

Managerial Decision-Making Final Project

LOYOLA UNIVERSITY NEW ORLEANS

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Zap the Pack Consultants

Executive Summary

Founded in 1912, Loyola University New Orleans has provided quality education to thousands of students from a variety of backgrounds. Inspired by the Jesuit values that are the backbone of the university, Zap the Pack Consultants has decided to investigate, analyze and provide solutions for ways Loyola is currently failing to meet the standards of education they have set.

While some students are enjoying their Loyola education, filled with professors who have internalized and effectively externalized the university's mission statement, there is a percentage of students who are being bullied or made to feel inferior by their professors. If these behaviors progress, the Jesuit reputation of the university will tarnish, and application numbers will decrease, along with other indicators of a successful university such as graduation rate and retention. In an institution, 8 times out of 10 a problem is due to something not working right internally, whether it be due to unclear roles, poor feedback and reinforcements, a lack of rewards, etc. Therefore, Zap the Gap consultants has decided to look at possible causes for this improper behavior of professors towards their students.

Constantly making sure our analyses and proposals are in line with the Jesuit mission of the university, Zap the Gap consultants has developed two possible solutions to get personnel behaviors to the ideals set forth by the university.



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PROJECT OVERVIEW

Background and Overview

Zap the Pack Consultants has worked throughout the Fall 2018 semester to determine and analyze a gap between Loyola's performance goals and actual performance. The decision-making process has been aided by various mental models and books, including Zap the Gaps, Performance Consulting, decision trees, fishbone analyses, and more.

The process began with an analysis of Loyola's business objectives in order to determine goal behaviors of faculty. Current behaviors were then examined, and a gap analysis was performed. Next, a cause analysis was done, examining 16 potential causes which were then narrowed to three based on likelihood. A decision matrix was used to pick which cause Zap the Pack Consultants would focus on determining solutions for. Each consultant came up with one solution based on the cause and performed a detailed analysis of their proposed solution in terms of efficiency and effectiveness. Finally, a decision matrix was again used to determine which solution would be the best for Loyola to invest in implementing, and an implementation plan was created.

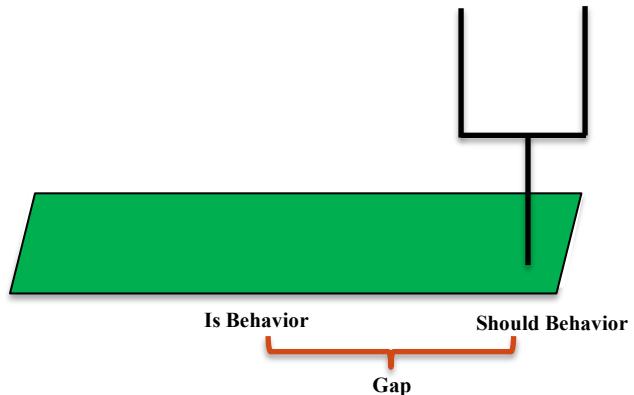
In this report, you will find a detailed breakdown of every step of the process, including two proposed solutions and PERT & Gantt charts for the implementation of one chosen solution.

Mental Models

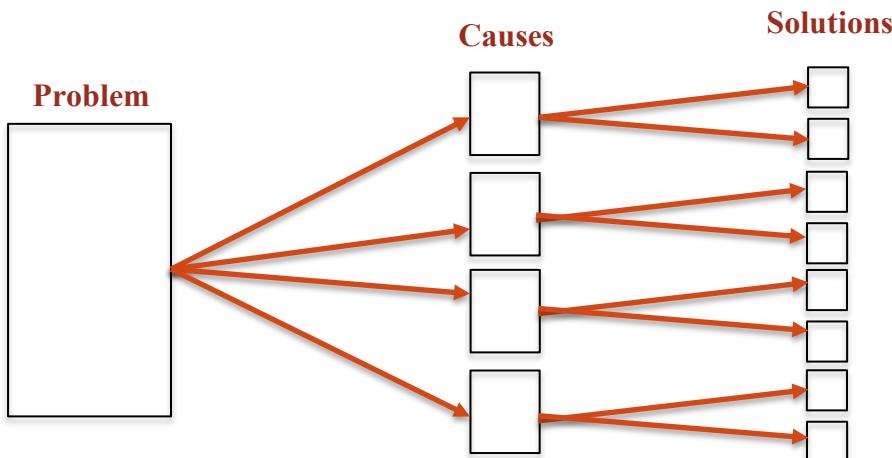
Performance Consulting:



Zap the Gaps:



Decision Tree:



PERFORMANCE GAP

Business and People Objectives

The mission of Loyola University New Orleans is to “create a diverse environment with the spirit of Jesuit values that lead students to meaningful lives with and for others, pursuit of truth and virtue, and working to create a more just world.”

This broad mission has been broken down to four business objectives, one of which is to engage students in high-quality, value-based, experiential education that facilitates students’ discovery of a meaningful life. Zap the Pack Consultants has developed two target business-level metrics based on that objective:

1. 90% job or graduate school placement within 6 months of graduation
2. 3.7/4.0 student confidence in useful tools and skills gained

As shown by the Performance Consulting model, those business objectives were then used to set people-level objectives. Zap the Pack Consultants found that the ideal behavior of university personnel would be to facilitate high-quality class/course interaction between faculty and students in which faculty promotes critical thinking with mutual respect, non-judgmental coaching, and servant leadership towards learning. Three target people-level metrics were developed based on that objective:

1. 0% of students reporting behaviors by professors that are harming their learning in the course
2. 90% of faculty aware of 5 behaviors that harm student learning
3. 1:2 ratio of code of conduct regulations for faculty to code of conduct regulations for students

Gap and Gap Analysis

Based on the performance objectives set, Zap the Pack Consultants has looked at current people-level behaviors and metrics, and analyzed the repercussions of the current levels.

Professors are predominately lecturing with one-way communication styles, with structured conversation and authoritarian feedback or laissez-fair leadership. These behaviors lead students to lose critical-thinking and conversational skills because they feel bullied or shut down/out. When students shut down, they stop curiosity and learning, stop attending classes and doing their work, and their grades therefore drop leading some students to drop-out or transfer. In this, Loyola violates the value of diversity and their Jesuit reputation fails.

Current levels of the metrics developed to measure achievement of this behavioral objective were measured, and Zap the Pack Consultants found:

1. 10% of students reporting behaviors by professors that are harming their learning in the course
 - a. Gap of +10%
2. 80% of faculty aware of 5 behaviors that harm student learning
 - a. Gap of -10%
3. 1:40 ratio of code of conduct regulations for faculty to code of conduct regulations for students
 - a. Gap of -38 faculty standards

For a visual aid, please see the attached Client GAP Form on the following page.

CLIENT GAP FORM

Business Name: Loyola University New Orleans	
Business Industry: Higher Education – undergraduate and graduate	
Business Mission	<i>Create a diverse environment with the spirit of Jesuit values that lead students to meaningful lives for and with others, pursuit of truth and virtue, and working to create more just world; educate the whole person; and benefit communities.</i>
Business-level Should/Objective	Engage in high quality, value based, experiential education that facilitate students' discovery of a meaningful life
Target Metric #1	Job Placement Rate or grad school within 6 mons of graduation = 90%
Target Metric #2	Students confidence in useful tool and skills = average 3.7/4.0

1.1 People Performance Standard		
“SHOULD” <i>(a.k.a., goal, target, star perf.)</i>	“IS” <i>(a.k.a., current, average, actual perf.)</i>	Gap Analysis -- SELL <i>(a.k.a., problem, opportunity, so what, action reason)</i>
Behavior <i>(note SMART-C)</i> Facilitate high-quality class/course interaction between faculty and students in which faculty promotes critical thinking with mutual respect, non-judgmental coaching, and servant leadership towards learning.	Behavior Lecturing with one-way-communication-style predominates, with structured conversation and authoritarian feedback or laissez-fair and leadership	Student loses critical thinking and conversational skills, because they feel bullied or shut-down/out. They shut down and stop curiosity and learning. Student stop attending classes and doing work, and their grades drop. Some students transfer. Loyola violates the value of diversity and the Jesuit reputation fails.
Metric Target-level 1. 0% = % of students reporting behaviors by professors that are harming learning or the course	Current-level 1. 10% = % of students reporting behaviors by professors that are harming learning or the course	GAP in Metrics 1. +10%
Metric Target-level 2. 90% = % of faculty aware of 5 behaviors that harm student learning	Current-level 2. 80% = % of faculty aware of 5 behaviors that harm student learning	GAP in Metrics 2. -10%
Metric Target-level 3. 1:2 ratio of code of conduct regulations for faculty to code of conduct regulations for students	Current-level 3. 1:40 ratio of code of conduct regulations for faculty to code of conduct regulations for students	GAP in Metrics 3. -38 faculty standards

CAUSE ANALYSIS

Cause Analysis and Selection

Prior to jumping to solutions that could make the problem worse, cause more problems, or waste valuable resources, we employed a fishbone analysis to determine as many potential causes as possible in each of the 8 cause categories:

- PESTO – Political, Economic, Social, Technological, Other
- Roles
- Regiments
- Rewards
- Reinforcements
- Resources
- Respect
- KSA – Knowledge, Skills, Abilities

Using the fishbone diagram, we mapped two causes per category for a total of 16 potential causes. Then, based on the group criteria of which we believed were most likely, the team selected three causes on which to do extensive research:

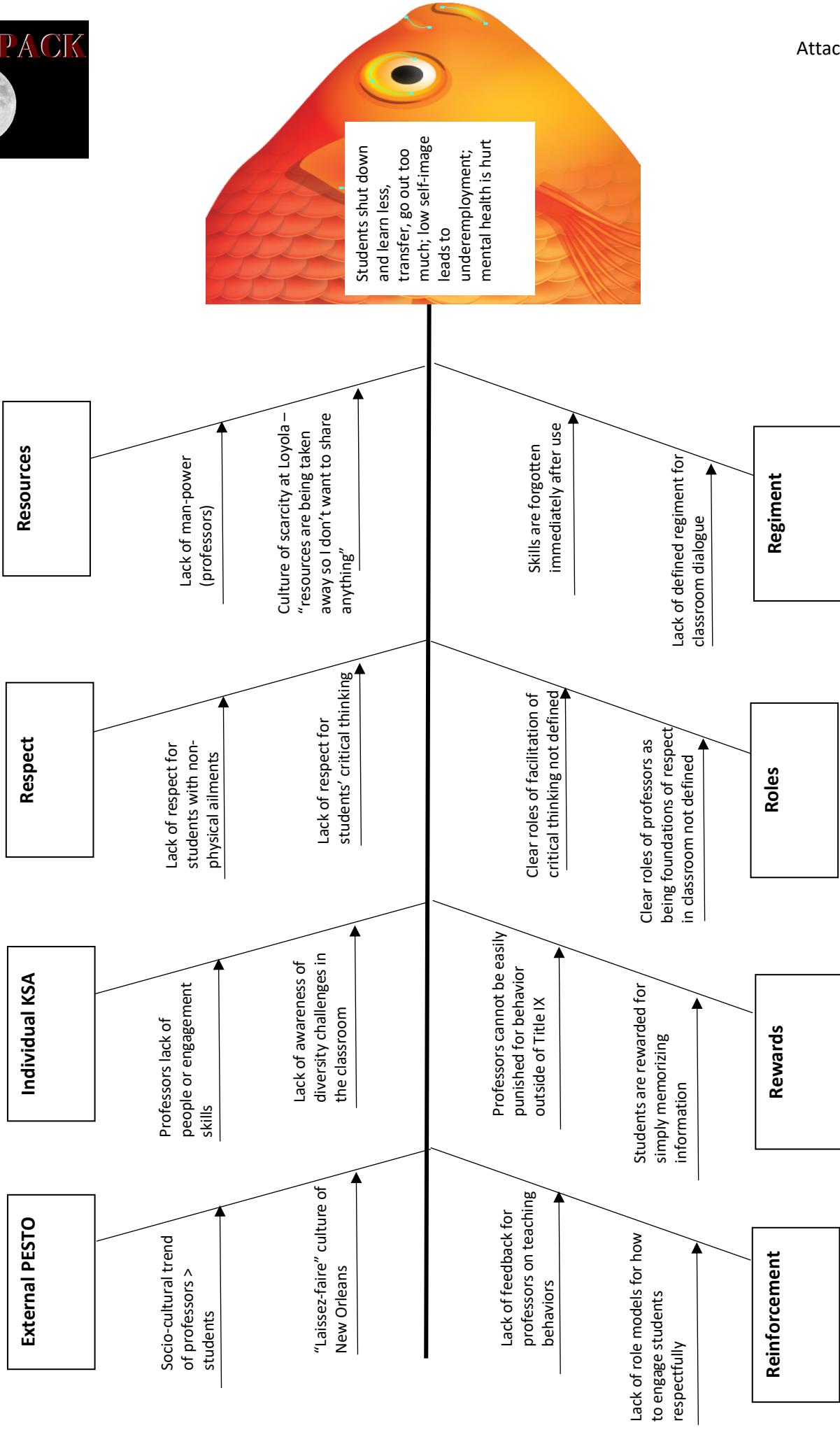
1. Socio-cultural trend of professors > students
2. Students are rewarded for memorizing information rather than learning it
3. Lack of feedback for professors on teaching behaviors

After the research was completed, a decision matrix was used to determine which cause the team would seek solutions for. Based on criteria such as mission fit, consultant knowledge, and simplicity, Zap the Pack Consultants decided to pursue the reinforcement cause of a lack of feedback for professors on their teaching behaviors.

Attached, find the fishbone analysis, decision matrix, and detailed explanation of the selected cause.



Cause Analysis – Fishbone Diagram



CAUSE DECISION MATRIX

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

ZAP the GAP CATERORY	CAUSE	*1 Mission	2 Simplicity	3 Knowledge	4 Job Value	5 Interest	Wt'd Total	Rank	Choice
		0.35 weight	0.25 weight	0.20 weight	0.10 weight	0.10 weight			
1.	Socio-cultural trend of professors > students	2	1	1	1	1	1.35	3	<input type="checkbox"/>
2.	Students rewarded for memorizing information rather than learning it.	1	2	2	3	3	1.85	2	<input type="checkbox"/>
3.	Lack of feedback for professors on teaching behaviors	3	3	3	2	2	2.80	1	<input checked="" type="checkbox"/>

*NOTE (name and explanation of criteria)

1= Severity of Impact on Mission – the causes were ranked from 1 to 3 based on how severely we believe they are impacting the execution of the business mission. 1 means least severe, 3 means most severe.

2= Simplicity vs Complexity – the causes were ranked from 1 to 3 based on their simplicity vs complexity. 1 means most complex, 3 means most simple.

3= Consultant skill and knowledge – the causes were ranked from 1 to 3 based on the knowledge of Zap the Pack's consultants around the issue. 1 means least knowledge, 3 means most knowledge.

4= Future job value – the causes were ranked from 1 to 3 based on the future job value that would be provided to Zap the Pack if they were to focus on solutions to the cause. 1 means least job value, 3 means most job value.

5= Personal Interest – the causes were ranked from 1 to 3 based on the personal interest of Zap the Pack's consultants. 1 means least interest, 3 means most.

CAUSE DESCRIPTION

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

CAUSE	<i>Lack of feedback for professors on teaching behaviors</i>
Cause Category	<input type="checkbox"/> Role <input type="checkbox"/> Reward <input type="checkbox"/> Regiment <input checked="" type="checkbox"/> Reinforce <input type="checkbox"/> Resources <input type="checkbox"/> Respect <input type="checkbox"/> KSA
Description of the Cause	<p>There is no effective dialogue between faculty and students on how the learning experience is going, very little opportunity for feedback from colleagues, and few resources for professors to review their teaching behaviors. The only feedback loop from students is course evaluations, which most students do just so they don't get locked out of Blackboard during finals. Or, students fill out the evaluations honestly only for extreme circumstances (just like how people tend to review products). Very few professors take time during class to ask students how they think the class is going and how to improve, or students will often feel uncomfortable if placed in that situation with the professors directly. Faculty <i>occasionally</i> sit in on their colleagues' lectures, but professors can plan accordingly for the peer-review and may change behaviors for the class.</p>
Explanation of the cause	<p>When there is no dialogue between professors and students, students feel as though there is no way to change their current situation, they feel as though professors don't care, so they just sit in the class and shut down, and the professors don't have any information on how to effectively improve their classes. Without a quality feedback loop from both students and colleagues, professors cannot develop to improve the experience for students, which in turn would lead to a more cohesive (and fun) learning/working environment for everyone.</p>
Source/Research	<ol style="list-style-type: none"> 1. Dr. Kendra Reed, klreed@loyno.edu 2. "The importance of quality feedback for teachers" by Ann-Marie Furney

SOLUTION FIT

Cause-Solution Fit

Many companies fail even after doing a cause analysis, because they jump to solution ideas without making sure the solution matches the cause. The selected cause of a lack of feedback for professors on their teaching behaviors falls into the category of causes internal to the organization related to reinforcements. Therefore, the solutions proposed by Zap the Pack Consultants all seek to improve reinforcement and feedback for professors.

Solution Options

Zap the Pack Consultants has proposed two potential solutions and provided detailed analyses for each:

- A. Monthly town halls in each college
- B. Rebuild blackboard course evaluations

Solution A would allow a frequent and open dialogue between faculty and students in which students could voice any concerns they have with their college – in regard to teaching, learning environments, or any other facets of their education. This would provide feedback for faculty, and also allow progress to be measured directly and frequently.

Solution B would create an anonymous way for students to give feedback to professors and improve the well-being of the classroom. A team of counselor could also analyze the information given by students and address the problems with teachers directly. This provides a data set for teachers and analyst that organizes feedback in a data set.

Detailed descriptions for each solution can be found in their subsequent analysis sections.

SOLUTION A ANALYSIS

Solution Description

Monthly town halls would be held in the various colleges, with either the Dean or Associate Dean present to take questions/concerns, as well as faculty chairs and any other faculty who are available. Town halls will allow students to ask any questions one-by-one, and the faculty will be seated at the front of the room to answer as they deem appropriate. Students can also simply voice any concerns they feel comfortable with in a public forum and be sure their voices are being heard.

This Fall, SGA hosted a town hall about “Changes in Student Services”, and hearing each of the students’ questions and concerns allowed not only SGA representatives but also faculty that were present to understand how students are being affected in ways that weren’t noticed. From this town hall, multiple initiatives have been started, ranging from increasing student financial wellness to clarifying roles within LUPD.

These town halls will provide an open platform in which students can discuss behaviors they have noticed in the college that have affected their learning. With faculty present, they will hear directly from students what some of these behaviors are and have personal connections to help understand how the behaviors affect student learning. While these town halls will not directly change the faculty code of conduct, they may bring to light some gaps and eventually lead faculty members to **want** to clarify their roles and regulations.

Effectiveness Process and Summary

The proposed solution of monthly town halls in each college was first analyzed in terms of effectiveness, the ability to fix the cause well for Loyola. Four analyses were done to measure the potential effectiveness of the solution:

- i. Values Alignment – does the solution align with Loyola’s mission and values?
- ii. Fit Congruence – does the solution fit with the various aspects of Loyola? Including culture, organizational structure, peoples’ skills and attitudes, and the type of work done.
- iii. Ethics – is the solution ethical? How does it impact the various stakeholders on an ethical level, and are there any possible legal repercussions?
- iv. Benefits – how does the solution benefit the university? Both monetarily and in the “intangibles” such as attitudes.

Values Alignment:

When looking at the 12 ideals of a Jesuit education, the proposed monthly town halls align well. The town halls would help further Loyola’s commitment to the ideals of “learning from experience” and “critical thinking and effective communication” by providing students with an open forum to voice any concerns with their current experiences.

Fit Congruence:

While a direct faculty → student forum is a new type of work to be done at the university, it fits well with the attitudes of most professors, who are teaching at Loyola because they truly care for their students and Loyola’s mission. The informal organizational structure is also an environment of faculty and students having open communication, so the town halls would simply be adding a formal structure to the communication line.

Ethics Assessment:

The ethics assessment was done by addressing positive and negative impacts on the “quadruple bottom-line”: personal, profit, people, and planet. The proposed solution has both positive and negative ethical impacts, but overall the critical considerations are expected to have ethically sound outcomes. The solution is ethically sound in terms of profit for both the university and its customers (i.e. students), and also benefits the internal of the people associated, such as employees and students. However, there are ethical drawbacks to consider, such as the risk of airing university and personal issues in a public forum.

Benefits:

Benefits were assessed in terms of increased revenue and decreased expenses, looking at both direct and indirect sources. The main financial source of benefit to the university would stem from increased retention and graduation rates. Based on the calculations performed, an estimated increase in revenue of \$84,000 in the first year is expected.

Intangible value added was also considered, with a large increase in positive student attitudes and engagement expected to result from monthly town halls.

Attached find the forms used to analyze each of the aforementioned measures of the solution’s effectiveness.

VALUES ALIGNMENT EVALUATION

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Monthly town halls in each college

Company Value #1 ➔	Learning from experience
Direction of Impact	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Not Related
Depth of Impact	8
Explanation (how & why)	Monthly Town Halls in each college would allow regular feedback on faculty performance and students' overall learning experiences in the colleges. This feedback would provide opportunities to learn from past mistakes, and if changes are implemented it would allow quick feedback on the changes. Without the town halls, there are limited opportunities to learn about how policies and faculty behaviors are affecting students. The implementation of the town halls would also demonstrate learning from experience, as past town halls done by various colleges and departments have provided a positive forum for students to voice their concerns and opinions.

Company Value #2 ➔	Critical thinking and effective communication
Direction of Impact	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Not Related
Depth of Impact	10
Explanation (how & why)	The entire purpose of the implementation of regularly scheduled Town Halls is to provide an effective means of communication between students and faculty. Without effective communication, there are just rumors and whispers that end up harming the reputation of the university and fail to help the students. Students and faculty would both be required to think critically of how to voice their concerns, how to respond to concerns, and how to attempt to make changes to improve the Loyola experience for everyone.

Source:

1. 12 Ideals of A Jesuit Education - <http://www.loyno.edu/jump/about/loyola-at-a-glance/jesuit-tradition.php>

FIT CONGRUENCE EVALUATION

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Monthly town halls in each college

TYPE OF WORK/TASK

What: Discussion forum between professors & students

Degree % of Fit: 40%

Explanation: Loyola is starting to increase opportunities for discussion between faculty and students, so adding more Town Halls fits in well with the type of task being performed in the university right now. However, this is still a new task that the university is learning how to implement.

PEOPLE's SKILL/ATTITUDES

What: Loyola professors tend to care about students' learning experiences.

Degree % of Fit: 80%

Explanation: The majority of Loyola professors work at Loyola because they care for their students, they just may not know how certain behaviors can affect student learning experiences. They have a very student-centered attitude and would appreciate hearing from students, though may lack some skill required to have thoughtful discussions in the Town Halls.

ORGANIZATION's STRUCTURE

What: Very horizontal informal structure; Direct faculty→student

Degree % of Fit: 90%

Explanation: At Loyola, professors don't view students as being directly below them, with professors in charge and having extreme authority over students. Students and professors tend to have very friendly relationships, with professors being viewed more as mentors than authority figures. Town Halls would complement this informal organizational structure, as students will feel comfortable being honest with professors and professors will be comfortable engaging in dialogue, as well as respect student opinions.

ORGANIZATION's CULTURE/VALUES/BELIEFS

What: Loyola's Jesuit values

Degree % of Fit: 100%

Explanation: The Jesuit values of caring for the whole person, learning from experience, effective communication and more are all in line with the purpose of having frequent town hall discussions. The discussions provided by the town hall forum will allow Loyola to become even more of a university with and for its students.

ETHICS ASSESSMENT via “QUADRUPLE” Bottom-Line

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Monthly town halls in each college

	ELEMENT	Right because	Wrong because	Intensity Factors	Legal Risks? Yes/No	Is this a Critical Consideration?
 PERSONAL	You	Allows both sides of an issue have their voices heard; Respectful; Fair	n/a	Personal	No	<input type="checkbox"/>
 PROFIT	Company	Has positive ROI; Increases retention; Increases grad rate	Requires payment of faculty/staff for implementation	Time lag, Permanency, Probability	No	<input checked="" type="checkbox"/>
	Customers (Students)	Students get more out of the education they're paying for – more “bang for buck”	Students may have to pay for transportation to/from school outside of class hours	Probability, Personal	No	<input checked="" type="checkbox"/>
 PEOPLE	Company	Fits with mission	Public forum of issues within the university	Personal, Social consensus	Yes	<input checked="" type="checkbox"/>
	Customers (Students)	“Cura personalis”; personal connection to professors; feel as though voice is heard on campus	Requires verbal explanation of issues with professors	Personal, Proximity, Probability	No	<input checked="" type="checkbox"/>
	Employees	Allows faculty to do more for students; self-awareness;	Airs certain issues out in the open	Social consensus, Personal	No	<input checked="" type="checkbox"/>
 PLANET	Natural Resources	Most of the time classroom lights are kept on – this makes use of the energy	Uses energy to keep lights in buildings on outside of class hours if they were originally off	Probability	No	<input type="checkbox"/>
	Air	n/a	n/a	n/a	No	<input type="checkbox"/>
	Water	n/a	n/a	n/a	No	<input type="checkbox"/>
	Plants	n/a	n/a	n/a	No	<input type="checkbox"/>
	Animals	n/a	n/a	n/a	No	<input type="checkbox"/>

Bottom-Line BENEFITS ANALYSIS

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Monthly town halls in each college

Source	Phase I: Planning	Phase II: Executing (over a one year period)	Total Money by Resource	Degree of Certainty
1. Increased Revenue Direct	n/a	n/a	0	n/a
Indirect (Tangible revenue via satisfaction, commitment, brand image, loyalty, awareness customer retention and other things correlated with income/revenue; explain detail and calculation))	n/a	<p>70-80% of students leave college because of non-academic difficulties. One of the leading causes is Isolation, meaning students don't feel comfortable reaching out to faculty for assistance. Town Halls would open these lines of communication, thus increasing the retention and graduation rates.</p> <p>Retention rate increase 0.5%: $800 \text{ freshman} * 0.5\% = 4$ students * \$40,000/year tuition = \$160,000 * 35% average amount of tuition not covered by aid = \$56,000</p> <p>Graduation rate 0.5% increase: $400 \text{ seniors} * 0.5\% = 2$ students * \$40,000/year tuition = \$80,000 * 35% average amount of tuition not covered by aid = \$28,000</p>	\$84,000	70 %
2. Decreased Expenses Direct	n/a	n/a	0	n/a
Indirect	n/a	n/a	0	n/a
Total \$	\$0	\$84,000	\$84,000	70 %
3. Intangible Value Added	Student positive attitudes and engagement will be substantially increased and lead to a more positive campus climate. Better student experiences leads to a better image for the university, and makes everyone around happier and more content.			100 %

Sources:

1. <https://www.chronicle.com/article/Achieving-a-Culture-of/237120>
2. <https://www.unit4.com/blog/2016/06/10-ways-to-increase-student-retention>

Efficiency Process and Summary

The proposed solution of monthly town halls in each college was then analyzed in terms of efficiency, use of the least resources and involving the least amount of risk. Four analyses were done to measure the estimated efficiency of the solution:

- i. Cost – how much would it cost to implement the solution for one year?
- ii. Reversibility – how much of the listed costs are reversible?
- iii. ROI – what return on investment (based on the estimated costs & benefits) will the solution provide?
- iv. FMEA – what are the possible risks that could cause the solution to fail? How will management seek to handle these risks?

Cost Evaluation:

The cost evaluation looked at the estimated costs of planning then implementing monthly town halls for a year and was broken down into the “7Ms” – manpower, minutes, money, machines, methods, materials, and megabytes. The highest cost is estimated to be paying for faculty, staff and Zap the Gap Consultants to spend time planning the town halls, implementing them, and subsequently analyzing the feedback. The total estimated cost for one year is \$21,842.89.

Reversibility:

When determining each of the potential costs, reversibility was also analyzed. Since most of the resources needed are manpower and time, only 0.1% of the total cost is reversible.

ROI:

A simple ROI analysis was done, using the estimated benefits (from the previous section) and the estimated costs. With benefits estimated to be \$84,000 and costs estimated to be \$21,842.89, the ROI in the first year of implementing monthly town halls would be 284%.

FMEA:

A Failure Modes Evaluation Analysis (FMEA) was done to predict the potential risks that would cause the solution to fail. Five risks were predicted based on some of the various job performance factors (the 8 cause categories), such as KSAs and resources. A risk priority number (RPN) was given to each failure factor, based on severity, occurrence probability, and detection probability. RPNs could range from 0 to 10,000. The “riskiest” factor was if professors lack the ability to politely respond to the questions/concerns of students, with an RPN of 1800. Strategies to handle these failure factors were suggested, of either A (accept), E (eliminate), R (reduce), or T (transfer). The suggested management strategies for the predicted failure factors were to either Accept or Reduce.

COST EVALUATION plus Reversibility Analysis

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Monthly town halls in each college

Resources	Phase I: Planning/Preparing	Phase II: Implementing/Executing over a one year period	TOTAL Money	% Reversible (Recoverable)
<u>Manpower</u> and Minutes and Money (People x hours x hourly rate)	6 faculty * \$35 * 10hrs = \$2,100 8 staff * \$18 * 15hrs = \$2,160 3 consultants * \$150 * 10hrs = \$4,500	20 faculty * \$35 * 6hrs = \$4,200 8 staff * \$18 * 6hrs = \$864 3 consultants * \$150 * 10hrs = \$4,500 4 faculty to analyze feedback * \$35 * 20hrs = \$2,800	\$21,124	0%
<u>Machines</u> and Minutes		Speakers: \$50.00 * 5% depreciation = \$2.50/speaker * 4 speakers = \$15.00 Microphone: \$54.00 * 5% depreciation = \$2.70/microphone * 12 microphones = \$32.40 Video recorder: \$45.00 * 5% depreciation = \$2.25/video recorder * 4 recorders = \$9.00	\$56.40	0%
<u>Methods</u>	Costs for methods covered in cost of manpower			
<u>Materials</u>	Paper for documentation = \$5.49		\$5.49	
<u>Megabytes</u>		3 colleges * \$19 per 32GB memory card for video storage = \$57 \$50/mo analysis software * 12 months = \$600	\$657	1%
Total	\$8,765.49	\$13,077.40	\$21,842.89	0.1%

ROI ANALYSIS

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Monthly town halls in each college

Total BENEFITS - Total COSTS

Total COSTS



FAILURE MODES EVALUATION ANALYSIS

Problem: Need to better engage people in quality learning through respectful, interpersonal, educational and skill-building activities

		F M E A			STRATEGY DESCRIPTION						
FAILURE FACTOR	Category	FACTOR DESCRIPTION	A) SEVERITY Rate 1-10 10=Most Severe	B) OCCURRENCE Probability Rate 10-100% 100=Highest Probability	C) DETECTION Probability Rate 1-10 10=Lowest Probability	RISK PRIORITY NUMBER (RPN)	D) MANAGEMENT STRATEGY	A	E	R	T
1) Highly autonomous nature and culture of university faculty	PESTO	University professors like to be autonomous, and don't like to do things outside of their required teaching duties. Negative attitudes of professors may lead to ineffective Town Halls.	7 10=Most Severe	80 Rate 10-100% 100=Highest Probability	2 Rate 1-10 10=Lowest Probability	1120 AxByC					Changing the attitude of professors as a whole is a big challenge and would use a lot of resources with very little impact. Loyola needs to trust that its professors are more caring than the average university professor or hope that there are enough professors that care to compensate for those that don't. Some of this risk may be reduced with the attendance requirement (see risk #5)
2) Students don't know what questions to be asking	KSA	Students may lack the knowledge or skills on how to ask the appropriate questions to address their concerns, and thereby lead to ineffective Town Halls	4 10=Most Severe	40 Rate 10-100% 100=Highest Probability	4 Rate 1-10 10=Lowest Probability	640 AxByC					It may take too many resources to teach students how to effectively ask questions to address their specific concerns. If a student has a concern they aren't quite sure how to address, they are always free to get help from peers or seek out faculty members they believe can assist.
3) Professors lack ability to politely respond to questions/concerns of students	KSA	Professors may lack the ability to respond in thoughtful, respectful, but also helpful and meaningful ways to student concerns. Professors only knowing how to respond in "politically correct" manners may lead to ineffective town halls, and actually worsen faculty relationships with students.	6 10=Most Severe	60 Rate 10-100% 100=Highest Probability	5 Rate 1-10 10=Lowest Probability	1800 AxByC					At the beginning of the year, communications professionals (from Loyola's own faculty) will send out an email brief of do's and don'ts of effective communication. These communications faculty will also create and distribute a video about how to handle tough questions from students, especially when emotions may be running high.
4) Over-scheduling results in Town Halls being pushed back or cancelled	Resources	Over-scheduling of events in each college can lead to Town Halls being pushed back or even cancelled because they are not deemed "essential" compared to other college events or commitments of faculty.	9 10=Most Severe	85 Rate 10-100% 100=Highest Probability	2 Rate 1-10 10=Lowest Probability	1530 AxByC					Schedule Town Hall dates at the beginning of the semester, so other University programming is scheduled around the set dates. Only change Town Hall dates in case of emergency.
5) Faculty panelists don't show up because Town Halls are optional	Regiment	Faculty may not show up to Town Hall events that aren't required, and this group of disinterested faculty may be the group that needs student feedback the most	9 10=Most Severe	90 Rate 10-100% 100=Highest Probability	1 Rate 1-10 10=Lowest Probability	810 AxByC					Require faculty to attend a certain number of Town Halls per semester

Top Pros and Cons

PROS:

- 1) ROI – This proposed solution has an estimated ROI of 284%, meaning the university would receive a profit of almost three times as much as the solution costs.
- 2) Sustainability – Once this proposed solution is put in place, the university can carry it on for years to come. The planning costs will be decreased greatly after the first year, when faculty and staff are able to plan the town halls without the aid of consultants and in less time.
- 3) Tangible Benefits – The proposed solution, if effective, will help keep students at Loyola University New Orleans longer, and hopefully up through graduation. The estimated increase in graduation and retention rates would increase revenue, and the increases could continue year after year.
- 4) Intangible Benefits – Not only would monthly town halls help increase revenue for the university, but they would also increase morale and lead to a better student experience.
- 5) Mitigatable Risks – The potential failure factors identified in the FMEA report all have fairly simple ways to reduce the risk or are minor enough to avoid without significant impact on the success of the town halls.

CONS:

- 1) Direct Revenue – The proposed solution does not offer any direct increases to the university's revenue, as all benefits are contingent on student response and may be affected by other factors outside of the university's control.
- 2) Legal Risk – There is the potential for legal risks if significant issues within the university are aired in a public forum such as the monthly town halls. Precautions will have to be put in place to ensure students and faculty are clear on the purpose of the town halls and what is appropriate to be discussed in public.
- 3) Reversibility of Costs – If the proposed solution doesn't have the anticipated outcomes, over 99% of the costs will be sunk. It is important to see that revenue is increased by at least what was put into the implementation of the solution so that the university doesn't lose money.
- 4) Type of Work – Loyola has never engaged faculty and staff from each college in frequent forums, so taking on such a new task may be difficult, especially in the first year of planning and implementation.

DECISION MATRIX:

Each analysis of the solution was ranked on a 4.0 scale and averaged to come up with a “GPA”.

Solution	Effectiveness				Efficiency				Average
	Values	Fit	Benefit	Ethics	Cost	Reversibility	ROI	Risk	
A. Monthly town hall meetings in each college	3.7	3.1	3.8	2.9	3.0	1.0	4.0	3.4	3.11

SOLUTION B ANALYSIS

Solution Description

Rebuilding course evaluations would provide a better forum for students to anonymously report problems or concerns with teachers. Blackboard very easily depicts data that a Loyola solution team could understand and study so that students and teachers can both help solve communication gaps and build a better teaching environment.

Student feedback options are current hard for students to understand and access. Blackboard currently has teacher evaluations, but they are forced and ask very few questions, and are also only accessible to students via a link in an email.

Beginning with a survey taken by random students on campus, Loyola can get a better understanding of what changes need to be made to the Blackboard survey system and implement those solutions into Blackboard. Once students take the new surveys that are developed, a team can better assess the problems students face with certain teachers and help teachers work on these problems such as poor interaction and lack of critical thinking.

Effectiveness Process and Summary

The proposed solution of monthly town halls in each college was first analyzed in terms of effectiveness, the ability to fix the cause well for Loyola. Four analyses were done to measure the potential effectiveness of the solution:

- i. Values Alignment – does the solution align with Loyola's mission and values?
- ii. Fit Congruence – does the solution fit with the various aspects of Loyola? Including culture, organizational structure, peoples' skills and attitudes, and the type of work done.
- iii. Ethics – is the solution ethical? How does it impact the various stakeholders on an ethical level, and are there any possible legal repercussions?
- iv. Benefits – how does the solution benefit the university? Both monetarily and in the "intangibles" such as attitudes.

Values Alignment:

When looking at Loyola's values, rebuilding the Blackboard course evaluations fits well. The new course evaluations would give feedback to professors to help them engage students in high quality, values-based learning and help create diverse learning environments.

Fit Congruence:

Since Loyola is not a technologically up-to-date university, rebuilding the Blackboard course evaluations would be a new task to undertake, not fitting in well with where the university currently is. However, the new course evaluations fit well with the informal organizational structure, as well as the attitudes of students and professors.

Ethics Assessment:

The ethics assessment was done by addressing positive and negative impacts on the "quadruple bottom-line": personal, profit, people, and planet. The proposed solution has both positive and negative ethical impacts, but overall the critical considerations are expected to have ethically sound outcomes. The solution is ethically sound in terms of profit for both the university and its customers (i.e. students), and also benefits the internal of the people associated, such as employees and students.

Benefits Analysis:

Benefits were assessed in terms of increased revenue and decreased expenses, looking at both direct and indirect sources. The main financial sources of benefit to the university would stem from increased retention and decreased costs of firing or training "bad" professors. Based on the calculations performed, estimated benefits of \$53,000 in the first year are expected.

Intangible value added was also considered, with a large increase in positive student attitudes and engagement expected to result from monthly town halls.

Attached find the forms used to analyze each of the aforementioned measures of the solution's effectiveness.

VALUES ALIGNMENT EVALUATION

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Rebuilding course evaluations on Blackboard

Company Value #1 ➔	Engage students in high quality, value based, experiential learning that facilitates students' discovery of a meaningful life
Direction of Impact	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Not Related
Depth of Impact	9
Explanation (how & why)	Instead of helping students critically think, teachers are lecturing and testing more than pushing students to apply their knowledge to real-life situations. Rebuilding the course evaluations would give feedback to professors necessary to help them achieve this goal.

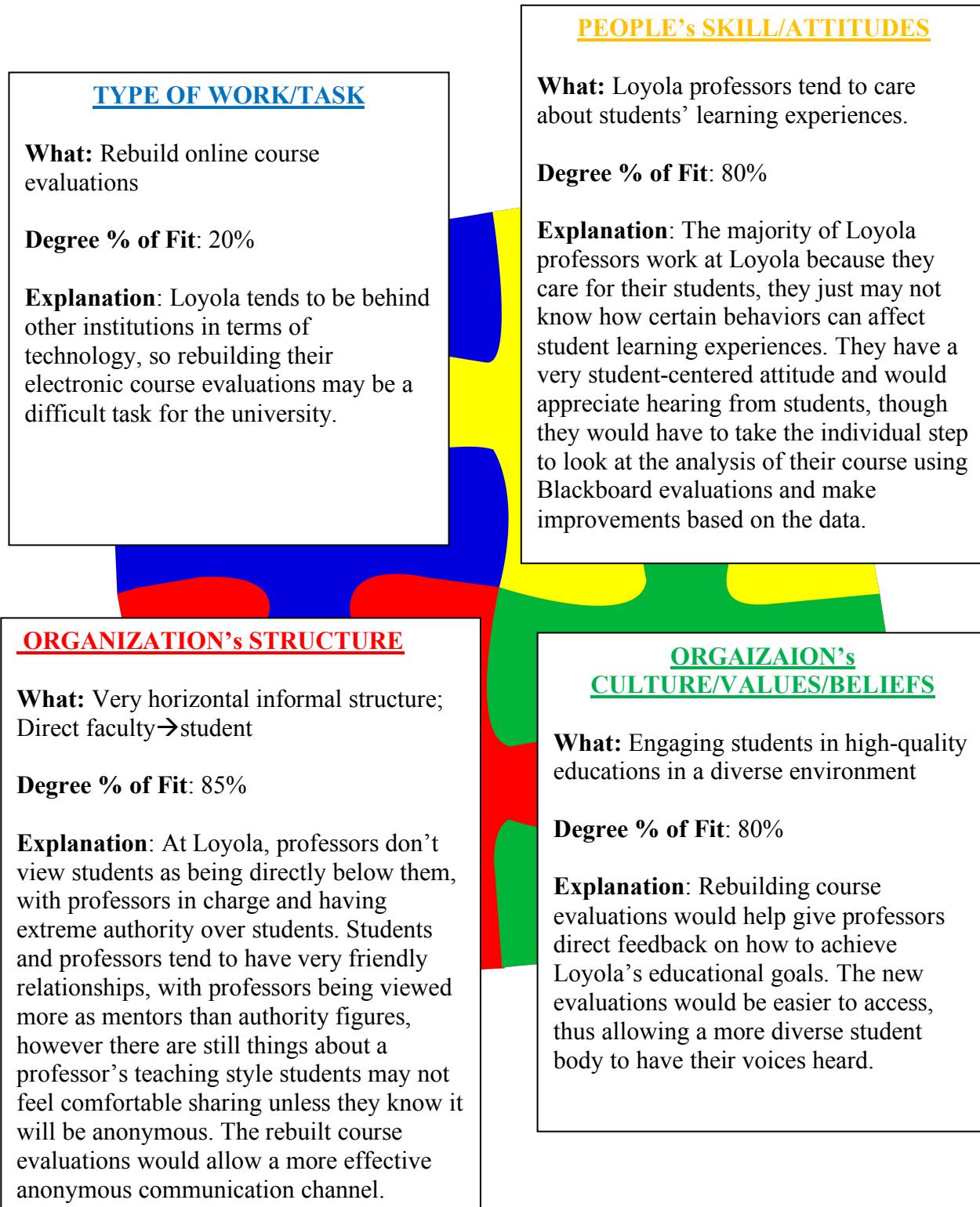
Company Value #2 ➔	Creating a diverse environment for students
Direction of Impact	<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Not Related
Depth of Impact	7
Explanation (how & why)	Not only is Loyola culturally diverse but it should also be class and teacher diverse. Creative, interesting, and high energy classrooms will promote critical thinking and a better teacher student relationship. Increasing accessibility of course evaluations also allows a more diverse student body to respond.

FIT CONGRUENCE EVALUATION

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Rebuilding course evaluations on Blackboard



ETHICS ASSESSMENT via “QUADRUPLE” Bottom-Line

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Rebuilding course evaluations on Blackboard

	ELEMENT	Right because	Wrong because	Intensity Factors	Legal Risks? Yes/No	Is this a Critical Consideration?
 PERSONAL	You	Supporting values; Working to create a more just world	n/a	Personal	No	<input type="checkbox"/>
 PROFIT	Company	Increases retention; Increases grad rate	Costly reconstruction of Blackboard evaluations	Time lag, Probability	No	<input checked="" type="checkbox"/>
	Customers (Students)	Students get more out of the education they're paying for – more “bang for buck”	n/a	Probability, Personal	No	<input checked="" type="checkbox"/>
 PEOPLE	Company	Fits with mission; Helps Loyola's reputation	n/a	Personal, Social consensus	No	<input checked="" type="checkbox"/>
	Customers (Students)	“Cura personalis”; personal connection to professors; feel as though voice is heard; anonymity	n/a	Personal, Proximity, Probability	No	<input checked="" type="checkbox"/>
	Employees	Helps faculty better understand students' needs; self-awareness;	Have to spend time analyzing their course results & implement change	Social consensus, Personal, Time lag	No	<input checked="" type="checkbox"/>
 PLANET	Natural Resources	n/a	Energy to make technological changes	n/a	No	<input type="checkbox"/>
	Air	n/a	n/a	n/a	No	<input type="checkbox"/>
	Water	n/a	n/a	n/a	No	<input type="checkbox"/>
	Plants	n/a	n/a	n/a	No	<input type="checkbox"/>
	Animals	n/a	n/a	n/a	No	<input type="checkbox"/>

Bottom-Line BENEFITS ANALYSIS

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Rebuilding course evaluations on Blackboard

Source	Phase I: Planning	Phase II: Executing (over a one year period)	Total Money by Resource	Degree of Certainty
1. Increased Revenue Direct	n/a	n/a	0	n/a
Indirect (Tangible revenue via satisfaction, commitment, brand image, loyalty, awareness customer retention and other things correlated with income/revenue; explain detail and calculation))	n/a	High student satisfaction will cause a lower dropout rate, which means there will be a higher retention rate. Retention rate increase 0.25%: 800 freshman*0.25%=2 students*\$40,000/year tuition=\$80,000*35% average amount of tuition not covered by aid=\$28,000	\$28,000	50 %
2. Decreased Expenses Direct	n/a	n/a	0	n/a
Indirect	n/a	The expense of having to fire and coach bad teachers will be eliminated, saving time and resources. Research shows it can take anywhere from two to almost ten years and costs \$50,000-\$450,000. Decreased expense for not having to fire and coach 1 professors: \$50,000/2 years = \$25,000/year	\$25,000	75%
Total \$	\$0	\$53,000	\$53,000	72.5 %
3. Intangible Value Added	Student positive attitudes and engagement will be substantially increased and lead to a more positive campus climate. Better student experiences leads to a better image for the university, and makes everyone around happier and more content.			100 %

Efficiency Process and Summary

The proposed solution of monthly town halls in each college was then analyzed in terms of efficiency, use of the least resources and involving the least amount of risk. Four analyses were done to measure the estimated efficiency of the solution:

- i. Cost – how much would it cost to implement the solution for one year?
- ii. Reversibility – how much of the listed costs are reversible?
- iii. ROI – what return on investment (based on the estimated costs & benefits) will the solution provide?
- iv. FMEA – what are the possible risks that could cause the solution to fail? How will management seek to handle these risks?

Cost Evaluation:

The cost evaluation looked at the estimated costs of planning then implementing monthly town halls for a year and was broken down into the “7Ms” – manpower, minutes, money, machines, methods, materials, and megabytes. The highest cost is estimated to be paying Zap the Gap Consultants and software consultants to spend time developing the new evaluations on Blackboard. The total estimated cost for one year is \$20,810.98.

Reversibility:

When determining each of the potential costs, reversibility was also analyzed. None of the estimated costs for this solution are reversible.

ROI:

A simple ROI analysis was done, using the estimated benefits (from the previous section) and the estimated costs. With benefits estimated to be \$53,000 and costs estimated to be \$20,810.98, the ROI in the first year of implementing new course evaluations would be 112%.

FMEA:

A Failure Modes Evaluation Analysis (FMEA) was done to predict the potential risks that would cause the solution to fail. Five risks were predicted based on some of the various job performance factors (the 8 cause categories), such as KSAs and regiments. A risk priority number (RPN) was given to each failure factor, based on severity, occurrence probability, and detection probability. RPNs could range from 0 to 10,000. The “riskiest” factor was if students fail to fill out the new course evaluations, with an RPN of 4500. Strategies to handle these failure factors were suggested, of either A (accept), E (eliminate), R (reduce), or T (transfer).

COST EVALUATION plus Reversibility Analysis

Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Rebuilding course evaluations on Blackboard

Resources	Phase I: Planning/Preparing	Phase II: Implementing/Executing over a one year period	TOTAL Money	% Reversible (Recoverable)
Manpower and Minutes and Money (People x hours x hourly rate)	3 consultants * \$150 * 10hrs = \$4,500 2 software workers * \$50 * 10hrs = \$1,000	3 consultants * \$150 * 10hrs = \$4,500 4 software workers * \$50 * 40hrs = \$8,000 2 faculty * \$35 * 10hrs = \$700	\$18,700	0%
Machines and Minutes		Computer: \$1000 * 5% depreciation = \$50/cpu * 30 computers = \$1,500	\$1,500	0%
Methods	Costs for methods covered in cost of manpower			
Materials	Paper for surveys = \$5.49 * 2 = \$10.98		\$10.98	0%
Megabytes		\$50/mo analysis software * 12 months = \$600	\$600	0%
Total	\$5,510.98	\$15,300	\$20,810.98	0%

ROI ANALYSIS

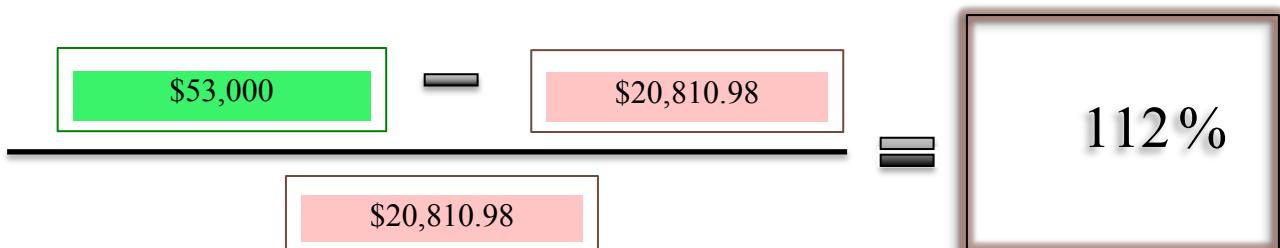
Problem: Lack of engaging students in high-quality learning through respectful, interpersonal, education, skill-building activities

Cause: Lack of feedback for professors on teaching behaviors

Solution: Rebuild course evaluations on Blackboard

Total BENEFITS - Total COSTS

Total COSTS



FAILURE MODES EVALUATION ANALYSIS

Problem: Need to better engage people in quality learning through respectful, interpersonal, educational and skill-building activities

FMEA											
FAILURE FACTOR	Category	FACTOR DESCRIPTION	A) SEVERITY	B) OCCURRENCE	C) DETECTION	RISK PRIORITY NUMBER (RPN)	D) MANAGEMENT STRATEGY				STRATEGY DESCRIPTION
			Rate 1-10 10=Most Severe	Probability Rate 10-100% 100=Highest Probability	Probability Rate 1-10 10=Lowest Probability	AxBxC	A	E	R	T	
1) Highly autonomous nature and culture of university faculty	PESTO	Professors could ignore student feedback	8	80	2	1280			R		Trusting Loyola's professors to cut this bad behavior is difficult, so creating an incentive for highly-rated professors is an option to both encourage professors to do better and look at the feedback to see how to get better ratings in following years.
2) Students fail to fill out course evaluation	KSA	If students do not fill out the evaluations, there will not be any data to study, resulting in no feedback to help make any changes	9	50	10	4500			R		Course evaluations can be made mandatory, and students will be locked out of Blackboard during finals week if they do not fill out them out. This unfortunately does not reduce the risk, as some students do not use Blackboard during finals week.
3) Angry professors	KSA	Professors could lash out at consultants and data analysts if results do not turn out how they want them to.	8	25	1	200				T	The problem should be addressed by a dean or higher up if professors have attitude problems and are lashing out.
4) Students do not take course evaluations seriously	Regiment	If students do not take the course evaluations seriously, the data will not be useful	5	40	10	2000	A				Being that it is fairly difficult to detect if students are taking the evaluations seriously, we will have to accept this risk and trust that the students who care will prevail.

Top Pros and Cons

PROS:

- 1) ROI – This proposed solution has an estimated ROI of 112%, meaning the university would receive a profit of just over what the solution costs.
- 2) Sustainability – Once this proposed solution is put in place, the university can carry it on for years to come. If this redesign of the course evaluations is done well, the new evaluations can stay in place for years to come.
- 3) Tangible Benefits – The proposed solution, if effective, will help keep students at Loyola University New Orleans longer and decrease the costs of firing, coaching, and hiring professors.

CONS:

- 1) Direct Revenue – The proposed solution does not offer any direct increases to the university's revenue, as all benefits are contingent on student response and may be affected by other factors outside of the university's control.
- 2) Extreme Risk – Even if the course evaluations are updated, students still may not fill out the evaluations or fill them in simply to get them done. This would ruin the purpose of the new course evaluations, as teachers would not get better feedback than they currently are.
- 3) Reversibility of Costs – If the proposed solution doesn't have the anticipated outcomes, all of the costs will be sunk. It is important to see that revenue is increased by at least what was put into the implementation of the solution so that the university doesn't lose money.
- 4) Type of Work – Loyola is not very good with technology, so implementing a solution that is so focused on technology does not fit well with the current skillset of university faculty and students.

DECISION MATRIX:

Each analysis of the solution was ranked on a 4.0 scale and averaged to come up with a “GPA”.

Solution	Effectiveness				Efficiency				Average
	Values	Fit	Benefit	Ethics	Cost	Reversibility	ROI	Risk	
A. Rebuild course evaluations on Blackboard	2.7	1.3	3.5	3.5	3.2	1.0	3.7	2.5	2.68

RECOMMENDATION AND IMPLEMENTATION

Recommendation

Based on the analyses provided, Zap the Pack Consultants is recommending the implementation of Solution A, monthly town halls in each college. The primary reasons are as follows:

- Higher ROI – Based on estimated costs and benefits, monthly town halls would result in a 284% return on investment, compared to a 112% ROI of redesigned course evaluations.
- Stronger Values Alignment – The solutions of monthly town halls directly aligns with and positively impacts Loyola's commitment to the 12 ideals of a Jesuit education. Open and effective communication between faculty and students helps create an environment conducive of learning and personal development.
- Less Risk – The monthly town halls have less risk of failure than the redesigned course evaluations. The course evaluations are relying on students filling out an online, anonymous survey, allowing for dishonest or uninterested feedback. When students give their feedback in person, they are likely to provide as much detail as possible and feel more like their voice is being heard.
- Better “Fit” – Not only does the solution of monthly town halls align better with the university’s values, but it fits better with the organizational structure and type of work done at the university. Loyola is moving to increase open communication between students and administration, so adding a frequent communication line between professors and students of each college would help the university continue in that direction.

Overall, Solution A was rated higher than Solution B on a 4.0 scale. The full decision matrix is below.

Solution	Effectiveness				Efficiency				Average
	Values	Fit	Benefit	Ethics	Cost	Reversibility	ROI	Risk	
A. Monthly town hall meetings in each college	3.7	3.1	3.8	2.9	3.0	1.0	4.0	3.4	3.11
B. Rebuild course evaluations on Blackboard	2.7	1.3	3.5	3.5	3.2	1.0	3.7	2.5	2.68

Expected Outcomes

Zap the Pack Consultants has estimated the following outcomes of implementing monthly town halls for one year:

- **Costs = \$21,842.89**
- **Benefits = \$84,000**
- **ROI = 284%**

In terms of the target metrics evaluated earlier, Zap the Gaps Consultants anticipates the following changes:

Metric	Target Level	Current Level	Current Gap	Anticipated Level	Anticipated Gap
% of students reporting behaviors by professors that are harming learning or the course	0%	10%	+10%	3%	-3%
% of faculty aware of 5 behaviors that harm student learning	90%	80%	-10%	90%	0%
Ratio of code of conduct regulations for faculty to code of conduct regulations for students	1:2	1:40	-38	1:30	-28

While Town Halls will not eliminate all the bad behaviors professors exhibit, they will certainly bring awareness to professors of how students are feeling in the classroom and bring to light behaviors that harm student learning. The revelations brought to faculty and staff through the town halls will hopefully encourage both students, faculty, and administration to create more fair and just code of conduct regulations for faculty.

Solution Implementation Overview

Zap the Pack Consultants has provided a 10-step implementation plan, along with PERT and Gantt charts to apply timelines for the implementation. The plan is broken up into four sections:

- Planning
- Implementation
- Results
- Feedback

The provided PERT and Gantt charts provide a timeline for executing one town hall, and it can be assumed that each plan will be repeated 6 times per year to make the town halls monthly during each semester.

When implementing a solution, it is important to note the Project Management Triangle. The triangle shows that when completing a task, there is a balance between time, cost and scope that will determine the quality of the project.



4-Part Work Breakdown Structure

Zap the Pack Consultants developed the following work breakdown structure for the implementation of a town hall.

1. PLANNING

- 1.1. Review goals and methods of town halls
- 1.2. Write procedure and proposal, with resources and help of consultants
- 1.3. Get approval from administration
- 1.4. Review “is” and “should” target metrics
- 1.5. Organize people, rooms, dates, and rent equipment from Media Services

2. IMPLEMENTATION

- 2.1. Announce and market town halls
- 2.2. Run town hall
- 2.3. Solicit feedback from students & faculty

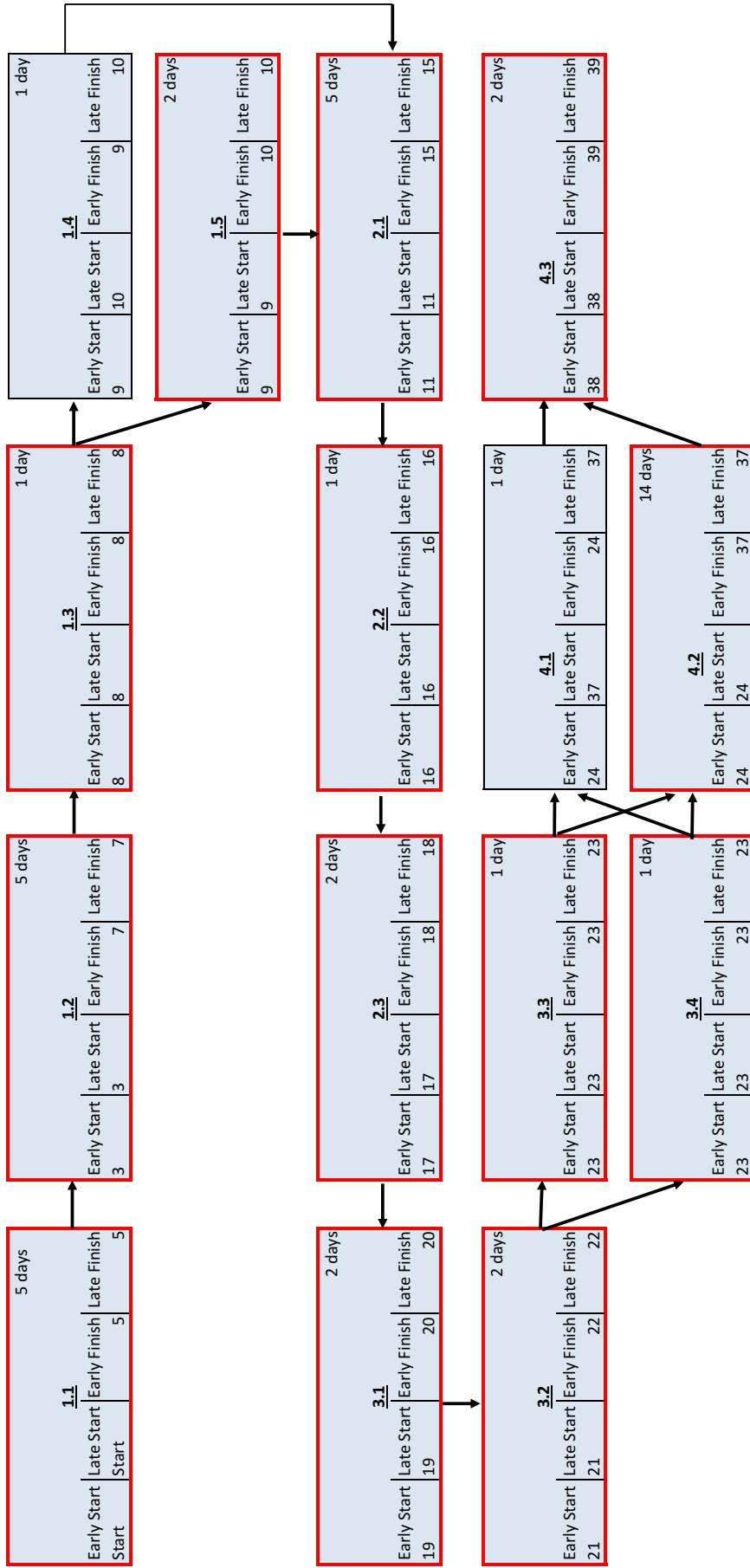
3. RESULTS

- 3.1. Collect the feedback
- 3.2. Review/analyze results
- 3.3. Have a group meeting of deans and faculty who attended the town hall
- 3.4. Disseminate information to faculty who were not in attendance

4. FEEDBACK

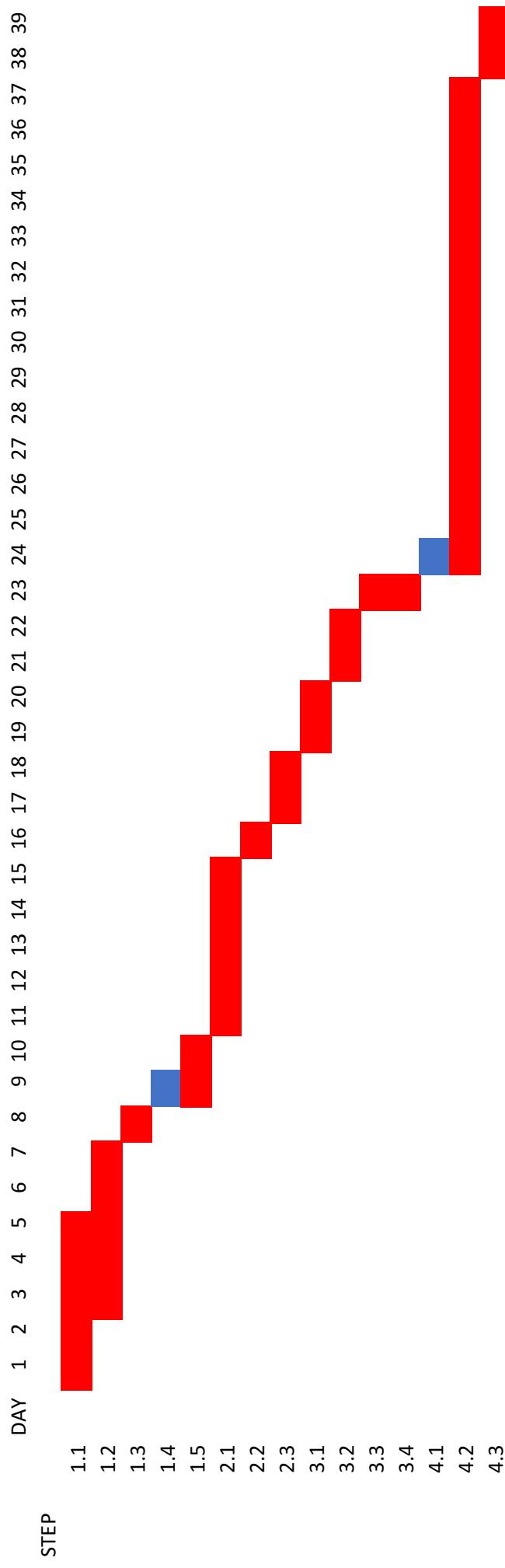
- 4.1. Analyze metrics for new “is” and gaps
- 4.2. Analyze differences in professor behaviors
- 4.3. Implement change or maintenance program/plan

PERT Chart*



*Critical path outlined in RED. Numbers correspond to task number in 4-part work breakdown structure.

Gantt Chart*



*Critical path in RED. Numbers correspond to task number in 4-part work breakdown structure

Main Point “Pitch”

After analyzing Loyola’s current situation over the past 4 months, Zap the Pack Consultants truly believes that implementing monthly town halls in each college will help the university “zap the gaps” that we have found.

Not only will this solution show an increase in revenue and generate a profit for the university, but perhaps more importantly it will allow students to feel as though they have a voice on campus. As a university that prides itself on giving students of diverse backgrounds an education focused on caring for the whole person, it is imperative that all professors live up to this standard. No student should feel as though they are being bullied and discriminated against by their professor, and things aren’t going to change unless they are talked about.

With all of the changes that the university has dealt with in the last four years, an increase in communication between students and administration has helped ease tensions when issues have arisen. Loyola needs to continue their movement towards a more transparent environment by allowing students from each college to have an open forum to discuss any issues or concerns.

As a senior at Loyola and member of the Student Government Association Executive Cabinet, I am fortunate to have a deeper insight to student life and the issues surrounding the student body than I ever could have anticipated as a first-year student. I love this university and hope to see it thrive while maintaining and improving the excellent standards of education I know it sets for itself.

Please reach out if you have any further questions or concerns.

Best,

Rebecca L Driever

Rebecca L Driever
Zap the Pack Consultants
Director of Finance, Student Government Association
vp: membership & Honor Board: junior member, Delta Gamma Fraternity
VP/co-founder, Women in STEM