



Participant Handout: Leadership for Innovation, Inspiration, and Positive Change

TEXAS PATHWAYS PRE-INSTITUTE, April 12, 2023

Presenter:

Dr. Mary Rittling, Texas Pathways Coach & Senior Fellow at The Aspen Institute

Group Activity: Reflecting on the Role of Leadership

PART 1: Independent Reflection (10 minutes)

Please take 10 minutes to answer the following questions below:

Why did you become a leader?

Why do you believe your leadership matters?

How do you define your role as a leader?



What are your strengths as a leader?

What areas can you begin to improve upon?

PART 2: Group Discussion at Tables (10 minutes)

Consider your notes from the independent reflection and discuss the following with your peers. Jot down additional insights from your conversations.

Why do you believe your leadership matters?

How do you define your role as a leader and what big challenges related to student success and equity are you facing?

Notes

Panel Discussion: Reflections on the Qualities of Transformational Leaders

Dr. Susan Guzmán-Treviño, Provost/Vice President, Academic Affairs and Student Services, Temple College

Dr. Donna McDaniel, Vice President of Instruction, Texarkana College

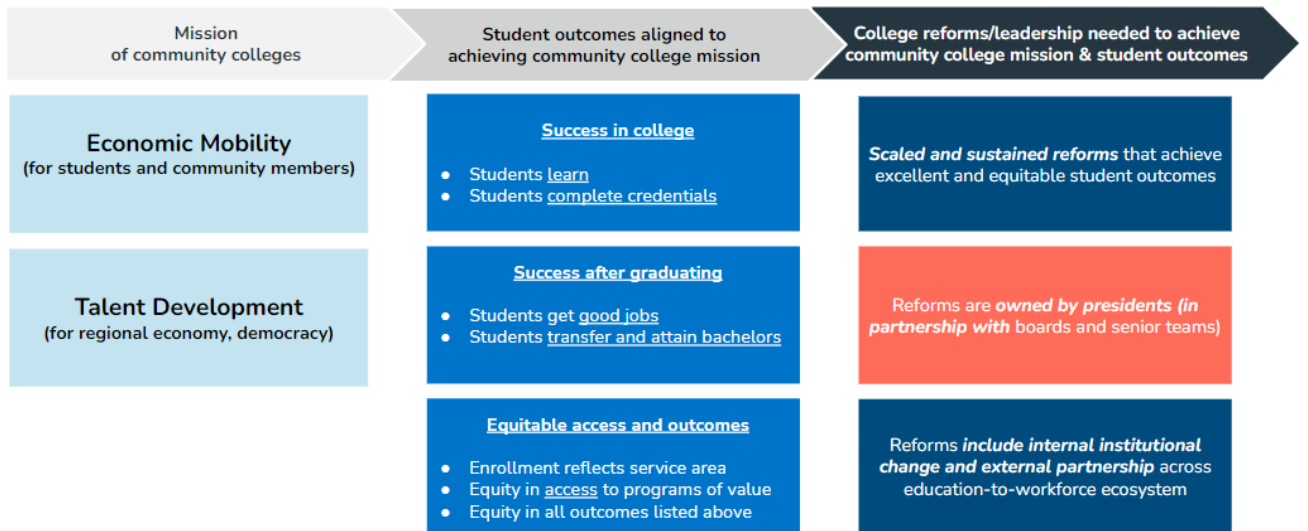
Dr. Laurel Williamson, Deputy Chancellor and President, San Jacinto College

Directions: Use the space provided to take notes on potential opportunities, challenges, questions, and ideas from the presentation that you can use to inform next steps.

OPPORTUNITIES	CHALLENGES
QUESTIONS	IDEAS

Resource

Aspen's Leadership Theory of Change:



Five Qualities of Transformational Community College Leaders:



Adapted from research from the Aspen Institute and Achieving the Dream through their joint publication, Crisis and Opportunity: Aligning the Community College Presidency with Student Success, 2013.

Notes

Leadership Theory of Change and Five Qualities of Transformational Community College Leaders

Directions: Use the space provided to take notes on potential opportunities, challenges, questions, and ideas from the presentation that you can use to inform next steps.

OPPORTUNITIES	CHALLENGES
QUESTIONS	IDEAS

Notes

Panel Discussion: Five Qualities of Transformational Community College Leaders

Dr. Susan Guzmán-Treviño, Provost/Vice President, Academic Affairs and Student Services, Temple College

Dr. Donna McDaniel, Vice President of Instruction, Texarkana College

Dr. Laurel Williamson, Deputy Chancellor and President, San Jacinto College

Directions: Use the space provided to take notes on potential opportunities, challenges, questions, and ideas from the presentation that you can use to inform next steps.

OPPORTUNITIES	CHALLENGES
QUESTIONS	IDEAS



Group Activity: Application of Five Qualities of Transformational Community College Leaders

Directions: Please take five (5) minutes to reflect on the questions in the toolkit and take notes. You may also want to look at the sample traditional-transformational roles at the end of this handout for additional consideration. Then, spend the remaining time (25 minutes) discussing your responses with your peers at your table.

Where do you think you still have the most room for growth in order to become a truly transformational leader?

As you consider the application of the five qualities of transformational community college leaders, where do you anticipate your biggest risks? Challenges? Opportunities?

What skills can you leverage as you deepen guided pathways work at your institution?

What is one thing that you will consider doing differently as a leader given the conversations today?

Take Home Tools

Assessment of Key Transformational Senior Team Roles

TRANSFORMATIONAL SENIOR TEAM ROLES ASSESSMENT FOR CHIEF FINANCIAL OFFICER (CFO)

Instructions: For the following qualities and mindsets of the chief financial officer (CFO), check the box to indicate which quality is most true for your institution's CFO, traditional or transformational.

Traditional	Transformational
<input type="checkbox"/> Believes the CFO “owns” the budget, withholding information from others to ensure the fiscal strength of the institution in good and in difficult times.	<input type="checkbox"/> Aims to build widespread fiscal knowledge and budget transparency, believing they are essential to ensuring that unit leaders can align spending to mission; builds trust that resources are aligned to mission; and connects their efforts to those of others within the institution.
<input type="checkbox"/> Believes student success goals, such as improving retention and completion, are the responsibility of other senior team members.	<input type="checkbox"/> Shares responsibility for student success by collaborating with academic and student services to ensure that fiscal resources and processes are fully aligned with student success goals and activities.
<input type="checkbox"/> Views the budget as a static, year-by-year process.	<input type="checkbox"/> Ensures that budget planning spans multiple years and that there's adequate flexibility to adjust the budget each year, based on emerging needs and changing circumstances.
<input type="checkbox"/> Presents the budget in traditional cost centers, failing to reveal the connection between planned expenditures and mission and strategy.	<input type="checkbox"/> Presents the budget in dynamic ways that foster deeper understanding of the connection between planned expenditure and mission and strategy, including through trends over time, comparisons to peer institutions, and ratios related to student access and success.
<input type="checkbox"/> Treats the budget as a fixed amount of resources to be parsed out among units within the college.	<input type="checkbox"/> Partners with the president/CEO and other senior team members to creatively generate resources, including by building and leveraging external partnerships, creating operational efficiencies, and activating resources



traditionally regarded as unavailable (such as savings from hiring delays).

Believes the college's foundation, reserves, and hidden funds should be as large as possible in anticipation of unforeseen fiscal circumstances.


Believes resources should be applied to achieving the mission and excess reserves should not be maintained unless required by law or policy.

Assessment of Key Transformational Senior Team Roles

PROVOST/VICE PRESIDENT OF ACADEMIC AFFAIRS (VPAA)

Instructions: For the following qualities and mindsets of the provost/vice president of Academic Affairs (VPAA), check the box to indicate which quality is most true for your institution's Provost/VPAA, traditional or transformational.

Traditional	Transformational
<input type="checkbox"/> Believes it is solely the responsibility of disciplines and departments to determine the content of and requirements for faculty professional development.	<input type="checkbox"/> Takes responsibility for advancing excellent teaching practices through professional development by devising college-wide goals for professional development, allocating resources accordingly, and visibly recognizing teaching excellence.
<input type="checkbox"/> Believes student success goals, such as improving retention and completion, are the responsibility of divisions that provide student services and the senior team members who oversee them.	<input type="checkbox"/> Shares responsibility for student success by ensuring that faculty are fully engaged and by collaborating with student services to ensure that academic enterprises (including faculty advising practices) are fully aligned with student success goals and activities.
<input type="checkbox"/> Views learning assessment as a necessary requirement of accreditors that can be used voluntarily by faculty to advance their teaching practice and student learning.	<input type="checkbox"/> Views learning assessment as a critical tool that all faculty and disciplinary leaders should use to improve student learning at the course, program, and college-wide levels.
<input type="checkbox"/> Takes independent responsibility for course scheduling without consulting student services staff.	<input type="checkbox"/> Works collaboratively with faculty and student services leaders and staff to understand the needs and experiences of students—through data analysis and advisor and student voices—to inform the building and modification of course schedules.
<input type="checkbox"/> Believes academic program design and delivery should be exclusively responsive to internal stakeholders, including faculty, based on precedent and faculty interest.	<input type="checkbox"/> Works to ensure that program design and delivery considers the needs of students after graduation in careers and further higher education (including bachelor's attainment after community college).



Relies on deans, department, and faculty senates and unions to interact with faculty.

Interacts directly with a wide range of faculty to understand their perspectives and identify exceptional teaching and learning.

Leaves campus-wide communication about the urgency and potential for advancing equitable student success to the president/CEO.

Collaborates with the president/CEO and other senior team members to communicate the urgency and potential for advancing equitable student success.

Leads academic units based on mission and history and sees the scope and pace of change as constrained by tradition—regardless of the trajectory of student success or evidence about the student experience.


Regularly analyzes and uses data, predictive analytics, and qualitative evidence of the student experience to make decisions about programs, evaluate their effectiveness, celebrate successes, and communicate priorities.

Assessment of Key Transformational Senior Team Roles

VICE PRESIDENT FOR STUDENT SERVICES (VPSS)

Instructions: For the following qualities and mindsets of the vice president for Student Services (VPSS), check the box to indicate which quality is most true for your institution's VPSS, traditional or transformational.

Traditional	Transformational
<input type="checkbox"/> Believes it is up to individual student service units to decide the content and process of professional development, and that professional development goals and resources should be decided solely by directors and division heads.	<input type="checkbox"/> Takes responsibility for advancing excellent practice through professional development that is significantly integrated across student service units and supported through adequate resource allocation and visible recognition.
<input type="checkbox"/> Believes it is up to student service units to decide the criteria and process for hiring staff, and that the VP for student services is not responsible for ensuring alignment of such criteria and processes with college-wide priorities.	<input type="checkbox"/> Takes responsibility for aligning staff hiring with institutional priorities for student services delivery; ensures that the college has adopted prioritized attributes for hiring diverse staff with the technical expertise needed in each unit, and that college-wide priorities are utilized in hiring systems (for example, interview questions, assessment rubrics, and committee deliberations).
<input type="checkbox"/> Believes improving student retention and completion is not a significant faculty responsibility, but rather the responsibility of student services units that oversee student advising and student life, and provide out-of-class academic and nonacademic support.	<input type="checkbox"/> Shares responsibility for advancing student retention and completion by collaborating with the provost and academic units to ensure that faculty are fully engaged in the classroom, in their advising practices, and in collaboration with advisors and other staff.
<input type="checkbox"/> Leaves campus-wide communication about the urgency and potential for advancing equitable student success to the president/CEO and academic leaders.	<input type="checkbox"/> Collaborates with the president/CEO and other senior team members to communicate the urgency and potential for advancing equitable student success.
<input type="checkbox"/> Leads student affairs/services units based on tradition and history, seeing the scope and pace of change as constrained by expectations rooted in the past—regardless of the trajectory of student success or evidence about the student experience.	<input type="checkbox"/> Regularly analyzes and uses data, predictive analytics, and qualitative evidence of the student experience to make decisions about programs, evaluate their effectiveness, celebrate successes, and communicate priorities.



Defers to academic units to interact directly with faculty.

Works to ensure that student services professionals interact directly with a wide range of faculty to share understanding about the student experience in and out of the classroom and collaborate on student success efforts.