



Change Management Plan

University of North Carolina at Wilmington

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Introduction

In January of 2004, it was brought to the attention of our team, that there may be a need for improving the current situation in the Center for Teaching Excellence at the University of North Carolina at Wilmington. The concern developed from a lack of requests to the center for services and ultimately, minimal use by UNCW faculty members for professional development. After thorough research, we came to the conclusion that change was necessary within CTE. In our findings from research involving interviews, surveys, and other extant data (See Tables I and II Appendix I), our Needs Assessment Team discovered that the underutilization of the center stemmed from:

- An unclear mission of CTE
- Lack of time for Faculties to attend sessions
- Not a priority for Faculty
- Lack of Incentives
- Not a formalized system
 - For development (common goals; what is “Excellence”)
 - For requesting services

This Change Management Plan will describe the proposed steps necessary for successful implementation of our recommendations to the Center for Teaching Excellence (Henceforth referred to as CTE). I will describe the potential resistance we will face in our implementation, the stakeholders who have the most influence for implementation, the strategies to be taken, and ultimately why the plan will work. There are several appendices attached to this Change Management Plan, including the Needs Assessment presented to CTE, in an effort to control the flow of understanding within this document, and to supplement the context of this document.

From the results of our research, we made the following recommendations in our Needs Assessment:

- Make clear and increase the awareness to faculty of the CTE mission/services
- Address Time Constraints
- System-wide issues of pedagogical development
- Departments formally report info to CTE concerning professional development needs

Potential Resistance

There are three major types of change within an organization. *Adaptive Change* which involves re-implementing a change used before which is generally non-threatening, *New Change* which involves changes that are generally unfamiliar and may create uncertainty and fear, and *Innovation* which is a radical form of change. As with any new innovation or idea within an organization, there is always the chance of resistance within the organization to agree with the change. Whether it is your Curmudgeons who are anti-

society and don't see many forms of innovation necessary, your Reactionaries who prefer to keep things the same because they have been doing them their entire career and see no need to change it and simply resist the adoption as long as they can, or your Unwilling Laggards who don't see the importance of change, don't like change and only change under pressure (If they have to), resistance will linger.

Our form of change falls within the *New Change* category because our changes could lead to some uncertainty and fear within the faculty community. Initiated changes that involved Teaching Excellence may pose a threat to many faculty members who feel that these efforts are designed to monitor their teaching efforts and/or cause them to have to change in order to maintain job security. From our findings, it is safe to assume that the veteran employees, whether tenured, or simply long-term or close to retirement, will maintain a strong sense of resistance because they don't see the relevance in changing something that they did not see "broken" in the first place.

Certain faculty members may pose a threat to the proposed change because they may feel as though we are insulting their current methods of instruction. The term excellence may bear strong resistance especially when the goal is to maintain and increase the "teaching excellence." From our analysis we have discovered that there are many faculty members who are confident in their method of doing their job and may feel as though the professional development expectations may limit the creativity and uniqueness in their performance.

The department chairs may put up the most resistance because the proposed change will require them to take on more responsibilities. As mentioned on page 11 of the Needs Assessment Report presented to CTE, it was recommended that each department develop a plan to implement a high priority, standardized professional development plan and identify its constraints. Then each department chair should formally communicate their pedagogical skills development needs and issues to CTE. It is also recommended that department heads will also evaluate professional development of individual faculty from prior year while developing a request for CTE services for their departmental needs for the coming year. This on top of the day-to-day duties department chairs face could lead to some resistance, but our strategies mentioned later in this document will aid in alleviated such constraints.

Finally, a major form of resistance may come from any potential funding agents whether internal or external. The previous success of CTE based on Dr. Turrissi's and Dr. Burt's expectations has been minimal and that may cause some hesitation from persons involved in provided financial resources. Our proposed change is a new untested method, and may result in resistance from funding agents because no evidence of success has been presented.

Stakeholders Descriptions and Roles

According to Havelock's stages of planned change, the first two steps involved arousing or connecting to the concern that counts the most (**Care**) and building relationships with the client(s) and within the client system (**Relate**). The best way to accomplish this is to connect with the stakeholders in the system. As you will see both in this section of stakeholders' descriptions and our overall strategies, we do a great job of accomplishing that task. See also Appendix

There are several persons within the UNCW community and affiliated with CTE that will ultimately affect the success of the implementation of the recommendations made by our Needs Assessment Team. All areas of resistance mentioned above in the previous section hold a major level of stakeholdership, but more precisely the major stakeholders include: The current CTE director Dr. Turrissi, the next CTE director, the Vice-Chancellor for Academic Affairs Dr. Raymond Burt, All Department Chairpersons at UNCW, all faculty members at UNCW, The Chancellor of UNCW, potential funding agents, and our Needs Assessment Team responsible for the research and recommendations to the CTE and UNCW. The key is to reach each of these persons and make them realize the necessity of the suggestions we offered in improving the CTE. The description of the roles of each stakeholder is described below as well as throughout the remainder of this document. The stakeholders mentioned in the resistance section above have the strongest potential for having a negative impact as stakeholders, and are highlighted in red to further address that. The remainder of the stakeholders are positive forces in our implementation,

Although Dr. Turrissi is stepping down from her position as CTE director, her input both to Dr. Burt and her predecessor in CTE will have a strong impact on the success of the implementation of our plan. Dr. Turrissi has been the "controller" of CTE during her stint as director and will be able to provide advice and suggestions from her successes and failures that can improve the future of CTE. As Dr. Turrissi steps down, Dr. Burt will be seeking to mold Dr. Turrissi's predecessor properly and Dr. Turrissi's advice will aid his ability in achieving that. Dr. Turrissi's input to her predecessor is also going to play a major role in affecting the success of our implementation because whoever follows her will be seeking a lot of advice and guidance that will allow them to get right into action because there will be a lot of pressure on them to begin aiming for results.

The department chairpersons will really play a major role in the success of our implementation because they will be the final path to making requests to CTE. We as the Management Team will need to demonstrate how our efforts can benefit the department heads and ultimately the faculty members reporting to them to increase the requests and use of CTE and eventually the quality of instruction at UNCW. Our toughest task as mentioned previously will be encouraging the department chairs to see the importance of them taking on an extra duty (i.e. Encouraging use by faculty members and processing the requests to be made to CTE). Once this is achieved, the task of implementation will become much easier because the department chairpersons have a high level of respect in

their position, have authority to make or discourage recommendations to persons for tenure, promotions, etc. and faculty members reporting to them will want to satisfy them as well and as often as possible to avoid unnecessary evaluations and to improve their chances of maintaining their job and their careers.

Faculty members, although they must report to department heads and others above them in the hierarchical structure may still hold resistance because they may not see a need to change and as our survey results showed, don't see the importance of CTE and the resources offered. The toughest level of faculty members to grasp will be the tenured, close to retirement group because they have a hold on their careers and will most likely put up the most resistance because they may feel that they have been doing things the same way for years and don't see a need to change. Not only that, but they also may not see the relevance of CTE to the advancement of their career because they are close to retirement and wish not to advance.

Although the Chancellor, Dr. Rosemary DePaolo has not been heavily involved in the research of the Needs Assessment, and may not be involved in the overall activities in CTE, it is essential to gain her approval for our Change Plan because she is the Chief Executive Officer of the University. Chancellor DePaolo has placed a strong emphasis on increasing the giving by donors and Alumni in her campus improvement efforts. As a member of the Alumni Board of Directors I have had the opportunity to meet with and listen to many proposal ideas by Dr. DePaolo and her ultimate goal is to make UNCW a prestigious University that can compete with Universities on a large scale. In those efforts it will be important to also improve the quality of teaching by faculty members and the level of research to draw attention from all over. Therefore, if we can make a strong impact on Chancellor DePaolo, she will put the pressure on The Vice Chancellor, the Director of CTE, Department heads, and faculty members because otherwise, she could have an impact on their status and their careers.

As mentioned above dealing with resistance, the funding agents play a major role in our success. Our plan lays out thoroughly why the plan will work and that will allow us to encourage the funding needs. Although we hope to minimize costs, there will be some necessary overhead to achieve the goals of the staff development workshops.

Finally, our needs assessment team will play a major role in the success of the implementation of our plan. If we don't execute according to plan, even though we may demonstrate the importance of the plan to some or even all, if we don't follow through completely and follow-up with our suggestions, the plan could backfire and get stopped short of completion. We ultimately must utilize the persons listed above, prioritize according to plan, and not lose focus once everything is in order.

Strategies Based on Findings and Recommendations:

In order to increase the success the implementation, we must first make the campus community (more specifically faculty members, department chairpersons, CTE personnel, the Vice-Chancellor of Academic Affairs, and the Chancellor) aware of the proposed changes to alleviate tensions from simply “hitting them with it” all at once. Besides simply making the persons involved aware of the situation, we need to assure that we connect to the constituents most involved by our change. In doing so we have already taken a survey to see what they want, need, and expect. Our plan, as you will see in the latter portions, is based solely on the concerns of the faculty as well as the Administrators with the most insight. In doing this, we will allow for a feeling of respect in the eyes of those affected.

We have served a small portion of making the community aware of a potential change by our research methods, in particular the interview and the survey. Now that we have devised a Needs Assessment Plan that has been accepted by the major stakeholders we must now pass the word on. To achieve this, the following forms of communication will be used:

- Mass email
- Updated CTE Website
- Faculty Newsletters
- Flyers in Faculty boxes
- Seahawk Newspaper article
- Wilmington Star News article
- Presentations by Change Management Team and Department Chairs at Faculty Senate and departmental meetings

The change itself will involve changes to both the structure of the organization while also transferring tasks and responsibilities to persons within the organization. Our needs assessment allowed us to examine the system involved in CTE and also acquire relevant resources necessary to obtain our proposed solutions. To address the issues based on the findings of our analysis and our final recommendations, the following strategies will be utilized. The change will occur in the three phases over the next year listed based on priority. The goal is to have all three phases completed by the end of the fall 2004 semester so that major implementation can begin immediately spring semester 2005.

During the phases, CTE will operate normally while gradually molding the new system into place. In order to increase success, immediate results must be seen, but a thorough thought process is also important. Several areas can be addressed simultaneously and will appear in the list of strategies below.

Phase I: CTE Mission and Promotion (June 1 – August 30, 2004)

The fact that the mission of CTE has been unclear in the past and the lack of awareness of Faculty members of CTE services has lead to low priority of CTE to the majority of faculty members. To ensure a thoroughly drawn out mission

to secure support and success of CTE the following change management team must be devised to collaborate on a mission and to monitor the proposed change into and beyond its maturity:

A. Change Management Team

i. Chancellor

1. Dr. DePaolo's goal is to move from "very good" to "Excellent" as an institution. She wants to be strong in both Research and Instruction. Her input as to what excellence is will help define the mission of CTE.
2. Most importantly for the success of CTE is having Chancellor DePaolo's endorsement of the services. As the CEO of the UNCW her encouragement and statements of expectations would create a sense of priority among faculty members. Her presence in the process will put the pressure on everyone else and increase the assurance that CTE duties are carried out.
3. Can address the mission and importance of CTE in her meetings
4. We can assure her support because she also wants to increase giving both from outside agents and alumni. Increasing CTE services will ultimately increase the level of research and instruction at UNCW, therefore increasing the potential of investors.

ii. Vice-Chancellor of Academic Affairs

1. Duty is to oversee CTE. Will have major input as to what he/she wants to see from CTE
2. Pressure from the Chancellor will allow the VC for Academic Affairs to continuously monitor CTE services.
3. Can readdress the importance of CTE to CTE director and department chairs who report to him/her

iii. CTE Director

1. Liaison between Administration and Departments
2. Ultimate voice in CTE services
 - a. Sessions
 - b. Scheduling
 - c. Processing requests

iv. Chair of Faculty Senate

1. Main voice of Faculty
2. Give insight of a mission based on Faculty input and their experiences as the Faculty leader
3. Can reiterate the importance of CTE to faculty in meetings and bulletins

v. Member of UNCW Finance Committee

1. Assistance in understanding budget issues
2. Resource for potential outside funding agents

3. The amounts of possible resources could affect the overall mission of CTE
- vi. An administrator from each School and College at UNCW
 1. Their input reflects the needs of their constituents in the schools and colleges
 2. Their support of CTE could play a major role in the trickle down affect
- vii. Needs Assessment Team
 1. Thoroughly researched needs of CTE
 2. Made final recommendations
 3. Valid ideas for the overall mission

Phase II: System-Wide Pedagogy and Uniform Request System (August 30 – September 30, 2004)

The majority of the system-wide issues of pedagogical development can be covered through the work of the Change Management Team and the overall mission developed for CTE (as mentioned in parts A and B above) because the mission will be the backbone of teaching excellence and expectations. Also, the suggested methods of requesting services and developing session curricula have been addressed above but to assure consistency the following is essential:

- A. A uniform request form should be devised and approved by the majority of the change management team and departments
- B. Each Department needs to create educational and research objectives and goals based on the UNC mission, UNCW mission, and the CTE mission.
 - i. Evaluations by mentors and authoritative figures should be based on these objectives and goals
 1. A uniform evaluation sheet should be devised and approved by the majority of department members
 2. Any areas of the evaluation sheet neglected by faculty members should be the basis of each faculty members CTE requests
 - a. Neglected areas on the evaluation sheet should be included on the request form and considered for developing instruction for professional development sessions
 - i. Faculty members should be responsible for making requests based on what they are lacking. If multiple items are neglected, faculty members should prioritize the order of each and make separate requests based on each pedagogy

3. Faculty requests for services should remain optional, but neglected items on evaluations could increase prioritization of using the services.
- C. Although the major incentive to meet expectations in reference to CTE is maintaining good rapport with authoritative figures as well as securing their job and careers, faculty members should have other incentives that allow for more positive motivation because such as:
- i. Certificates each school year for meeting all standards
 - ii. Recognition at awards banquets, in the media, etc.
 - iii. Exemptions from certain duties for meeting standards and expectations of “teaching excellence.”
 1. Mandatory functions, activities
 2. Workdays
 - iv. Faculty members that meet all requirements for the entire year will be exempt from the next evaluation cycle
 - v. Tangible Rewards:
 1. \$\$\$\$ if applicable in the budget
 2. Gift certificates
 3. Passes to events

Phase III: Addressing Time Constraints (October 1- December 15 2004)

Another issue from faculty is TIME, mainly in the form of being able to attend sessions, but also overall scheduling issues. With the implementation of our change time is also an issue because certain persons will be required to partake in even more duties. All areas of TIME can be addressed as follows:

- A. To alleviate stress of faculty members and CTE personnel in obtaining requests and relaying information to CTE:
- i. Departments can utilize students to be responsible for CTE duties in each department. These students could earn Internship and/or course credits. Student assistants already in the budget could be utilized for these services as well. Their major duties would be to collect and sort the information obtained from each faculty member and prioritize requests based on the number of requests in certain arenas.
 - ii. MIT students could be utilized for the purpose of analyzing the data obtained and the design and development of the professional development instruction and the overall logistics of each session.
 1. MIT students are required to do an Internship for their graduation requirements

2. MIT students also must create modules for MIT 500. The applications involved in the professional development sessions would meet the criteria
3. Students can create online modules that can be used for professional development
 - a. Will alleviate time constraints by allowing faculty members to use online modules at their convenience (but with a deadline)
 - b. This will also decrease the amount of funding needed to operate an actual professional development session (instructors, refreshments, location, materials, etc.)

Why The Plan Will Work

Our proposed plan has a high probability of success because a large majority of our suggestions stem both from suggestions and goals of Dr. Turrissi and Dr. Burt, as well as Faculty members who expressed their feelings for CTE via the electronic survey. Over the course of two months, our Needs Assessment Team has analyzed the situation and data with input from subject matter experts to devise the strongest set of recommendations deemed fit for a solution to the problem. Therefore, our ideologies have been concentrated into a mixture of thoughts to at least satisfy the stakeholders one way or another.

The plans success will also stem from total involvement in the campus community. The new method of CTE services will be apparent all the way down to the students. The complete involvement of campus members will increase the enthusiasm as well as displaying the importance of “teaching excellence” and a community of learning.

The only major set backs in the proposed plan will be financial resources and the veteran employees. The financial setbacks mainly will fall in the place of funding staff development sessions because now that we are aiming to increase requests, we will need more resources. Fortunately, our plan includes the suggestion of online instruction that can help minimize that constraint.

The veteran employees mainly relates to those who can afford to put off duties (especially those who are close to retirement because for many, even if reprimanded, the process will take long enough that they could retire before any major action is taken). Besides, they also know that finding replacements is not very easy in their profession, especially in the professional schools because of competition with the outside markets.

With the endorsement and pressures of Dr. DePaolo and her administrative staff, we can assure success. Our goals and strategies tie directly into her campus vision and with continued relations with her continued success of CTE services is highly probable. If we can create immediate success and strong results, the chances of increased funding in the budget and by outside sources would be promising. Part of the mission of increasing

CTE production is to expose the continued growth in excellence at UNCW to the community which will ultimately result in a future of highly qualified faculty and students and increased community support to UNCW.

Appendices

Stages Appendix A

Goals Appendix B

Five Characteristics of Innovation..... Appendix C

Key People and Stepping Stone Strategies..... Appendix D

Strategies for Adoption Appendix E

Appendix A

Stages Defined

0 (Care) – Initiate responses based on needs, wants, and expectations of CTE Director, VC of Academic Affairs, and Faculty

- * Surveys
- * Interviews

1 (Relate) – Build relationship with CTE Director, VC of Academic Affairs, and Chancellor

- * Meetings
- * Regular correspondence

2 (Examine) – Define the problem

- * Based on results of research
- * Needs Assessment
 - Lack of requests to CTE services

3 (Acquire) – Find Relevant Resources

- * Money (Budgets, donations, etc.)
- * People (Personnel, students, etc.)
- * Time (Minimize constraints, increase maximum use of time)

4 (Try) – Possible Solutions

- * Based on TNA results
 - Make clear and increase the awareness to faculty of the CTE mission/services
 - Address Time Constraints
 - System-wide issues of pedagogical development
 - Departments formally report info to CTE concerning professional development needs

5 (Extend) – Implementation of the Strategies

- * 3 Phases
- * Gradually mold into system

6 (Renew) – Evaluate and Revise

- * Formative Evaluations (By faculty and Change Management Team)
- * Summative Evaluations (May 2005)
 - By Faculty and Change Management Team

Current Conditions: Minimal requests to CTE based on unclear mission, lack of awareness, time constraints and uniform system of requesting

Desired Conditions: Increase in CTE utilization based on becoming a priority to faculty by accommodating their needs and expectations.

Appendix B

Goals	Indicators	Benchmarks	Measures
<p><i>Phase I June – August 2004:</i> CTE mission defined and CTE services promoted</p>	<ul style="list-style-type: none"> • CTE website updated to include the revised mission and made more appealing and easier to use. • Articles in Media explaining the revamping of CTE and its purposes, updates of CTE accomplishments in Faculty Newsletters, and becoming agenda items at meetings. 	<ul style="list-style-type: none"> • When Faculty returns to work in August they are made aware of CTE changes to be made. • Mention of CTE mission and new ideas at each department and faculty senate meeting 	<ul style="list-style-type: none"> • Observation • Number of Media excerpts • Guest book on website (number of respondents) • Hits on website
<p><i>Phase II August 30 – September 30 2004:</i> System Wide Pedagogy and Uniform Request System</p>	<ul style="list-style-type: none"> • Faculty suggestions to CTE and/or Change Management Team • Chancellors mission addressed • System-wide idea of “excellence” approved by all stakeholders • Uniform request form approved by all stakeholders 	<ul style="list-style-type: none"> • Weekly collection of suggestions to consider and draw from • Interim meeting during the second week to layout out current suggestions for both pedagogy and request form/system • Final meeting September 30 to finalize system 	<ul style="list-style-type: none"> • Number of suggestions • Observation • Final approvals of pedagogy and request forms
<p><i>Phase III October 1 – December 15 2004:</i> Address Time Constraints</p>	<ul style="list-style-type: none"> • Students being utilized for CTE duties • Minimal faculty involvement in CTE request collection and analysis • Online courses are available • Faculty are using CTE services 	<ul style="list-style-type: none"> • Student workers will sort and analyze CTE requests once per week • Faculty will only gain feedback from CTE analysis once per week as opposed to doing the analysis • Faculty requests will increase each month 	<ul style="list-style-type: none"> • Student involvement level • Faculty feelings toward time constraints (survey, observations) • Online Courses available and usage • Use of CTE services

* The end result from these goals is increased requests to CTE and use of services.

Appendix C

Five Characteristics of Innovation

Five Characteristics of Innovation	
Relative Advantage	<p>The change will increase the overall image of the Universities Teaching and Research Reputation. It will increase the quality of faculty members and assure future success.</p> <p>The mere initiative to take actions to improve the quality of faculty will add prestige to all faculty members involved and allow them some “spot-light.”</p> <p>Increase in the image of faculty members will increase the probability of future contributions and funding to the University.</p> <p>The services of CTE when utilized will allow for ease of evaluations and increase the chances of positive results on spot evaluations, therefore increasing the chances of tenure and future employment for faculty.</p>
Compatibility	<p>The innovations involved in the plan will allow for faculties to maintain the convenience of their job and alleviate time crunches. By offering assistance in all the duties, online courses for scheduling, and continued input from faculty members for suggestions, the innovation will meet the needs of everyone.</p>
Complexity	<p>Very simple system to understand and apply. The system will stem from the mission and be interpreted during all phases. Members from all constituents will be involved to make sure that the vast majority of needs are met.</p> <p>The procedures will be uniform campus-wide and will be addressed constantly to assure complete understanding by all parties. Everyone will follow the same policies and will allow for peer assistance because everyone can help each other if necessary.</p>
Trialability	<p>The innovation will be tried in the early stages and allow for evaluations and suggestions by persons involved. The primary phases will be the backbone of implementation, there will be summations to check for success at the end of the first year.</p>
Observability	<p>The results are easily visible because the main concern is lack of requests and use. The differences from previous ideas to the current method can be observed quantitatively as well as qualitatively.</p> <p>Increases in use, requests, personal opinions and responses, quality of faculty based on evaluations, community response to the university, etc.</p>

Appendix D: Identification of Key People and Stepping Stone Strategies

Names	Roles	Resources/Constraints	Stepping Stone Strategies
Needs Assessment Team	Innovators	<i>Resource</i> – Head of the ideas. Where it all began. <i>Constraint</i> – Only constraint is if the plan is not followed completely and if unable to persuade others to follow.	
Current CTE Director	Change Agent	<i>Resource</i> - Key ingredient for promoting new ideas, solutions, and directions <i>Constraint</i> - The only constraint they may bring is that faculty members may feel pressured by them to participate. (Minimal constraint)	
Future CTE Director	Change Agent	<i>Resource</i> - Key ingredient for continued success of CTE and new ideas <i>Constraint</i> - Only constraint is to persuade them into the way of thinking. They may have an entirely different outlook (Can eliminate this by presenting the strategies during the hiring/appointment stage)	
VC of Academic Affairs	Change Agent	<i>Resource</i> - Resourceful in giving support and ideas to CTE director. Place emphasis on CTE director, department	

		chairpersons, and faculty members <i>Constraint</i> - The only constraint they may bring is that faculty members may feel pressured by them to participate. (Minimal constraint)	
Chancellor	Change Agent	<i>Resource</i> - Top resource because she is the CEO Her mission is the foundation for CTE mission. Will keep her support by following her goals. Key proponent to encourage lower hierarchy <i>Constraint</i> - The only constraint they may bring is that faculty members may feel pressured by them to participate. (Minimal constraint)	
Faculty Members (U)	Unwilling Laggard	<i>Constraint</i> – Unwilling to change patterns of behavior <i>Resource</i> – Can become a resource if we can persuade them because others against change may feel, “If the Unwilling Laggards are willing to change, then I am too.”	Stone 1 – Introduce the innovation to them and allow them active involvement in the process including evaluations and suggestions.
Faculty Members (T)	Transformer	<i>Resource</i> – Willing participants who can influence others. Early adopters.	Stone 1 – Introduce the innovation to them and allow them active involvement in the process including evaluations and suggestions.
Department Chairpersons	Transformers	<i>Resource</i> - Resourceful because	Stone 1 – Introduce the innovation to them and allow

		they are the key to encouraging the faculty members in their departments <i>Constraint</i> - Can be a major constraint if they feel like they will have to take on more responsibilities	them active involvement in the process including evaluations and suggestions.
Faculty Members (C)	Curmudgeon	<i>Constraint</i> – oppose all regulations and social changes. Often create an antagonistic subculture.	Stone 2 – Introduce possible solutions to alleviate inconveniences and uncertainties.
Faculty Members (M)	Mainstreamer	Resource or constraint depending on their choice to change or not. Influenced heavily by the Transformers.	Stone 2 – Introduce possible solutions to alleviate inconveniences and uncertainties
Faculty Members (R)	Reactionary	<i>Constraint</i> – Has a vested interest in keeping things the same.	Stone 3 – Incorporate all previous steps and utilize followers and “pressures” from Administrators (Chancellor and VC of Academic Affairs) to encourage
Potential Funding Agents	Reactionary	<i>Constraint</i> – If funding is tight or if we cannot persuade them because of past success. <i>Resource</i> – Very important for the success of implementation because we always need \$\$\$\$.	Stone 4 – Have them observe the mission, Needs Assessment Plan, and Change Management Plan accompanied by a thorough presentation and persuasion from followers.

Appendix E: Strategies for Adoption

	<i>Phase I: Mission and Promotion</i>	<i>Phase II: Pedagogy and Requests</i>	<i>Phase II: Time Constraints</i>
Awareness	<ul style="list-style-type: none"> • Mass email • Updated CTE Website • Faculty Newsletters • Flyers in Faculty boxes • Seahawk Newspaper article • Wilmington Star News article • Presentations by Change Management Team and Department Chairs at Faculty Senate and departmental meetings • Open House Spring 2005 to allow faculty to view facilities and get an introduction to the services 	<ul style="list-style-type: none"> • Mass email • Updated CTE Website • Faculty Newsletters • Flyers in Faculty boxes • Seahawk Newspaper article • Wilmington Star News article • Presentations by Change Management Team and Department Chairs at Faculty Senate and departmental meetings • Open House Spring 2005 to allow faculty to view facilities and get an introduction to the services 	<ul style="list-style-type: none"> • Mass email • Updated CTE Website • Faculty Newsletters • Flyers in Faculty boxes • Seahawk Newspaper article • Wilmington Star News article • Presentations by Change Management Team and Department Chairs at Faculty Senate and departmental meetings • Open House Spring 2005 to allow faculty to view facilities and get an introduction to the services
Interest	<p>Faculty members will feel as though they are included in the process by having input via the online survey. The faculty members will have been exposed to the Chancellor’s goals on improving faculty quality and will be interested in meeting her objectives.</p>	<p>Faculty members will feel as though they are included in the process by having input via the online survey. The faculty members will have been exposed to the Chancellor’s goals on improving faculty quality and will be interested in meeting her objectives.</p> <p>CTE and evaluation request forms will allow faculty to know what to expect on evaluations and allow them to be prepared ahead of time.</p>	<p>Faculty members will feel as though they are included in the process by having input via the online survey. The faculty members will have been exposed to the Chancellor’s goals on improving faculty quality and will be interested in meeting her objectives.</p> <p>Faculty will see their issues being addressed and feel as though efforts are being made to improve their working conditions and increase their morale.</p>
Evaluation	<p>Faculty and other relative constituents will have an opportunity to evaluate the mission, quality of the website, and promotional strategies and submit suggestions prior to final approval on the CTE website (A message board, suggestions menu, will be implemented on the CTE website).</p> <p>The evaluation process will be continuous</p>	<p>Faculty and other relative constituents will have an opportunity to evaluate the pedagogical ideas and the request forms prior to final approval on the CTE website (A message board, suggestions menu, will be implemented on the CTE website).</p>	<p>Faculty can evaluate and relay suggestions to CTE on the CTE website. Any suggestions to improve their time constraints or any complaints can be addressed.</p>

	<p>and will allow for input from all stakeholders constantly via the web or other forms of contact information. Evaluation forms will be available after each workshop via the CTE website.</p> <p>An evaluation will be conducted at the end of each phase to measure the success thus far and then again at the end of each semester for stakeholders to address the success and needed changes.</p>	<p>The evaluation process will be continuous and will allow for input from all stakeholders constantly via the web or other forms of contact information. Evaluation forms will be available after each workshop via the CTE website.</p> <p>An evaluation will be conducted at the end of each phase to measure the success thus far and then again at the end of each semester for stakeholders to address the success and needed changes.</p>	<p>The evaluation process will be continuous and will allow for input from all stakeholders constantly via the web or other forms of contact information. Evaluation forms will be available after each workshop via the CTE website.</p> <p>An evaluation will be conducted at the end of each phase to measure the success thus far and then again at the end of each semester for stakeholders to address the success and needed changes.</p>
<p>Trial</p>	<p>The trial method is mostly improvisational (on-going) because of the type of organization and level of innovation and will allow for change as needed as suggested in the evaluation section and the overall change proposal.</p> <p>The innovation will be tried in the early stages and allow for evaluations and suggestions by persons involved. The primary phases will be the backbone of implementation, there will be summations to check for success at the end of the first year. Therefore, the trial itself could have its own phases which can be based on the end of semester or end of the year evaluations.</p> <p>A trial workshop will be conducted each semester for persons unfamiliar with CTE services to allow them to see if what they have to offer is something they can utilize in the future.</p>	<p>The trial method is mostly improvisational (on-going) because of the type of organization and level of innovation and will allow for change as needed as suggested in the evaluation section and the overall change proposal.</p> <p>The innovation will be tried in the early stages and allow for evaluations and suggestions by persons involved. The primary phases will be the backbone of implementation, there will be summations to check for success at the end of the first year. Therefore, the trial itself could have its own phases which can be based on the end of semester or end of the year evaluations.</p> <p>A trial workshop will be conducted each semester for persons unfamiliar with CTE services to allow them to see if what they have to offer is something they can utilize in the future.</p>	<p>The trial method is mostly improvisational (on-going) because of the type of organization and level of innovation and will allow for change as needed as suggested in the evaluation section and the overall change proposal.</p> <p>The innovation will be tried in the early stages and allow for evaluations and suggestions by persons involved. The primary phases will be the backbone of implementation, there will be summations to check for success at the end of the first year. Therefore, the trial itself could have its own phases which can be based on the end of semester or end of the year evaluations.</p> <p>A trial workshop will be conducted each semester for persons unfamiliar with CTE services to allow them to see if what they have to offer is something they can utilize in the future.</p>

Adoption	Similar strategies as to gain interest. The allowance for input and involvement will increase the level of adoption because a common cause is coming together. Utilize positive stakeholders to influence others.	Similar strategies as to gain interest. The allowance for input and involvement will increase the level of adoption because a common cause is coming together. Utilize positive stakeholders to influence others.	Similar strategies as to gain interest. The allowance for input and involvement will increase the level of adoption because a common cause is coming together. Utilize positive stakeholders to influence others.
Integration	<p>Will combine qualities of former CTE mission with ideas for current CTE mission to devise a strong mission inclusive of a consensus view.</p> <p>The promotional methods will be integrated gradually through the use of the Change Management Team members, print media, and the media.</p> <p>Will not just change everything, will do it bit by bit until everyone is comfortable and do not get “shocked.” Involving some of Kurt Lewin’s ideals of “unfreezing, changing, and refreezing.” Will have to change a small portion of the policies to fit the new mission but will take the necessary time to view, discuss, analyze, and manipulate</p>	<p>Complete campus involvement is the key to the success of establishing pedagogical ideals and uniform systems.</p> <p>Ample time and constant updates will be give through the various means of input from faculty so that once all ideals and documents are approved, no one feels left out of the system and chances for rebuttal and discontent can be addressed before integrating the new ideals into the system.</p>	<p>Students will be introduced to the new possibilities with involvement in CTE. Interested applicants to departments will be aware of stipulations on their jobs, students who will possibly create some of the modules and design workshops will be made aware prior to integration to allow for preparation.</p> <p>The time constraint issue should lead to minimum resistance because it will allow for students to get hands-on experience, feel valuable to the improvement of the University, and allow the CTE director, Department Chairpersons, and Faculty members to focus time on job description duties and less time worrying about CTE tasks to alleviate burdens.</p>