Facilitation Guide:
Systemic Change in Graduate Education:
Designing for Equity

Reform sometimes gets a bad reputation — and for good reason. Decades of research finds that reform-minded change in organizations rarely leads to outcomes that can be sustained over time. And, when the desired outcome is related to equity, diversity, justice, or inclusion goals, reform efforts can be counterproductive if members do not also engage with underlying cultural tensions. This two-hour workshop is for leaders who are ready to go deeper with change— who want to collaboratively explore possibilities for redesigning the practices and systems by which we select and serve graduate students. Facilitators will lead us in 1) reflection about positive case studies of Ph.D. programs that have realized systemic change, 2) discussion about the applications to our own programs, and 2) planning to address a concrete equity challenge from a systemic perspective.

Objectives:

- Understand the roles of culture & system change in equity in graduate education.
- Appreciate systemic relationships among domains of faculty practice.
- Reflect on cases of PhD programs that have realized deep change.
- Apply lessons toward a coordinated approach to change in your own program or department.

Major activities and expected timing:
- **Introduction, including objectives & norms (10 min)**

- **Shared language (15 min, including questions)**
    - **Activity 1:** What does equity mean to you? (Poll or Jamboard)
    - **Poll 1:** What is the central goal of graduate education, currently?
        - Producing the next generation of faculty
        - Student learning
        - Advancing disciplines & fields of study
        - Research and teaching assistance for faculty

- **Case studies of change in PhD programs (40 min, total)**
    - We recognize the storytelling aspect of sharing case studies can be challenging. You can present the cases in one of two ways:
    1) Slide notes contain a narrative that you may choose to present in your own words aloud
    2) [This document](#)contains the same narrative, and you can make it available via chat or handout, then go right into breakout rooms where participants to read to

themselves (or aloud to one another) and discuss the questions on slide 31. If you choose to do the latter, you will probably want to introduce the figure on slide 20 before going into breakout rooms.

- **Poll 2:** Which organizational learning type best describes this case?
  - Single-loop learning
  - Double-loop learning
- **Activity 2:** Discuss case studies in 20-min breakout rooms

- **Applications (40 min, total including questions/ discussion)**
  - **Activity 3:** Driver diagram planning in 25-min breakout rooms

- **Conclusions (15 min)**