

Why does proof not result in change?

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Key Points

- Resistance to Change is Natural
 - Lack of Intellectual Understanding
 - Lack of confidence in Value(s)
 - Deeply rooted resentment
- Must be a true sense of Urgency, that outweighs the sense of Complacency

Story 1

- NSF Foundation Coalition (1993-2003)
 - Integration, Technology, Community
- Evidence of Success
 - Retention in Engineering at all time high
 - Retention of Women and URM equal to WM
 - Performance in subsequent courses better
 - College wide adoption for 90% of students
- New administration enters and gone within 2 years
- Some practices still linger in individual faculty members classes

Story 2

- ABET EC 2000- Look at Evidence of Student Learning
 - Based on programs frustration with assigning and counting hours as science vs engineering vs design...
 - Based on feedback from networks of employers and professional societies
 - Careful discussion for 5 years
 - Careful phase in with much training over 8 years
 - Some still count beans, and some still want us to count beans

Story 3

- My new approach
 - No better way to kill curricular or pedagogical innovation than for an administrator to mandate it
 - Can mandate review of departmental performance
 - Grade departments as a team on:
 - Evidence of Teaching Productivity and Excellence
 - Evidence of Research Productivity and Impact
 - Evidence of Service Productivity and Excellence