Tips for Transitioning: Building Momentum for QM Implementation at Your Institution

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Who is joining us today??

Please put in the chat:

1) Your role at your University and

2) One-two words that describe your institution's QM implementation

Goals for this session

➢ Help you achieve a better understanding of what challenges QM implementation can be

➢ Give you some helpful tips to take back to your campus to make implementation a bit easier

QM Continuum of Excellence

This is the textbook example of implementation:

Ad-Hoc

Quality Assurance

Continuous Improvement

Benchmarking

Institutional Change
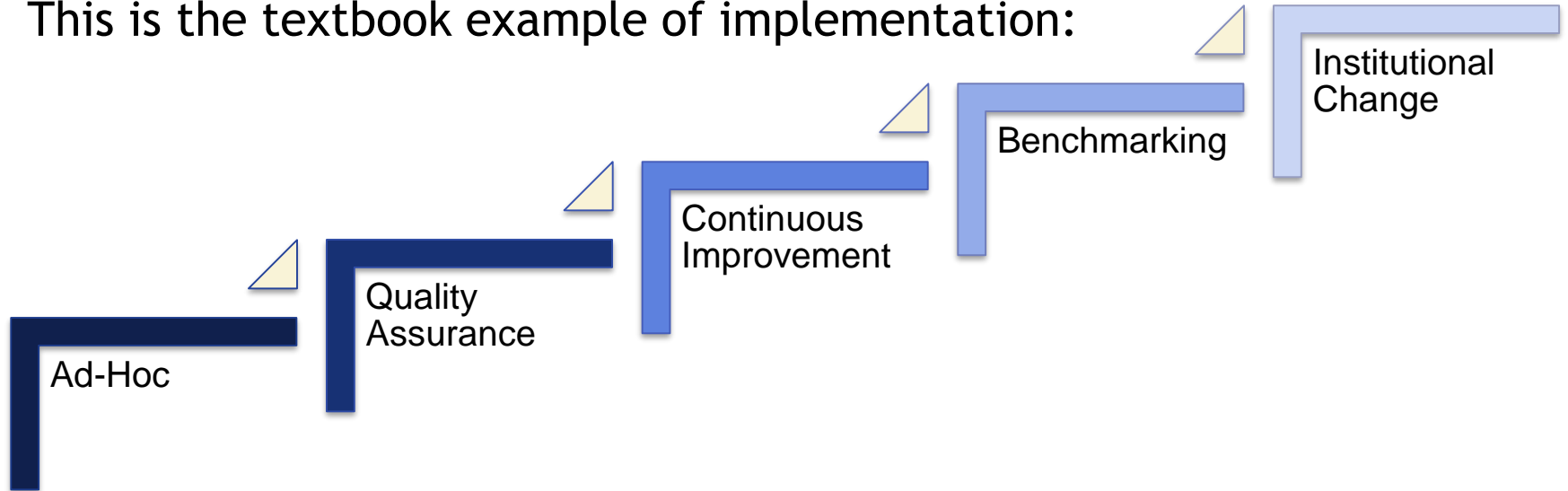
Change Management in the Real World

- Is messy
- Frustrating
- Full of fits and starts
- Often fails
- Takes superb leadership
- Takes setting a vision and sticking to it
- Takes intestinal fortitude
- Some institutions are flexible and adaptive and change easily
 - *Typically this does not include higher education*

A Popular Model of Change Management

Source: Kotter, J. P. (1996). *Leading change.* Boston, MA: Harvard Business School Press

Step 1: Increase Urgency

Step 2: Build Guiding Team

Step 3: Develop the Vision

Step 4: Communicate for Buy-in

Step 5: Empower Action

Step 6: Create Short Term Wins

Step 7: Don't Let Up

Step 8: Make Change Stick

Understanding Transitioning

- Change is the external situation you have envisioned will take place: (examples include a new business strategy, a merger or institutionalized online quality)

- Transition is the inner psychological process that people go through as they internalize and come to terms with the new situation.

- Change will only be successful if change agents and leaders address the transition that people experience during change (accepting the ending, uncertainty during neutral zone & accepting the new).

NEW BEGINNINGS

NEUTRAL ZONE

ENDINGS

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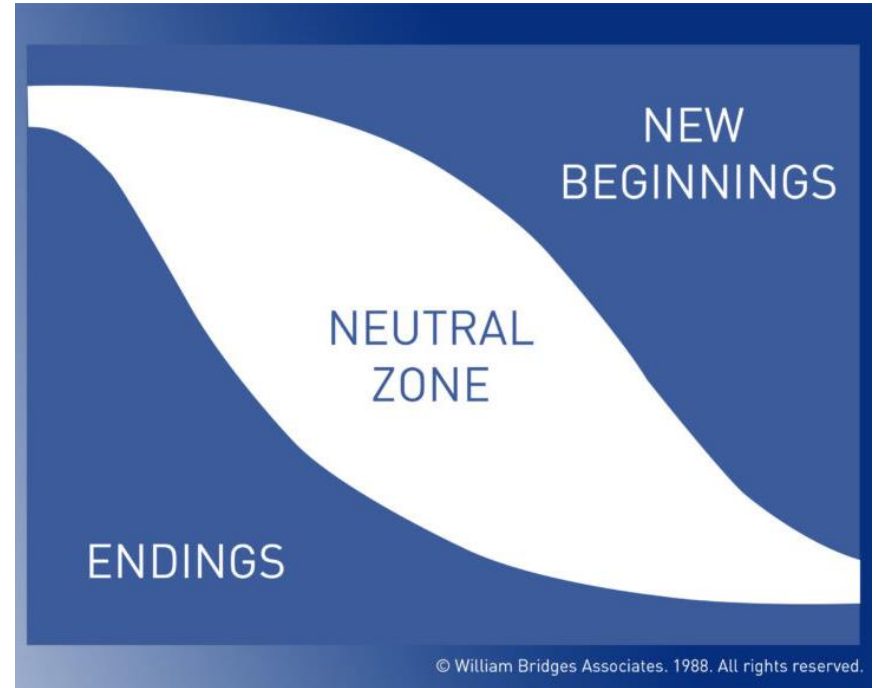
Knowing Change Isn't Easy Reframes the Process

- Earlier stages are potentially much bigger hurdles with resistance to change (endings)

Institutional Change

Benchmarking

Continuous Improvement

Quality Assurance
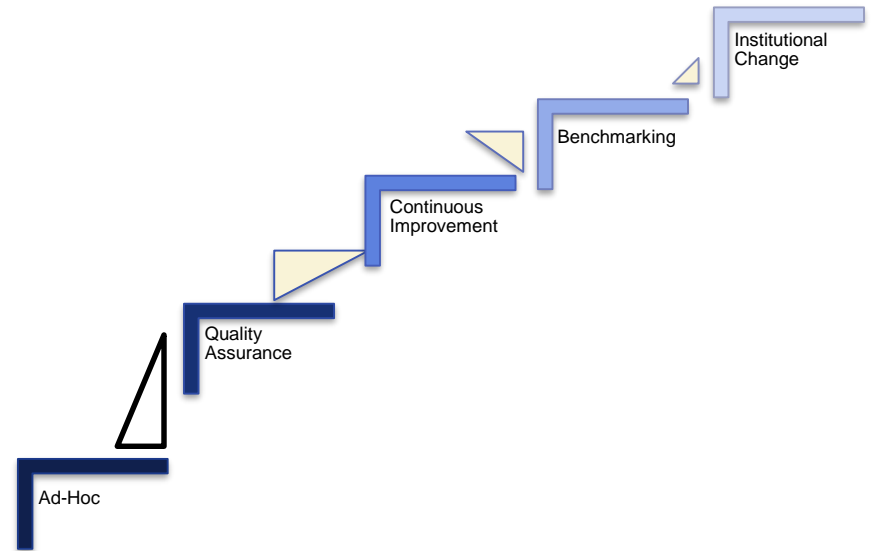
Ad-Hoc

1. **Ad Hoc** - Set quality expectations & provide resources, introduce QM & QA
2. **Quality Assurance** - Differentiating quality and acting on it, structure the process
3. **Continuous Improvement** - Improvements based on evidence from evaluation, define & use data
4. **Benchmarking** - Share evidence of quality through certification, certify & showcase
5. **Institutional Change** - Align institutional structures to continue to support quality

Please put in chat the # that best describes your institution's stage.
0 (pre-work) is an acceptable response.

Pre-Work – Conceptualize your Change Effort

Create a Vision/Implementation Plan: What are Your QM/QA Goals?

Sample: *Within a three year timeframe our University will have demonstrate a clear commitment to quality online teaching and student success in the online environment.*

Possible benchmarks:

or % of faculty taking QM PD?

or % of courses passing internal review?

or % of courses passing external review?

of programs QM certified?

WHAT TIME FRAME??

Pre-Work – Conceptualize your Change Effort

What type of change effort is it?

Is this a culture change?

Is it incremental or transformational change for your organization?

Is it anticipatory or reactive?

Do you anticipate resistance?   *Sharing a story*
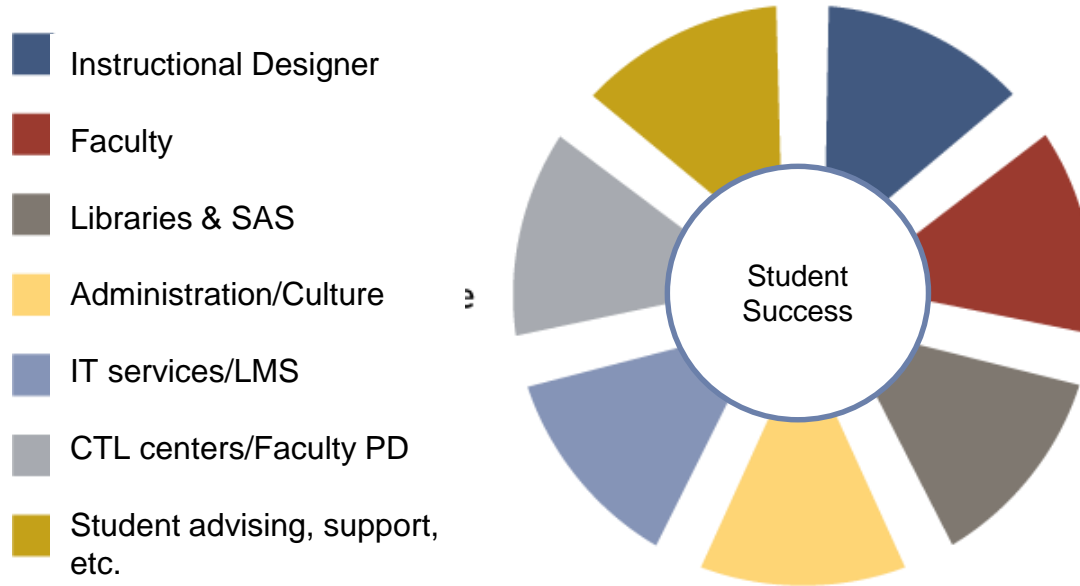
= do you need a sense of urgency??

Who are the implementers? Do they understand change/transitioning?

Do you have the budget/resources to support this effort?

Who are the champions?

Pre-Work: Identify Relevant Stakeholders
Who needs to buy-in to the change effort?
Where do you sit? Who's support do you need up front?

- Instructional Designer
- Faculty
- Libraries & SAS
- Administration/Culture
- IT services/LMS
- CTL centers/Faculty PD
- Student advising, support, etc.

Student Success

Introducing Quality

Assemble your team and appoint a "go to" person or people as QM Experts.

- Champions articulating the vision
- Who are potential early adoptors?

Include all stakeholders in conversation.

- Gain buy-in

Encourage faculty and staff to take workshops on applying QM Rubric.

- Dispel myths about what QM is or isn't (reduce anxiety about the change)

Moving from Ad Hoc to Stage 2

Enablers:

- Sense of urgency
- Is there a mandate from a state system?
- Incentives
- Have faculty at your institution talk to faculty at other institutions that have already adopted QM
- Building coalitions
- Celebrating small wins
- Empathy to the reasons behind the resistance

Structuring the Process

Fit the QM path to the needs and goals of your institution.

- Tweak Implementation Plan if needed (is a dynamic document)

Use QM tools such as the Design Guide and/or create institutional tools such as LMS organizational templates as aids.

- Use to expand "early adopters" group

If possible, train IDs on applying the rubric and designing with QM

- Expand the coalition

Just keep swimming (or transitioning)

- Moving to stages 3 and 4
  - Was there a vision established?
  - Was it widely communicated? Now is time to communicate more
  - Who is still struggling, one-on-one interventions
  - Recognize is often not a trajectory, but "fits" and "starts"; patience is challenging but required

Use Data for Improvement

Use QM Data to evaluate efforts
- Who still isn't part of the coalition? Use data (e.g. on student improvement) to convince them

Ask faculty for feedback
- What do they need more help with?

Reach out to QM Research if interested in designing "Before & After" studies
- Would promote even more robust data to promote change

Incorporate student feedback
- Students can be allies & part of the coalition too

DEFINE & USE DATA

Moving to Highest Stages

- Have some hypotheses based on literature and a few cases
- QM Research is undertaking a new study this year to better identify enablers for these later stages

Certification & Recognition

Recognize certified courses
- QM Certification Mark, QM web list, share via email and social media, certain number of course in a major/program

Promote faculty achievements
- Course certifications, Reviewer roles
- Gather and share feedback & experiences
- Recognize in meaningful ways

Share across system and with larger community
- At this point near end of transition phase, promote "big wins", aim higher (e.g. Program reviews)

Institutionalizing Change & Sustaining Momentum

- Evaluate progress towards goals
- Modify implementation plan as needed
- Promote faculty leaders & accomplishments
  - Have faculty serve as mentors
  - promote their process, feedback, accomplishments, and journey
- Build a culture of quality
  - Branch out to different parts of the organization
  - Make the change "stick"

Questions???

Follow-up Questions:
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Thank you for participating!