

Elevating the Role of Faculty in Transformational Change

I. Set Guardrails for Faculty Inclusion	Yes	No
Dependent on your role, do you ensure that individuals within each level of the organizational hierarchy understand how they can help execute on strategic goals?		
Do you feel you recruit individuals to strategic initiatives based on their interests, skills, and expertise?		
When recruiting for student success initiative task forces, does a senior academic leader send the call to action to the campus community?		
Is there a central student success committee with faculty and staff representatives from across campus?		
Are the right stakeholders contributing at the right time in institutional change efforts?		
Does stakeholder participation in initiatives at your college accurately capture their level of expertise and knowledge within the institution?		
Do you feel you set meaningful and effective guardrails for strategic initiatives, such that faculty and other stakeholders have key context to guide their implementation efforts?		
Do you find that high-level stakeholders are too involved in day-to-day operational implementation efforts?		

II. Increasing Faculty Engagement, Involvement, and Input	Yes	No
Do academic leaders and faculty regularly review and analyze student success data to assess strategic goal implementation?		
Are there efforts underway to engage faculty in the construction of program maps and meta-majors as part of the "Guided Pathways" movement?		
Do we consider involvement in strategic initiatives in faculty performance evaluations?		
Do reform efforts at your college include feedback loops with stakeholders (e.g., faculty), allowing faculty to improve the implementation effort while ensuring they are invested in its progress?		

III. Optimize Task Force Productivity	Yes	No
Does our central student success committee have sub-teams with clearly delineated tasks?		
Are a diversity of perspectives regularly shared and considered in committee meetings?		
Do we have a sense of the strengths and weaknesses of our decision-making bodies and know how to overcome those weaknesses?		

Elevating the Role of Faculty in Transformational Change (cont.)

III. Optimize Task Force Productivity (cont.)	Yes	No
Do we have a strategic approach to presenting, evaluating, and implementing new ideas or initiatives?		
Do we use data and metrics to complement our strategy?		
Do all campus-wide projects align with strategic performance indicators that are reported to senior leaders and the governing board?		
Do we have a process for limiting the number of campus-wide or strategic initiatives underway at any given time?		
Is there a formal process to close projects that have completed their work?		
During project closure, does a senior-level committee such as Dean's Council have a formal responsibility to integrate the project's recommendations or work into the regular responsibilities of an individual or a department?		
Do leaders of campus-wide or strategic committees often feel pressure to deprioritize their committee work in favor of their regular duties?		
Are leaders of campus-wide or strategic committees evaluated based on their performance as a committee leader?		