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

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

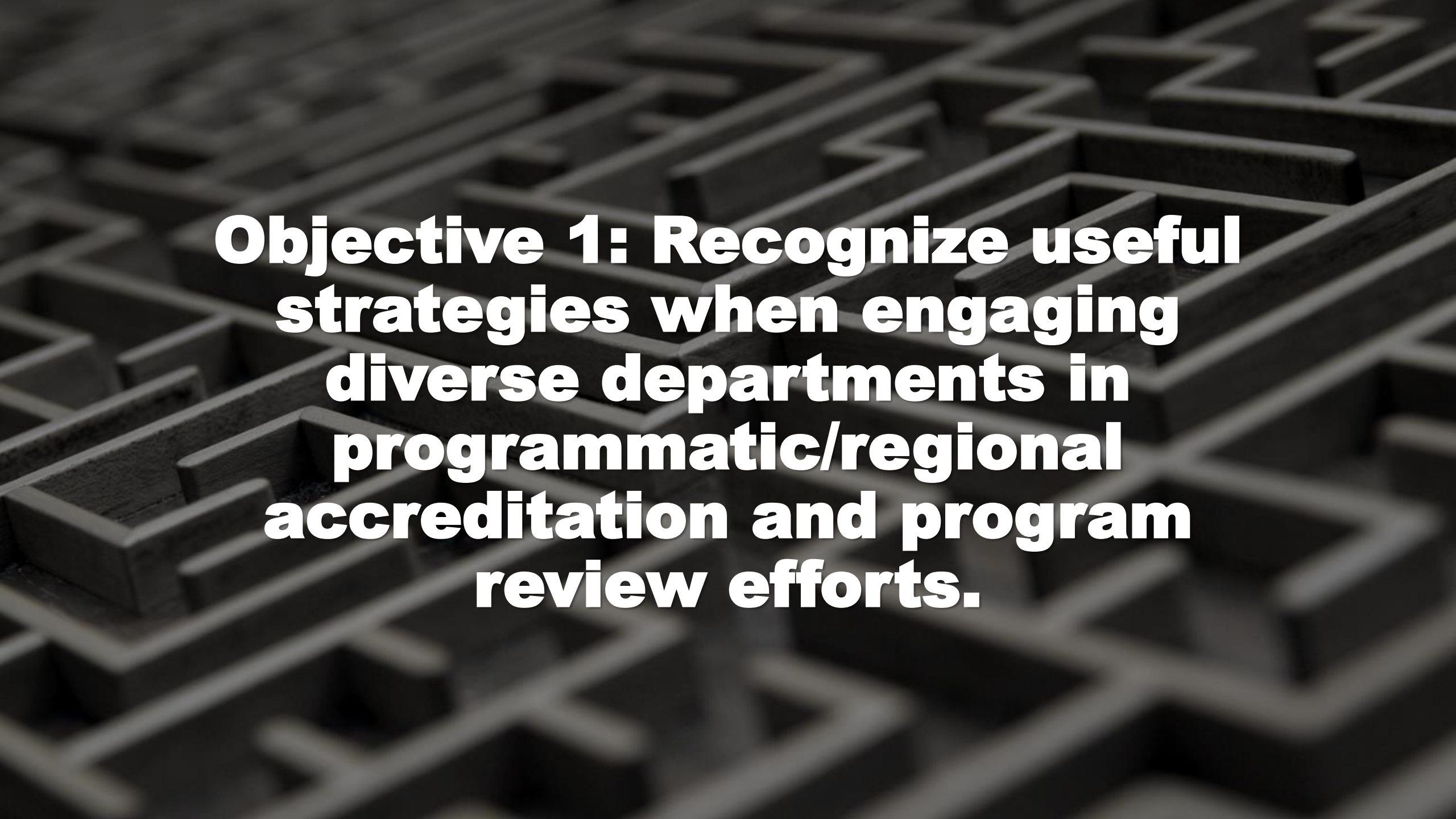
- Everything is an emergency
- It is impossible to identify what is most important
- Structures favor siloed thinking
- Scarcity mindset is rampant
- In-fighting and feuds prevail

Session Learning Outcomes

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.

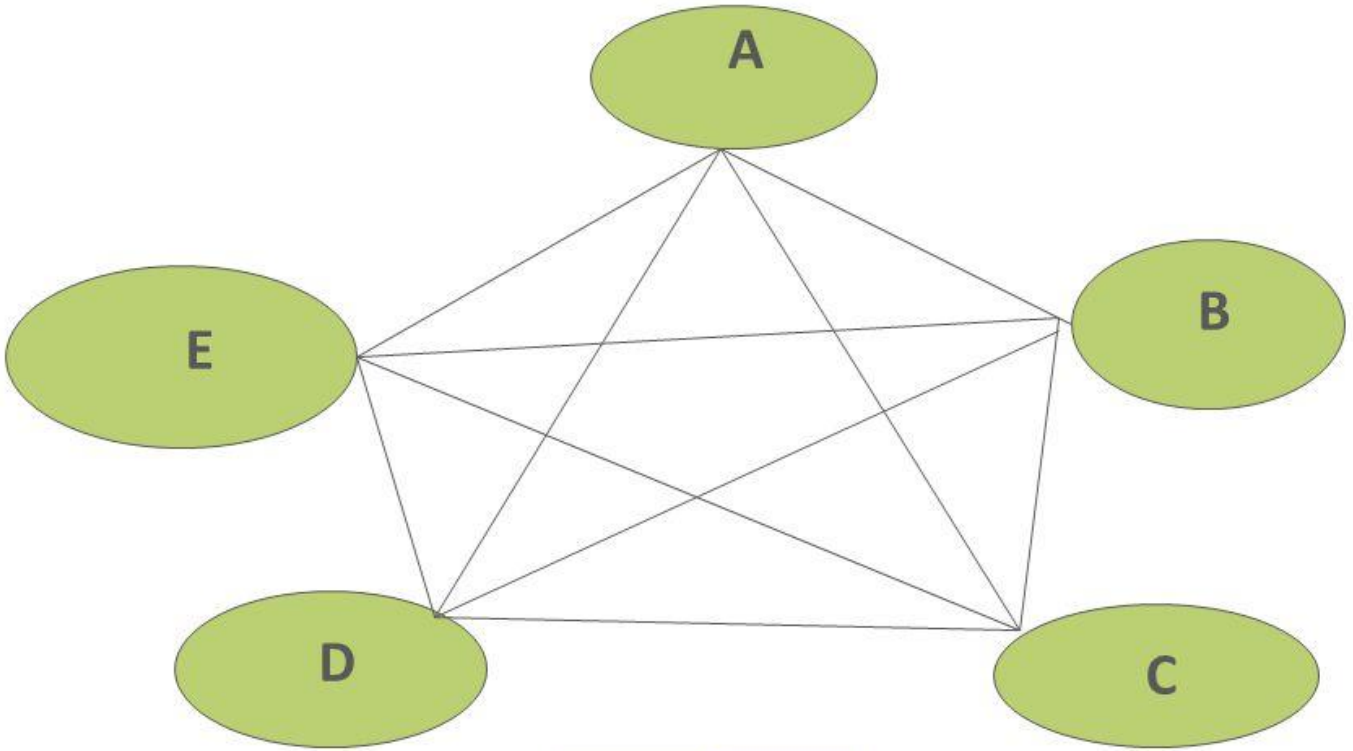
3. Establish toolkits, workflows, and systems to create efficiency in complex organizational projects (such as accreditation).



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

Relational Coordination

Mapping relational coordination

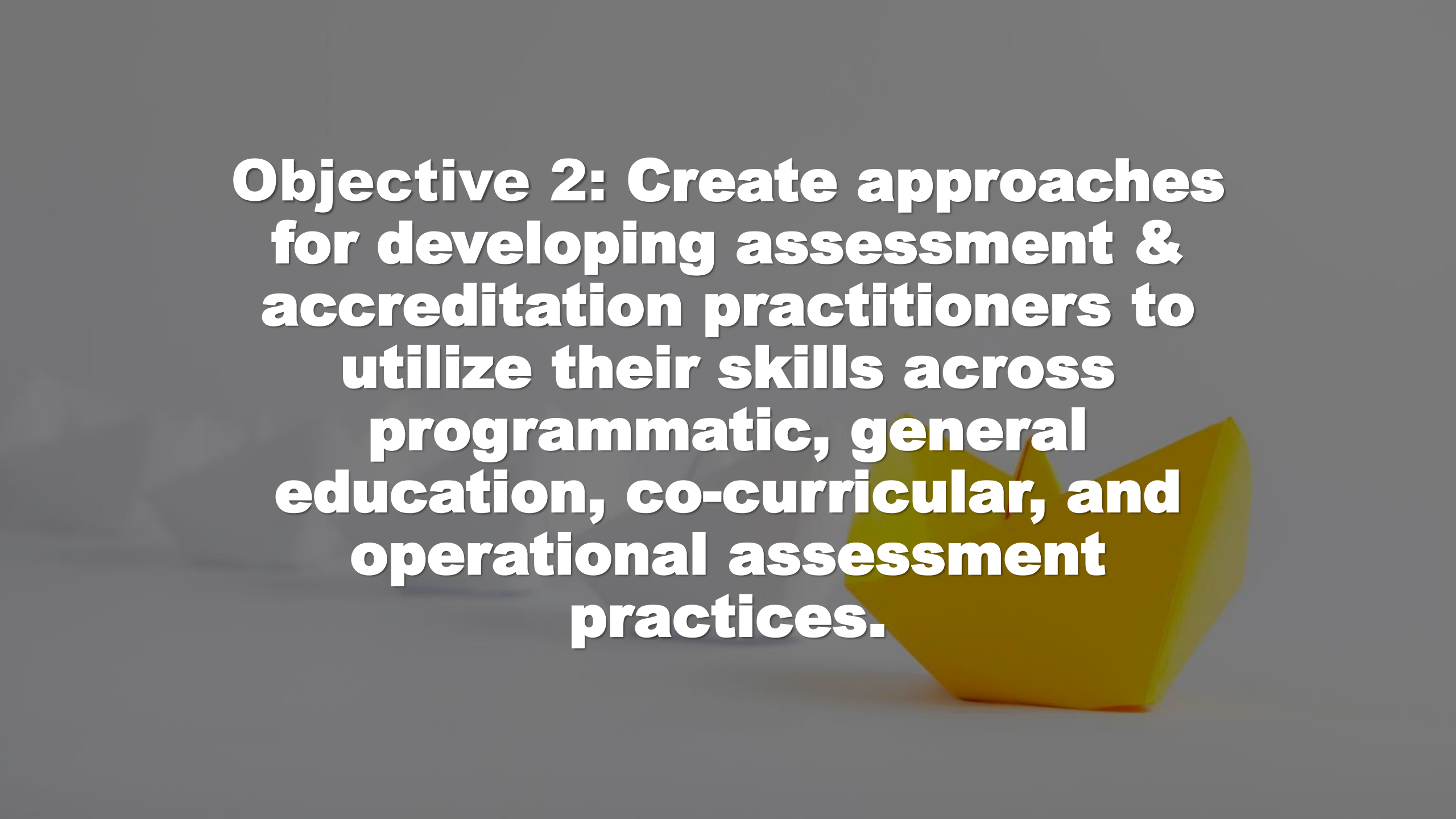


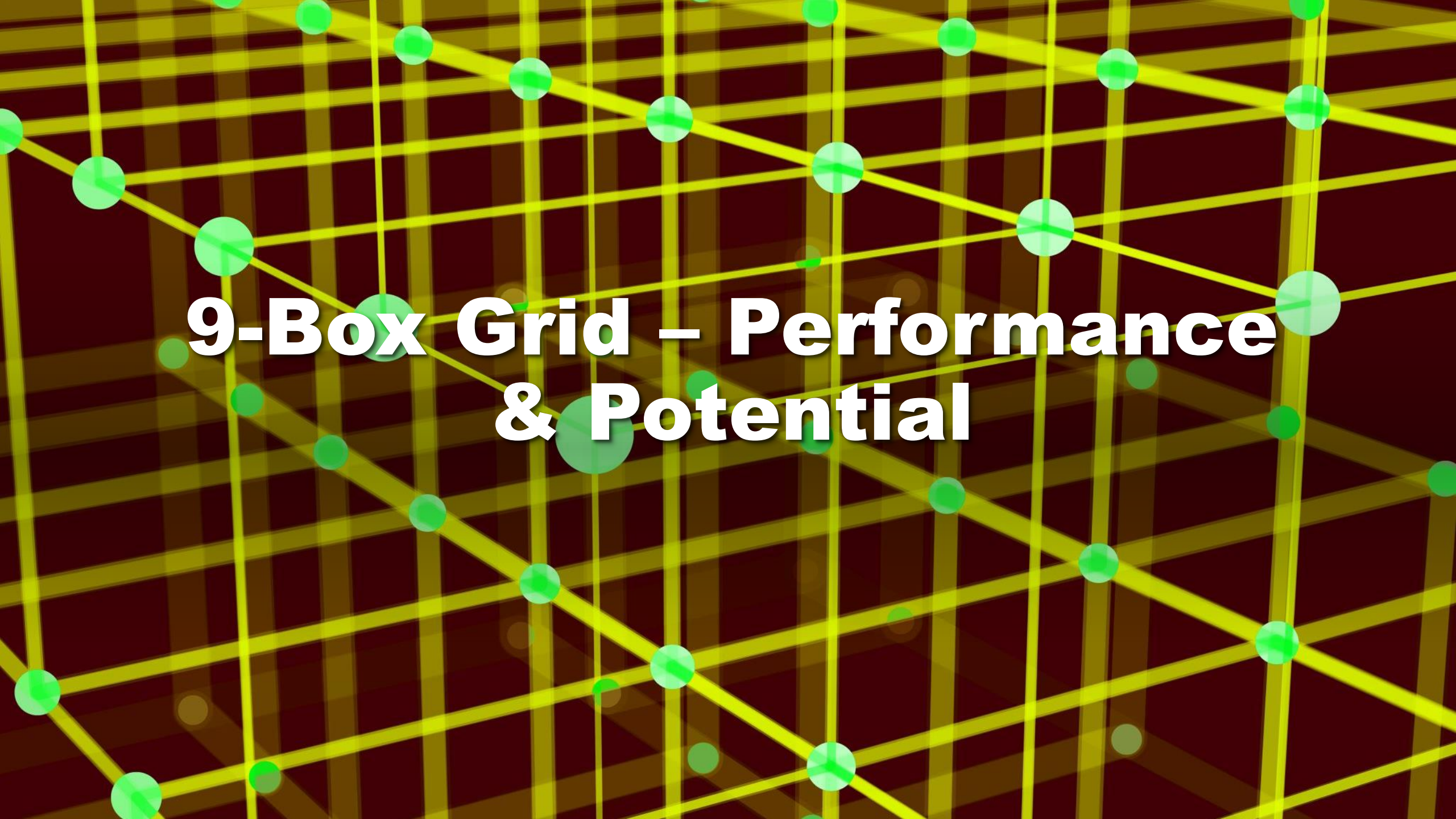
RELATIONAL COORDINATION
RESEARCH COLLABORATIVE

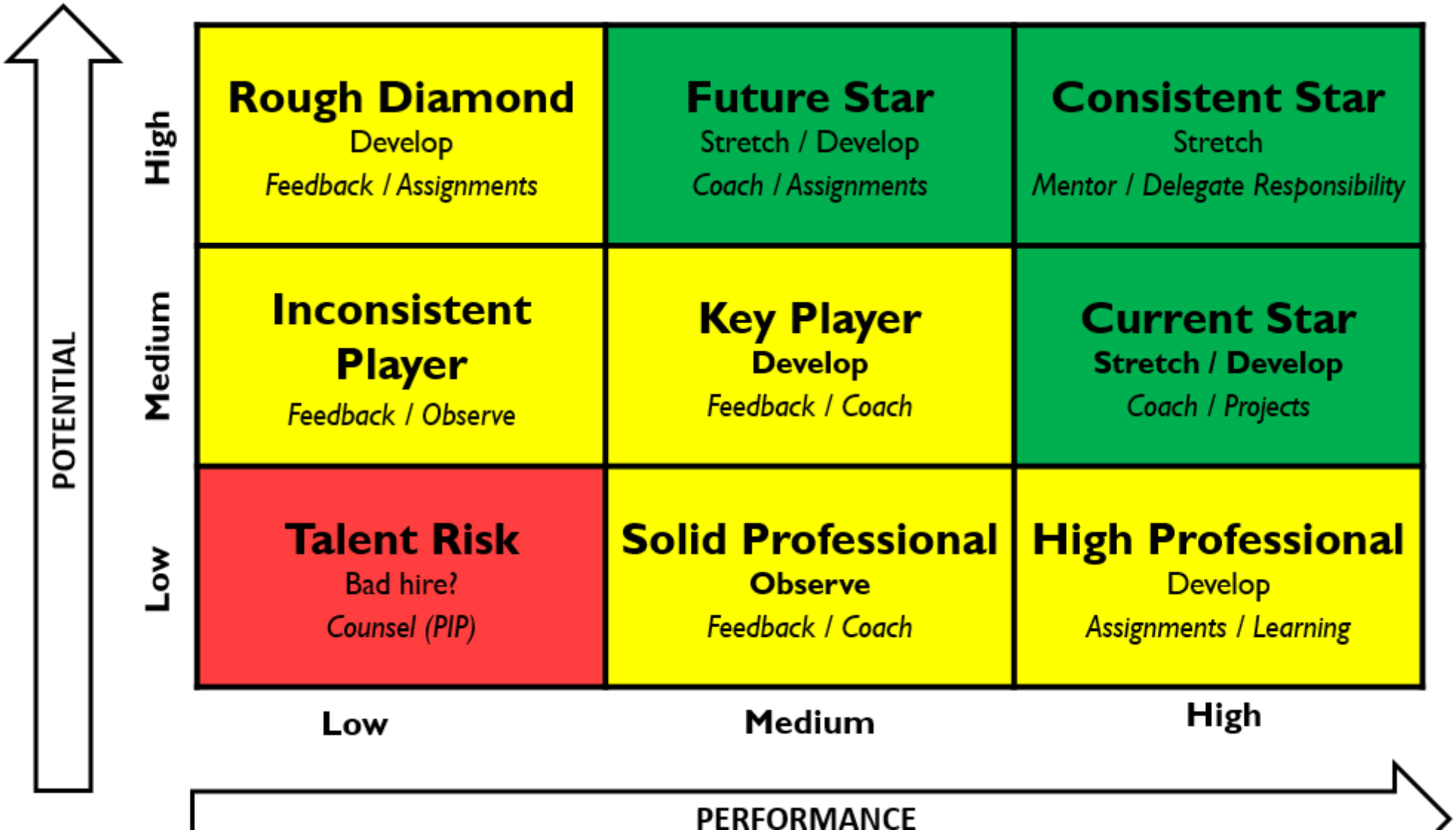
Relational Coordination
Map Activity

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.

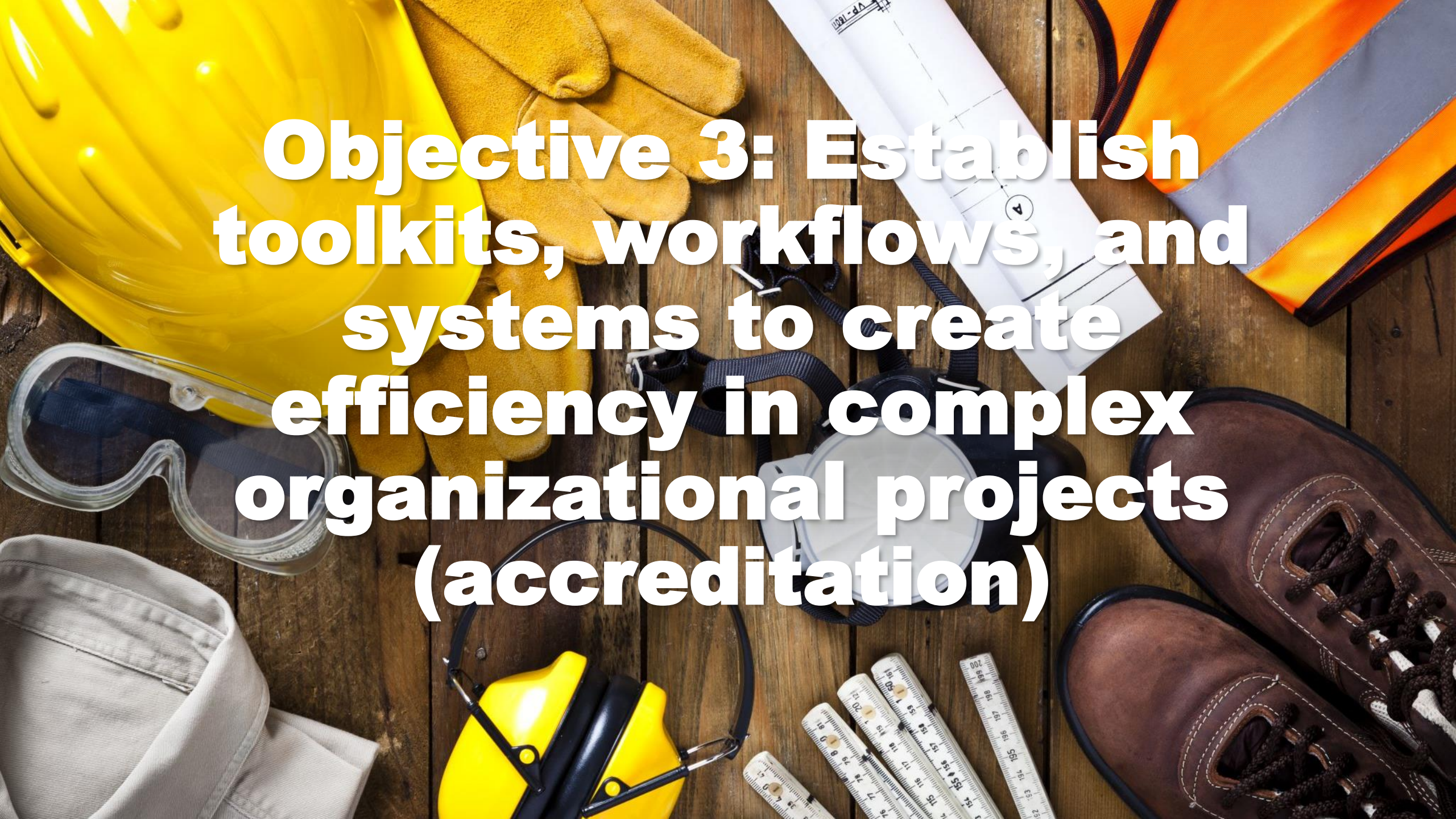



9-Box Grid – Performance
& Potential


POTENTIAL
High
Medium
Low
Rough Diamond
Develop
Feedback / Assignments
Future Star
Stretch / Develop
Coach / Assignments
Consistent Star
Stretch
Mentor / Delegate Responsibility
Inconsistent Player
Feedback / Observe
Key Player
Develop
Feedback / Coach
Current Star
Stretch / Develop
Coach / Projects
Talent Risk
Bad hire?
Counsel (PIP)
Solid Professional
Observe
Feedback / Coach
High Professional
Develop
Assignments / Learning
Low
Medium
High
PERFORMANCE

Self-Evaluate Your Team

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

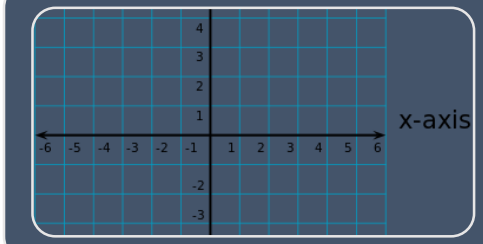
Learn from your Curriculum Instruments

- 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. (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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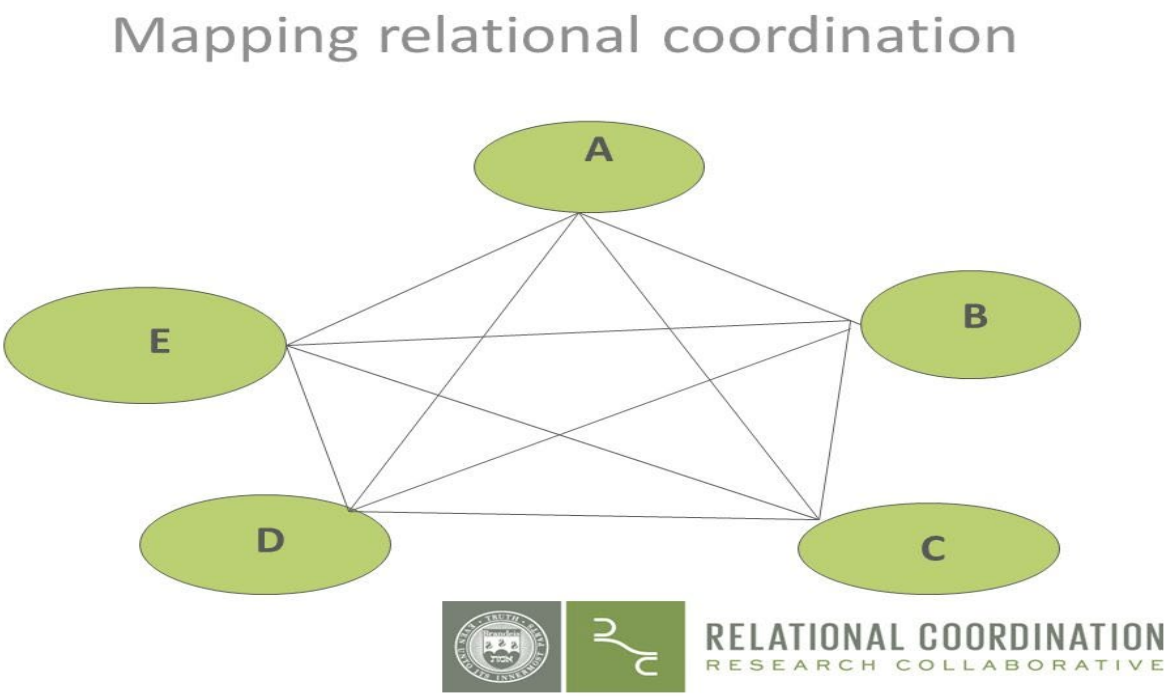
Session Learning Objectives

- 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.

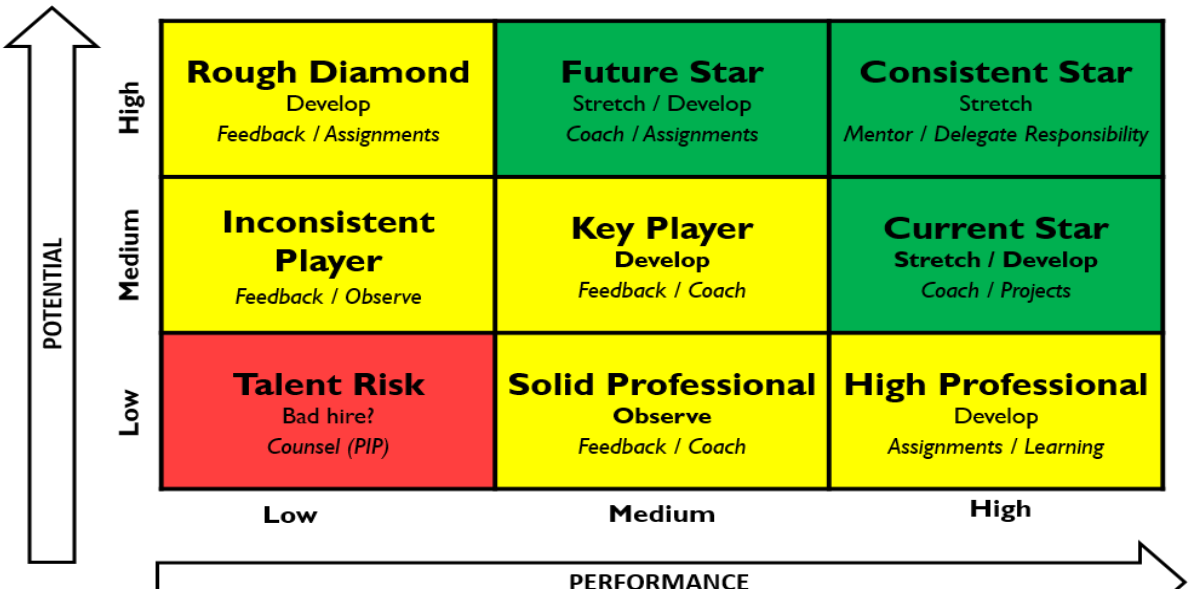
Objective 1: Recognize useful strategies when engaging diverse departments in programmatic/regional accreditation and program review efforts.

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.



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: