Leadership For Assessment

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Change in Higher Education

- *From beginning industry…..*

- *To mature industry….*

  - Result: Decreasing support coupled with an increasing demand for accountability.

The Importance of Leadership

ℒ *Effective leadership is an essential ingredient of positive social change. No society can continue to evolve without it, no family or neighborhood holds together in its absence, and no institution prospers where it is unavailable.*

The Source of Leadership

- The capacity to lead is rooted in virtually any individual and every community.
- *If this is true, then everyone must ask themselves two questions -*
  - 1. How can I lead in this situation?
  - 2. How can I encourage others to lead?

The Meaning of Leadership

- A group's chosen leaders can provide powerful insights into:
  - how the group identifies itself
  - who and what matters to the group
  - how things are done
  - what stories will be told about the outcomes

Who will lead us?

- *The answer, of course, is that we will be led by those we have taught, and they will lead us as we have shown them they should.*

William C. Richardson

President and Chief Executive Officer

W.K. Kellogg Foundation

Lessons Learned from my role as assessment coordinator

- Departments needed two major things: tools and time.
- Tools included:
  - a timeline
  - data
  - a chance to learn from each other.
- Skills: Chatterji, M. (2003). *Designing and using tools for educational assessment*. Boston: Pearson Education.

Lessons Learned from my role as assessment coordinator

- ℒ **Time: Departments need the time and resources to plan together.**
- ℒ **Every department constructed different assessment procedures in response to the same mandates.**
  - **These were shaped by the culture of the department and the discipline.**

Evaluation of Assessment Retreats

ℒ **Most helpful?**
- *Meeting on a departmental level.*
- *Assessment presentation.*

ℒ **Least helpful?**
- *Not reaching closure*
- *Too much information to digest*
- *Not having the DOE present in the conversations*

ℒ **Next Steps?**
- *Need for support and resources*

The Role of Beliefs in Institutional Change

ᘒ **One of the major obstacles to change in higher education is an individual's *beliefs* about the nature of leadership and assessment.**

"*Only those who hold titles or are high achievers can be leaders*."

Versus: "*Anyone who seeks to become a change agent can do so.*"

Faculty Individual Constraining Beliefs

- � I don't have time to get involved in change efforts
- ᛏ My colleagues will never change their way of doing things
- ᛏ I'm not a leader because, I don't have a leadership position
- ᛏ My role is to transfer disciplinary knowledge
- ᛏ My role is to criticize, not to initiate

- ᛏ Individual faculty focus only on their disciplinary specialty
- ᛏ Individual faculty are reluctant to serve on institutional committees
- ᛏ Individual faculty do not attempt to understand Institutional constraints and opportunities
- ᛏ Individual faculty are passive reactors to change proposals

Faculty Group Constraining Beliefs

- Faculty expertise is not valued in running the institution.
- Nothing can be changed because of administrative attitudes.
- Faculty and administrators can never work together.

- Faculty do not interact with non-faculty colleagues.
- Faculty do not take the initiative in problem solving.
- Fragmentation occurs between faculty and non-faculty and between departments.
- Faculty committees duplicate administrative roles.

Implications for the Institution

- ℬ *Commitment* to the institution is weakened.
- ℬ Faculty lack *awareness* of how others in the institution perceive them.
- ℬ Faculty lose the opportunity to use their *competence* in institutional problem solving.
- ℬ Faculty lack *empathy* for other constituencies.
- ℬ Faculty are not included in determining the *common purpose* of the institution.
- ℬ *Disagreements* do not surface or are lacking in respect.
- ℬ Faculty do not practice *collaborative* skills.
- ℬ A meaningful *division of labor* is lacking.

Empowering Faculty Individual Beliefs

- I help create the institutional culture through my daily individual decisions.
- Assessment is not a separate activity; it is an integral part of what I do.
- Assessment is an activity that I can model daily and in every class.
- I have the freedom and autonomy to initiate inquiry or action.

- Professors model assessment principles in classes.
- Individuals work effectively in committees.
- Individual faculty take an institutional perspective in solving problems.
- Faculty contribute their expertise to the campus assessment efforts.

Empowering Group Faculty Beliefs

- Faculty are stewards of the assessment process.
- Everyone in the institution directly contributes to assessment.
- Change initiatives can start with anyone.
- We can make change through collective action.
- Faculty invite non-faculty community members to collaborate.
- Faculty take the initiative in identifying and solving assessment problems.

Implications of Empowering Beliefs

- Individual faculty develop competence, authenticity, and self-knowledge through collaborative efforts.

- Faculty strengthen commitment to positive change.

- Faculty develop collaborative skills with all institutional members.

- Faculty help to develop greater common purposes with others in their college.

- Faculty strengthen their capacity for respectful disagreement through enhanced empathy.

Leadership

Working and leading together...we can create positive change.