Shifting the Culture through Strategic Moves and Hires

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Title: Shifting the Culture through Strategic Moves and Hires

Presentation Abstract:

Wondering how to motivate faculty to be the drivers for building and maintaining an assessment system that works? Join this session to consider how to make strategic moves and hires designed to have faculty own data and view assessment as a vital part of the faculty role.

Presentation Description:

Five years ago our department was under intense pressure to meet new accreditation standards at the same time we were losing a large number of retiring faculty. Five years later we have 15 of our 30 faculty members who are new to the department, we've created a thriving assessment system for student outcomes, and we've been recognized regionally and nationally for our progressive approach. The power of our professional community relies on faculty collaboration of data ownership as higher education moves toward a focus on programs rooted in a culture of evidence. What change management techniques helped us move toward our new identity? How do the faculty in dynamic programs collaborate to measure teacher candidate learning? Who owns the data and how can a program move from a collection of talented individuals toward a collaborative model where faculty are the drivers of programmatic change? This presentation will share strategies used to manage a change from individuals doing good work to teams creating and validating rubrics measuring teacher candidate effectiveness. Participants will see how one program transitioned from using key assessments managed by an administrative team to having faculty own the data and view assessment as *WhatWE DO* (see Figure 1). In addition, participants will walk away with both the process and the products we created to measure teacher candidates' knowledge, skills and dispositions as they work with P-12 students both prior to and during clinical practice.

Participants in this session will have an opportunity to consider how they are managing changing dynamics in their own department as they hear strategies a Teacher Education Department used to manage the change process for faculty who were focused on their own agendas more than program development. This presentation will use engagement techniques to help those attending see who else in the room has used similar strategies and how those strategies have fostered collaboration for program development, ownership and assessment. Participants will receive a map to go from using key assessments managed by administration to having faculty own the data and view assessment as *What WE DO*. Participants will consider both the process and the products created to measure teacher candidates' knowledge, skills and dispositions both during clinical practice, as well as during the three semesters prior to clinical practice when teacher candidates are working in partner school classrooms. This is a chance to talk with others to consider how you can move your faculty and department to the next level.