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

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).
Knowing Change Isn’t Easy Reframes the Process

- Earlier stages are potentially much bigger hurdles with resistance to change (endings)
<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>Ad Hoc</strong> - Set quality expectations &amp; provide resources, introduce QM &amp; QA</td>
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<td>2.</td>
<td><strong>Quality Assurance</strong> - Differentiating quality and acting on it, structure the process</td>
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<td>3.</td>
<td><strong>Continuous Improvement</strong> - Improvements based on evidence from evaluation, define &amp; use data</td>
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<td>4.</td>
<td><strong>Benchmarking</strong> - Share evidence of quality through certification, certify &amp; showcase</td>
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<td>5.</td>
<td><strong>Institutional Change</strong> - Align institutional structures to continue to support quality</td>
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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.
Introducing Quality

Assemble your team and appoint a “go to” person or people as QM Experts.
  • Champions articulating the vision
  • Who are potential early adopters?

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
    o Recognize is often not a trajectory, but “fits” and “starts”; patience is challenging but required
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
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!