Change Management Plan

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INTRODUCTION

The Center for Teaching Excellence (CTE) was established in 1992 at the University of North Carolina at Wilmington (UNCW) to assist the university in fulfilling its commitment to strengthening undergraduate and graduate instruction. CTE provides resources and assistance exclusively for the faculty of UNCW, which cover a wide variety of pedagogical issues and topics. Some are in the form of group workshops or individual projects. The current director Dr. Patricia Turrisi expressed a problem related to low participation and involvement in CTE programs by UNCW faculty. Specifically the issue was expressed as "CTE desires more input from its constituents (faculty) as to specific programs and services needed relative to CTE's mission." At present, there are a low number of unsolicited requests for CTE services and assistance. This makes it difficult to plan workshops and provide other resources of interest to the faculty of UNCW. Dr. Turrisi described the *optimal* or desired level of input, as a significant increase in requests and usage from the current level of requests, both in quantity and quality. She would like a more formalized system of requests for CTE services, which would generate over 25 requests per semester for services.

In an attempt to better understand problem, a three-phase needs assessment was conducted. The following activities were included:

1. A personal interview with Dr. Patricia Turrisi, CTE director.
2. A review the historical data from CTE pertaining to workshop participation.
3. A personal interview with Dr. Raymond Burt, Assistant Vice Chancellor of Academic Affairs.
4. An electronic opinion survey given to the entire UNCW faculty. (20% response rate obtained and data analyzed).

After completing the needs assessment, several common factors from the three sources emerged.

- CTE is underutilized and faculty requests for services are lacking.
- Faculty organization lacks a formal system of identifying, generating, and reporting pedagogical development needs to CTE.
- Workshop participation is constrained by a combination of faculty time availability and low prioritization and incentives.
- Inconsistent methods of evaluating and measuring faculty pedagogical skills development exist across various departments.
- Faculties with the least amount of experience tend to participate in CTE more often than those with more experience.

The issue expressed by CTE in terms of participation and requests for services, was due to systematic problems within UNCW faculty and administration, which constrained pedagogical development in general. Other issues specific to CTE (misunderstood, awareness of services, time) has a major impact on faculty participation and input.

SUMMARY OF CHANGE PROPOSAL

Based on the results of the needs assessment, a combination of solutions must be used in order to increase CTE awareness, faculty participation and input. A six-step adoption process of innovation is incorporated into these phases.

Phase One: (Awareness and Interest) Re-invent the CTE by forming a committee to revise the CTE mission and setup of resources. This group will also promote the center and engage each department chairperson to help carry out the plan.

Phase Three: (Trial and Evaluation) Formalize Requests for Professional Development Needs concerning what each department identifies in professional development plans. Evaluate the attendee satisfaction of all workshops.

Phase Four: (Adoption and Integration) Establish Continuous Improvement of CTE and Communication between CTE and UNCW Faculty should remain ongoing and productive from year to year.

STAKEHOLDERS AND ROLES

Stakeholders	Role in Change
CTE Director and Employees	Change Agent
CTE Faculty Associates and Advisory Committee	Resource
MIT Students	Outside Change Agent and Resource
Provost Office of Academic Affairs and Chancellor	Resource, Opinion Leaders, and Change Agent
Department Chairs	Resource and Opinion Leaders
Students and Parents	Beneficiary
Community	Beneficiary
All UNCW Faculty	Beneficiary, Opinion Leaders, Innovators, and Resisters

UNCW framework for Academic Affairs Division provided in Appendix A

POSSIBLE CONSTRAINTS

UNCW faculty has suggested that the time plays a large factor in attendance of CTE workshops. CTE is limited in how they address this issue. Therefore, the workshop offerings will be increased by CTE and repeated at various times if possible in order to accommodate the schedules of the faculty. UNCW Administration may be unwilling to offer any other sources of alleviating time constraints.

Phase two relies on the participation of each department chairperson to stimulate formal requests for workshops from CTE. If the department chairperson does not initiate the participation in this communication, the requests may not reflect the needs of each department and the increased use of CTE may take longer than expected.

CHANGE MANAGEMENT TEAM

An initial committee within CTE must be established and meet with the needs assessment team made up of four students from the MIT program. This committee is responsible for reviewing the plan and finalizing the activities in Phase One. After Phase One, the CTE should create a team in order to carry out the rest of the duties detailed in this change management plan. The team may also employ assistance from MIT students and department chairpersons.

PLAN AND TIMELINE

Phase One: Re-invent the CTE (Fall 2004)

During the first semester of the change, CTE must revisit its mission and establish a focus on gaining attention of the UNCW Faculty advisory committee (innovators) and department chairpersons (opinion leaders). In order to gain input from the CTE Faculty advisory committee and each department chairpersons, students of the MIT (Instructional Technology) program may be hired (pending funding) to complete this process. Strategies include increasing awareness of the CTE mission and highlight the benefits of using CTE as opposed to other sources of professional development.

MIT students may be a resource in order to redesign the CTE website and create a new logo. Organization of the online resources is needed and workshop schedules as well as registration should be added to the site. Online registration should be made available on the website as well.

Once these steps have been taken, the CTE is ready for advertisement. A new schedule should be setup and publicized. Use of media, print in publications, electronic files, and all other forms of communication on campus should be utilized.

Department chairpersons and the faculty advisory committee should be invited to an open house so that the CTE can introduce the new goals and services provided by CTE. It is imperative that the department chairpersons and committee attend the function and/or send a representative. During the open house, and input gathered from these groups will be addressed and the attendees will gain an understanding of the benefits and mission of CTE. Information gathered at this open house will help the departments understand that the benefits of CTE are worthy of their attention. The open house will take place after the CTE improvements and plans are established.

Phase Two: Formalize Requests for Professional Development Needs and Evaluate Current Workshops (Fall 2004)

CTE should develop a formal request form that is accessible online and in print form. Every UNCW faculty member should have access to the form. Each department chairperson should encourage initial use of the form. The purpose for using the form is to ensure that CTE will offer resources that will directly serve the needs of the individual professional development plans. Department chairpersons must also review professional development of individual faculty. Based on the reviews, the departments can identify their training needs and formally request workshops needed for their departments and resources needed from CTE.

Each time a department requests a workshop, the CTE communication committee should respond with a formal letter. The first letter should be a letter of receipt, notifying the department that CTE is making efforts to fulfill the request. Once details are available, a second letter to the department should include information about the upcoming workshop or resource, instructor, and summary of content. The use of these letters is a strategy that is needed in order to establish the confidence of the opinion leaders and innovators of UNCW. The change management committee established within the CTE must setup a system to be sure these letters are delivered in a timely manner.

After Phase one has been completed, workshops offered in CTE will continue. Any attendees of these workshops should evaluate each workshop and the CTE committee should compile results. Based on the results of these evaluations, CTE must prepare plans to make improvements to all workshops offered. Advertisement of any improvements should be communicated with the UNCW faculty in order to sustain the attention of opinion leaders and gain initial attention of laggards within the faculty.

Phase Three: Establish Continuous Improvement and Communication (On-Going)

Once the individual department chairs have formally communicate their professional development needs and issues to CTE, CTE would serve each request and develop a range of services aimed at facilitating and servicing their specific needs. These services should include all aspects of faculty skills development such as time management, teaching efficiency, quality, etc. These services should be delivered in a systematic manner convenient to faculty needs. This process should be incorporated into the annual faculty evaluations with reports from department heads evaluating effectiveness of CTE services.

Follow up surveys should be administered formally to all departments and attendees addressing the overall performance of CTE. A committee from CTE should be formed to evaluate each workshop and address any other issues or comments. The CTE should form an improvement plan to include goals, strategies, and performance indicators. This improvement plan should be update yearly and be made available to all faculty. The CTE should continue to hold an annual open house for all who are interested but target the department chairpersons and CTE faculty advisory committee. An updated website and continued advertising in the media and electronic resources should include the release of a monthly newsletter or calendar of events.

PROS AND CONS

Revision of the CTE mission and online resources is needed for all UNCW faculty. These revisions will make CTE more reliable and organized. Faculty will have easy access to information and registration. Since departments would make formal requests of their individual needs, CTE will begin to offer workshops that are specifically needed. Revising the CTE mission and promoting the center would greatly increase the awareness among faculty and renew the image of CTE.

Any efforts to improve the resources for pedagogical improvement will most likely be favored by the UNCW administration. The budget for CTE is already in place and additional funds requested will be minimal.

UNCW policies concerning faculty responsibilities are set and cannot be influenced by CTE. In order for time constraints to be addressed, CTE is limited in what can be done. Repeated offerings of workshops and offering the workshops at various times are currently the only solution to the issue of time.

Appendix A Framework for Academic Affairs Division

Appendix B

Identification of Common Things in the Organization

FOR	AGAINST	IIMPORTANCE	EASE OF CHANGE
CTE Director and Faculty want more input from faculty and want to improve image and resources.		This group is necessary for any change to occur.	CTE is for this change unless a new director has other plan in mind.
	Faculty does not have extra time for attending additional workshops will not look to CTE for assistance.	Important for attendance to workshops to improve.	Change can only occur within UNCW administration and policies. Almost impossible to change at this point.
Academic Affairs and UNCW Administration including Chancellor will favor pedagogical improvements.		Necessary to gain the support of the administration and Chancellor. They will act as opinion leaders with high authority, respect, and influence.	Unlikely that they will not favor this improvement. CTE is only asking for publicity and support.
	Faculty who do not feel the need for pedagogical improvements will not want to be a part of the changes.	These are the laggards and resistors and may not participate in the influence of others. May already be recognized in the community as the resisting group.	Will not be influenced initially but with time could become involved once others are influenced.
	CTE cannot address time issues among faculty workload.	Important to increase the usage of CTE but will not affect innovators and most opinion leaders.	Not easy to change this however, some solutions are possible even if they are small.

Appendix C – Stages and Strategies for Adoption

Stages of Adoption	Phase	Strategies
Awareness	**Phase One:** Re-invent the CTE (Fall 2004)	• Publicizing • Open House Presentations • Outline Benefits of CTE • Website revisions
Interest	**Phase One:** Re-invent the CTE (Fall 2004)	• Revise mission and gain attention of the UNCW Faculty advisory committee (innovators) and department chairpersons (opinion leaders) • Open House Presentations • Outline Benefits of CTE • Website Revisions
Trial	**Phase Two**: Formalize Requests for Professional Development Needs and (Fall 2004)	• Develop a formal request form that is accessible online and in print • Letters in response to all requests • Workshops offered • Posted schedules and online registration on website
Evolution	**Phase Two**: Evaluate Current Workshops (Fall 2004)	• Workshop evaluations • Publicize improvements
Adoption	**Phase Three:** Establish Continuous Improvement and Communication (On-Going)	• Workshops offered • CTE Improvement Plan
Integration	**Phase Three:** Establish Continuous Improvement and Communication (On-Going)	• Annual faculty evaluations • CTE Improvement Plan • Follow up surveys to all department chairpersons and CTE Faculty Advisory Committee • Website announcements, schedules • Monthly newsletters