

A hand is pointing at a map in the background. The map shows a network of lines and nodes, possibly representing a city or a system. The hand is dark-skinned and is pointing towards the center of the map.

# **Systems-Thinking and Relationship Building to Address Accreditation and Institutional Efficiency**

**IUPUI Assessment Institute  
Indianapolis Marriott Downtown  
October 27 – October 29, 2024**



## Speakers

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

# **Crucial Foundational Definitions**

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Systems-thinking

Developing  
Connections



# Why Essentialism & Systems-Thinking



Greater organizational understanding



More effective collaboration among departments



Emphasis on the strategic goals that matter most and enable other goals to come to fruition



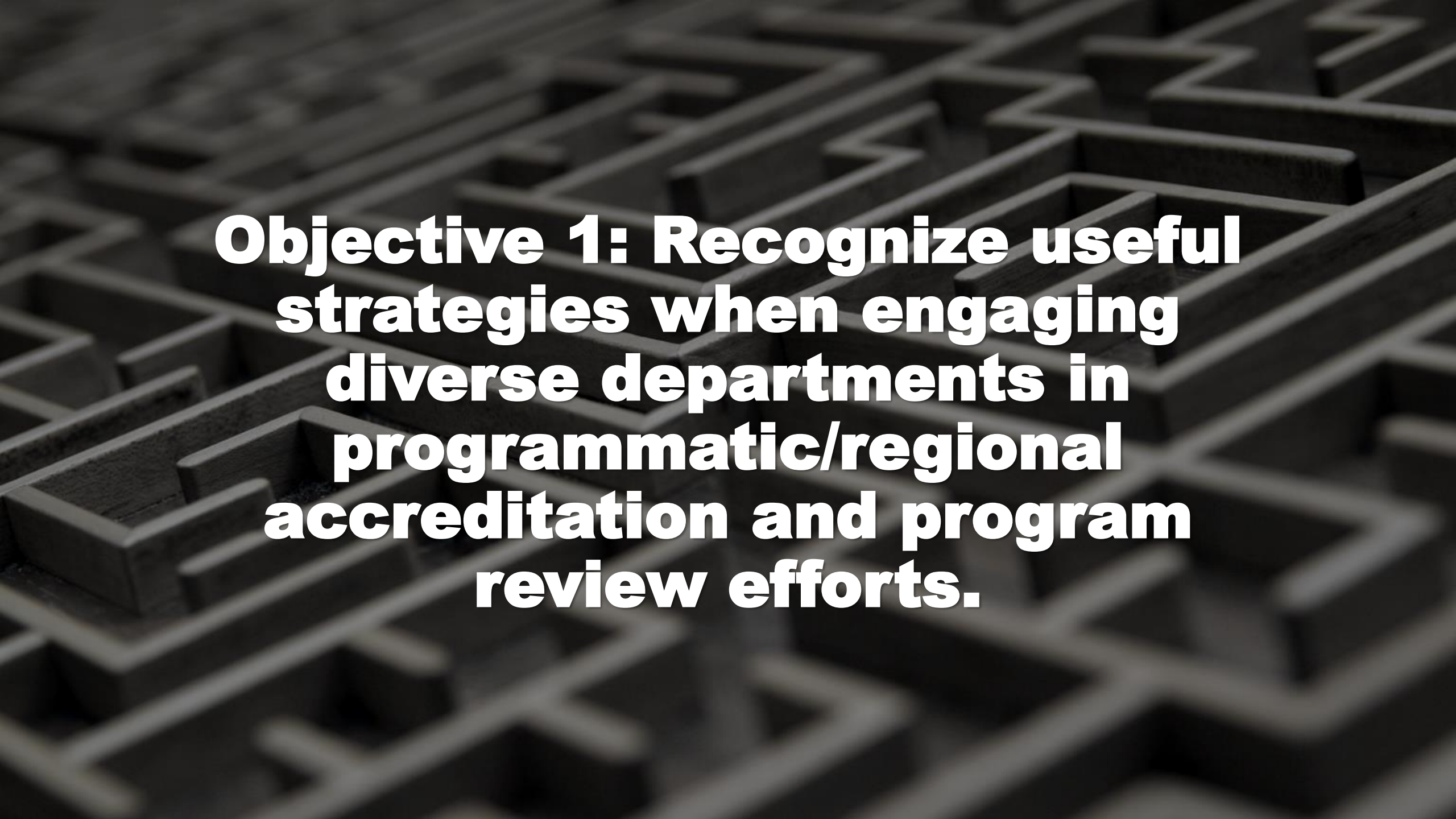
# **Essentialism & Systems Thinking Challenges**

- Everything is an emergency
- It is impossible to identify what is most important
- Structures favor siloed thinking
- Scarcity mindset is rampant
- In-fighting and feuds prevail

# Session Learning Outcomes

A row of ten lightbulbs is shown against a dark background. The top row consists of nine grey-outlined lightbulbs. Below them, a single lightbulb is highlighted in a bright yellow color and is shown with several short lines radiating from its base, indicating it is lit. The title 'Session Learning Outcomes' is centered at the top in a large, white, sans-serif font.

1. Recognize useful strategies when engaging diverse departments in programmatic/regional accreditation and program review efforts.
2. Create approaches for developing assessment and accreditation practitioners to utilize their skills across programmatic, general education, co-curricular, and operational assessment practices.
3. Establish toolkits, workflows, and systems to create efficiency in complex organizational projects (such as accreditation).

A 3D maze background with white text overlaid. The maze is composed of dark grey walls and paths, creating a complex, winding pattern. The text is centered and reads: 

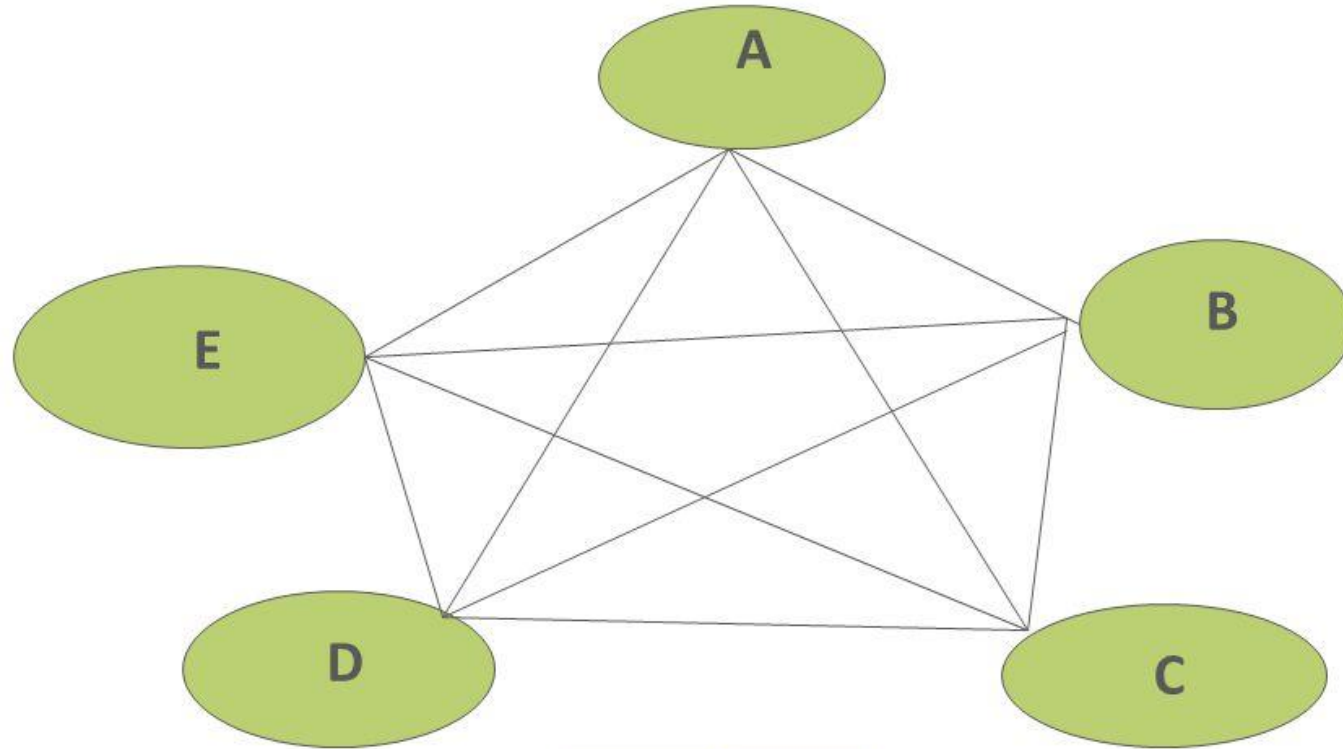
**Objective 1: Recognize useful strategies when engaging diverse departments in programmatic/regional accreditation and program review efforts.**



# **Relational Coordination**



# Mapping relational coordination



**RELATIONAL COORDINATION**  
RESEARCH COLLABORATIVE

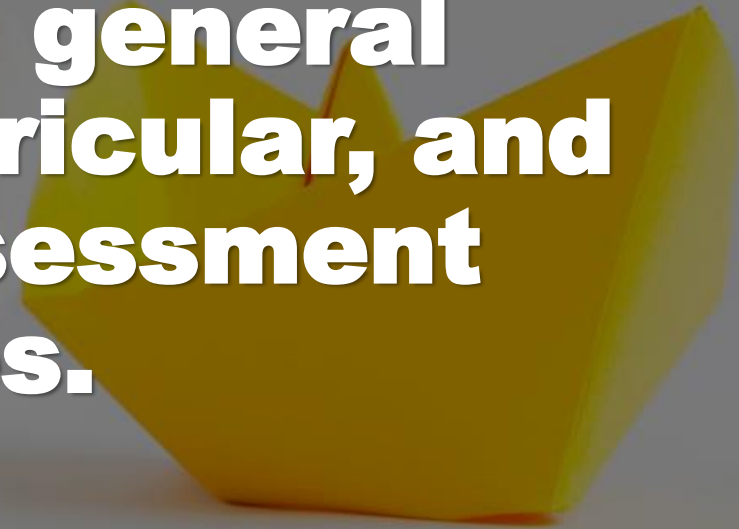
A network diagram is shown on a light-colored surface. It consists of several circular nodes in various colors (blue, green, red, yellow) connected by thin, brown, braided lines. The nodes are positioned at various points, and the lines connect them in a non-linear fashion, creating a web-like structure. The text 'Relational Coordination Map Activity' is overlaid in the center of the image in a large, white, bold font with a slight shadow.

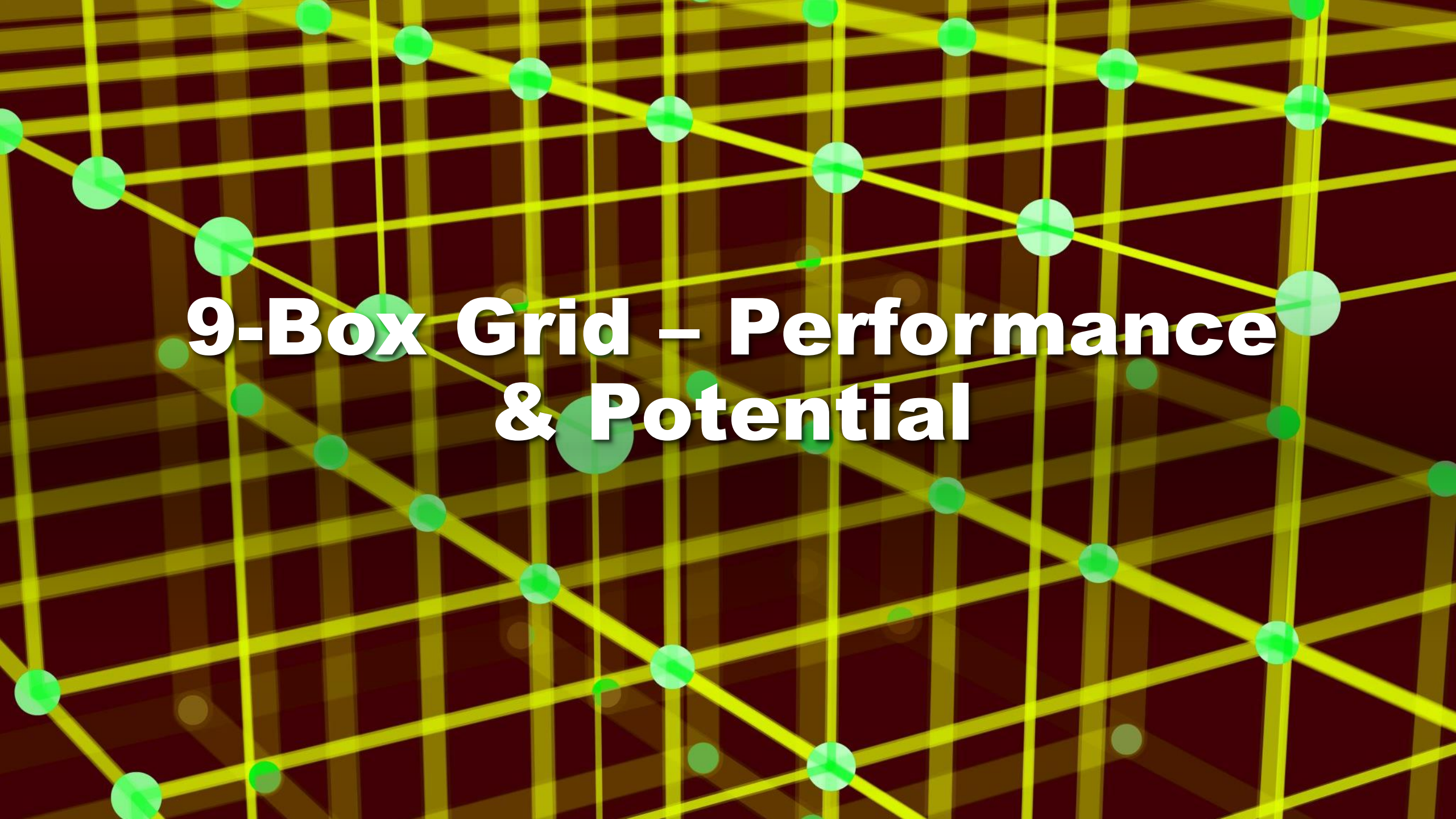
# Relational Coordination Map Activity

A 3D rendering of a puzzle with one red piece standing out among many grey pieces. The red piece is a five-pointed star shape, while the other pieces are standard interlocking puzzle shapes. The text is centered over the red piece.

# **Reflecting on the Relational Coordination**

**Objective 2: Create approaches for developing assessment & accreditation practitioners to utilize their skills across programmatic, general education, co-curricular, and operational assessment practices.**





# **9-Box Grid – Performance & Potential**



High

Medium

Low


|  |   |  |
|--|---|--|
| <b>Rough Diamond</b><br>Develop<br><i>Feedback / Assignments</i> | <b>Future Star</b><br>Stretch / Develop<br><i>Coach / Assignments</i> | <b>Consistent Star</b><br>Stretch<br><i>Mentor / Delegate Responsibility</i> |
| <b>Inconsistent Player</b><br><i>Feedback / Observe</i>          | <b>Key Player</b><br>Develop<br><i>Feedback / Coach</i>               | <b>Current Star</b><br>Stretch / Develop<br><i>Coach / Projects</i>          |
| <b>Talent Risk</b><br>Bad hire?<br><i>Counsel (PIP)</i>          | <b>Solid Professional</b><br>Observe<br><i>Feedback / Coach</i>       | <b>High Professional</b><br>Develop<br><i>Assignments / Learning</i>         |

Low

Medium

High

PERFORMANCE

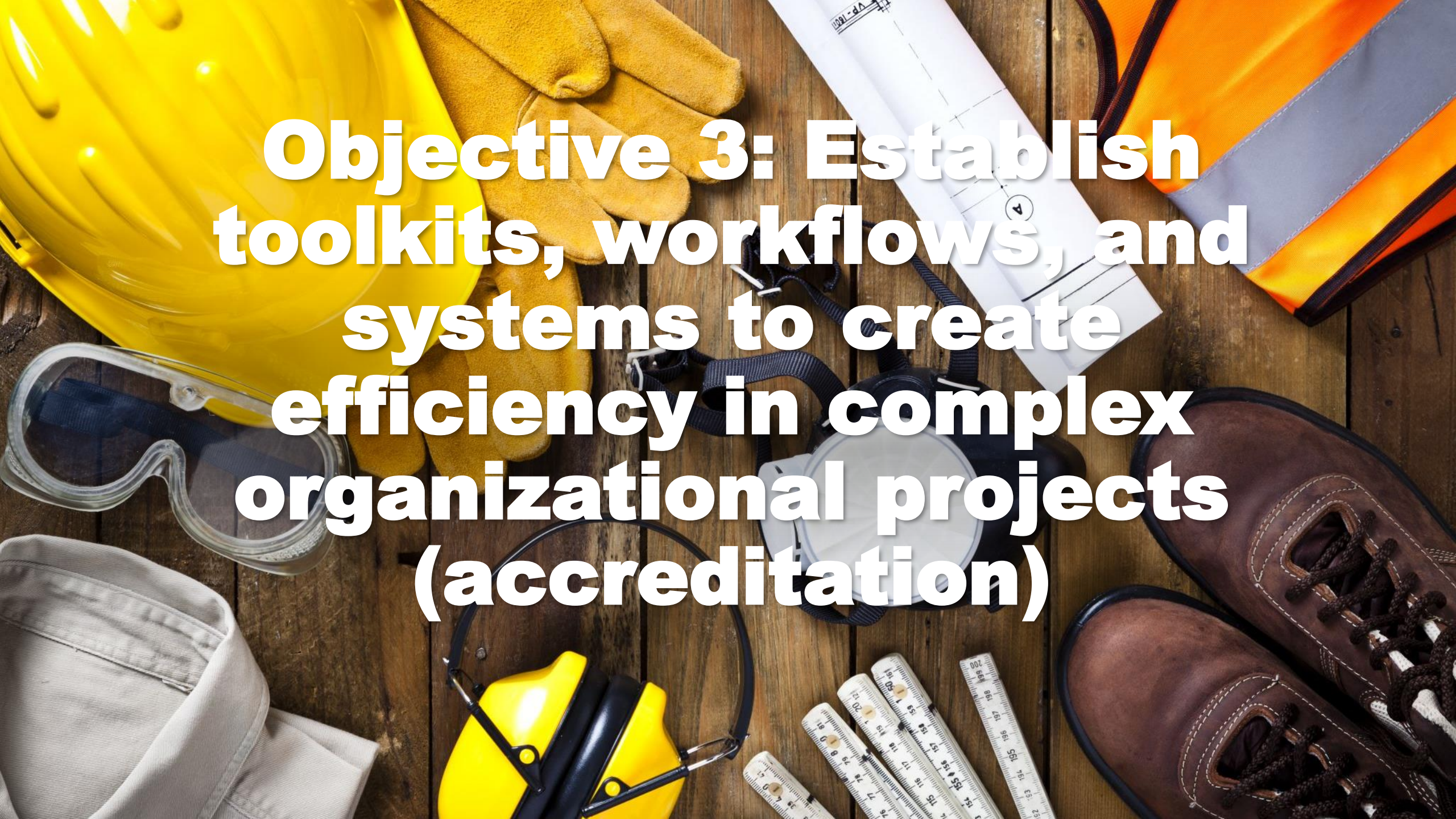


# Self-Evaluate Your Team

A blurred background of a whiteboard with colorful sticky notes. The sticky notes are in various colors including yellow, green, orange, blue, and purple. The text is overlaid on the left side of the image.

# **Quick Insights & Discussion**





**Objective 3: Establish toolkits, workflows, and systems to create efficiency in complex organizational projects (accreditation)**



# **Using Essentialism to Identify Strong Leverage Points**

# 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

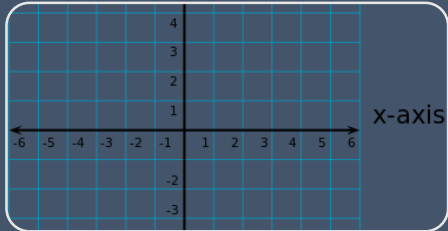


Monitor and celebrate success

# 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.<br>(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 Strategies (see Handout)



## Enhancing Relational Coordination

- Continuously assess and evaluate your professional connections and their quality.
- Approach other departments and units on campus with curiosity.



## Talent Development

- Meet new and more junior people on campus often to learn about their strengths.
- Create a pool of many talented individuals who can work across units.



## Essentialism

- Identify “leverage” points to make the most impact with the least effort.
- Use the organization’s mission, vision, and values to guide actions.



# Questions



# References

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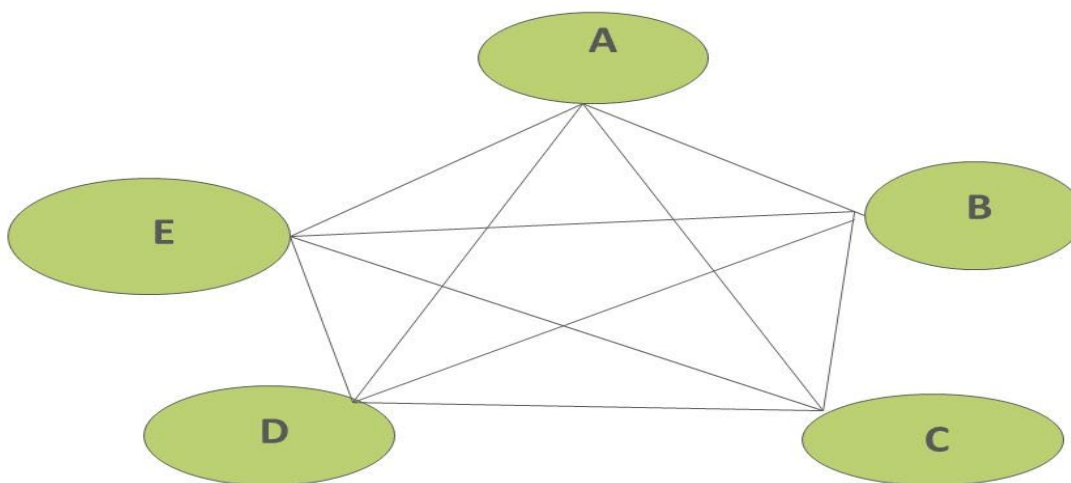
## Session Learning Objectives

- Recognize useful strategies when engaging diverse departments in programmatic/regional accreditation and program review efforts.
- Create approaches for developing assessment practitioners to utilize their skills across programmatic, general education, co-curricular, and operational assessment practices.
- Establish toolkits, workflows, and systems to create efficiency in complex organizational projects.

**Objective 1:** Recognize useful strategies when engaging diverse departments in programmatic/regional accreditation and program review efforts.

**Instructions:** Please add yourself to the diagram below as “A” and then consider 4 other colleagues or departments who are part of workflow and team collaborations. For each of them, think about how connected you are to each, as well as how connected they are to one another. Another thought item: Consider how their work is dependent on each other’s workflow and results.

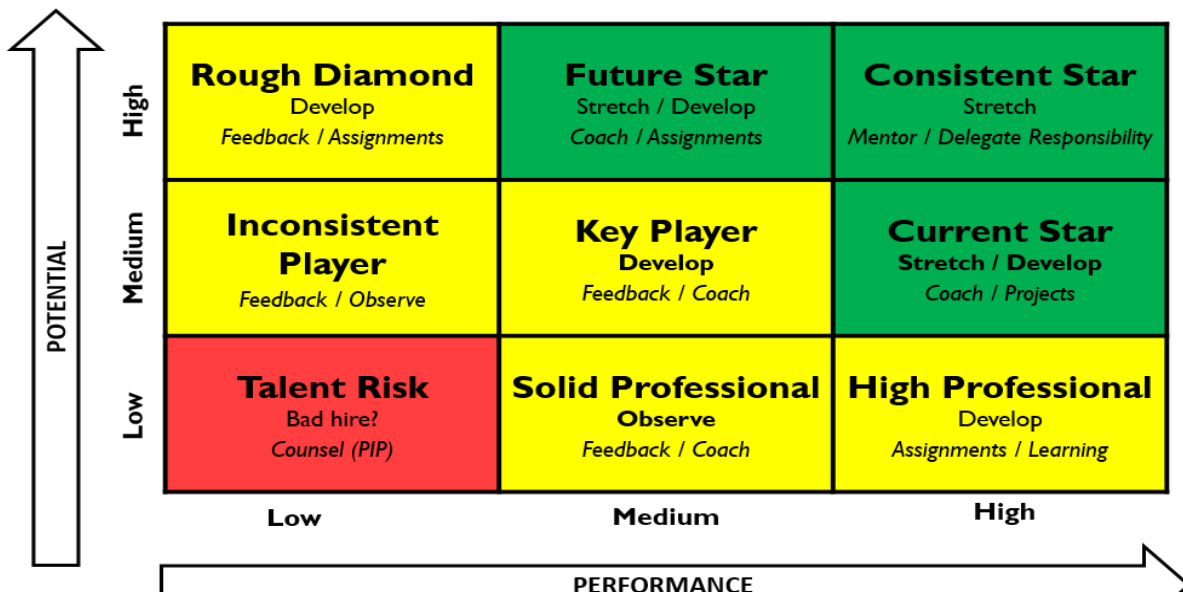
## Mapping relational coordination



RELATIONAL COORDINATION  
RESEARCH COLLABORATIVE

**Objective 2:** Create approaches for developing assessment practitioners to utilize their skills across programmatic, general education, co-curricular, and operational assessment practices.

**Instructions:** Please consider your own performance and potential location on this curve. Also, how might your supervisor and/or colleagues see you? How do you see others on your team? In what way can you have conversations with them about development that involve these principles using a growth approach and appreciative inquiry?



**Objective 3:** Establish toolkits, workflows, and systems to create efficiency in complex organizational projects.

- A. Start with the end in mind
- B. Bring the team together
- C. Learn from your curriculum instruments
- D. Essentialism in curriculum mapping

Notes: