College of Engineering March TTFN Meeting

March 19, 2019

11:30 PM – 1:00 PM

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K-State Conflict Resolution Services

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Ivory Tower Metaphor of Higher Education



describes the combination of hierarchical administration, professors as self-governing colleagues, a tenure system with academic freedoms and research demands, decentralized departments, and layers of constituencies

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The Image



Today's pressures of affordable education and world demand for career production requires that universities reconsider their ivory tower image.

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Complexities in Universities

Although land-grant universities attend to fostering excellent teaching, research, and service, each unit may have its own definition of these missions and sense of priority, thus creating goal ambiguity within the college, school, or unit.

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Identified Sources of Conflict in Universities

- Structural issues
- Miscommunication
- Harmful (faulty) behaviors
- Interpersonal differences
- Personal characteristics
- Negative history
- Difficult issues (emotion/power)
- Resource/time limitations
- Differing perspectives
- Ambiguous responsibilities or roles
- Undocumented expectations or guidelines

Barsky, A.E. (2002) Structural Sources of Conflict in a University Context

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Desirable Behaviors

- Be accepting of new ideas
- Forgive others for wrongs
- Accept responsibility for not doing as expected
- Talk about ideas not people
- Learn new things
- Set goals and develop plans
- Follow through on agreed tasks

Faulty Behaviors

- Shut out new ideas and new ways of doing things
- Criticize people / hold grudges
- Talk about people (not concerns)
- Think that you know it all
- Blame others for failures
- Resist cooperation / impatience

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Faulty Behavior (continued)

- Self-protection: defensive with low response to consequence.
- Impulsivity/evasiveness/avoidance if consequences are likely.
- Intimidation: threat of physical harm, damage or theft of property.
- Domineering: rumors, sarcasm, demeaning/aggressive language.
- Passive Witness: sees but does nothing to minimize results.

What are some of the faulty behaviors that you are seeing?

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Student Challenges

- Under-performance
- Authorship issues
- Academic dishonesty

Student Resources

- student achievement center
- plagiarism publications
- acceptance of lower grades to reduce pressures

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Generational Experiences

TRADITIONALISTS Pre-1945	BOOMERS 1946-1965	GEN X 1966-1977	MILLENNIAL 1978-1995	GEN 2020 After 1995
Experienced: Great Depression, WWI and II, GI Bill	**Experienced:** Television, Moon Landing, Watergate, Vietnam War	**Experienced:** MTV, Nintendo, PC's	**Experienced:** Natural disasters, diversity, mobile technology	**Experienced:** Economic downturn, Global Warming
Work is: An obligation	**Work is:** Expected	**Work is:** A difficult challenge	**Work is:** A means to an end	**Work is:** Consistantly evolving
Aspiration: Home ownership	**Aspiration:** Job security	**Aspiration:** Work-life balance; independence	**Aspiration:** Freedom and flexibility	**Aspiration:** Structure and stability
Changing Jobs: Stay for life	**Changing Jobs:** Loyal to employer; connecting to values	**Changing Jobs:** If necessary for compensation	**Changing Jobs:** Is expected	**Changing Jobs:** Constantly
Career Paths: Slow and steady	**Career Paths:** Upward mobility	**Career Paths:** Need to know options now	**Career Paths:** Switch frequently and fast	**Career Paths:** Career "multitaskers"

http://www.vintage-bridge.com/2019/01/not-millennial-but-not-quite-gen-x.html

Addressing Differences

- Active modeling
  - Learn about biases and acceptance
  - Build opportunities to be on diverse teams and projects
- Work toward a competitive edge
  - Learn about each other
    - Personal preferences
    - Bench-strength offerings
    - Career and personal experiences
    - Work-life integration techniques

We All Need

- Stable Employment
  - Physical
  - Technical
  - Intellectual
  - Esteem (collaboration)
  - Economic
- Social Concerns
  - Routines
  - Role Achievement
  - Status (subject matter expert)
  - Self-Actualization
- Survival/Human Concerns
  - Safety
  - Authority
  - Relationship
  - Service
  - Interaction / Belonging
- Planning Requirements
- Personal Beliefs and Values
- Personal Pressures
- Structural Pressures

Built upon Abraham Maslow's 1943 paper "A Theory of Human Motivation"

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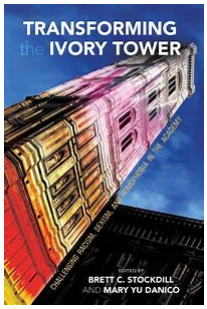
When a Problem Arises

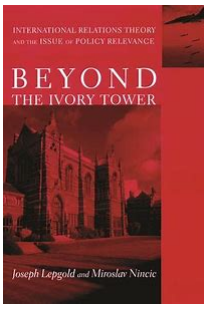
- Why is this problem important?
- What is needed to resolve it?
- Who are the decision-makers?
- Can I have a hand in resolving it?
- What happens if it can't be resolved?
- What information is needed?
- Is there room for negotiation?
- Who needs to be involved?
- What does the unit/organization need?

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Implement Solutions & Evaluate the Outcome

- Establish and communicate roles, expectations, and team norms.
- Agree on and set goals
- Do what is promised
- Measure actions
- Evaluate outcomes
- Go for a meal together
- Talk about good stuff at work (too)
- Write a paper or book about it





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Cooperative Ownership

- Requires a *flexible mindset*.
- Details *must be agreed upon*.
- Seek to change *what* is not working.
- *Confidentiality* creates and protects trustworthiness.
- Healthy and considerate *resource* sharing.
- Education does not *happen* in isolation.
- Sharing wisdom means being *uncomfortable.*
- All members *must be involved* in creating and problem solving.

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Focus Your Mission, Vision …

Mission

> The Carl R. Ice College of Engineering *serves the citizens* of Kansas, the nation, and the world by *providing world-class educational, research and service programs* where students and faculty can *develop in their chosen disciplines*, and *advance as successful leaders and professionals*.

Vision

> The Carl R. Ice College of Engineering will pursue *academic excellence* in all of its endeavors.

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Measure with Metrics…

- Research expenditures
- Philanthropic giving
- Number of publications
- Doctorate students enrolled
- Number of national faculty awardees
- Number of endowed faculty positions
- Freshman-to-sophomore retention rate
- Number of undergraduate students involved in creative inquiry and research

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Lead in Priority Areas

To ensure we turn our vision into reality, we have defined the following four specific priorities:

- **Academic prowess** — We will attract and retain diverse faculty who are recognized for their expertise and scholarship. Their synergistic intellectual interaction will lead to transformative innovations that will beneficially enhance the citizens of Kansas, the nation and the world. In order to facilitate this priority, we will recruit and retain outstanding faculty members in the college.
- **Inspiring facilities** — We will construct cutting-edge facilities for instruction, collaboration and research in order to create an ecosystem that will foster creative thinking and innovation. In 2016, we opened Engineering Hall, which added 108,000 square feet of additional space in the college. Between 2016 and 2020, we will perform significant upgrades and renovations to both our education and research infrastructure (see our Building Upon Excellence pdf for more information).
- **Exceptional educational experiences** — Because higher education is becoming increasingly interdisciplinary and experiential, we will develop innovative pedagogies that integrate classroom instruction, creative inquiry and real-world experiences.
- **Influential research and scholarship** — The production of new knowledge through research and scholarship is central to the mission of the college. In accordance with the tradition of a land-grant university, our faculty's research will provide real-world solutions for complex problems associated with the global society of the 21st century.

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Maintain Your Sense of Self

You are the diverse faculty, recognized for your expertise and scholarship.

Your synergistic intellectual interaction leads to transformative innovations that beneficially enhance the citizens of Kansas, the nation and the world.

Decide why you are in this work and maintain a sense of who you are and what you bring to the table in balance with the other expert faculty members around you.

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If not resolvable within the circle

Know Your Resources



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Thank you

If you are interested in learning more about resolving conflict, look for course listings and more information about the Conflict Resolution Program

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References

- Barsky, A.E. (2002) *Structural Sources of Conflict in a University Context*. Conflict Resolution Quarterly, Vol. 20, No. 2. Winter 2002 © Wiley Periodicals, Inc.
- Kansas State University (2008) Kansas State University Mission, Approved by the Kansas Board of Regents on December 18, 2008. Sourced from https://www.k-state.edu/about/mission/ 2019/03/12
- Kansas State University (2017) Carl R. Ice College of Engineering Visionary Plan, Approved by the Kansas Board of Regents on August 28, 2017. Sourced from https://www.engg.ksu.edu/docs/visionary-plan/visionary-plan.pdf 2019/03/18
- Maslow, A.H. (1943). "A theory of human motivation". Psychological Review. 50 (4): 370–96. http://psychclassics.yorku.ca/ doi:10.1037/h0054346

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