BUILDING CONSENSUS | Moving Your Curriculum Change Agenda Forward

PANEL DISCUSSION
Marsha A. Pyle - University of Missouri
Marilyn S. Lantz - University of Michigan
William W. Dodge - University of Texas at San Antonio
Perspectives on Change
HOW DO I GET TO THE OTHER SIDE?!!

YOU ARE ON THE OTHER SIDE!
Perspectives on Change

• How this session is organized

  – Results of preconference survey – issues/ barriers liaisons identified related to implementing curriculum change (M. Lantz)
  – Managing Change – the change process; ingredients for success; why transformations fail (W. Dodge)
  – Building consensus to move change forward (M. Pyle)
  – Summary (M. Lantz)
CCI Projects - Scope of Intervention Proposed

- Change at:
  - Individual project or “course” level
    - Uni-dimensional
    - Reorganization on a small scale involving a few individuals
  - Across 1 or more departments/units
    - Several groups of stakeholders impacted
  - Program-wide
    - Complex across multiple areas of organization
REVIEW OF CCI LIASON PROJECTS BY LEVEL AT WHICH PROJECT WILL PROVIDE A CURRICULUM INTERVENTION

<table>
<thead>
<tr>
<th>Level of Intervention</th>
<th># of project proposals at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project proposes to change curriculum at whole program level</td>
<td>29</td>
</tr>
<tr>
<td>Project proposes to change curriculum for a group of multidisciplinary courses</td>
<td>7</td>
</tr>
<tr>
<td>Project proposes to change the curriculum in basic sciences</td>
<td>3</td>
</tr>
<tr>
<td>Project proposes to change the curriculum in pre-clinical instruction</td>
<td>9</td>
</tr>
<tr>
<td>Project proposes to change the curriculum in clinical sciences</td>
<td>3</td>
</tr>
<tr>
<td>Project proposes to change the curriculum in one course only</td>
<td>1</td>
</tr>
</tbody>
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Results from preconference survey

- Results from preconference survey – total responses = 41
  - How far have the change projects envisioned by liaisons progressed, from development to implementation?
  - Barriers to moving from an idea to a plan
  - Barriers to implementing a plan
  - Barriers during implementation of a plan
  - Measures being used to assess outcomes of change
  - Other comments
WHERE ARE YOU WITH THE DEVELOPMENT & IMPLEMENTATION OF YOUR LIASON CURRICULUM CHANGE PROJECT?

- 12.0%: I have an idea for a curriculum change project but have not begun planning for making the curriculum change.
- 18.0%: I have an idea for a curriculum change project and have developed a plan to bring about the change.
- 39.5%: I have begun implementing my project.
- 39.5%: My project is fully implemented.
- 2.4%: My project is fully implemented and I have measured outcomes of the curriculum change.
Have an idea or an idea and a plan but have not implemented it because (~32%):

(N = 21)

- Administration has changed its plans
- No administrative support for change (2)
- Institution is not interested in change
- Still planning/collecting data (2)
- Time (2)
- Faculty resistance
- Need faculty development
- Focused on accreditation (3)
- Big changes planned – no current focus on details
- Project “rolled into” a larger project that is just getting started
Plan is implemented (~50%) but there are “bumps” because:

(N = 19)
- Faculty are overworked; hard to get them onboard/Faculty resistance (3)
- Implementation requires faculty development/difficult to achieve
- Lack of time
- Change in leadership (2)
- Budget cuts (3)
- Problems with technology and cost of IT
- Huge scope of the change (interprofessional education)
- Implementation in stages, not all progressing at same rate (coordination issues)
- Too many changes going on at one time
Plan is implemented and things are running smoothly

- Project running smoothly (2)
- Project running smoothly but time constraints
- Project running smoothly but some issues with faculty buy-in
- Project running well but “lack of solidarity” with some faculty and one of the CCI members on team
- Experiencing resistance to change that is normal
Summary: Issues during implementation

• Some resistance to change is normal
• Faculty – lack of time, resistance to change, need for faculty development
• Change in leadership; lack of administrative support
• Budget cuts and financing issues
• Scope of change, amount of change at one time, coordination of phase-in of change
• IT cost and issues
How implemented projects are documenting effectiveness of the curriculum change:

(N = 16)

• Pre-test/post-test, surveys and assignments throughout
• Faculty and module evaluations by students/student assessment by faculty/test results
• Evaluations by faculty and students
• Academic performance/# of students in program/student feedback/NBDE scores
• NBDE scores
• Course grades and clinic performance outcomes
• Rates of return and completeness of surveys/faculty satisfaction
• Standardized health sciences reasoning test results
• Not developed/not sure (3)
• N/A (3)
Anything else you want to tell us?

- We are engaged in a comprehensive restructuring of our curriculum and our official CCI project is just a small part of it.
- It is difficult to reduce pre-clinical laboratory timeslots, modernize clinic procedures and establish clinical relevance.
- Never in my life have I spent so much time and effort to achieve so little. But, perhaps a groundwork has been laid.
- It's not for a lack of wanting to do the project. It's just that everyone is feeling the pinch to do more with less. That, and I need to be better organized!
- Keep doing these workshops, they are extremely helpful
Managing Change
Change

Initiating change – leverage points

Process

Ingredients for success

Scope and scale of change

Why some efforts fail
In times of change, learners inherit the Earth, while the “learned” find themselves beautifully equipped to deal with a world that no longer exists.

Eric Hoffer
How is change initiated?

Leverage points

Administrative fiat
Standing committee or task force
Individual initiative
Environmental scan
Opportunity or threat
Outcome assessment
Perceived shortcoming
Crises
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- Crises
Know the process
Who owns it
and, who the stakeholders are

- Bylaws – Roles of Committees; Faculty governance
- Another department
- Faculty, other departments, CODA, licensing community
Process

Dean/decision maker

Faculty council/faculty assembly

Associate Dean

Committee or Task Force
Know the process
Who owns it
and, who the stakeholders are

- Bylaws – Roles of Committees; Faculty governance
- Another department
- Faculty, other departments, CODA, licensing community
How will your group develop recommendations?

- Decision by expert
- Democratic
- Collective/collaborative
- Consensus
What do you need?

Authority

The “right people” at the table
Knowledge/expertise
Information-data
Resources (space, people, $)

Defined timeline
Scope/Scale

Developmental or incremental
Transitional
Transformational
Pennington (2003)
Why Transformations Fail

Goal is unclear or too complicated/overwhelming
Inadequate communication
Few signs of progress
Obstacles
Letting up
The culture didn’t change
Leadership team lacks authority
Lack of urgency

John P. Kotter: Harvard Business review; March-April 1995
Faced with the choice between changing one's mind and proving that there is no need to do so, almost everyone gets busy on the proof.

John Kenneth Galbraith
Why Transformations Fail

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Just because everything is different doesn’t mean anything has changed.
Why Transformations Fail

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Never doubt that a small group of thoughtful, committed people can change the world. Indeed it is the only thing that ever has.

Margaret Mead
BUILDING CONSENSUS
Moving Your Curriculum Change Agenda Forward

1. Present state of curriculum
2. Generating an idea for change
3. Planning the change project
4. Implementing the project
5. Assessment of outcomes

- Curric. Change
- implemented
- w/ assessment
- plan operational
## Moving the Change Agenda Forward

<table>
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<tr>
<th>Majority Rule</th>
<th>vs.</th>
<th>Consensus Building</th>
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<tbody>
<tr>
<td>• Fair</td>
<td><strong>Vs.</strong></td>
<td>• Goal – seek overwhelming agreement among all relevant stakeholders</td>
</tr>
<tr>
<td>• Leads to firm decision</td>
<td></td>
<td>• Maximizes gains</td>
</tr>
<tr>
<td>• Enhances legitimacy</td>
<td></td>
<td>• Negotiated decision making</td>
</tr>
<tr>
<td>• Premium on winning</td>
<td></td>
<td>• Aims to achieve best possible outcome for all</td>
</tr>
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</table>
Real Change in Organizations

- Unlikely to come from decree, pressure, or persuasion

Change is likely to come from:

Passionate, and personally committed individuals who have had a part in the decision

- When asked to participate: people become engaged
Consensus

- Commitment to a decision
- In the best interest of the organization
- Provides for discovery via collective wisdom
- Develops shared interest

-----> leading to the best possible decision
When is Consensus Inappropriate?

• If the decision is already a fait accompli
• A quick decision is more important than broad input & support
• Those with skills/expertise are not available or refuse to participate
• The decision is not of magnitude to warrant time & energy
Consensus Building: Eight Step Process

• ? Is consensus a good fit?
• Determine stakeholders
• Enlist facilitator
• Clarify scope/authority of the group
• Evidence/Education
• Agenda
• Gather resources
• Take the right first steps

Dressler L. Consensus through Conversation. 2006
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Generating an idea for change

1. Identify the right people to help develop the idea - consider the level at which the idea for change will be implemented

b. Engage thought leaders

c. Know the expertise, knowledge and interest of key faculty/staff/students

d. Top down or bottom up idea development??

e. Who needs to approve moving the idea forward? - Dean/chair/content expert? (supportive?)
PLANNING THE PROJECT

• Define the scope of the project
• Where's the beef?
• Who are the stakeholders?
• What's in it for them?
• What resources are needed?

Barriers to consensus progress.....
IMPLEMENTATION OF THE PROJECT

• Redundancy/back-up/contingency plan
• Process for moving to implementation
  – Who needs to OK the plan?
    • Dean
    • Faculty
    • Department
    • Content expert
• Process
  – Time-frame
• Phased in/all at once  Who will it impact? Who needs to approve?
  – Curriculum committee
  – Clinic committee
  – Research committee
  – Other stakeholder groups
    • Dean, chair, etc.
• If phased/how planned?

Barriers to consensus progress.....
ASSESSMENT OF OUTCOMES

- Anticipated during planning
- Measurable
- Data preservation

Barriers to consensus progress.....
CCI Liaison Challenges

Lack of support -
  - From administration
  - Little focus

• Strategies:
  - Have the end in mind
  - Know the process
  - Define a project scope that has supporting evidence
  - Define principles underpinning the change project after discussion
CCI Liaison Challenges

Time and Availability of Faculty -

- **Strategies:**
  - Negotiate with administration for release time
  - Identify small cadre of supporters-design the scope within the available time and capacity of the group
  - Start with a pilot project – Right-sized for current resources
CCI Liaison Challenges

Faculty Resistance -

Strategies:

- Re-evaluate process issues
  - What is in it for them?
- Is there a compelling rationale for change?
- Acknowledge hardships
- Demonstrate care and attention
- Identify thought leaders
  - Those supportive; those not supportive
  - Include them in focus group
- Enlist assistance of outside facilitator
- “The train has left the station”
Faculty Capability/Resources -

- **Strategies:**
  - Resource analysis
  - Provide faculty development from the beginning of the project planning
  - Enlist a consultant who has knowledge & skills
  - Try a pilot project
    - Small successes can be empowering
CCI Liaison Challenges

Competing Priorities -

• **Strategies:**
  – Any change project should be defined by principles that those involved agree to
  – Stage the project over time
  – Does the project fit into the School’s strategic plan?
    • If yes, the job is easier
    • If no, may need to re-evaluate feasibility
Summary and Conclusions

• Questions to ask – issues of lack of support
  – Are the right people at the table?
  – Is the change feasible?
  – Are the resources there? $, release time for faculty, IT support?

• Questions to ask – issues of resistance
  – Has the work at the level of the “culture” of the institution been done?
  – Do the change agents lack authority?
  – Is the urgency clear?

• Questions to ask – issues of scope/competing priorities
  – Is there too much change being attempted at one time (overwhelming)?
  – Is the focus clear? Are priorities clear? Need to regroup? Timing right?
Summary and Conclusions

• Expect unanticipated outcomes
• Look down the line:
  – Don’t know what you don’t know
• Consensus building is a useful tool in a variety of projects for decision making—narrow or wide in scope
• Understanding the scope of the change you are trying to make and the change process can help you plan for successful change