

Envisioning the Future of Academic Work at MSU

April 22, 2019

9:00 a.m. – 12:00 p.m.

Kellogg Center, Lincoln Room



MICHIGAN STATE
UNIVERSITY

Hosted by the Academic Advancement Network
Co-sponsored by the WorkLife Office and Academic Human Resources



Welcome

Ann Austin

*Associate Dean for Research, College of Education and Assistant
Provost for Faculty Development – Academic Career Paths,
Academic Advancement Network*



**LEADING IN PLACE:
ENGAGING CULTURAL
VALUES TO PROMOTE
POSITIVE CHANGE**

Jaime Lester, Ph.D.
George Mason University

MSU CHALLENGES

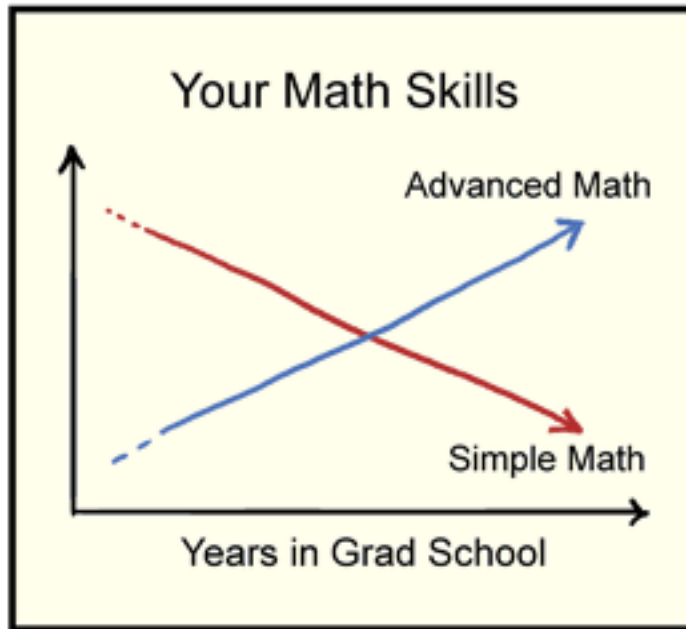
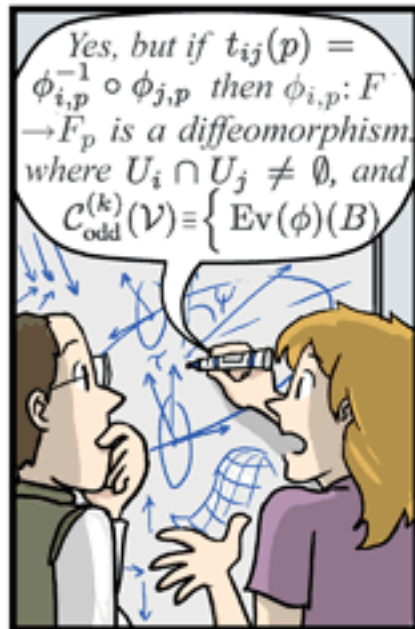


**“I suppose I’ll be the one
to mention the elephant in the room.”**

PROMISE OF BOTTOM-UP CHANGE

- Promote change in areas politically sensitive
- Create complementary leadership and model alternative forms of leadership
- Providing balance to revenue and prestige seeking
- Be a conscience for colleges and universities and build greater equity
- Improve relationships across constituent groups

JANINE



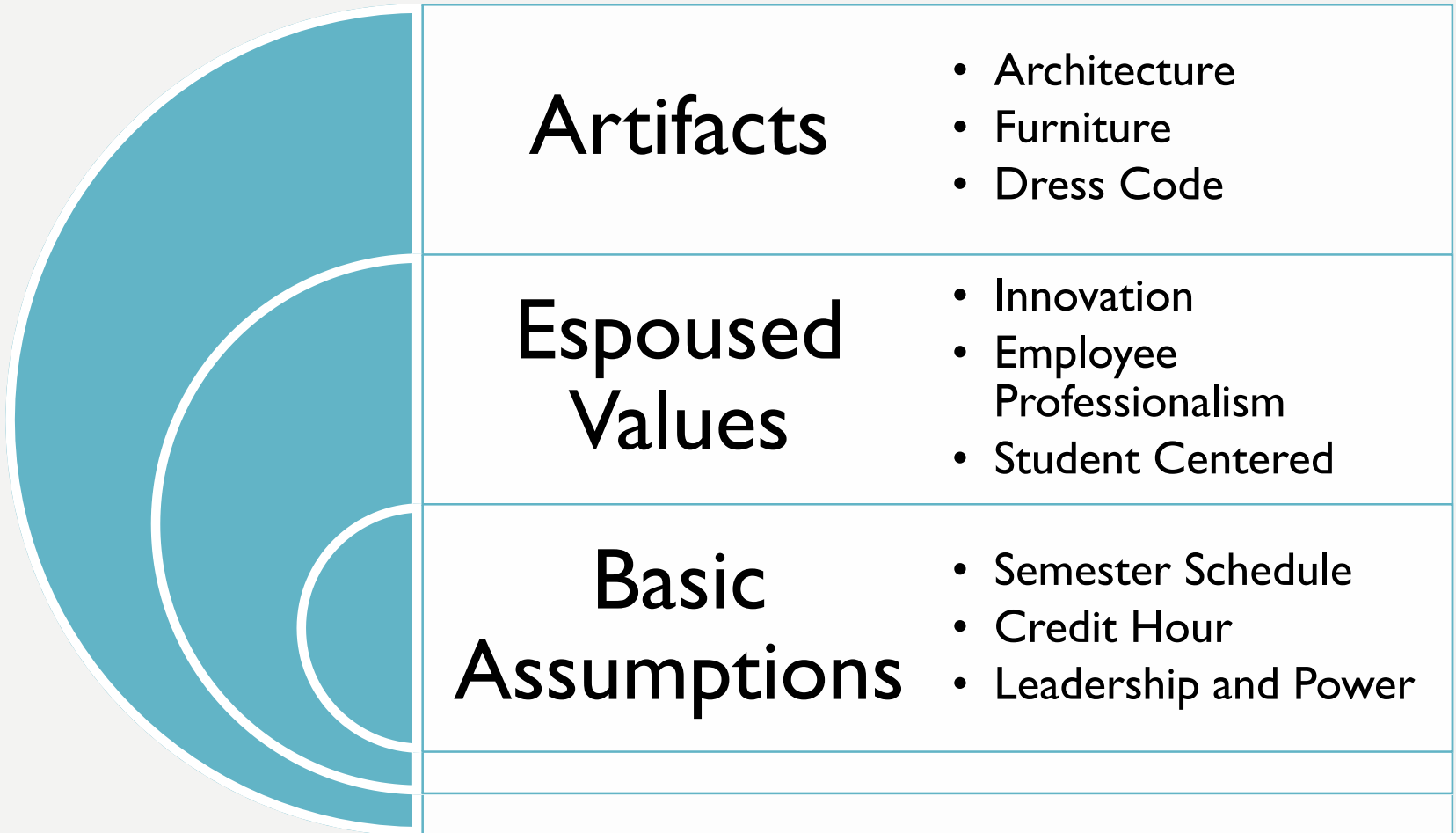
JORGE CHAM © 2010

GRASSROOTS LEADERS

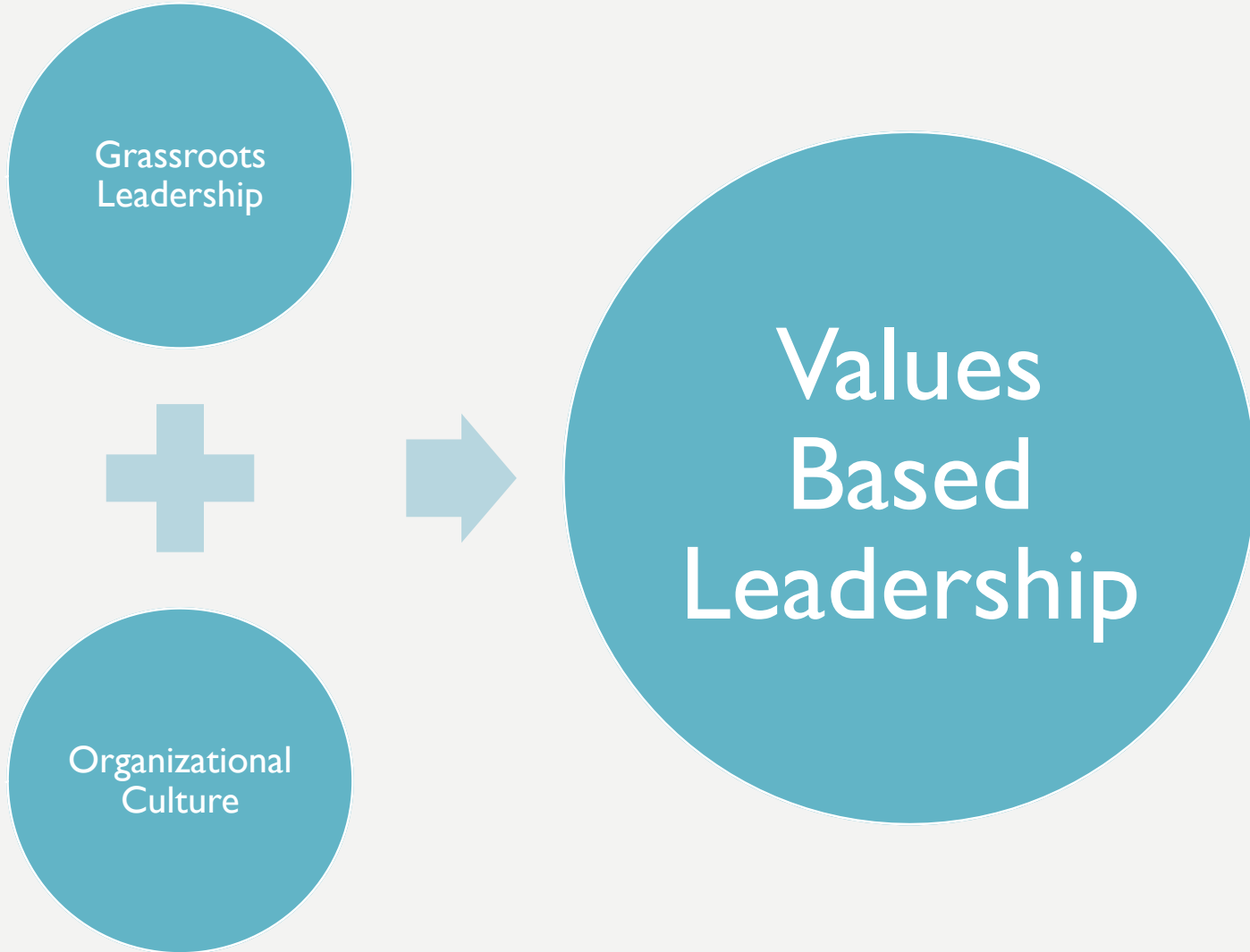
- Grassroots leaders are individuals who do not have formal positions of authority, are operating from the bottom up, are interested in and pursue organizational changes that often challenge the status quo of the institution.
 - Non-hierarchical, collective and non-institutionalized
 - Often volunteers
 - No formal networks or access to reward structures
 - Grassroots leaders typically have to create their own structure, network and support systems.

“They want to rock the boat and they want to stay in it”

ORGANIZATIONAL CULTURE

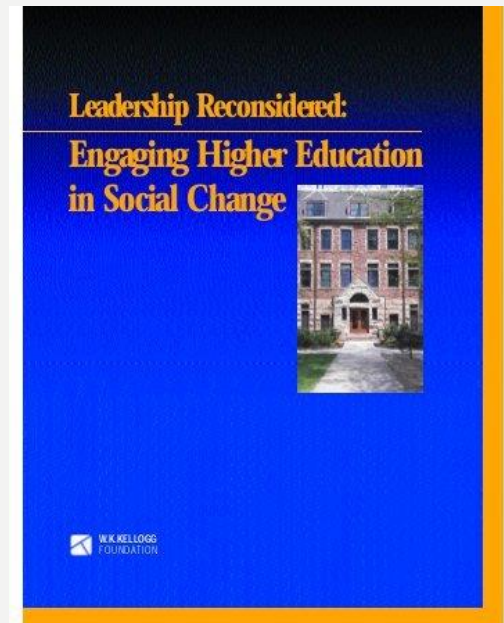


VALUES BASED LEADERSHIP



VALUES BASED LEADERSHIP (SLIDE 2)

- In short, our conception of leadership comprises the following basic assumptions:
 - Leadership is concerned with fostering change.
 - Leadership is inherently value-based.
 - All people are potential leaders.
 - Leadership is a group process.



GRASSROOTS LEADERSHIP MODEL

Individual

Motivation

Identity

Resiliency

Group

Tactics

Strategy

Power dynamics

Organizational

Leadership development

Group formation

Structures and culture

Challenges and Obstacles

EDUCATIONAL STRATEGY

“If my approach always ties back to the educational mission, it's hard to criticize the work we're doing. I was not always aware of this and some of my earlier efforts failed. I make a very conscious effort to articulate how the changes I am fighting for are important for our educational mission. It is even better if I can say how the change will improve the teaching and learning environment.”

EDUCATIONAL TACTICS

Group

Strategy

Tactics

Power dynamics



- organizing intellectual opportunities
- professional development
- leveraging curricula and using classrooms as a forum
- mentoring students
- hiring and mentoring like-minded social activists
- obtaining grants
- using data to tell a story
- joining in committees
- partnering with stakeholders

PROFESSIONAL DEVELOPMENT

“It's hard to get people to think about white privilege and white awareness, and the workshops and courses that Nadine offering created a group of 30 white faculty who really understood this issue. Next week, we are all going to wear some controversial T-shirts that allude to white privilege. Based on the professional development that we've done, we are hoping to answer questions that people have based on our greater awareness. But until you are well-informed, it's hard to educate other people. I can really see this work as part of our work as educators well.”

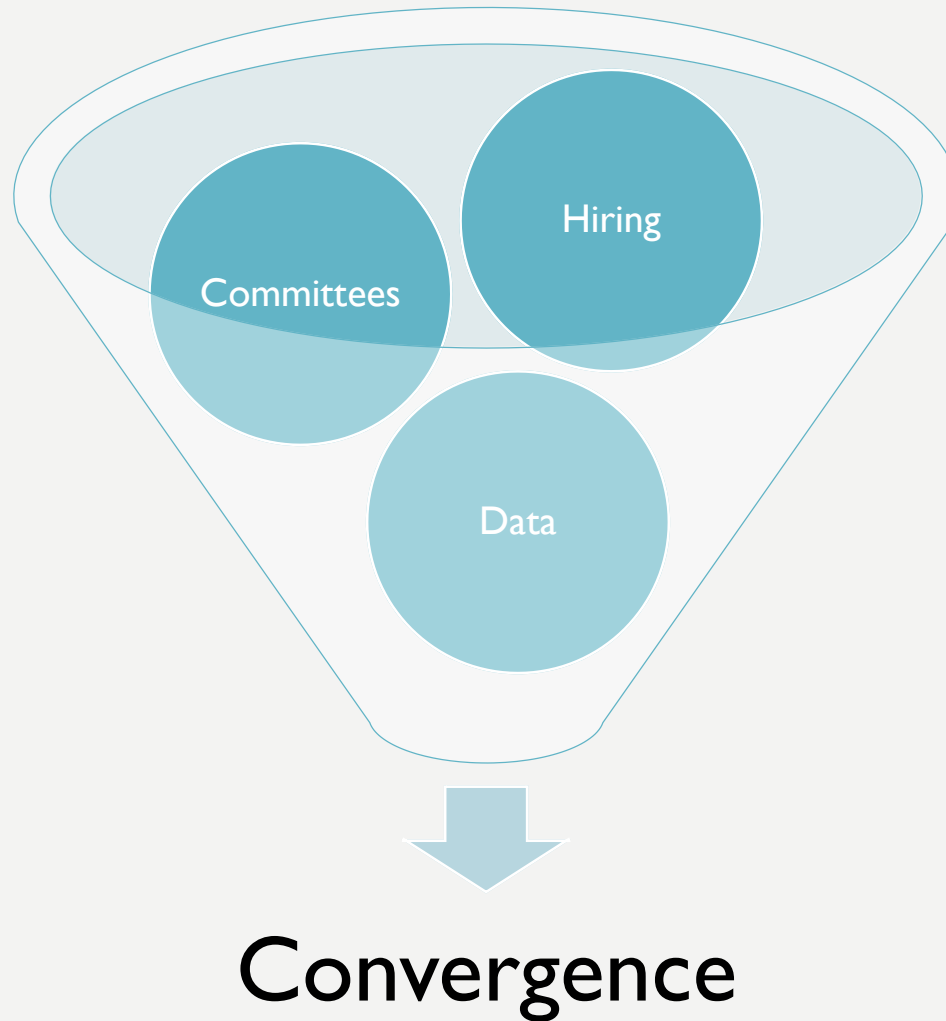
CURRICULA AND CLASSROOMS

“So I had my students conduct small studies and they have been interviewing people across campus. They developed a report as a class that was presented to the administration for ways to think about creating more sustainable practices.”

GRANTS

“Individuals can create change if they have grant money. Research centers can heighten awareness about different issues as well. It can host conferences and attract people to hear whatever the message is. For example, with diversity issues on campus, we were able to get grant support for our efforts. It seems that when you can attract attention from external funders, the institution pays attention and is much more open to the kind of changes the faculty and staff are interested in and down the line provides internal resources.”

MANAGING UP



ENVIRONMENTALISM

Forums and discussion



Joining in



Grants

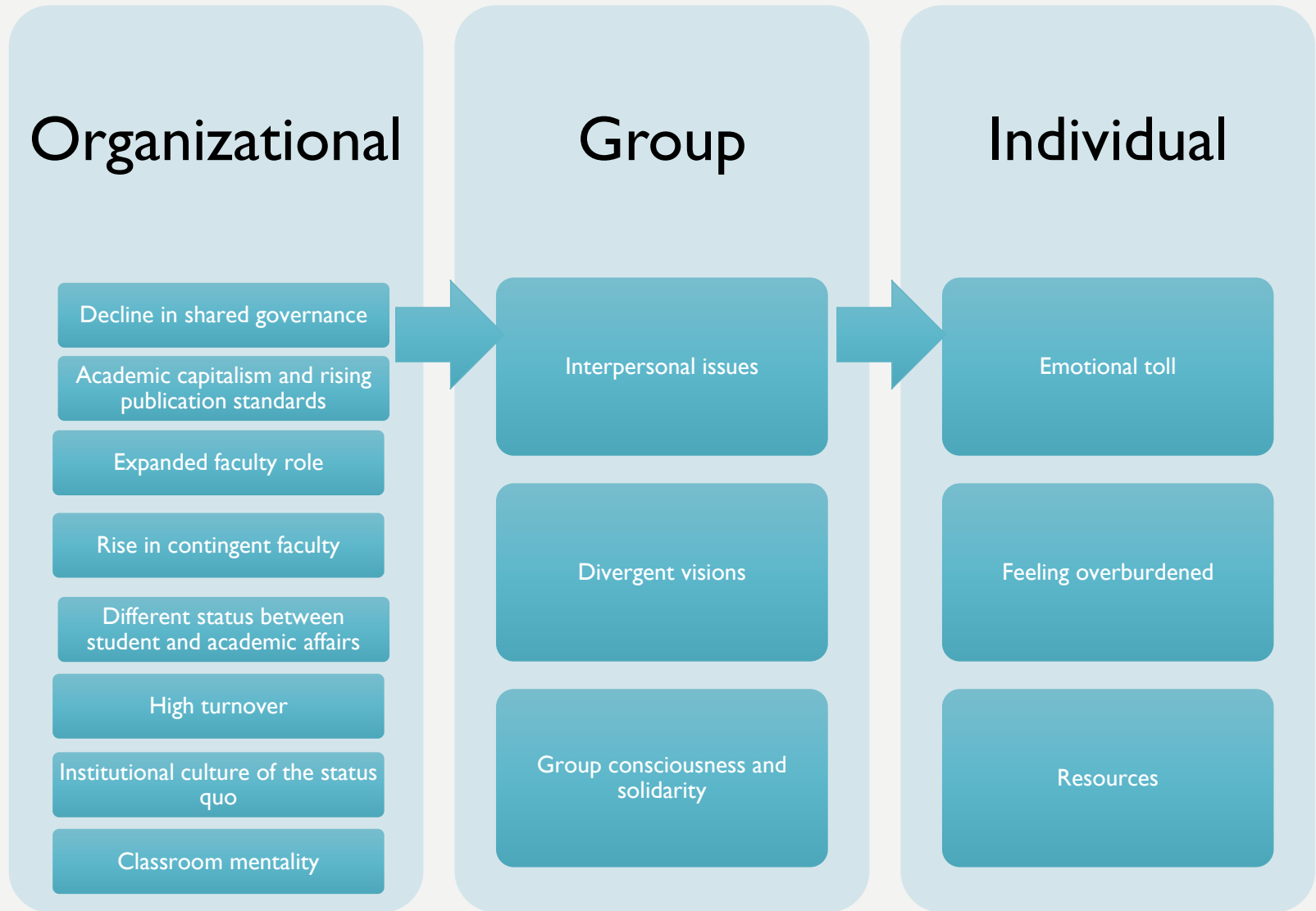


Curricula



Data

COMMON OBSTACLES



OBSTACLES: GOVERNANCE

“One thing that surprised me when I first came here was that there really isn’t a faculty senate.

There is a faculty meeting chaired by the President and the Dean, which to me means there is no voice for the faculty. The same way we talk about staff not having a voice, I would dare say the faculty, who one expects to have a voice, really doesn’t have a voice.”

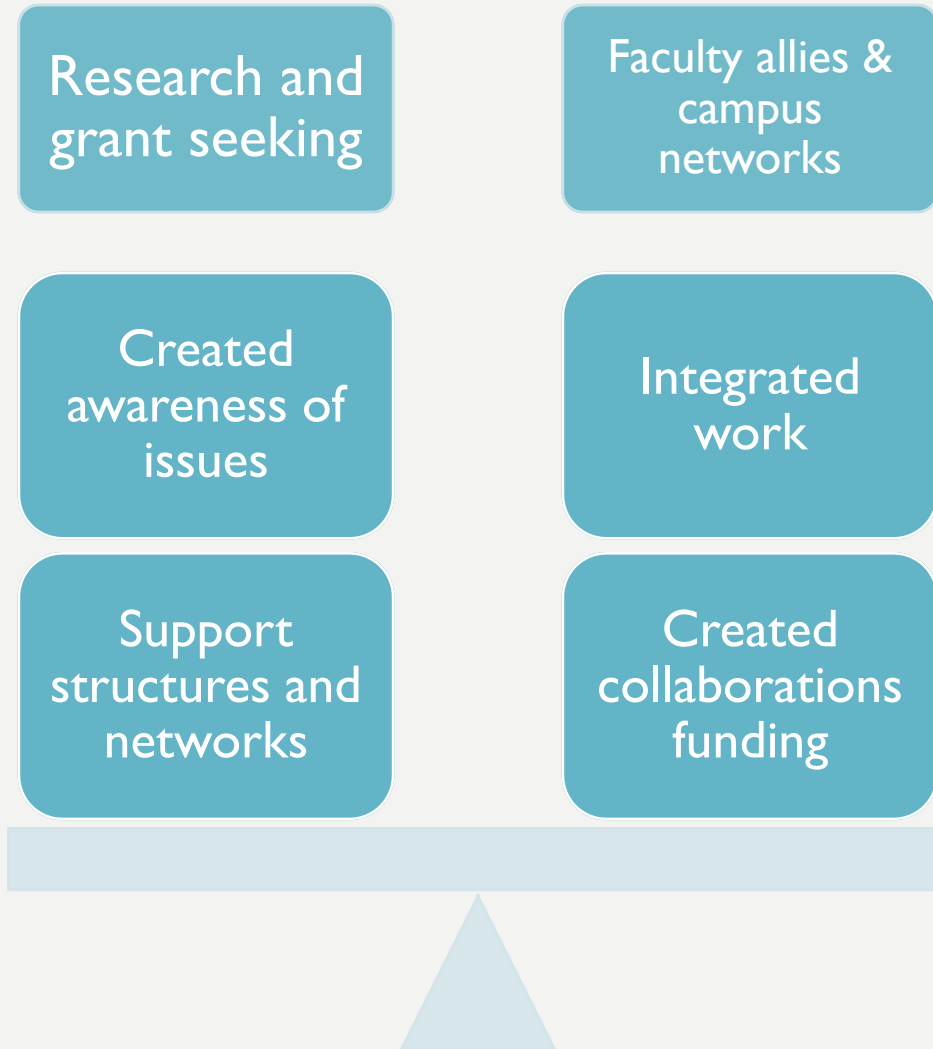
OBSTACLES: WORKLOAD

“When people came here 20 or 30 years ago, their primary job was to teach. But we cannot do that, we are expected to do everything – publish, get grants, service, loads of service and teach. You can’t be a scholar and teach three lectures and a lab and grade all the papers and serve on committees and play a leadership role. Something has to give.”

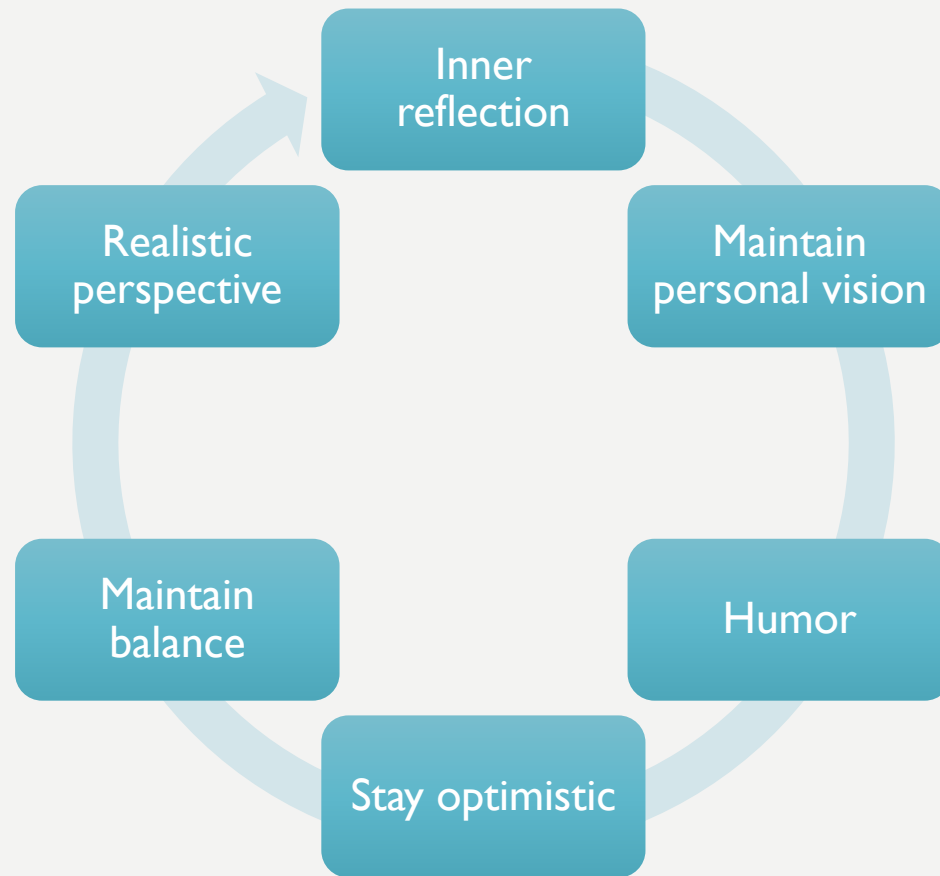
OBSTACLES: DIVERGENT VISIONS

“Well, one of the interesting tensions that has occurred, and this is really a fascinating dynamic. There is a kind of a lack of concern on the part of some of our younger folks on how we got here, the history, the strategy that was used to get here. They don’t get that. So that’s one of the tensions that’s been created. The older folks are saying the initiatives they are want us to work on, and the younger people resent being told what to do. But the younger people do not fully understand the issues.”

OVERCOMING OBSTACLES



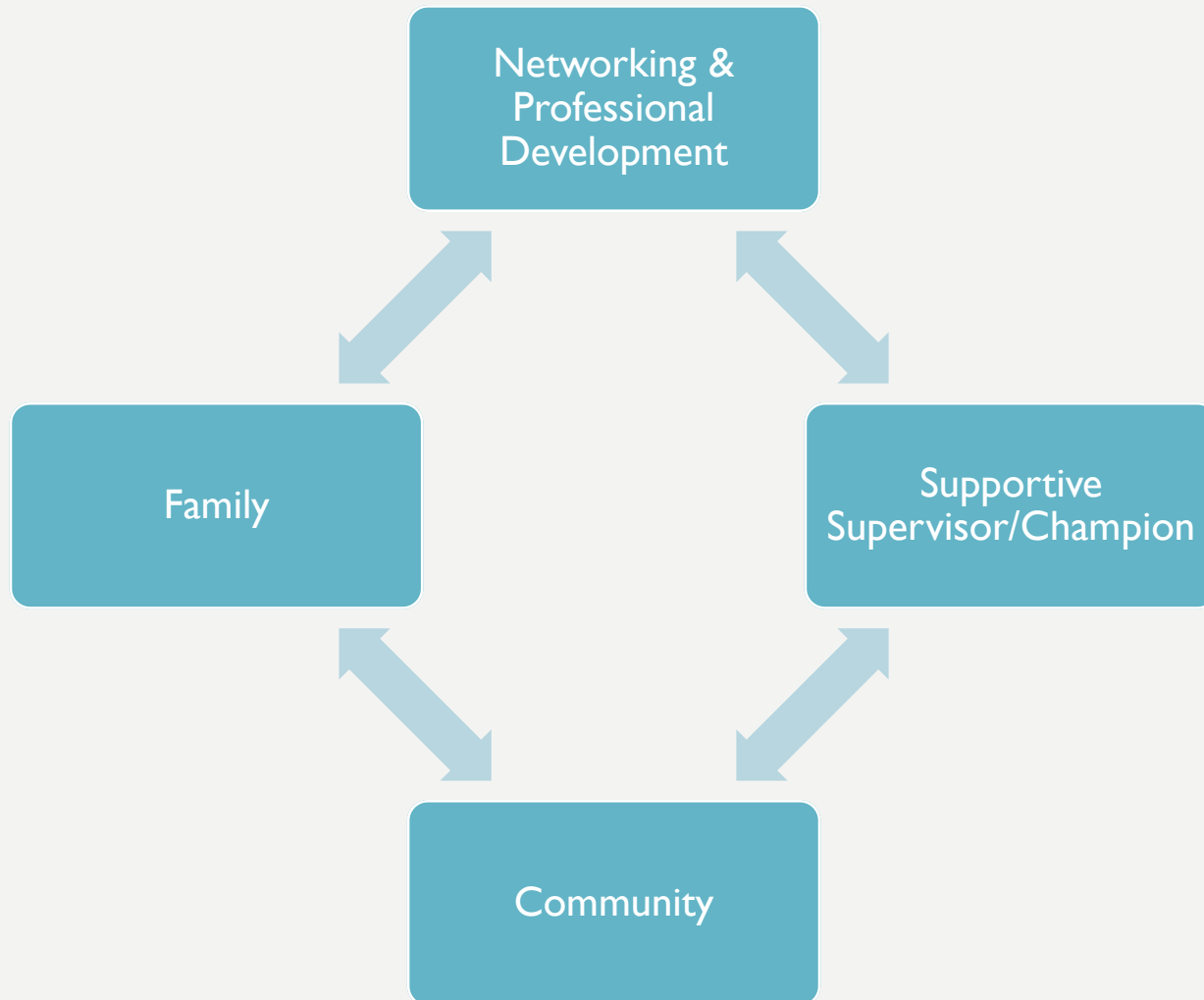
RESILIENCY: INTRINSIC



AFFIRMATIONS

- I live my priesthood using my plans to heal and bless
- I embrace the role of prophet, speaking out against wrongs after the manner of my brother, Jesus--the compassionate one
- I celebrate other's joys and mourn with them in their sorrow and stand with them against injustices which diminish their being or blocks their destiny, and that's profoundly what my life has been about.
- I cherish the earth and work to arouse others to do the same

RESILIENCY: EXTRINSIC



NOT A RECIPE BUT...

- Considerations for individual grassroots leaders:
 - Identify your motivators
 - Depersonalize yet hold to your identity
 - Make resiliency intentional
 - Recognize the value of an educational strategy
 - Use a mix of tactics
 - Be aware of obstacles and head them off
 - Know, name, and address power
 - Be aware of non-tenure faculty and staff vulnerability
 - Be patient and take a long-term perspective

ALLIES AND ADVOCATES CAN...

- How campuses reduce barriers:
 - Instill a value of grassroots leadership in those in supportive roles
 - Providing autonomy and flexibility for workload and role
 - Support professional development and off-campus conferences
 - Value collegiality and create opportunities for networking
 - Address dysfunctional departments
 - See questioning as healthy
 - Mentors and role models

THANK YOU!

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Panel Discussion

Moderated by Juli Wade

Associate Provost for Faculty and Staff Development, Academic Advancement Network

- **Kate Birdsall**, Assistant Professor, Writing, Rhetoric, and American Cultures
- **Andrew Christlieb**, Chair, Computational Mathematics, Science and Engineering
- **Dwight Handspike**, Senior Associate Director and Advising Academic Specialist, Undergraduate Academic Services, Broad College of Business
- **Deborah Johnson**, Professor, Human Development and Family Studies, and Director, Diversity Research Network
- **Chris Long**, Dean, College of Arts and Letters



Introduction to Breakout Sessions

Jeff Grabill , Associate Provost for Teaching, Learning, and Technology, Director of the Hub for Innovation in Learning and Technology, and Teaching and Learning Node Leader, Academic Advancement Network

Breakout Sessions from 11:00 a.m. – 11:40 a.m.

- **Generous vs. Competitive Thinking in the Academic Environment** (Willy Room)
- **Creating Community Norms for a Safe, Caring, and Inclusive Academic Environment** (Room 110)
- **Achieving Equity and Voice in Academic Leadership** (Room 106)
- **Continuing the Conversation** (Lincoln Room)

Facilitators can be found on agenda.



Reporting Back and Closing

Jeff Grabill

*Associate Provost for Teaching, Learning, and Technology,
Director of the Hub for Innovation in Learning and Technology,
and Teaching and Learning Node Leader, Academic Advancement
Network*



Thank You!

Please take a few moments to provide your feedback in the online program evaluations that will be emailed to you.

