



<p>Define the "why"</p> 	<p>Questions to consider</p>
	<ul style="list-style-type: none">• Assume that—upon analyzing the relevant data—the president determines that your group’s assigned issue is in fact the most pressing challenge in teaching and learning at the institution. What is the best case to make to faculty that the college change its approach?• How might the idea of improving this outcome feel threatening to faculty? What could be discussed to combat that sense of threat or impending loss?• Considering your experience and the case examples shared in the module, what might be appealing to faculty about specific changes that might enable improvements in this outcome?• Is there anything in the mission of the institution that could be used to appeal to faculty that change is needed?

<p>Build urgency with key groups of faculty</p> 	<p>Questions to consider</p> <ul style="list-style-type: none">• What specific groups of faculty would be important to engage first around this issue?• What strategies might the president use to build urgency among those faculty?• What types of data and information would be the most compelling to share?• How specifically could the student voice be integrated into a communications strategy?• Who should the “messengers” be to communicate with faculty (consider specific faculty members, administrators, staff, and others)?
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Large empty rectangular area for notes or responses.

DILEMMA OF A COLLEGE PRESIDENT 1



In small groups, take 20 minutes to discuss the provided scenario, using the questions below as a guide.

You are the president of a community college that has been working for the past five years to improve the completion and four-year transfer rates of your students. The college has redesigned its intake and orientation process for new students, revamped its advising and financial aid systems, created student success courses, redesigned developmental studies, and eliminated late registration. However, completion rates have barely budged, and student participation and success rates in gatekeeper math and English course are abysmal. You have come to realize that while some faculty are generally supportive of change, most are not meaningfully engaged in reform. For example, despite the presence of strong early alert technologies, only 37% of faculty regularly enter grades and other information needed to assess which students are struggling, and only 24% of faculty assigned to follow-up with students identified as struggling actually do so. As you and your leadership team have worked to increase those percentages, you have discovered that many of the faculty most enthusiastic about the early alert system are part of a Faculty Inquiry Group focused on hands-on learning—consisting of 23 faculty across seven disciplines. Further inquiry increased your awareness about some impressive results: five science faculty have successfully replicated the experiment done by a chemistry professor three years ago, finding that courses that included group-conducted experiments for every unit resulted in an increase in student learning—as evidenced on final exams—of at least 20% and as much as 50%. Interestingly, one sociology and one history faculty member both tried to have students blog about field trip experiences, and one found that students became measurably better writers by the end of the course while the other found no difference. You are pleased with what you have learned, but your main issue right now is engaging the remaining two-thirds to three-quarters of faculty in the early alert system.

Why specifically do you think the faculty utilizing the early alert system tend to be the same faculty members engaged in teaching and learning improvements? What do you—as president—need to do to test those hypotheses?

How can these faculty be employed to support the scaling of the early alert system? What might motivate them to do so?

What should be your role as president in elevating and convening a group of faculty to explore this problem? What problem do you want them to discuss? Who should be involved?

During this meeting, how can you play a role in building urgency for change? What data might you present (or have others present)? How could you engage the student voice?

List five questions you would want to ask this group that might move the conversation towards a strategy that could accomplish twin goals: scaled improvement in teaching and learning and much higher faculty participation rates in the early alert system.

THE 10 STUPEDEST THINGS WE DO



Valencia College president Sandy Shugart commonly asks his staff to think about “the 10 stupidest things we do”—that is, the things the college does that are clearly and unnecessarily misaligned to current goals and priorities. Often these are related to institutional routines—things we do “because we’ve always done them that way,” even if no one remembers why. Because some routines and practices become so familiar that they are invisible to us, leaders have to find ways to help the organization identify and interrogate these practices.

Take 10 minutes to independently consider the human resources processes at your college relate to faculty, including tenure, onboarding, promotion, professional development, and hiring. List the “10 stupidest things” that your college does with regards to these processes: things that are misaligned to teaching and learning. What specifically does the college do that contradicts or undermines student success goals? What disincentives are in place that might prevent faculty from improving their teaching practice? What changes could you make to better align incentives?

Things the College Does That Contradict or Undermine Student Success Goals	Possible Changes to Align Incentives

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Discuss the following questions in small groups:

What similarities do you see in standards and processes for hiring, onboarding, promotion, professional development and tenure across colleges?

Are they aligned with college-wide goals for improving teaching and learning? Program goals? Course-level goals? If not, what are some of the ways they might be improved?

What changes could be made to align hiring, tenure, and professional development practices with student success goals?

DILEMMAS OF A COLLEGE PRESIDENT 2



Take 20 minutes in small groups to read your assigned scenario. Think about the role of the president in this scenario, using the provided questions as a guide.

Scenario A: Professional Development

You are the president of a large community college in a rural area. Your college administered the Collegiate Learning Assessment to a representative sample of students in credit-bearing courses, and the results show that only 40 percent are proficient at “critical thinking” and that your college ranks in the 37th percentile of all community colleges that have administered the CLA exam nationally.

You are meeting with faculty leaders to discuss the outcomes of the critical thinking assessment and to elicit faculty leadership in drafting a professional development plan that you will present to the board.

How would you involve faculty in making the case for including a large increase in spending on faculty professional development or other activities dedicated to improving student learning in the face of revenue shortfalls or budget cuts?

What is your role as the president in this situation?

How can you ensure that the proposed professional development plan is in line with college-wide student success goals?

Scenario B: Hiring and Promotion Practices

You are the president of a large community college located just outside of a major city. Two-thirds of your students are underrepresented minorities, a percentage that reflects the population of your service area. However, only 18 percent of your full-time faculty are minorities. Knowing from the research that students' sense of belonging—and ultimately, student learning—can be increased if they see themselves reflected in the faculty, you decide that it is important for the make-up of the college's faculty to better reflect your students. So, you assign a task force to take a closer look at your college's hiring process. The task force discovers that when full-time positions have been posted, the hiring committees received large numbers of diverse, qualified candidates from across the country. However, over 90 percent of the time, the hiring committees decided to hire one of the department's existing adjunct faculty members to fill the full-time position, and these new hires were predominantly white men and women. When asked, the deans cited a number of reasons for hiring out of the pool of adjunct faculty: hiring committee members are familiar with the adjunct candidates' teaching performance, the adjunct faculty are already familiar with the college and its community, and the adjunct candidates have "earned it" by putting in years of part-time teaching at the college. However, this method of hiring perpetuates the low number of diverse faculty members at your college.

As the president, what do you do with this information? What is your role in aligning hiring and promotion practices at your college to your diversity goals?

How can the president make hiring a diverse faculty an institutional priority at this college? How can the president help the college understand why this issue matters?

What is the end goal in this situation? In what ways should the president help the college keep the end goal in mind?

DILEMMAS OF A COLLEGE PRESIDENT 3



In small groups, take 20 minutes to discuss the scenario of your choice, using the questions below as a guide.

Scenario A: Improving Teaching and Learning in a Unionized Setting.

You are the president of a college with a strong faculty union. The union contract spells out specific factors that can be used to evaluate faculty. Among other things, the number of students who succeed in a particular course or the next course in a sequence is not a factor that can be used. Once new faculty have moved out of their probationary period, they are no longer observed or evaluated by a supervisor—instead, they complete annual self-evaluations. Student learning outcome and course completion data show wide variation between faculty, and it is clear that many students aren't learning at the requisite levels.

As the president, how will you improve teaching and learning in this environment?

How will you make this an institutional priority?

What barriers to change can you expect, and what should you do to surmount them? How will you know if you have been successful?

What should your role be in this situation? What next steps might you take?

What questions should you be asking, and to whom should they be addressed? Who needs to be in the room?

Dilemma B: Engaging Adjunct Faculty in Professional Development.

You are a new president at a small community college. Under the previous president, the Office of Academic Affairs developed a robust professional development program with a focus on teaching and learning—including structures for peer observation and learning circles—that has been well-received by full-time faculty members, for whom some participation in these professional development offerings is mandatory. Adjunct faculty are invited to participate in the college’s professional development offerings, but these programs are not mandatory for adjuncts, nor are the adjunct faculty compensated in any way for the time spent in professional development. Over 50 percent of courses at your college are taught by adjunct faculty, and analyses of student learning and course completion outcomes have shown that students in classes taught by adjuncts are performing slightly lower than their counterparts in courses taught by full-time faculty.

What can you, as the president, do to engage the college’s adjunct faculty in professional development to improve teaching and learning?

How will you make this an institutional priority?

What barriers to change can you expect, and what should you do to surmount them? How will you know if you have been successful?

What should your role be in this situation? What next steps might you take?

What questions should you be asking, and to whom should they be addressed? Who needs to be in the room?