MACH

Making Academic Change Happen

A Workshop for Faculty and Administrators

Women in Engineering ProActive Network

June 14, 2016

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INSTITUTE OF TECHNOLOGY

Session Abstract: The Making Academic Change Happen (MACH) Workshop is a three-day, intensive, hands-on workshop that helps faculty, administrators, staff, and graduate students. The workshop is designed to help individuals and teams learn and practice a set of skills that can help them as they design and deploy change projects on their campuses. MACH at WEPAN offers a focused version of the workshop, introducing a key component of the MACH curriculum. As a result of attending MACH at WEPAN, you will learn more about the MACH approach and have the opportunity to learn how these skills are crucial for making your academic change a success.

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Craig Downing joined the faculty of the Engineering Management Department in 2006, then assumed duties as the department head in 2012. His experience in post-secondary teaching encompasses courses in manufacturing, management, and mathematics. Downing brings more than ten years of industrial experience to his higher education work, now focusing especially on industrial-academic relationships, quality management system development, and production or operations management. He has multiple publications and presentations related to his areas of interest and continually explores new research opportunities related to Quality and Operations Management. Downing is a certified Lean Six Sigma Master Black Belt. He holds undergraduate degrees in mechanical engineering technology and applied mathematics, and graduate degrees in manufacturing systems and workforce education and development. Downing's work is regularly featured with McGraw-Hill Education.

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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.

Briefly describe your project.

In one short phrase, what is the ultimate goal of your project?

List some of the resources you need or desire for this project. Consider "resources" broadly.

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Ultimate Goal:

Consider your resource needs from the perspective of potential partners.

On-Campus Resource (specify need)	Who Can Provide It? (position or office)	What's Their Interest? (main demands facing this position/office)
Admin Support	Dean's Office	Personnel management and administering academic mission of institution

Off-Campus Resource (specify need)	Who Can Provide It? (potential partner)	What's Their Interest? (main demands facing this organization)
Access to Indus. Fac.	Zippy Manufacturing	Profit generation, recruitment, tax abatement, quality control

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Ultimate Goal:

How can you make the partnership win-win?

Who?	You Offer?	They Offer?	Project Gains?	They Gain?
Colleague(s)				
Campus				
External Collaborator(s)				

Consider the needs, perspectives, and approaches of one potential partner:

Leadership style	
Communication style	
Demands from above	
Fit with mission	
Squeaky wheels	
Last conversation	
Personal excitement	
Institutional actions	

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Ultimate Goal:

Conversational Approaches

The Alert
FYI email
Hallway conversation

The Advance
Email with context, supporting docs
Meeting before/after the meeting

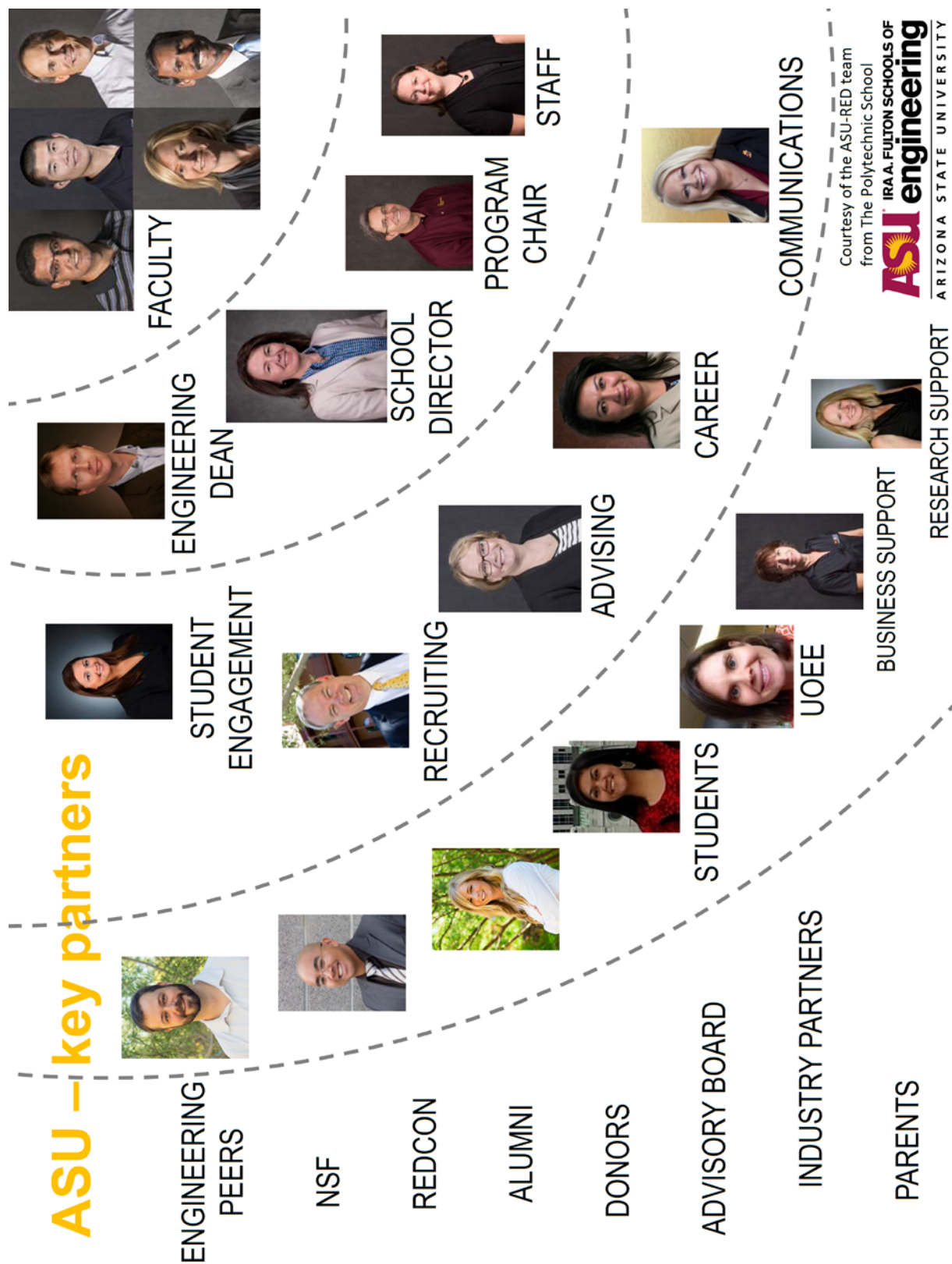Jab, Jab, Hook
In person, announced
In person, unannounced

The (Outright) Ask
In person
Email

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ASU – key partners

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Courtesy of the ASU-RED team
from The Polytechnic School

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An Eight-Stage Change Model for Partnerships (Eddy 2010) based on Kotter and Cohen's (2002) generic model for change:

1. Verbalizing motivation and context for partnering

2. Aligning social capital of champions and leveraging organizational capital

3. Establishing partnership goals and team governance

4. Framing the partnership to stakeholders

5. Negotiating conflicts

6. Framing outcomes

7. Evaluating the process

8. Institutionalizing the relationship

[Eddy, Pamela L. Special Issue: Partnerships and Collaborations in Higher Education, *ASHE Higher Education Report*, v36 n2 p1-115, 2010]

Lester & Kezar. 2012. Faculty grassroots leadership: making the invisible visible. Journal of the Professoriate 6(2): 98-129.

Academic capitalism impacted the activities of grassroots leaders. Faculty in this study were acutely aware of the culture of productivity and the tension between productivity and other forms of service. Faculty viewed activism as a luxury that can only be achieved after productivity standards are met.

Faculty in this study worked locally more often than not to create change which is likely due to the lack of effective formal governance on college campuses. Grassroots leaders did not go through formal governance committees, consult the administration, or engage in collaborations to create change. They operated locally and under the radar, intentionally creating network and changing practices that would cause concern if made public. The local activities support ways to be successful within an environment in which faculty are managed professionals (Rhoades, 1997). With administrative decision-making prevailing across college campus and faculty have less power, authority, and autonomy in institutional matters, using more localized forms of power to exert influence would appear to be the best course of action for faculty to create change. This is an important strategy because it allows faculty to build some momentum and influence before they expand and try to make a difference more broadly.

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Notes

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Schedule At-A-Glance – Making Academic Change Happen 2016

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Time	Session Topic	Primary Facilitators
Day One		
Time	Session Topic	Primary Facilitators
8:00	*Breakfast/Registration*	Jayme Longo
8:30 – 10:00	**Personalities & Identity**	Steve Chenoweth, Ella Ingram
10:00 – 10:15	*Break*	
10:15 – 11:45	**Cultures & Conversations**	Steve Chenoweth, Ella Ingram
11:45 – 12:45	*Lunch: Resilience & Grit*	All Facilitators
12:45 – 2:15	**Strategic Relationships**	Craig Downing, Brandon Zollner
2:15 – 2:30	*Break*	
2:30 – 4:30	**The Elevator Pitch**	Matt Lovell, Ella Ingram
4:30 – 5:00	**Project Work**	
Day Two		
8:00	*Breakfast/Registration*	Jayme Longo
8:30 – 10:00	**Diagnosing Problems**	Ella Ingram, Steve Chenoweth
10:00 – 10:15	*Break*	
10:15 – 11:45	**Difficult Conversations**	Matt Lovell, Craig Downing
11:45 – 12:15	**Project Work**	
12:15 – 1:15	*Lunch: Teaching MACH*	Lisa Bosman, Marquette University
1:15 – 2:45	**Garnering Support**	KC Dee, Ella Ingram, Glen Livesay
2:45 – 3:00	*Break*	
3:00 – 4:30	**Multi-Frame Thinking**	KC Dee, Eva Andrijcic
4:30 – 5:00	**Project Work**	
6:30 – 9:00	**Keynote Dinner**	Mark Connelly, University of Wisconsin
Day Three		
8:00	*Breakfast/Registration*	Jayme Longo
8:30 – 9:30	**Context Map**	Glen Livesay, Eva Andrijcic
9:30 – 9:45	*Break*	
9:45 – 11:45	**Simulation & Risks**	Eva Andrijcic Julia Williams
11:45 – 12:15	**Project Work**	
12:15 – 1:15	*Lunch: Project Management*	Brian Dougherty (RH ventures)
1:15 – 2:45	**Engines & Anchors**	Matt Lovell, KC Dee
2:45 – 3:00	*Break*	
3:00 – 5:00	**The Final Pitch**	Matt Lovell, Julia Williams

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Supplemental Material – Formulating a Pitch

Ultimate Goal:

Name a few stakeholders in your project – which people or groups have an interest in the outcome? Think broadly.

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•	•
•	•
•	•
•	•

Describe in a few phrases the pinch points any of these stakeholders feel in their experience of the situation you are trying to address.

-
-
-
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-

Name a few of the wonderful things that will happen as a result of your actions. What will be the new experience of the stakeholders?

-
-
-
-

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Ultimate Goal:

Mad-Libs Version

At _____, _____ should address _____.
　　　　　　[institution]　　　　　　　　　　[group of people]　　　　　　　　　　　　[problem]

_____ currently face _____.
　　　　　[stakeholder]　　　　　　　　　　　　　　　　　　[suboptimal outcome]

_____ currently face _____.*
　　　　　[stakeholder]　　　　　　　　　　　　　　　　　　[suboptimal outcome]

The best way to address these needs is to _____,
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　[core action]

in which _____ will _____ _____.*
　　　　　[key actors]　　　　　　　　[strong verb]　　　　　　　[innovative approach]

If this approach works as we think it will,

_____ will _____.
　　　　　[stakeholder]　　　　　　　　　　　　　　　　　[desired outcome]

_____ will _____.*
　　　　　[stakeholder]　　　　　　　　　　　　　　　　　[desired outcome]

We will know that we have succeeded when _____.
　　　　　　　　　　　　　　　　　　　　　　　　　[defining milestone]

*Repeat sentence or phrase as needed.

Free Form Version

"The pain statement" in three sentences:

1.

2.

3.

 "The core actions" in three sentences:

4.

5.

6.

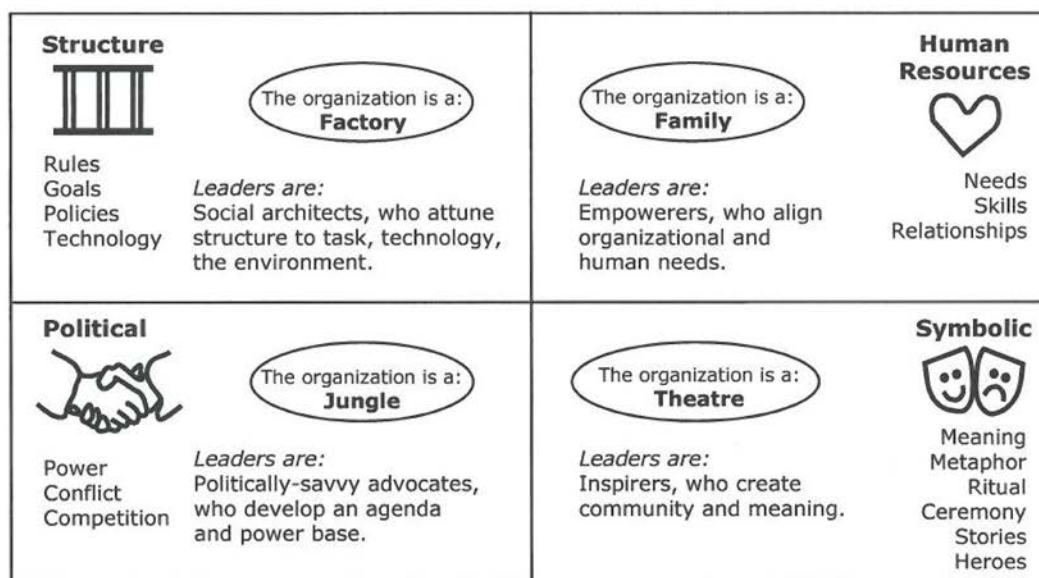"The value proposition" in three sentences:

7.

8.

9.

Put the sentences together. Is the pitch succinct? Is it easy to understand? Does it induce a desire for your solution? Is it irrefutable?

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

Structures: rules, policies, requirements, strategic plans, goals, technology	Budget process begins August 1, with known set of forms University-wide laptop program
Human Resources: training, programs, relationships	Professional and organizational development office Leadership advancement program Particularly strong interdisciplinary group
Politics: competitors, agreements, negotiations, campaigns	Neighboring private institution Sister campus arrangement with foreign institution
Symbols: ceremonies, rituals, stories, heroes, metaphors	Annual staff and faculty awards and recognition banquet Center for Diversity MLK, Jr. annual speech School mascot

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Framing Your Change Project

Structure		Human Resources
Structure Rules Goals Policies Technology	The organization is a: **Factory** *Leaders are:* Social architects, who attune structure to task, technology, the environment.	The organization is a: **Family** *Leaders are:* Empowerers, who align organizational and human needs. **Human Resources** Needs Skills Relationships
Political Power Conflict Competition	The organization is a: **Jungle** *Leaders are:* Politically-savvy advocates, who develop an agenda and power base.	The organization is a: **Theatre** *Leaders are:* Inspirers, who create community and meaning. **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 *not* 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.