MACH

Making Academic Change Happen

Enhancing Professional Success for Early Career
Academics: A Skills-Based Workshop
American Society for Engineering Education
June 26, 2016

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INSTITUTE OF TECHNOLOGY

Session Abstract: This half day workshop focuses on three skills critical for success as new engineering educators and scholars. These skills – understanding personal and academic identity, building teams, and community awareness – are widely acknowledged as important (in situations as diverse as job advertisements or discussions of "academic fit"), and yet are not usually addressed in an explicit way in the typical training programs of graduate or professional schools. This workshop experience involves actionable approaches, practiced during the workshop. The majority of the time is devoted to actual work. Participants will receive a package of handouts for use during and after the workshop and will be introduced to key resources for further development of these and related skills.

As a result of this workshop, participants will be able to…

Identity
- Identify three core components of their personal identity and academic identity.
- Describe how their identity influences assumptions and behaviors.
- Identify the micro-cultures that combine to shape their identity.
- Predict areas of conflict or support regarding their proposed change given the identities and micro-cultures of others.

Teams
- Identify key benefits and challenges associated with teams.
- Identify a number of potential partner individuals.
- Develop a plan for building and implementing teams for a change project.

Context Mapping
- Visualize an array of stakeholders relative to influence and support.
- Identify which stakeholders merit the most attention and management.
- Develop strategies to manage relationships with those stakeholders.

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Eva Andrijcic received her PhD and MS in Systems and Information Engineering from University of Virginia, where she worked at the Center for Risk Management of Engineering Systems. She received a BS in mathematics from Randolph-Macon Woman's College. Her major interests are in the areas of risk analysis and management, critical infrastructure management and protection, interdisciplinary engineering education, and risk education. She has worked on several large research projects, including projects for the Department of Homeland Security and the Mitre Corporation. Eva has several publications in the area of risk analysis and systems engineering, and she is a member of the Society for Risk Analysis, American Society for Engineering Education, and International Council on Systems Engineering.

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Kay C Dee received a B.S. degree in chemical engineering from Carnegie Mellon University, and M.Eng. and Ph.D. degrees in biomedical engineering from Rensselaer Polytechnic Institute. Kay C was a member of the Department of Biomedical Engineering at Tulane University in New Orleans, Louisiana, before joining the faculty at Rose-Hulman Institute of Technology. She served as the founding Director of the Rose-Hulman Center for the Practice and Scholarship of Education, and is currently the Associate Dean of Learning & Technology. She has received a number of awards for teaching, research, and mentoring. She is an author of the textbook *An Introduction to Tissue-Biomaterial Interactions* as well as many peer-reviewed publications in the areas of engineering education, biomaterials, and tissue engineering.

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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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MACH grew out of a faculty grassroots effort – to figure out how to make change easier and spread this information to colleagues. Around lunch tables and in small conference rooms, this group developed the core principles that now comprise the MACH approach, all centered on two philosophical points: translating research to practice and learning by doing. All the MACH team members are present for ASEE 2016. Grab a coffee with one of us to learn how MACH can help you and your colleagues become more successful at making change happen on your campus.

back row: Eva Andrijcic and Steve Chenoweth
middle row: Ella Ingram and KC Dee
front row: Julia Williams, Rich House, Glen Livesay, and Matt Lovell
not pictured: Craig Downing

The MACH Team:
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Briefly describe your project. Who, what, when, where, how, why…

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

•	•
•	•
•	•
•	•
•	•
•	•

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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Identities and Culture

What are three assumption that people make about you that are not true?

1.

2.

3.

What are the reasons – do you think – that people make these assumptions about you? How do you know they make these assumptions?

Think of a colleague at work. What are two assumptions that you make about that person? Why do you make those assumptions?

Identify the three most central elements of your personal identity. You should be able to describe why this item is important (although revealing the content of that item is not needed).

1.

2.

3.

Name at least two ways in which one element of your personal identity impacts your behavior.

1.

2.

Identify the three most central elements of your professional identity. You should be able to describe why this item is important (although revealing the content of that item is not needed).

1.

2.

3.

Name at least two ways in which one specific element of your professional identity impacts your behavior.

1.

2.

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Some loose definitions…

CULTURE: A systematic way of thinking and behaving within a group. A set of traditions, beliefs, values, norms, symbols, meanings, behavior patterns, communication styles, institutions, and material objects (all human-made components) generated, learned, shared, and maintained by a group of interacting people across generations.

OBJECTIVE CULTURE: The artifacts and visions created by a group of interacting people such as their political and economic systems, expressions in art, architecture, literature and dance, heroes and holidays, and collective history.

SUBJECTIVE CULTURE: The learned and shared values, beliefs, and behaviors of a group of interacting people. Types of subjective cultures can include: nationality, ethnicity, regional (*e.g.*, east coast, southern, *etc.*), gender, socioeconomic class, educational level, religion, age, physical ability, sexual orientation, occupation, organization (employer), department, *etc*.

Material adapted/modified from Janet M. and Milton J. Bennett, © 2000

Identify at least three micro-cultures that you currently interact with, and identify, for each, a cultural aspect that is unique to that group.

1.

2.

3.

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Visioning Exercise 1: The Renowned Scholar

Identify any questions you could ask that would help you better understand the situation.
Identify any identity or cultural aspects that may be influencing the situation.
Identify actions that you could take to improve or mitigate the situation.

Visioning Exercise 2: The Course Objectives Skirmish

Identify any questions you could ask that would help you better understand the situation.
Identify any identity or cultural aspects that may be influencing the situation.
Identify actions that you could take to improve or mitigate the situation.

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Strategic Relationships

List the people you believe are likely to become involved in your project sufficiently enough that you could call them a part of your team.
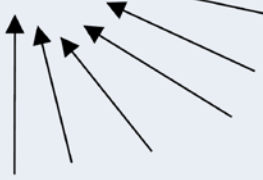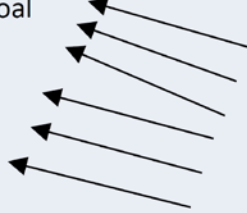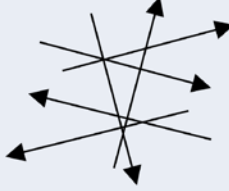
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In your view, is it possible for this group to have the following team attributes:
- □ Shared leadership roles?
- □ Individual and mutual accountability?
- □ Specific team purpose that the team itself delivers?
- □ Collective work products?
- □ Encourages open-ended discussion and active problem solving meetings?
- □ Measures performance directly by assessing collective work products?
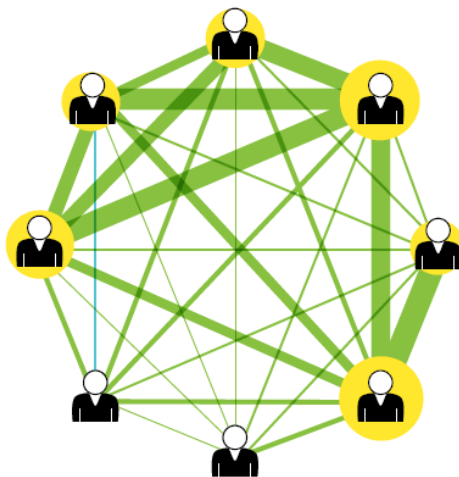- □ Discusses, decides and does real work together?

What are the issues you foresee, and what approaches could be taken to resolve those issues?

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R4	R3	R2	R1
Able and Willing	Able But Unwilling	Unable But Willing	Unable and Unwilling
"As One"	"Coming Together"	"Coming Around"	"Pick-Up Sticks"
Perform	Norm	Storm	Form
Self- Managed (Synergistic)	Team Cohesion	Intrateam Dissonance	Chaos (Uncertainty)

Team Readiness, The Center for Leadership Studies, Escondido CA.

DAY 1 The two Japanese team members (bottom and lower left) are not engaged, and a team within a team seems to have formed around the member at the top right.

DAY 7 The team has improved remarkably. Not only are the Japanese members contributing more to energy and engagement (with the one at the bottom becoming a high-energy, highly engaged team member) but some of the Day 1 "dominators" (on the lower right, for example) have distributed their energy better.

Pentland, A. 2012. The new science of building great teams. Harvard Business Review Apr: 3-11

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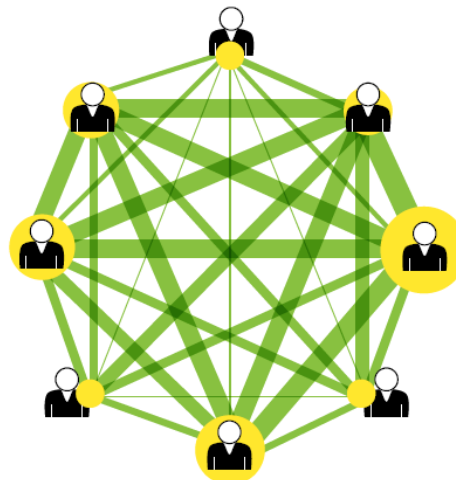
Name	Current Involvement	Competing Activities	Needed Involvement	Needed Function	Identity Elements	Incentives	Alternatives

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Context Mapping

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	

High Support

High Influence

Low Influence

Departmental

Institutional

Red:

Blue:

Green:

National

Low Support

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Notes
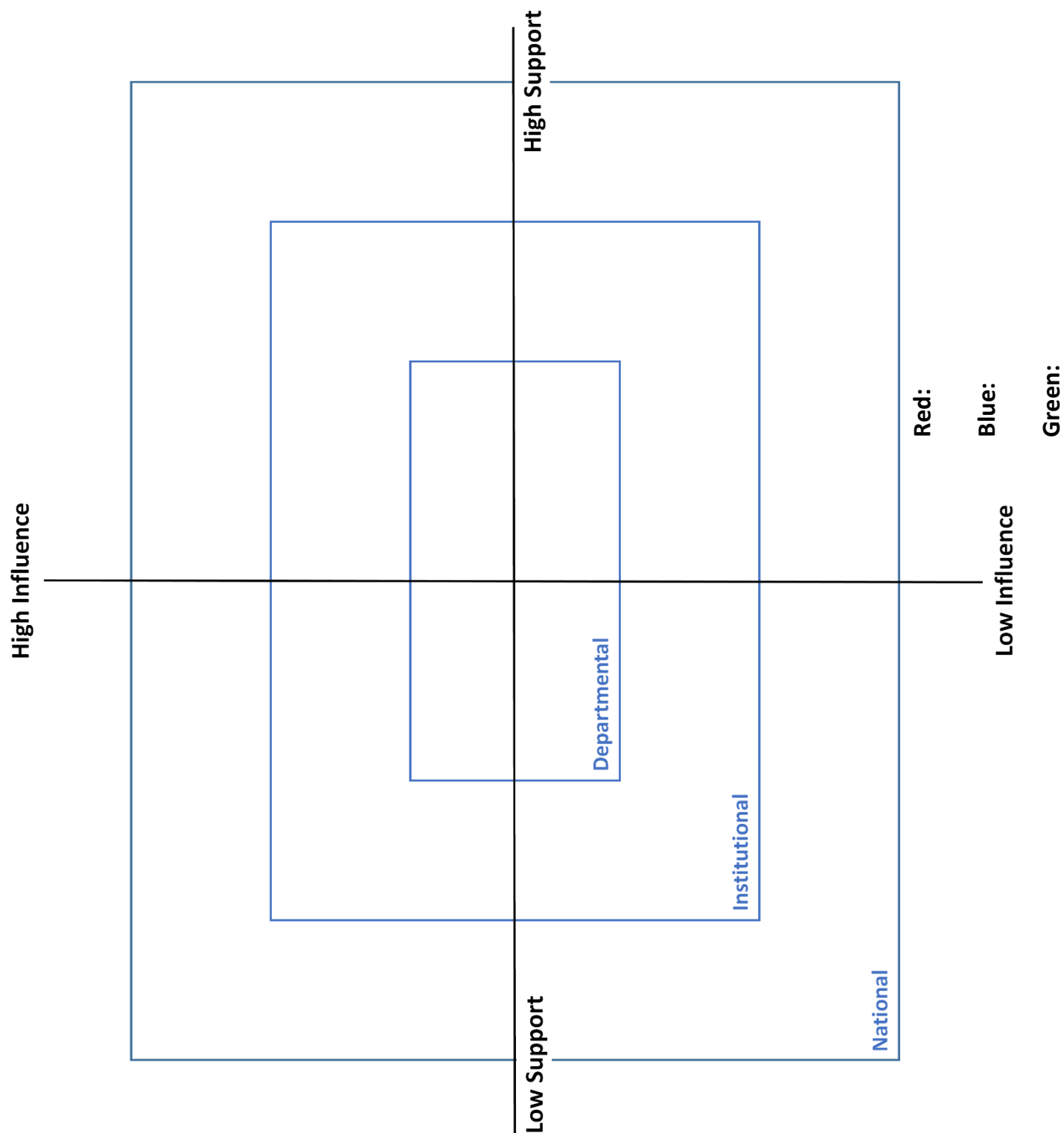
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Identities and Culture Follow-up Questions

How is your identity connected to your proposed change?

What decisions about your proposed change have been or might be related to your identity, either personal or professional?

How might you describe your identity as a change agent? What words come to mind regarding your approach to accomplishing the change(s) you wish to enact?
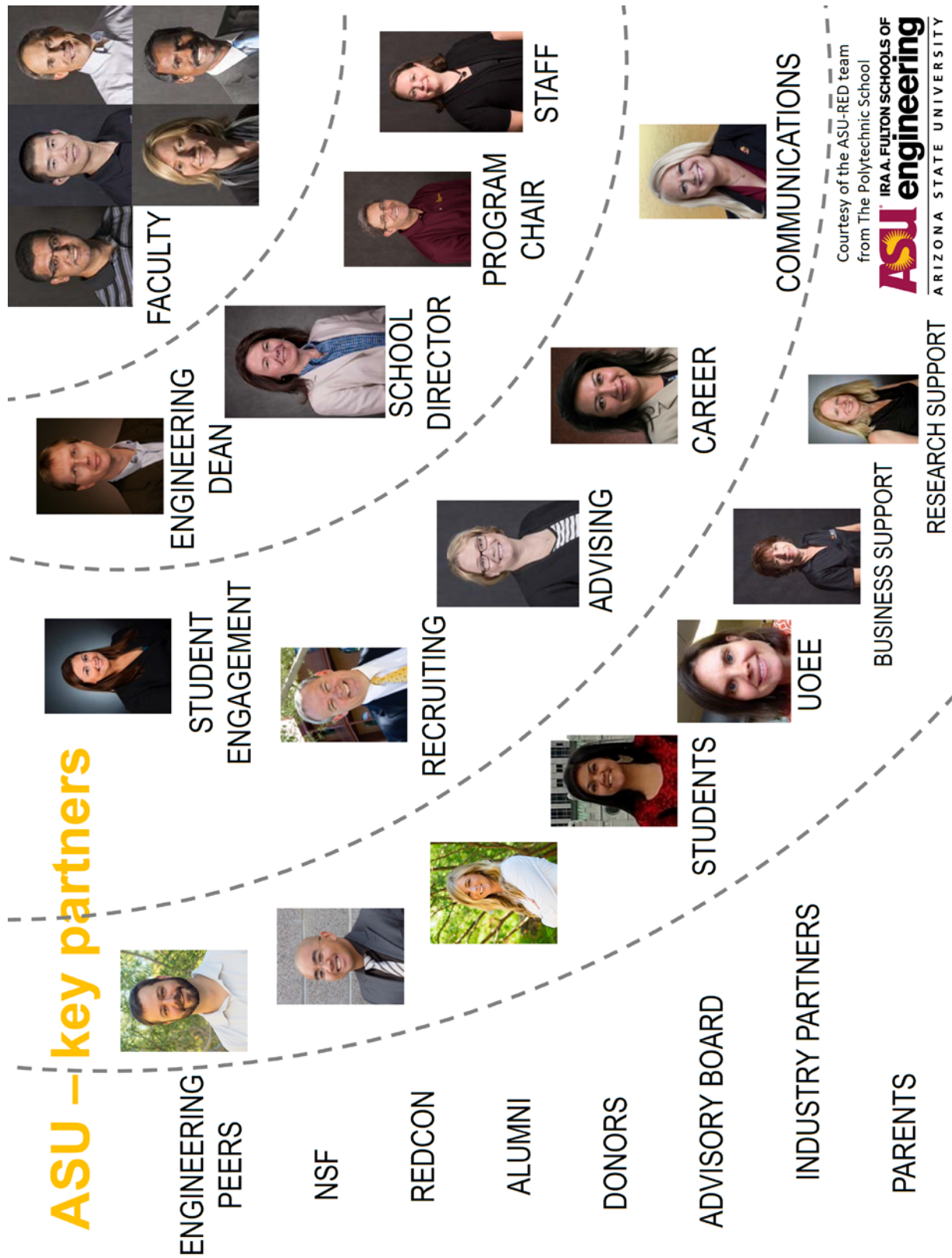
Given a core aspect of your identity, how would you react if someone wanted you to change that, as a part of improving your organization?

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How would you describe the core identity of a colleague involved in your project? What indicators suggest this identity element to you?

How might your colleague's core identity conflict with your vision for the project?

Was there an incident or interaction you may already have had, where you assumed people would be swayed by your logic to favor your change? Why weren't they?

What happens most often, when you try to "disconfirm" how things are done now?

ASU – key partners

FACULTY

STAFF

PROGRAM CHAIR

COMMUNICATIONS

Courtesy of the ASU-RED team from The Polytechnic School

IRA A. FULTON SCHOOLS OF
ASU engineering
ARIZONA STATE UNIVERSITY

ENGINEERING DEAN

SCHOOL DIRECTOR

CAREER

RESEARCH SUPPORT

STUDENT ENGAGEMENT

RECRUITING

ADVISING

BUSINESS SUPPORT

UOEE

STUDENTS

ENGINEERING PEERS

NSF

REDCON

ALUMNI

DONORS

ADVISORY BOARD

INDUSTRY PARTNERS

PARENTS

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Supplemental Material – Exploring Partnerships

Different campus constituencies get involved in change actions in different ways, depending on their available time and energy. Working on your own, think about your proposed change. Who on your campus will fall into each of the following categories?

Change leaders (who orchestrate the process)	*Contributors* (who affect change through participation in subcommittees or task forces)
Resource people (who provide information or resources for others)	*Informed people* (who do not participate actively but who stay up to date about what is occurring and why)
Constructive skeptics ("loyal opposition" who contribute useful critiques and commentary)	*Resisters* (who are invested, for a variety of reasons, in preserving the status quo. Resistance can be passive or active)

PROACTIVELY BUILD RELATIONSHIPS
BY MICHAEL W. DABNEY & MEGGIN MCINTOSH

You've certainly heard the phrase "it's not what you know, it's who you know." It's not that we subscribe to this in every way, however, on campus, when you want to be productive, it certainly helps to have proactively built relationships. Here are some suggestions for doing so:

1. **Treat all students you meet with respect**. It doesn't matter if they are students in your classes, students in the restroom, students who come in for advising, students wandering across campus looking for a building – treat all of them with respect.

2. **Treat all staff members (non-faculty) with respect**. The college or university could not function without the staff members who work there. Be courteous, kind, thoughtful, and acknowledging.

3. **Treat the faculty within your department with respect**. We will grant you that some people make it more difficult than others, but make sure you are doing your part to be respectful.

4. **Go out of your way to meet the new faculty members who join your department**. Regardless of whether they are brand new (just out of graduate school) or full professor "stars" who have been hired from another campus, introduce yourself, check to see what they might need, try to determine what they might be still trying to find, and take steps to make sure they are meeting other people on campus and/or in the community.

5. **Be a strong members of the committees you have decided to be part of**. If you are chairing the committee, demonstrate leadership. If you are a member, do the work you are asked in a timely fashion. If you can't live up to the commitment, let someone know as quickly as possible.

6. **Choose one unit on campus each semester to get to know**. If you have never connected with the people in Sponsored Projects, then get to know them. If you have never been engaged with the Graduate School office, get to know those people. If you have never gone to Buildings & Grounds, why not make it a point to do so. You may certainly get to know more than one extra group each semester but deliberately connect with one. Take cookies, a plant, a special item that represents their unit and what they do – and just walk in and get to know a few people. There's no need to hang out for half a day. Your gesture will be noticed.

7. **Write notes to people who win awards or otherwise receive recognition**. It doesn't matter if you have ever met them (yet) or not. It will surprise the person who receives your note because you not only noticed that he/she had received an award BUT that you also took the time to acknowledge it. It is sad how

infrequently this is done and believe us, people will appreciate it and remember you.

8. **Treat administrators with respect**. On some campuses, people operate from an "us" against "them" mentality and that serves no one. Even if there are some people who end up being "against" you in some way, consider each person individually not collectively.

9. **When you see people you know from campus and you're off campus, if you remember their names, use them** and introduce them to whoever you might be with. If you can't remember their names, admit it and ask to be reminded.

10. Related to the previous tip, **when you see someone on campus or off, and you aren't close colleagues and/or friends, introduce yourself first**, thereby not making the assumption that others remember you. It's very courteous to do so.
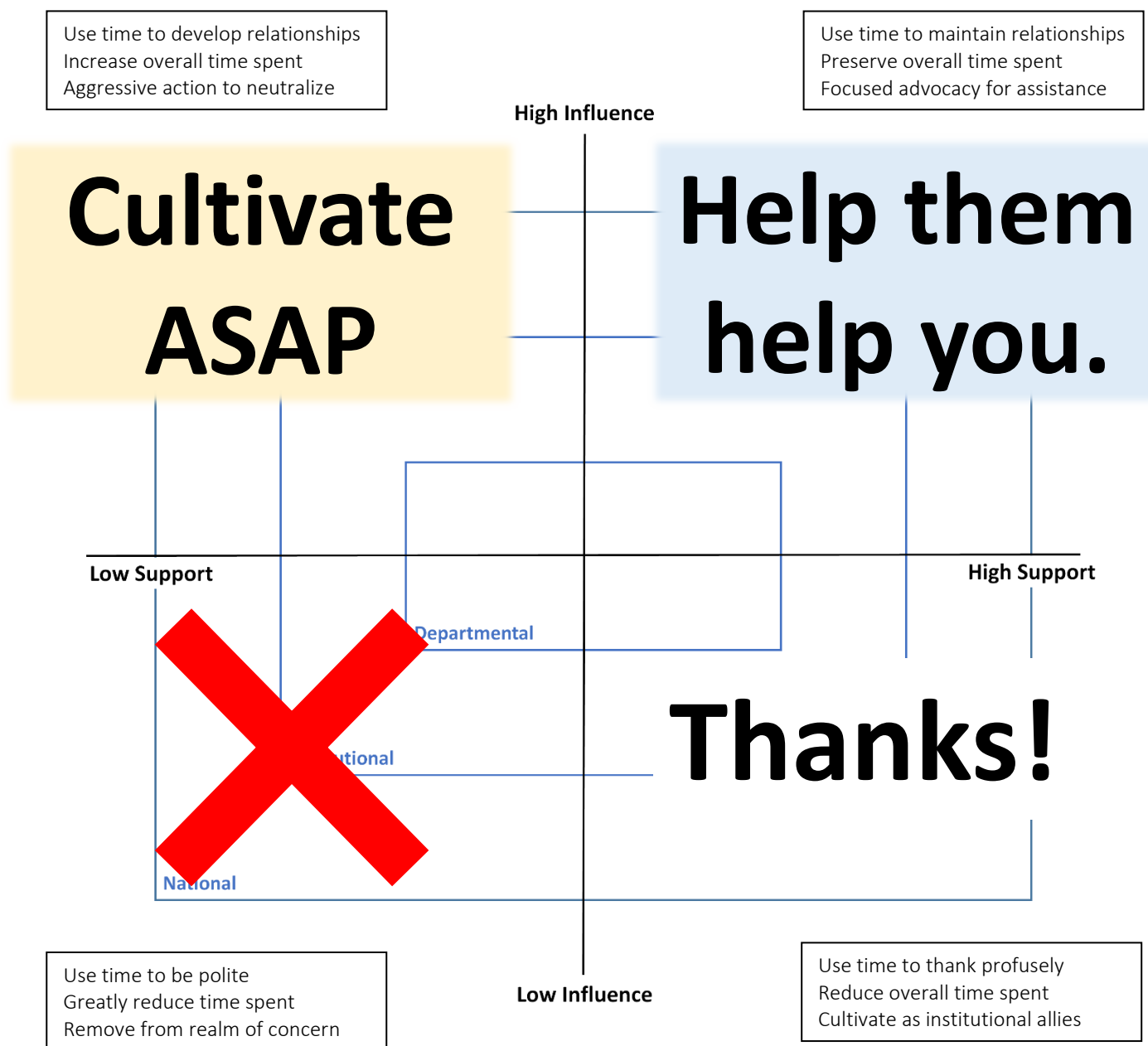
Life is about relationships. Building strong relationships on your campus not only make life better, but they allow you to be far more productive, too.

© Michael W. Dabney & Meggin McIntosh

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Use time to develop relationships
Increase overall time spent
Aggressive action to neutralize

Use time to maintain relationships
Preserve overall time spent
Focused advocacy for assistance

High Influence

Cultivate ASAP

Help them help you.

Low Support

High Support

Departmental

tional

Thanks!

National

Use time to be polite
Greatly reduce time spent
Remove from realm of concern

Low Influence

Use time to thank profusely
Reduce overall time spent
Cultivate as institutional allies

Red: Existing, strong relationship

Blue: Existing, weak relationship

Green: Non-existent relationship

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Schedule At-A-Glance – Making Academic Change Happen 2016
www.rose-hulman.edu/MACH

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.

•	•
•	•
•	•
•	•
•	•

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.

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Free Form Version

"The pain statement" in three sentences:

1.

2.

3.

 "The core actions" in three sentences:

4.

5.

6.

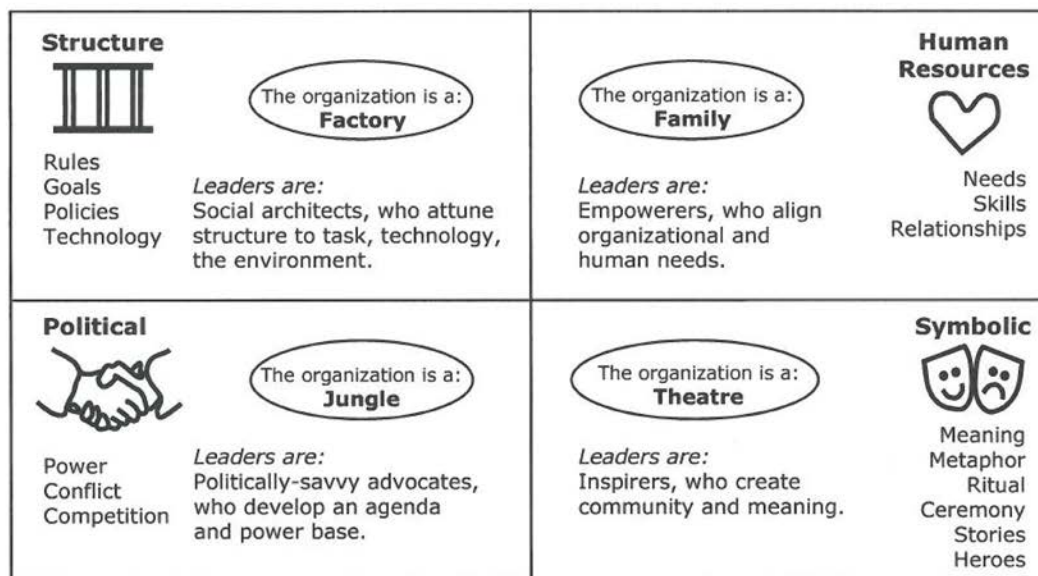"The value proposition" in three sentences:

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?

Framing Your Change Project

Structure			**Human Resources**
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.	Needs Skills Relationships
Political			**Symbolic**
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.	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.

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Making Academic Change Happen