

# Ryan Ivers & C-BEN Research Collaboration “The Role of Leadership in Driving the Institutional Capacity for CBE Innovation in Community Colleges”

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## SUMMARY KEYWORDS

CBE, faculty, leader, students, people, christi, eric, build, equity, strategy, question, challenge, support, continuous improvement, champions, program, big, buy, instructional designer, community college

## SPEAKERS

Dr. Eric Heiser, Charla Long, Executive Director C-BEN, Ryan Ivers, Monique, C-BEN, Dr. Amardeep Kahlon, Christi Amato

### **Charla Long, Executive Director C-BEN 00:11**

and getting his research together and to be at a place in which he can share that work with you and then joining him today. We also have our three panelists Christina Amato from Sinclair Amardeep Kahlon from Austin Community College. And Eric, I'm just kidding, Eric Heiser, who's at Central Ohio Technical College. Did I get that. I almost said Salt Lake Community but I did see we have friends from Salt Lake Community on the call so I knew I better not botch that one today as well so we're so delighted that you're here, and that Ryan, chose to take the time of his doctoral studies and invested in, what does it take for a leader of the community college to bring about this kind of transition. And, oh look at that South Texas College is on as well hey friend. Good to see you. So, we're just so delighted that everyone is joining us today. Can you tell we're so excited to see humans? So, Richard Good to see you as well. So, Ryan, with that I want to turn this over to you and again to say thank you for the time you've dedicated this is going to help the field. I hope those on the call today can benefit as well. But thank you for sharing your research and for getting this panel together. We look forward to what you have to present today.

### **Ryan Ivers 01:46**

That was an introduction. Thank you very much, Charla. So as Charla mentioned, I'm a doctoral student at Northeastern. I'm finishing up hopefully, by, by Christmas time, something like that. I'm an action researcher. So, this is actually my second round of research that I'm doing here so you know first round I looked at everything from how to implement it to community in on that more than equity's roll as well. But the big thing that I really noticed that and, and really if you can push it one slide forward and keep looking. You know the one thing I noticed in talking to everybody that first cycle was, how, how

amazing of a story leadership was with everything CBE. It weaved through all the standards of the quality framework and it was really such a story about leadership. So that's really what we're investigating here, we've, we've looked at assessment standards all day long, we've looked at having design, we know so much more now, but I think it's really helpful for the community to know a little bit more about CBE leadership so that's why we're all here. I think my, my little beard here is hitting the microphone. So, as Charla mentioned, we're here with an amazing guest panel today to really talk about CBE leadership and community colleges. So, Monique if you want to go one slide over. So the goals today. What's the presentation without some goals? So really you know the first thing we're going to be here to do is improve our understanding of the role of leadership and CBE innovation in community colleges. We just need to understand that better, you know, my hope is here but the more we understand it, the more successful we are in implementing. I want to be able to show that this, this can be done and this can be done well. And those are the three guest panelists that we have on today, they can kind of help show you how they do and how to succeed, and that it can be done. You know, I know it can be a long journey, but I think it's really important that we show that this is can be done and done well. And lastly, we're here to provide some CBE leadership tips and strategies. So those are what we're hoping to get out of this presentation today. Thank you, Monique. You read my mind. So, the quality framework. Wherever this is, everybody. Oh good. Well, for those that aren't for those that are new to the conversation. This was developed by Charla and many other organizations throughout that she partnered with about four or five years ago, to create a guide for practitioners to create successful CBE and quality CBE education programs. What I really want to look at today and I talked about leadership being so critical to things is really looking at that first standard that institutional capacity for CBE innovation. Alright, what's it takes to build that. It's, it's not easy to do and I think that it really revolves around the leader. That's the builder. So we need to be able to build that institutional capacity for innovation. So we can go one forward. Thank you. So what makes us different. So, we hear all the time. You know, obviously CBE is a paradigm shift. Everything changes on campus, so everything from registrar's obviously assessment design student services advising, everything changes. That's a lot to put on your plate. I know we're all leaders I know we've all done amazing things throughout our career, but bringing CBE aboard is, It's, it's a big span of responsibility. It's outside of your, you know, academic vertical it's outside of your financial aid vertical, it really involves a lot of changes by a lot of parts of your community college. And as community colleges. We're not obviously Silicon Valley we can't just jump at the next innovation and off we go. We need to be able to honor the past, need to be able to honor what we've done throughout the last 100 or so years. So, trying to improve my audio here thank you for the chat message. So we need to really understand that, you know, we need to be able to move forward with innovation, but also honoring some of that past that we have. So, when we bring CBE to campus, they can often be guessing that's kind of behind the scenes. There's a lot of innovation going on. A lot of changes happening at once, so don't expect this all those planned, it's not, I'll tell you that from the start. Okay, it's going to happen and it's going to change a little bit. So again, it will get messy on you. Now, the biggest areas you see this change, and we see these leaders have to manage things, you know, the leader for CVS and need to be able to manage culture pivot, vision, resistance to change, a little bit of everything, there's a lot that needs to happen here. And some of the biggest changes that we do see are where tradition is held the strongest, okay. Tradition is really held the strongest in that faculty role in our faculty in our academics. So that's what that's what leads to a lot of this. You know there's resistance and a lot of things that we'll talk about, but a lot of it happens there, you know, so, leading, that leading that charge to bring CBE into your campus is going

to involve a lot of dealing with the assessment and the faculty side, outside of just, you know, making the best assessment design, ever. Okay, so there's a lot going out there. So let's take a second here. I need a sip of water. So, we're all leaders, so take a second, think to yourself, you know, we've all been in a position where oh man, you know, Everything changes. How do you lead with everything changes. You can't really rely on everything you've done before, because what you're doing is new. So how do you manage kind of self-reflect for a second, if you want to put it in the chat that's great, but self-reflect think about what you do as a leader when everything changes. Of course, stress, you could say that. Oh wow. I love it. [reading the chat messages] Zoom out to find a path forward, strategy, accepting welcome change. Yeah. Hey that was Amardeep with the people who are doing it well, yeah, I think that's obviously a huge thing, I mean you know using, using C-BEN using people, things that we know now at this point that we didn't know. You know, six years ago, eight years ago, things like that, you know obviously C-BEN is a huge resource, you know, general competency-based education, things like that. And you had brief one step at a time. Yeah, I thought that was you like coaching me on this presentation. So yes, you want to kind of step back, forward, so thank you very much for having rejoice. Yes, thank you for joining the chat. So if we can move from one slide forward please. All, so hopefully I didn't scare you off if you're if you're new to CBE. It is a big game. It's a lot on your plate. But I want to talk now I'm going to shift over to the mindset of a CBE Community College leader, like, what makes these people tick, what made them successful. So, let's talk about that mindset. And the first thing that really hit me when I talked to a lot of these leaders was their optimism. They're not, they're not sitting there delusional, but they're optimistic that CBE can play a big, a big role in the future of community college education. we talk obviously about everything from Workforce partnerships and so on so forth equity barriers, they're very positive about what CBE can do in the future. These are leaders who are, you know we've all heard this before they're building the plane offline. Okay, so you have to get this up off the ground that speaks to a lot of that continuous improvement idea that they have to continue to keep on keep on changing parts as we're flying, okay, maybe they empower and delegate their team to hang off the wing to screw in the new engine there. All of these leaders are intentional. They're very purpose driven. These are people that have, that are really driven by their experience empathy. And what I mean is, you know, a lot of us have obviously, you know, made it through some of the gauntlet in higher ed, whether it be trying to transfer and bringing all your credits or whatever it is. You know, they kind of bring that experience of themselves and saying hey you know I went through this I lost the credit I lost. I lost XYZ You know, and they also have a lot of empathy. They understand what these students are trying to do, you know, and they use that and that drives them a lot to make community college education, better. So, they you know and I don't know if Cali's here but shout out to Cali if you're here, but it said know your why these people really know their why and they look at it all the time, as what drives them forward. As successful leaders. These leaders are. They have a lot of humility; their egos are in check and check. You know they're not they're not coming in, obviously, you know, authoritative, or like some old school leadership style. They're very much a check they know that they don't know everything here. These people are comfortable managing in VUCA oh my god, he said VUCA. So they're, they're comfortable in that, and I think the last year has been the epitome of that VUCA atmosphere. You know in really that unstable atmosphere in an unstable environment the ambiguity. Ambiguity volatility everything. They're comfortable managing in that and that's not easy. , that's not easy at all as we've seen in the last year, I mean, that pandemic everything. So, you know, it's been very difficult, but they were able to handle that they were able to manage that, as leaders. And lastly, I mean, this is, this is important to mention here. Not everybody said this as a CBE leader, but I think it's

really important to get out there. CBE can feel overwhelming, or you know someone remarked in the chat you know stressed, when this giant thing comes on your plate, you know, and a lot of times it's bigger than anything you may have done as a leader. I mean you're talking full campus change we're talking mindset you're talking a lot of things that need to change something that's bubbled up was imposter syndrome. Okay, now again. Not everyone gets it, you know it has happened, you know, obviously, to certain people throughout this process and something to kind of keep a check, keep a check on. Okay, so if that, if that's something that you've had before, you know, believe in your abilities, know your voice belongs there and push through it, you know, keep that in check, because it is a big thing, it can put a little too much stress on you where you begin doubting yourself. So, you know, hold that imposter syndrome in check. Alright Monique, we can go forward and more. Thank you. So, the skills profile. So, all of these literally all of these leaders are really high on several skill sets. First, they were curious. They asked a lot of questions throughout the process they ask the questions. And that's critical as you're continually improving their very much chess players, they're very strategic, they're playing chess, all over campus. They have obviously a lot of a lot of strategy involved in every piece of CBE implementation as a leader. They're also very patient. I know that's more, you know, soft, soft kind of kind of emotion there but they're really, really patient people and I think you have to have that as a leader leading CBE. CBE as we know is not going to happen overnight. Alright. If it does, let us know. They're very patient with the process. Sometimes it takes a year to a couple years to kind of build up what it takes to get your program off the ground. And then you also get to be patient with your teams that are running. As I mentioned, there's a lot of continuous improvement, things are going to break. People are going to make mistakes. You need to deal with those and be patient, as the process keeps on as my hand keeps patient as a process keeps on going. They're all very collaborative and their approach, which I think is required of any big change here on campus. They have a lot of situational awareness. And what's that mean they know their environments, they know the different environments that they're in as a leader, and they're able to work in those environments to move towards, you know, optimal conditions, I guess, so they're very aware of the environments that they're in, you know, whether it be a tenuous faculty meeting or whether it be a board meeting so they're very aware of the environments that they're in. And lastly, and probably number one, the number one thing, all these leaders have in common was their communication skills. They are amazing communicators, because we're not just. And we're not just talking about difficult you know those difficult conversations we have to have, or you know putting on the putting on the pom poms and doing some motivates the just the beginning. Really at all levels of communication, you know, relationship building and talking to all the different departments, then we'll talk about how strategies kind of build into that, but that communication is just a cornerstone to so many strategies that these leaders used and were successful using. Alright Monique we can go on forward here. Okay so now we're to the fun stuff strategies. So in talking to all these leaders, a lot of strategies came up on how to do these things as a leader, and I'll tell you the leaders that we have here, there's a lot of leaders that I interviewed kind of broke the path for CBE so we know a lot now that we didn't know, four or five years ago. But these are really strategies that everyone used. And, you know, we know every campus is different, there's a lot of contextual differences. So, something here may work for your campus, no matter what stage you're in. So the first stage and we hear it all the time buy in, buy in and everyone's going to buy in. So, what's this means, how does this actually happen. You know we've all we've all tried to get by and variety, our ideas at one point or another, or consistently. And it doesn't happen overnight you know to say one thing, okay cool, we're all good let's go have dinner. That doesn't happen. One of the biggest aspects of I know that it's,

it takes a lot of time to get buy in. You're going to have your people, who are your early adopters you're your champions there your green checkmark people, they're going to do whatever, they're, they're totally down or whatever, they're going to, they're good to go. You're going to have the vast majority that 70% or so that that blue question mark, or they're going to kind of look at you and be like, sounds kind of crazy, not sure I'm going to. That's your bought in yet. Okay. And then you're going to have your vocal naysayers, you know, and they're your, your red X and that's going to be you know, 10% 15% of your population. You need to make sure that you are spending time engaging everybody. And getting buy in throughout obviously at first your early adopters, that's going to be where you go. So, one of the things that buy in is that it's constant communication it's constant relationship building with all these actions. Okay, so you need to be able to communicate that buy in, show why you're why you're moving to CBE explain that why you also want to build community around CBE development. So make sure you're doing that obviously your leaders we all know how to build a little communities and whatnot, but try and build that positive community around CBE, that hopefully it'll develop kind of built up. So, the hard work that really hard work and I had one interviewee. Call it you know the trembling roadshow, or tending the garden, okay, this is the hard work, and it's a constant, buy in is kind of like a misnomer. You always need to get buy in, buy in doesn't just happen. Everyone's you know, laughing, the next day. It's something you consistently need to do, especially with all of the changes that are going to be ongoing. So, you need to consistently do that hard work, and it is hard work, you need to, you know, manage the relationships and the levers of power. So, more strategy, strategy wise, one of the, one of the best strategies I heard from this, you know, was something from an Executive leader a CBE. That leader had just started at a community college, and he knew he wanted to bring in CBE. So, he kind of looked at things got some budget money and was sending key people, you know key faculty members key people on campus to see the change was sending them to CBE network events. All. And when it came time to really push forward a CBE strategic plan. You know that that person had 15 people on campus that were totally gung ho for CBE. So that's a strategy you can work obviously have some budget money there is, and again we talked about patience and we talked about time. That's the long game. It's a couple of years, last strategy, you know, we really need to look at this and one of my interviewees mentioned to continually remind yourself, you know, of the three C's, and it's collaborate, consent, and compensation. Okay, everyone that you're working with needs to consent to do it you can't just force this on anybody, in compensation, we're not always talking money, certainly, it can be money, if that's what you got on hand. But you know something that rewards that person for taking on the challenge, because this is a lot. We're asking a lot out of these people that are working with us, because it might be for you know in. In, an 80 person CBE certificate, but they're having to do a lot or. Okay, so make sure your kind of treating them pretty well there. And lastly, make sure you nurture champions. These are people who bought in the first day. they're super excited, they'll do everything, they're just, they're on it. You need to make sure that they don't burn out, as he said CBE is a long process, so you don't want to burn out your champions in the first six months, and they're just, you need to you need to continue a nurture and continue, you know, and not burn them out so you need to really watch that as a leader. Alright Monique we can go one forward. All leadership communication. So, you know, the biggest thing here, we need to realize is that early, early, early, early, we need to communicate early. We need to make sure we bring it from a delayed registrar and the faculty, start there. Okay. Those are, those are where the biggest changes are really going to happen. So, what I mean by earliest eating to make sure you're communicating out, you know, the strategy for CBE, what's going to happen. You need to have an eyes wide open approach this came up numerous times, you

know you as a leader, we can't be fully 100% transparent, but we need to be able to tell the faculty and the registrar and financial aid and other key stakeholders. What is going on, it's a lot of work, it's a lot of effort. And what we're trying to do here. You know you can't, you can't, you know, you can't send it in softly. You have to be very eyes wide open about what these changes are going to be. Obviously, you need to focus on a cultural shift of vision, and that culture shift is more much more continuous improvement, as you move forward need to build that into all your communications. You also need to worry about policy. So, with the changes of CBE all the policies are going to change you know all those, all those best practices that are you know chiseled in stone somewhere on your campus. Those are going to change, and I mean, the easiest one to look at is attendance, that's not going to correlate and come back, you know from traditional to CBE, so you need to make sure you're building your new policy into these communications and know that likely you're your first shot at it your first attempt, you're probably going to have to change it, you know, so keep that in mind. And lastly on this slide, you really need, you really need to get that ground up communication so don't just talk to the department head or the deans, you know, make sure you're working that level below as well. You know you can't ignore the people that are actually on the ground, you know, so make sure you're doing that as well. Thank you.

So, faculty communication. So as I mentioned, some of the biggest changes happen to faculty. And rightfully so, you know, obviously with the dual governance structure, and there, their oversight on, you know, courses, assessment, so on and so forth, it's really critical that we work, and we communicate really well with faculty, you know, as I mentioned earlier, they're one of the people that you want to start with. And when you talk with them. You want to over prepare them for what's coming. As I've mentioned earlier, CBE is going to, you know, you mentioned CBE to them, and they're going to go. I know what that is. They don't know what it is, you need to communicate, numerous times about what parts of the framework you're bringing in. , you're not bringing in everything but your role is going to change. So you need to over prepare those faculty especially that that pilot group, those champions that you have. So a couple strategies here. The first is listening spaces. Now listening spaces, you know you invite stakeholders in, whether it be just faculty or whatever. And as administrators you just listen, you know, you ask them how this is going. And it's basically it's, that's how we're collecting data for this continuous improvement process. So try and run those, you know obviously more frequently when you're starting up, but at least once a quarter, you know, make sure that you're getting out there to listen to, you know the people on the ground that are doing CBE. And then, related to that is a is a strategy called the safe zone. So, safe zones. Almost equivalent them to communities of practice. Okay, so safe zone is you know all the faculty get together in one room. And they kind of hash things out amongst themselves, there's, there's obviously going to be a little, you know, Festus airing of grievances going on. But again, you're not there. This is not the safe zone does not, does not require any administrators, it's just for faculty to be a safe place to talk about CBE what's frustrating them, how they overcame it. And the idea is that hopefully out of those safe zones, they can start, you know the faculty can start helping each other, and then maybe it bubbles up to bubbles up to the administrator that leader says oh yeah, we need to change that kind of thing. So those are, those are two great strategies. I also really want to mention here that the faculty role. We all know this change. So you have your faculty I mean that was an assessment and as a coach and as an instructional designer. Whenever you split that roll out to be, you as a leader you really need to manage that role. Okay, you need to manage that change, because the faculty are going to feel as though, you know, you're stealing my job. That's not what's happening. But you need to explain to them and manage that so that's something to watch out for. As a leader, that relationship can get really tenuous back and forth. Okay,

so just keep an eye on that relationship that might be something that you have to manage a little bit more actively than you're used to. And then of course, building trust, that's obviously required when we're doing our faculty communications here are many going forward. Thank you, so continuous improvement. We mentioned this a little bit before. I think I want to say to you here that we know that continuous improvement obviously happens on campus, you change your degree every few years. You had a couple classes. The continuous improvement with CBE is so much more. You know and I say that because there's so many, there's so many more moving pieces. Okay, so it's something that you really need to manage it, you really need to develop a communication strategy around it. It's okay to make mistakes. We just need to learn from them. Okay, you may need to manage some egos around those mistakes, because a lot of times you get your, your, especially with your high achieving champions. They may not be used to failing. So that's something you really need to watch out for as a leader, you may need to manage those egos a little bit, and really reframe everything here as learning, can you begin to learn from our mistakes, get that data and that feedback from our stakeholders. So, one way we can do this related and kind of looking at continuous improvement is using, using a timeline is nice because it can kind of show you all the moving parts at once, and how things might be improving along the way. As you continually work on your CBE program. And lastly here, a really good strategy and I know not everybody can do this because you know grants might be different or whatever your setup might be. But start small. This is one of the biggest things that we've learned is that, don't start with, you know hey we're going to, we're going to start five CBE programs all, you know, next year. Start with one. And the reason being, you're going to learn so much more from doing that one change. You know, you're going to you're going to continually make that one better and when things break, you can fix it. So, when you bring in more degrees or more certificates with CBE, you'll be light years ahead of where you were when you started with just one. So that's an idea and also it gives you as a leader, if you can get an easy win under your belt. You can get a CBE certificate in information technology started, you get something a CBE with healthcare something started with CBE, and it's a win. That's going to go a very long way with getting everyone bought in and even to a higher extent than they were before. So that's really going to work for you as a leader, ensuring that you haven't been easy win. Alright Monique we can go to the next slide. Alright so the last big strategy here. And it's really, it's almost a strategy as a leader. How to, how to make yourself a better leader during this process. And I think that's critical because we see a lot of, you know, evolve your leadership evolves, when you're doing CBE because it's such a big challenge at times. So all these leaders were really self-reflective, they would ask questions and we talked a little bit about that earlier with the curiosity. They're thinking of the next move with their chess game, and they typically have, you know, 10 just going so on and so forth. They have high situational awareness. It's really, really important that you examine not only your organization, but yourself. That's really critical as a leader, you know and I know we've all had, you know, leadership trainings here and there and you know, oh do this do that self-reflecting during this is really going to give you an edge as you're as your kind of laying out all your strategies, you need to know your organization does your organization have an appetite for change. That's going to, that's going to differ between organizations, you know, ask yourself you know Does, does your president, have the appetite for change. Do you have the appetite for change? There's a lot of questions you can ask yourself. What are the tangible and intangible barriers start you are seeing coming up, self-reflect, think about it, reflect on your organization, reflect on your team, you really need to know your, you need to know your organization, and you really need to know your team, because you need to know the button the buttons to push and how to lead that team successfully? So that's the only one more here.

All, questions for the panel so I know I kind of breezed through a lot of those. A lot of those slides here, and it was really a give us a lot of time with, with the panel. So, I'd like to ask if you have questions for the panel, you can certainly put them in chat. And we can, we can start to start getting some knowledge from the panel here as Charla mentioned, we have Christi Amato, the dean at Sinclair Community College. We have Eric Heiser, Provost of Academic and Student Affairs at Central Ohio tech and Amardeep Kahlon on assistant dean at Austin Community College. So, do we have any questions coming up from the chat on CBE leadership.

**Charla Long, Executive Director C-BEN** 33:27

We do not yet have any sure if people will be posting those, maybe our panelists could start by giving you some reactions to the data that you've gleaned in your survey in your study. Would that be okay,

**Ryan Ivers** 33:45

oh yeah oh of course, of course, yeah, why don't we go. Why don't we just go alphabetical So Christi you can start with that one.

**Christi Amato** 33:52

Sure. I think that as I looked through everything and then Ryan we met again and had a conversation. Everything was really insightful and at the same time, if you've ever worked on change initiatives or even if you stood up online programs in the past, none of this comes as a surprise you in terms of, there are certain elements of change resistance or challenges that will emerge in any given initiative. What I think is really unique about CBE and I feel like this was ferreted out in the data is that the complexity, the complexity level of that change the number of people involved in it. Even today, I'm still sometimes surprised by. I mean, at Sinclair we've been offering competency based programs for really this is our ninth year, and I'll have people approach me from different pockets and corners of the college and say, I don't know enough about this and impacts me in some way, whether it's a person working in enrollment or somebody working in the financial aid office, and to this day they still have questions, it's still challenging for them to wrap their minds around the complexity level of this type of initiative so that was my first reaction to the data Ryan.

**Ryan Ivers** 35:09

Thank you. Thank you. Thank you. what about you, Eric.

**Dr. Eric Heiser** 35:14

So yeah, I'm going to agree with Christie, I think, incredibly, the see the research also incredibly validated so this was, you know, we were one of their early colleges that jumped into this and would certainly be one, one of the first to say, you certainly don't need to rush through this, and then start with, like we did 20 programs. And just to kind of give you an idea, you know, lesson learned so I started was in Salt Lake. We got around for TAAACCCT grant we started the 20 programs. Now at a different institution, as the provost and we're getting ready to start CBE or start with three. So that does kind of show you from lessons learned perspective that that's one of the areas that that we're definitely going to take on. The other thing too is, I think for those that are exploring now and I think some of this data will come out, but has come out will come out later, is you're now at a time where I think, especially within the past year, there's a lot more appetite to really kind of question the Nord. I read an

article this morning that you know people are there. I think the appetite for change has increased mainly because the, we, we, meaning higher ed, surprised ourselves with what we were able to do in such a short amount of time, because we were forced to do it last year so I think now's the time to kind of capitalize on that, and as you're looking at, you know potentially doing this or for those that are just getting ready to start know that I think that appetite has continued, or is continuing to grow. So, I'm, I'm happy to see that there's certainly the themes that came out, at least from, from my perspective, or are validating from the standpoint of, you know, you don't. There isn't an answer. You're going to make mistakes, you've got to, you've got to be able to move through those mistakes and, you know, make sure that you're moving forward and the one question that you talked about, that is resonating with me and I didn't put anything in the chat so I'm sorry about that but the question about you know what happens when something goes wrong. I think the idea for me is do what's by your students, and do that at every turn, and you're not going to get yourself in trouble. So I think those are just again, kind of where I'm at. But I, incredibly optimistic for the future of CBE, especially from what's happened this past year.

**Ryan Ivers** 38:04

And thank you Eric. Amardeep you want to jump on that question.

**Dr. Amardeep Kahlon** 38:08

Yeah, Ryan thanks I'm just, I'm going to ditto Christie and Eric there, and I'm also going to follow on to Eric's last thing when he said, what could go wrong, this so much that goes wrong in traditional higher ed. There's so much that doesn't happen when we try it. So, there's this fear that in CBE something could go wrong, but it could just as well go wrong in non-CBE and my one piece of advice is if people who've walked this journey before you, the people who've done this before you, and there's this whole community that's standing there ready to help and ready to be a source of support. All you have to do is reach out to them. I know in Texas, we have the pioneers in Texas, South Texas College and Texas A&M University Commerce, and there's so many times when, you know, we've looked at what are they doing how are they doing it and find your resources, find the people who you can turn to for help when you feel that things are not going to go , and anticipate that something might go wrong and then have a point plan A and a plan B and A Plan C to move past it, or build a plan on the fly. Now it's all going to be okay in the end because it's all okay by the students.

**Ryan Ivers** 39:38

Great, thank. you very much. I'm ready. So I think there was there was a good question here that want to kind of scroll back up to in the chat. So, as leaders, you know, we know equity plays such a huge role in CBE. So, I want to start this with Amardeep. What are some of the ways leaders, kind of centered that equity as you worked to implement CBE desert, you know, big, big, the big equity component.

**Dr. Amardeep Kahlon** 40:05

Well, for us it was a big part of when we started our CBE program was how do we make sure that every student who comes to our CBE program, feels like they belong there feels like they were supported. And one of the things that we found one of the leading points if you will that we found was, where a student is told, you can go to admissions now you can go to financial aid now you can go here and just

in that whole journey that the student travels from one point to another, we found that we lost a lot of students so what we did was we did single point info sessions for our CBE, we did. Single Point interactions with our CBE students where, when they walked in, it was one single point of contact and everything was there. The second thing is we provided wraparound supports, because we're tailoring, particularly, we had our, our aim was to particularly being in an information technology field, where most of you know that there is a paucity of women, and there is a paucity of underrepresented populations such as, you know, African American males such as Hispanic males. And so we built programs around our CBE programs such as women in technology and supports for these populations, understanding all the, all the cultural and the past, you know, if you read literature the school counseling baggage everything that they come with, and they're thinking this is not for me, I'm never going to do this, we saw huge gains because of all these things that we saw, we doubled the number of female graduates we greatly increase the number of African American male graduates. So, we, we do. We did a lot of those understood the challenges that some of our less represented students in our field were facing, and then putting in interventions for that.

**Ryan Ivers 42:19**

Yeah, so great to hear. I know I know you and I talked about it at length a couple times. It's just that that huge equity imperative. You know about how that can really be infused into the program and I think to it, it kind of, it helps get some of that, some of that buy in, do I think that that from a leader standpoint. Like you can look at it and say hey, you know, we're really, we're getting those students and our mission says you should work for, and we should work with, because sometimes we look at our missions and we're like, are we are we actually serving our community. So that's, that's a really good point there so I don't know if Eric or Christi you want to jump in on that with equity as a leader, how do you kind of kind of bring that into your program.

**43:01**

Sure, I can talk to that just a little bit I think there are a number of different approaches that we can take in advancing equitable outcomes in terms of program design, something that we did, we actually use our CBE program as a litmus test for whether or not we could implement an equity rubric and course design. And we picked CBE because it's already so well mapped and the faculty are accustomed to using things like rubrics and metrics in their courses. So we handed off Peralta Community College has an outstanding equity rubric that we borrowed and brought to our faculty and said what do you think about this what elements of this are missing in our course design, and they selected three areas that were not already somehow represented in the program design, and those areas where human bias, content meaning and connection and belonging and so they built out actual measurements and milestones for the build of our courses that each time we design a new course, those will be evaluated and implemented into our course design. So, we tested that in CBE and in 2021 This year we'll be rolling that into all of our online courses and have actually assigned an equity instructional designer and an equity success coach on the other side to pair up and work in those areas to make sure that they're actually institutionalized and built into the infrastructure

**Ryan Ivers 44:26**

that's amazing love hearing that piece.

**Dr. Eric Heiser** 44:28

Eric, do you have anything to add here. Yeah, I'll kind of hit it from a different slant, and while agreeing with both ever deepened Christie I think so. The, I would say equity was really the main reason that we chose to do CBE at Salt Lake and what I mean by that is, we were within, within the college as a whole, there were, there are six schools. We were the only school that had a statutory mandate to serve the underserved. So it's literally written in the Utah constitution that the School of Applied Technology technical specialties is to serve underserved populations, and the way in which you do that, at least the way that we looked at it was that we really kind of had to blow up the traditional model, you know this this school prior to us moving to CBE was all based on the federal clock Hour, which all while incredibly archaic and not really useful from a learning standpoint, was also a huge barrier to entry for students that are single parents, students that are working multiple jobs. And wouldn't you guessed it from an equity standpoint those of your students sit that need you to be as flexible. At the most. And whether that students, color, whether it's students with the lower socio economic standard, any of those populations that the traditional higher ed delivery model has not worked well for that, that's what allowed us to do that with that's what we chose to do CBE that the idea was we're not serving this audience well to begin with, what are the ways that we can make that more flexible, without compromising on quality, that's the key here is that we're not just giving this away. And I would argue quite the contrary. What CBE does is it gives us the ability to prove that our students are in fact, learning what we said they would learn. So yeah, and the great thing, I think, especially from an equity standpoint. And I think Christi kind of hit to this, we're now having those conversations across the spectrum within the institution, which is I think certainly long overdue. But we're asking ourselves those questions in dual enrollment now as well, you know, what are you doing for dual enrollment, How are you making that equitable and so the fact that this conversation has tilted and moved in a direction where institutions are challenging and challenging themselves at each turn, to make sure whatever they're doing is equitable and can serve any student or subsets of populations that they've not traditionally served well in the past. That's, I think that's a great thing for higher ed as we move forward.

**Ryan Ivers** 47:12

Great, thank you that I mean I think it's, it's obviously equity is such a big aspect of CBE here so I haven't seen anything else pop into the chat. Well, there we go. So I want to actually come up with a I have a question I'd like to touch base with all the panelists here on. So, you know, I know I talked about the challenge as a leader. And in terms of what CBE is and how you have to evolve. So, Eric, can you maybe take this and start with, you know what, what is your one biggest challenge as a leader.

**Dr. Eric Heiser** 47:48

I know I'm going to make me pick one. So,

**Ryan Ivers** 47:52

you could pick I mean you pick up to three <laughs>

**Dr. Eric Heiser** 47:59

yeah, that's a. So, let me, let me just all actually start, I'll just be very vulnerable with you all and I think those of you that have seen presented probably heard me say this anyway I'll start with my one of my biggest failures, and I think you saw this in research might have been because Brian talked to me, but

not involving all the people in the beginning of the process. So, when, when the data and the research that Ryan talks about in terms of folks from across the college need to know why you're doing what you're doing. That was something that I dropped the ball on, I would say, fairly seriously in the early on because we just, we weren't thinking about how it was going to affect advising how it was going to affect our financial aid areas, how it was going to add work to those areas. And so that's really kind of the key that when I talk to institutions that are looking to move this way is just have the people at the place at the time and the time, as I define those out, is early so the people are groups that can be affected, across the college, and you need to look outside of your box. So the reason that we did what we did was because we were focused specifically and purely on the academics, we were not focused across the college like we should have been. So, the, that I think it was, it was challenging to communicate to other stakeholders within the college, why we were doing what we were doing we knew what we were doing was good was, and we needed to do it, but because I didn't have them involved earlier in the process, it made it a lot harder than probably should have been. And that's clearly, you know, that's not a mistake. I'll ever make again but yeah, I mean, there were a host of challenges it's, it's just kind of one after the other, none of that means that you shouldn't be doing it I frankly I feel like challenges are kind of the way of showing you that you were doing something that is involving change. And so long as again, you're doing it to do by your students I think it's still worth definitely pursuing but there's certainly challenges that we have that others shouldn't have to deal with and that's one of them. So, if you do that early enough, you'll, you'll create that buy in that you talked about Ryan, even for folks that don't live on your side of the house, regardless of where you are, whether your financial aid, whether you're advising whether your academics. If you create the buy in early enough on, then those folks will see and say oh yeah, I could absolutely see how this would serve the population that we're not serving Well currently

**Ryan Ivers** 50:47

yeah that sorry to put you on blast their number one thing. So Amardeep, what don't you do at least two

**Dr. Amardeep Kahlon** 50:59

Two <laughs>. So, we, you know, it's the same as what Eric said, one of the biggest challenges, you know CBE inherently when you think of something like that when you think of, you know, I totally echo what Eric said earlier in the previous question about the population that's working two jobs that doesn't have the time to come to class at a certain time. How do you serve them that, how do you allow them the ability to accelerate, because we have all these regulatory restrictions around us that say, well a semester is eight weeks a semester is 12 weeks a semester 16 weeks. How dare you say a semester is five weeks, you know, and, and so that was a big challenge. How do we allow people to accelerate? Well, you know we have at ACC. We have three terms we have an eight week a 12 week and a 16 week, and sadly we have to work in those constraints. So, hypothetically, a student could sign up in the 16-week semester and we had students who did that, finish the course in eight weeks, and then we would manually register them in the next level course in the second eight-week term, you know, and so that was a challenge. Just obtaining buy in and course development. We are, we got our TAAACCCT grant. The grant was finally approved in March, and we had the luxury of the whole three months to get. Eric is laughing because he brought me Eric and Christi, probably identify with that. And Christi we were partners with you all on the tech grind. So, we had a luxury of a whole three months to get our first

course because we want to pilot tested in the summer. So, you know, as Mary Hendricks I love Mary Hendricks she was one of the pioneers of CBE in Texas. She's a pick your bell cows first, you know, a Texas term, and that's what we did, we said, you know who's interested. And people came forward and said we want to do this and then there were people who self-selected out and said, you know, we don't want to do this so we picked the people who were interested, and we formed strategies on how to get that course development on steroids. We had an instructional designer, we have all that and going so these were our, our big challenges getting everybody on together, getting you know, dealing with the semester system, and with the regulatory policies around that, and the course development itself and making sure that it was effective and high quality, and still, you know you can make a system that's the highest quality and completely unusable and still usable and user friendly.

**Ryan Ivers 53:53**

And that's great to hear. He brought up such a good point about, you know the regulation, you know higher ed is a highly regulated industry had just started we had many we have many creditors and state boards and this and that and that's not even down to like you know health care yeah do with individual degree, you know, kind of things and it's hard to bring innovation into fields that have a lot of regulations, so I'm glad you brought that up so our Christi, I'm going to put you on the spot, at least one challenge. What was the one big challenge you want to talk about.

**Christi Amato 54:23**

I think the one big challenge is still a challenge that goes on now it's that the tending of it never goes away, the CBE, having a CBE program is a garden that must be tended year in, year out consistently constantly it has to be improved there have to be conversations. I noticed what happened in the last year, to our CBE program at Sinclair, when we were so overwhelmed by pandemic conversion of materials and our LMS, and we couldn't do the things that we normally do which is quarterly sit downs with our faculty members where we have lunch together and we talk about what's going well what's not going well, doing the one on one mentoring with our brand new faculty members to see the programs, and you watch and what happens is the resistance starts to rise again, there are issues that crop up problems that crop up so it is something that always needs work and attention and time and effort and I think that's just an incredible challenge for those that lead the program.

**Ryan Ivers 55:27**

Yeah, I love it to hit on that it's not you know it's; I'm going to I'm going to delve back into a 90's saying but you know it's not set it and forget it. Okay, this is not this is not you know your roast chicken in the Ron Popeil thing. This is it's going to take a lot of time and it's going to take a lot of effort it's the hard work, okay. So, I think that's fantastic to hear from y'all there. So, I don't see anything here. Let's see. Oh, this is a good one, let's see, let me read this like, All, let's see. Eric your up. As a leader, how do you how do you balance top-down directives of initiatives for encouraging and supporting the implementation of CBE while fostering organic grassroots growth interest in CBE by faculty and staff. Holy smokes let's see here, in other words, how do you how do you say, we're going to do this while supporting the ability for faculty and staff developers to get on board with the change work, that will be required to be successful. So I don't mean to put you on the spot there, but

**Dr. Eric Heiser 56:31**

Actually, this one, it doesn't, I'm going to make it sound easy but, and I'm sure, Christi and Amardeep would agree, having gone through this process, you have to find the champions, that's the first thing you need to do find the folks that are going to sell it for you because you can't, it cannot be talked down, it can't be. Y'all are going to do this or else you're, you're losing, losing your job, or something like that I mean it, you, it is so much easier to let the faculty sell to each other, and it is an administrator to sell to the back to the faculty. So, I can. I vividly remember, one of the first meetings I had when I started in Salt Lake, and I started at the time prior to moving to the Dean's chair I was an Associate Dean and I just remember saying, look guys, we're, we'd like to try this thing out, but we need to know that there's interest. So, if you're interested. Let's have a conversation after this meeting about what that might look like. I have five faculty come up to me after that meeting and say they were interested, and we were off and running. And frankly I didn't have to do any selling out to that point because we focused on those faculty, and we let them sell it to their peers, and that's always, at least in my experience that's always going to work way better than a provost or president saying, guess what you're doing this, as opposed to, Again that that let them create the buy in, they're very good about kind of creating some internal peer pressure, if you will, of saying, Oh, well he's doing it. I wonder if we should do it. And that, that was, I think one of the things we did very well honestly it was by accident. It was, it was like, oh, man, I got to find some people to, to see, to see if there's interest, and then you know let's figure it out so the fact that we did find those champions early on, and let them let as Amardeep said, that's the bell account let them go up front, let them, you work from the back, as the leader, you, you let them do all the things that, that they need to do you support them. That's the other part that's incredibly important. You've got to be able to support them both with resource. And in the things that they're doing because it's one thing to say that you're going to do these things it's another thing if you can't support what it is that they're doing from a resource or monetary perspective. So you got to make sure that those ducks are in a row before you get started.

**Ryan Ivers** 59:00

Thank you. Thank you Eric. Amardeep and Christi Do you want to weigh in on that.

**Christi Amato** 59:06

Sure. I think what Eric said cannot be overstated. It is always better to have a faculty champion. I also think that, um, I, when, when I'm faced with situations like this, as the dean of e-learning faculty know and I level with them that I'm responsible for things like infrastructure program standards, we may not see eye to eye at the individual level of as to how they want to offer their course, but I'll level with them and say, here's the thing we're going to have to do this, do you want to architect it with me or do you want me to run forward and try to put my best effort out for you. And maybe it works maybe it doesn't and they always come back with ideas, so I use key committees, I go through faculty senate our shared governance structure I go through our online teaching and learning committee which is another vetting body for big ideas I go through the Center for Teaching and Learning, which is where our faculty are developed. And I find key leaders from those areas and bring them in and say, help me build it so I'm not building this alone, and building something that will fail, and I've never had them turned me down, we don't always agree, but we'll come to some compromise.

**Ryan Ivers** 1:00:16

Thank you. Thank you. Amardeep.

**Dr. Amardeep Kahlon** 1:00:18

Yeah, as I agree with what both Eric and Christina said there was also a from Deborah in the chat said, you've got to listen to the naysayers, because you can learn a lot from them because people who have self-selected said I don't want to do this. You may not agree 100% With what they said. But even if you pick up one point. The second thing is we gave our faculty, a very safe space, you know, our faculty would meet every week. The faculty is self-selected into this, and they would run ideas bounce ideas off each other no administrators in the room, and they would meet every week we also, when you, when you pick your champions. The other thing you have to show your champions is that they have the support that they need. You know and when other faculty who self-selected out remember faculty law faculty at different institutions have innovation fatigue. You know, so you have to you have to make sure you support them adequately. You have to make sure you provide the instructional design I was talking to somebody who wanted to go into CBE and said, Well, we're not going to hire an instructional designer, our Faculty are going to Design. That's where you are setting up that program to actually falter, before it takes off as well. We had Western Governors University come in and provide workshops to our faculty at the beginning, and we had a mini revolt at that at the beginning when they said we're not going to a WGU model, and they had to everybody had to be convinced that no we're not going to a WGU model. And because we didn't even know how to spell competency based when we got the grant. So it was just bringing them in to teach us what is competency based sit and Sinclair came in and, you know, Nancy came in so many times and Christi you came in as well. You know, came in and talked to us, so count on the resource's faculty, show them the resources, show them all the places they can go show them what others have done that they can draw on, make sure they're supported, and you will have faculty champions, pick your champions first and then make sure they are supported, and they will bring like what Eric said they will bring in the other champions.

**Ryan Ivers** 1:02:48

Thank you very much and yes, I think I don't think we can talk enough about how important it is to get those champions on board. It really, you know, helping, as Eric mentioned earlier you know having, having the faculty to other faculty is much better than coming from anybody, Dean department chair Provost, that's just not going to work. Okay,

**Dr. Amardeep Kahlon** 1:03:06

and also like Eric, I'm putting in a shameless plug for CBE Network. Great resource

**Ryan Ivers** 1:03:12

there. You know I tried to put a couple of years. But really, folks, it really is, And you guys are amazing resources I said these people really broke the trail for us though. So I'm going to I'm going to do one more question here, and then we'll work on wrapping this up. Before long, so we talked, you know, buy in. I know that all three of you have mentioned, you know, moving from a traditional campus mindset to a CBE mindset. That understanding of continuous improvement and like, you know, how was that, can you kind of explain how that happened. Did it did it take, take a year that takes six months to take three years, is it still a work in progress. So I don't know if anyone wants it wants to take a stab at that. In terms of the mindset and how critical that is for getting CBE going and sustaining CBE

**Dr. Amardeep Kahlon 1:04:03**

So, I can I say something to that, and she will say continuous process. It never ends. you know because you have to you have to keep motivating people to keep looking at it, we started our CBE program eons ago in 2013, and it's been eight years now. And along the way we've had to sit back and make continuous improvements to it. For example, when we started our CBE program. There were a lot of things that we weren't doing that we are doing now there was a lot of technology we weren't using that we are using now. So all that has come through continuous improvement and that continuous improvement has come to a collaboration between distance education on instructional designers, our faculty, just this past summer in 2020 summer, I presented two CBE workshops to our faculty, because we were starting a new bachelor's program, and, you know, A lot of new faculty had come online since our last CBE and it needed a refresher anyway so it's a continuous process, it doesn't end and realistically speaking anything has to be a continuous process of improvement, because you can't set up something good once and then sit back and say okay now, you know, this car is just going to run itself regardless of the flat tires, because there will be flat tire. So, so you really have to keep looking at ways to improve it. And that only comes as a collaborative process between all the different stakeholders involved.

**Ryan Ivers 1:05:42**

Yeah, I love that again. Yeah, collaboration, we talked about that continuous improvement, so I don't Eric or Christie you want to jump in on that

**Dr. Eric Heiser 1:05:48**

one. I mean, for us it was really the mindset was. And I think I brought this up a little bit earlier, but it was born out of the want and the knowledge to do better than what we were doing. So being stuck on that clock our knowing that our students were challenged to meet the federal definitions of, you know 15 minutes out of every 60 must be in a seat, even if the student is doing this, which was terrible, so how punitive, to tell the student that they're going to have to pay back their Pell money because they finished the program early, just a terrible, terrible way to try and get students to accelerate and move through at a good pace, or pace that works for them. Alternatively, so knowing that we could do better but not really quite sure exactly what that was going to look like or what it would mean we, at the time had a Provost who had experience, I think over 20 years of experience in the military. So we talk often about the fact that the military has done a form of CBE for 70-80 years in terms of their training and so he really was an advocate and kind of that push to say, yeah, you can do better and what if he did something like this, and again that was seven, eight years ago now, and so it was, but it was all born out of frustration with the current system, and knowing that we could do better and just striving to find ways to do better. All, as I alluded to earlier, all with the thought, built around doing what's best by our students so that was really what led us down that pathway and that's the mindset that we kept from, from the beginning all the way through.

**Ryan Ivers 1:07:45**

And it's that it's that empathy and that experience that you can see driving, driving Eric the CBE leader. So, Christi, you want to take it, take a last stab at that.

**Christi Amato 1:07:56**

Sure. I think the only thing I would have to add, in addition to what's already been said is just that it, you probably already have people at your institution that are in the mindset, they're ready, they'll do it today with you, then you have the wide vast middle who will probably come along with time, encouragement conversation data to back up, why this is important and why it should be happening. And there's going to be some who never come along and that is going to have to be okay. We still have people today who tell me personally and enjoy telling me personally, I will never ever teach CBE at this college, and we say, okay, that you know you're not going to win over everybody but if you win over. If you take your early adopters, you're pioneers and people who have a very adventurous mindset of wanting to do things differently for the benefit of students, and you use that to kind of infiltrate the moderate culture at the college and bring people along with you I think there will be that kind of buy in and support that occurs, and I think it's different. The timeline is different in every institution.

**Ryan Ivers** 1:09:02

Wow, thank you very much guys, this is an amazing panel, I hope we all learned a little something here. We're going to wrap it up and give you give you a few minutes back in your day whether you're going to the last meeting and it may be your home free. So, I really appreciate everyone being here. And, you know, for me as a researcher, I will be reaching out to several of you for surveys, interviews, things like that, participants, I want to, I want to hear what you learned. So be aware, I'll be sending out an email before too long. So again, I just want to say thank you to everybody a round of applause for our amazing panelists, I'm the only one applauding. You guys did great. I hope everyone learned something out of this, and certainly we will be sharing this PowerPoint. With C-BEN it'll be up on the website at some point, like that. So, really appreciate it, and have a great rest of your day everyone,

**Monique, C-BEN** 1:09:59

Ryan want to say thank you so much for being with us panelists. Ryan, CBE network.com.org if you need to reach out to us anytime. Thank you everyone.