The Evolution of a Movement: Orchestrating a Campus-Wide Learning-Centered Redesign Project

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Kotter’s Process of Creating Change

1. Establishing a Sense of Urgency
   1. Examining competitive realities
   2. Identifying and discussing crises, or major opportunities
Primary Drivers of Change

1. Decreasing public funding of HE
2. Increasing demands for accountability
3. Changing student demographics
4. Increasing competition from private sector
5. Increasing availability of "content" from a variety of sources
6. Transformational changes in technology
7. Data indicating students are not learning
The Problem Nationally

Academically Adrift

“45 percent of students demonstrate no significant improvement in a range of skills— including critical thinking, complex reasoning, and writing”
Internal Drivers

“In God We Trust, But Everyone Else Bring Data.”

DSC Retention & Graduation Rates

Overall 1 year retention rate 59%
3-year grad rate for Associate 8%
6-year grad rate for Bachelor 24%
Many 1000 level courses with D/F/W rates above 30%

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“In God We Trust,
But Everyone Else Bring Data.”

DSC 1000 level D/W/F Rates

College Algebra    49%
General Biology    46%
Communication      40%
Intro Spanish      38%
The Inspiration

Dr. Stone
Red Balloon
Steering Committee
Course Redesign

Dr. Price
JSU & Georgia College
Presentations
at AASCU
Learning-Centered
Course Redesign

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2. Creating the Guiding Coalition

1. Putting together a group with enough power to lead the change
2. Getting the group to work together like a team
Carefully Choose Guiding Coalition Team

Fill The Seats with those who are

“compulsively driven to make whatever they touch the best it can be” and have

“neurotic need to improve”
Team Effort is Somewhat Grassroots

What is the real test of leadership?

“If you had no title or ability to reward or penalize others, could you still get them to follow you?”

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Team Effort is Somewhat Grassroots

Leadership Team of Faculty

1. lead through their relationships
2. persuade others to contribute, rather than order
3. collaborate, not control

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3. Developing a Vision & Strategy

1. Creating a vision to help direct the change effort

2. Developing strategies for achieving that vision

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Leadership Team Makes Decisions

1. Which Resource
2. How Many Meetings
   (every other week – 6 times – ended up having 25 sessions)
3. Creation of Materials
   for Discussions
4. Evaluation Format
5. Accountability Plan

HIGHLY RESPONSIVE & ADAPTIVE

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4. Communicating the Change Vision

1. Using every vehicle to constantly communicate new vision & strategies
2. Guiding coalition role models expected behavior
Engaging Kickoff

Faculty Retreat

1. Dr. Stone
   Set stage for need to change & value of innovation

2. Breakout Session
   Team engages faculty with assessment of learning-centered
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5. Empowering Broad-Based Action

1. Getting rid of obstacles
2. Changing systems that undermine change vision
3. Encouraging risk taking, innovative ideas, and activities
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Conceptual Foundation for Redesign

Adopt Admin. Practices Which Reflect Learner-Centered Values

1. All are learners
2. Admn guide faculty dev efforts to focus on learning
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Conceptual Foundation for Redesign

1. Relevant learning, as opposed to memorization of info
2. Instructor facilitates, as opposed to disseminates
3. Students becoming responsible for own learning
4. Assessment is ongoing & authentic

Speakers & Tewksbury Tutorial

DEVELOPING LEARNER-CENTERED TEACHING
A Practical Guide for Faculty
Phyllis Blumberg
The Role of Content

Diagram of interaction

Instructor

student

Content

Student
Teaching Methods & Student Learning

Students are:

- Passive
- Active

Lecture: 5%
Reading: 10%
Audio-Visual: 20%
Demonstration: 30%
Discussion: 50%
Application: 75%
Teaching: 90%

ACTION POINT: How active are your methods?

According to research at The National Training Lab – Bethesda, Maryland
### Kotter’s Process of Creating Change

6. Generating Short-Term Wins

| 1. Planning for visible improvements or wins |
| 2. Creating those wins |
| 3. Visibly recognizing & rewarding people who make wins possible |

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Leaders Stage Revolutions

“an activity or movement designed to effect fundamental change”

Assaulting the status quo – things cannot remain as they are – changes must be made.

“All Big Fires Start w/ a spark.”

Passion of leaders draws others to the effort

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### Why Was this Successful?

**Extraordinary Transformational Leader**

In her first 18 months Dr. Stone transformed DSC establishing new practices leading to improved institutional effectiveness including the learning-centered course redesign, creating six new degree programs, acquiring grants for learning-enhancement and non-traditional students, establishing Centers for Diversity & International Education, and expanding online learning.

*She is a dynamic, energized, innovative, mountain-moving, powerhouse for positive change!*
Why Was this Successful?

What is the most important aspect of leading?

“Developing, nurturing, and leveraging, the interpersonal relationship between leader and follower”
Leadership = Relationship Building

The 5 Levers

1. Put people first
2. Connect
3. Position People to Win
4. Build Trust
5. Create Positive Emotional Experiences

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Kotter’s Process of Creating Change

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<tr>
<th>7. Consolidating change &amp; producing more change</th>
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<tr>
<td>1. Using increased credibility to change all systems that don’t fit transformation vision</td>
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<td>2. Hiring, promoting, &amp; developing people who can implement vision</td>
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<td>3. Visibly recognizing &amp; rewarding people who make wins possible</td>
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<td>4. Reinvigorate process w/ new projects</td>
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### 8. Anchoring New Approaches in the Culture

1. Creating better performance through constituent- and productivity-oriented behavior & better leadership
2. Articulating connection b/n new behaviors and institutional success
3. Developing means to ensure leadership development and succession