

Managing and Facilitating Change in Higher Education

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***Organizational Change* (defined):** Redefining current practices, processes and activities in an organization in order to improve outcomes or change the practices of that organization.

Necessity of change, in all organizations (public and private): It is imperative to continuously assess the need for change in order for the organization to survive in a competitive environment.

Decision Factor:

- ▶ Utilizing the current system for managing the organization, OR
- ▶ If needed, restructure the organizational system.

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Why Change or Why Not Change?

- ▶ Most resist change
- ▶ Reason: Comfortable with present status
- ▶ Hard work to change
- ▶ No perceived need to change
- ▶ Can resist and outlast the change
- ▶ Change is only for the purpose of change
- ▶ Need to be able to translate why change is important
- ▶ What is in it for me?

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See the Change:

- ▶ Identifying the change needs discussion and facts
- ▶ Still hard to see change and why?
- ▶ Selling the change needs story telling that gives a vision of the future
- ▶ Long term and short term plans with simple wins and big wins
- ▶ Need to have multiple paths to the end result; need to be flexible
- ▶ Persistence and consistent story; a plan is important

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Factors of Organizational Change:

- ▶ **Need for Innovation:** In order to proceed with development and growth an organization needs to foster and sustain groups or individuals charged with infusing innovation in the organization.
- ▶ **Controlling Innovation:** The process(es) of innovation need to be managed/controlled so people are informed of changes (proposed or approved) and efforts toward innovation are understood and agreed to within the organization.

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Human Factors of Organizational Change:

- ▶ ***Change Agents:*** Individuals who manage the processes of change in an organization.
- ▶ ***Boundary Spanners:*** Individuals who work with agencies outside of the organization (possibly across colleges, as well) to assess external changes in the market or trends as well as to develop partnerships to implement change.
- ▶ ***Resistors to Change:*** Individuals, or groups, spending time attempting to assure that the proposed changes are not implemented or successful.

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Factors of Organizational Change, continued:

- ▶ **External Factors:** Changes to the economy, supply and demand (people and natural resources).
- ▶ **Internal Factors:** Changes within the organization, such as a reorganization, new leadership, restrictions on budgets and staffing.
- ▶ **Political Factors:** Changes in government regulations, laws, or the interpretation of acceptable business practices, to name only a few variables in this category.

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Communication and Process Factors of Organizational Change:

- ▶ **Build understanding of the need for change; using data whenever possible for affirmation of this need.**
- ▶ **Expect some conflict(s) during the change process.**
- ▶ **Generate Support for change by educating those impacted by the change of the necessity for change, as well as others in the organization.**
- ▶ **Identify key individuals for a successful change, commonly referred to as a “Stakeholder” Group.**
- ▶ **Change becomes internalized once people understand and agree to the need for change(s) to occur.**
- ▶ **Change is more likely to be sustained by following this process!**

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Managing Human Resources:

- ▶ **Conduct an audit of the “human capital” or talent available in the organization (example: knowledge of a specific computer software).**
- ▶ **Determine if individuals with new or additional skills are needed, defined as a “gap analysis” to confirm skills needed that do not exist.**
- ▶ **Develop a list of the specific skills needed in the organization.**

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Developing Human Resources:

- ▶ **Create a plan to develop existing staff or hire new staff.**
- ▶ **Distinguish the difference between training as skills development and management development as enhancing the knowledge and credentials of individuals who have the potential to become future leaders or leaders to be promoted in the future.**
- ▶ **Determine a timeline for training and development of people in order to meet the current and future needs of the organization.**
- ▶ **Identify partners in the community, such as workforce development groups and educational institutions, to assist in developing employees.**

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Recommendation-Slow and Steady:

- ▶ Change takes time
- ▶ Slow and steady is the key
- ▶ Persistence
- ▶ Do not give up but be flexible on process
- ▶ Promote the successes
- ▶ Never hide the failures
- ▶ Learn, listen and move forward

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Creating a Human Resources Succession Plan:

- ▶ **An additional factor for organizational success is the development of individuals to succeed individuals choosing to leave an organization (for example, a job transfer or retirement).**
- ▶ **In order to achieve this objective potential successors need to be identified and informed of aspects of the job, via training or management development, they are being considered for in the future. This is one of the premises of the Academic Leadership Institute!**
- ▶ **Note: This is not a guarantee for promotion but does provide the organization with potential individuals to assume duties of a departing colleague; those whose departure is either planned or unplanned.**

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▶ Summary suggestions:

- **Assess the climate for change: Need for change and resistance to change(s).**
- **Develop a strategic and tactical plan for change.**
- **Identify key “*Stakeholders*” to manage and support change.**
- **Assess needs for human resources**
- **Develop partnerships to develop human resources.**
- **Continuously develop human resources for the present and future needs of the organization.**

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Discussion Questions:

- ▶ **What impediments have you noted when attempting to facilitate change?**
- ▶ **How much do personalities involved in the change process impact the change process?**
- ▶ **Are there any factors unique to higher education that impact change management processes?**

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Change Management Case/Scenario

- ▶ **A small comprehensive college *ABC* with enrollment of 2,800 students has been asked by a new Provost to review the current student success model at the college. Graduation rates are 65% at *ABC College* and the new Provost came from a small liberal arts college with a graduation rate of 81%. The current Provost is insistent that the *ABC College* institute the model from her old college that used an expensive online system (SAVEME) that monitors students and the support system from academic affairs, student affairs and business affairs. This new system requires regular monitoring and input into SAVEME by students, academic affairs, student affairs and business affairs to be successful. A new student success taskforce has been formed by the provost with a one semester deadline on how SAVEME will be implemented by the following academic year. You have been asked to chair this taskforce, that includes three deans that have already said SAVEME is not what faculty want to spend their time doing, the controller who is already dealing with a budget deficit and a dean of students who has developed a successful homegrown system of monitoring students that shows graduation rates have improved from 60 to 65% in the last two years.**
- ▶ **Questions: What are your first steps to get the task force together and what is your plan to have a successful outcome of the task force in one semester? What is your main goal of the task force? What is your expected outcome?**

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▶ Supplemental Materials:

- **Book excerpts: see Chapter 6: Principle Three “Foster Problem Solving and Taking Responsibility at All Levels”, Daniel Wheeler, *Servant Leadership for Higher Education*.**
- **Readings (2): Pacific Institute:**
 - **Gestalt**
 - **Strategic Architecting**

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▶ **Questions?**

▶ **Thank you!**