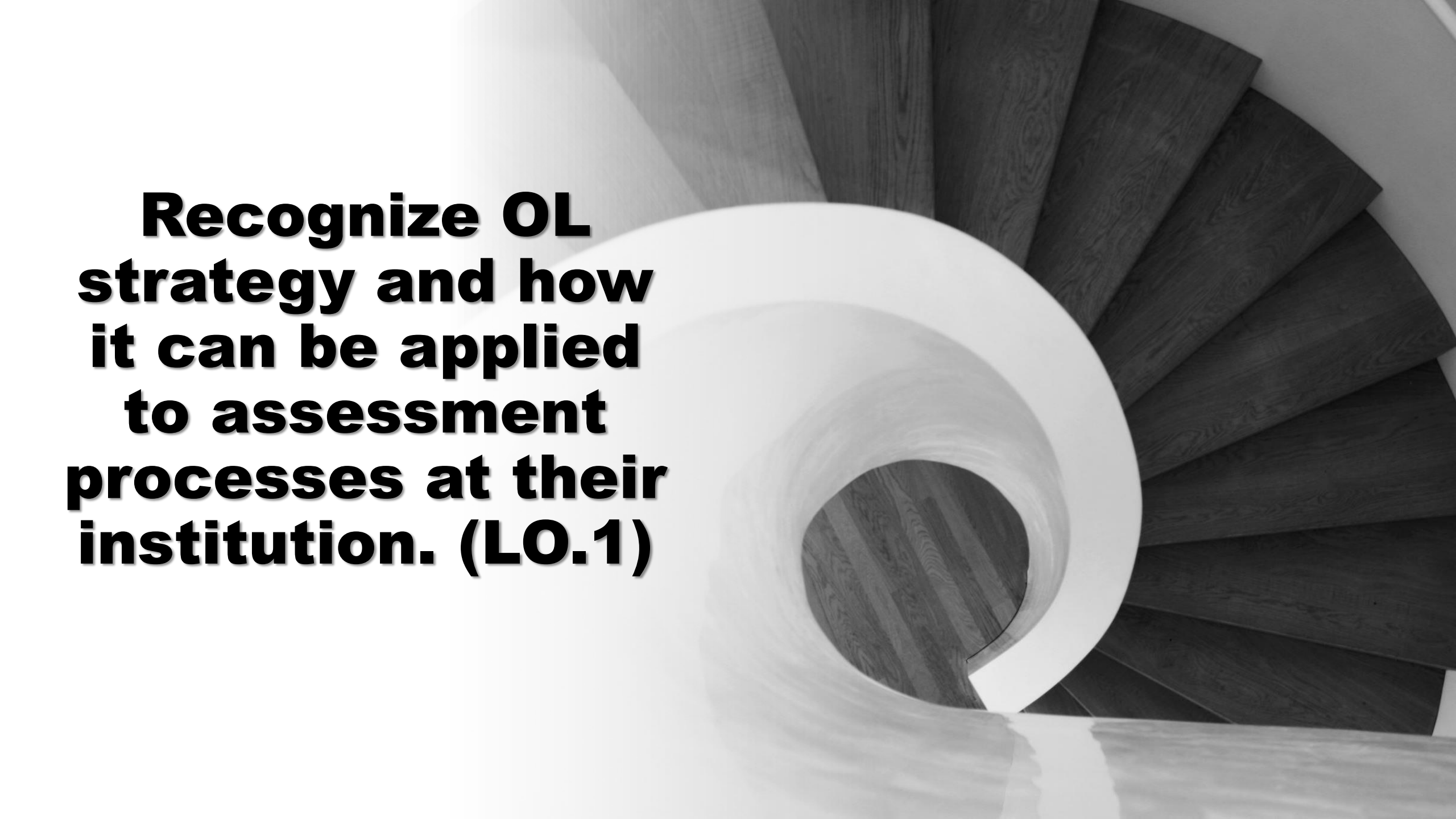
- Sterling Richards, PhD, Chicago State University
- David Fuentes, EdD, PharmD, MSOL, SHRM-CP, University of Portland
- Jeremy Hughes, EdD, PharmD, University of Washington

Session Purpose

- Stakeholder engagement is critical
- Challenges engaging stakeholders lead to ongoing inefficiencies and damage culture
- Using Organizational Learning (OL) strategies can promote inclusivity
- Organizational inefficiencies and siloes can result if OL strategies are not used

Learning Objectives

1. Recognize OL Strategy and how it can be applied to assessment processes at their institution.
2. Identify approaches for implementing OL Strategy within their institution's assessment process to ensure efficacy and the development of culture.
3. Establish assessment policy and plans at the department, college and university levels to ensure the incorporation of all stakeholders needs.



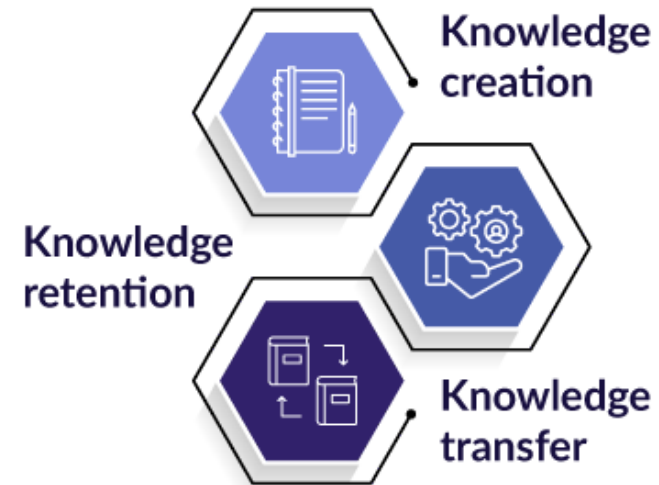
**Recognize OL
strategy and how
it can be applied
to assessment
processes at their
institution. (LO.1)**

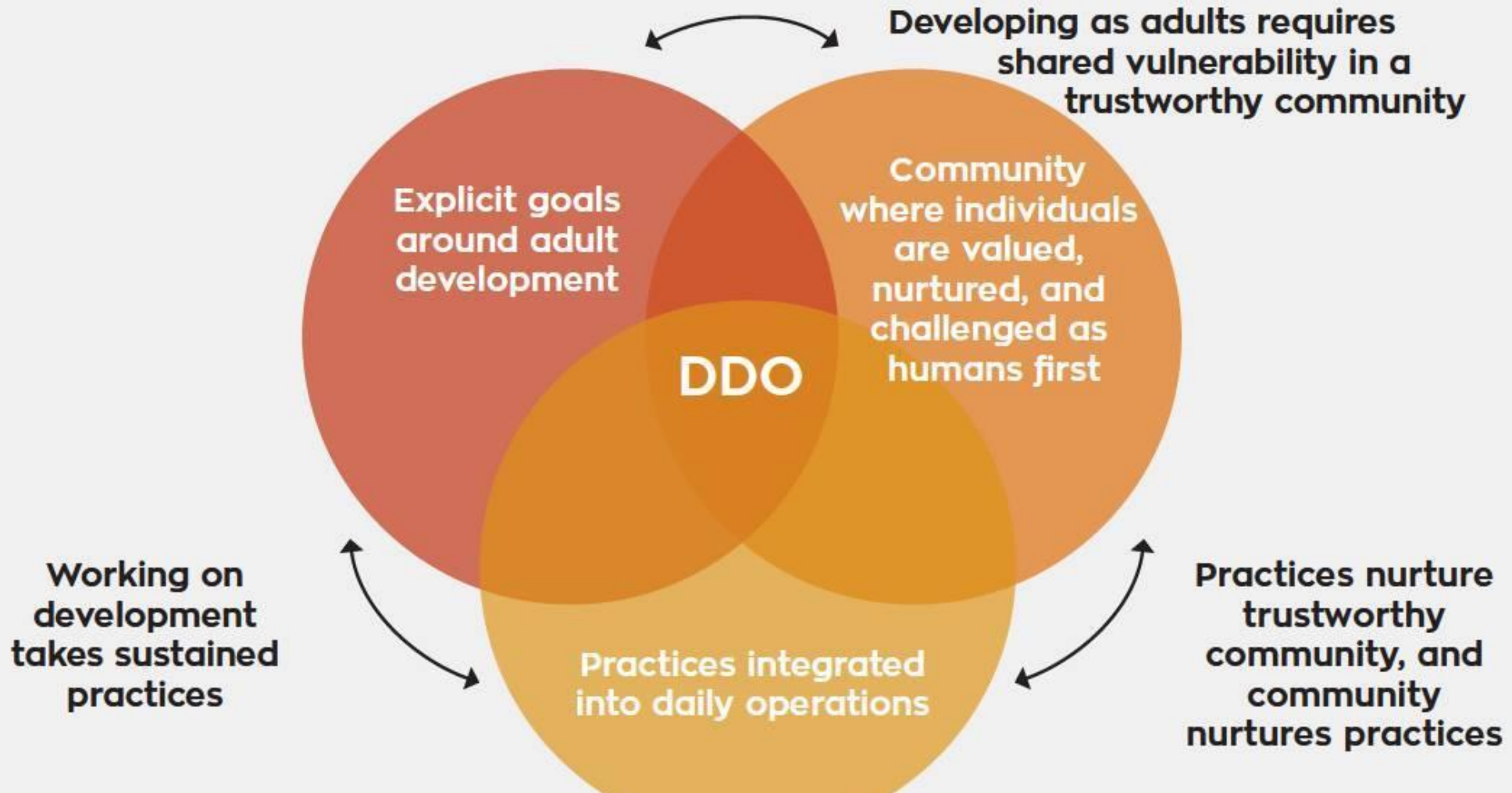
Organizational Learning Strategy

Process

- 1 *Align your organizational learning strategy with your business strategy*
- 2 *Integrate organizational learning into your corporate culture*
- 3 *Facilitate experimenting*
- 4 *Work on your knowledge management*
- 5 *Promote collaboration*
- 6 *Consider the remote/hybrid setup*
- 7 *Measure the progress*

Outcomes





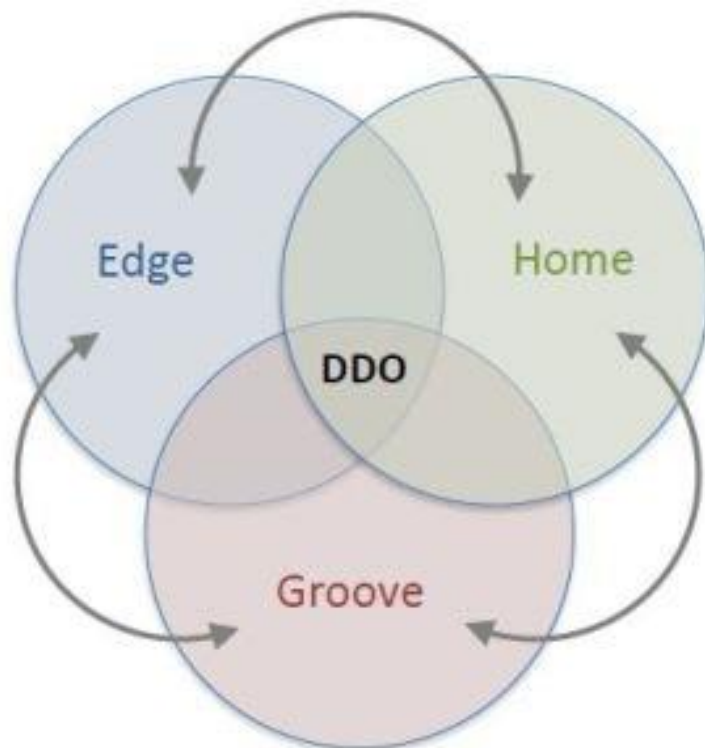
Deliberately Developmental Organizations

Identify approaches for implementing OL strategy within their institution's assessment process to ensure efficacy and the development of culture. (LO.2)

Edge

Developmental aspirations

- Mistake-making
- Problem-finding
- My growing edge
- Your growing edge
- Our growing edge
- Organizational purpose



Home

Developmental communities

- Openness about the self
- Appreciating the whole self
- Psychological safety
- Leader vulnerability
- View of conflict
- View of authority

Groove

Developmental practices

- Learning supports
- Role-to-person matching
- Feedback
- Regularity of practice
- Symbolic tools
- Process improvement

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STAKEHOLDER



INVESTORS



SOCIETY



EMPLOYEES



REGULATORS



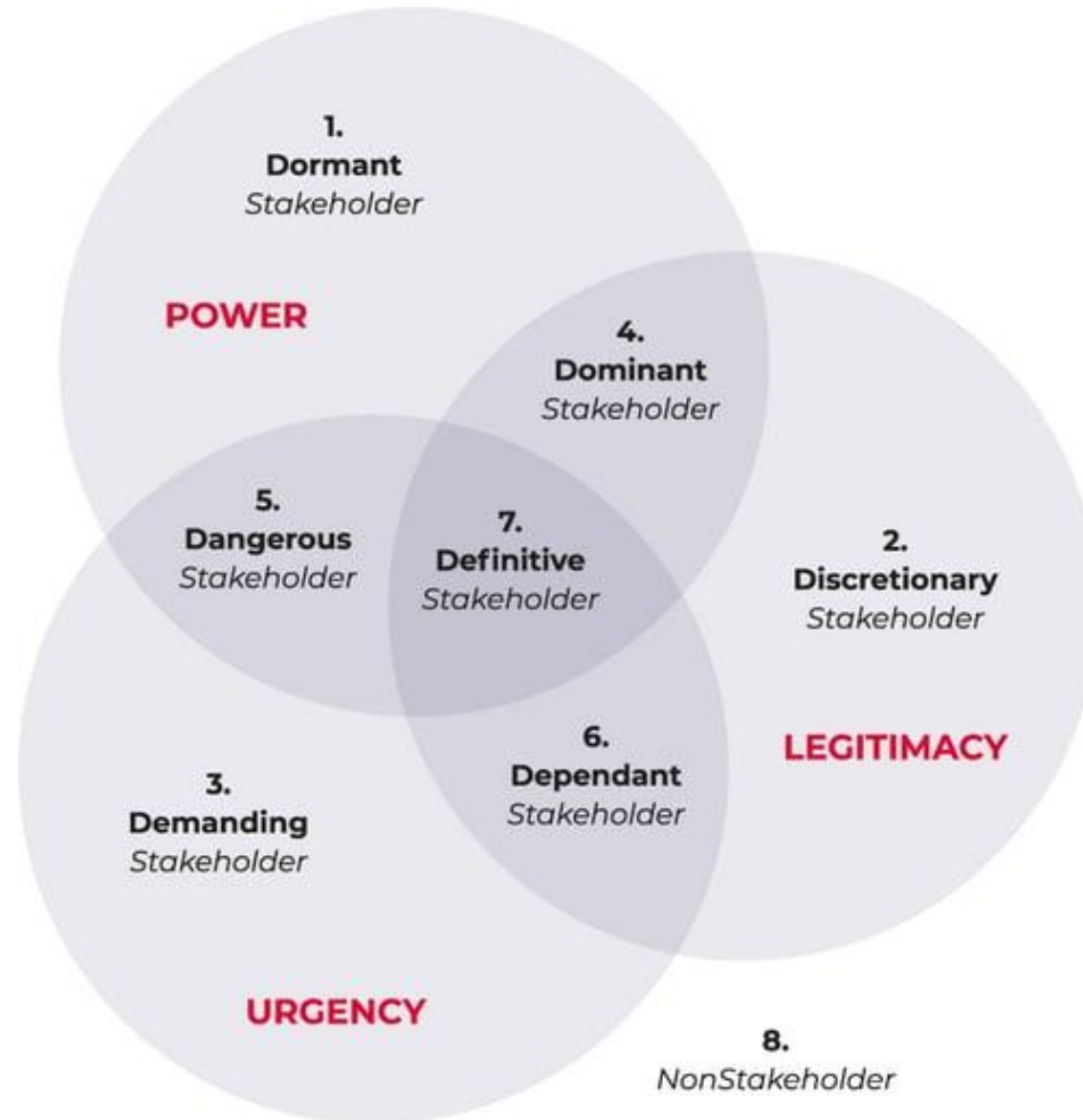
SUPPLIERS



CUSTOMERS



CREDITORS



Stakeholder	Stakeholder Descriptions
Dormant	Possess power but have no urgency or legitimacy. Example: Alumni groups has no urgency until they may dislike something the organization does.
Discretionary	Possess legitimacy but no power or urgency. Example: Community partners seeking funding or resources from the organization.
Demanding	Possess urgency, but no power or legitimacy. Example: An employee who frequently demands a raise outside the organizational practices.
Expectant	Possess any TWO of the three – power, legitimacy, and/or urgency. Example: Employees who take an active stance, on a project/issue. They can be classified as Dangerous, Dominant, or Dependent – this is determined by their combination of Power, Legitimacy, and Urgency.
Dominant	Possess power and legitimacy, but not urgency. Example: Local government and regulation bodies fall in this category.
Dependent	Possess legitimacy and urgency, but not power. Example: Those groups relying on more powerful stakeholders to advocate for them. Groups of dependent stakeholders can form coalitions and gain power through others.
Dangerous	Possess power and urgency, but no legitimacy. Example: Those who might bring threats, coercion, or may derail efforts actively.
Definitive	Possess all three elements.
Non-or Potential	These entities or groups/individuals have none of the elements – but they could in the future.

Applying Stakeholder Salience Based on Stakeholder Type

Action	Stakeholder Type(s)
Manage Closely	Definitive
Keep Satisfied	Dominant; Dangerous
Keep Informed	Dependent
Monitor	Dormant, Discretionary, Demanding

**Establish assessment
policy and plans at the
department, college
and university levels to
ensure the
incorporation of all
stakeholders needs.
(LO.3)**



The background of the image consists of a dark wood-grain surface covered with numerous colorful sticky notes. Each sticky note features a simple black outline of a person's head and shoulders. The sticky notes are scattered across the frame, creating a sense of a busy, collaborative workspace. The colors of the sticky notes include shades of yellow, green, purple, blue, and pink. The text "Stakeholders for the Curriculum" is centered over the image in a large, bold, white font.

Stakeholders for the Curriculum

Curricular Stakeholder Needs are Diverse

Faculty stakeholders

Administrators within the discipline

Administrators at the university level

Students

Alumni

Market / industry standards – accreditors

Regulations

Public

Start with the End in Mind!

- Leverage essentialism to find what matters most in the curriculum
- Design curriculum outcomes based on priorities
- Start with what is required first



Bring the Team Together

- Collectively decide what to map
- Agree to how you will map
- Continue to gain stakeholder input on what matters most
- Iterate with ongoing feedback about what is learned



Learn from your Curriculum Instruments



Use the curriculum to identify gaps and overlaps



Encourage breaking siloes



Prevent curricular bloat



Monitor and celebrate success

Using Essentialism in Curriculum Mapping

Program Student Learning Outcomes	PE 2610	PE 2611	PE 3040	PE 4520	PE 4750
4 - Present evidence of their impact on student learning from data collected during professional practice to the learning community (COE 5)	A	K		A	S
3 - Exhibit verbal and non-verbal communication skills with K-12 learners of diverse backgrounds and learning styles (COE 4 & 5)	A	K	A	A	S
5 - Score at the acceptable or target level on reflective practice as evaluated by the field-based supervisor and campus-based supervisor during his/her culminating experience (COE 4)	K	K	K	A	S
1 - Increase fitness and motor skill acquisition from pre-test levels to post-test levels. (COE 7)	A	K	K	A	S
6 - Score at the acceptable or targeted level on unit plans during his/her culminating experience (COE 3)			S	A	S
2 - Display professional dispositions necessary to apply high standards in professional practice (COE 6)	K		A	A	S



Take Home Points





Questions

References

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2. Cosentino, J (n.d.) *Organizational Learning Strategy: The What, Why and How*. The Academy for Innovative HR. Retrieved February 17, 2024, from <https://www.aihr.com/blog/organizational-learning-strategy/>
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4. Kegan, R., & Lahey, L. L. (2016). *An everyone culture: Becoming a deliberately developmental organization*. Harvard Business Review Press.
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Objective 1: Recognize OL Strategy and how it can be applied to assessment processes at their institution.

Instructions: Please consider the different elements of knowledge in organizational learning in the following three categories. Who creates knowledge? How is knowledge retained? How is knowledge transferred? In what ways is knowledge converted to learning? How does this inform organizational learning and wisdom practices?

Knowledge Creation	Knowledge Retention	Knowledge Transfer

Objective 2: Identify approaches for implementing OL Strategy within their institution's assessment process to ensure efficacy and the development of culture.

Instructions: Please list some of the various stakeholders within your organization that create your culture and allow your institution to meet its various goals. Applying the stakeholder salience model, which stakeholders do you think you need to manage and follow more carefully?

Notes:

Objective 3: Establish assessment policy and plans at the department, college and university levels to ensure the incorporation of all stakeholders needs.

Notes: