

OPENING KEYNOTE

Leading from the Middle: Two Conceptual Frameworks and Three Theories

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University of
CINCINNATI



2025 PRINCIPAL
**LEADERSHIP
INSTITUTE**

Leading from the Middle

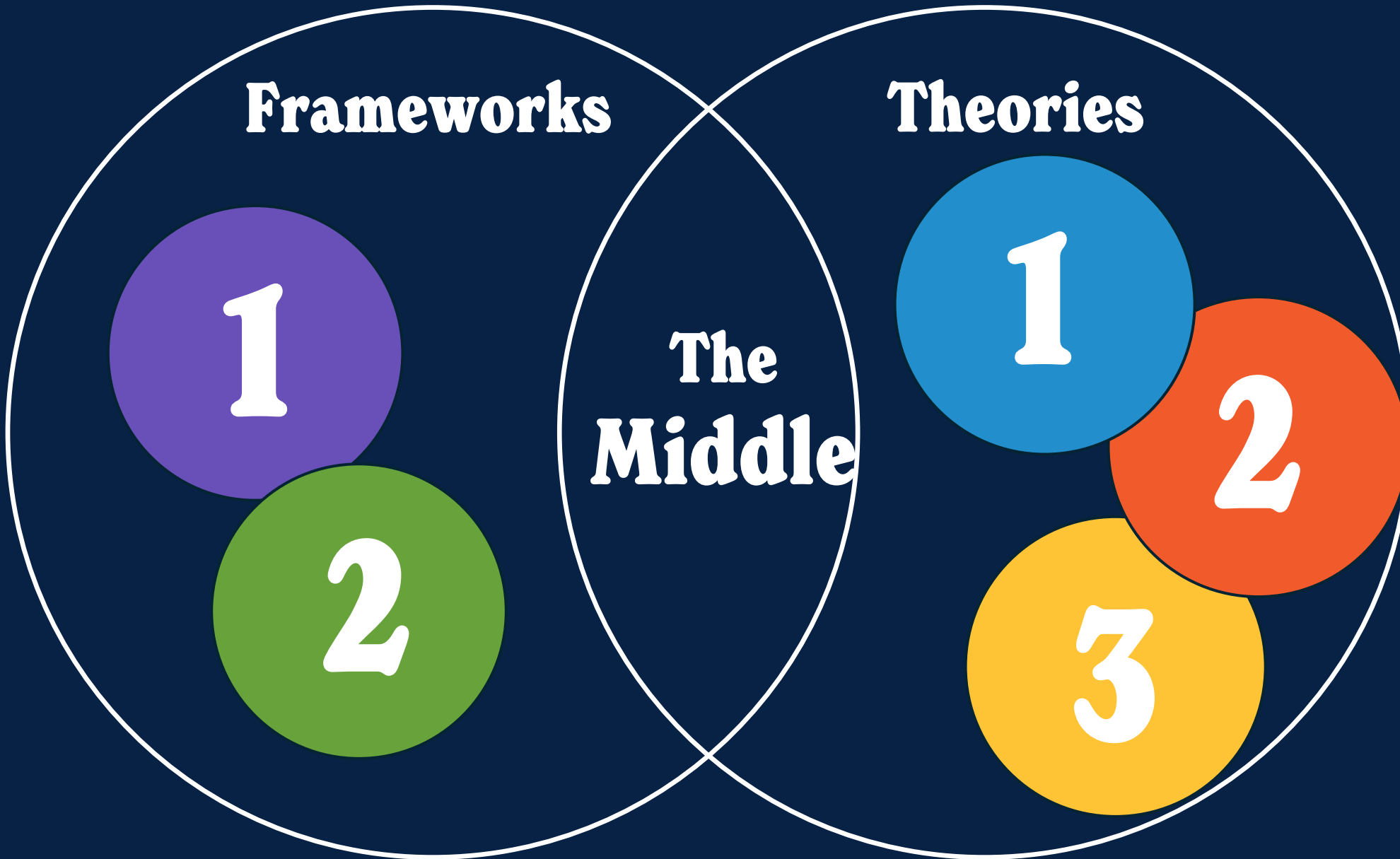
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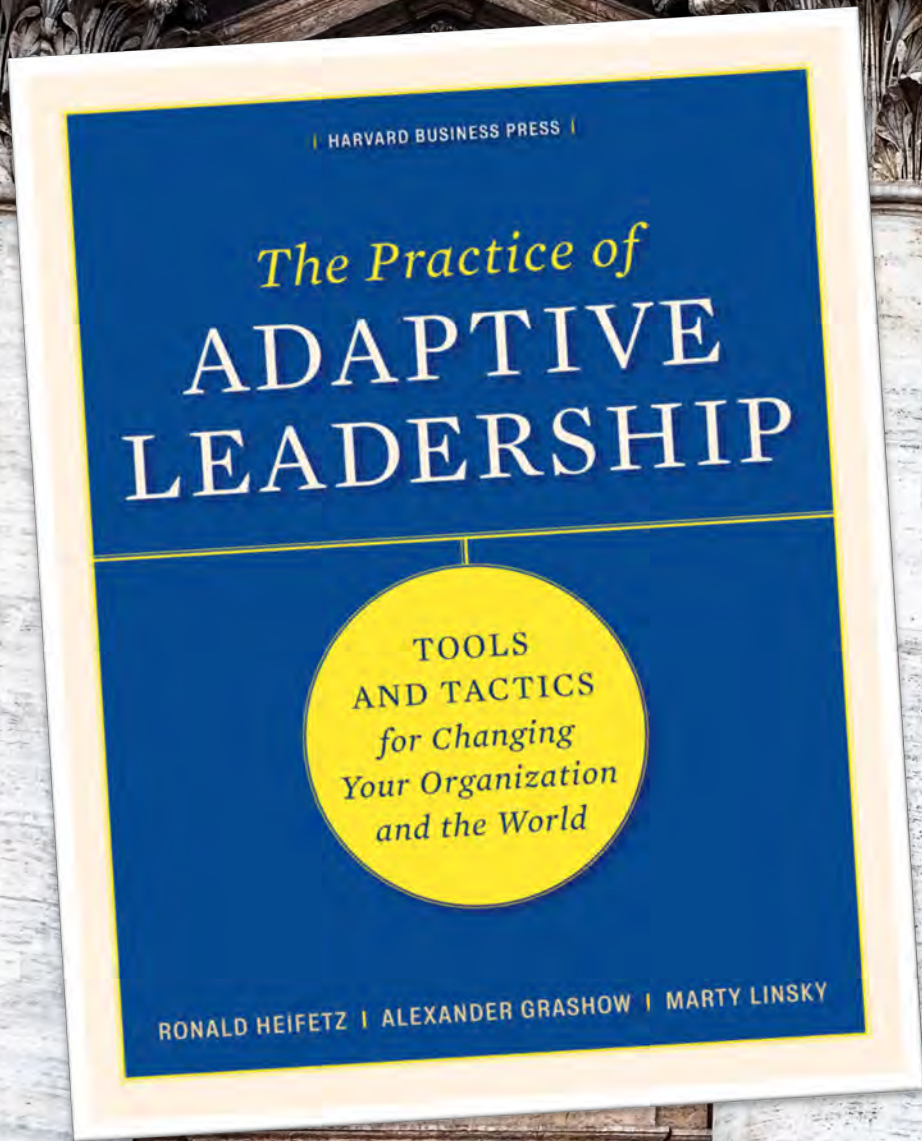


Two Frameworks

1 Adaptive Leadership

2 Both/And Thinking

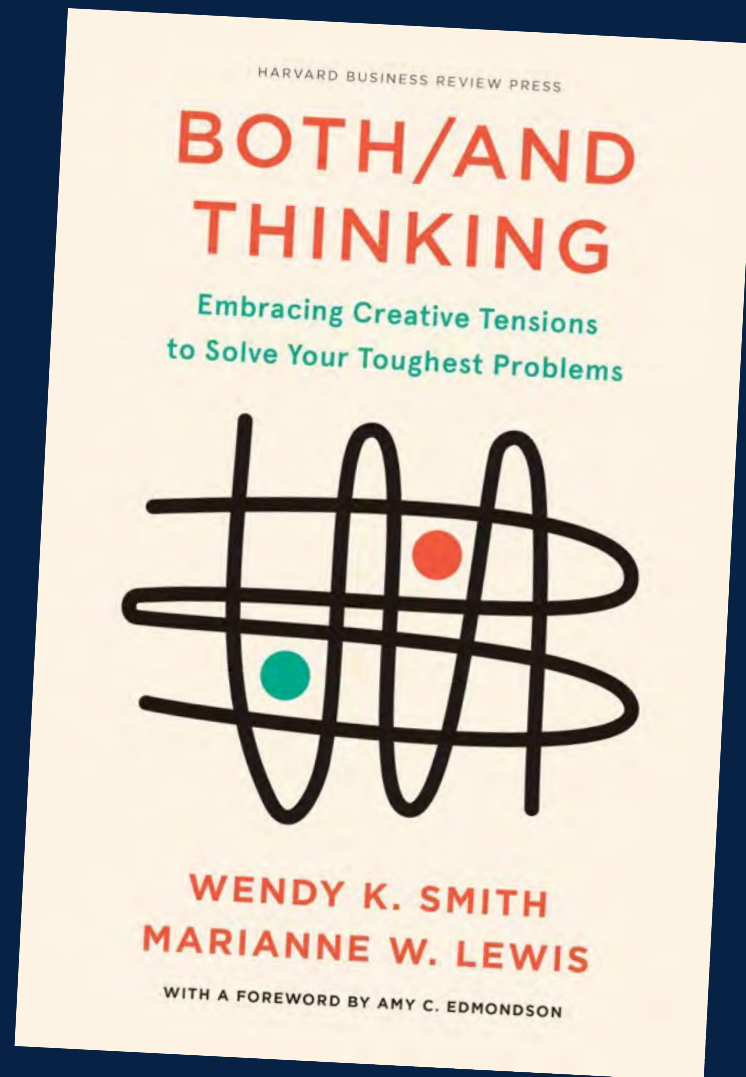




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the **POWER** of **SYSTEMS**

#systemness



Three Theories

- 1 Leadership
- 2 Collective Impact
- 3 Improvement Science



Three Theories

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- 2 Collective Impact
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My
**Theory of
Leadership**



Way 1: Vision





Way 2: At the Hands of Many





the POWER of SYSTEMS



Way 3: Action



Six Big Ideas:

SUNY and
the World



SUNY and an Energy-
Smart New York



SUNY and the
Entrepreneurial Century



SUNY and a
Healthier
New York



SUNY and the Seamless
Education Pipeline



SUNY and the
Vibrant Community



the Power of
SUNY

Way 4: Accountability





D I V E R S I T Y A N D I N C L U S I O N

ACCESS

1. Full Enrollment Picture
2. NYS Residents Served by SUNY
3. Diversity
4. Capacity - programs and courses

COMPLETION

5. Completions
6. Student Achievement / Success (SAM)
7. Graduation Rates
8. Time to Degree

SUCCESS

9. SUNY Advantage (Applied Learning, Multi-Cultural Experiences, Student Supports)
10. Financial Literacy

INQUIRY

11. Total Sponsored Activity
12. Courses in SIRIS that include hands-on research, entrepreneurship, etc.
13. Scholarship, Discovery and Innovation

ENGAGEMENT

14. START-UP New York and beyond (businesses started / jobs created)
15. Alumni / Philanthropic Support
16. Civic Engagement
17. Economic Impact

C O M P L E T I O N A G E N D A

I N N O V A T I O N

Way 5: Sustainability



Three Theories

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In Cincinnati for every
100 ninth grade students...



73 students graduate from
high school four years later...



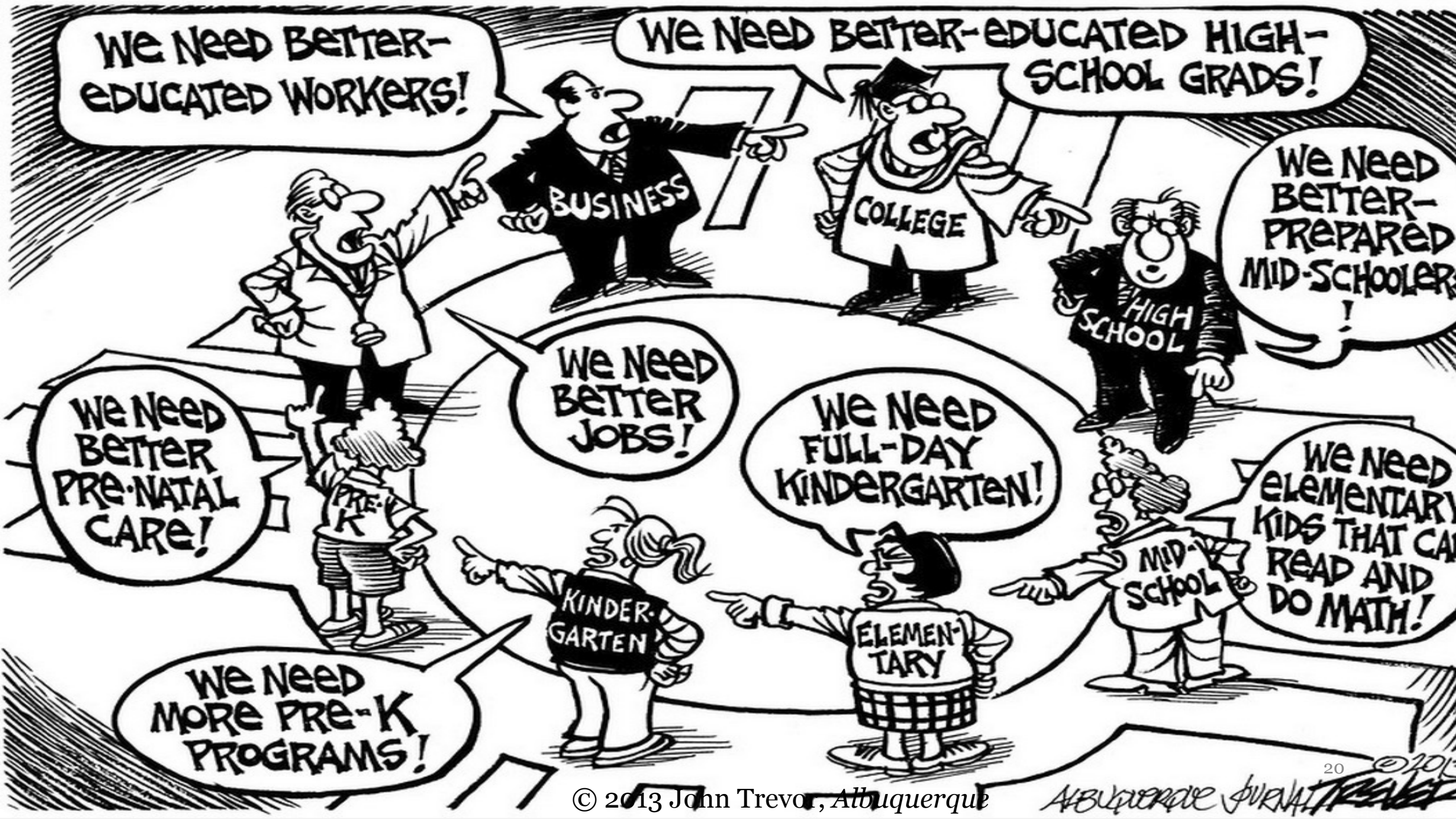
51 students immediately enter college...



37 students are still enrolled in their second year...



and 23 students graduate with either an associate's degree within three years or a bachelor's degree within six years.



WE NEED BETTER-
EDUCATED WORKERS!

WE NEED BETTER-EDUCATED HIGH-
SCHOOL GRADS!

WE NEED
BETTER-
PREPARED
MID-SCHOOLER
!

WE NEED
BETTER
JOBS!

WE NEED
FULL-DAY
KINDERGARTEN!

WE NEED
ELEMENTARY
KIDS THAT CAN
READ AND
DO MATH!

WE NEED
BETTER
PRE-NATAL
CARE!

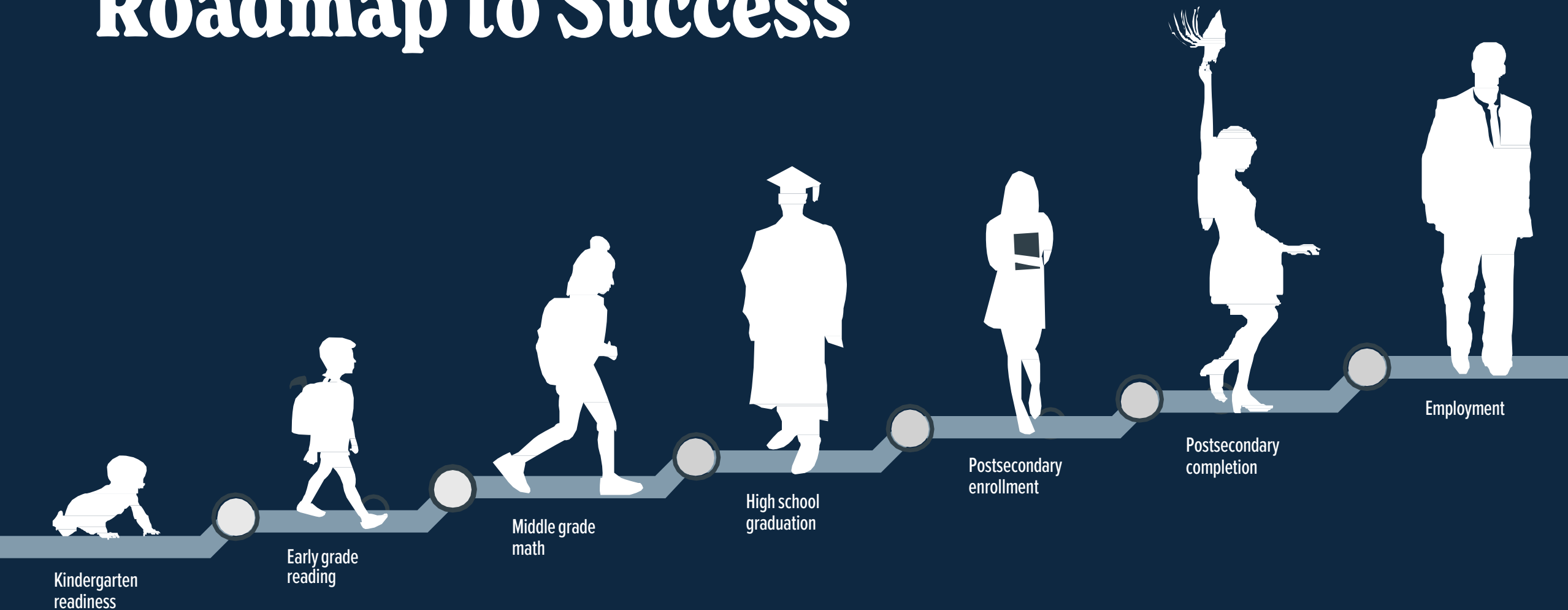
WE NEED
MORE PRE-K
PROGRAMS!



Student Roadmap to Success



Roadmap to Success



Key Stakeholders



Shared Goals



Evidence Based



Sustained Support

Backbone Functions



Three Theories

- 1 Leadership
- 2 Collective Impact
- 3 Improvement Science



Improvement Science. Really.

What works...



bridging the knowledge gap

...and how to make it work

Solves For:

Organizational
Paralysis

Solutionitis

Low Trust

Fear

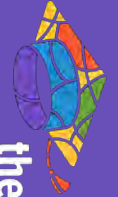
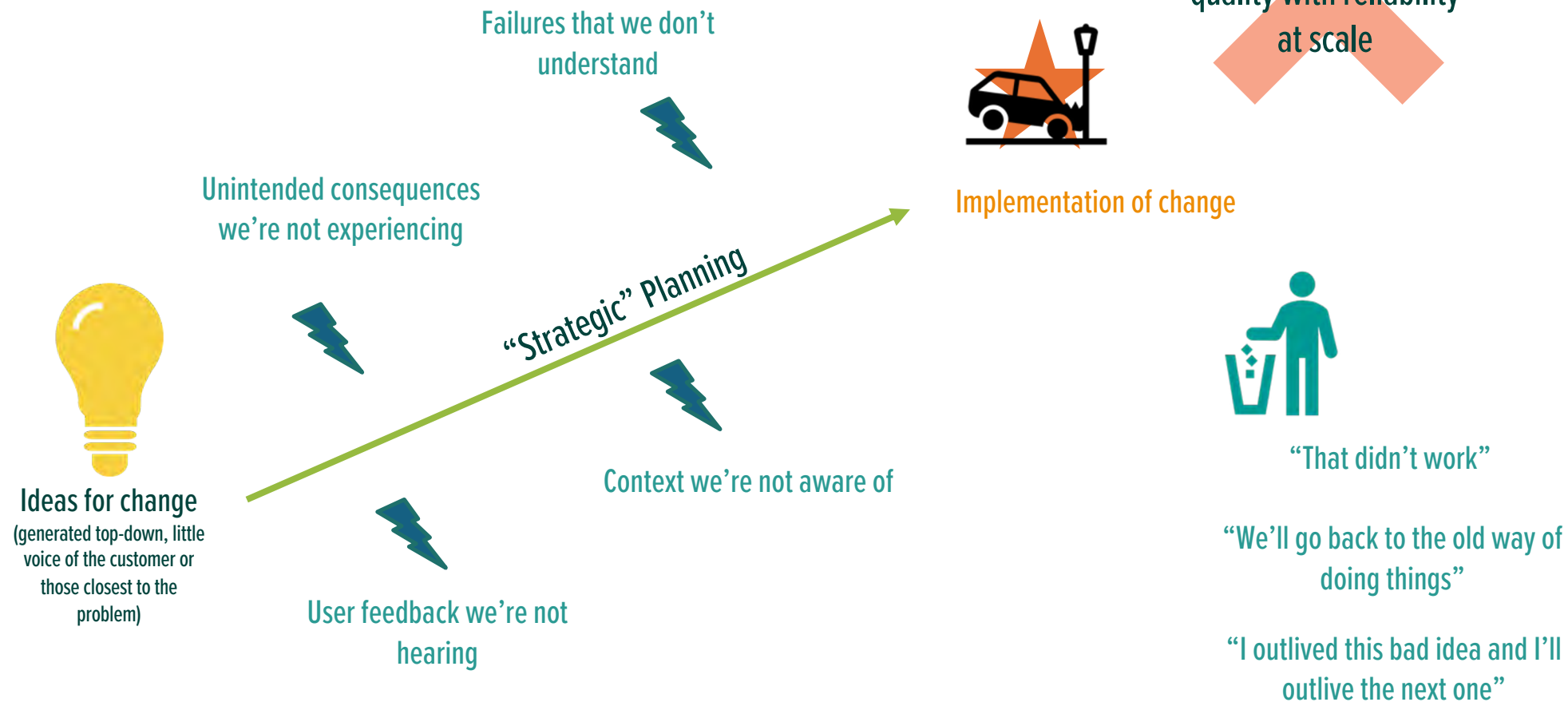


the **POWER** of **SYSTEMS**

How to Create Massive Change: Improvement Science as an Approach for Breakthrough Results



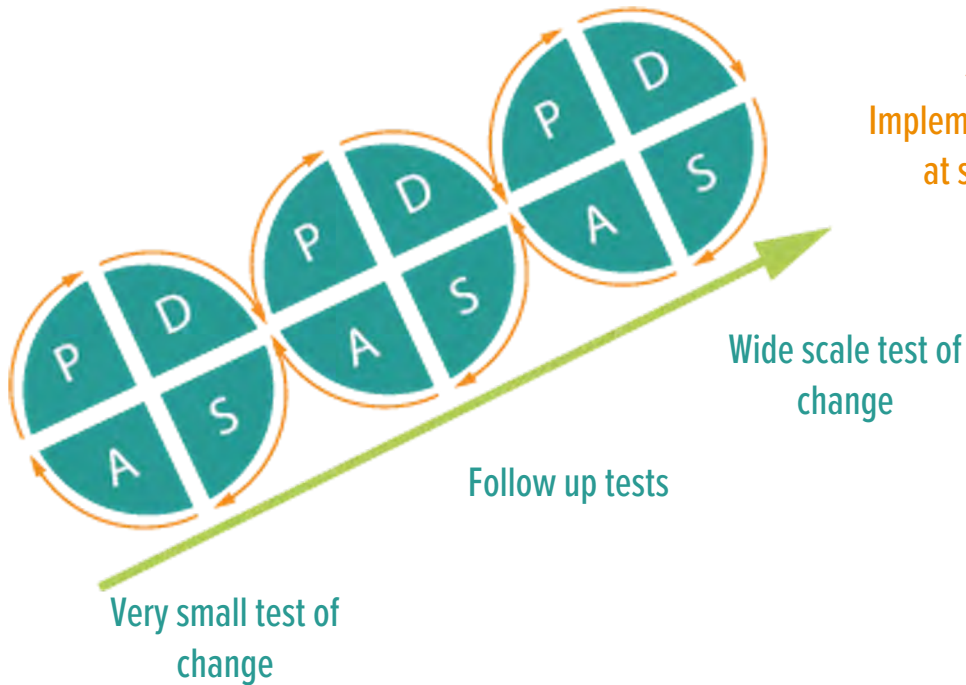
Current Approach to Change



Improvement Science Approach to Change



Ideas for change
(generated bottom-up and
by using best available
knowledge of what works)



Changes that produce
quality with reliability at
scale



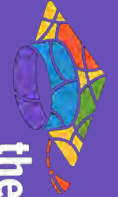
“Let’s do that again”

“What other problems can we
solve?”

“I’d like to lead the next round”



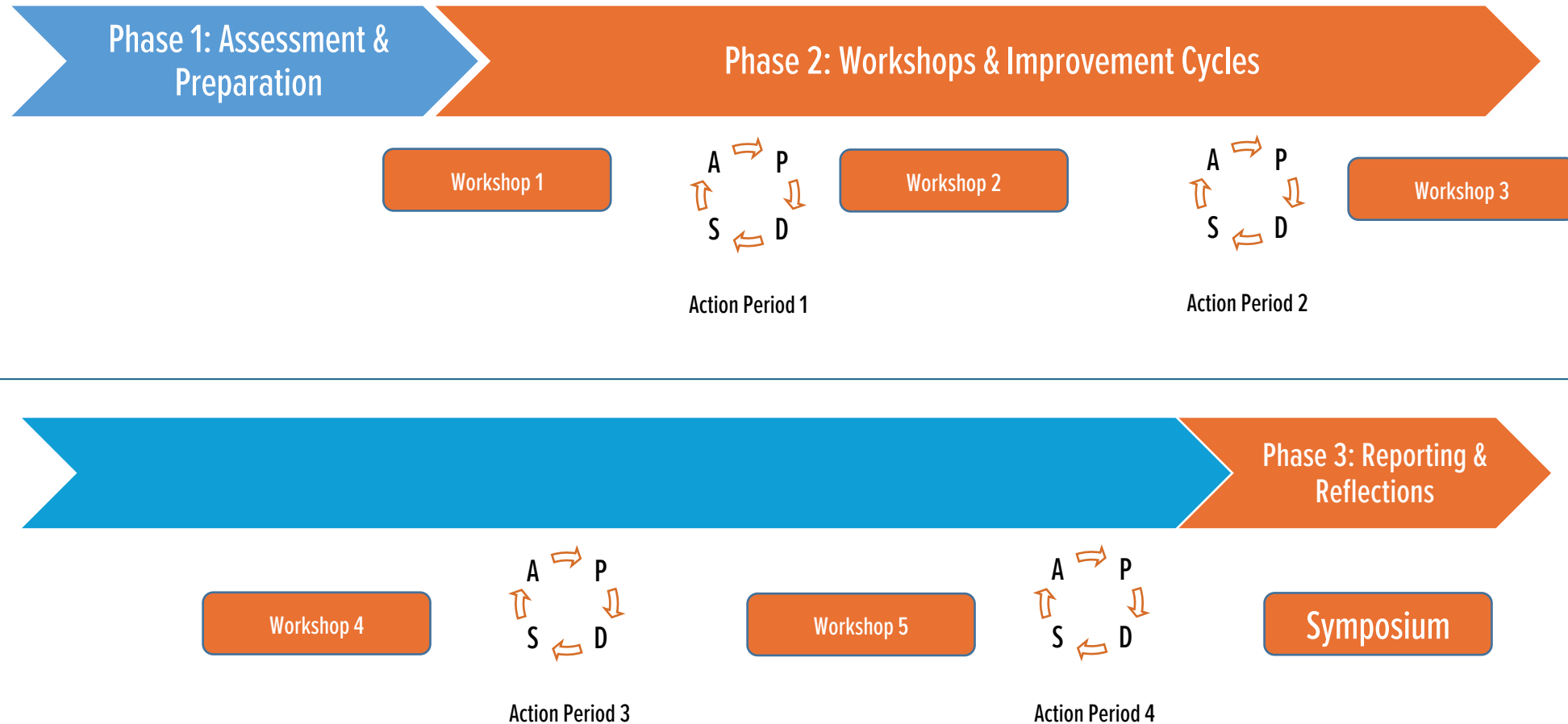
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NIC Structure



Generating New Knowledge with Improvement Science

- Improvement Science is built for testing ideas in cycles to figure out what works to deliver the results we are aiming for.
- Once an idea shows promise of improving outcomes, teams engage in sequential testing, which helps us answer the question “Does this solution work across multiple contexts?” (ex. A team may test an intervention at a department level, then spread to 3-5 departments)
- After sequential testing and examining the results of the tests, teams begin to identify practices that have a high degree of belief, meaning we’re fairly certain that the practice can be replicated elsewhere, in another context, and deliver results.
- This is new knowledge.



YOUR Theory of Leadership:

Improving Our Capacity and Impact

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