



Being a Change Leader is Hard Work:

Collective Learnings and Reflections from 2014
ADVANCE IT Awardee Leaders

PAM COOK, U OF DELAWARE

SUSAN SHAW, OREGON STATE UNIVERSITY

STEPHANIE LUSTER-TEASLEY & ZAKIYA WILSON, NORTH CAROLINA A&T STATE

HOLLY M. HUTCHINS, U OF HOUSTON

Reflective Practice as Change Leaders

- ▶ A deliberate “pause” to assume an open perspective and to allow for higher-level thinking processes. RP helps leaders to examine *beliefs, goals and practices, and to gain a new or deeper understanding that lead to actions.* (York-Barr et al, 2001).
- ▶ Two forms:
 - ▶ Reflection-**on**-Action: Thinking through a situation after it happens to effect change
 - ▶ Reflection-**in**-Action: Thinking (and changing) in the moment to effect change

- State assisted, privately governed
- 21,000 students
- Land grant, sea grant, space grant



- Three presidents since 8/14, resigned 6/15, acting 7/15 -6/16, new 6/16
- NSF ADVANCE PAID 2008-20013

Kezar

(ASHE-ERIC Higher Education Report 28(4) 2001)
cites the importance of

persistence

in effecting change in *ambiguous and complex higher education environments.*

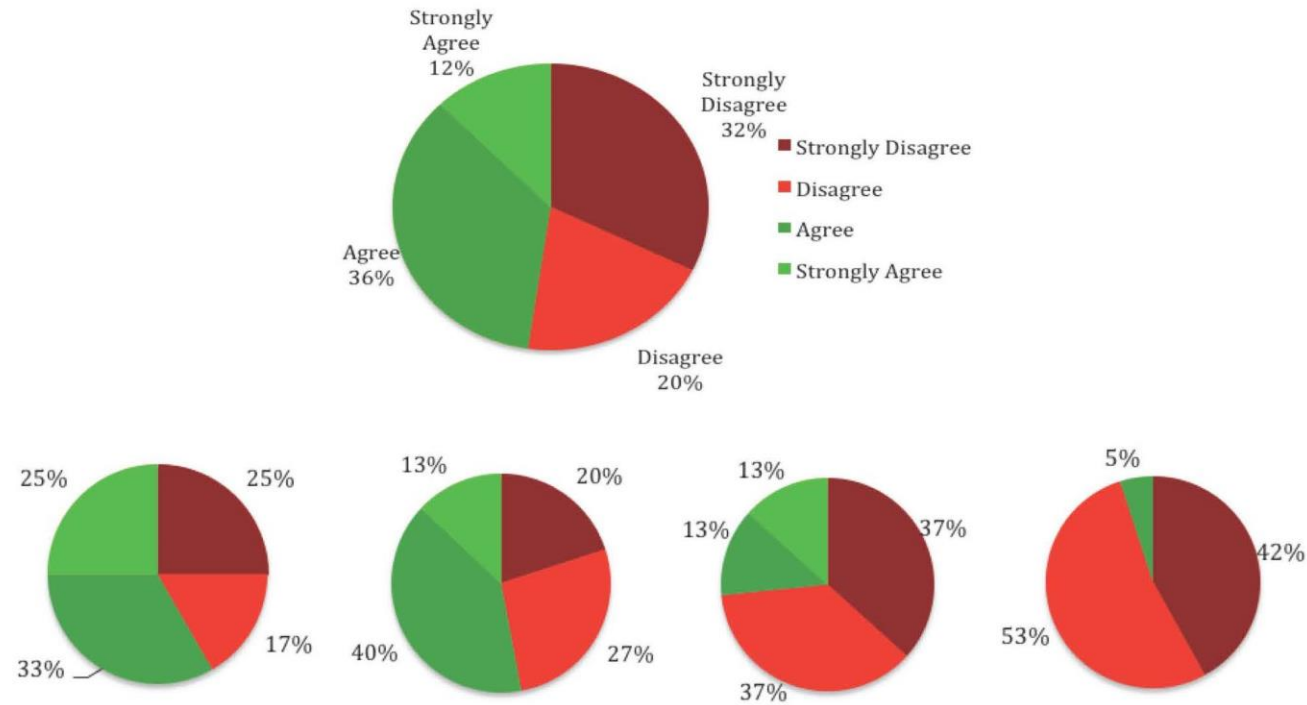


The Deans

"I receive formal mentoring within my department."

Work-Life Satisfaction Survey of All Full Time Faculty Spring 2014

Tenure Track Assistant Professors



The Departments

Recruitment workshops for search committees:

Well trained

BUT THEN -



Susan Shaw is Director of the School of Language, Culture, and Society and Professor of Women, Gender, and Sexuality Studies at Oregon State University.

The goal of **OREGON STATE ADVANCE** is to serve as a catalyst for advancing the study and practice of equity, inclusion, and justice for women and others from historically underrepresented groups who are faculty in the academy. Through this goal we focus on STEM/SBS at three levels of influence: personal, symbolic, and institutional.

Progression toward this goal will be guided by three major objectives:

- ▶ **Recruitment and Promotion**—Influence academic recruitment and promotion policies and practices to assure equitable, inclusive, and just advancement.
- ▶ **Institutional Climate**—Contribute to an institutional climate that reflects a shared value for equity, inclusion, and justice.
- ▶ **Awareness and Action**—Provoke faculty and administrators' personal awareness of difference, power, and discrimination in the academy and actions that contribute to equitable, inclusive, and just treatment.

Oregon State ADVANCE:

Major Activities and Specific Objectives

- ▶ **Summer Seminar:** Introduce a wide variety of audiences to difference, power, and discrimination concepts; challenge existing ideologies and stereotypes; offer alternative and inclusive understandings of the relations of power and privilege in STEM.
- ▶ **Sponsored Events:** Partner; in solidarity action, with other Oregon State stakeholders to address injustice, be inclusive across differences, and achieve equality; build skills (advocacy, agency, access, and solidarity action) to promote transformative practice, participatory democracy, civil institutional community, and systemic change.
- ▶ **Roadshow:** Raise awareness of social justice issues in the academy, with a focus on women in STEM.
- ▶ **Influencer Dialogues:** Build communities of support for equity, inclusion, and justice in recruitment, promotion, and advancement
- ▶ **Research and Evaluation:** Determine whether participation in the ADVANCE summer seminar empowers and motivates institutional leaders and faculty members to actively contribute to institutional climate transformation; utilize a logic model to develop, implement, and evaluate project activities.

North Carolina A&T State University:

Catalyzing Gender, Leadership, and Scholarship Equity through Institutional Change for All

- ▶ Research intensive, Historically Black University, serving 10,000+ students located in Greensboro, NC
- ▶ Proposal Focus:
 - ▶ Increase recruitment, retention and advancement of women in STEM/SBS at NCA&T by building a strategic pipeline for academic and professional success
 - ▶ Increase opportunities for sustained achievement for all faculty by creating a whole campus culture of excellence in STEM research and scholarship
 - ▶ Increase the knowledge of roles of gender and gender/race intersectionality within the academy
- ▶ Challenges:
 - ▶ University-wide Restructuring
 - ▶ Significant focus on increasing research competitiveness by 2020
 - ▶ Unrest as faculty who are passionate about teaching are now being asked to aggressively pursue research funding

Even though the message is communicated does not mean everyone is listening!

- ▶ **Critical Event** : During our sharing of the project goals and activities across campus, we are deliberate at communicating our ADVANCE efforts are for women and men, using pictures and examples with male and female faculty to promote our theme ...

***“Catalyzing Gender, Leadership, and Scholarship
Equity through Institutional Change for All”***

There is always a male faculty member that will ask: “Can men participate too?” or “Isn’t that the women’s award?”

- ▶ **Reflection and Learning:**
 - ▶ Paradigm shift needed to foster a growth mindset during university reorganization
 - ▶ The value of male sponsors and advocates in helping ADVANCE lead to institutional transformation

NCA&T “Reflection in the Moment”



**ADVANCE
INSTITUTIONAL TRANSFORMATION**

REQUESTS THE PLEASURE OF YOUR COMPANY
AT A RECEPTION HONORING

FACULTY SCHOLARS

TUESDAY, SEPTEMBER 29, 2015
4:00 P.M. TO 5:30 P.M.

CHANCELLOR'S DINING ROOM
(WILLIAMS HALL)

REMARKS DELIVERED BY

DR. JOE B. WHITEHEAD, JR.
PROVOST AND VICE CHANCELLOR
FOR ACADEMIC AFFAIRS

PLEASE RSVP: CHIARA SHIELDS (CMRIDDIC@NCAT.EDU)
BY FRIDAY, SEPTEMBER 25, 2015



**ADVANCE
INSTITUTIONAL TRANSFORMATION**

CORDIALLY INVITES YOU TO A LUNCHEON WITH

DR. SHIRLEY M. MALCOM

HEAD OF EDUCATION AND HUMAN RESOURCES PROGRAMS
AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE
(AAS)

**A CONVERSATION ABOUT
TRANSFORMATIONAL LEADERSHIP IN ACADEMIA**

THURSDAY, OCTOBER 1, 2015
12:00 P.M. TO 1:30 P.M.

CHANCELLOR'S DINING ROOM
(WILLIAMS HALL)

PLEASE RSVP: CHIARA SHIELDS (CMRIDDIC@NCAT.EDU)
BY WEDNESDAY, SEPTEMBER 30, 2015



University of Houston:

Center for ADVANCING UH Faculty

- ▶ **At a Glance:** Tier One, Research intensive, Hispanic-serving, Urban University (40,000+ students) located in Houston, Texas
- ▶ **Proposal Focus:** *to increase the recruitment, retention, development and advancement of STEM women (especially WoC) faculty) through*
 - ▶ Mentoring, Leadership Advancement and Development, Collegial Climate, Increasing Representation (@ associate and full ranks), and Cross-institutional Collaboration and Support (with Texas ARN)
- ▶ Challenges:
 - ▶ Department Chair Engagement
 - ▶ Uneven Faculty Participation
 - ▶ ADVANCE Leadership Alignment

The case of unintentional exclusion: University of Houston

- ▶ **Critical Event** : As a response to dept Chairs complaining about “too many ADVANCE meetings”, we co-joined a departmental chair Lunch/Learn (to raise awareness and engagement for ADVANCE) with a focus group to explore diversity issues among dept chairs. The focus group for women faculty-only had occurred a few weeks prior, and this focus group would be for male faculty.
- ▶ **Result:** Women and men faculty questioned why the “women had to leave the room” and then used the focus group to complain about ADVANCE.
- ▶ **Reflection:** Need for separate spaces (literally), Avoid sacrificing quality and safety for efficiency; Early missteps are costly, Timely follow-up communication is important

A reflective tool for Change Leaders: “Pause and Reflect”

- ▶ **Purpose:** a method for reflecting and transferring individual lessons from a specific project event among fellow team members. Team members *look back* (“*reflection on action*”) on a recent event to gain a more thorough understanding of what and why.

- ▶ **Benefits:**

- ▶ identify and spread local best practices
- ▶ identify and eliminate wasted effort
- ▶ facilitate on-the-spot individual and team learning
- ▶ build a team approach to problem-solving



Reflective Activity:

Pause and Reflect on your own!

- ▶ In small groups, discuss a critical event in your academic change work, and use the “Pause and Learn” approach (all or some of the steps to tell the story.
- ▶ Process:
 1. What did we intend to do?
 2. What worked well, and why?
 3. What didn't work well --why?
 4. What did we learn from this?
 5. What should we change?
 6. (Added) How have I/we (as change leaders) changed as a result of this experience?