



# Project Vision System Change Roadmap

## October 17-2020



Greetings PV Team,

Thank you for giving me the opportunity to chat with you about measuring change as mentee colleges engage with the PV.

I included some information on this document, which provides some background information (pages 2-9). The final document will not include these slides. But, for conversation purposes and as a reference point, I included these slides here.

The main ideas are summarized on pages 10-12. On these pages, I expanded upon various datapoints that we will collectively gather throughout each mentee college's experience in their journey in pursuit of NSF-ATE funding.

I am trying to simplify the process and put less burden on mentee colleges as well as SMEs. The plan that I laid out here will only require mentee colleges to complete (a) an application, (b) a survey, (c) pre-visit packet, (d) system change assessment instrument, and (e) post testimonial interviews (faculty and Sr. Administrators).

I am trying to be intentional and extract as much as information/themes from early on (pre-), during, and post engagement with mentee colleges with outcomes that drives alignment among three components: (a) improving linkages; (b) improving alignment; and (c) improving cross-system coordination by being informed from: (a) the baseline information/date from which to measure change of each mentee college; (b) capacity issue needed for the development and submission of the NSF-ATE proposal; and (c) gap discrepancies in perceptions between faculty and administrators that can be resolved through team work and effective communication.

This work is informed by the following qualitative and quantitative data points:

At the conclusion of compiling qualitative and quantitative data points (by the PV Leadership Team), PV team looks for some indicator(s) or level(s) of change at the individual (faculty or among faculty team), or some indicator(s) of change at the departmental level or division level or institution-wide level using data points from the following phases:

- Pre-recruitment conversation between mentee institution and PV leadership team
- Selection of mentee institution after prospective mentee college completes their application
- Information from mentee college's application
- Information from initial mentee college survey
- Pre-visit document analysis
- PV Team and SME meeting with the mentee college during ideation and vision phase
- PV Team and SME notes from site visit and post-visit document (reflections/interactions)
- Mentee college audit report
- PV team and SME reflections and notes of mentee college after mentee college submits their NSF-ATE proposal
- Mentee college system change instrument
- Mentee college faculty lead testimonial
- Mentee college Sr. Admin. one-pager testimonial

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Additionally, upon reviewing table on page 12, this table summarizes types of information/data points that we will collect as well as who will be responsible for the collection of this information. Upon collecting and populating data points (qualitative and quantitative) in table one, PV leadership team will also develop a summary narrative (no more than one page) that elaborates on some indicator(s) or level(s) of change at the individual (faculty or among faculty team), or some indicator(s) of change at the departmental level or division level or institution-wide level using data points.

The road map strategy and supporting processes that I am offering here will keep our conversations during our weekly PV team meetings, meeting(s) with mentee colleges, meeting(s) with SMEs and mentee colleges, and meetings between PV team and the SMEs throughout their journey focused and strategic.

In many ways, we will always be in the data collecting and documentation mode!

### Project Vision-Measuring Change (background information)

## Project Vision

### The HOW to:

The Project Vision (PV) team theory of change and change management at the mentee colleges will search for strategies aimed at:



By focusing on these three elements, we can appreciate the **interconnectivity** and **interdependencies** among the **measurable strategies/efforts** put forth by faculty, administrators, presidents and the board of trustees (or their proxies) to **advance Project Vision** goals and objectives.





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### Project Vision

From the convergence of various assessment instruments<sup>1</sup> (i.e., Mentee College Survey, Pre-Visit, Visit, Post-Visit documentation, observation notes, audit report, and change assessment surveys [pre-, mid-, and post]), which PV team will collect, PV team will identify three critical data points:

1. The baseline from which to measure change at each mentee college
2. Capacity issues needed for the development and submission of NSF ATE proposals
3. Gap discrepancies in perceptions between faculty and administrators that can be resolved through teamwork and effective communication

<sup>1</sup>Various assessment instruments will be comprised of:

- Quantitative and qualitative tools from mentee college collection of surveys, their feedback and response for the Pre-Visit packet,
- Visit observations (collecting observation notes), audit, Post-Visit report,
- Most importantly mid-term Change Management and just about the time that mentee colleges will be submitting their ATE proposal, and assessment can be done (pre-, mid-, and post change management assessments).

### Project Vision

As the Project Vision team embarks on coaching and mentoring a mentee college, Project Vision team assumptions are as follows concerning the theory of change and change management:

1. Individuals and departments know what needs attention // Project Vision leadership and the SME team know where to focus their work and why.  
**Value: Pinpoint the Area of Focus for Intervention**
2. If the anticipated outcome is achieved or produced, this data shows where the problem areas are and gives indicators of where the disconnect is occurring: Is it in the Theory of Change? Is it a process implementation issue - by PV and/or mentee college? Is it a relationship issue? Is it caused by an external factor? etc.  
**Value: Navigate to the Root Cause of Issue**
3. Other people can understand what works, what does not, and why, so they can confidently apply the findings to their thought processes, decision making, and works.  
**Value: Provide evidence of Intellectual Merit and Broader Impacts**



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### Project Vision

Upon the completion of the Project Vision relationship with each mentee college, we anticipate sharing with the mentee college and their president a report that informs their institution's journey, concerning:

- Improving linkages
- Improving alignment
- Improving cross-system coordination

This report will also include information and findings concerning the follow three value points:

- **Pinpoint the Area of Focus for Intervention**
- **Navigate to the Root Cause of the Issue**
- **Provide evidence of Intellectual Merit and Broader Impacts**

This report that sheds light on improved linkages, improved alignment, and improved cross-system coordination along with three value points guide the change over a timespan throughout the lifecycle of the Project Vision relation with each mentee college.



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### Project Vision

As noted earlier various assessment instruments that we will use are comprised of:

- Quantitative and qualitative tools from mentee college collection of surveys, their feedback and response for the Pre-Visit packet,
- Visit observations (collecting our observation notes), audit, Post-Visit report,
- Most importantly mid-term Change Management and just about the time that mentee colleges will be submitting their NSF-ATE proposal, and assessment can be done (pre-, mid-, and post change management assessments).

The level of change that we will measure is from the **convergence of these assessments** and findings.

Project Vision team recognizes that the level of change being sought is also competing with other interests at the College. **The Project Vision team firmly believes that, if the mentee colleges have one successful experience from objective finding(s) we will share with them, mentee colleges can easily replicate these experiences and scale them up for other initiatives.**



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### Project Vision

#### Promoting Change Process

As part of assessing and promoting the change processes, it will be critical that data be collected during the following three phases:



Most importantly, longitudinal survey results from three above-noted phases will help the Project Vision team to understand the changes at each mentee institution throughout its engagement with the Project Vision and potentially receiving NSF support.

To this end, the **Project Vision external evaluator** will email the **Change Assessment survey** link to the contact person at each mentee college. All STEM and CTE faculty, staff, and administrators involved in the collaboration should complete the 10-minute survey. The findings will help provide the Project Vision team with a complete picture of each mentee college.



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### Project Vision

The Change Assessment survey asks each mentee college to share information about **grant funding knowledge, capabilities, motivators, and inhibitors** from the **perspectives of faculty, staff, administrators, presidents, and boards of trustees.**

The Change Assessment survey findings will help identify three critical data points.

#### Critical Data Points

- The baseline from which to measure change at each mentee college
- Capacity issues needed for the development and submission of NSF ATE proposals
- Gap discrepancies in perceptions between faculty and administrators that can be resolved through teamwork and effective communication

The **Project Vision team in collaboration with each mentee college team** aspires to **facilitate a positive change process to overcome challenges associated with developing robust and credible NSF ATE grant development processes.** Most importantly, Project Vision will promote strategies for sustainability, related to supporting ongoing ATE initiatives at the mentee institution.



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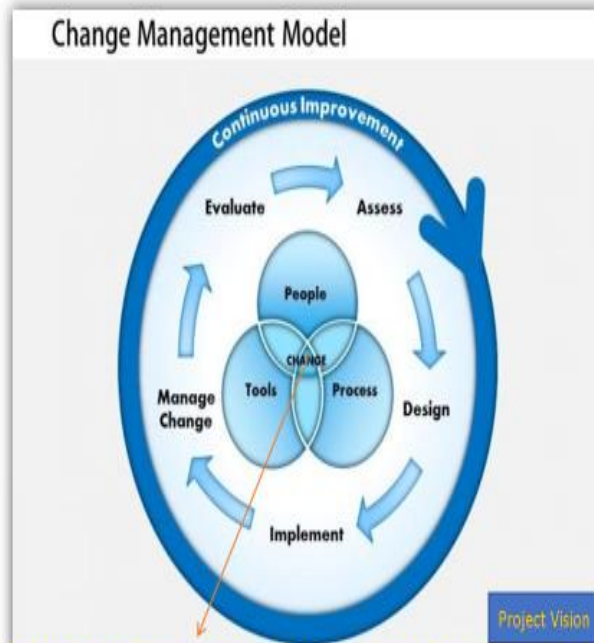


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## Project Vision



The intersection of three circle is the evidence for Change -Reuleax Triangle Area

Reference Citation

<https://www.slidepeaks.com/change-management/product/business-diagram-presentations-of-change-management-powerpoint-ppt-presentation>



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## Project Vision

Project Vision team believes that Change will happen because of strategies that the Project Vision team and mentee college will co-create and deploy to advance the objectives of the Project Vision with support from the President/CEO and Sr. Administrators.

These strategies will be developed using a variety of tools and are aligned with the stages of the ADKAR Model.



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### Project Vision

#### Theory of Change and Change Management

Concerning Change Management Model, Project Vision team proposes the use of ADKAR<sup>1</sup> model.

ADKAR is an acronym that represents the five tangible and concrete outcomes that people need to achieve for lasting change: **Awareness, Desire, Knowledge, Ability, and Reinforcement.**

- A** • Awareness of the need for change
- D** • Desire to support change
- K** • Knowledge of how to change
- A** • Ability to demonstrate skills and behaviors
- R** • Reinforcement to make the change stick

### Project Vision

Ultimately, we are hoping for convergence and integration of strategies that are responsible for (a) improving linkages, (b) improving alignment, and (c) improving cross-system coordination at mentee institution(s), which drives the

| Desired Change  | BY   |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Momentum</b> - 45 2YC's accomplished a milestone by submitting a proposal to NSF</li> <li>• <b>Capacity</b> - 45 2YC's have built their grant seeking culture and capabilities</li> <li>• <b>Desire</b> - Colleges in general more aware of and submitting proposals to NSF ATE, especially small, rural, and new president colleges</li> </ul> | <ul style="list-style-type: none"> <li>• Focusing on grant seeking</li> <li>• Focusing in grant writing</li> <li>• Alignment and mapping with the strategic plan and academic master plan</li> <li>• Open doors of opportunities for the institution, which are untapped (transformational changes)</li> <li>• Anything that is missing (ideas/feedback from SMEs)?</li> </ul> |



1. Reference Citation: <https://www.prosci.com/adkar/adkar-model>



Reference Citation:

<https://diginomica.com/ciscos-acquisition-of-cliqr-mixes-playing-safe-with-potential-enterprise-excitement>





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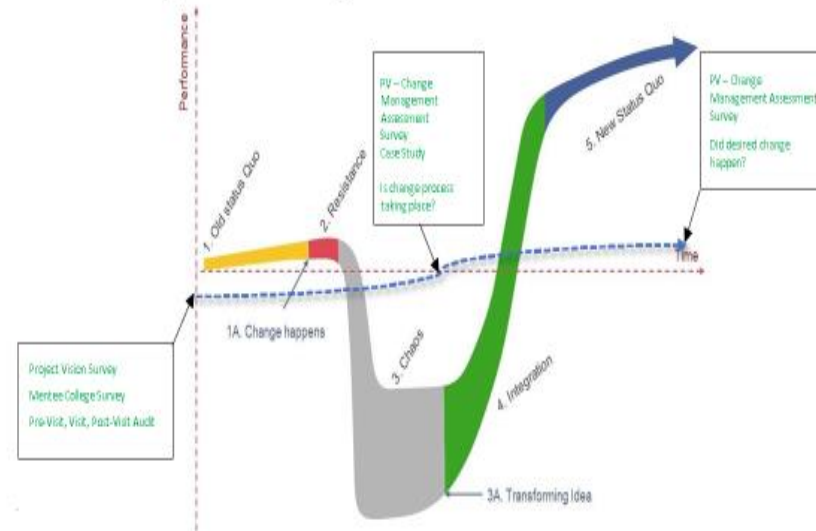
### Project Vision

Diagram below is an excellent representation of how change takes place over a period-of-time.

| From current state, resistance to change, which is   | To desired or future state, which is  |
|--|---|
| <ul style="list-style-type: none"> <li>When the institution is not applying for NSF ATE, faculty are not incentivized, see no merit or value to do the work, very little cross campus collaboration &amp; cooperation, lack of faculty engagement, scarce talent/capacity, Board &amp; President who do not exhibit excitement, or demonstrate a desire to champion/advocate, key faculty leaders &amp; administrators who are not engaged in ideation, visioning, &amp; innovation, lack of spirit of entrepreneurship, lack of strategic approach to STEM capacity building, lack of key partnership &amp; collaboration with employers and industries, misalignment among various planning, &amp; lack of generative and strategic thinking.</li> </ul> | <ul style="list-style-type: none"> <li>When there is no resistance to change/embracing change, institution is applying for NSF ATE, faculty are incentivized, see merit or value to do the work, robust cross campus collaboration &amp; cooperation, active faculty engagement, institutional investment in talent &amp; capacity building, Board &amp; President who exhibit excitement &amp; are champions/advocates, key faculty leaders &amp; administrators who are engaged in ideation, visioning, &amp; innovation, a profound spirit of entrepreneurship, strategic approach to STEM capacity building, evidence of key partnership &amp; collaboration with employers and industries, alignment among various planning exists, &amp; generative &amp; strategic thinking are promoted.</li> </ul> |

### Project Vision

Virginia Satir Change model



There are two evaluation parameters on the X and Y axes, i.e., Time and Performance. The diagram shows how chaos can bring down performance and integration improves it with time.



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### Project Vision

#### Project Vision

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| Institution's Attribute ↓ | Change Continuum → |                   |                |                    |
|---------------------------|--------------------|-------------------|----------------|--------------------|
|                           | Unaligned          | Minimally Aligned | Mostly Aligned | Completely Aligned |
|                           |                    |                   |                |                    |
|                           |                    |                   |                |                    |
|                           |                    |                   |                |                    |
|                           |                    |                   |                |                    |
|                           |                    |                   |                |                    |
|                           |                    |                   |                |                    |
|                           |                    |                   |                |                    |

### Project Vision

#### Project Vision

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| President/CEO Attribute ↓ | Change Continuum → |                   |                |                    |
|---------------------------|--------------------|-------------------|----------------|--------------------|
|                           | Unaligned          | Minimally Aligned | Mostly Aligned | Completely Aligned |
|                           |                    |                   |                |                    |
|                           |                    |                   |                |                    |
|                           |                    |                   |                |                    |
|                           |                    |                   |                |                    |
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### System Change Measurement Roadmap

PV team looks for some indicator(s) or level(s) of change at the individual (faculty or among faculty team), or some indicator(s) of change at the departmental level or division level or institution-wide level using data points using data points from the following phases:

- Pre-recruitment of mentee institution
- Selection of mentee institution
- Information from mentee college's application
- Information from initial mentee college survey
- Pre-visit document analysis
- PV Team and SME meeting with the mentee college during ideation and vision phase
- PV Team and SME notes from site visit and post-visit document
- Mentee college audit report
- PV team and SME reflections and notes of mentee college after mentee college submits their NSF-ATE proposal
- Mentee college system change instrument
- Mentee college faculty lead testimonial
- Mentee college Sr. Admin. one-pager testimonial

#### **→Pre-recruitment phase observations from PV Team, which focuses on:**

PV leadership team will collect notes when engaging prospective mentee college. PV leadership team looks for themes such as grass root faculty involvement, alignment, Sr. Administration support and commitment, and key partnerships or other attributes.

#### **→PV Initial Application focuses on:**

Application solicits mentee colleges to provide the following information.

- Previous experience with DUE funding or NSF-ATE
- Mentee college's own ideation (mentee college has an idea about their innovative project)
- Support from Department Chairs, Deans, and Sr. Administrator
- Addition of new CET and/or modified CTE programs
- Generating ideas that align with NSF grant opportunities
- Development of grant proposals and college infrastructure essential to support the process
- Project sustainability beyond the expiration of a grant
- Alignment of the goals of a grant program with the college's strategic plan
- Professional development to implement a model for managing organizational change
- Professional development for trustees, presidents and senior administrators
- Professional development for mid-level administrators, faculty and staff
- Developing meaningful and productive partnerships with industry and academic partners
- Promoting open and effective communication between key stakeholders in the college

#### **→PV Pre-Visit Analysis document, which focuses on:**

- College Operation Amid Covid-19
- Organization, planning, and structure
- Administration's commitment
- Visioning and ideation that lead to innovation

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- Key Partnerships
- Sustainability of initiatives
- Commitment to a student success agenda and diversity, equity and inclusion
- Effectiveness of institution-wide changes
- Summary of efforts for short term and corporate training

## →Initial PV Team Survey, which focuses on:

- Alignment of grant funding priorities to BOT, Sr. Admin, Dept, Strategic Plan
- Encouragement and incentives to pursue grant funding
- Personal professional needs in order to develop a grant proposal
- Institutional support and incentive to develop a grant proposal

## →PV Team and SME meeting with the mentee college during ideation and vision phase, which focuses on:

- Faculty engagement
- Agenda/vision setters (faculty? Or administration?)
- Administration support and commitment
- Alignment w/Strategic Plan
- Infrastructure
- Cross departmental integration/alignment

## →PV Team and SME notes from site visit and post-visit (from reflection and interactions) with the mentee college throughout the development of NSF-ATE proposal, which focuses on:

- Faculty engagement
- Agenda/vision setters (faculty? Or administration?)
- Administration support and commitment
- Alignment w/Strategic Plan
- Infrastructure
- Systematic and strategic approach
- Cross departmental integration/alignment

## →Mentee college audit report, which focus on:

- Faculty engagement
- Agenda/vision setters (faculty? Or administration?)
- Administration support and commitment
- Alignment w/Strategic Plan
- Infrastructure
- Cross departmental integration/alignment

## →Mentee college system change assessment

To assess the change process, data will be collected during the following three phases:

1. Prior to mentee college involvement with Project Vision
2. During the Project Vision collaboration with the mentee college
3. At the conclusion of the Project Vision collaboration with the mentee college

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Project Vision external evaluator will email the Change Assessment survey link to the contact person at each mentee college. All STEM and CTE faculty, staff, and administrators involved in the collaboration should complete the 10-minute survey. The findings will help provide the Project Vision team with a complete picture of each mentee college.

For example, the Change Assessment survey asks each mentee college to share information about grant funding knowledge, capabilities, motivators, and inhibitors from the perspectives of faculty, staff, administrators, presidents, and boards of trustees.

The Change Assessment survey findings will help identify three critical data points.

1. The baseline information/data from which to measure change at each mentee college
2. Capacity issues needed for the development and submission of NSF ATE proposals
3. Gap discrepancies in perceptions between faculty and administrators that can be resolved through teamwork and effective communication

### →60-90 seconds video after development and submission of NSF-ATE proposal (mentee contact/faculty)

1. Prior to participation in the NSF ATE supported Project Vision mentorship program: What did you **know** about NSF? And, what was your **experience** in applying for NSF grants and grants in general?
2. How would you describe the **support** you were given through Project Vision?
3. What have you now **accomplished** and also what are your **ambitions** regarding NSF funding opportunities?

### →Upon the submission of NSF-ATE proposal, PV Team is requesting each mentee college presidents to share a one pager that focus on the following:

- Brief College history
- Level of NSF experience
- How did PV help or support the team?
- Brief description of proposal idea
- Quotes from key players including the President, faculty, and supporting staff  
(highlighted section can provide PV Team with some level of insights and awareness)





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|   |                 |             |                 |                     |                     |                                 |              |   |                          |                 |  |
|---|-----------------|-------------|-----------------|---------------------|---------------------|---------------------------------|--------------|---|--------------------------|-----------------|--|
| Instrument Tools data sources   | Pre-Recruitment | Application | Initial Survey  | Pre-Visit Analysis  | Ideation/ visioning | Notes from Visit and Post Visit | Audit Report | Notes collected throughout the Proposal Development | System Change Assessment | Post submission | Testimonial<br>Mentee Faculty contact<br>Sr. Admin |
| Who   | PV Team (PVT)   | PVT         | Evaluator & PVT | Evaluator PVT & SME | Evaluator PVT & SME | Evaluator PVT & SME             | PVT          | PVT & SME   | Evaluator                | PVT& SME        | PVT Manager & Evaluator                            |
| Attributes to look for and search for themes<br><br>(Rec. listed below each sub-heading on pages 10-12. |                 |             |                 |                     |                     |                                 |              |   |                          |                 |  |

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Some thoughts for PV team to ponder in this journey to measure change:

1. We should be cognizant that we are measuring some indicator(s) or level(s) of change at the individual (faculty or among faculty team), or some indicator(s) of change at the departmental level or division level or institution-wide level using data points throughout the mentee college's journey in their pursuit of their NSF-ATE proposal. This period of time can be referred to as a transient time. Often times, we are simply gathering latent data. Over time this data will become temporal data (we can hope for).
2. For change to take hold and become permanent at the individual or departmental, divisional, and institutional level(s), PV team should gather data over the period of Project Vision operation beyond each mentee college's time period of involvement with their initial NSF-ATE proposal development and submission.
3. The collection of latent and temporal data can establish a solid foundation for longitudinal data, which may shed light and inform PV team whether indicator(s) or level(s) of change at the individual (faculty or among faculty team), or some indicator(s) of change at the departmental level or division level or institution-wide level are taking hold and reaching a maturity level. For more information, see slides below:

### Project Vision

Ultimately, we are hoping for convergence and integration of strategies that are responsible for (a) improving linkages, (b) improving alignment, and (c) improving cross-system coordination at mentee institution(s), which drives the

| Desired Change  | BY   |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Momentum</b> - 45 2YCs accomplished a milestone by submitting a proposal to NSF</li> <li>• <b>Capacity</b> - 45 2YCs have built their grant seeking culture and capabilities</li> <li>• <b>Desire</b> - Colleges in general more aware of and submitting proposals to NSF ATE, especially small, rural, and new president colleges</li> </ul> | <ul style="list-style-type: none"> <li>• Focusing on grant seeking</li> <li>• Focusing in grant writing</li> <li>• Alignment and mapping with the strategic plan and academic master plan</li> <li>• Open doors of opportunities for the institution, which are untapped (transformational changes)</li> <li>• Anything that is missing (ideas/feedback from SMEs)?</li> </ul> |

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## Project Vision

Diagram below is an excellent representation of how change takes place over a period-of-time.



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