# Using Faculty Surveys to Support Faculty Development and Advance Institutional Goals



Bemidji State University
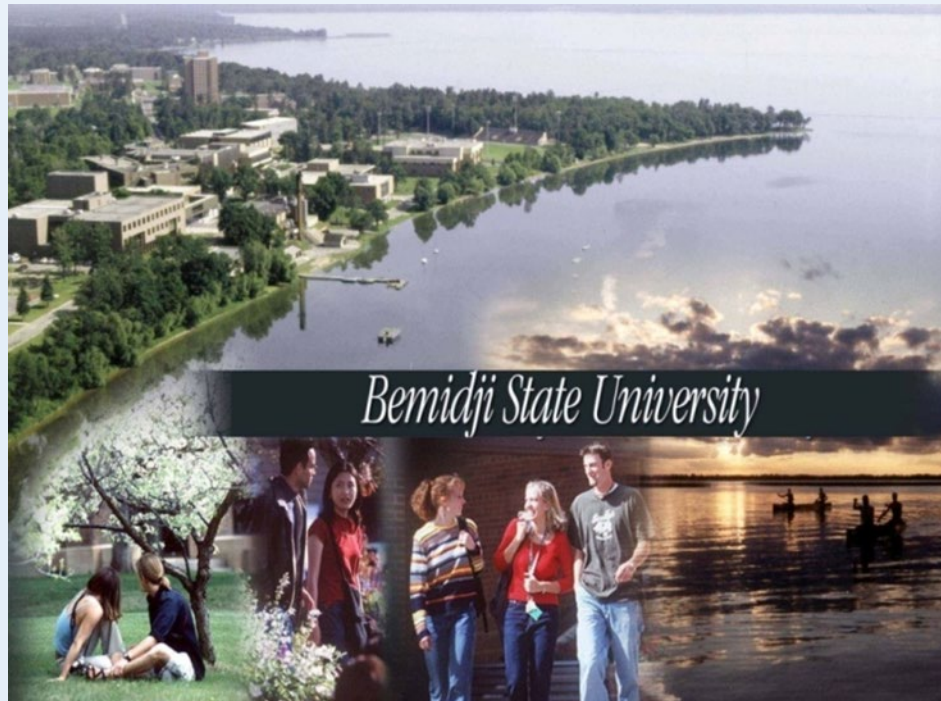
Joann Fredrickson, PhD

Peter Nelson, JD, MBA

IACBE 2025 ACAM

April 3-5, 2025

# Call for Proposal and Brief Bio

## Proposal Conference Areas

- Business education in a changing landscape
- Implications for curriculum design, program development and teaching methods
- How a changing educational climate necessitates innovation

## Presenters' Backgrounds

- Teaching faculty
- IACBE Coordinators
- Accreditation and assessment experience

# Evolving Importance of Assessment in Higher Education

| Key dates | Priorities | |
|---|---|---|
| 1988 | Federal mandate for *assessment linked to accreditation* | (Astin, 1993) |
| Late 1990s and early 2000s | Increased *accountability for educational outcomes* (assessment of student learning) | (ACE, 2006) |
| Most recently | Use of assessment results to *promote institutional effectiveness and alignment with strategic priorities* | (Reneau & Howse, 2019) |

# Recent findings on institutional effectiveness in higher education

"Despite the increased focus and allocation of resources in this area, the authors have found that ***institutional effectiveness practices related to outcomes assessment and the use of data for continuous quality improvement have consistently been identified as areas of needed improvement for institutions***. Based on preliminary data published by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), ***institutional effectiveness standards were among the top ten most frequently cited principles in the decennial reaffirmation reviews for the class of 2017*** (Matveev, 2018). The report showed that in the final stage of review, 51% of the total number of findings of non-compliance that persisted to the final stage revolved around Institutional Effectiveness (Matveev, 2018)". (Reneau & Howse, 2019)

# The focus of today's presentation

- We will share with you how we've gone about this work with an assessment plan and faculty survey

- Using an institutional effectiveness framework for strategic clarity

- By aligning faculty effort toward institutional goals

- By implementing some "organizational change" tactics borrowed from Lewin's Force Field Analysis

- And supporting faculty work by helping faculty understand institutional priorities and how/where their efforts can fit. Basically, helping faculty make their case for their institutional relevance.

# Aligning Faculty Effort for Institutional Effectiveness: Strategic Clarity and Institutional Effectiveness Framework
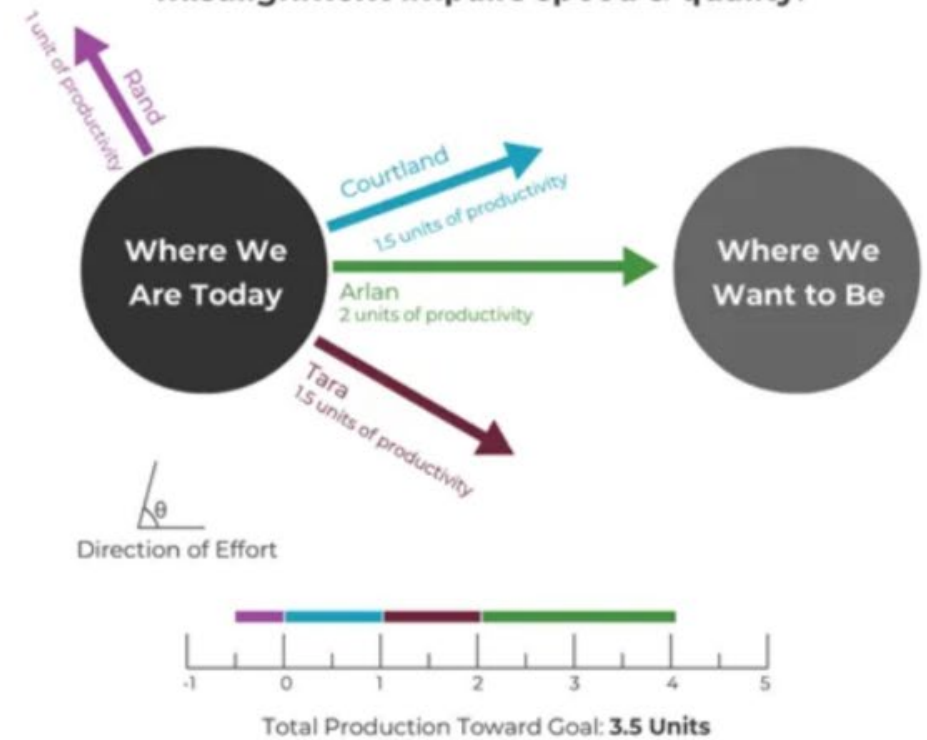


Reneau & Howse, 2019, p.4
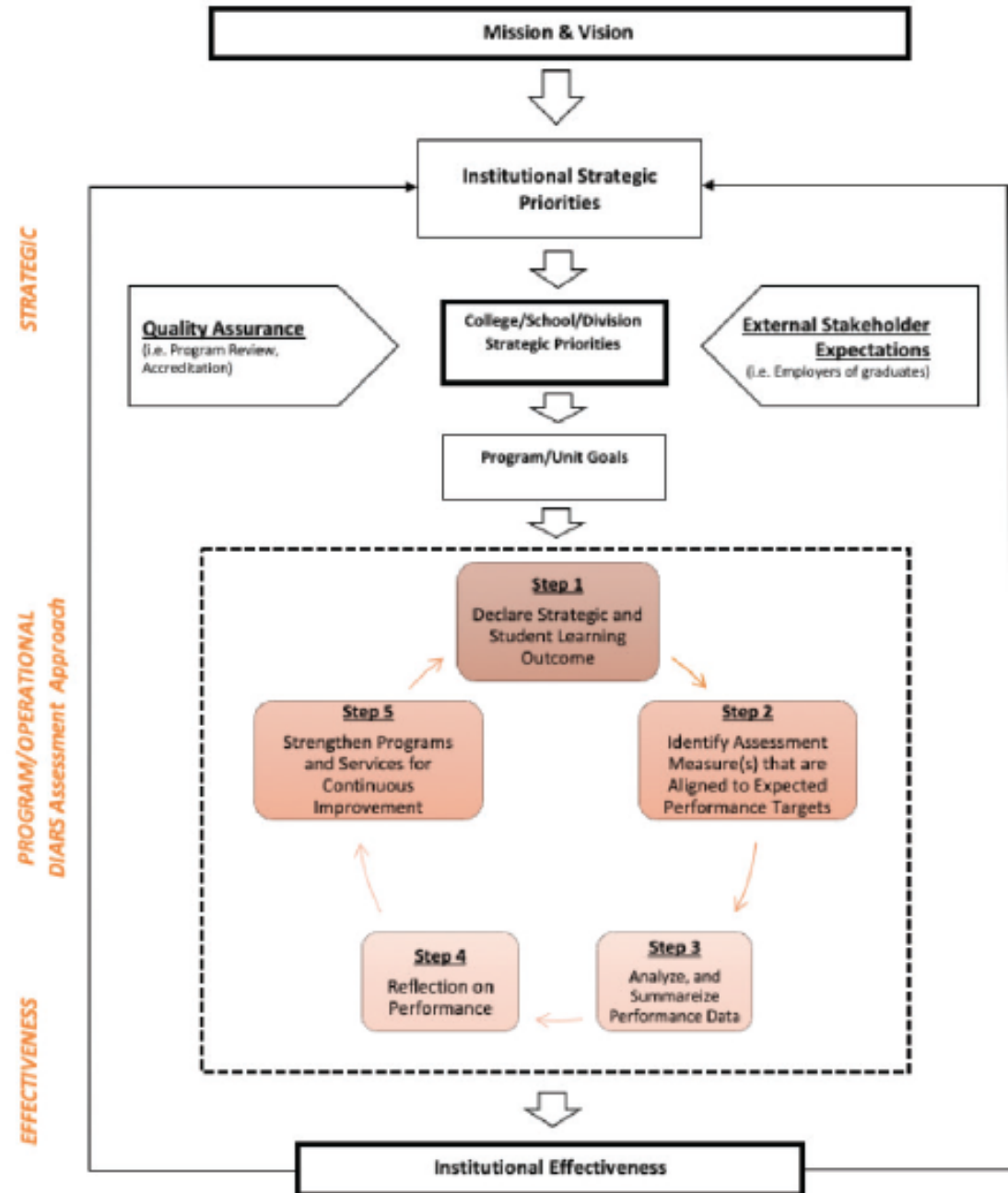
# Aligning Faculty Effort toward Institutional Goals: Vector Analysis

## People Function as Vectors on a Team

**In the optimal environment, everyone is in 100% alignment:**

Where We Are Today

Rand
1 unit of productivity

Tara
1.5 units of productivity

Arlan
2 units of productivity

Courtland
1.5 units of productivity

Where We Want to Be

θ
Direction of Effort

0　1　2　3　4　5　6

Total Production Toward Goal: **6 Units**

**In sub-optimal environments, misalignment impairs speed & quality:**

1 unit of productivity
Rand

Where We Are Today

Courtland
1.5 units of productivity

Arlan
2 units of productivity

Tara
1.5 units of productivity

Where We Want to Be

θ
Direction of Effort

-1　0　1　2　3　4　5

Total Production Toward Goal: **3.5 Units**

Inspired by a conversation between Elon Musk and Dharmesh Shah

created by Rand Fishkin of **SparkToro**

Fishkin, R. (2018, March 12).

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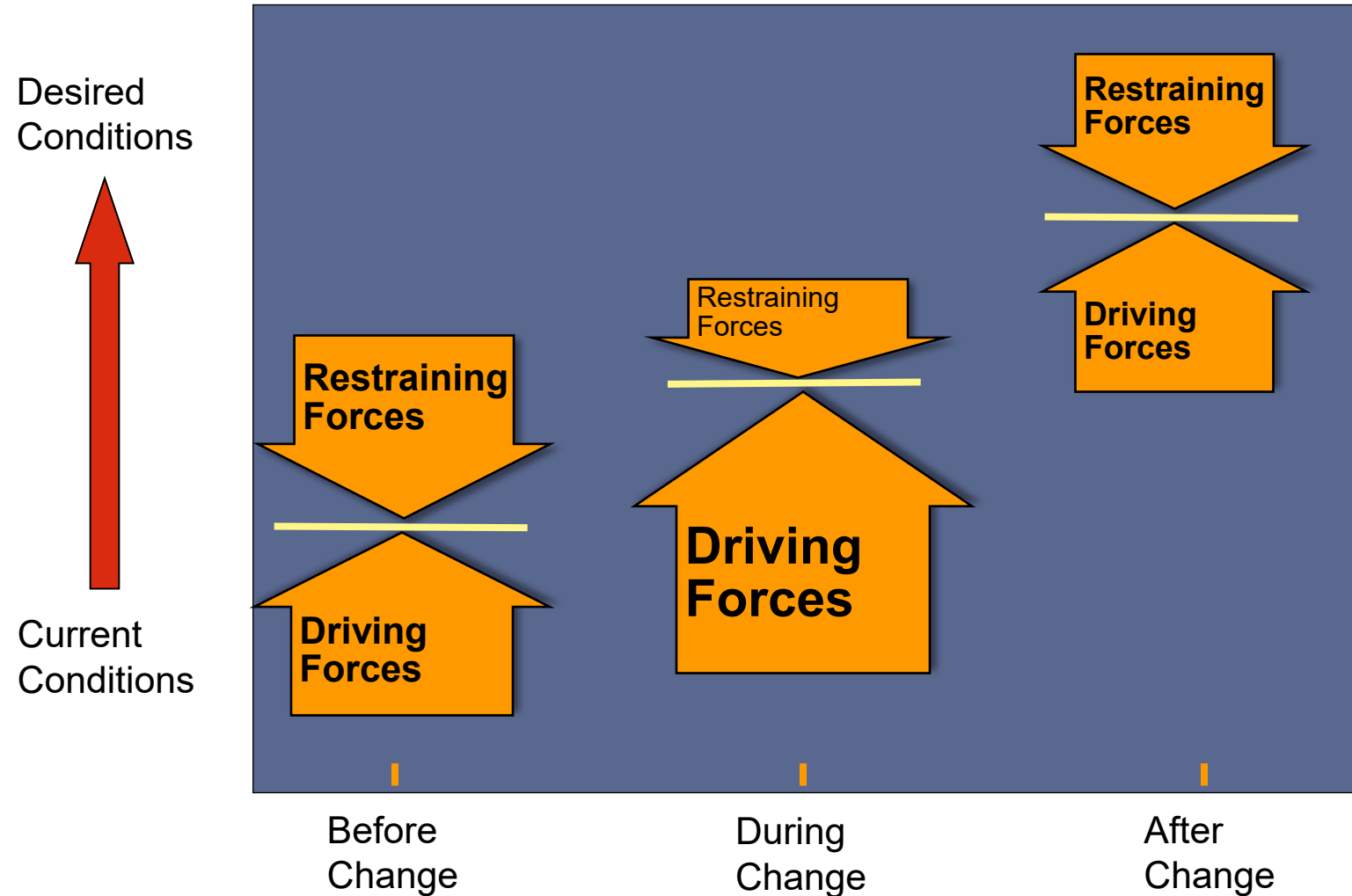# Supporting Faculty Change toward Institutional Goals: Force Field Analysis

- Restraining forces
  - Resistance to change – employee behaviors that block the change process

- Driving forces
  - Push organizations toward change
  - External forces or leader's vision
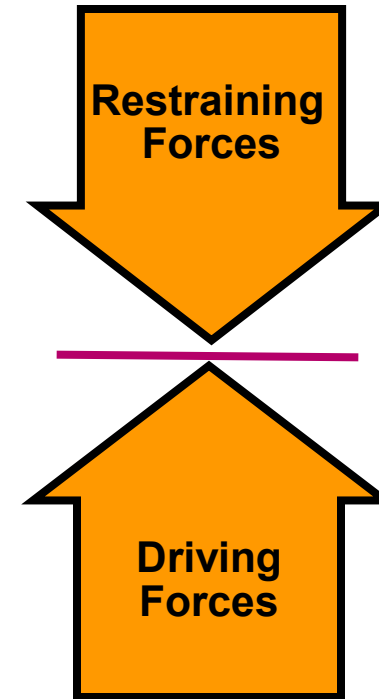
Lewin, Kurt. 1947

# Lewin's Force Field Analysis Model

Desired Conditions

Current Conditions

Before Change

During Change

After Change

Restraining Forces

Driving Forces

Restraining Forces

Driving Forces

Restraining Forces

Driving Forces

McShane & Von Glinow, 2024, pg 537

# Our Approach to Supporting Faculty Change toward Institutional Goals:

- Reduce Restraining Forces
  - "Learning" and "Faculty Involvement"
  - Help faculty understand institutional priorities and how/where their efforts fit
  - Support faculty in their PDP/PDR process by helping them collect evidence that is in line with the department goals, goals which are already aligned with the university goals

- Increase Driving Forces
  - Communicate University leadership's strategic directions
  - Link Program goals to university and college goals

**Restraining Forces**

**Driving Forces**
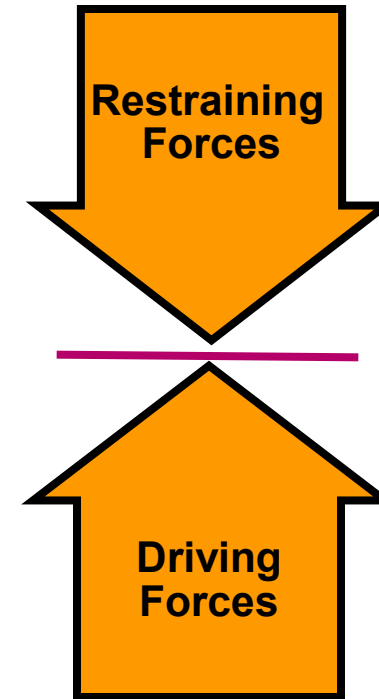
# More on faculty evaluations at BSU

- Our nontenured faculty have an annual **performance review**, while others are on a two-year or four-year performance review cycle.

- Our faculty are evaluated on **five criteria**: teaching, scholarship, continuing development, student development, and service

- Promotion and Tenure applications **require faculty to demonstrate how their accomplishments help to "meeting goals of the department"**

**Faculty already have a lot on their plates. And now we needed them to also set goals and report their accomplishments as part of the department's assessment and strategic planning cycle.**

# Again, our solution had two parts:

- **First, make sure the department goals are aligned with institutional priorities.**

- **Second, create an easy-to-complete Faculty Survey to collect evidence needed for the department's assessment and time it to support faculty PDR reporting.**
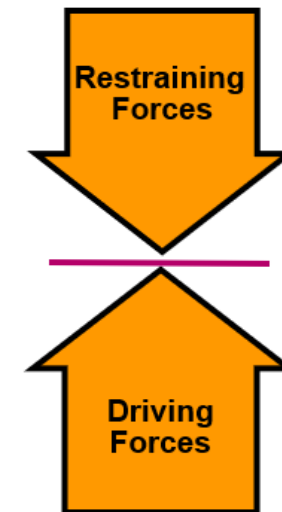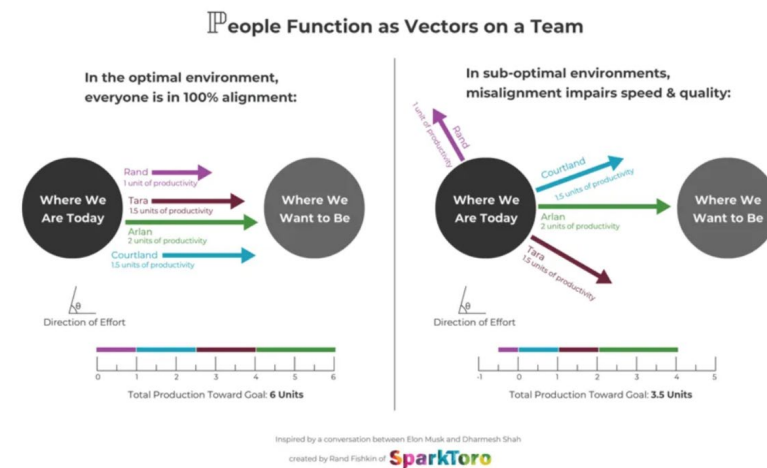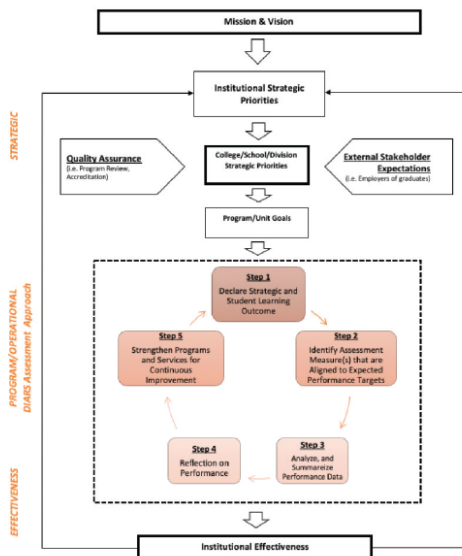
# College Goal

5. ==Support high-quality pedagogy in a student-centered teaching and learning environment==

## Department Broad-Based Operational Goals

1. ==Promote an engaged and active learning environment==
2. Advance a culture of continuous improvement
3. ==Encourage faculty continuous professional development==
4. ==Ensure the Business Administration curriculum is current and relevant==
5. Enhance the bond between the department and the diverse local and global communities which we serve through partnerships, outreach activities, and communication to all stakeholders

## Faculty complete Operational Outcomes Survey annually

**Department Strategic Plan Update**

1. ==Provide evidence of progress toward operational goal==

**Faculty Professional Development Reports**

==Need to provide evidence of achievement in areas of teaching, scholarship and service while supporting department and college goals==

# Related IACBE IOOs and Performance Objectives

| Assessment Measures/Methods for Intended Operational Outcomes: | Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods: |
|---|---|
| *3. Operational Outcomes Survey*<br>Measures IOO 3: Department faculty will engage in the development of active learning and other pedagogical strategies | At least 75% of faculty will indicate they developed, implemented, or continued one or more active learning pedagogical strategies in the past year. |
| *4. Operational Outcomes Survey*<br>Measures IOO 4: Department faculty will engage in the development of their online teaching and learning | At least 75% of faculty will indicate they participated in one or more activities to develop their online teaching and learning in the past year. |
| *5. Operational Outcomes Survey*<br>Measures IOO 5: The academic programs will offer curricula that is current, relevant, and meets the needs of both students and the business community. | At least 75% of faculty will indicate they make changes to their courses to maintain currency and relevance for both students and the business community. |

**Operational Outcomes Survey Question related to IOO3:** Department faculty will engage in the development of active learning and other pedagogical strategies

*Please select all active learning and other pedagogical strategies that you developed, implemented, or continued from May 2024 through April 2025.*
1) required a group project
2) required group-mediated discussions
3) required a research project which generated new knowledge (i.e., survey, experiment)
4) required case analyses conducted by individual students
5) required group case analyses
6) used problem-based learning
7) required group presentations
8) required peer evaluations by students of each other
9) implemented focused listening
10) required one minute papers (or something similar)
11) implemented student summaries (or something similar)
12) had pairs/groups write test questions related to lecture content (or something similar)
13) had student role play
14) had students work a problem then evaluate each others' work
15) had students complete self-assessment activities
16) implemented a site visit that allowed students to see and experience applications to the theory/concepts discussed in class

**<mark>Operational Outcomes Survey Questions related to IOO3</mark> (cont.)**

*Please select all active learning and other pedagogical strategies that you developed, implemented, or continued from May 2024 through April 2025.*

17) implemented a think-pair-share activity
18) required a game or simulation in my class
19) used student demonstrations in class
20) used student debates in class
21) required individual presentations
22) supervised a student's honors thesis
23) sponsored a student at a conference, including the Student Scholarship and Creative Achievement Conference at BSU
24) attended an active learning or collaborative learning workshop or conference
25) submitted an Academic Technology Innovation Grant related to active and/or collaborative learning
26) participated as an active learning trainer to faculty
27) implemented a new or revised pedagogy for an on-campus class
28) implemented a new or revised pedagogy for an online class
29) other active learning or pedagogical strategy not listed here

If you listed *other online active learning or pedagogical strategy not listed above,* please provide a brief detail of those activities.

**Operational Outcomes Survey Questions Related to IOO4:** Department faculty will engage in the development of their online teaching and learning

*Please select all the activities you participated in from May 2024 through April 2025. to develop your online teaching and learning.*

1) Incorporated video content, improved discussion strings, improved grading, or updated another component within an online course.
2) Attended an e-learning summit or conference.
3) Attained Quality Matters (QM) reviewer certification.
4) Attained Quality Matters (QM) institutional representative certification.
5) Provided training for faculty to improve online courses.
6) Attended training to improve online courses.
7) Awarded a technology grant related to online teaching.
8) Attended D2L training sessions.
9) Applied the Quality Matters (QM) rubric to a course.
10) Other online teaching and learning development activity not listed above.


If you listed *other online teaching and learning development activity not listed above*, please provide a brief detail of those activities.

**Operational Outcomes Survey Questions Related to IOO5:** The academic programs will offer curricula that is current, relevant, and meets the needs of both students and the business community.

*Please select all of the ways in which you made changes to your courses between to maintain currency and relevance for students and business community (May 2024 and April 2025):*

1) incorporate current topics and/or examples relevant to the profession or industry
2) apply current newsworthy issues within my course
3) expose my students to professional practice in the field
4) establish personal and real-world relevance of the course materials and topics
5) relate subject matter to everyday applications
6) find and discuss applications in current newsworthy issues and events
7) make links to local cases
8) undertake training or continuing education relevant to the professional or industry and incorporate those materials in my class
9) work part-time in business, industry, or profession and apply that knowledge in my class
10) belong to professional and/or industry associations and apply that knowledge in my class
11) invite business/industry/professional member to speak with my class
12) promote student networking with business/industry/professional organizations and employers
13) other changes to my courses to maintain currency and relevance for students and business community

If you answered *other changes to my courses to maintain currency and relevance* for students and business community, please provide a brief description of those changes here.

# Faculty Operational Outcomes Survey Demonstration

# Faculty Operational Outcomes Survey Summary

- Simple for faculty to complete: Click the box with multiple examples for each priority area
- Optional "fill in the box" for efforts not already on the survey (and to be included in future surveys)
- Timed to coincide with faculty Professional Development Reports
- Helps faculty to recognize the efforts they are already engaged in, as well as provide useful examples of what they might add to their efforts
- Provides examples of evidence for faculty progress reports and program strategic plan updates

# 2023:
# Changing the Faculty Operational Outcomes Survey to Support a New Institutional Priority

# A little background....

**MinnState Equity 2030 Goal**:
Closing the educational equity gaps across race and ethnicity, socioeconomic status, and geographic location by the year 2030

**BSU Strategic Plan 2023 Strategic Priority 5:**
Create a university culture in which diversity is embraced and all members are safe, welcome and validated.

**BSU DEI Strategic Plan 2019-2024 Priorities**

1. Foster an equitable, safe and respectful campus and community culture for every person who learns, teaches, works and visits our campus.
2. Promote the value of a demographically diverse and inclusive student body and workforce.
3. Promote opportunities for students and employees to increase their knowledge and understanding of Indigenous People's past and present experiences and ways of knowing.
4. Support the presence of diversity and equity in academic curriculum and classroom conversations.
5. Encourage partnerships and collaborations among campus departments, teams and efforts focused on diversity, equity and inclusion.

https://www.minnstate.edu/Equity2030/index.html
https://www.bemidjistate.edu/offices/diversity-equity-inclusion/resources/

# Changes to Faculty contract… Further alignment of goals

**New Language**

*Among other things, evidence of achievement in **each of the five criteria** may include activities by the faculty member intended to **help close educational equity gaps. Beginning July 1, 2022, faculty should normally propose to engage in such activities** with respect to at least one of the criteria. Appendix G provides guidance regarding some of the types of evidence that may be considered appropriate for addressing each category.*
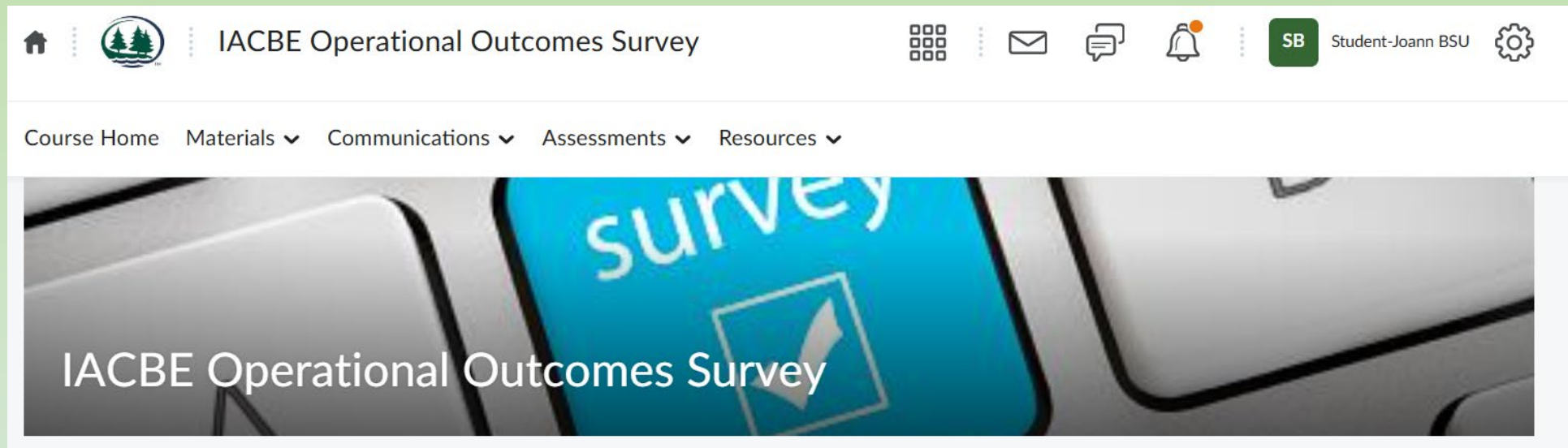
Changes to the Faculty Survey helped us
- Develop a shared understanding of the new strategic priority
- Align our efforts as a program and as individual faculty
- Create actionable steps toward achieving both program goal and faculty professional development goals

# New DEIA+ Questions added to the Operational Outcomes Survey (first year = 2023)

- Examples used for our survey came from the faculty contract, from the Center for Professional development, from the scholarship resources in the D2L Online Training site

## CENTER FOR PROFESSIONAL DEVELOPMENT

**Center for Professional Development**

About Us

New Faculty

**Diversity, Equity, and Inclusion**

- Inclusive Classroom Series
- Diversity Certificate
- Ruminations Podcast
- Concept Chats
- Helpful Resources
- Events That Count Toward Your Diversity Certificate

Academic Advising

### Diversity, Equity, and Inclusion

Dr. Rucha Ambikar serves as the inaugural Faculty Fellow for Diversity, Equity and Inclusion in Curriculum and Pedagogy (or DEI Faculty Fellow for short). The role was created as part of a university wide focus on promoting diversity, equity and inclusion on campus. There are numerous individuals and groups on our campus who are contributing to reducing the equity gaps on campus, and the role of the Faculty Fellow is narrowly defined, as the facilitator for all equity and inclusion related professional development for faculty.

Briefly, the faculty fellow will -

1. Focus on Faculty - serve as resource person for equity in curriculum and pedagogy.
2. Help faculty identify and meet equity related student needs
3. Raise awareness of inclusive pedagogy and curriculum
4. Continue to assess faculty needs as pertaining to DEI in the classroom and pedagogy

Our approach to understanding equity gaps and issues of diversity and inclusion on campus come from an intersectional perspective on understanding inequality. For faculty who want to work toward closing the equity gaps we recommend a pragmatic approach to incorporating such practices in curriculum and pedagogy - rather than seeing equity related work as an additional

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**D2L SITES AVAILABLE FOR YOUR USE**

**Diversity Equity Inclusion & Accessibility RESOURCE CENTER**
The main purpose of the site is to provide resources to faculty that will help them incorporate **DEIA** strategies in their teaching. In addition, it is hoped that this site provides faculty, students and staff at BSU with resources that will help them have a better understanding of diversity, equity, inclusion and accessibility in their classes and in their lives.

**Universal Design for Learning (UDL) Self-directed Workshop**
This site is designed to help you better understand Universal Design for Learning (UDL) and to help you apply its principles and guidelines in the design of your courses.

**Ojibwe Oral Histories Collection**

Leech Lake
Red Lake
White Earth
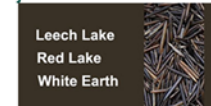
The **Ojibwe Oral Histories Collection** contains interviews and oral histories of 33 community members from Leech Lake, Red Lake, and White Earth collected between 1967 and 1968 with over 125 interview transcripts (pdf files) and related audio files (mp3).

**From ON-CAMPUS to ONLINE**
This site is organized to compare the elements of the on-campus class to the online class. This understanding can make it easier for you to move from teaching in a traditional classroom to teaching online. The site also includes information to help you create an effective online environment for

# Results from our first year of DEIA+ questions in the Operational Outcomes Survey

| Results for 2024 Strategic Plan Action Items Update: DEIA+ | | |
|---|---|---|
| Percentage of Faculty reporting at least one activity | | |
| Survey Topics | 14 of 14 BUAD faculty | 7 of 7 ACCT faculty |
| DEIA+ pedagogy, assessment, class or other activities | 93% | 100% |
| DEIA+ scholarship | 57% | 86% |
| DEIA+ training and development | 79% | 86% |
| DEIA+ contribution to student growth and development | 86% | 86% |
| DEIA+ service to university and community | 57% | 86% |
| **Percentage of faculty that indicated achievements in at least one of the five DEIA+ areas:** | **100%** | **100%** |

- 100% of BUAD and ACCT faculty completed the survey

# Observations and Lessons Learned

- Recognize the changes/new directions happening in your institution
- Improve effectiveness of your program by aligning faculty efforts toward institutional goals
- Consider tools to reduce restraining forces to change
  - We chose to use a survey that created a Win/Win for achieving program goals and faculty goals
- Opportunity for faculty leadership in assessment and strategic alignments
  - If you are faculty, realize how important it is to maintain these leadership roles within the faculty
  - If you are administration, support your faculty roles in assessment and strategic alignments

Restraining Forces

# Discussion / Questions / Suggestions

**Any recommendations on how you help align faculty efforts toward program and institutional goals?**

**Any recommendations on how you support your program/faculty to meet new organizational priorities?**

**Any new priorities introduced at your school that you are working to integrate? How are you accomplishing that?**

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