



Mastering the Leadership, Organizational & Emotional Challenges of a Career in Teaching and/or Research: Day 1, Understanding & Facing the Challenges

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A word about comfort & language.

A word about leadership & presence.

Check in: At your table:

- Share name,
- affiliation, &
- one relatively unknown thing about you.

Hopes for the workshop:

What do you hope to take away, learn, or do as a result of your participation?

Process:

- *3 minutes to write down your individual thoughts.*
- *Share with table; one person act as scribe.*
- *Identify, as a group, 2-3 key hopes.*

A discussion of course logistics.



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Universities & professors date back to 11th century.



Founded 1088



**At table, share (& scribe records) views
regarding the following question:**

Traditionally, what has made a professor, a professor?

What is a professor?

Debrief

Pair & share views regarding the following:

Today, what forces are acting to change or transform the role of a professor?

Debrief

3 theses

1. Faculty expertise in class and research is being challenged.

2. Change driver is reduction in information asymmetry.

3. Challenges require a deeper approach to faculty development.

- 1. Faculty expertise in class and lab is being challenged.**
2. Change driver is reduction in information asymmetry.
3. Challenges require deeper approach to faculty development.

Meet Jack Andraka



What did Jack need from faculty?

MOOCs

Massive open online courses

The logo for edX, featuring the letters 'e', 'd', and 'x' in a stylized, overlapping font. The 'e' is pink, the 'd' is grey, and the 'x' is blue.The logo for Udacity, featuring a large orange 'U' above the word 'UDACITY' in a smaller, orange, sans-serif font.The logo for Coursera, featuring the word 'coursera' in a blue, sans-serif font with a stylized infinity symbol as the first letter.



Thursday, 12 July 2012

Rob Rutenbar





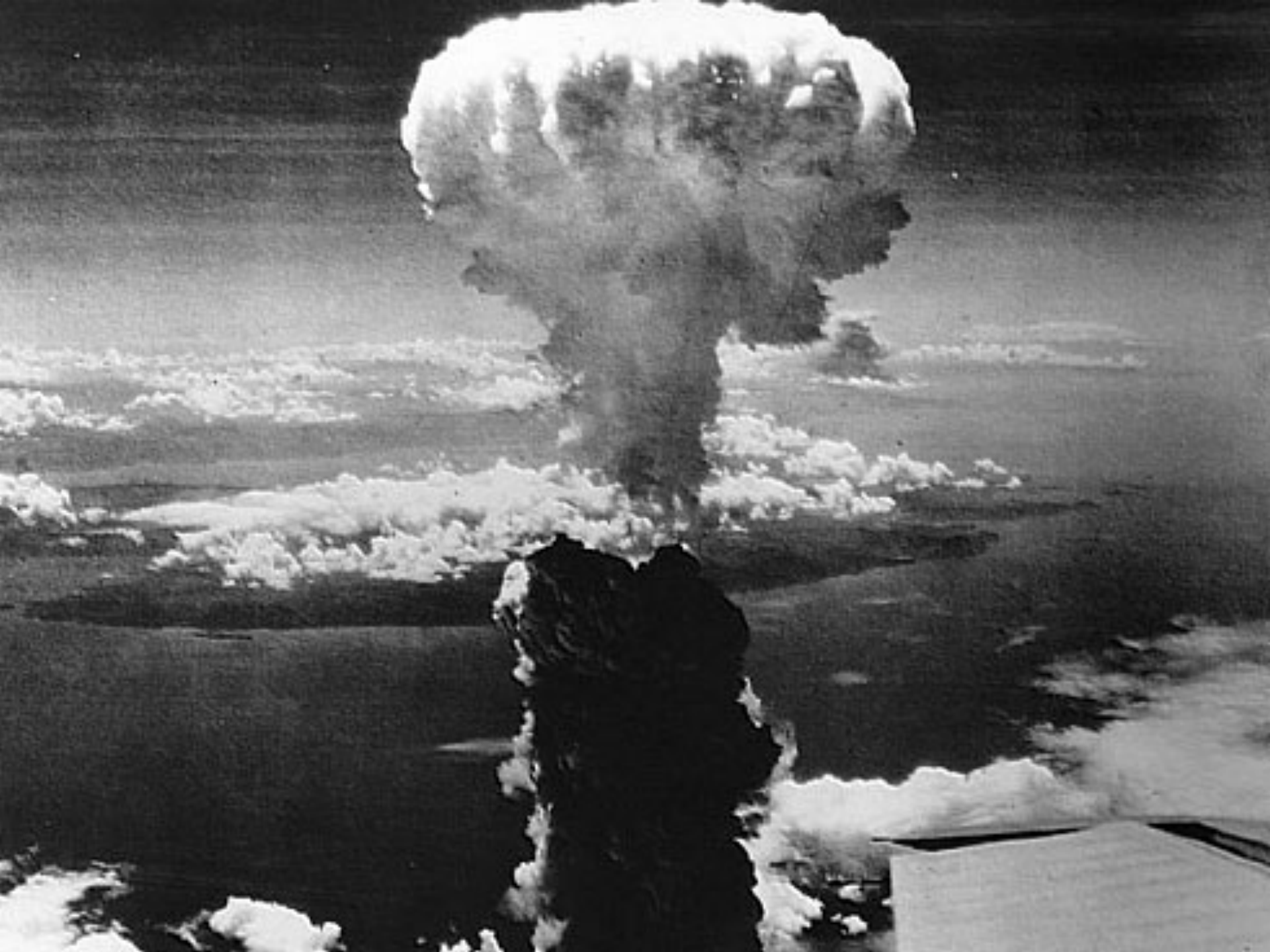
Phyllis Wise



Tuesday, 17 July 2012

What caused UIUC to move fast?

1. Faculty expertise in class and lab is being challenged.
2. **Change driver is reduction in information asymmetry.**
3. Changes require deeper approach to faculty development.



Ford Rouge Plant, 1947

Dearborn, Michigan



1956



Information

- difficult to synthesize,
- expensive,
- sequestered.

3 missed revolutions

- 1. Quality revolution**
- 2. Entrepreneurial revolution**
- 3. IT revolution**

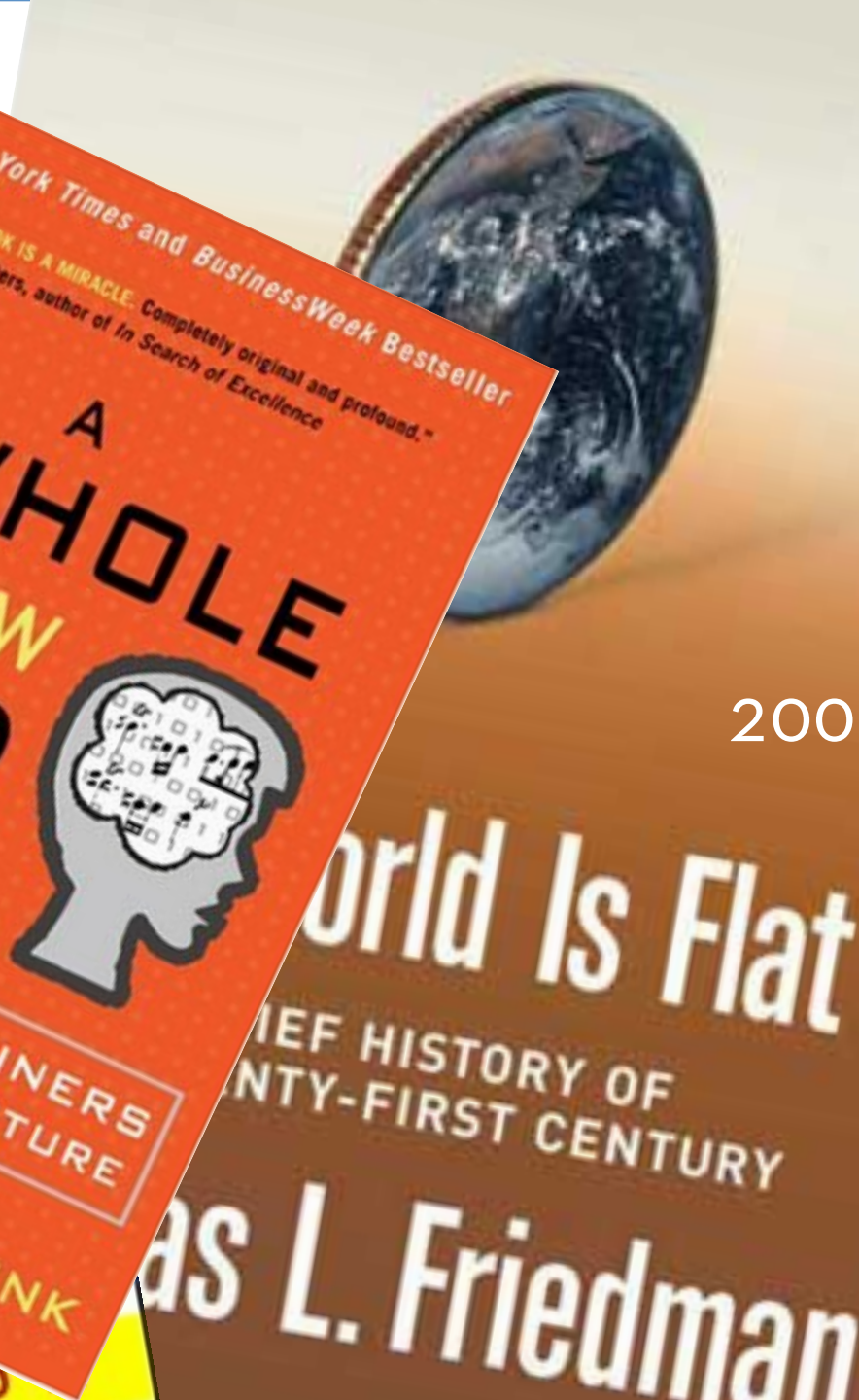




2



2005



200

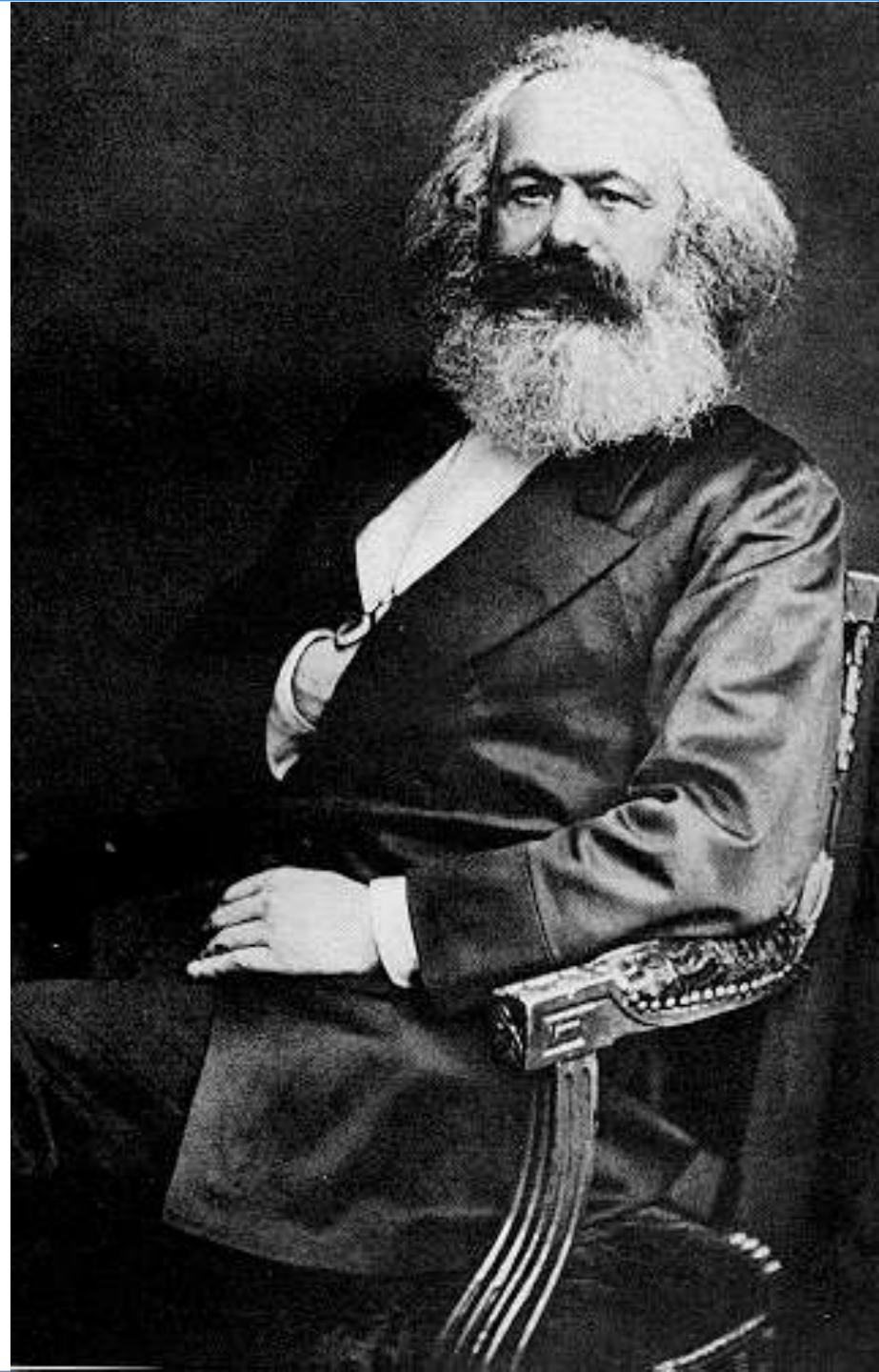
CRIP

Information

- easy to synthesize,
- free or cheap,
- widely shared.

Technoeconomics of Change

- Boeing 707
- Fax machine
- PC & internet





Ronald Coase &
transaction costs

W. Brian Arthur &
network effects



WW2 Information

Creative Era Information

Hard to synthesize

East to synthesize

Expensive

Free or cheap

Sequestered

Widely shared

Information asymmetry reduced.

Returns to expertise reduced.

Witnessing: 10 century consensus
of professor's role undermined.

Centrality of expertise diminished.

If profs no longer valued primarily
for expertise, what then?

“THE question”

Easier question

**Told you a story in USA context.
In what ways similar or different in Italy/Europe?**

1. Faculty expertise in class and lab is being challenged.
2. Change driver is reduction in information asymmetry.
3. **Challenges require deeper approach to faculty development.**

Exercise

Exercise: Pause Practice

- Close eyes.
- Take 3 deep breaths.
- Notice your emotional-mental state.

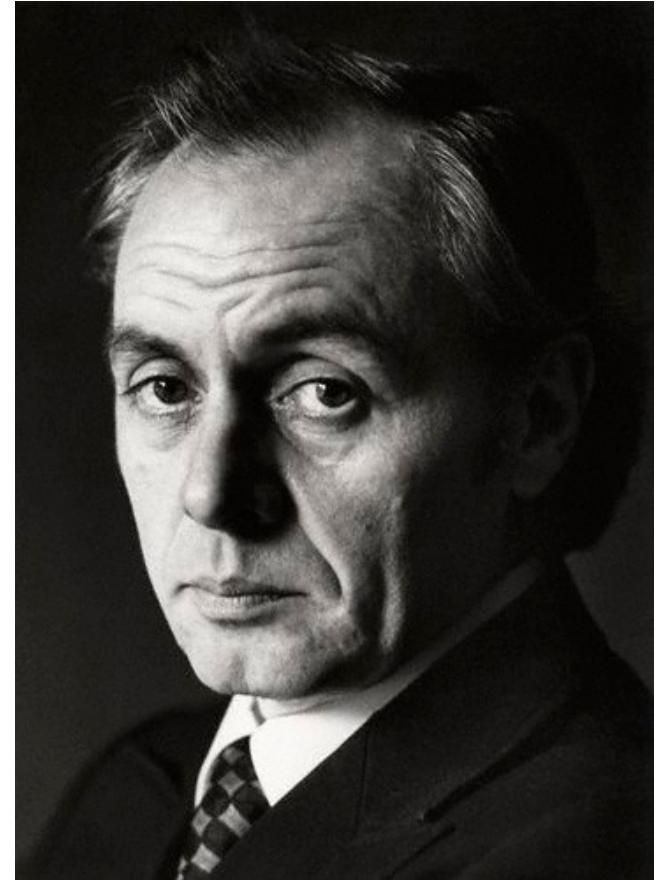


What do you notice right now?
Discuss with a partner.

Debrief

Centrality of Noticing to Change

- The range of what we think and do is limited by what we fail to notice. And because we fail to notice that we fail to notice, there is little we can do to change; until we notice how failing to notice shapes our thoughts and deeds.



R. D. Laing (1927-1989)

Future of the professor uncertain.

“THE question” demands an answer.

3 Stories

Story #1: The first flips.

Eric Mazur, Harvard,
Peer Instruction, 1991



“As a result, my teaching assistants and I can address several common misconceptions that would otherwise go undetected.”

Story #2: Curious Georges

Georges Harik, UIUC,
extended compact
genetic algorithm, 1993



I “knew” Georges should have been an academic.

George went on to be employee #8 at Google.

Story #3: Being coached & being a coach



Illinois Genetic
Algorithms Laboratory

A vertical DNA double helix structure, rendered in white and light blue, runs down the center of the dark blue background.

GENETIC ALGORITHMS

*in Search,
Optimization &
Machine Learning*

DAVID E. GOLDBERG

iFoundry

Illinois Foundry for Innovation in Engineering Education

www.ifoundry.illinois.edu

**Bev Jones,
PCC**



Dave, what's your plan B?

31 December 2010



threejoySM



**GEORGETOWN
UNIVERSITY**

SCHOOL OF CONTINUING STUDIES

Leadership Coaching



The Morning: Friday, March 18, 2010

What's common in the 3 stories?

Move from expert → something else.

Guide, coach, mentor

Trusting yourself → trusting another

Imposter syndrome → Really trust yourself

Goodbye UIUC





Hello NUS

**Deep faculty development approach
pioneered at NUS**

A photograph of a modern, multi-story building with a light-colored facade and numerous windows. The building is situated on a street with a sidewalk and a road. A white van is parked on the sidewalk in the foreground. The sky is blue, and there are trees on the right side of the frame. The text 'TU Delft' is overlaid in the upper right corner.

TU Delft

i2e2.olin.edu



laspau.harvard.edu



LASPAU

**Academic and Professional
Programs for the Americas**



Work began at NUS

to help Design Centric Curriculum
instructors connect better with students.

www.bigbeacon.org

BIG BEACON

MANIFESTO



Experience with the material:

Brings about bigger change than intended.

**Professor as expert →
Professor as coach or servant leader**

Bigger flip than we thought

Flipping profs, not classrooms.



Accredited Coach Training Program
International Coach Federation

Fernando Flores,
*Management and
Communication in
the Office of the
Future, 1982*

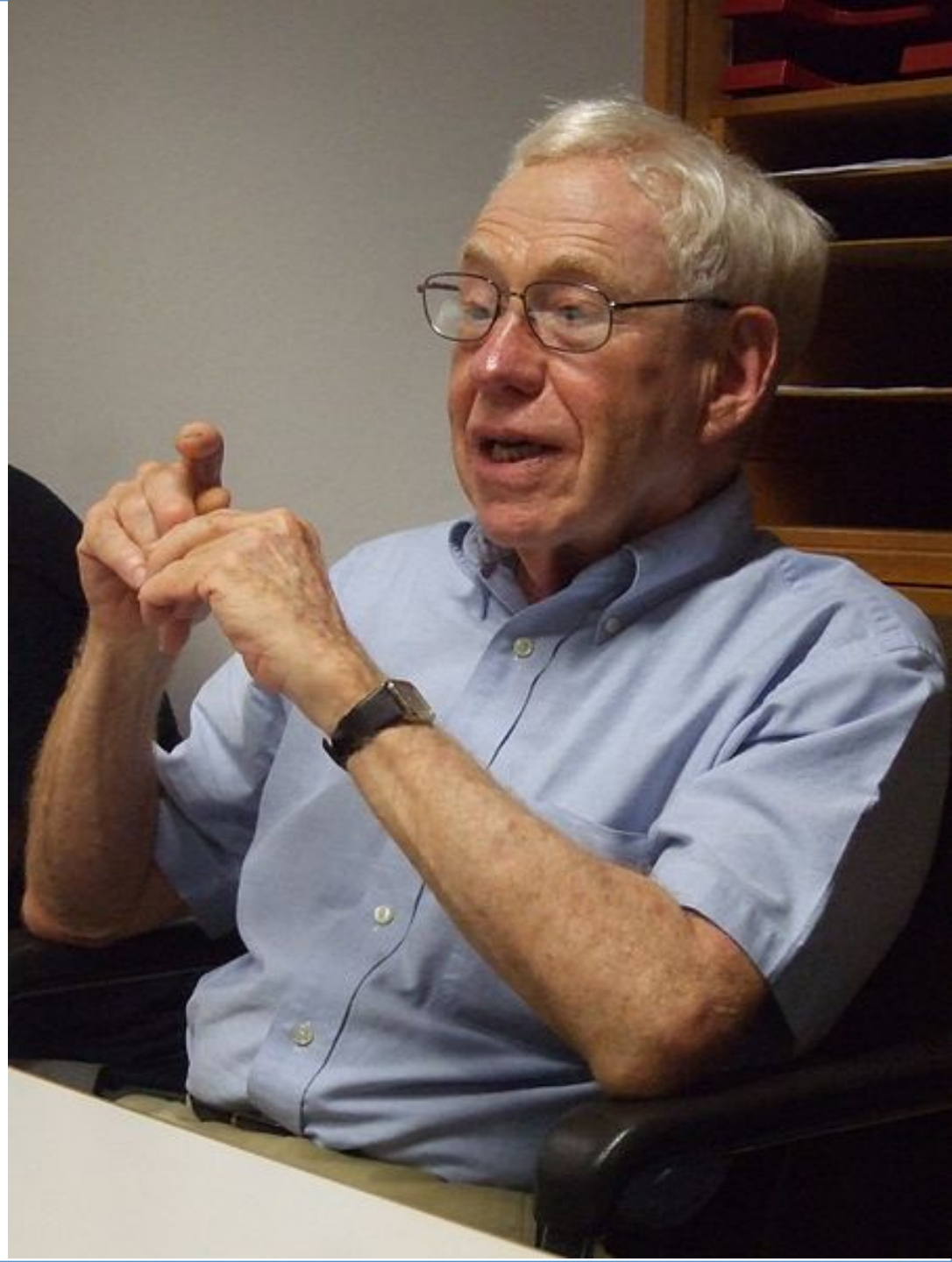




John Searle

Speech Acts,
1969

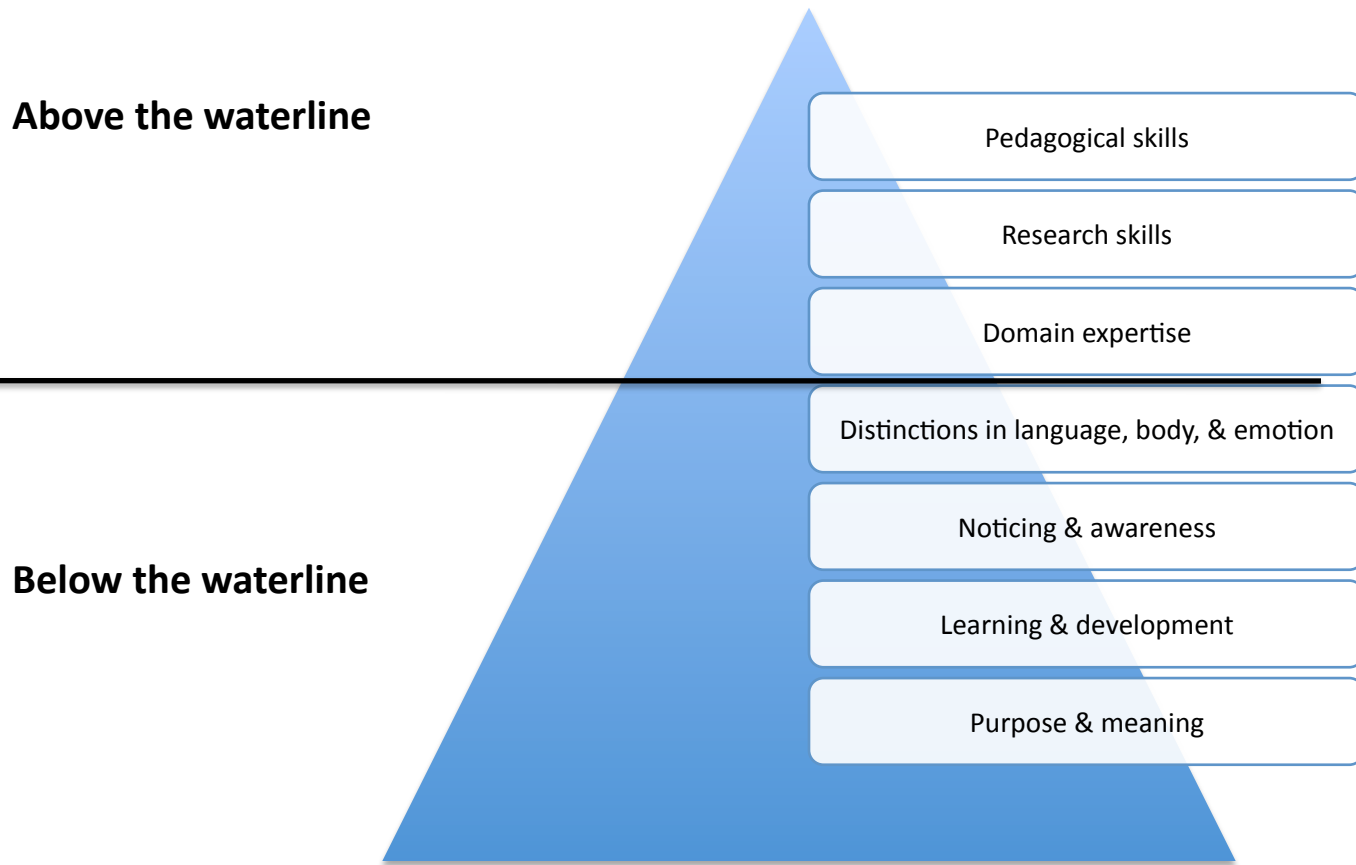
Hubert Dreyfus,
Heidegger scholar



Modern coaching amalgam of
speech acts, continental philosophy,
positive psych, mindfulness brain
science & other influences.

Deep faculty development (DFD)

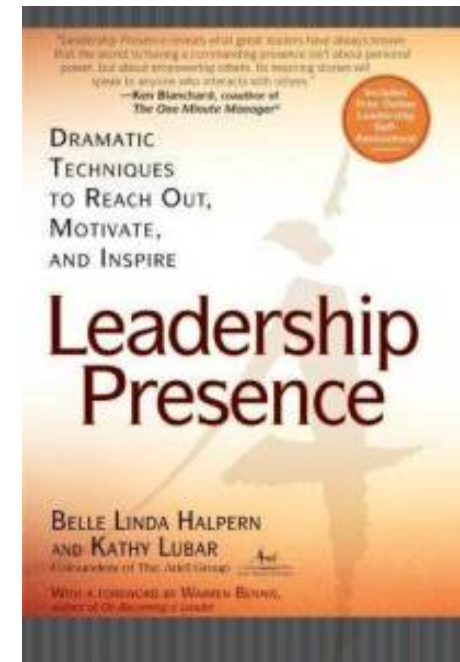
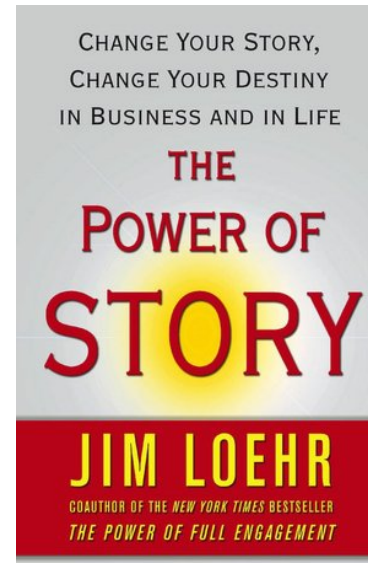
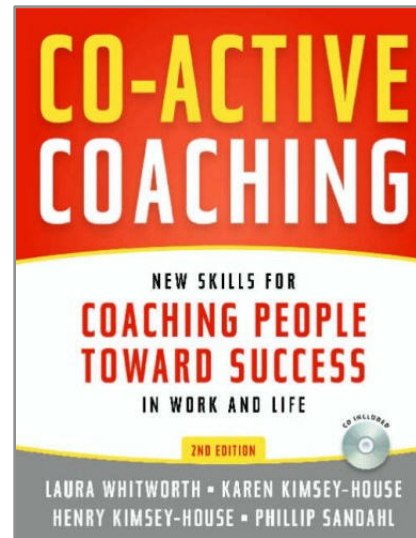
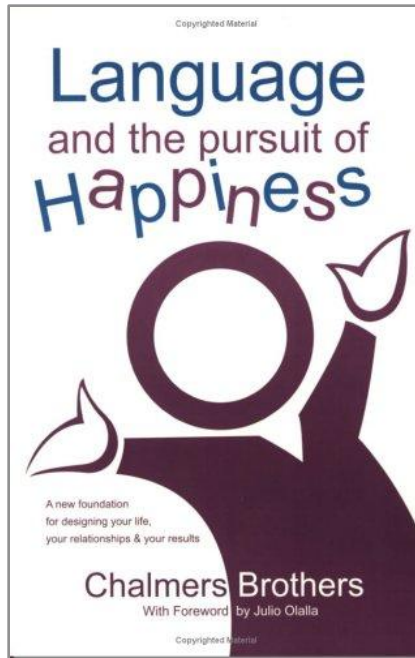
Iceberg of Faculty Development



Seven Topics

- Noticing
- Listening
- Questioning
- Speech acts
- Presence
- Reframing & rewriting stories
- Developmental theories & culture.

Key Sources



1. Faculty expertise in class and lab is being challenged.
2. Change driver is reduction in information asymmetry.
3. Challenges require deeper approach to faculty development.

Introduction of team scenario assignment.

What is missing in professors today?

Brainstorm: Professors today are not...

Select scribe to record all ideas.

Brainstorming protocol: Generate ideas.

No criticism or debate. Simply list ideas.

Choose top 3 ideas (vote or consensus).

Scribe reports out, top 1-2 ideas.

Professors today are not...

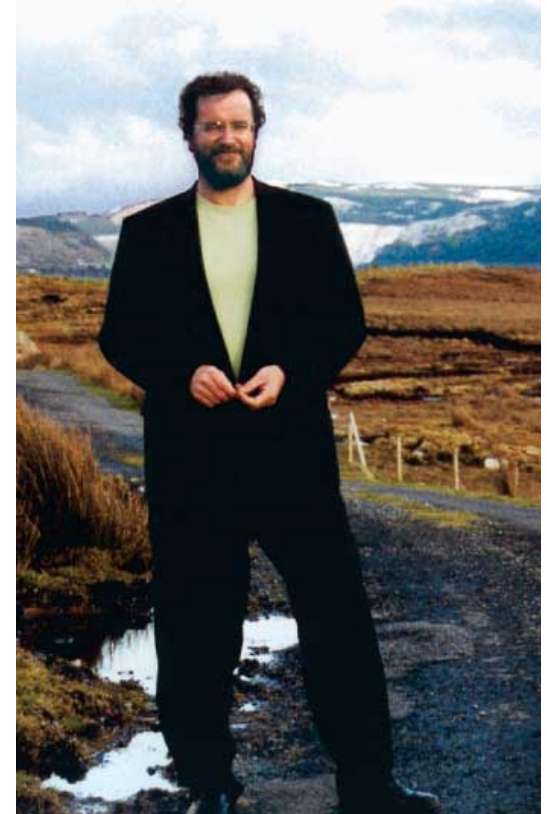
Debrief

1-3 Takeaways

Questions?

Celtic Wisdom: Expression

Thoughts are the forms of the soul's inner swiftness. In a certain sense, there is nothing in the world as swift as a thought. It can fly anywhere and be with anyone. Our feelings too can move swiftly; yet even though they are precious to our own identity, thoughts and feelings still remain largely invisible. In order to feel real, we need to bring that inner invisible world to expression. Every life needs the possibility of expression. When we perform an action, the invisible within us finds a form and comes to expression. Therefore, our work should be the place where the soul can enjoy becoming visible and present. The rich unknown, reserved and precious within us, can emerge into visible form. Our nature longs deeply for the possibility of expression in what we call work.



John O'Donahue (1956-2008)

O'Donohue, John (2009-03-17). *Anam Cara: A Book of Celtic Wisdom* (pp. 133-134). Harper Collins, Inc.. Kindle Edition.





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