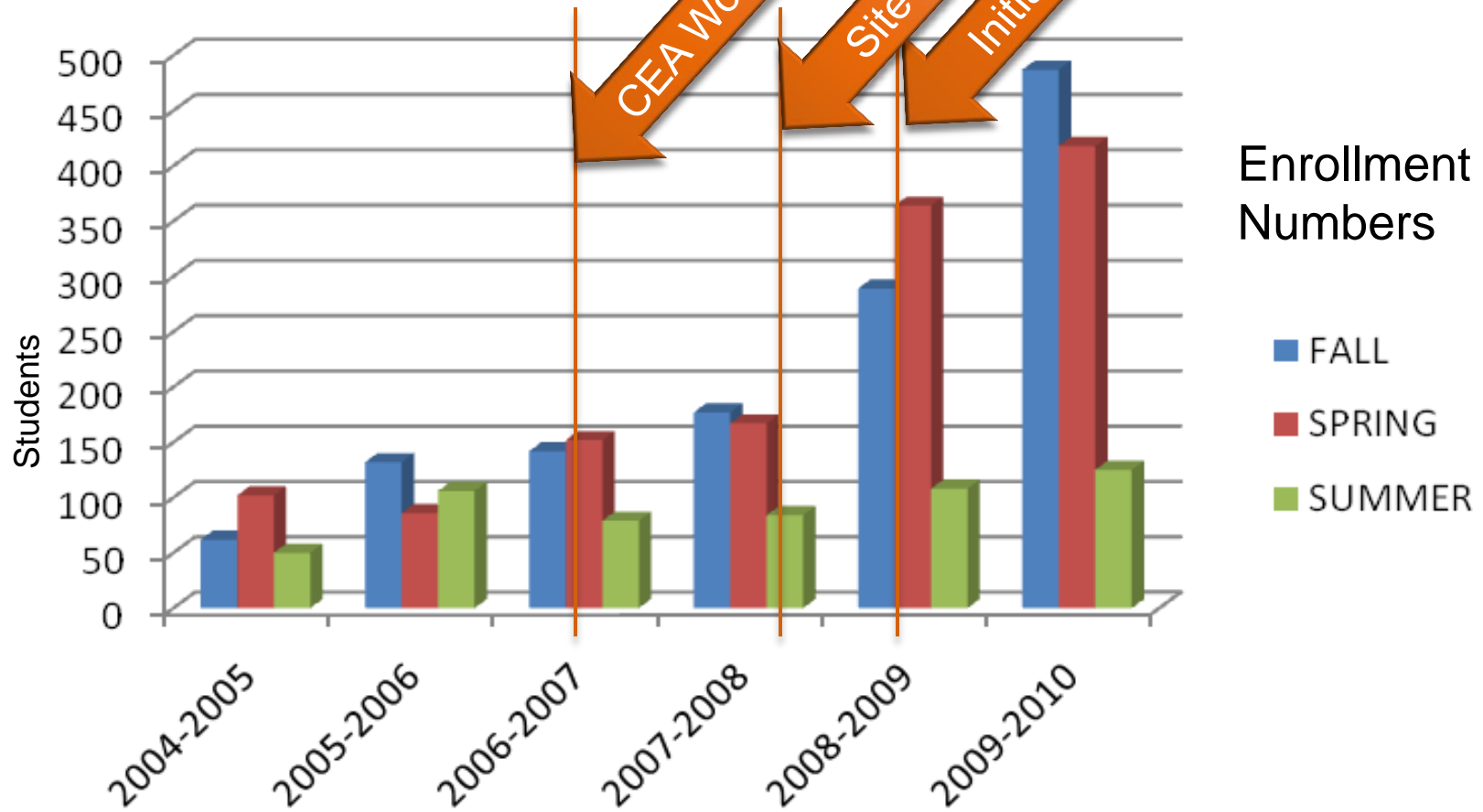# Building Community through Accreditation:

The Story of One IEP

Ketty Reppert
English Language Program
Kansas State University

Mid-TESOL October 2013

Getting the Right Frame of Mind

CEA Pre-TESOL Workshop

CEA Pre-TESOL Workshop:
Getting the right frame of mind

The self-study should "[foster] a culture of continued improvement and [produce] positive change."

Teresa O'Donnell at CEA Pre-TESOL Workshop 2011

Organizational Tip:
Color-code from the beginning

- Resources in different colors:
  - Highlighters
  - Page flags
  - Sticky-notes
  - Folders

Organizational Tip:
Color-code from the beginning

- Different colors for different areas of the program
  - Curriculum/assessment
  - Advising
  - Administration
  - Faculty

Organizational Tip:
Figure out how to mark (and track) your "to do's"

- "star method" (*)
- sticky notes
- [Bullet Journal](#)
- other ideas...?

Taking/making time to lay the groundwork

Summer Interlude

Summer Interlude:
Taking/making time to lay the groundwork

Lafasto and Larson's Characteristics of Effective Leadership

1. Focus on the goal.
2. Ensure a collaborative climate.
3. Build confidence.
4. Demonstrate sufficient technical know-how.
5. Set priorities.
6. Manage performance.

LaFasto and Larson, 2001

Summer Interlude:
Taking/making time to lay the groundwork

1.Focus on the goal.

Summer Interlude:
Taking/making time to lay the groundwork

"…almost any kind of strategic-planning process works better than none at all. Almost any kind of goal-setting process works better than none."

LaFasto and Larson, 2001

Our Goal is to:

- conduct a thorough, helpful, and accurate self-study based on the CEA Standards

- ensure that everyone in the ELP is involved

- document the process

- suggest and implement changes based on our findings

- write a clear and well-documented report that demonstrates how we meet the CEA Standards and

- demonstrate our fulfillment of the CEA Standards to the site review team

so that the ELP will be granted 10-year re-accreditation, demonstrating that it is a valuable part of Kansas State University and is an excellent place for students to study and faculty and staff to work.

Champoux's Team Characteristics: ranked by importance

1. Commitment to a clear and common purpose *(buy in)*
2. Alignment of authority and accountability *(act on defined roles and expectations)*
3. High level of trust *(rely on)*
4. High level of respect *(regard for)*
5. Willingness to and ability to manage conflict *(ask tough questions)*
6. Focus on results *(measure achievement/outcomes)*

Champoux, 2013

Champoux's thoughts on "buy in" (The Goal)

- "It must be clear before it can be common."

- Other aspects:
  - A "higher order reason"/ purpose larger than self
  - WIIFM (What's in it for me)
  - Room for Disagreement

Champoux, 2013

Champoux's thoughts on Authority and Accountability

- Know what we're accountable for
- <u>Why</u> we're accountable for it
- How to ask for accountability
- Have the authority we need

Champoux, 2013

A final thought on teams and goals

True teams "spring from two related sources":

- "A mutual sense of purpose."
- "Tangible goals based on that purpose."

Hill & Lineback, 2012

In the real world

Making the most of the process

Some of our "real world" issues

- Turnover in Associate Provosts

- Extremely rapid growth

- Funding for Admin support hasn't kept up with rapid student and faculty expansion

- New things (e.g., Ecuador! TOEFL fraud! MA TEFL Degree! Afghanistan!)

- Other outside constraints (e.g., grad school policies, etc.)

Making the Most of the Process:
In the Real World

"Most of the time, if the team isn't working well, you'll find <u>something has been elevated above the team's goal</u>. It might be office politics. It might be individual agendas. It might be ego and control needs. It might be competing goals and priorities. Whatever it is, it's draining the energy of the team away from the goal. And that's a recipe for failure."

LaFasto and Larson, 2001 *(emphasis added)*

Making the Most of the Process:
In the Real World

- "Work backwards from goals to milestones to tasks"

- "Break down the work into smaller and smaller chunks until you have specific tasks that can be accomplished in a few hours or less."

Pozin, 2011

Making the Most of the Process:
In the Real World

2.Ensure a collaborative climate.

Making the Most of the Process:
In the Real World

One of my foundational assumptions:

"Blaming does not help.... Everybody shares in the responsibility and that's the truth."

Wheelan, 2005

Making the Most of the Process: In the Real World

- Identify (and acknowledge) the biggest challenges in your situation
  - Focus on problem solving, rather than venting (LaFasto & Larson, 2001)
- Don't delay
- Deal with them strategically
  - prioritize

Making the Most of the Process:
In the Real World

- Get input from a variety of sources
  - Identifying issues
  - Working through them
- Can the challenges provide an opportunity?
  - Demonstrating a real need to outside administration
  - The chance to tackle something there's never time for
  - Rethinking "the way we've always done things"
  - Problem solving that people can be engaged in

Making the Most of the Process:
In the Real World

- Be flexible
  - If the plan/process isn't working, try something else
  - Don't be afraid to change course mid-stream

- Be realistic
  - When it's OK to be "adequate" (which does not equal mediocrity)

Meeting the Standards

- There is some latitude within the Standards for how we meet them.
  - CEA accredits many different types of programs
- Beyond that, we have to do whatever we say that we do.
- If we use glowing terms of excellence, that's what we have **to show** that we are.
- Mary's mantra: **We are adequate**

We are Adequate…

But Consistently Aiming for Excellence

- We are good.

- We are striving for excellence.

- We only have to **demonstrate** to CEA that we are **adequate** .
  - [We meet the standards and do whatever we say that we do.]

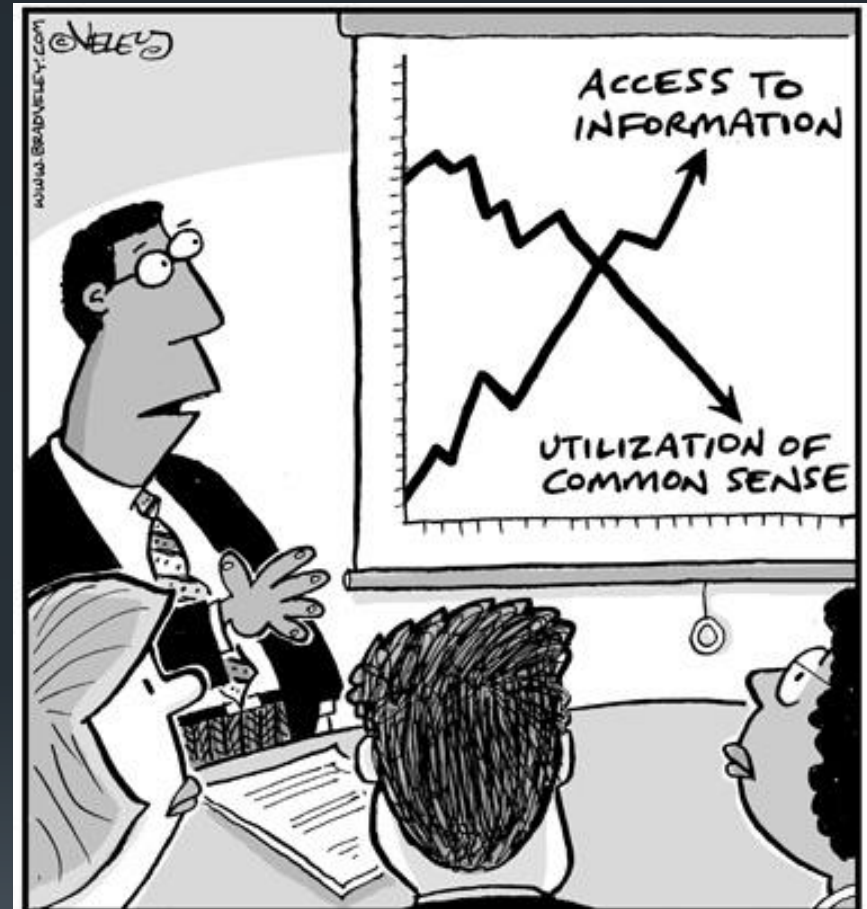- We are **not perfect** (and never will be).

Making the Most of the Process:
In the Real World

"Team problem solving is not harmony; it is the constructive integration of diverse perspectives."

LaFasto and Larson, 2001

Making the Most of the Process:
In the Real World

- Don't lose your sense of humor

ACCESS TO INFORMATION

UTILIZATION OF COMMON SENSE

"Assuming present trends continue, the odds are quite good that we'll become the best-informed extinct species on the planet!"

Reprinted from Funny Times / PO Box 18530 / Cleveland Hts. OH 44118
phone: 216.371.8600 / email: ft@funnytimes.com

Organizational Tip:
Don't throw too much away

- Keep in mind what you'll need to have documented for the site visit/supporting documents
  - Meeting notes
  - Evidence of changes made
  - Communication with faculty, students, etc.

Getting the ball rolling

Engaging Faculty and Staff

Engaging Faculty and Staff: Getting the ball rolling

- Why?
  - Accreditation is <u>not</u> a one-person job
    - Thoroughness and accuracy
    - Workload
    - Site visit

Engaging Faculty and Staff:
Getting the ball rolling

- How?
  - Communicate

"Use every means at your disposal to ensure that goals and priorities are clear. Leave nothing to chance. Communicate repeatedly in a variety of media. And when you think you're done, do it again."

LaFasto and Larson, 2001

Engaging Faculty and Staff: Getting the ball rolling

- Communication via:
  - Email announcements
  - Postings by copiers and printers
  - Updates at faculty meetings
  - Surveys asking for questions/feedback
  - Subcommittee involvement
  - Documents shared in secure online environment
  - Informal face-to-face communication
  - Open meetings/focus groups

Engaging Faculty and Staff: Getting the ball rolling

- How?

  - Less text is more

Engaging Faculty and Staff: Getting the ball rolling

- How?

  - Invite people
    - Be realistic in terms of:
      - Interest
      - Time

Engaging Faculty and Staff:
Getting the ball rolling

- How?
  - Listen
  - Ask
  - Address the hard questions
  - Be realistic and communicate the bigger picture

Tailoring it to your context

Making the most of the process

Making the most of the process: Tailoring it to your context

- Do the standards (or the stipulated process) address any areas of real weakness in your program?

- Where is there latitude in the standards or the process?

- Get several perspectives
  - There's probably more than one "right" way to do things

- Ask the accrediting agency

- Which other parts of the university/outside players could/should be involved?

Making the most of the process:
Tailoring it to your context

3.Build confidence.

Making the most of the process: Tailoring it to your context

"Clarity drives confidence. Confidence drives commitment."

LaFasto and Larson, 2001

Student Learning Outcome:
A description of what the student will know or be able to do with the language as a result of the course of instruction. A student learning outcome is written in terms of observable and measurable language skills. Along with course objectives, student learning outcomes provide the foundation of assessment by inferring what will be assessed and appropriate methods of assessment.

Course Objectives
Specific curricular elements taught through course content and activities. The course objectives guide instruction in order to provide a learning experience for all students and, in aggregate, address the course goals.

Course Goals
The overall intended outcomes or targets for the courses. The goals guide the development of meaningful course objectives.

SLOs

Assessment

Advancement and Placement

Results Sheets

Course Objectives

Course Goals

Mission

Making the most of the process:
Tailoring it to your context

"Communicate repeatedly in a variety of media. And when you think you're done, do it again."

LaFasto and Larson, 2001

Making the most of the process:
Tailoring it to your context

4.Demonstrate sufficient technical know-how.

Demonstrating sufficient technical know-how

- Depends on your situation, but should include:
  - Familiarity with standards and accreditation process
  - Facility in communicating
  - Awareness of different aspects of the program/what's going on
  - A plan for managing documents and data produced by the accreditation process
  - Confidence using the programs/systems your program uses
    - If you don't know, learn or find someone who does

Organizational Tip:
Have a plan for naming files before you get started

- Year_month_day_Standard#
- Double digits for month and day so computer will auto-sort into chronological order (2013_08_24_Standard 5)
- Decide if/how to utilize
  - Headers
  - Footers
    - date/, file name/path, last revised by, etc.
    - page #s

Organizational Tip:
Have a plan for storing/sharing files <u>before</u> you get started

- Shared/networked drive
- Secure online space
- Appropriate folder structure
  - Including a way to tell what's current
- Access for everyone who needs it

Digital Records Naming and Management Resources

- Digital Records information from the State Archives of North Carolina http://www.ncdcr.gov/archives/ForGovernment/DigitalRecords.aspx

- Guidelines on File Naming Conventions for Digital Collections from the Digital Projects Advisory Group University Libraries (Colorado) http://ucblibraries.colorado.edu/systems/digitalinitiatives/docs/filenameguidelines.pdf

- Naming Conventions for Electronic Documents from the Information Management Branch of the Government of Alberta https://www.rimp.gov.ab.ca/publications/pdf/DocumentNamingConventions.pdf

For the long haul

Engaging Faculty and Staff

Engaging Faculty and Staff:
For the long haul

- How?
  - Get creative
    - Goal of the week
    - Trivial Pursuit ®
    - [Brainstorming race](#)
    - Virtual scavenger hunt for documents/policies
    - Taboo ®
    - Link checking "party"

Engaging Faculty and Staff:
For the long haul

- How?
  - Recognize and utilize their expertise
    - More than 20 volunteers read drafts of parts of the report
      - Editing/proofreading
      - Feedback

Engaging Faculty and Staff:
For the long haul

- How?
  - Say "thank you"
  - Update people on progress toward the goal

CEA Self-Study: Track our Progress

Year	Activity	Projected Date	Done!
2011	Form Steering Committee (SC)	25 April 2011	☑
	Appoint subcommittees and chairs and assign standards	25 April 2011	☑
	Present overview of process to faculty	28 April 2011	☑
	Initial Meeting of Steering Committee	2 May 2011	☑
	Submit Self-study plan	17 June 2011	☑
	Present overview of process to new faculty	September 2011	☑
	First planning meetings of subcommittees	16 September 2011	☑
	Second planning meetings of subcommittees	30 September 2011	☑
	Work time and meetings for subcommittees and working groups (e.g. Curriculum Committees)	October 2011-February 2012	
	Progress report presentation at faculty meeting	December 2011	☑
2012	Subcommittees submit supporting documents	January-February 2012	
	Self-study coordinator sends first drafts of responses to sections A. and B. of all standards EXCEPT Curriculum, Length and Structure, and Student Achievement to Steering Committee for subcommittees to review	February 2012	
	Self-study coordinator sends first drafts of responses to sections A. and B. of remaining standards for subcommittees to review	March 2012	
	Open faculty meetings to review drafts and provide feedback	April 2012	
	Subcommittees submit revisions of sections A. and B. and first drafts of section C.	May 2012	
	General faculty/staff meeting to discuss recommendations	May 2012	
	Subcommittees submit final revisions	Summer 2012	
	Compilation of Final Self-study Report	September 2012	
	Editorial Review	October 2012	
	Submit Self-study report to CEA	1 November 2012	
2013	Site visit	March 2013	
	CEA makes decision on Reaccreditation	August 2013	

Organizational Tip:
Charts and check-lists are your friends

CEA Re-accreditation 2012

Task List for Subcommittees

Things you and your Subcommittee are responsible for in the CEA Re-accreditation process:

	Task	Due Date
1	Understand the CEA Standards that are assigned to your Subcommittee. This includes the following information: • CEA Standards • The Discussion and Context that accompany the standards • The Required Responses (part A) for each Standard in the Self-Study Template • The Document Guide by Standard	**October 2011**
2	Clean up/organize the W drive for your area and **maintain this organization** into the future.	Initial Clean-up: **January 2012** Maintenance: **Ongoing**
3	Go through the Document Guide by Standard and make a list of what documents the ELP has and where they are located.	**January-February 2012**

Organizational Tip:
Charts and check-lists are your friends

	B	C	D	E	F	G	H	I	J	K	L
1	**Subcommittee 1**	17-Apr-12	19-Apr	23-May	29-May	31-May-12	4-Jun-12	6-Jun-12	11-Jun-12	12-Jun-12	18-Jun-12
2	**Mission**										
3	X 1--Ready for review										
4	**Faculty**										
5	X 1--drafted (needs revisions)	Revised	Ready for Review								
6	X 2--Ready for review										
7	X 3--Ready for review										
8	X 4--incomplete draft (pending conversation w/ Kris)			Draft revi	Revised a	Ready for Review					
9	X 5--incomplete draft	Revised	Ready for Review								
10	X 6--notes (pending revised Faculty job description)			Drafted (pending information from Mary)			Revised		Revised		
11	X 7--Ready for review										
12	**Facilities, Equipment, and Supplies**										
13	X 1--no draft (pending inventory information)	talked with TJ							Met with 1	Drafted	
14	**Administrative & Fiscal Capacity**										
15	X 1--Ready for review										
16	X 2--drafted (pending admin resumes and info on acct spcst)								Discussed w/ Bev		Draft compl
17	X 3--incomplete draft			Ready for Review							
18	X 4--incomplete draft (pending Admin decisions)										
19	X 5--drafted (needs revisions)			Set up mtg. w/ Kristine			Revised				D
20	X 6--incomplete draft (pending Admin decisions)										
21	X 7--incomplete draft (pending Admin action)			Revised							
22	X 8--incomplete draft (pending conversation w/ JSSS)				Draft, cor	Ready for Review					

Along the way

Lessons Learned

Lessons Learned
Along the way

5. Set priorities.

6. Manage performance.

Setting priorities and managing performance

Advantages of "leading from the periphery":

- A different perspective or a "better view from the edge of the circle. Sometimes being farther away enables you to see things more clearly."

- If you're leading from the front, "it is almost impossible to see clearly what is happening behind your back."

Curtis, 2013

Setting priorities and managing performance

Keep track of who needs to know what

...and then tell them

- Make sure they know
- Check on completion/follow-up

Setting priorities and managing performance

- Focus on creating the conditions for success rather than actively managing individual causal factors
  - Site visit example

"[H]ave the basic conditions established such that the natural course of events leads to the desired outcomes."

Hackman, 2002

Setting priorities and managing performance

CEA Self-Study Steering Committee

Tasks and Progress

Task	Person Responsible	Date Completed
Steering Committee Meeting on 30 August 2011		
Create list of tasks for Subcommittee Chairs	Ketty	8 September 2011
October Survey as part of C&A Review process	Leena	November 2011
Follow-up database reports as part of C&A Review process	Mary	Tabled while iSIS project is underway
Set up appointments with Subcommittee Chairs to lay the groundwork for subcommittee work	Ketty	1 September 2011
Compile data for LSPS 2 and SA 1 Worksheet	Leena	Ongoing activity; data should be collected for each semester beginning with Spring 2010
Put copy of Worksheet for LSPS 2 and SA 1 in folders for Subcommittee 2 and 3	Ketty	31 August 2011
Discuss dates and plan for Subcommittee Meetings	Ketty, Bev, Abby, and Leena	7 September 2011
Meeting on 12 September 2011		
Get copies of Site Review Team report made for Abby and Leena	Ketty	19 September 2011
If necessary, set up separate to-do lists for each subcommittee	Ketty w/ input from chairs	Drafts created: 11 October 2011

Organizational Tip:

Approach meeting prep like class prep

- Be as prepared as you would before standing in front of a group of students
- Have clear objectives in mind

Organizational Tip:
Allow people to walk into meetings "guilt-free"

- Provide whatever handouts are needed for the meeting, even if you've already handed them out in the past

Lessons Learned
Along the way

"…waiting is work…"

Hackman, 2002

Lessons Learned
Along the way

"Any activity becomes creative when the doer cares about doing it right, or better."

John Updike

Lessons Learned
Along the way

"…there is always a choice. But it takes the courage of informed conviction, plus a good measure of willingness to innovate and experiment, to find ways to exercise that choice that can simultaneously harvest the diverse contributions of team members and foster efficient collective action."

Hackman, 2002

Organizational Tip:
Back-up files early and often

And in a secure location

Organizational Tip:
It's not over till it's over
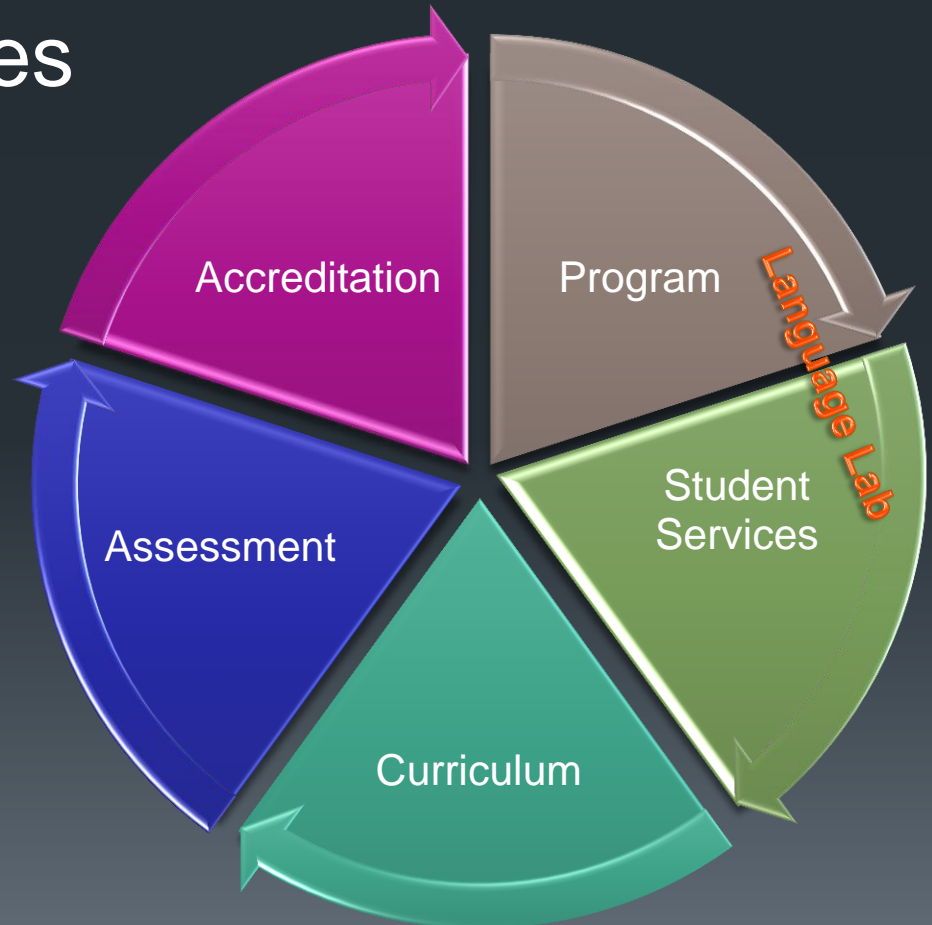
Be ready for last-minute tech disasters

Did it work?

"Well done is better than well said."

Ben Franklin

How did we do?
"a culture of continued improvement"

- Revised review cycles
  - Currently undergoing "Program Review"

Accreditation

Program

Language Lab

Student Services

Assessment

Curriculum

How did we do?
"positive change"

- Shared network clean-up and organization
- Website updating
- Re-organization and updating of Program Handbook
- Updated Student Handbook
- Revised process for handling student complaints
- Re-worked procedure for approving official policies
- Created Advisor Handbook
- Summer schedule increased to 18 hours
  - Addressed end-of-summer placement problems as well as standards
- Extensive investment in better data management (integrated with University's PeopleSoft system)

How did we do?
"10-year re-accreditation"
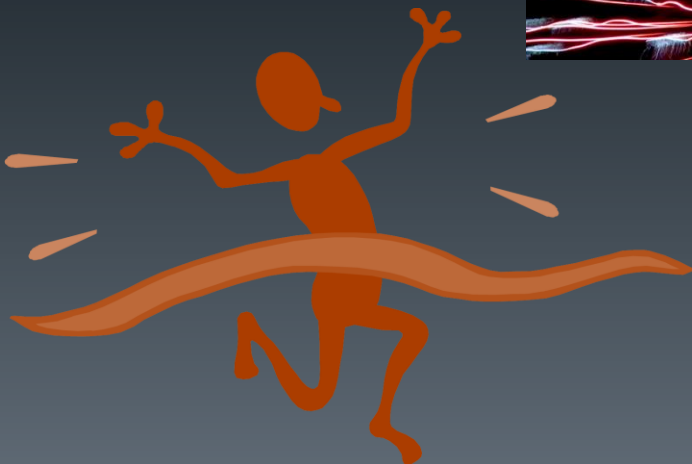
"Life is a journey, not a destination."

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Activities and Resources

- Brainstorming Race (http://adulted.about.com/od/icebreakers/qt/brainstormrace.htm)
- Bullet Journal (http:www.bulletjournal.com)
- Effectiveness Institute (http://www.effectivenessinstitute.com)
- Shelton, M. & Bauer, K. (1994). *Secrets of highly effective meetings*. Thousand Oaks, CA: Sage Publications, Inc.
- Silberman, M. & Clark, K. (1999). *101 ways to make meetings active: surefire ideas to engage your group*. San Francisco: Jossey-Bass/Pfeiffer.
- Tropman, J. (2003). *Making meetings work: achieving high quality group decisions*. Thousand Oaks, CA: Sage Publications, Inc.
- What makes good collaboration? 10 Real World Tips (http://www.thoughtfarmer.com/blog/good-collaboration-10-tips/)

Digital Records Naming and Management Resources

- Digital Records information from the State Archives of North Carolina http://www.ncdcr.gov/archives/ForGovernment/DigitalRecords.aspx

- Guidelines on File Naming Conventions for Digital Collections from the Digital Projects Advisory Group University Libraries (Colorado) http://ucblibraries.colorado.edu/systems/digitalinitiatives/docs/filenameguidelines.pdf

- Naming Conventions for Electronic Documents from the Information Management Branch of the Government of Alberta https://www.rimp.gov.ab.ca/publications/pdf/DocumentNamingConventions.pdf

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A version of this presentation will be posted online:

http://www.k-state.edu/elp/professional_presentations/
http://tinyurl.com/pfvxf9p