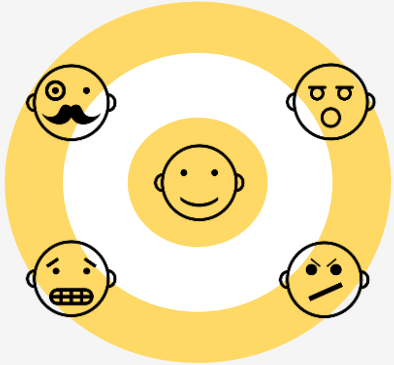
How Do You Facilitate Balanced-Examination?

Different Attitudes towards Data and Change

Workshop



HEIR 2018, RSCI
Dublin, Ireland
20th September 2018

Hirosuke Honda
University of Maine at Augusta

Steve Woodfield
Kingston University

Opening

Goals of the Workshop

Participants will be able to use our framework to:

1. **Better understand interpersonal dynamics**
2. **Improve balanced-examination in decision-making**

Participant Introduction

Please introduce yourself by answering the questions:

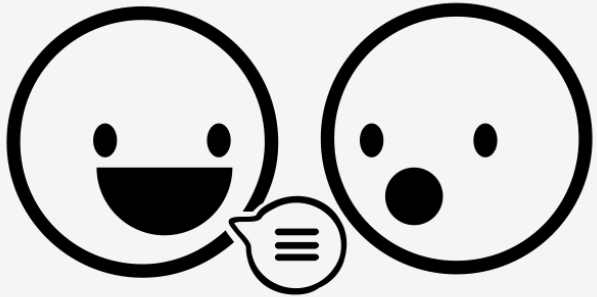
1. **How do you currently manage interpersonal dynamics?**
2. **What are your expectations for this workshop?**

Workshop Agenda

Time	Activity
14:30 – 14:40	Opening
14:40 – 14:50	Introduction to the Analytical Framework
14:50 – 15:00	Exercise I: Application of the Framework
15:00 – 15:05	Exercise II: Development of Strategies for balanced-examination
15:05 – 15:20	Group Discussion and Peer Feedback
15:20 – 15:25	Closing

Introduction

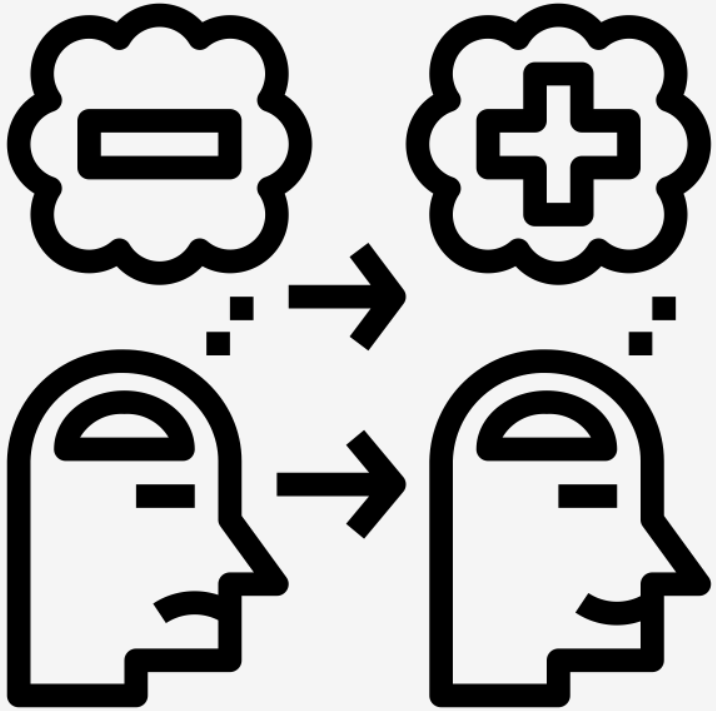
Do you ever find yourself listening to **anecdotes**?



How can you

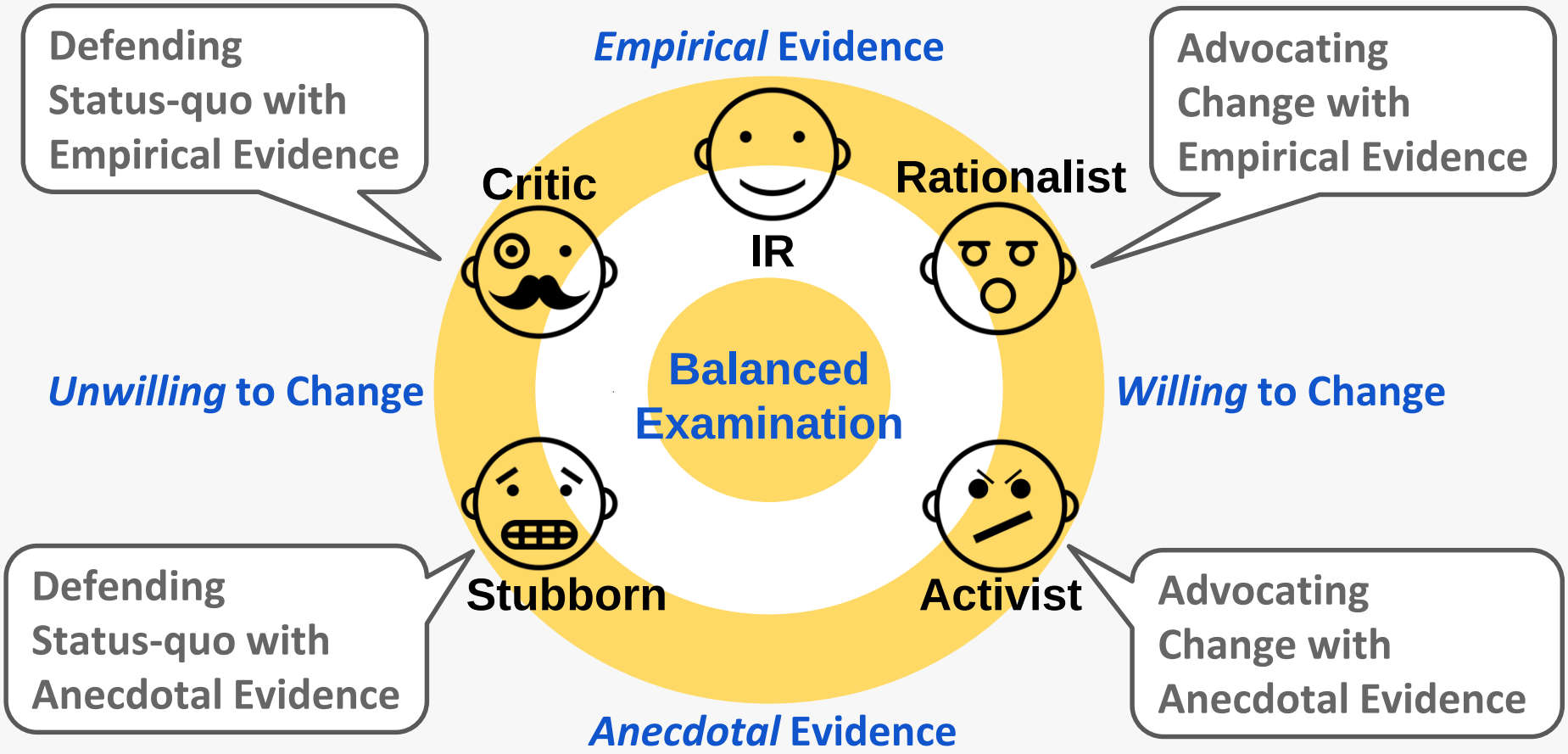
change

stakeholders?

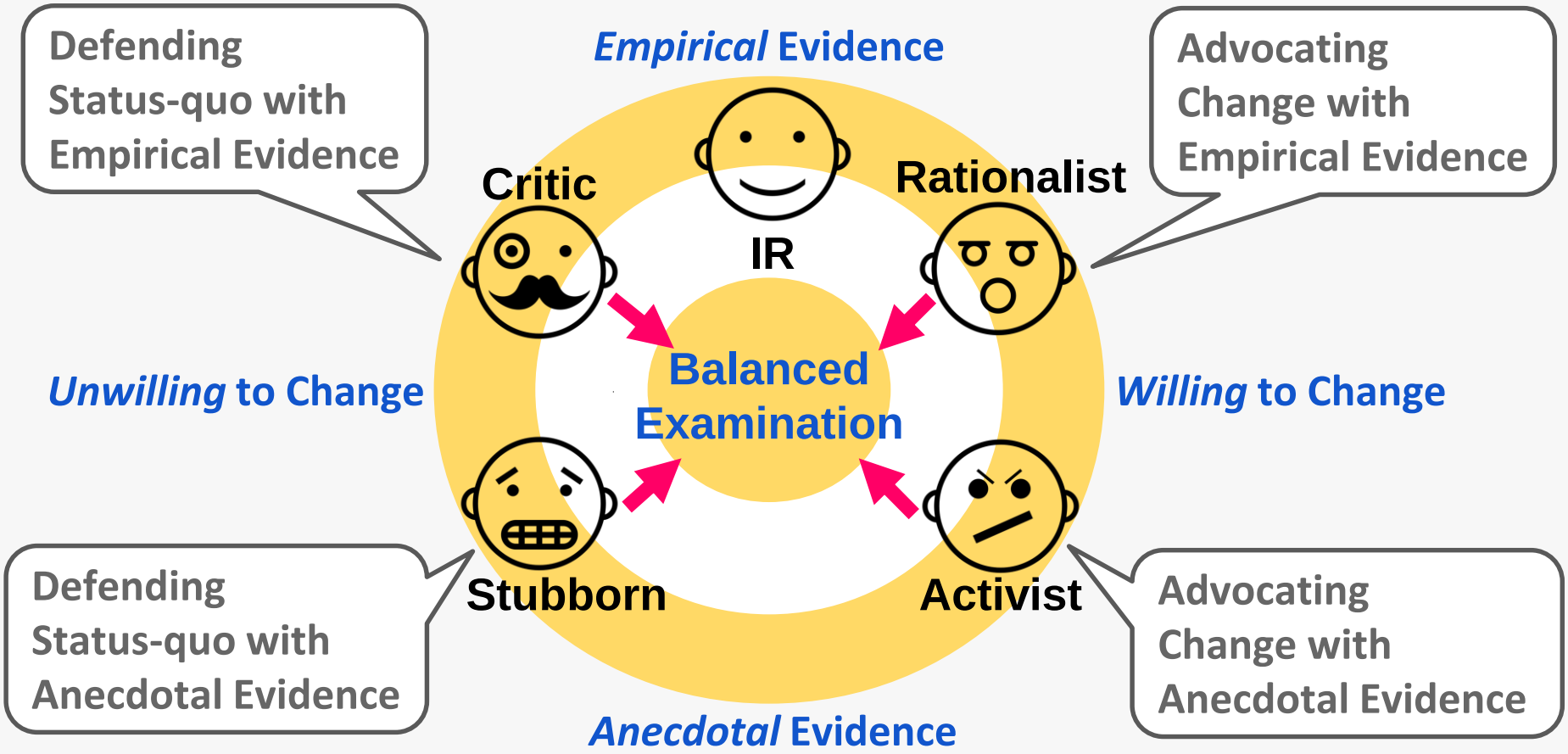


Analytical Framework

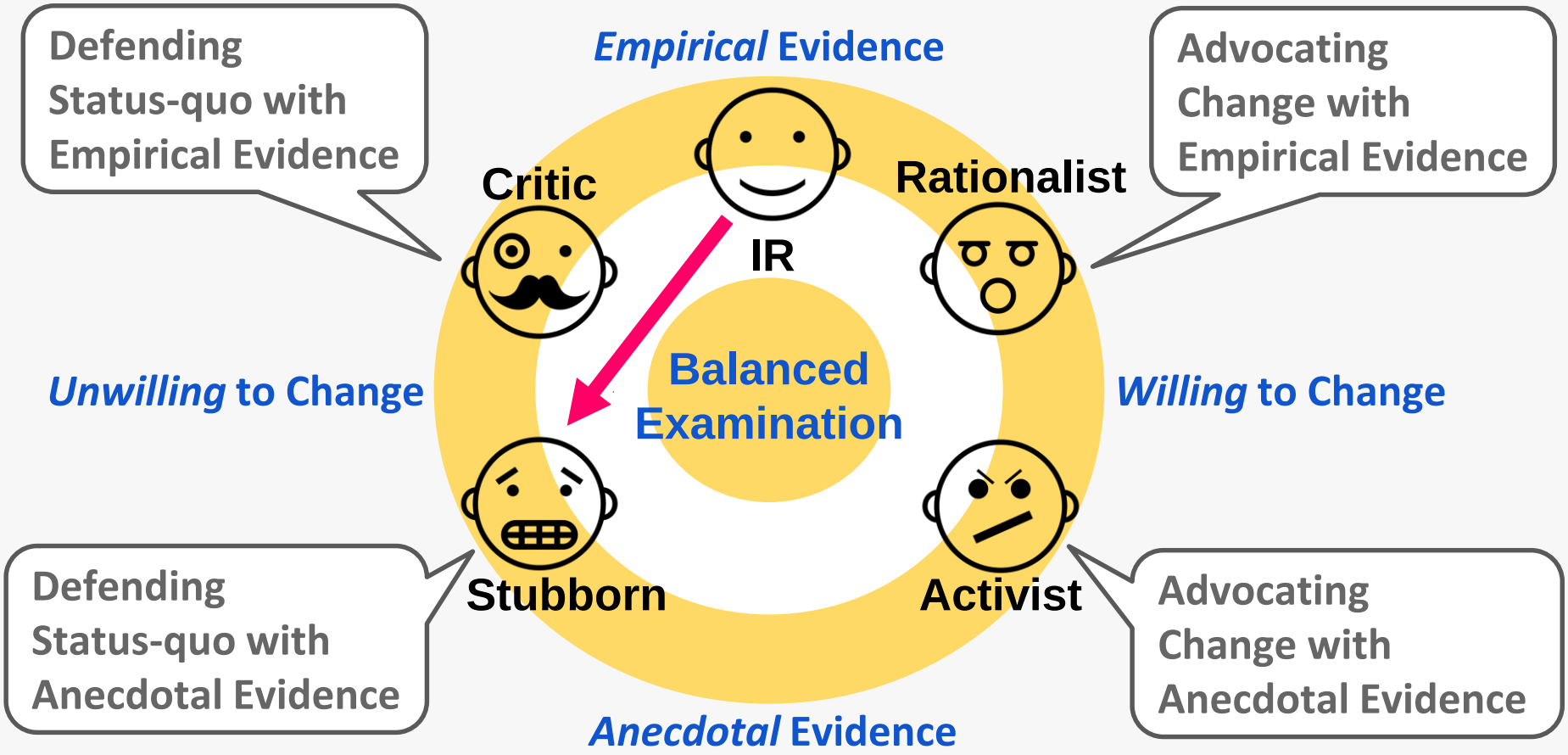
The Land of Campus Politics



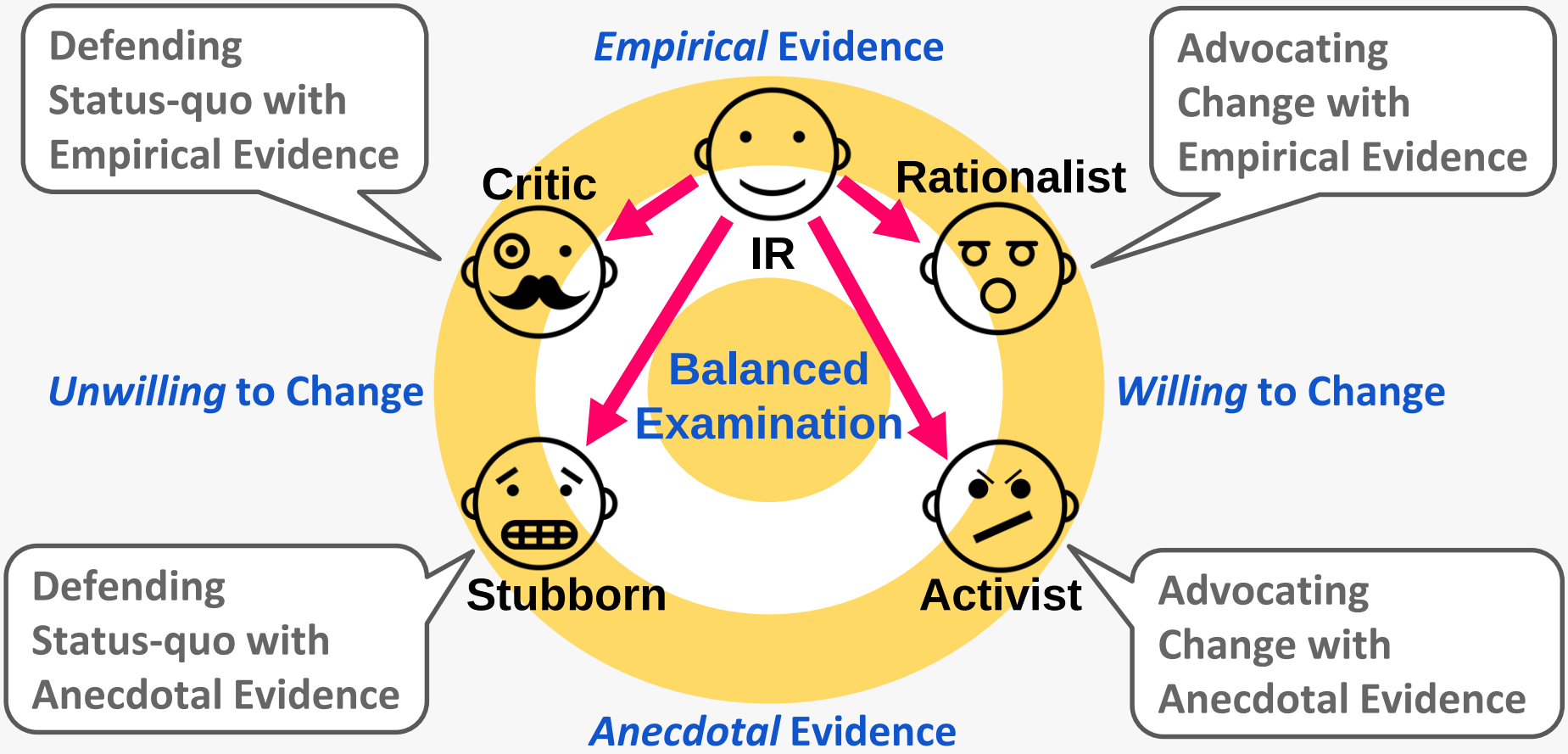
Toward Balanced Examination



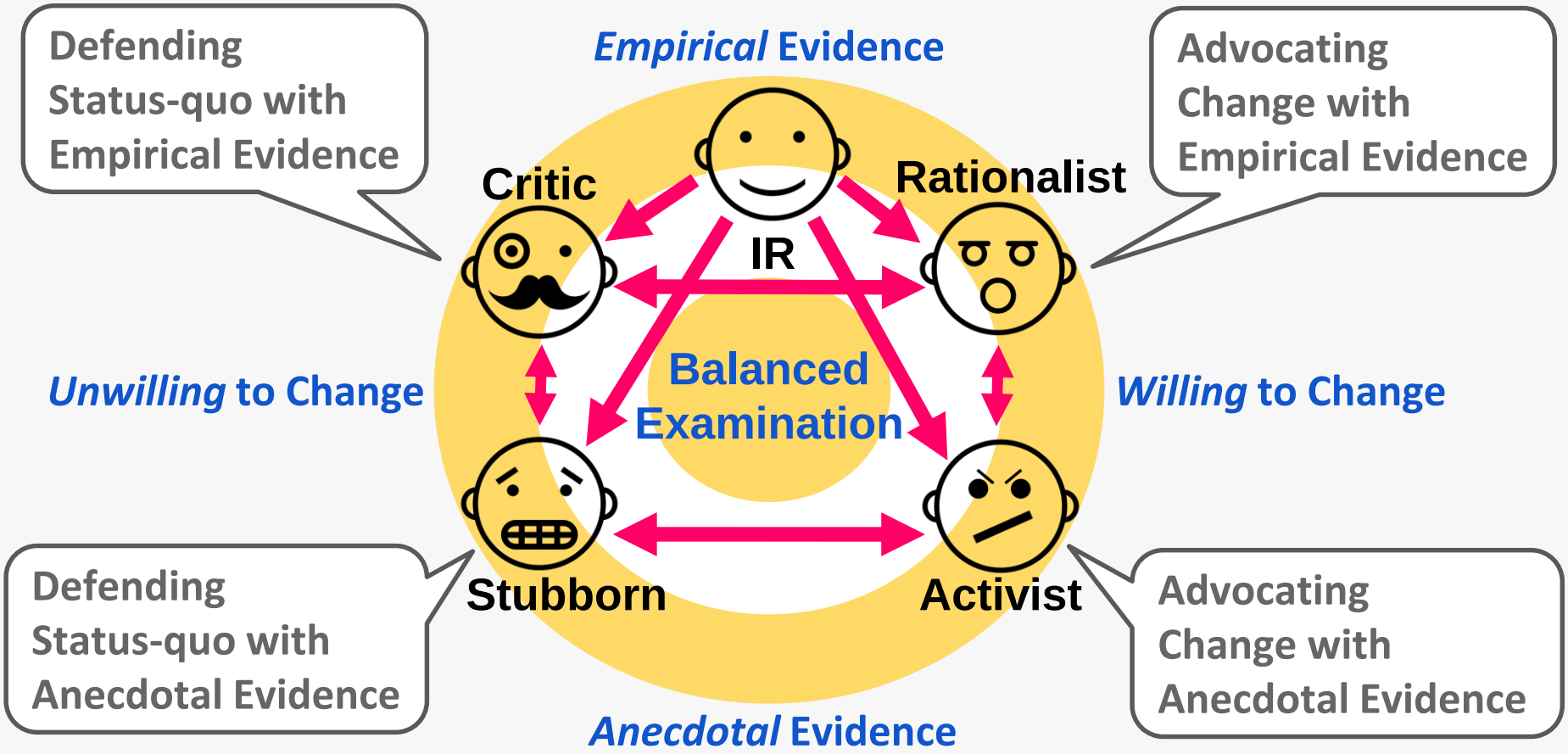
One-to-One Relationship



One-to-Many Relationship



Many-to-Many Relationship



Exercise I

Application of the Framework

Instructions

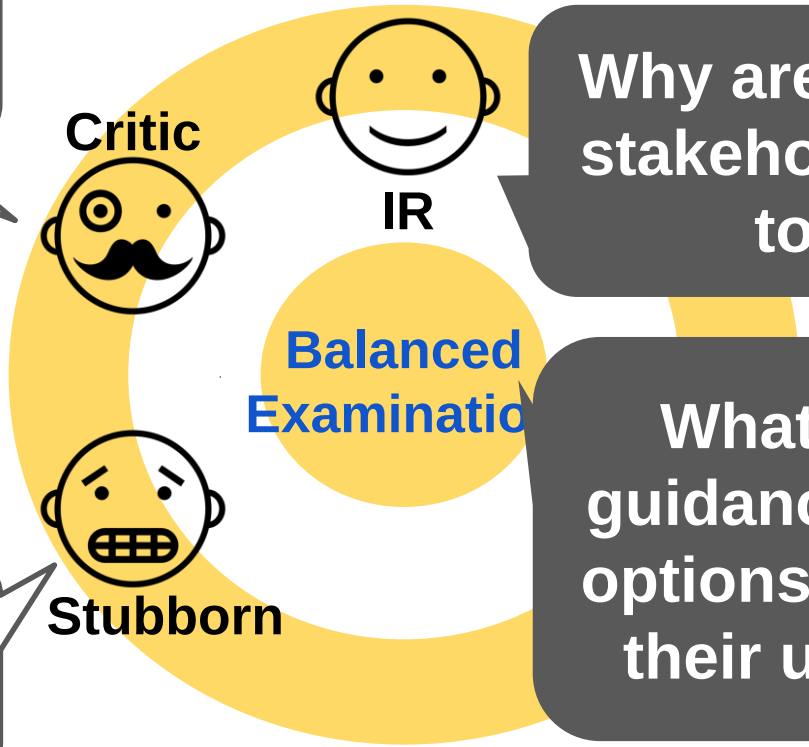
In pairs, discuss the following items:

1. **Think about one or two projects with complicated interpersonal dynamics in the past, present, or near future.**
2. **Select one project that you would like to analyse and gain insight from your group members.**
3. **In your analysis, try identifying the core of your campus stakeholders under the framework.**

Exercise II

Development of Strategies

Questions about Change



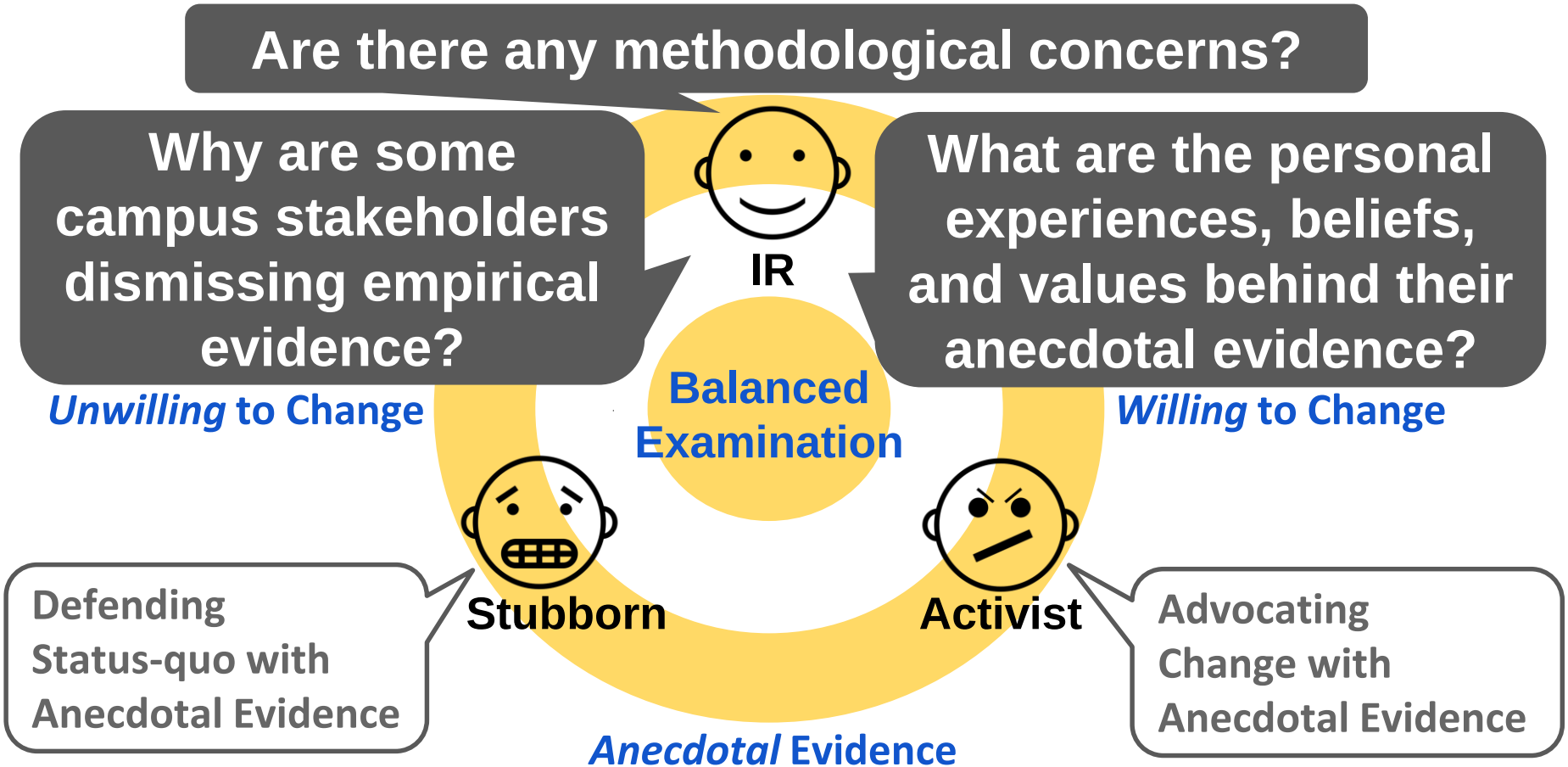
Defending Status-quo with Empirical Evidence

Why are some campus stakeholders unwilling to change?

What information, guidance, incentive, or options would alleviate their unwillingness?

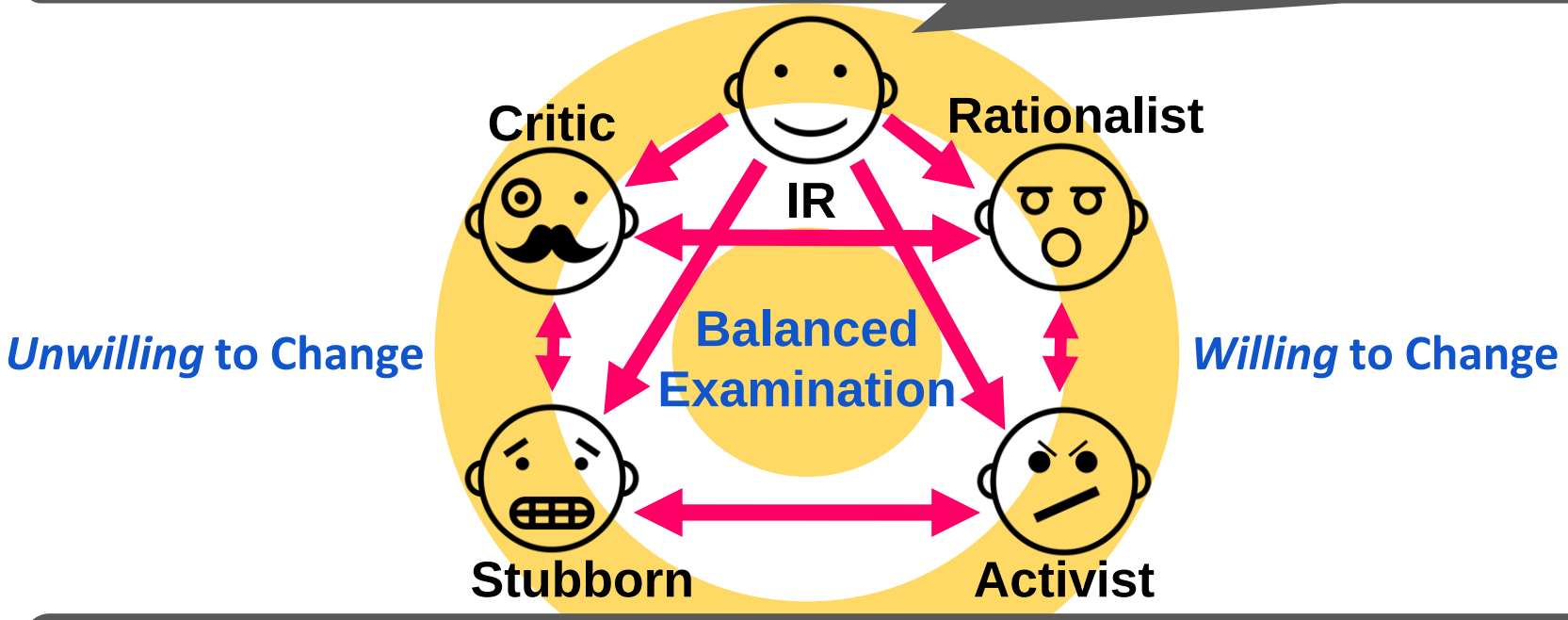
Defending Status-quo with Anecdotal Evidence

Questions about Evidence



Many-to-Many Relationship

Who is the key campus stakeholder in this decision?



What is the key stakeholder's direction and influence over other campus stakeholders?

Summary Instructions

Develop strategies through answering the questions below:

1. **Why are some campus stakeholders unwilling to change? What information, guidance, incentive, or options would alleviate their unwillingness?**
2. **Why are some campus stakeholders dismissing empirical evidence? Are there any methodological concerns? What are the personal experiences, beliefs, and values behind their anecdotal evidence?**
3. **Who is the key campus stakeholder in this decision? What is the person's direction and influence over other campus stakeholders?**

Group Discussion

for Peer Feedback

Option 1

- Connect with another pair of participants
- Each pair presents a summary of Exercise I and II
- The other pair provides feedback

Option 2

Connect with a pair and discuss the following questions:

1. **What are common challenges in facilitating balanced-examination?**

2. **What are strategies to promote balanced-examination?**

Closing

Your Thoughts

- What are your takeaways from this workshop?
- How could this workshop be improved?

References

Association for Institutional Research. (2013). *Code of ethics and professional practice*. Retrieved from http://www.airweb.org/Membership/Pages/CodeOfEthics.aspx.

Posey, J.T. & Pitter, G.W. (2012). Supporting the provost and academic vice president. In R.D. Howard, G.W. McLaughlin, and W.E. Knight (Eds.) *The handbook of institutional research*, pp. 133-144, San Francisco: Jossey-Bass.

Purcell, J., Harrington, C., & King, B. (2012). Supporting institutional governance, In R.D. Howard, G.W. McLaughlin, and W.E. Knight (Eds.) *The handbook of institutional research*, pp. 145-164, San Francisco: Jossey-Bass.

Soliday, J. & Mann, R. (2013). Surviving to thriving: A planning framework for leaders of private colleges and universities. Whitsett, NC: Credo.

Terenzini, P.T. (1993). On the nature of institutional research and the knowledge and skills it requires. *Research in Higher Education, 34*, 1-10.

Volkwein, J.F., Liu, Y., & Woodell, J. (2012). The structure and functions of institutional research offices. In R.D. Howard, G.W. McLaughlin, and W.E. Knight (Eds.) *The handbook of institutional research*, pp. 22-39, San Francisco: Jossey-Bass.

Atif Arshad (n.d.). Emoticons. from Noun Project (For slides 1, 7-11, 14, 15, 20, 22, 24, 27, 33, & 46)

Vasco Gaspar (n.d.). Emoticons. from Noun Project (Slide 4)

Nithinan Tatah (n.d.). Emoticons. from Noun Project (Slide 5)

Contact Information

Hirosuke Honda, Ph.D.

hirosuke.honda@maine.edu

Director of Institutional Research and Assessment

University of Maine at Augusta

Steve Woodfield, Ph.D.

s.woodfield@kingston.ac.uk

Associate Professor (Institutional Research)

Kingston University