

The logo graphic for MACH consists of several thin, concentric circles that spiral outwards from the right side, creating a sense of motion or expansion. A thin vertical line runs parallel to the right edge of the circles.

MACH

Making Academic Change Happen

A Workshop for Faculty and Administrators
Higher Learning Commission Annual Conference
April 18, 2016

ROSE-HULMAN
INSTITUTE OF TECHNOLOGY

MACH

Making Academic Change Happen

Bring your challenges. Discover solutions. Become a change agent.

An interactive, participant-focused workshop to explore the processes and approaches necessary to introduce, promote, and implement innovative programs.

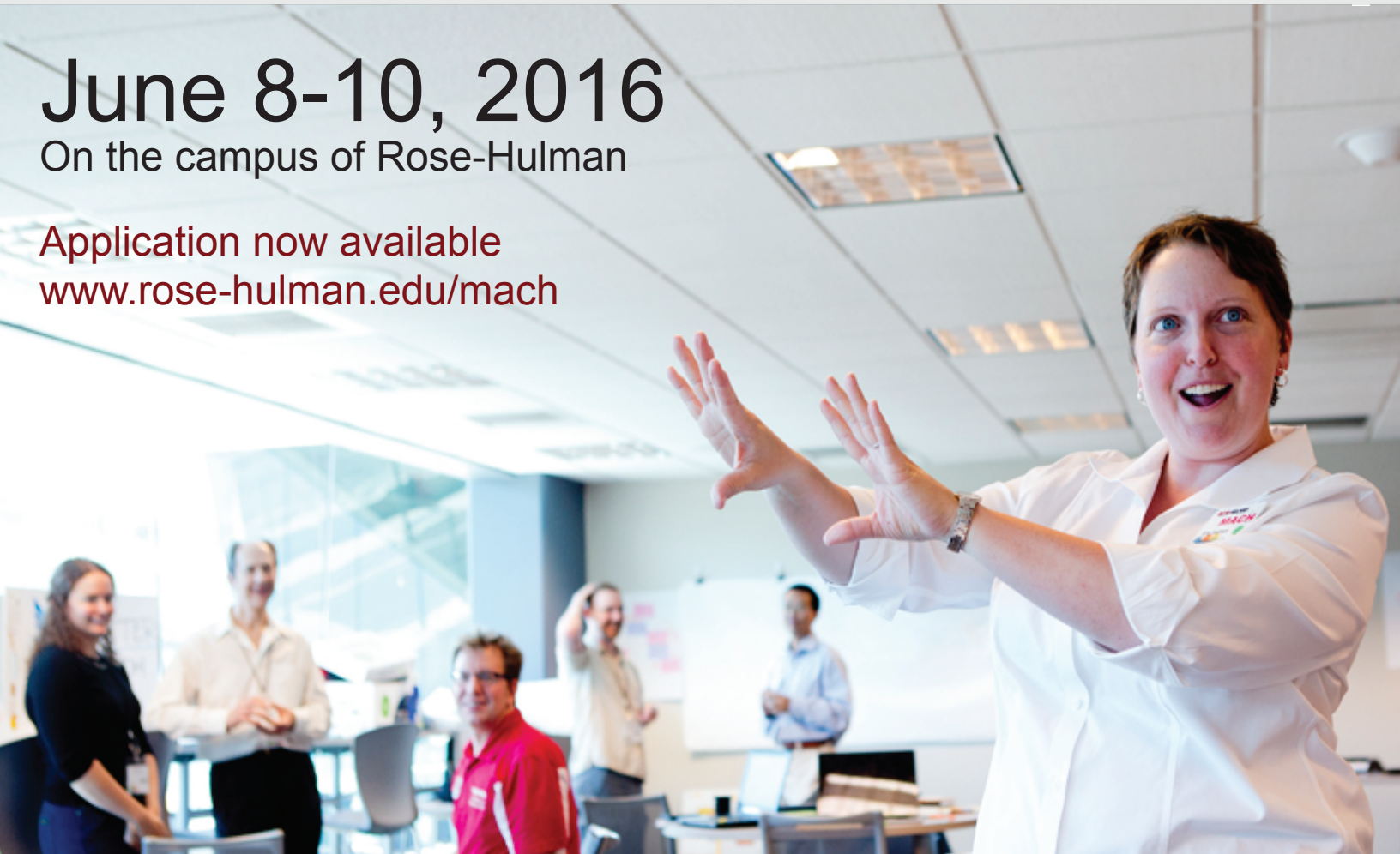
Features sessions on building partnerships, garnering support, and understanding institutional context.

June 8-10, 2016

On the campus of Rose-Hulman

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Session Abstract: This presentation focuses on the knowledge, skills and abilities (KSAs) that faculty and administrators need to make academic change happen on their campuses. In a hands-on, interactive session, we will focus on two KSAs—buy-in and context mapping—that can help prepare faculty and administrators to effect change.



Ella L. Ingram, Ph.D.
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Ella Ingram joined the faculty of the Biology and Biomedical Engineering Department in 2004, then assumed duties in the Center for the Practice and Scholarship of Education in 2013. Her experience in undergraduate teaching began in 1997 during her graduate years at Indiana University, where she received the Excellence in Teaching Award from the Department of Biology. Throughout her career at Rose-Hulman, she has blended her work in the classroom with work in scholarship of teaching and faculty development. She has been active in the development of new initiatives to support change efforts in engineering education and beyond. Ingram's publications on student and faculty development have appeared in the *CBE Life Science Education*, *American Biology Teaching*, *Journal of Research in College Teaching*, and *Journal of College Science Teaching*. Her undergraduate collaborators in biology research have given more the 20 presentations at regional and national meetings.



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Julia Williams joined the faculty of the Humanities and Social Sciences Department in 1992, then assumed duties in the Office of Institutional Research, Planning, and Assessment in 2005. Her experience in undergraduate teaching began in 1985 when she taught English Composition at the University of Tennessee at Chattanooga, then continued through her graduate years at Emory University, where she received the Excellence in Teaching Award from the Graduate School of Arts and Sciences. Throughout her career at Rose-Hulman, she has blended her work in the classroom with work in assessment. She has been active in the use and assessment of tablet PCs in the classroom, Williams' publications on assessment, engineering and professional communication, and tablet PCs have appeared in the *Journal of Engineering Education*, *IEEE Transactions on Professional Communication*, *Technical Communication Quarterly*, and *The Impact of Tablet PCs and Pen-based Technologies in the Classroom*, among others. She has received numerous awards including the 2015 Schlesinger Award (IEEE Professional Communication Society), and the 2010 Sterling Olmsted Award (ASEE Liberal Education Division).

Briefly describe your project.

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Name by position the people with whom you are working on this project, however loosely.

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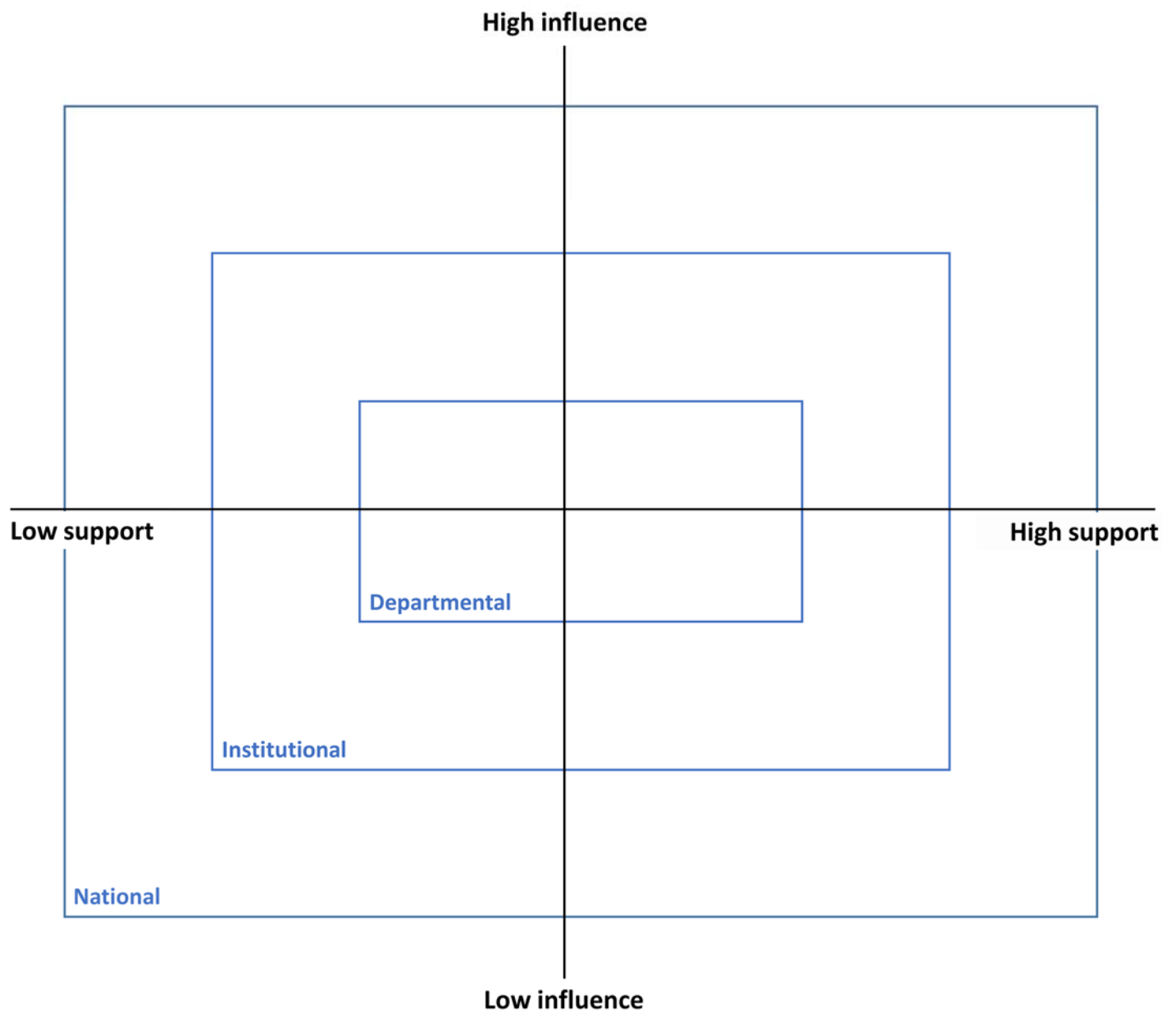
With respect to your project, note anything relevant in the following categories.

Structures: rules, policies, requirements, strategic plans, goals, technology	
Human Resources: training, programs, relationships	
Politics: competitors, agreements, negotiations, campaigns	
Symbols: ceremonies, rituals, stories, heroes, metaphors	

Placing Your Project in Context

Attach a name to as many items below as possible (with respect to your project).

Supportive Department Colleague		Institutional Publicity Office	
Supportive Department Colleague		Institutional Development Officer	
Unsupportive Department Colleague		Regional Association Contact	
Supportive Institutional Colleague		State Government Contact	
Unsupportive Institutional Colleague		Granting Organization Contact	
Supportive External Colleague		Granting Organization Contact	
Unsupportive External Colleague		Accreditation Organization Contact	
Department or Division Support Staff		Disciplinary Society Contact	
Department or Division Leadership		Disciplinary Society Contact	
School or Institute Leadership		Compliance/ Regulatory Body	
Director of Competing Project (internal)		High-Profile Research Scholar	
Director of Competing Project (external)		National Thought Leader	
Sponsored Programs Personnel		Project's Biggest Cheerleader	



Red:

Blue:

Green:

Handling Attacks – A Method for Generating Buy-In

Arguments you hear against your project.

•
•
•
•
•
•
•

Three themes of attacks

①
②
③

A Generalized Approach

A particularly nasty colleague makes a specious claim against your proposal, and although it is clearly ridiculous, this person is important and you can't afford to make enemies in the room.	
Step 1: Acknowledge and deflect	Thanks for that contribution. Maybe others have thought the same thing. I appreciate that you make that point.
Step 2: Generalize in your favor	See cheat sheet
Step 3: Provide a familiar example or personalize the issue	Consider key programs and activities emanating from recent memory, or use high-profile corporate examples when needed.
Step 4: Summarize in your favor	We want to move forward. This project will be a success in these ways. Our good people will contribute to success.

Your department chair stands up in a meeting and says "You are abandoning our traditional values!"	
Step 1: Acknowledge and deflect	
Step 2: Generalize in your favor	
Step 3: Provide a familiar example or personalize the issue	
Step 4: Summarize in your favor	

Practice with Known Arguments

Argument:	
Step 1: Acknowledge and deflect	
Step 2: Generalize in your favor	
Step 3: Provide a familiar example or personalize the issue	
Step 4: Summarize in your favor	

Key Lessons (verbatim from *Buy-In*, Kotter & Whitehead, 2010):

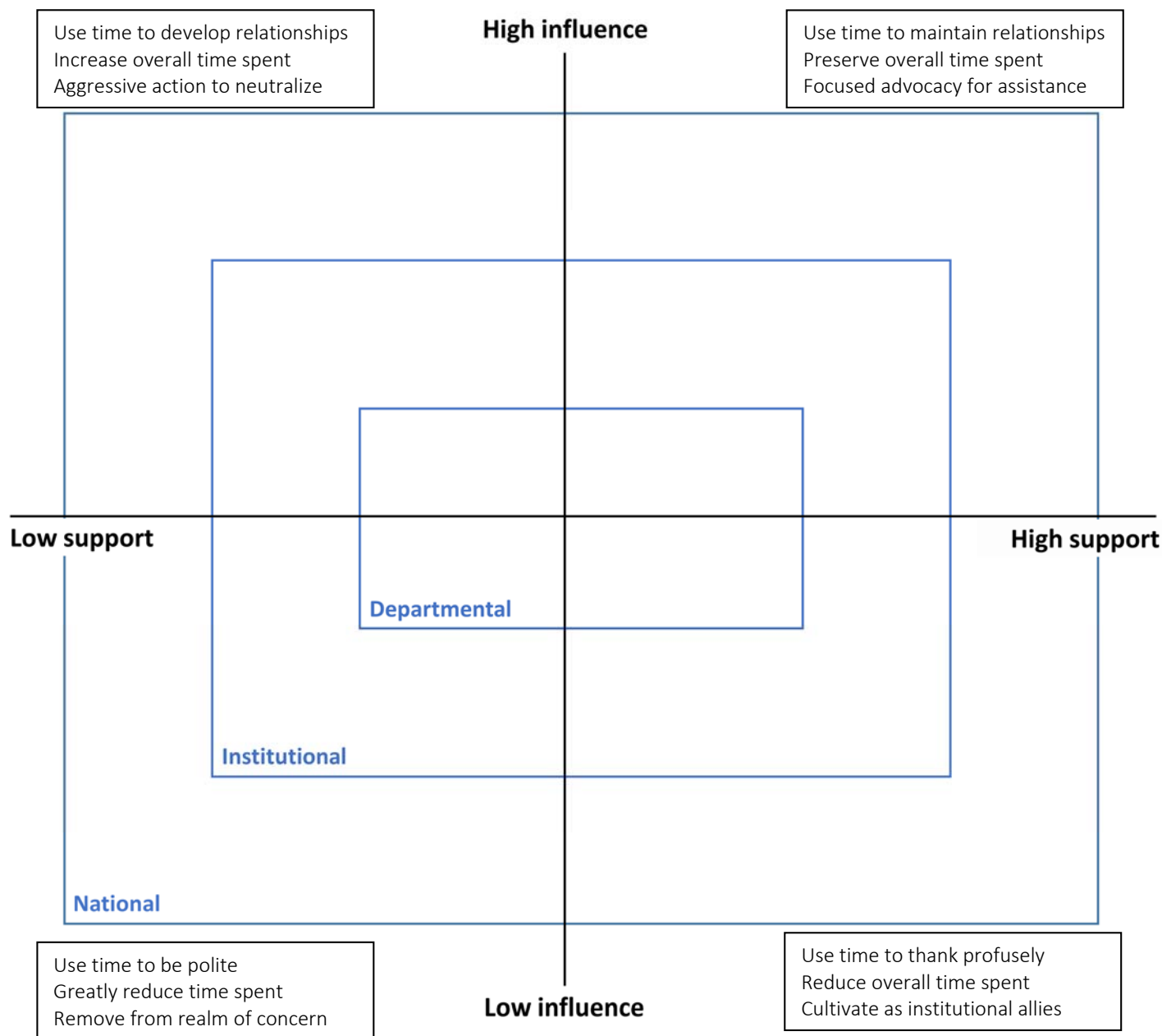
1. Don't scheme to keep potential opponents, even the sneakiest attackers, out of the discussion. Let them in. Let them shoot at you. Even encourage them to shoot at you!
2. Don't try to overcome attacks with tons of data; logic and yet more logic; or lists of reasons why unfair, uninformed, or sneaky attacks are wrong, wrong, wrong. Instead, do what might seem to be the opposite.
3. Don't try to crush attackers with ridicule, counterattacks, or condescension, even when it seems as though people deserve it, even when a part of you really wants to do just that, and you have the skills to do so.
4. Don't focus on the attacker and his or her unfair, illogical, or mean argument (though it will be extremely tempting to do so).
5. Don't try to wing it, even if you know all the facts thoroughly, even if the idea seems bulletproof, and even if you expect a friendly audience."

References for Applicable Strategies

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Reference for Theoretical Base

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Red: Existing, strong relationship

Blue: Existing, weak relationship

Green: Non-existent relationship





Selected Attacks and Responses (from Kotter and Whitehead's *Buy In*)

Attack	Response
<i>We don't need your idea, because the "problem" it "solves" doesn't exist.</i>	
We've never done this in the past, and things have always worked out okay.	True. But surely we have all seen that those who fail to adapt eventually become extinct.
Money is the issue, not...(computers, product safety, choice of choir songs, etc.)	Extra money is rarely what builds truly great ventures or organizations.
You are exaggerating. This is a small issue for us if it is an issue at all.	To the good people who suffer because of this problem, it certainly doesn't look small.
<i>Okay, there is a problem, but your idea is not the solution.</i>	
Your proposal leaves too many questions unanswered. What about this and that, and this and that, and...	All good ideas, if they are new, raise dozens of questions that cannot be answered with certainty.
Your proposal doesn't go nearly far enough.	Maybe, but our idea will get us started moving in the right direction and will do so without further delay.
You can't do A without first doing B, yet you can't do B without first doing A. So the plan won't work.	Well, actually, you can do a little bit of A, which allows a little bit of B, which allows more of A, which allows more of B, and so on.
If this is such a great idea, why hasn't it been done already?	There really is a first time for everything, and we do have a unique opportunity.
We tried that before, and it didn't work.	That was then, conditions inevitably change (and what we propose probably isn't exactly what was tried before).
<i>Okay, there is a problem, and this is a good proposal, but you'll never make it work here.</i>	
Good idea, but it's the wrong time. We need to wait until this other thing is finished (or this other thing is started, or the situation changes in a certain way).	The best time is almost always when you have people excited and committed to make something happen. And that's now.
This seems too hard! I'm not sure we are up for it.	Hard can be good. A genuinely good new idea, facing time-consuming obstacles, can both raise our energy level and motivate us to eliminate wasted time.
It won't work here, because we are so different.	Yes it's true, we're different, but we are also very much the same.
You're on a slippery slope leading to a cliff. This small move today will lead to disaster tomorrow.	Good groups of people – all the time – use common sense as a guard rail to keep them from sliding into disaster.
The plan may be fine, but we cannot do it without new sources of money.	Actually, most important changes are achieved without new sources of money.

Schedule At-A-Glance – Making Academic Change Happen 2015

Day 1		
Time	Session Topic	Primary Facilitators
8:00	<i>Breakfast/Registration</i>	Mackenzie Valandingham
8:30 – 10:15	Personalities	Jameel Ahmed, Julia Williams
10:30 – 12:00	Identities & Cultures	Ella Ingram, Steve Chenoweth
1:00 – 2:45	Cultures & Conversations	Steve Chenoweth, Eva Andrijcic
3:00 – 5:00	The Elevator Pitch	Matt Lovell, Jameel Ahmed
Day 2		
Time	Session Topic	Primary Facilitators
8:30 – 10:15	Building Teams	Eva Andrijcic, Jameel Ahmed
10:30 – 12:00	Partnerships	Jameel Ahmed, Steve Chenoweth
1:00 – 3:00	Difficult Conversations	Julia Williams, Matt Lovell
3:15 – 5:00	Buy-In	Ella Ingram, Eva Andrijcic
6:30 – 9:00	Keynote Dinner	Kelly Flores, Ph.D.
Day 3		
Time	Session Topic	Primary Facilitators
8:30 – 10:45	Surprise Exercise	Eva Andrijcic, Julia Williams
11:00 – 12:00	Risks	Ella Ingram, Eva Andrijcic
1:00 – 2:00	Engines and Anchors	Matt Lovell, Ella Ingram
2:00 – 3:00	Goals & Action Plan	Steve Chenoweth, Ella Ingram
3:15 – 5:00	The Final Pitch	Julia Williams, Matt Lovell

Framing Your Change Project

Structure  Rules Goals Policies Technology <i>Leaders are:</i> Social architects, who attune structure to task, technology, the environment.	 The organization is a: Factory	The organization is a: Family	Human Resources  Needs Skills Relationships
Political  Power Conflict Competition <i>Leaders are:</i> Politically-savvy advocates, who develop an agenda and power base.	The organization is a: Jungle	The organization is a: Theatre	Symbolic  Meaning Metaphor Ritual Ceremony Stories Heroes

The Four-Frame Model of Understanding Organizations. Practices, norms, behaviors and beliefs associated with all four frames underlie an institution's culture. All four frames therefore need to be considered to align change strategies with an institution's culture. Adapted from Bolman and Deal, 2013.

Project attribute	If attribute applies to your project, consider these frames:	If attribute does <i>not</i> apply to your project, consider these frames:
Individual commitment and motivation are essential to success.	Human Resources, Symbolic	Structural, Political
The technical quality of the decision is important.	Structural	Human Resources, Political, Symbolic
The project involves high levels of ambiguity and uncertainty.	Political, Symbolic	Structural, Human Resources
There's a risk of significant conflict, or scarce resources.	Political, Symbolic	Structural, Human Resources
The project is a 'bottom up' project rather than a 'top down' project.	Political	Structural, Symbolic, Human Resources
Aspects of the project will require people to rethink their core functions or identities.	Human Resources, Symbolic	Structural, Political

Focusing on a Frame. Although all four frames should be considered when choosing change strategies, this table suggests frames that merit special consideration, based on change project attributes. Adapted from Bolman and Deal, 2013, page 311.