

Establishing Credibility, Negotiating Territoriality, and Navigating Institutional Politics and Hierarchies

Part of the reason you are here at the INFD is to join the wider POD Network, learn who you can call on, and develop your own networks of colleagues who can help you deal with some of the challenges we all face.

Common Myths and Misperceptions of Educational Developers and CTLs

1. List misperceptions individually
2. Break into pairs or small groups to identify commonalities
3. Brainstorm possible solutions.

Myths/Misperceptions about EDs or CTLs	What might we do about these?
<i>Faculty don't want to be "developed"</i>	

Ed Developer Credibility

As a member of a unit that potentially requires you to work with a variety of constituencies (e.g. faculty, administrators, students) and across disciplinary boundaries, you will likely face challenges to your credibility or the center's. This is another opportunity to learn from each other.

Challenges	Opportunities

Institutional Culture, Collaboration, and Territoriality

Institutional/Organizational Culture defined:

“What really drives the culture—its essence—is the learned, shared, tacit assumptions on which people base their daily behavior. It results in what is popularly thought of as ‘*the way we do things around here*’” (Schein, 1999, p. 24)

Organizational Culture Framework

Take about 5 minutes to try to answer the questions in the matrix below. If you do not know, write down ideas about how you could find out and who you might consult.

Component	Guiding Questions	Your Institution
Environment	How does your institution define its environment? (geography, layout, students)	
Mission	What is your institution’s unique purpose? What is the standard of performance?	
Socialization	What is your institution’s “personality”? (what is its feel?) How are new members socialized?	
Information	Who has the information you need? How is information shared/disseminated?	
Strategy	Who makes decisions and how do they do this? What is the penalty for bad decisions?	
Leadership	Who are formal leaders and what is expected of them? Who are the informal leaders?	

* From: Ellis, Donna & Bastress-Dukehart, Erica (2017). Learning the Culture of Your Institution. POD Network, Institute for New Faculty Developers, Saratoga Springs, NY.

Social Capital: A framework for understanding engagement and social connectedness

Engagement and connection with our constituencies are fundamental to effective educational development practice. Social scientists have developed a common framework for understanding founded on the concept of social capital.

Defined:

Social capital includes “features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit.” (Putnam 1995, p. 67) Benefits may accrue at the individual and group levels or to the organization as a whole.

Key Elements:

- Reciprocal relationships
- Shared norms and trust
- Civic (public) engagement
- Intergroup cooperation

Forms of Social Capital:

- Bonding capital brings people who already know each other closer together (e.g. neighborhood groups)
- Bridging capital connects people who previously did not interact (e.g. linking groups with civic leaders)

(Vidal 2004, p. 165)

Consider:	What social capital have you accumulated at your institution?	Where has your CTL accumulated social capital?	Strategies to build yours or your CTL's social capital?
Reciprocal relationships, trust, and shared norms			
Networks of relationships; communities			
Bonding Capital (relationships among people in similar situations)			
Bridging Capital (relationships that cross organizational boundaries)			

** Adapted from Cruz, Laura and Morgan, Susanne (2017). Build Social Capital Through Establishing and Nurturing Strategic Partnerships. POD Network, Institute for New Faculty Developers, Saratoga Springs, NY.

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