

ADVANCE(ing) Institutional Transformation

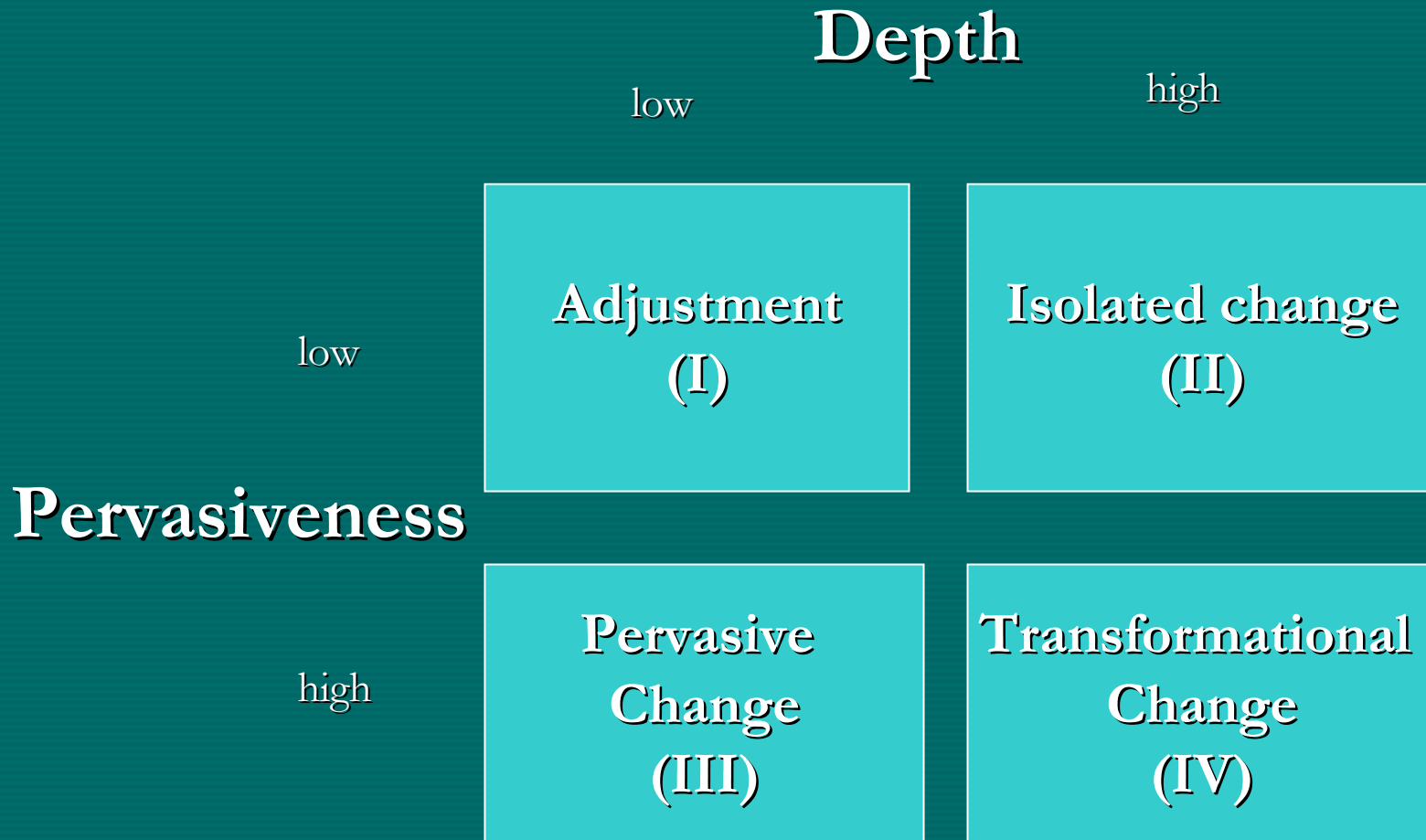
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Challenge of Change

Challenge to Change

Typology of Change



Adjustment

A change or a series of changes that modify an area, improve a process or quality, or add something new. Although the result is positive, adjustment is low on depth and pervasiveness and therefore does not drastically alter much and it doesn't have deep or far-reaching effects.

Example – including female undergraduate students in undergraduate research opportunity program in one department

Isolated Change

Isolated change is deep but limited to one unit or a particular area; it is not pervasive throughout the institution.

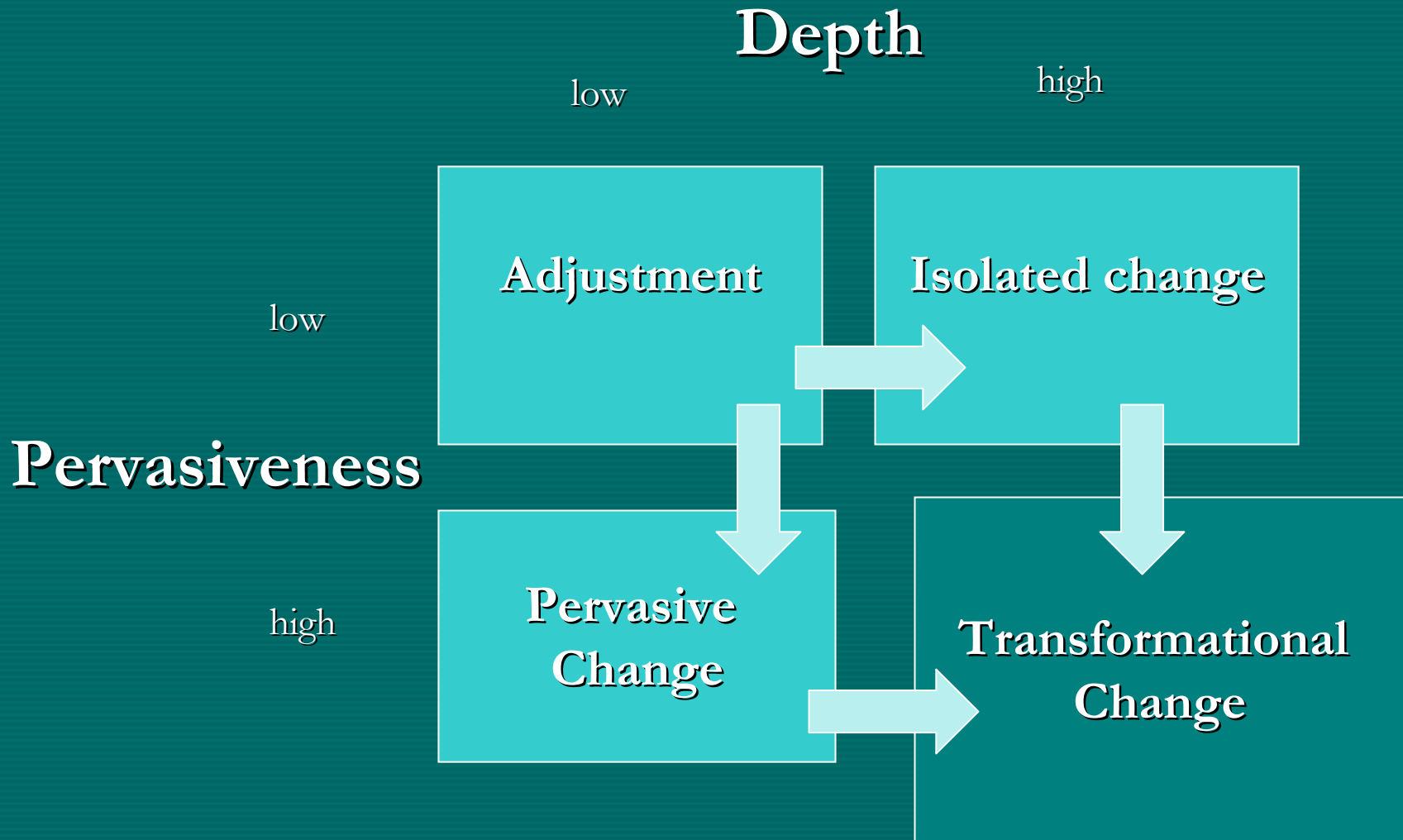
Example – development of a departmental mentoring program for female faculty members

Far Reaching Change

Far-reaching change is pervasive, but does not affect the institution very deeply.

Example – commitment to hire additional female faculty members and admit female graduate students over a 5-year period

Toward Transformational Change

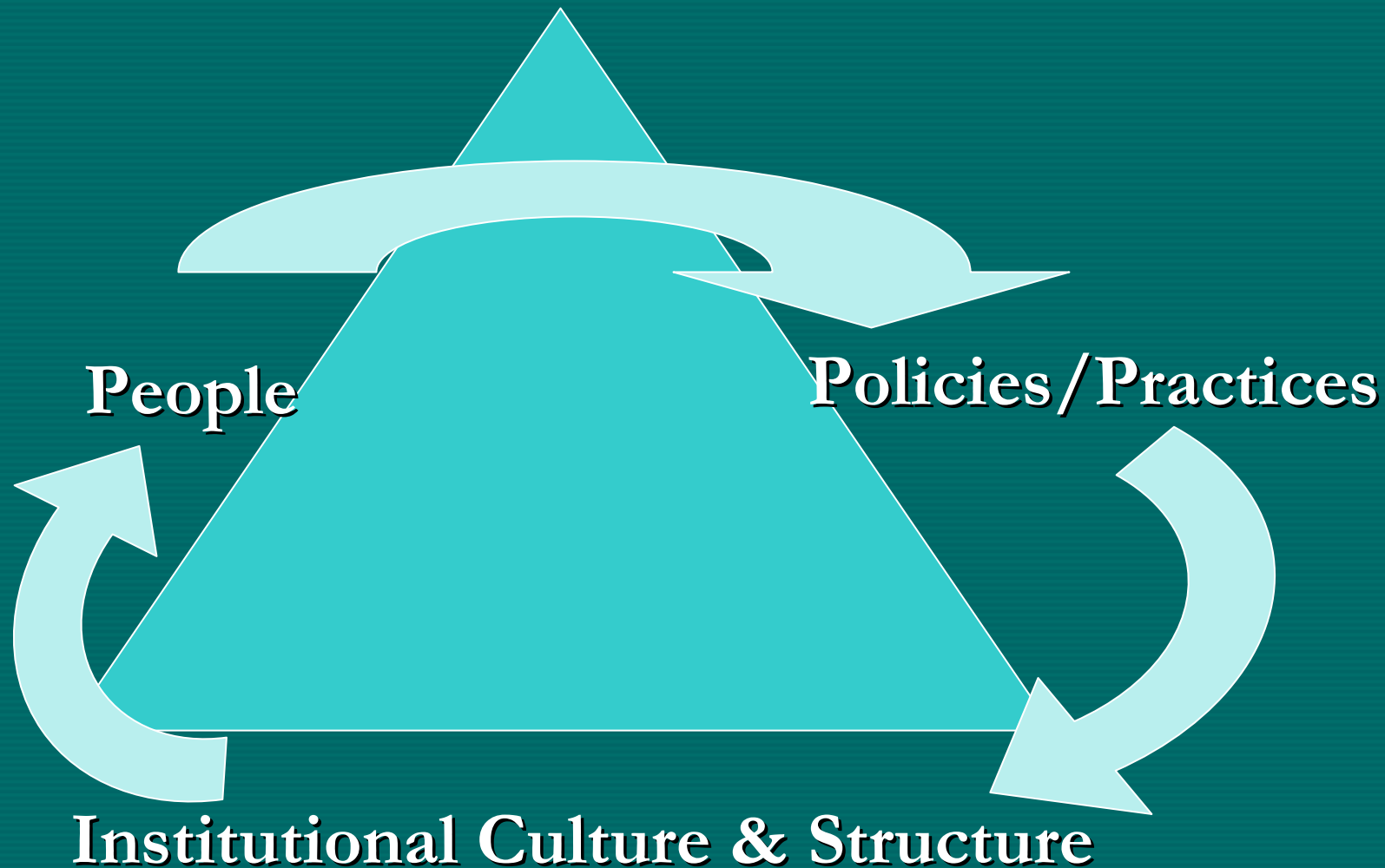


Transformation

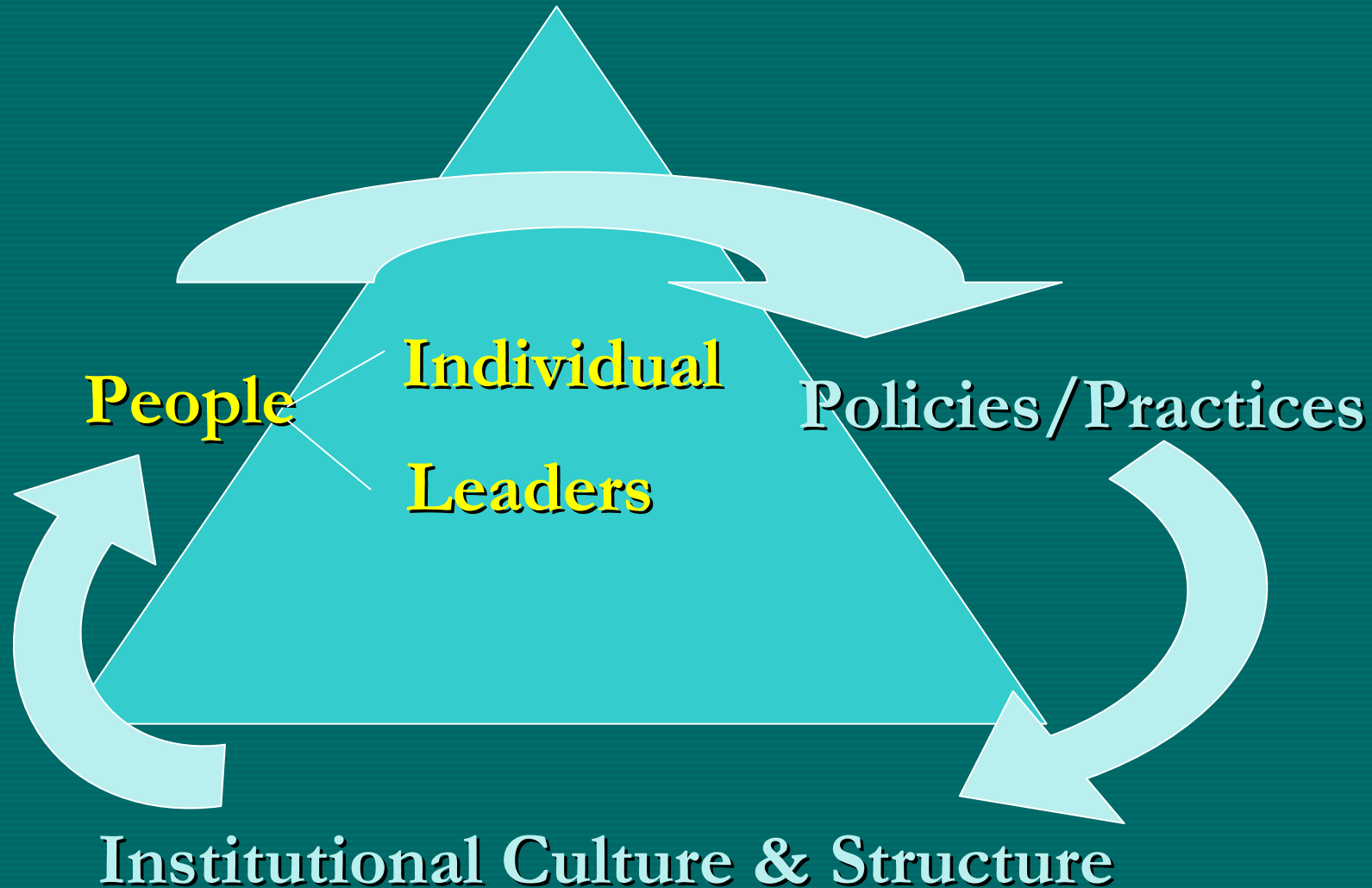
- Alters the culture of the institution by changing underlying assumptions and overt institutional behaviors, processes, and structures
- Is deep and pervasive, affecting the whole institution
- Is intentional
- Occurs over time

UW ADVANCE envisions a campus in which all science, engineering, and mathematics departments are thriving, all faculty are properly mentored, and every SEM faculty member is achieving his or her maximum potential. UW believes that the cultural changes that are designed to help underrepresented groups invariably help all groups and improve the environment for all.

Conceptual Framework for Institutional Transformation



Change Agents



**Change is a very human
process**

Leadership on the Line

“To lead is to live dangerously because when leadership counts, when you lead people through difficult change, you challenge what people hold dear – their daily habits, tools, loyalties, and ways of thinking.....” (p. 2)

Heifetz & Linsky (2002) Leadership on the Line

Helping people think differently

- Asking “what does this mean”
- Creating new understandings
 - Understanding starts with identity
 - Understanding comes retrospectively
 - Interpretations shape understanding
 - Understanding is a social process
 - Collective understanding is ongoing
 - Forging understandings requires reference points
 - Creating new understandings is driven by plausibility, not accuracy

Transformative Leadership

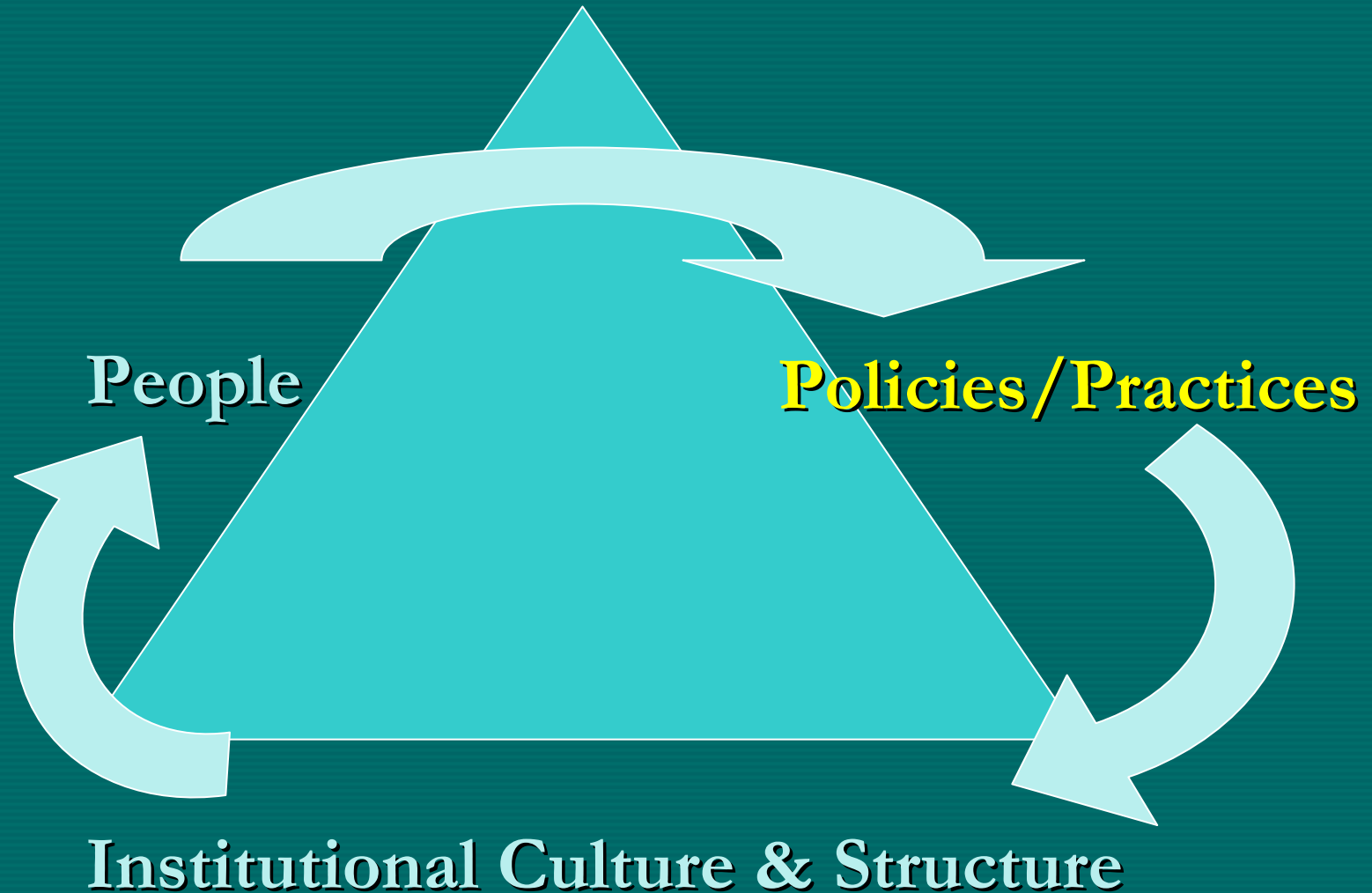
- Principle-focused & ethical ambition
- Long term perspective
- Balancing speed, deliberation & persistence
- Thinking differently
- Framing a positive change agenda
- Interactive and effective communication
- Level 5 leaders – (Good to Great, 2001)
 - Personal humility & professional will

Unanticipated Findings

(Good to Great by Collins, 2001)

- Transformation as a conscious choice
- Institution over personal ambition
- “Stop doing” list
- How not to de-motivate individuals
- Commitment and alignment follow from results and momentum

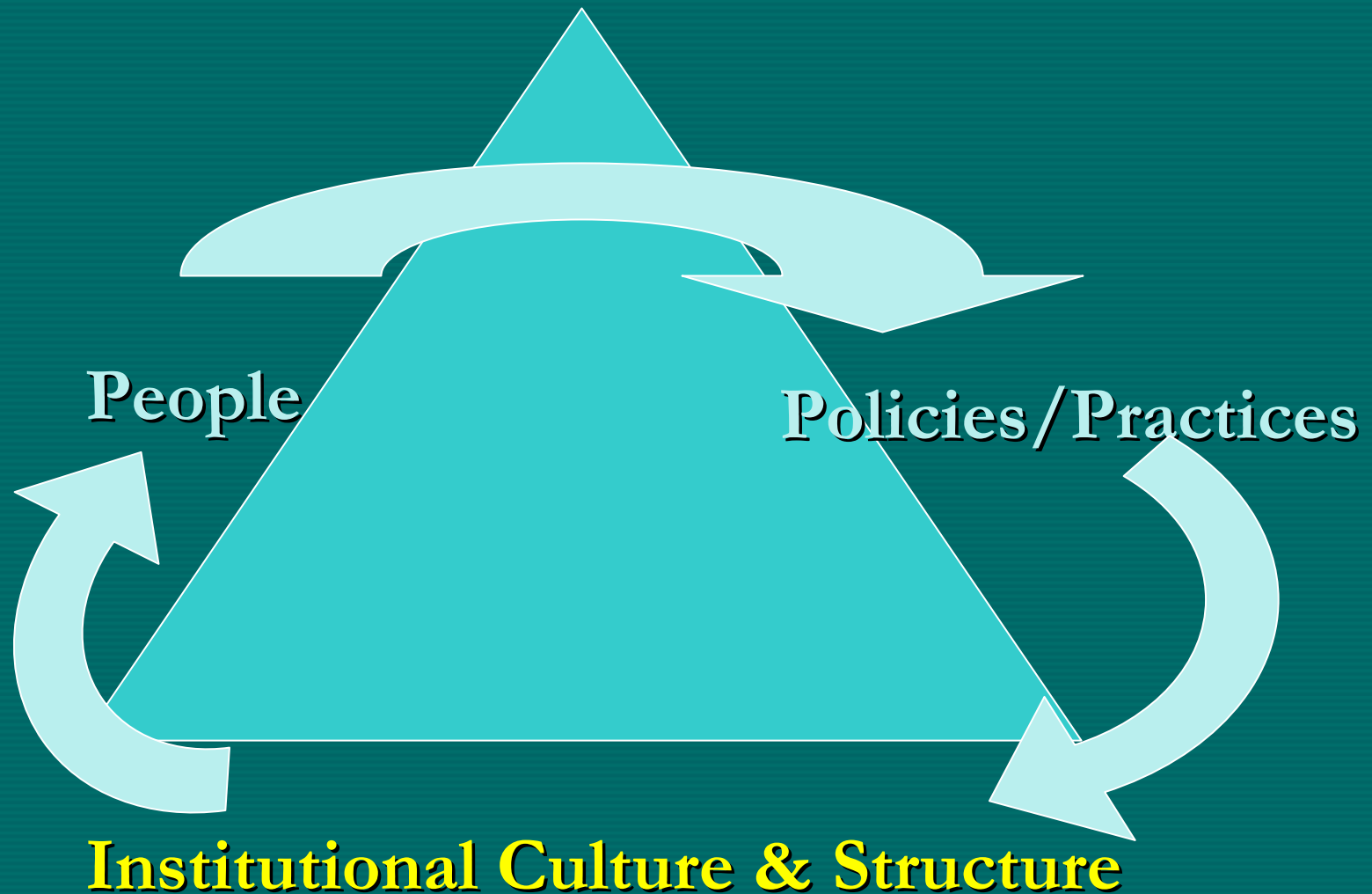
Change Agents



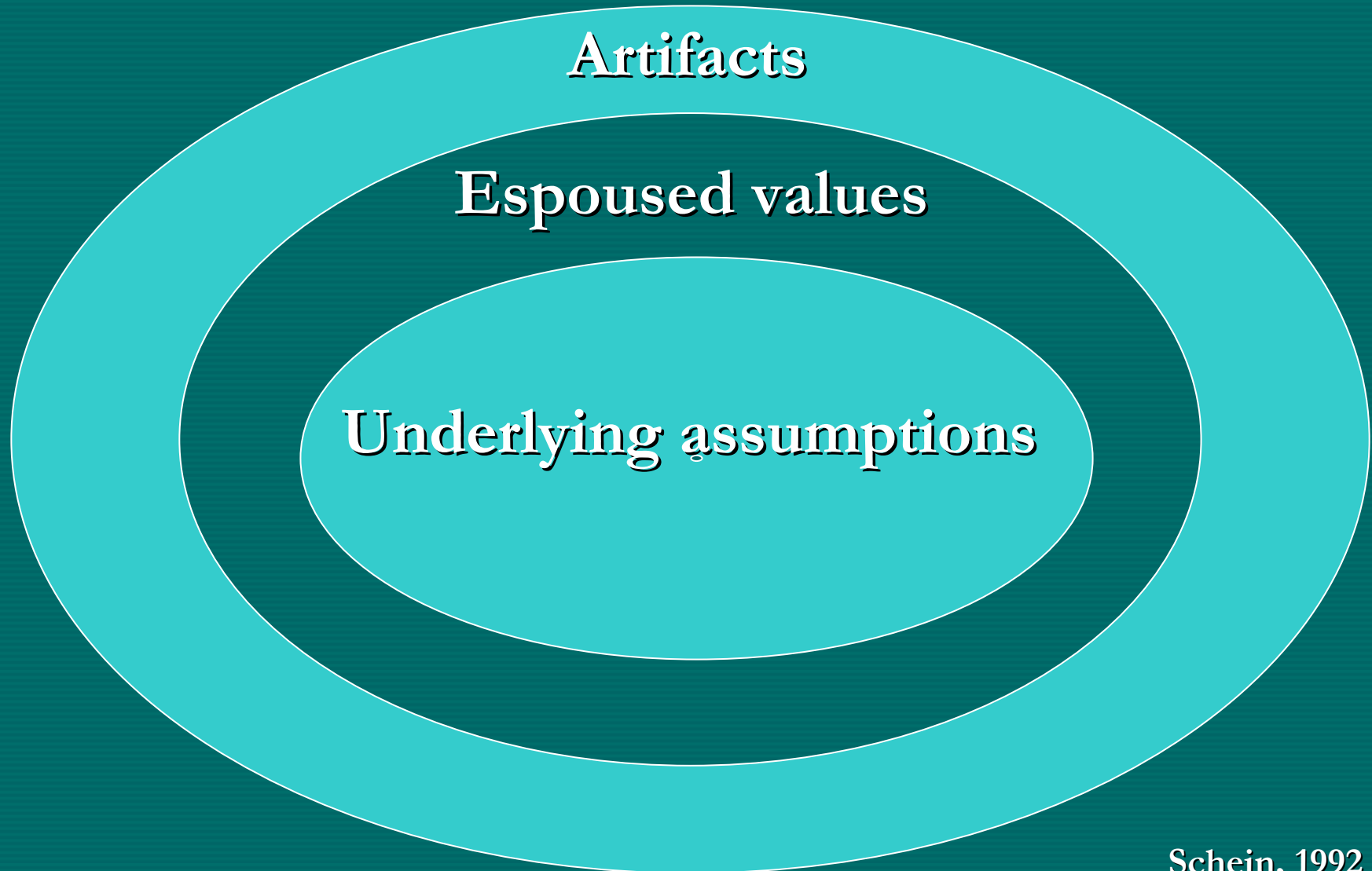
Policies & Practices

- Work-life Issues
 - Dual career
 - Family leave & child care
- Career enhancement and advancement
- Indicators and measures of “success”
- Changing faculty roles and responsibilities
- Multi-role professionals (e.g.,)
 - Scholar/parent
 - Administrator/scholar

Change Agents



Institutional Culture



Artifacts

Artifacts are what we see - the concrete representations of culture including the products, activities, and processes that make up the institution's culture. Examples of artifacts include insiders' language and terminology, myths and stories, published mission statements, observable rituals and ceremonies, reward structures, and communication channels.

Espoused Values

Espoused values are what we say—the articulated beliefs about what is “good,” what “works,” and what is “right.” Examples include statements like “We value diversity” and “teaching matters”. Espoused values are what we say and what we promote, but unfortunately not always what we do.

Underlying Assumptions

Underlying assumptions are what we believe. They reside at the innermost core of a culture. These deeply ingrained beliefs are rarely questioned and are usually taken for granted. They are difficult to identify because only careful observers or cultural insiders can truly understand them.

Possible examples include: “Scholarly production is what actually counts”; or “length of service is more important than expertise.”

University culture & “invisible privilege”

- Underlying assumptions are often based upon history and tradition of the institution
- “Climate” is a systemic consequence of academic culture

Privilege*

(McIntosh, 1990)

- Unearned
- Unrecognized
- Conferring dominance
- Culturally taught

*This conceptualization is based on an analysis of interlocking hierarchies of oppression in society including male privilege and white privilege in particular but also class, ability, heterosexual and age privilege.

Examples of White (and Male) Privilege (McIntosh, 1988)

- I can if I wish arrange to be in the company of people of my race most of the time. (but not as easily accomplished for my gender)
- I can speak in public to a powerful group of individuals without putting my race on trial. (but I do put my gender on trial)
- I can do well in a challenging situation without being called a credit to my race. (but perhaps to my gender)
- I am never asked to speak for all the people of my racial group. (But I am perceived to speak for all of my gender.)
- I can be pretty sure that if I ask to talk to the "person in charge", I will be facing a person of my race. (But not a member of my gender.)

Examples continued

(McIntosh, 1988)

- I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race. (But perhaps it's due to my gender.)
- I can think over many options, social, political, imaginative or professional, without asking whether a person of my race would be accepted or allowed to do what I want to do. (But not so for my gender.)
- If I have low credibility as a leader I can be sure that my race is not the problem. (But perhaps due to my gender.)

Understanding Invisible Privilege in Academic Institutions

- Perceptions and stereotypes
- Policies & practices rooted in history and tradition – “TTWWADIIH”
- Hierarchy(ies) for control
- Information gatekeepers
- Value and reward systems based upon history of the institution

Perceptions & Stereotypes

Although racially privileged (white), in terms of gender:

- At meetings, I sometimes feel as if I'm invisible and my suggestions are not heard and my opinions do not matter. If my suggestions are voiced by a male colleague, he is congratulated on the good idea.
- If I question or challenge the status quo, it means I don't understand or am not being supportive.
- I am assumed not to be the (Dean) and my administrative ability is called into question (and my male Associate Dean is thought to be Dean).
- My strength is interpreted as aggressiveness and my passion (emotion) as weakness.
- If I succeed, I'm an exception; if I fail, it's because I'm a woman.

Understanding Invisible Privilege in Academic Institutions

- Perceptions and stereotypes
- Policies & practices rooted in history and tradition – “TTWWADIIH” (that’s the way we’ve always done it here)
- Hierarchy(ies) for control – what we can’t do
- Information gatekeepers
- Value and reward systems based upon history

Indicators of Transformation

- Consistency of policies & espoused values
- Elimination of “invisible” privilege
- Affirming and supportive climate
- Collaboration & team approach
- University as a learning institution
- Budget re-prioritization in support of intentional change

**For institutions to be successful,
change must be both intentional
and continuous**

American Council on Education, 1998

Transformation in academic institutions will most likely occur through an evolutionary process rather than through revolutionary action.

Never doubt that a small group of thoughtful committed citizens can change the world, indeed it's the only thing that ever has.

Margaret Mead

Be the change you wish to
see in the world . . .

Gandhi