

Pre-conference workshop – 3 hour
Conference Priority: Many Layers of Change

How do we create inclusive academic departments where diverse faculty thrive even while larger structures remain unjust and inequitable?

Presenters

J Kasi Jackson

Maja Husar Holmes

Heather Henderson

Nisan Hubbard

West Virginia University

WVU ADVANCE Center

Coauthors– Amena Anderson, Jessica Deshler, Tobi Odeleye, Emil Asanov



Partial support for this work was provided by the National Science Foundation's ADVANCE IT Program under Award HRD-1007978 and EHR/HRD #1935469. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.



CONNECT

Select an object that represents:
what brought you to this workshop?

Symbolism is powerful

Consensus of
individual
needs/strengths

VISION

In your ideal network:

1. What does it feel like when the group (colleagues/peers) works together?
2. What does it look like when members (colleagues/peers) support each other?

DIALOGUES©

ACTION

What could you do, NOW, to implement one of
these practices in your network?

Specific and immediate

SMART

Consensus
on visible
practices

PRIORITIZE

Synthesize vision themes
Identify practices to meet vision

Consensus
on
overlapping
vision



How do we create inclusive academic departments where diverse faculty thrive even while larger structures remain unjust and inequitable?

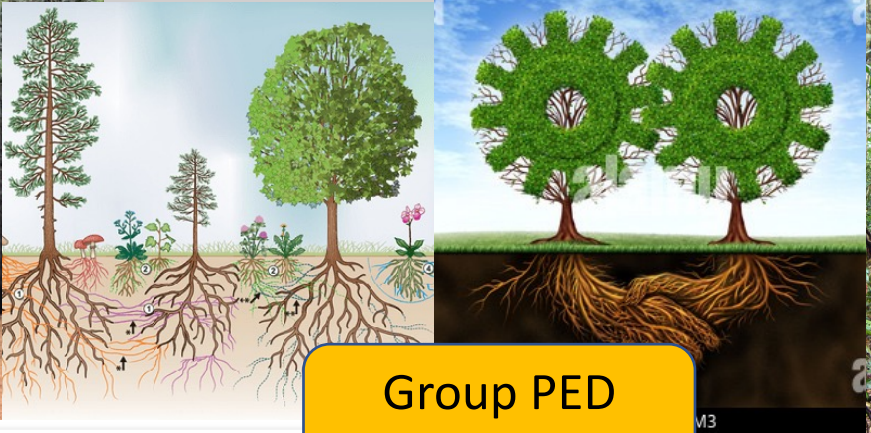
Add the root level connections – Group Psycho-Emotional Dynamics (PED) in Departments, Colleges, Committees and other work units

Individual trainings to alter cognition (micro level)

Desired Academia



Academia today



Group PED (meso level)



Addressing structural barriers through institutional policies (macro level)

High interdependence, low dependence, constructive conflict resolution, high collective efficacy

Images located using [Mural](#) image search function



How do we create inclusive academia departments where diverse faculty thrive even while larger structures remain unjust and inequitable?

Building inclusive work practices to change academe before it diversifies

Institutional and individual focused change efforts have a robust set of best practices

The diversification of faculty is not happening fast enough, it is not sticking. Academe must adopt inclusive practices BEFORE it can diversify. This is especially critical at the level of departments, where faculty spend most of their professional lives.

Dominant models of change for diversity, equity and inclusion focus on institution level levers (e.g. policies and practices, data collection) and on cognitive approaches to alter individual mindsets (e.g. identify and avoid implicit bias, bystander intervention training, best practices in hiring).

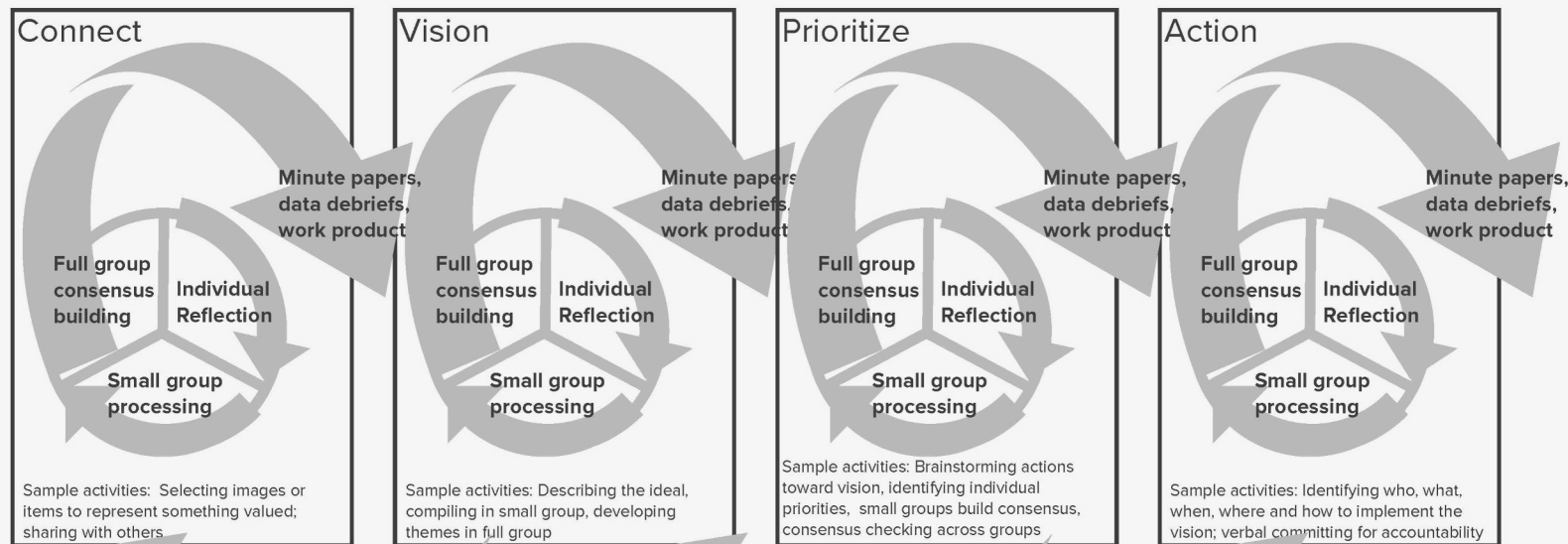
Group-level processes are the needed next step to move toward an inclusive academy.

Our group-level processes—[Dialogues](#) and the [Change Agent Course](#)—are purposefully designed to implement and sustain change efforts for improved gender and racial equity at the meso-level, where much of the work of the institution happens, providing a needed addition to the suite of current best practices.



Dialogues builds strong Group PED - WVU ADVANCE IT Award social science research outcomes*

Dialogues Stages



Narrative: Sharing stories and perspectives on group activities and accomplishments; iterative process of feedback to strengthen group psychoemotional dynamic

Benefits to Interdependence

- Strengthens relationships and generate trust in work groups
- Builds consensus on goals
- Catalyzes groups to act

Outcome for Collective Efficacy

Increases group confidence in ability to work together to achieve diversity and inclusion goals

*Outcomes described in and figure from [Engaging Faculty in Group-Level Change for Institutional Transformation](#), Routledge, 2023



Consensus has stages

- Connect-Vision - Collection of individual needs/values/motivations to identify similarities and recognize differences
- Prioritize - Action - Link to shared values and recognize individual needs

“Consensus is not an indication of groupthink or complete agreement; rather it is a process during which all group members feel that their concerns are heard, even if they do not fully agree with the final result. Needs are met to the extent that participants support forward movement. Ideally, building connections among the group during the work process builds a sense of caring for

others’ well-being” (Jackson et al 2023, Engaging Faculty Groups in Group Level Change for Institutional Transformation, pp. 56-7).



Primary Audience, Engagement and Learning Outcomes

Change agents who want to develop a suite of facilitation techniques to build the group affective processes or psycho-emotional dynamic (PED) needed for institutional transformation at the level of faculty and academic staff departments, committees and other small-medium sized work groups (the meso-level).

Instructors and mentors who want to apply effective pedagogical techniques for group affective processes to create a climate of inclusion and equity.

Facilitators will guide participants through the Dialogues stages, to

1. Apply the Group PED model to a case study developed from analysis of interviews with 50 change agents on the ground in institutional transformation projects (NSF ADVANCE and AGEP). Interviews addressed project team communication, collaboration, and success meeting project goals, including intersectional frameworks.

2. Propose facilitation exercises to build on strengths and overcome challenges from the case study

3. Identify next actions in their own groups.

1. *Identify quick strategies to build connection among a group of change agents (or students).*
2. *Apply facilitation techniques to identify common ground amongst the group.*
3. *Implement action steps and accountability techniques to strategize for quick wins (low hanging fruit) that will strengthen collective efficacy for more challenging projects.*
4. *Understand how the above practices build strong Group PED*



Case Study Exercise – Themes from Interviews and Dialogues Stages

- Power differentials – due to institutional position, individual positionality, intragroup engagement (CONNECT)
- Creating spaces for all voices to be heard (VISION and PRIORITIZE)
- Maintaining momentum through transitions (PRIORITIZE and ACTION/ACCOUNTABILITY)



Our WVU Team – Facilitators and Case Study Developers



Kasi Jackson – WVU ADVANCE Center Director; Professor of Women’s and Gender Studies, PI NSF AGER EAGER (Interview lead); CoI WVU ADVANCE IT (2010-17); a feminist science studies scholar with a focus on STEM education and faculty professional development. She has served a leading role on all of the Dialogues facilitation projects at seven campuses.



Maja Husar Holmes – WVU ADVANCE Master Facilitator; Associate Professor of Public Administration and former department Chair with expertise in organizational facilitation to promote inclusive practices and norms in academic contexts.



Amena Anderson, Assistant Director and Assistant Professor of Practice, WVU ADVANCE Center. Anderson’s doctoral research in Higher Education Leadership and Administration on men change agents involved in ADVANCE projects formed the foundation of WVU ADVANCE’s Academic Change Agent Course, offered at WVU and externally.



Nisan Hubbard; Teaching Assistant Professor in Biology; PhD Reproductive Biology and Physiology; UNC SPIRE Postdoctoral Fellow. With a background leading and participating in DEI projects on multiple campuses, he is currently co-facilitating a WVU faculty learning community for “The Inclusive STEM Teaching Project”. Hubbard is an especially dedicated advisor, working to build trusting relationships with each of his students to mentor their success in college.



Heather Henderson - WVU ADVANCE Master Facilitator; Assistant Professor and Director of Accreditation, Planning, & Evaluation School of Public Health; with expertise in educational interventions to create more inclusive environments in higher education. Henderson’s doctoral research focused on cultivation of a science identity and persistence for women students in STEM fields.



Tobi Odeleye, Assistant Professor in Chemistry; With a qualitative research background in chemistry education, Odeleye also trains students to serve as STEM ambassadors in formal and informal educational settings.



Jessica Deshler, Assistant Dean for Graduate Studies, Eberly College and Professor of Mathematics; Dean of Students - WV Governor’s STEM Institute; graduate Linton-Poodry SACNAS Leadership Institute; Her research focuses on graduate student professional development, equity in mathematics and better supporting student success in developmental math and calculus.



Emil Asanov, MA – Teaching English as a Second Language - research focused on how TESOL instructors incorporate feminist pedagogies; currently pursuing a PhD in Educational Theory and Practice



Learn More: WVU ADVANCE Center Resources

Learn more about [Dialogues](#)

Integrating with [Change Agent Course](#)

[Publications](#) by WVU ADVANCE Center



May 2023: 198pp
11 illustrations

Hb: 978-1-032-21106-0 | \$160.00 \$128.00
eBook: 978-1-003-26675-4

* Please note that this discount code cannot be used in conjunction with any other offer or discount and only applies to books purchased directly via www.routledge.com. This code expires on 30 September 2023.

 **Routledge**
Taylor & Francis Group

***20% discount available with code AFL02**

Engaging Faculty in Group-Level Change for Institutional Transformation

Disrupting Inequity and Building Inclusive
Academic Departments

J. Kasi Jackson, West Virginia University, USA, **Amena O. Anderson**, **Lisa M. Dilks**, **Maja Husar Holmes**, **Christine E. Kunkle**, **James J. Nolan** and **Melissa Latimer**

Series: Routledge Research in Higher Education

Diversifying the academic faculty remains an elusive goal marked by slow and uneven progress. This book describes an effective model for institutional transformation which is uniquely grounded in group-level processes. It unifies research on gender and racial inequity with concepts from social psychological theories of group dynamics to present a model of change centered on professional adult learners, including faculty and academic staff. The book details the implementation of group-level processes based on insights from the learning sciences, higher education leadership, communication studies, and group facilitation to instill norms for a more equitable and inclusive institution.



For more information, please scan the
QR code to visit the website.

For more information visit:
www.routledge.com/9781032211060

