Institutional Transformation

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Presentation to
the UW-Madison College of Engineering Diversity Forum
February 26, 2009
Institutional Transformation:

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

Eckel, Hill, & Green, 1998; American Council on Education
Other conceptualizations, terminologies, frameworks that get to the same end:
Change in *attitudinal* and *behavioral* norms of an organization

- Innovation diffusion
- Knowledge translation
- Technology transfer
- Information or research utilization
- Organizational change

Using knowledge to solve human problems (Backer, 1993)
4-stage model of institutional and personal readiness for transferring research into practice – Simpson, 2002

- Exposure
- Adoption
- Implementation
- Practice

Incorporates theoretical and industrial research findings from the field of organizational behavior
Fig. 1. Program change model for transferring research to practice.
Planning Institutional Changes
Follow a proven process for change

Four-step QI process

PLAN
Identify/solve Problem

DO
Launch Pilot

ACT
Implement plan

STUDY
Goals achieved
Diffusion of Innovation

Most innovations have an S-shaped rate of adoption
Gabriel Tarde, 1903; Ryan and Gross, 1940’s; E.M Rogers, 1995
### Stages of change for smoking cessation and diversity

<table>
<thead>
<tr>
<th>Stage</th>
<th>Smoker</th>
<th>Diversity - Individual</th>
<th>Diversity - Institution</th>
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<tbody>
<tr>
<td>Pre-contemplation</td>
<td>“Smoking is not a problem and I enjoy it!”</td>
<td>“We’ve always done it this way, and it seems to work just fine.”</td>
<td>No resources committed to solutions; no conversations about need to change</td>
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<td>Contemplation</td>
<td>“I am worried that smoking is bad for my health and I want to quit.”</td>
<td>“To maintain our global economic edge, we must figure out how to invest in our domestic workforce!”</td>
<td>Task force charged with reviewing local data</td>
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<td>Preparation</td>
<td>“I am going to buy a nicotine patch and quit on my birthday.”</td>
<td>“I am reading <em>Why Are All the Black Kids Sitting Together in the Cafeteria</em> by Beverly Tatum”</td>
<td>Strategic plan for diversity developed</td>
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<td>Action</td>
<td>“I quit!”</td>
<td>“I have included some research on the ubiquity of unconscious bias in the curriculum”</td>
<td>URMS steadily increase and achieve academic excellence</td>
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<tr>
<td>Maintenance</td>
<td>“I enjoy being able to breathe more than smoking.”</td>
<td>“I am proud of the advances our school has made recruiting and retaining URMS.”</td>
<td>Institutional data is monitored and made public</td>
</tr>
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Carnes et al., 2005
Why talk about institutional change?

• NSF, NIH, Chancellor, Dean all want to increase diversity in the College of Engineering – so what’s the problem?
• Institutional change occurs b/c of change in behavior of members of the organization
• Faculty are the drivers of change at UW-Madison and the maintainers of status quo
Behavioral Change

- **Motivation** – person has to *want* to change
- **Self-efficacy** – person must have self-perceived ability to act in new way
- **Positive outcome expectations** – person must believe that his/her new actions will result in desired outcome
- **Deliberate practice**
Motivation

- I want to be seen as egalitarian
- I want the U.S. to remain competitive in engineering
- I don’t think we can be an excellent College of Engineering without diversity in today’s world
- My Dean says this is important so I will engage in it

Self Efficacy

- I can mentor DAO students
- I can meet with Dr. Romero in WiscAMP to help develop my NSF Broadening Participation Plan
- I will work hard to recognize when a stereotype is activated and try to replace this with an egalitarian thought or action

Positive Outcome Expectations

- If I devote time to recruiting and retaining URM students to the College, it will be recognized by my Dean as important
- If I remain in contact with my excellent DAO students, perhaps they could be recruited back as faculty

Deliberate Practice

- At each annual meeting of my professional society, I plan to attend the session on recruiting URMS
- I will email the URM student whose poster I liked and keep up communication with her
- I will participate in the DAO mentoring program each year
Some suggestions for change

• Leadership must visibly and relentlessly support diversity efforts and infuse diversity discussions into all CoE activities
• Increasing, retaining and mentoring URM students must be a community-wide effort – not solely the responsibility of DAO
• Focus on faculty – the purveyors of academic culture – start with the early adopters and move to the early majority
• Make teams that can engage in recursive problem-solving cycles (plan-do-study-act) – try something, evaluate it, improve it, move ahead, start over…. 
Questions?
Planning Institutional Changes
Consider factors that influence change

1. Organizational Considerations
   - History
   - Institutional readiness
   - Leadership attitudes
   - Climate
   - Resources
5 assumptions about adult learning
Malcolm Knowles, 1984

• Adults are independent and self directing
• They have accumulated a great deal of experience, which is a rich resource for learning
• They value learning that integrates with the demands of their everyday life
• They are more interested in immediate, problem centered approaches than in subject centered ones
• They are more motivated to learn by internal drives than by external ones
Using knowledge to solve human problems (regardless of name) - Backer, 1993

- Making organizations *aware* of the innovation
- Providing *evidence* of effectiveness and feasibility
- *Resources* must be adequate
- Provide *interventions* that encourage individuals and organizations to change
Diffusion of Innovations
E.M. Rogers, 1995

• Adoption Process = at the individual level (rejection may occur at any stage)
  – Awareness
  – Interest
  – Evaluation
  – Trial
  – Adoption

• Diffusion Process = at the group or societal level
  – Innovation
  – Communication channels
  – Social system
  – Time