

**Systems-based tools for  
tackling the ADTL role**

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2014  
**Assessment**Institute  
in Indianapolis

17-19 October 2014

## Session objectives

- Become better aware of the role of Associate Dean Teaching and Learning (ADTL)
  - Typical business school context
  - Roles and Challenges of ADTL
- Acquire strategies for meeting those challenges

## Plan for the session

1. The role of Associate Dean Teaching and Learning (ADTL)
2. The challenges faced by ADTL's
3. Ways of overcoming those challenges



## The role of Associate Dean Teaching and Learning

- Titles
- Responsibilities
- Expectations
- Role requirements
- Authority?



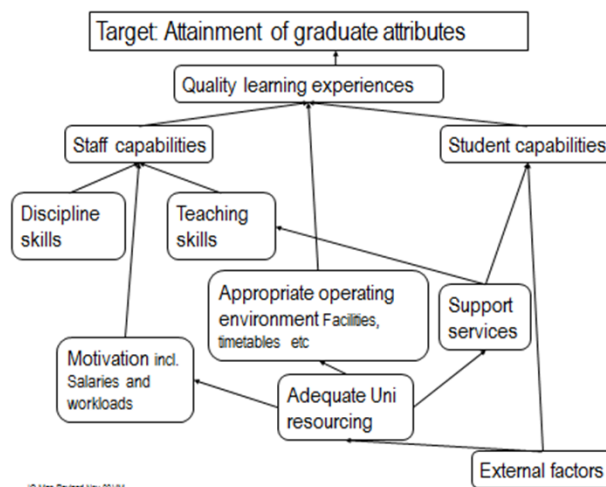
## Our Background

### Teaching and learning initiatives:

- ‘Pathways to Success’
- AACSB accreditation
  - ‘Assurance of Learning’ seen as biggest gap
- New role of Associate Dean (Teaching and Learning) ADTL, filled Aug 2008
  - Responsible for AoL for AACSB, and T&L in VBS
  - Daunting task: new challenge, unknown territory



## Mapping the destination



Using the TOC Goal Tree – previously called IO Map



## Assurance of Learning - 2009

### Continuous Improvement of educational programmes to enhance student learning

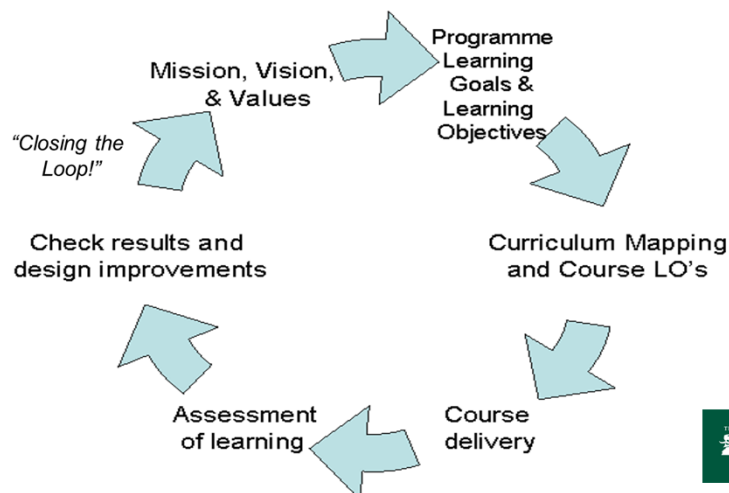
- What do we want students to know?
- How will we develop this in the curriculum?
- Where/how will we test to see whether they have learnt this?
- If students have not learnt this, then  
What improvements do we need to make to the programme?

(K. Martell, AACSB Seminar, Paris, March 2009)



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## A cycle of ongoing improvement



## How to succeed in a very constrained situation?

**Theory of Constraints (TOC)** Goldratt - 1980's  
Need to **Focus** efforts

TOC's **Process Of On-Going Improvement (POOGI)**  
referred to as the **Five focusing steps (5FS)**

3 Preliminary steps

*Define the system, the goal, and how progress will be measured*

5 Focusing Steps

**Step 1. Identify the constraint(s)**

**Step 2. Exploit the constraint(s)**

**Step 3. Subordinate other activities to the above decision**

**Step 4. Elevate the constraint**

**Step 5 Go back to Step 1 – beware inertia!**



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## Achieving our ambitious target

Target: Achieve AACSB Accreditation	
Obstacles	Intermediate Objectives (IO's)
1. Dean doesn't yet understand and lead the accreditation process	Dean is visibly engaged with process and connected internally and externally
2. Faculty/Staff not engaged; some even antagonistic	More informal interactions - investigate morning teas
3. Meetings not run well, not focused enough	Inter-meeting discussions; save meetings for decision-making and actions
4. "It's not our responsibility"	Develop a collegial culture - Quality is everybody's job
5. AoL assessment reports, T & L reports	Stocktake - convene meetings per Learning Objective, compile reports
6. Competitive environment (School vs School)	Develop a collegial culture. More informal interaction between schools
7. 12th floor viewed as distant, aloof	Develop a collegial culture drawing faculty together. More informal interaction within faculty. Inclusivity in T & L; seeing benefits to staff & students
8. Accreditation seen as compliance	Get Mary & others to spread glad tidings about accreditation, more people to seminars. Build enthusiasm; identify early adopters; pick easy tasks, quick wins, appreciate effort. AoL activities count for promotion
9. Resentment about overhead burden	Demonstrate more value out of overheads. Inclusivity in T & L; show benefits to staff & students
10. AoL processes in place by end of 2008, start with core, then new majors	Prevent unwitting or deliberate sabotage; provide templates, blueprints
11. AACSB Accounting Standards	Harvest information already available
12. A lot to do	Time management
13. School focus, Faculty is still an administrative notion	Develop a collegial culture
14. Differing instructions from the top	Unanimous voice, shared responsibility
15. Committee attendance is uneven	Reward Committee members



Using the TOC's Prerequisite Tree method

## Prerequisite Tree

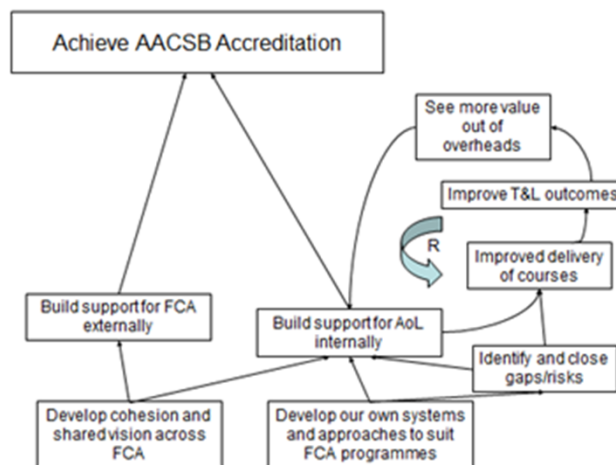
**Target:** \_\_\_\_\_

List all <i>Obstacles</i>	Next list <i>Intermediate Objectives</i>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6. etc	6. etc

Then place all Intermediate Objectives in time/precedence order, starting from the bottom, using “I must first do (lower IO) in order to get over (obstacle) before I can reach (upper IO) ... before we can reach the Target at the top of the tree.

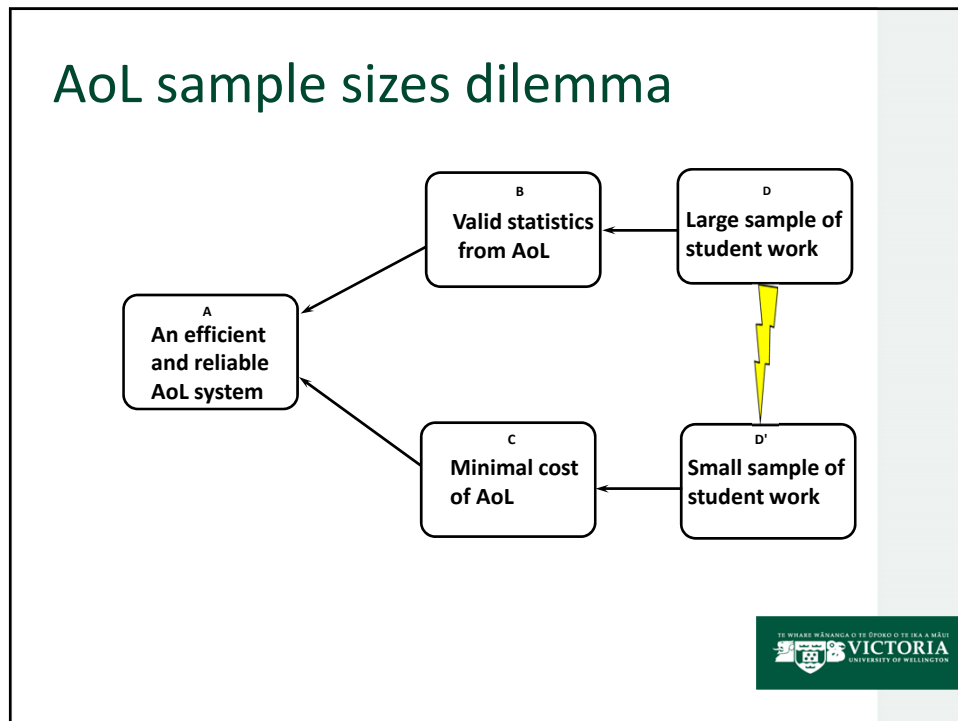
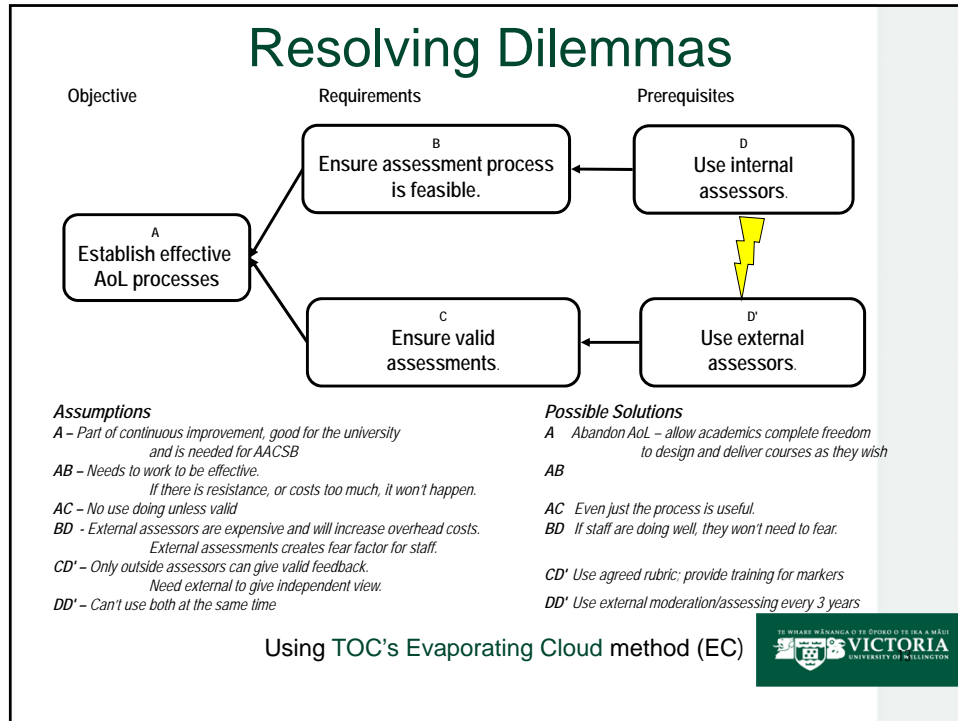


## Achieving our ambitious target

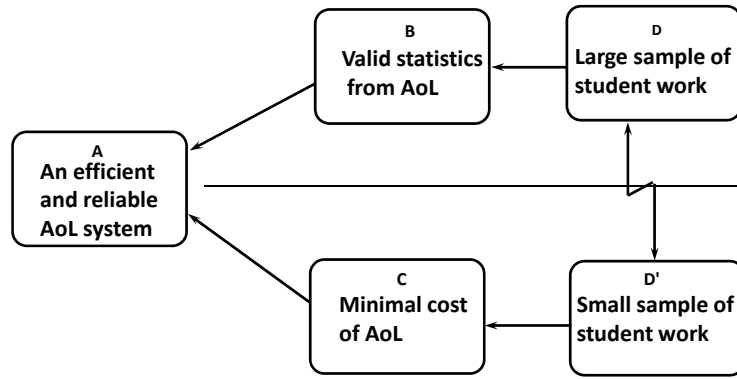


Using the TOC's Prerequisite Tree – with additions!





## AoL sample sizes dilemma



### **Dilemma:**

In order to have A, we must have B, and in order to have B, we must have D.

On the other hand, in order to have A, we must have C, and in order to have C, we must have D'

D and D' cannot occur simultaneously: Hence the dilemma!

### **Solution idea:**

We could use a large sample for doing the assessment, to get valid results. And then copy a small sample **afterwards** for storing, to minimise cost.

### **Recommended solution:**

Use the recommended sample for performing the AoL assessment (20%, minimum 30, or entire class if class is less than 30)

And then take a small sample of 30 as hard copies to store for evidence, selected to represent the range of work.



## Conclusions

Systems approaches like TOC really helped us:

- Goal Tree (IO Map) – to picture our goal
- 5 Focusing Steps – to work with constraints
- Prerequisite Tree – to reach ambitious targets
- Evaporating clouds – to break conflicts
  - TRIZ is helpful to break DD' arrow
  - 'Negative Branch' a sensible follow-on tool
- Steps to gain buy-in – to harness resistance

Chosen actions obvious in hindsight?

Outcome: AoL endorsed

What next?

- Next weakest link!
- Broader teaching and learning initiatives



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## Discussion

*Questions and Comments welcome to:  
Vicky.mabin@vuw.ac.nz*



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## Evaporating Cloud template (Vicky Mabin)

Goldratt, EM. (1994). It's Not Luck, Great Barrington, MA: North River Press.

```

    graph LR
      A[A] --> B[B]
      A --> C[C]
      D[D] --> B
      D --> D_prime[D']
      D_prime --> C
  
```

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## The EC Method- finding a solution

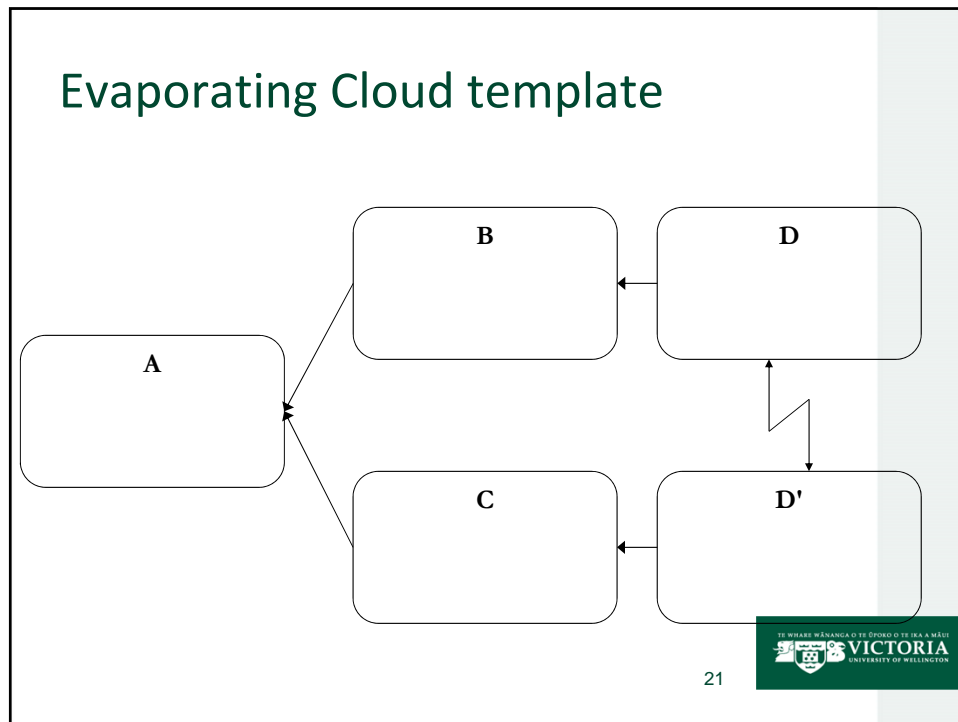
**The quick way:** ask “How can I/we achieve both D’ and B (or D and C)?”  
Check that B and C will both be achieved

I can get both:	By doing ....
<b>D' and B (without D)</b>	
<b>D and C (without D')</b>	

Mabin, VJ, Davies, J & Kim S. (2009) Rethinking Tradeoffs and OR/MS Methodology, *Journal of The Operational Research Society*, 60, pp 1384-1395.

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### The EC Method Finding a solution

**The methodical way:** list out assumptions and then find ways of breaking them

	Assumptions	Injections
AB		
BD		
AC		
CD'		
DD'		

See Cohen (2010), Daily Management with TOC, In Ch 24. 22   
Cox & Schleier, Theory of Constraints Handbook, McGraw-Hill.