

ADVANCE(ing) Institutional Transformation

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Challenge of Change

Challenge to Change

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

American Council on Education, 1998

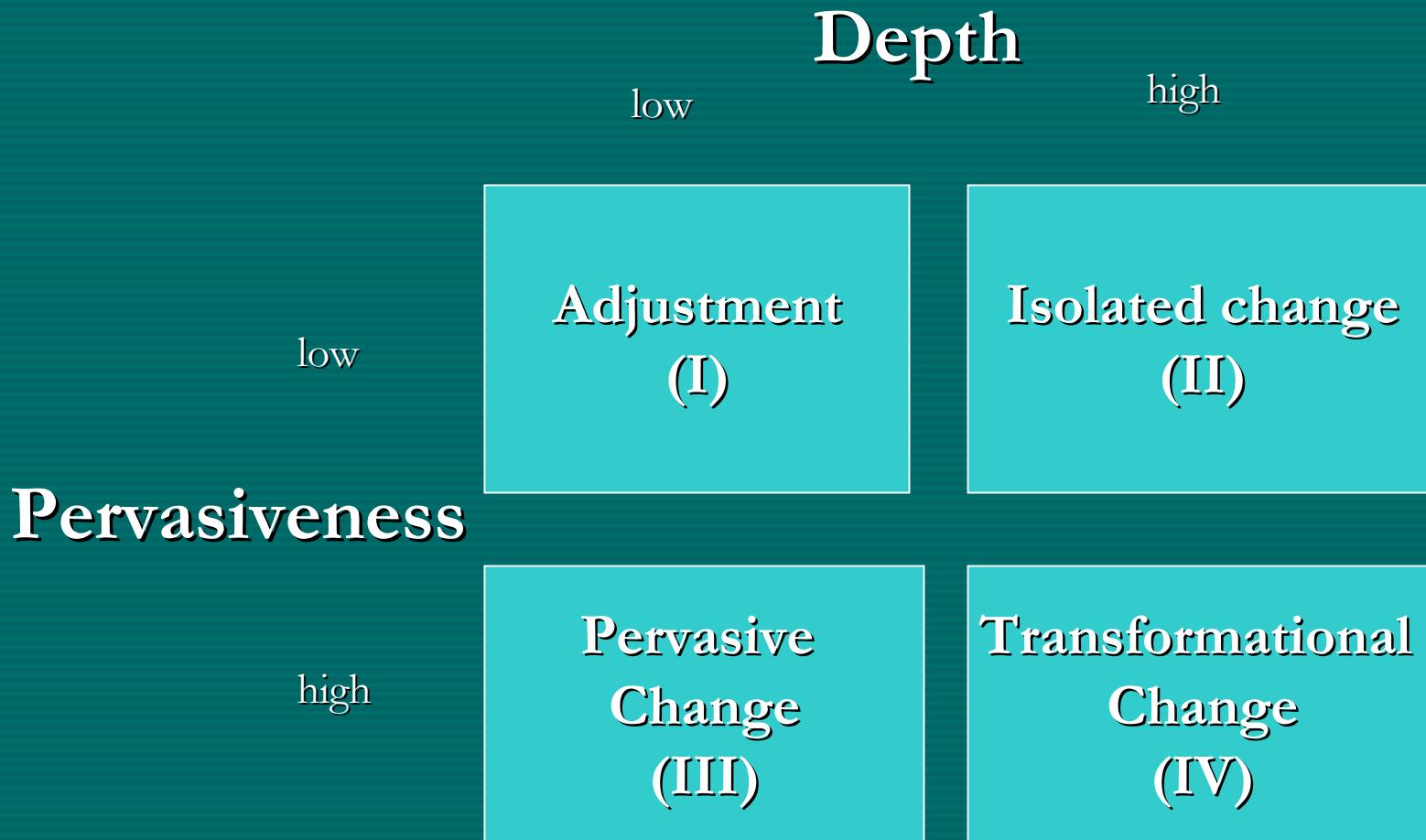
But being intentional about effecting change – that is, riding the waves rather than ducking them and hoping for the best – will likely be the most important factor in deciding which institutions thrive and which ones wither. The challenge to higher education leaders is clear.

Eckel, Green, & Hill, 2001

Change will not only be the challenge to the American university, it will be the watchword for the years ahead. With change will come unprecedented opportunities for those universities with the vision, the wisdom, and the courage to lead in the century ahead.

Duderstadt, 2000

Typology of Change



Eckel, Green, & Hill, 2001

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

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

Transformational Change - Example

University-wide commitment (with allocation of resources) to increase the number of female faculty members recruited and retained at Virginia Tech that includes changing in policies/practices that provide for a work-life and family friendly environment plus career enhancement & advancement initiatives that provide “incentives” to departments to successfully guide, tenure and promote productive female faculty members and supportive male faculty members and fosters an environment that values and encourages the department to work for inclusivity rather than exclusion under the guise of selectivity.

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

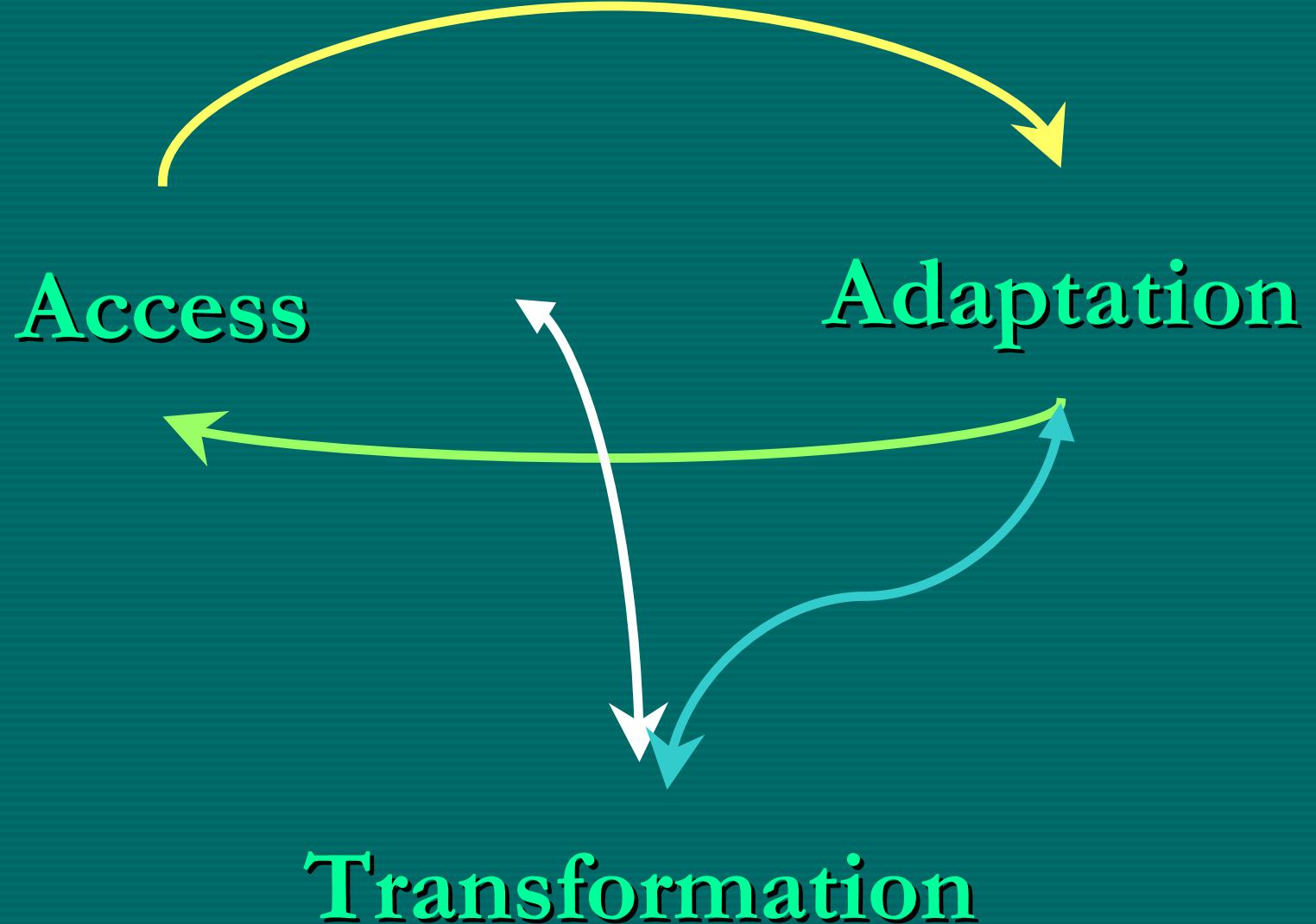
Current Status & NSF's Challenge

Status

- Women scientists and engineers significantly underrepresented and proportionally underadvanced
- Lack of women's full participation at senior level is often a consequence of academic culture

NSF Challenge through ADVANCE

- Effective approaches to increase participation and advancement of women faculty into senior and leadership ranks
- Implement necessary changes to institutionalize the approaches

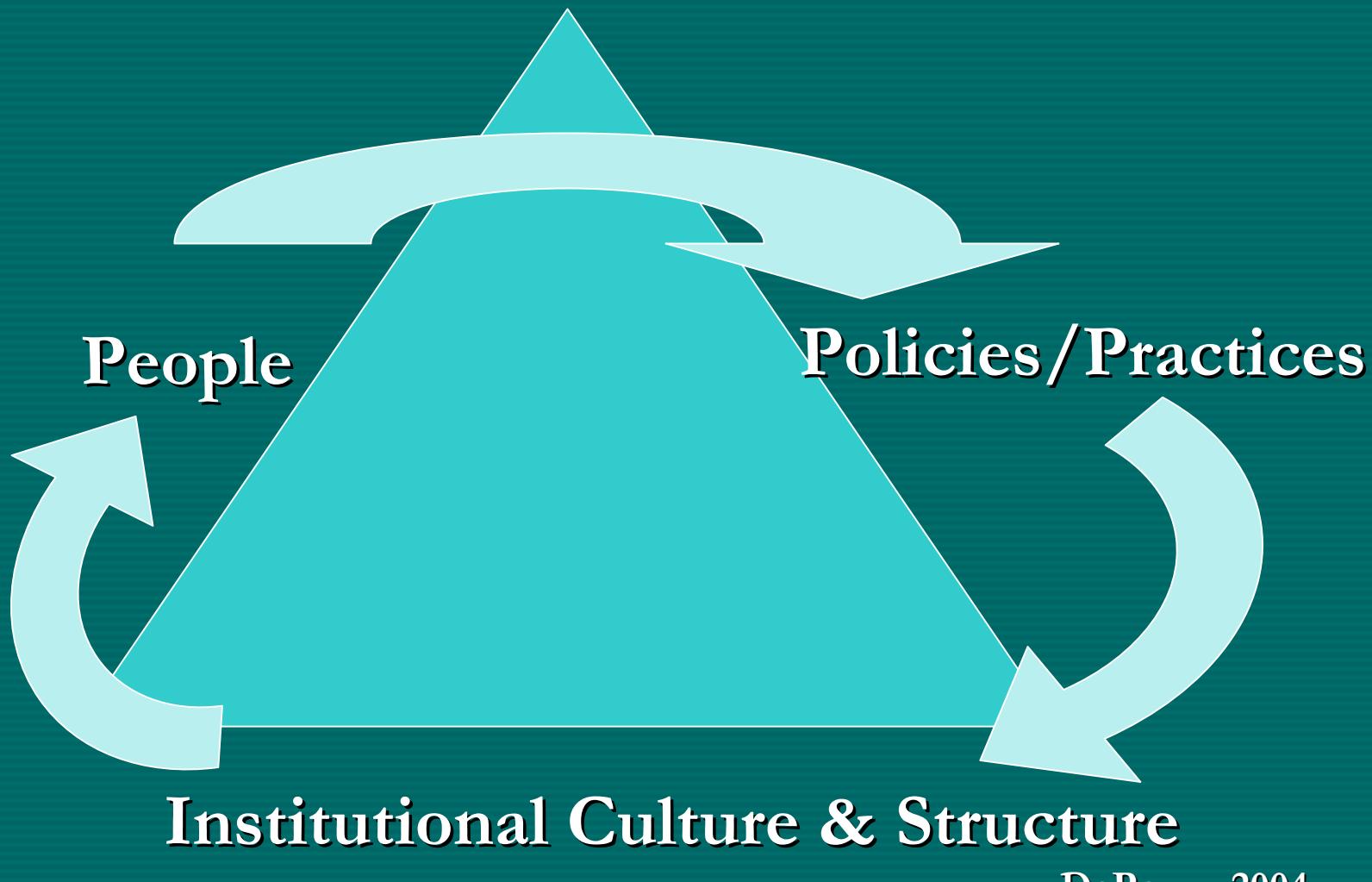


DePauw, 1997

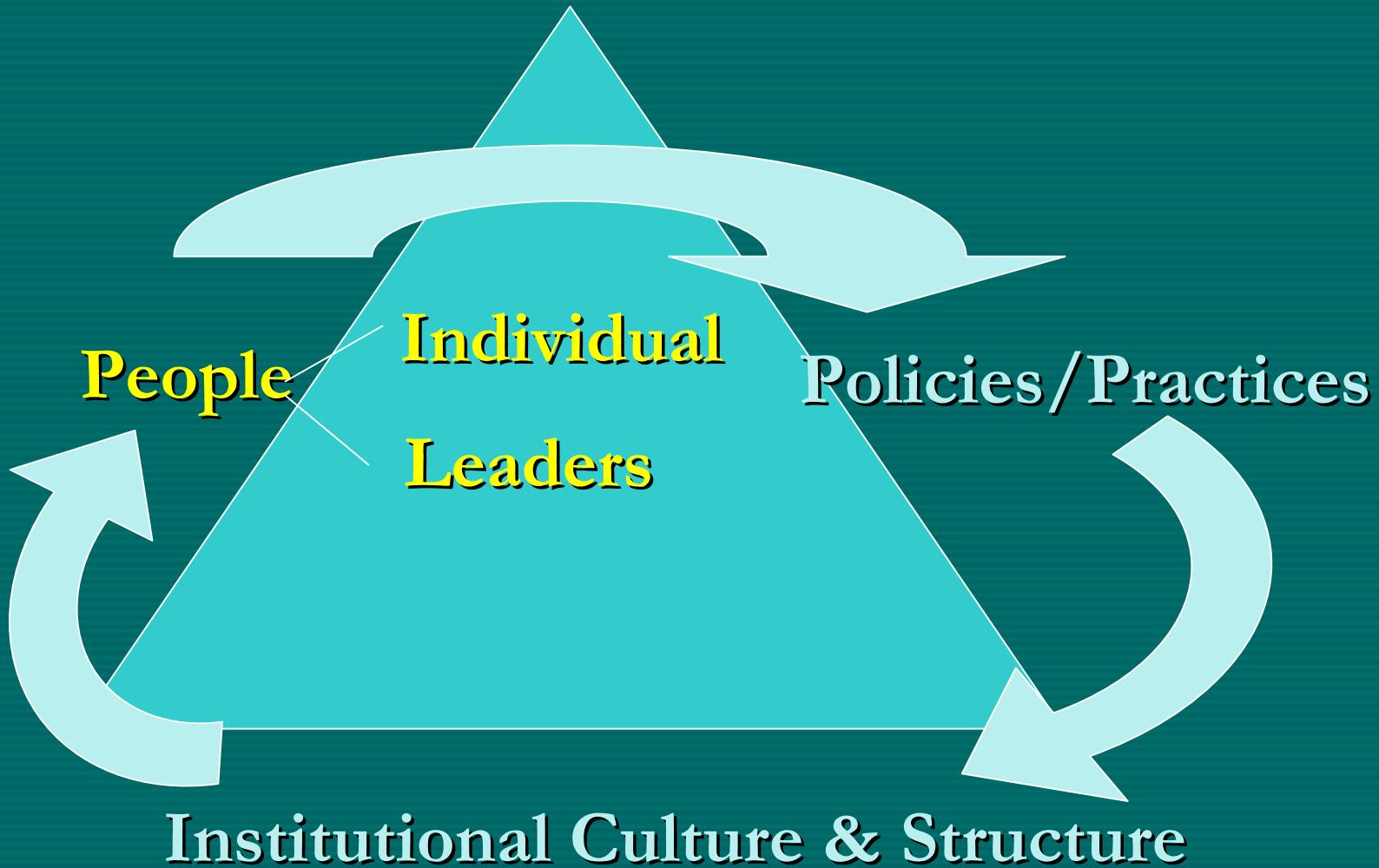
ADVANCE VT Goals

- **Changing Institutional Culture**
- **Empowering Women as Leaders & Scholars**
- **Increasing the Representation of Women**
- **Advancing Women into Faculty Careers**

Conceptual Framework for Institutional Transformation



Change Agents



Individual

- Roles
- Responsibilities
- Attitudes/Behaviors

**Change is a very human
process**

Lessons learned from Who Moved My Cheese? by Spencer Johnson, M.D. (1998) (as experienced by Sniff, Scurry, Hem, & Haw)

- **Change Happens**
They keep moving the cheese
- **Anticipate Change**
Get ready for the cheese to move
- **Monitor Change**
Smell the cheese often so you know when it's getting old

Lessons learned

- **Adapt to change quickly**
The quicker you let go of old cheese,
the sooner you can enjoy new cheese
- **Change**
Move with the cheese
- **Enjoy Change**
Savor the adventure and the taste of
new cheese

Individuals as Leaders

- Leadership roles & opportunities
- Responsibility
- Administrative positions

Transformative Leadership

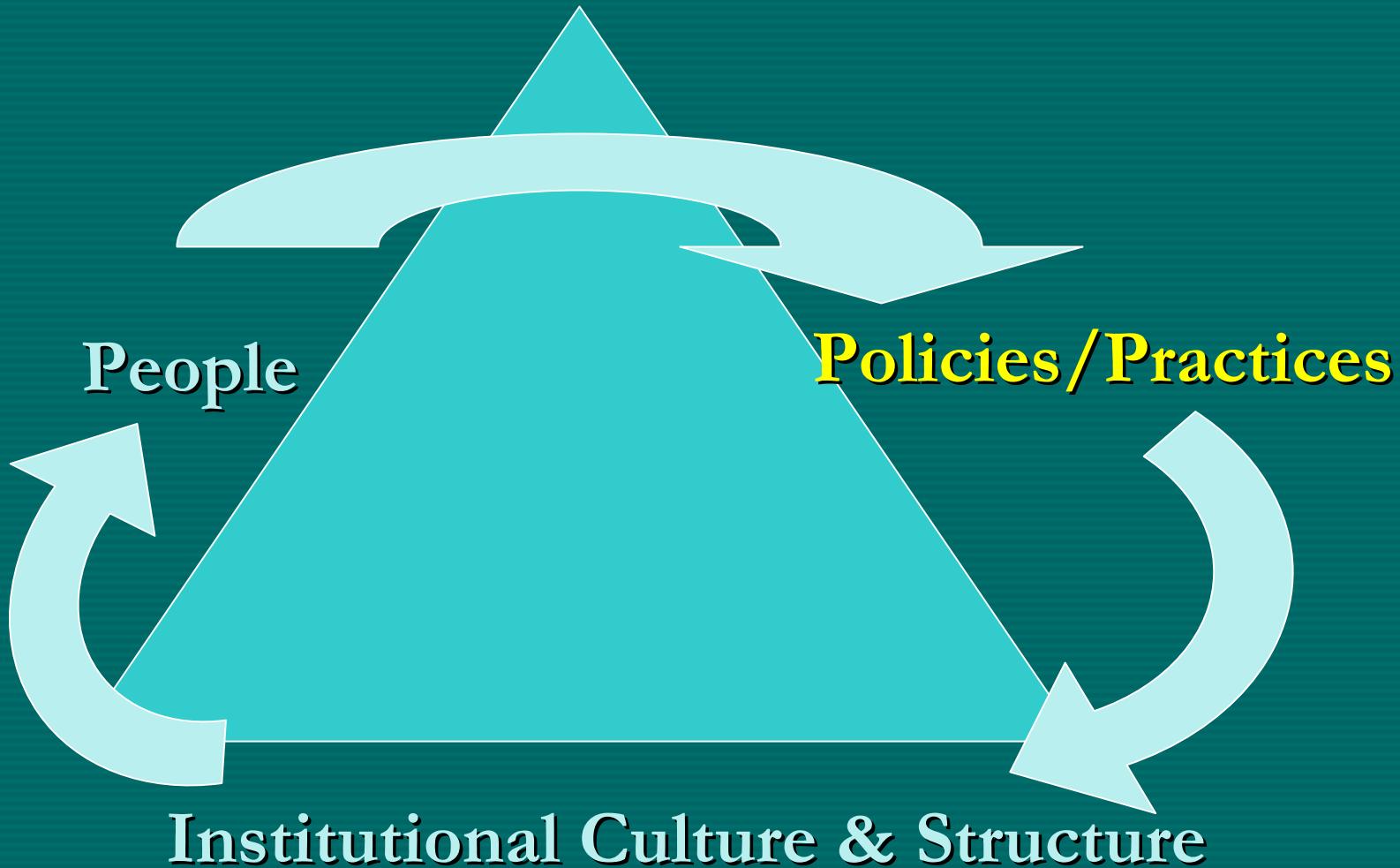
- Principle-focused & ethical ambition
- Long term perspective
- Balancing speed, deliberation & persistence
- Thinking differently
- Framing a positive change agenda
- Interactive and effective communication
- Level 5 leaders – (Good to Great, 2001)
 - Personal humility & professional will

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

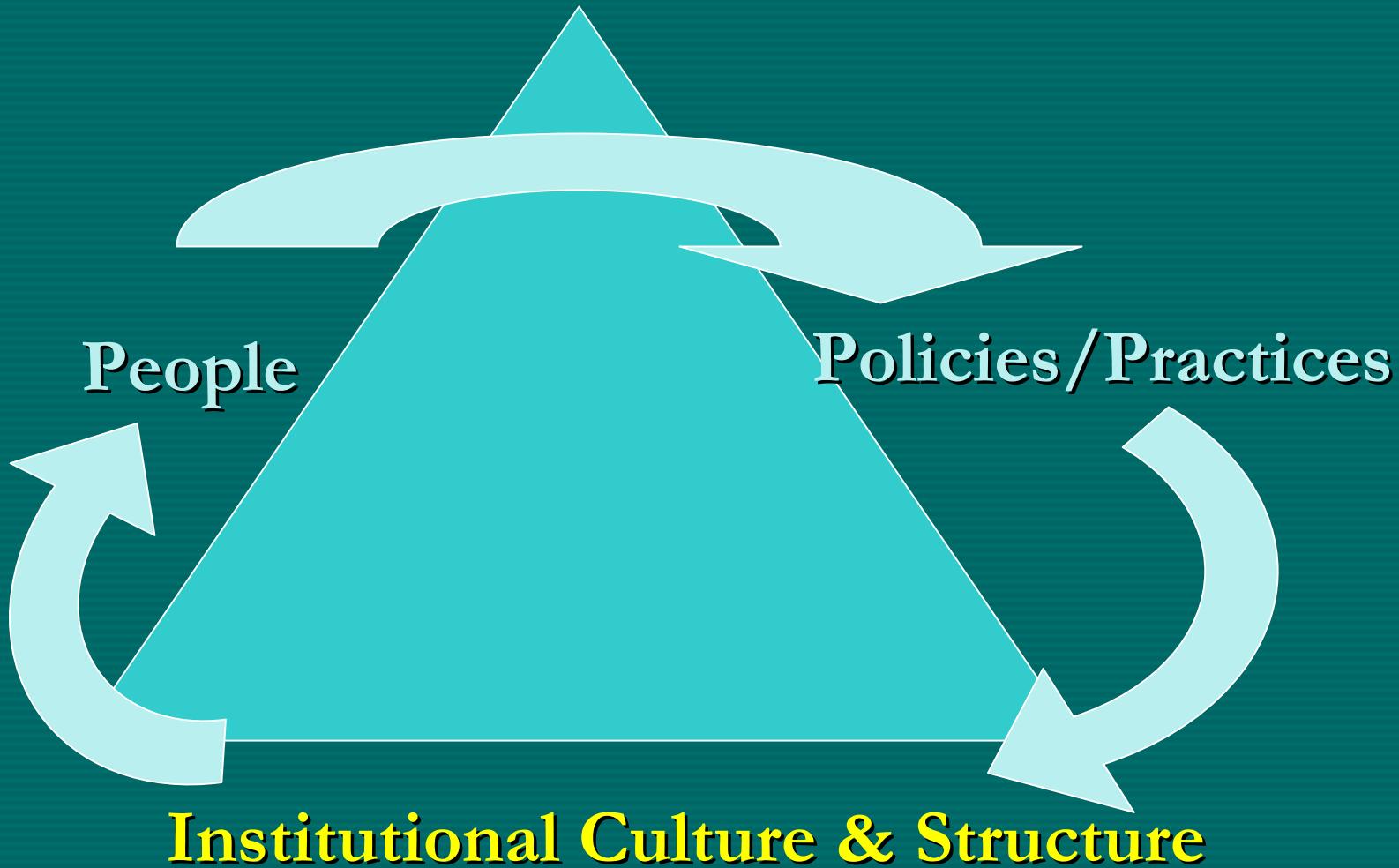
Change Agents



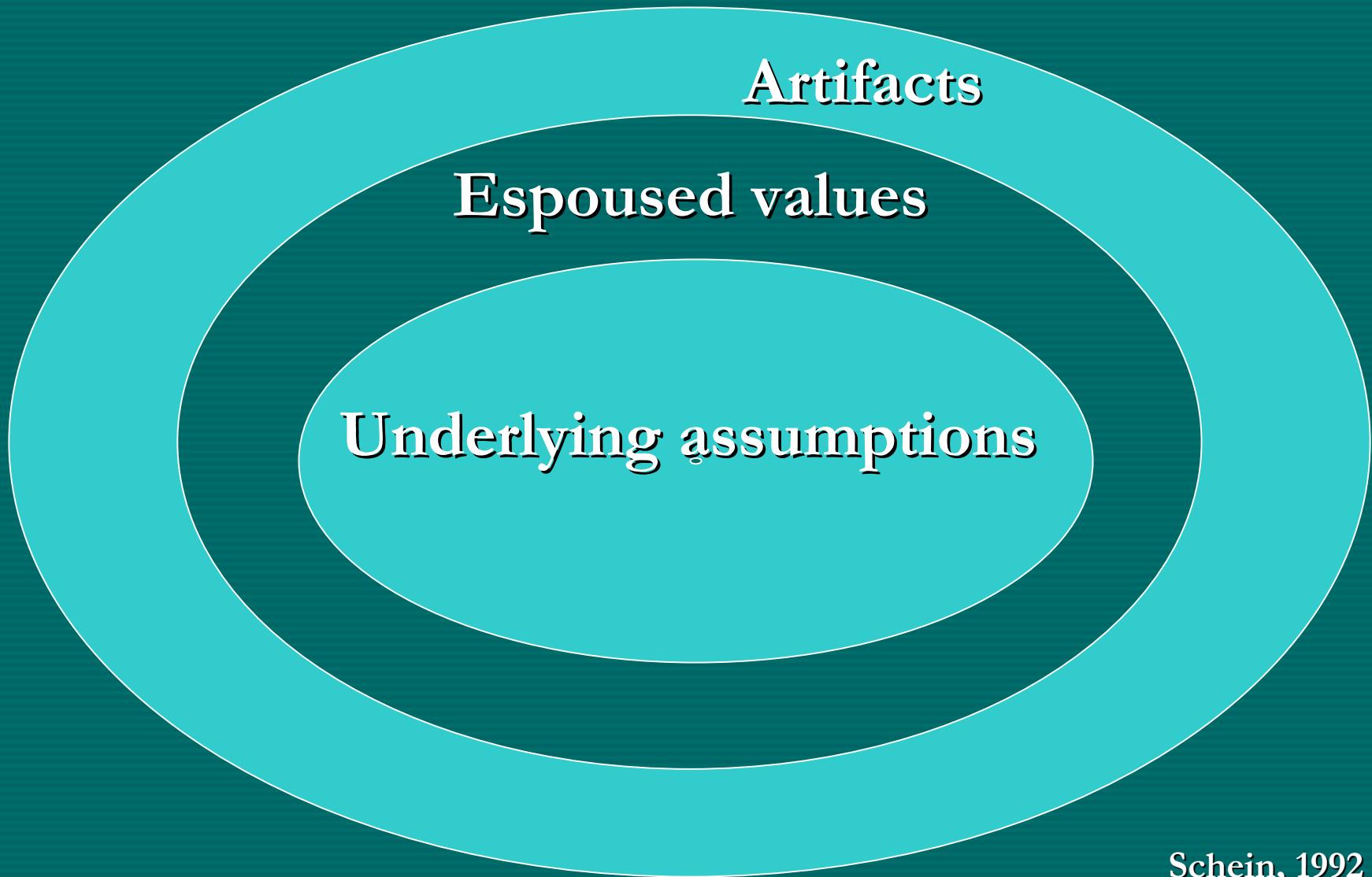
Policies & Practices

- 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



Schein, 1992

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 is 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 since only careful observers or cultural insiders can truly understand them. Possible examples include: “Scholarly production is what 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 – “TTWWADIH”
- Hierarchy(ies) for control
- Information gatekeepers
- Value and reward systems based upon history (e.g., male, military 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 – “TTWWADIH” (that’s the way we’ve always don’t it here)
- Hierarchy(ies) for control – what we can’t do
- Information gatekeepers
- Value and reward systems based upon history (e.g., male, military institution)

Indicators of transformation

- Consistency of policies and espoused values
- Budget re-prioritization for intentional change
- “Inclusive” decision-making processes
- Affirming and supportive climate
- Elimination of “invisible” privilege

Transformational change involves altering the underlying assumptions so that they are congruent with the desired changes, and thereby, changing the culture of the institution.

Preserving core values and core purposes and changing cultural and operating practices to achieve specific goals and strategies is possible.

Paradigm Shifts

- Collaboration & team approach
- Dialogue and debate
- University as a learning institution
- Faculty & administrators as learners

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

Crisis



- Risk/Danger
- Opportunity

Futurisktic

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

Gandhi

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