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Shaping the Preferred Future of Faculty, Instructional, and Organizational Development

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SHAPING THE PREFERRED FUTURE OF FACULTY, INSTRUCTIONAL, AND ORGANIZATIONAL DEVELOPMENT

A Presentation to the
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VISIONS: IMAGES OF THE FUTURE

Characteristics

- Optimistic, compelling, enabling
- Elevates aspirations
- Attractive
- Has a "pull" rather than a "push"
- A force in the hearts of people
- Language is intended to evoke images, not precise realities
- Connected to personal visions

Importance

- Ultimately what we want to be
- Guiding light during change
- Contract that represents commitment toward a shared future
- Provides direction for change
- Belief that transformation is possible
- Longing for something better

VISIONING AND STRATEGIC PLANNING

VISIONING	*STRATEGIC PLANNING*
▸ End-state oriented	▸ Directional
▸ Holistic snapshot	▸ Linear
▸ Desire to create in the world	▸ Reaction to trends and what is known
▸ Work backward from the future	▸ Work forward to the future
▸ Unclear how to get there	▸ Have to know how to get there
▸ Dynamically incomplete	▸ Completed plan

Source: Michael Doyle, "Quest for Vision," Association Management, September 1990, pp. 29-33; quoted by Institute for Alternative Futures, Alexandria, Virginia.

TYPES OF FUTURES: THE 3 "Ps"

Probable Future: What's to be expected if the present course continues? Based upon scientific extrapolations from present and past. The focus is "What we know enables us to predict." Rarely happens because of innovations and adaptations of people.

Possible Future: Possibilities that may happen in a given period of time. Less precise than probable future - more speculative and imaginative thinking. The focus is "imagine a future in which..."

Preferred Future: Represents the future we want to happen. It depicts how we want the future if only we could make it so. The future is empowering and suggests, "The world I would choose to live in would..."

QUESTIONS TO CONSIDER

1. What are the assumptions and forces behind this scenario?

2. If you were giving it a name, what would you call it?

3. What aspects of this scenario are most meaningful to you?

4. What would be the role of educational, faculty and organizational development in this scenario?

POSSIBLE OUTCOMES

1. A greater sense of the kinds of issues and expectations that we and a new generation of developers will have to deal with to be ready for the future.

2. A baseline of how faculty developers/educational developers see the future.

3. Potential opportunities for our allies (administrators, regular faculty, and students) to respond to our scenarios and to suggest others we may not see.

4. A source of possibilities for the CORE and other groups to look at our future programming.

5. An activity for others to replicate with regional faculty development groups (Great Plains, Northeast, Southern, international) to help clarify their planning for the future.

6. Potential article(s) for *To Improve The Academy* and other publications.

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Scenario I: **Range of Institutional Initiatives and Reprioritization**

Institutions are in a changing environment with a range of initiatives – accountability, generating outside dollars and overhead, and increasing expectations. More "us" versus "them" politics are evident. More decisions are centralized with questions about what constitutes faculty governance. The focus is on outcomes. Various crises (decline in enrollment, lack of funds, outside political pressure) require cuts and reallocations. Considerable time and energy are spent on grievances and threatened legal action. Various functions are eliminated, consolidated or reorganized in some manner. Personnel feel over-extended and morale is low.

Some possible directions of change in this scenario include:

- More outsourcing of educational services
- Every program/activity must pay its way
- Differences exist in institutional and individual priorities
- Reorganizations to create efficiencies and fewer organizational limits
- More time spent on documentation
- Competing demands with a public concern about the direction of the institution
- Challenges to the traditional professional development culture
- Lack of trust in management
- Political tradeoffs are the order of the day
- Programs become more creative with limited resources
- Partnering increases
- Adjunct staff increase

On-line
New partnerships
Expand practices (ie, add OD) toward chged environ.
Fac Dev'er optimism
Communicat more faith commun & decis makers

Creating Entrepeneurial U's"

Scenario II: Institutions Devoted to A Learning and Development Culture

All personnel in this institution continually focus on growth and development. Policies, procedures and rewards are oriented to encouraging and maintaining this culture. Institutions are characterized by a strong sense of community with peer collaboration and investment in each other. Dominant values are matching of individuals and institutional needs and preparing personnel for present and future needs. Institutional policies are geared to renewal and prevention of over-commitment and burnout.

Some possible directions of change in this scenario include:

- Institutional and outside dollars designated for professional development
- Compulsory professional development for beginning faculty
- Mandatory times of "stepping out," times for intensive development and other breaks in continuous work obligations
- Rewards are oriented to professional development
- Emphasis on collaboration rather than competition
- Learning rather than training
- Focus on risk-taking
- Reduced staff and faculty turnover
- Highly motivated employees
- Managerial commitment to development
- Personnel with meaningful development plans
- Sense of trust among all personnel
- Faculty complaints about too much professional development
- Lack of appropriate personnel for providing training
- Professional development needs overrun budget

<u>Scenario III</u>: Virtual Educational Development, Faculty Development, and Organizational Development

Ideas associated with virtual development become increasingly important in institutional decisions. The technologically disadvantaged and traditionalists suggest a loss of personal contact and institutionally determined activities. This emphasis gains momentum because of a belief in saving dollars and making everything available whenever people want information and training. Thus, place and time are unimportant and boundaries are non-existent in this scenario.

Some possible directions of change in this scenario would include:

- Greater outsourcing
- More global and national partnerships
- A decrease in the dollars spent and number of personnel involved in professional development
- A range of possible services and development activities that are endless
- More time spent evaluating services and activities
- Institutional weaknesses or voids compensated for by identifying additional resources available
- Some potential for generating income through the sale of services
- More time spent on contracting on both a long-range and short-term basis
- Greater individual initiatives to find and use what is available
- New people are brought into professional development
- Poorer departments/units struggle with access to hi-tech resources

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