



Change Management Report

by  
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For  
MIT 530  
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**Introduction**

The Center for Teaching Excellence (CTE) at the University of North Carolina at Wilmington (UNCW) is a center that is devoted to assisting the university faculty in strengthening undergraduate and graduate instruction. CTE encourages efforts to achieve teaching excellence by offering programs for course development and improvement, implementing new instructional technologies and providing support services.

A training needs assessment (TNA) was conducted to analyze decreasing topic requests for the CTE. This expressed problem was brought to the attention of the TNA team by Dr. Patti Turrisi, the CTE director. The purpose of the TNA was to find out why this drop in topic requests was occurring. Dr. Turrisi described the optimal level of input, as a significant increase in requests and usage from the current level of requests, both in quantity and quality. This would ensure that CTE would provide program of interest to the UNCW faculty. The TNA included the following activities.

<b>Activity</b>	<b>Resource</b>
Interview	Dr. Patti Turrisi
Analysis of Extant Data	CTE office
Interview	Dr. Raymond Burt
Electronic Survey	UNCW Faculty

As a result of the TNA, it was decided that a combination of solutions should be used to help solve their workshop request issue.

- Mission revision, offering incentives, and promotion.
- Formalize the process of requesting services from CTE.
- Creating Time for Faculty and Making CTE first choice for professional development.
- System and administrative issues related to formalizing faculty skills development.

The director of CTE, when presented with the recommendations, decided that the ideas were worthy of implementation. She asked that the TNA team come up with a plan to disseminate these ideas into the system. Thus, the change management plan began to take shape. The plan describes the process and stages in which the recommended changes will occur. The changes will occur over a two year time span. The core of the plan is to formalize the process in which CTE receives topical requests. Hopefully, this plan’s methods will foster positive attitudes and support for these changes.

**Summary of the Change Proposal**

The recommended changes will occur in four stages over the course of two years or four academic semesters. Stage one is the mission revision, offering incentives, and promotional plan. This includes revamping the CTE website, designing promotional packets, locating resources that will provide incentives, and missions re-write. Stage two is formalizing the process for receiving requests. This includes creating request forms, building communication with department chairs, and planning the process of information

sharing. Stage three is creating time for faculty and prioritization of CTE. This includes requesting administration to alleviate some faculty workload and stress the importance of CTE. Stage four is formalizing faculty evaluations. This will involve requesting administration to formalize the way faculty are evaluated and including participation in CTE on that evaluation instrument.

**Identification Change Management Team and Stakeholders**

<b>Stakeholders</b>	<b>Role in Planning Change</b>
CTE Director and Employees	Change Agent
CTE Faculty Associated and Advisory Committee	Resource
MIT Students	Outside Change Agent
Provost Office of Academic Affairs	Resource
Department Chairs	Resource
Students and Parents	Beneficiary
Community	Resource and Beneficiary
All UNCW Faculty	Beneficiary

\*UNCW framework for Academic Affairs Division provided in Appendix A\*

**Forces for and against the innovation**

An on-line survey was administered to determine the UNCW faculty’s opinions toward CTE. Based upon the survey results the following conclusions were made.

<b>For</b>	<b>Against</b>
CTE Director – Dr. Turrisi	Part of Faculty
Vice Chancellor of Academic Affairs – Dr. Burt	New Director - ?
Part of Faculty	

The CTE director was strongly for all of the changes recommended, but Dr. Turrisi will be stepping down as director in May of 2004 and a new director has yet to be named. Therefore the new director may be an obstacle.

The Vice Chancellor of Academic Affairs has been charged to revamp CTE as well as other programs that provide support for faculty. He was receptive to the ideas that the team had to offer, but may be an obstacle for the last two stages. Particularly, it may be difficult to adjust workload for all faculties. There are issues with budget cuts that are creating the workload issues that may not be resolved.

The survey showed that a small portion of the faculty are very pleased with the service they received from CTE. A larger portion of the faculty members have never used a CTE service citing scheduling conflicts or workload. Therefore, they could not make a

decision upon change. Another small portion of the faculty commented on the unsatisfactory service they had received from CTE citing content.

**Identification of Groups for Implementation Strategy**

<b>Team Member</b>	<b>Role in Change</b>
CTE Director and Employees and the Provost Office of Academic Affairs	Change Agent
CTE Faculty Associates and Advisory Committee	Leaders
MIT Students	Outside Change Agent
Department Chairs	Innovators
Faculty for Change	Early Adopters
Faculty Against Change	Resistors
Faculty neither for or against change	Neutral Majority

**Implementation Strategy**

**Stage1**

Stage one is the mission revision, offering incentives, and promotional plan. This stage will take place during the fall 2004 semester. The Vice Chancellor, Dr. Burt, has agreed to allow CTE to offer fewer workshops during this semester in order to plan effectively. The tasks for the CTE staff and the faculty advisory committee will include revamping the CTE website, designing promotional packets, locating resources that will provide incentives, and missions re-write. There are funds allocated for hiring an MIT graduate student to assist in revamping the website and designing promotional packets. The website will include a calendar of events, on-line registration for upcoming events, and the revised mission statement. The promotional packet will also include a calendar of events, paper registration forms, and the revised mission statement. Dr. Turrisi and CTE staff will supply the calendar of events for Spring 2005 and revised mission statement that clarifies CTE’s role for faculty. Dr. Turrisi and the CTE staff will also spend time allocating resources from the community that may provide incentives and/or guest speakers. The new website and promotional packets will be released in December of the fall 2004 semester.

<b>Task</b>	<b>Timeline - 2004</b>	<b>Description</b>
Missions re-write	August 1 – August 31	The new CTE director and staff will collaborate with the assistance of the Faculty associates to compile a new mission statement.
Hire MIT Student	August 1 – August 31	The CTE director will contact the MIT department and conduct interviews with potential MIT students. the student will be chosen by

		August 31 for internship.
Website Design	September 1 – December 20	The CTE staff will collaborate with the MIT student intern on design and content of the website. The website must be ready to go live by December 20 <sup>th</sup> .
Promotional Packets	September 1 – December 1	The CTE staff will collaborate with the MIT student intern on designing the promotional packet. The packet must be ready to go to the print shop one month prior to distribution.
Locating Resources in the community	September 1 – December 20	The CTE director will contact businesses in the community and set up meetings through out the semester. Information about CTE will be presented and the businesses will be asked if they wish to be a resource for funds, incentives, or presenters. These responses will be entered into a database by CTE staff for future reference

## Stage2

Stage two is formalizing the process for receiving requests and promoting the new CTE. This includes creating request forms, building communication with department chairs, and planning the process of information sharing. The implementation of the formalized requests will begin in the fall 2005 semester. Therefore, the planning stage for this must be completed in the Spring 2005 semester. The CTE director and staff will generate the request forms with help from faculty associates and advisory committee. The CTE director with Dr. Burt's support will initiate communication with department chairs about the new process of formalization communicating requests. The director will use the new website and promotional packet as tools in these communications. This is a crucial element to the success of this change. The department chairs must be onboard. Identifying the department chairs feelings and revising the process accordingly is a priority in this stage. Also it is important that the CTE director be able to identify each department chair's role in the change. This will assist in gaining the support that is necessary for implementation. I suggest the director identify which department chairs are

the innovators, leaders, and resisters. Then, contact the innovators first, then the resisters, and finally the leaders using the support from the other two groups.

\*The stepping stone strategy for groups is located in appendix B

### **Stage3**

Stage three is creating time for faculty and prioritization of CTE. This will overlap with stage two in the spring 2005 semester. The key player in this stage is the office of academic affairs. They, being administration, will communicate the importance of CTE to department chairs and faculty, using the website and promotional packets, which will hopefully support the communication going on between the CTE director and the department chairs. The academic affairs office will also analyze the duties of faculty in order to create consistency of duties that may alleviate some workloads of other faculty.

### **Stage 4**

Stage four is formalizing faculty evaluations. This will take place over the fall 2005 and spring 2006 semesters. Currently, each department at UNCW conducts their own faculty evaluations. Therefore each department has a different instrument that emphasizes different skills. The office of academic affairs will devise a new instrument that is uniform, but also allows the department to emphasize certain skills that are unique to that department. This instrument will include professional development and specifically CTE. Communication with the faculty and department chairs will be the key issue in development of this instrument. Again, the academic affairs office staff will need to be able to identify the groups and their roles in the change to achieve efficient implementation. I suggest the same strategy of communication from Stage 2. The implementation of this new instrument will take place in Fall of 2006.

\*The stepping stone strategy for groups is located in appendix B

## **Pros and Cons**

### **Pros**

CTE is...

- still a voluntary center
- more visible
- more easily accessed
- offering topics that are needed by faculty

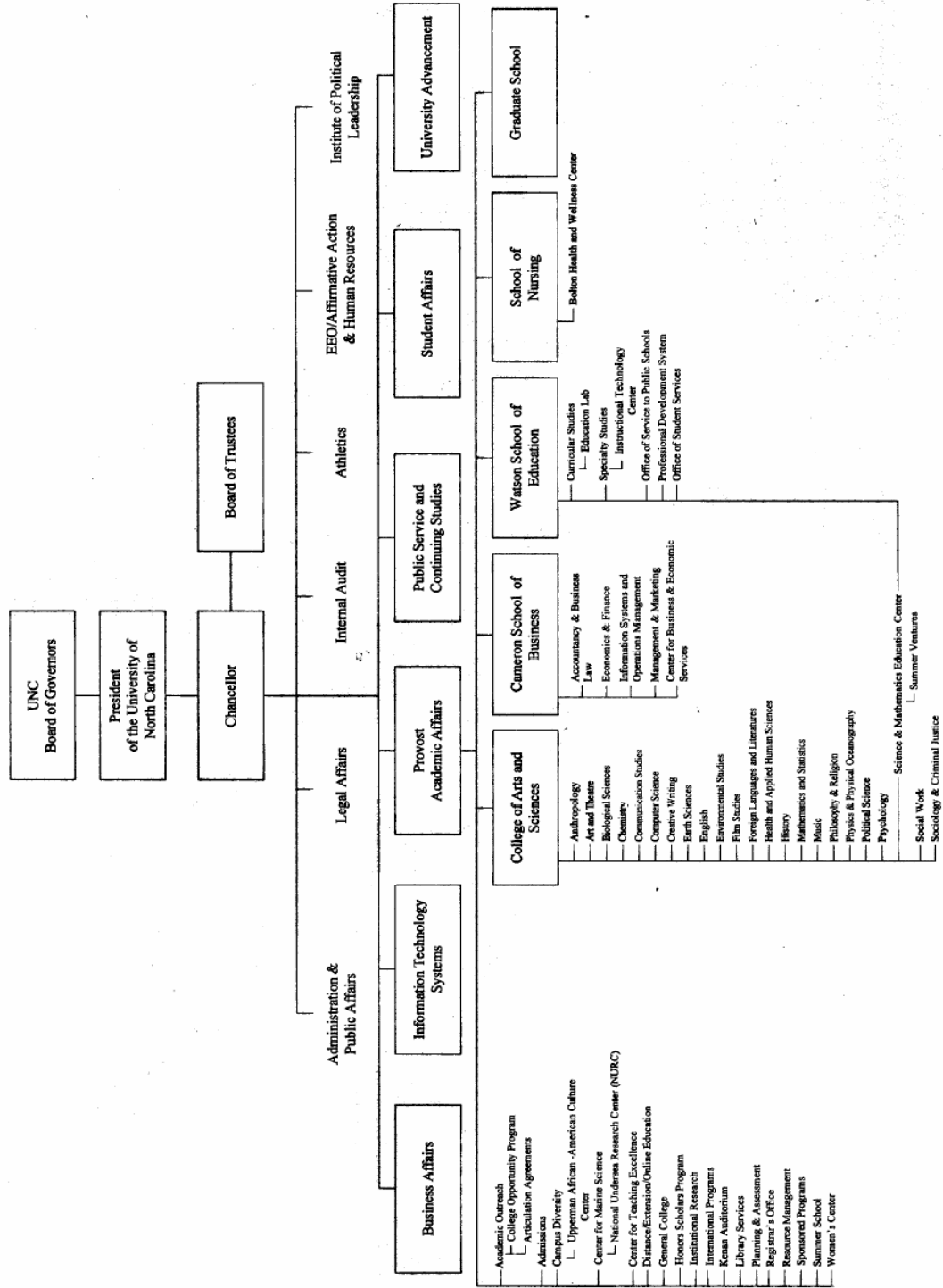
### **Cons**

- relying on many other to assist in planning
- time

# Appendix A

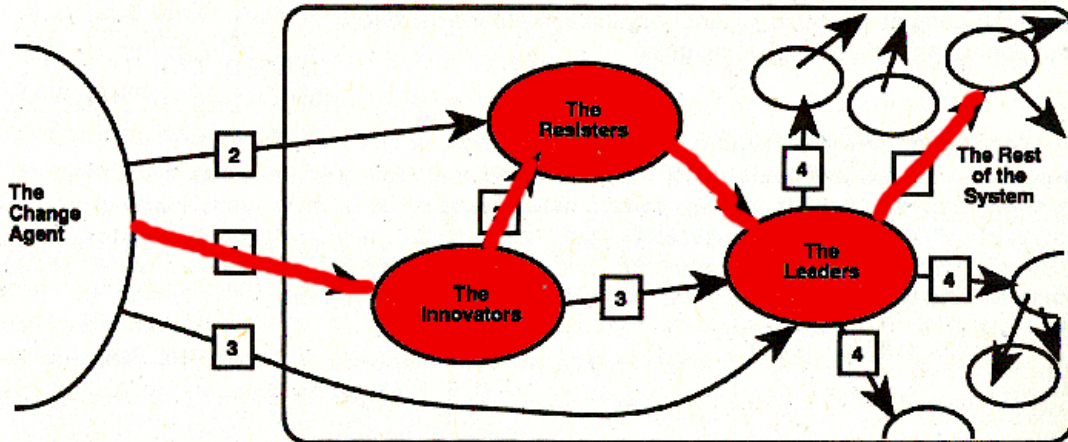
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University of North Carolina at Wilmington  
Academic Affairs  
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Appendix B

**Figure 5-2: STEPPING STONE STRATEGY FOR GAINING GROUP ACCEPTANCE**



The change agent will target the groups in the order portrayed in the diagram.