Managing Change

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The Optimist, The Pessimist, The Engineer
Change is all around us

In the next 5 years you will no longer need:

- IDs
- Money
- Credit Cards
- Store cards
- Business Cards
- Photos
- Mail/Mailman
- Paper and Hardback Books
- Bills and notices
- Paper
- Steering Wheels
- Organ Donors?
- Classrooms?
Our Competitors are Changing

Singapore 1965

Singapore 2016

Shanghai - 1987

Shanghai 2016
More than half of the top 10 in demand jobs in 2016 did not exist in 2005.
1980: Disconnected Technologies

Listen Radio  Play Games  Record movies  Record movies  View movies  Photographs

Compute

Design

Plan route  Listen Music (mobile!)  Telephone  Share pictures  Share text  Measure Time  Yellow Pages  Forecast weather

2016

But we STILL educate the same way

Now integrated in our pockets
What types of students are we educating in the future?

• Digital Natives (since birth)
  • Savvy about online tools, blogs, social networks
• Always Online-AO students
• Want to make a difference in the world now with their knowledge/skills
• Ability to multi-task
• Comfortable with Ubiquitous Mobile Devices and Software Tools
Changes to our campus

• Many more students! More than 3k students in last five years
• More Diverse (More brown, More international, More female, older)
• Educational Environment – More digital, More Personal (MOOCs, OC, and flipped classrooms)
• An emphasis on novel learning spaces.
• Funding and support (Traditional to RCM). The best way to support entrepreneurial endeavors is by rewarding those units who produce positive outcomes.
• Partnerships between students and universities (entrepreneurship).
• Novel partnerships between universities and industry (Companies on campus)
• Partnerships between K-12, Community Colleges and 4 year research institutions
What is Change Management?

• Change management is a structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state.
Change curve ...and 3 support stages

- Information
- Emotional Support
- Guidance and direction

<table>
<thead>
<tr>
<th>Personal and Business Performance</th>
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<tbody>
<tr>
<td>SHOCK</td>
</tr>
<tr>
<td>DENIAL</td>
</tr>
<tr>
<td>It’ll never Happen</td>
</tr>
<tr>
<td>DENIAL</td>
</tr>
<tr>
<td>They don’t care, why should I?</td>
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<tr>
<td>DEPRESSION/ANGER</td>
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<tr>
<td>They don’t care, why should I?</td>
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<tr>
<td>UNDERSTANDING/LOOKING FORWARD</td>
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<tr>
<td>OK, this is what I’m doing now</td>
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<tr>
<td>OK, if this is how it’s going to be, how can I find the best way forward for me?</td>
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<tr>
<td>ACCEPTANCE/LETTING GO</td>
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<tr>
<td>RESIGNATION</td>
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<tr>
<td>There’s nothing I can do about it.</td>
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Time
Facts about Change

• Different people react differently to change.
• Change often involves a loss, and people go through the "loss curve."
• Most change succeeds or fails on the cooperation of the people who must implement the change.
Facts about Change (con’t)

• The key question asked or unasked on everybody’s mind about change is “What’s in it for me?” (known by many as WIIFM.)

• A “few” people and groups are almost always pivotal to a smooth and effective change implementation.

• Leadership is the key to successful change management
More Facts about Change

• Everyone has fundamental needs that have to be met.
• A clear plan of action is needed for each group/individual who needs to move up in their support level for the change in order for it to succeed.
• Communication and support are key ingredients when implementing change.
8 Steps to a Successful Change

Assemble the puzzle and walk your way through

1. Establish a sense of urgency
2. Create a guiding coalition
3. Develop a vision and strategy
4. Communicate the change vision
5. Empower broad-based action
6. Generate short-term wins
7. Consolidate gains and produce more change
8. Anchor new approaches in the culture
Thank You!

Merci Bien!

Vielen Dank!

Obrigado!

Tak!

Asante Sana!

¡Muchas Gracias!

致谢！

谢谢！

感謝！

СПАСИВО!

Grazie!

Provost’s Leadership Academy

Mary C. Gilly
Shared Governance

As mandated by the University's governing body, the Board of Regents, the faculty is empowered to determine academic policy, set conditions for admission and the granting of degrees, authorize and supervise courses and curricula, and advise the administration on faculty appointments, promotions and budgets. This delegated authority makes the UC Academic Senate unique among faculty governments.
Council on Academic Personnel (CAP)
Council on Educational Policy (CEP)
Council on Faculty Welfare, Diversity & Academic Freedom (CFW)
Council on Planning & Budget (CPB)
Council on Research, Computing & Libraries (CORCL)
Council on Teaching, Learning & Student Experience (CTLSE)
Graduate Council (GC)
Council on Undergraduate Admissions & Relations with Schools (CUARS)
UCIrvine Academic Senate Committees

- Committee on Committees (COC)
- Committee on Privilege & Tenure (CPT)
- Committee on Rules & Jurisdiction (CRJ)
- Committee on Scholarly Honors & Awards (SHA)
Faculty Senate Service Expectations

- Important that all faculty engage in service that supports shared governance
- Important that your unit be represented
- Obligations change over career
My University Service – Assistant Professor

- Regents Professor and Lecturer Committee
- Faculty/Student Board of Review, chair
- School Representative to the Academic Senate
My University Service –
Associate Professor

- Chancellor’s Council on Affirmative Action & Diversity
- University Affirmative Action Committee, Chair
- Chancellor’s Campus Community Council
- Search Committees for Director, Instruction Development Services, Vice-Chancellor, University Extension and Chair of the Department of Education (chair)
My Senate Service – Full Professor

- Graduate Council, Chair and representative to CCGA
- Council on Privilege & Tenure
- Special Senate Committee on Diversity
- Council on Academic Personnel, Vice-Chair and representative to UCAP, Chair
- Chair-Elect and Chair, Irvine Division
- Vice-Chair and Chair, Academic Council (UC Systemwide Senate)
At UCI, several years ago, the Senate negotiated with the EVC/Provost to provide stipend for certain Senate positions. It was the equivalent of paying a Teaching Associate for a course, but could be used as a research account.

When I was on CAP, the campus paid for one course release and the school provided a second course release. Later, all deans were required to provide a second course release.

Faculty shouldn’t be given compensation for every little committee service.
Why should faculty consider system-wide service?

- Opportunity to share best practices.
- Represent your campus.
- Even if you don’t have expertise, you can ask “dumb questions” that get the old-timers thinking in a different way.
- Most of all, BECAUSE IT IS IMPORTANT!

Let’s return to the statement about the UC Academic Senate.
As mandated by the University's governing body, the Board of Regents, the faculty is empowered to determine academic policy, set conditions for admission and the granting of degrees, authorize and supervise courses and curricula, and advise the administration on faculty appointments, promotions and budgets. This delegated authority makes the UC Academic Senate unique among faculty governments.
How Shared Governance operates

The Systemwide Academic Senate and the Divisional Senates provide the organizational framework that enables the faculty to exercise its right to participate in the University's governance. Under the leadership of the Systemwide Senate Chair, the faculty voice is formed through a deliberative process that includes the Standing Committees of the Senate, the Academic Council, the Academic Assembly, and their Divisional counterparts. Consultation with the senior administration occurs in a parallel structure: at the systemwide level between the Systemwide Senate Chair and the President; and on the campus level between the Divisional Senate Chairs and the Chancellors.
Is the Academic Senate too slow?

Yes, but....
There are reasons

- Depend on volunteers
- Turnover on committees
- Administrators’ priorities are not always faculty priorities
- Part of a system that must be explained to Sacramento
Why should faculty consider system-wide service (con’t)?

- Our President has never been an academic.
- Most of the people at UCOP have never been academics.
- Public higher education has never been more imperiled.
- Governor Jerry Brown has never been a friend of the UC.
- Sacramento has no understanding of how UC, as a research university, differs from CSU.
- Unprecedented meddling in Senate affairs by the governor and legislators.
The Reasons I Took Leadership Positions

- It was an issue I cared about (e.g., graduate education)
- It was an issue I thought was important (representing the Senate on campus and at UCOP)
- When other people run meetings badly, it drives me crazy!
Tips on Running a Meeting

## Balancing Competing Needs of Meeting Management

<table>
<thead>
<tr>
<th>Need to...</th>
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<tbody>
<tr>
<td>Maximize speed</td>
<td>Maximize input</td>
</tr>
<tr>
<td>End on time</td>
<td>Take time for creativity</td>
</tr>
<tr>
<td>Prioritize task</td>
<td>Prioritize process</td>
</tr>
<tr>
<td>Emphasize individual</td>
<td>Emphasize group</td>
</tr>
<tr>
<td>Work w/limited perspectives</td>
<td>Work w/diverse perspectives</td>
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Get More Done

- Set a clear agenda
- Redirect people back to agenda when they ramble or digress
- Draw out quiet people by asking them in advance for a specific contribution
Avoid Dominance by any one Person or Subgroup

- Invoke the norm of “fairness”
- Draw in each person
- Evoke the ground rules
- Use Nonverbal methods
- Move your position
Deal with Disrupters

- Talk to disrupters off-line
- Occupy the disrupter
- Use these techniques
Disruptive Behavior Facilitator’s Response

- Hostile: “That will never work” or “Is that the best we can do?”
- Loudmouth: constantly blurts out ideas
- Interrupter: starts talking before others are finished
- Silent disrupter: reads, rolls eyes, fidgets, etc.

- “How does everyone else feel about this idea?” or “You may be right, but let’s review the facts.”
- “Can you summarize your main point?” or “I appreciate your comments. Now, let’s hear from others.”
- “Please wait a minute, Jane. Let’s stick to the ground rules and let John finish.”
- Try to draw the person into the discussion, or talk to the person individually during a break.
Get More Done (con’t)

- Do a “round robin,” when appropriate, to allow everyone to contribute
- Ask early for objections to keep them from derailing discussions later
- Interrupt people who talk too long or talk to each other
- Set an ending time for the meeting and stick to it
Good Luck!