MIT 530
Evaluation and Change in Instructional Development
Change Management Plan

Project Topic:
Watson School of Education
Examining Diversity within the Watson School of Education Curriculum

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Introduction

The MIT 530 team was asked to determine how much and how well aspects of the term diversity are being taught within the Watson School of Education (WSE). The request came from the Diversity Committee within the WSE. The MIT was also asked by the Diversity Committee to determine what resources, guidelines and materials may be needed by faculty members in order to effectively integrate diversity into their curriculum. With the completion of the given information (how much/well diversity is being implemented, and what resources are available and being utilized) the Diversity Committee will define the optimals regarding diversity within WSE.

A training needs assessment (TNA) was performed by the MIT 530 team. The purpose of the TNA was to determine students' preparedness to address diversity upon graduation. The TNA also determined how students defined the term "diversity," how well and often the term was used within their WSE classes. The TNA also was applied to discover how faculty felt about the term and its implementation. They were asked questions such as how often they taught the topics of diverse populations, what their definition of the term diversity was, and what could WSE and the Diversity Committee do to better prepare both faculty and students to teach and understand diversity.

As a result of the TNA, it was decided that a combination of solutions should be utilized to determine how much and how well professors are teaching diversity. The solutions also lead to a more common understanding of the term diversity, making it more uniform and teachable. Three possible solutions are stated below:

1. Disseminate the UNCW definition of diversity.
2. Offer a list of topics and resources for professors who are unsure of what diversity issues to address in their particular course.
3. Create a job aide with helpful websites, tips for dealing with various cultures, contact information of the Diversity Committee

*Though all recommendations are separate, the job aide will include a reminder of the list of topics and resources of diversity as well as define diversity, according to UNCW's standards.

The Diversity Committee decided the recommendations were worth pursuing, after a presentation made by the MIT 530 team. In order for these changes to be implemented

seamlessly, this Change Management Plan was created. The Change Management Plan includes the following information.

- Potential resistance that may exist in the organization
- Stakeholders who have both positive and negative impact on the implementation
- Strategies, steps, and timeline of implementation
- Why the plan will work, why may it not work

This plan can be adaptable, in case of change of circumstances.

Summary of the Change Proposal

The change implementation will begin in April and be fully implemented by Spring of 2008. This Change Management Plan breaks up the steps of implementation into five phases. Phase I will be dedicated to electing members to be on the change management team. Phase II, which begins in September after a three month break, is a planning phase in which the change management team will design materials to present the MIT 530 team recommendations to each department within the WSE. The focus of Phase III will be the presentations made to WSE faculty through departmental meetings. Phase IV is focused on evaluating the success of the presentations made within Phase II and conducting follow up meetings with departments for additional needs.   Phase IV also consists of sharing successes and concerns with the Diversity Committee and the Dean of WSE. Phase V will be the full implementation of resources and strategies learned via the presentations and job aides in the WSE with more evaluation following. (See **Appendix A.)**

Identification of Stakeholders

Many people and groups will have an impact on the success of the recommendations. The members of the Diversity Committee are extremely important stakeholders because they are the ones who initiated the investigation into the diversity issue at WSE. Faculty and staff of WSE are also stakeholders because not only were their opinions and suggestions used within the recommendations; they will be the ones who implement the recommendations. Students are stakeholders because they will benefit from the changes being made within their WSE classes. The MIT 530 team serves as outside change agents because they identified the needs, determined the changes to be made and they will take a leadership role when designing the plan to address the needs. (See **Appendix B**.)

Forces For and Against the Implementation

While conducting the needs assessment, several issues were discovered that can promote or impede the implementation of the suggested recommendations. According to survey results, the majority of both faculty and students have a good grasp of what the term diversity means. Definitions vary slightly, but have the same underlining theme. Therefore, the MIT 530 team believes the integration of the UNCW definition will be seamless. The optimals will be defined in two ways: 1) through department meeting in which a presentation by a change management team member is made and 2) they will be re-iterated by mention on the job aides that all faculty will receive. There will be anticipated negative attitudes when it comes to the departmental training/meeting. On the faculty surveys, many faculty members (75.8%) indicated that they do not prefer to attend workshops on diversity. Though these meetings will not be large scale workshops, there will still be anticipated negative attitudes concerning attendance. Concerning the job aides, the MIT 530 teams expects to receive little resistance, due to 72.7% of faculty stating they are interested in learning more about diversity. The MIT 530 expects full cooperation from the Diversity Committee. (See **Appendix C**.)

The Change Management Team

The change management team will be formed at the beginning of the implementation of the recommendations. The members of the change management team share a common belief in the improvement of the WSE diversity initiative. The purpose of the change management team is to initiate the change and provide guidance and leadership throughout the implementation of the changes. The change management team will also both formatively and summatively evaluate the implementations. They will also be a resource for other faculty and students during the change period.

The change management team will meet in person or in an online atmosphere monthly to evaluate the progress of the change and take steps for the next phase of change implementation. They will communicate via email or by telephone. In the event that a change management team is no longer interested in attending meetings or is no longer employed by UNCW, a new member will be elected to fill the missing member's place.

The change management team will consist of three members from the Diversity Committee, the MIT 530 team and a representative from each department within WSE. This is to ensure that all areas are being addressed. Each member will report back to their department (Diversity Committee members to the Diversity Committee, MIT 530 team to MIT 530 instructor, and department members to their individual departments.) A member from the Dean's office will also be asked to be a part of the change management team. He or she will report back to the Dean. Each member of the change management team will receive a certificate of professional development.

Phase I: April and May, 2007
Main ideas:
- Presentation by MIT 530 team
- Establish change management team

The Diversity Committee meets once a month. Within the April 18th meeting, the MIT 530 team will present their research. Their research includes how often faculty include diversity curriculum within their courses, their attitudes concerning diversity, and if/how they would like learn more about the topic of diversity. The MIT 530 team will also present a list of recommendations that promise to have a positive influence on the presentation of diversity within the Watson School of Education.

In May, the Diversity Committee will meet again. Upon choosing the selected recommendations outlined in this plan, they will elect two members to lead the change management team. They will also create and send an email to each department head within the WSE announcing the creation of the change management team, its' purpose and will also ask each department to choose one candidate to be a member of the change management team.

Phase II: September, 2007
Main ideas:
- Change management initial meeting
- Determine mission
- Email faculty of WSE
- Create power point
- Create job aides
- Create surveys

In September of 2007, the change management team will meet twice. The goals of meeting number one are to decide on a mission statement that will be included in all materials presented. They will also create an email to be sent to all WSE faculty introducing themselves, their mission, and announcing a presentation a ten minute power point at the next department meeting available. Team members will then brainstorm resources, diversity topics, and ideas to be included within power point presentation as well as job aide.

The change management team will meet two weeks later. The goals of meeting number two include the creation of a power point including a description of the MIT 530 project, the purpose of the change management team, UNCW definition of diversity, resources on diversity and diversity topics. The power point will not contain a large number of slides due to the time limit of the presentation.   Another goal of meeting number two is to create a job aide with helpful websites, tips for dealing with various cultures, contact information of the Diversity Committee, UNCW definition of diversity, diversity topics

and resources. The job aide will be evaluated by an outside source and sent to the print shop to be copied and laminated, if the budget allows. If the budget is too low, the job aides can be saved to a CD and given to each department head after the presentation. The final goal of meeting number two is to create a survey to be distributed after the presentation, inquiring about the value of the presentation.

Phase III: October and November, 2007
Main ideas:
- Evaluate materials
- Send mass email to WSE faculty to announce presentation and introduce change management team
- Conduct presentations
- Distribute follow up surveys

Phase III will begin with the final evaluation of all the materials to be used and distributed. The change management team will practice the presentation in front of two or three faculty members from another school within UNCW, and distribute the survey to these trial participants. If everything runs smoothly, the mass email will be sent to WSE faculty to announce the presentation and introduce the change management team. Each team member will schedule at least one presentation within a department. Presentations should begin the last two weeks of October and run through November.

During the presentation, the change management team member will introduce themselves and the team. They will briefly discuss their reason for attending the department meeting and begin the power point presentation. After the slide show, they will then pass out the job aides and surveys. At the end, they will collect the surveys and re iterate to the faculty, the ways to contact the change management team and/or the Diversity Committee.

Phase IV: December 2007 and January 2008
Main ideas:
- Evaluate surveys
- Conduct follow up meetings with departments, as needed
- Share results of presentations with the Diversity Committee and the Dean of WSE
- Fully implement strategies and resources provided by presentations and job aides within the WSE

Phase IV will begin with a change management team meeting. During the meetings, the surveys collected after the presentation will be reviewed and analyzed. The change management team will decide, upon reading the surveys, whether or not they will conduct follow up meetings with WSE faculty to offer further guidance. If only select WSE faculty wishes to have a follow up meeting, accommodations will be made to have an open session in which any WSE faculty can attend. The change management team will then meet with the Diversity Committee and the Dean of WSE to share successes and concerns of the presentations and job aides.

If the recommendations deem to be successful, Phase IV will end with the full implementation of strategies and resources provided by the presentations and job aides within the WSE.

Phase V: May, 2008
Main ideas:
- Summative evaluation of presentations and job aides

Phase V takes place in May of 2008, after the 2007-2008 school year has come to an end. The members of the change management team will meet with the Diversity Committee to perform a summative evaluation on the recommendations provided by the MIT 530 team. Results will be shared with the Dean of WSE. The summative evaluation will include surveys, interviews, observations, and focus groups. Both faculty and students will be utilized in the performance of the summative evaluation.

Pros and Cons

This plan is very practical, and with the right amount of resources, will work. It is a plan that integrates itself into the WSE very seamlessly. It includes all six phases needed by individuals to adopt an innovation: awareness, interest, evaluation, trial, adoption, and integration. The responsibility load is on a group versus individuals. Also, the timeline allows for delays without harming the schedule.

If a change management team is not formed, or the formed change management team is not willing to work, this plan will not be successful. The plan needs to be supported by all members of the WSE in its production and implementation.

Appendix A

Month	Event
April	- Diversity Committee Meeting - Presentation by MIT 530 team
May	- Diversity Committee Meeting - Elect two members to be on change management team - Send email to department heads within the WSE, requesting one faculty member per department to be on change management team
September	- Change Management Team Meeting 1 - Decide on mission of team as led by two Diversity Committee Members - Create mass email introducing themselves and informing each department that a member of the Change Management Team would like to do a ten minute presentation in an upcoming department meeting - Brainstorm resources, diversity topics, and ideas to be included within power point presentation as well as job aide
	- Change Management Team Meeting 2 - Create power point describing - MIT 530 project - Purpose of Change Management Team - UNCW definition of diversity - Resources on diversity - Diversity topics - Create job aide with helpful websites, tips for dealing with various cultures, contact information of the Diversity Committee, UNCW definition of diversity, diversity topics and resources - Create survey to pass out to meeting participants after the presentation
October	- Change Management Team meeting - Evaluate materials - Send mass email created during previous meetings - Trial presentation with non WSE faculty - Presentations to WSE departments - Each member will attend one department meeting held within the WSE - Power point presentation will be made - Job Aides will be given to each faculty member

	o Surveys will be distributed and collected
November	• Continue presentations to WSE departments
December	• Change Management Team meeting o Evaluate surveys • Follow up presentations with departments

January	• Change Management Team meeting with Diversity
	    Committee and Dean
	      o Share successes and concerns of presentations and job
	          aides
	• Fully implement strategies and resources into WSE classes

May	• Evaluate the success of presentations

Current performance conditions: Current use of diversity in WSE is unknown.
Desired performance conditions: Faculty will implement diversity in an optimal manner.

Goals	Indicators	Benchmarks	Measures
Phase I	The Diversity Committee will meet to create the change management team.	A list of change management team members will be sent to each member.	Team member list
Phase II	Change management team will brainstorm, create and evaluate materials to be utilized.	Power point and job aides will be sent to each member to evaluate.	Created power point presentation, job aide, and survey
Phase III	Faculty will attend department meeting and learn about the resources and goals of the change management team and Diversity Committee.	Faculty will complete surveys and begin to think about how to integrate diversity into their classrooms.	Completed surveys
Phase IV	Faculty will increase the amount of diversity topics presented within their classrooms.	Faculty will incorporate UNCW's definition of diversity into their Spring course syllabi.	Syllabi
Phase V	Summative evaluation	The summative evaluation will include surveys,	Completed surveys and notes taken from observations

			observations, and focus groups.	and focus groups

Strategies for each adoption phase

Awareness	Interest	Evaluation	Trial	Adoption	Integration
Email sent by Diversity Committee	Emails sent	Surveys completed	Presentation with non WSE member	Continue support	Follow up survey, interview, observation, or focus group
Email sent by change management team	Surveys completed	Focus groups, interviews, observations	Introduction of presentations in the Fall	Provide further training and encouragement	Review and evaluation

Appendix B

Identification of key people and stepping stone strategies

Names	Role in innovation	Resources/constraints	Stepping stone strategies
UNCW	Innovator	Resource-can provide leadership and resources: has the power to alter the existing system	
Diversity Committee	Change agent	Resource-initiates the change: can provide leadership and resources	
MIT 530 team	Change agent	Resource-initiates the change Constraint-outside the system	Stone 1-Introduce the innovation through presentation
Most faculty	Mainstreamers	Resource-are willing to change patterns of behavior	Stone 2-Follow up session for additional questions or support
	Transformers	Can influence other faculty members to adapt to the change	Stone 3-Faculty will try out recommendations and evaluate.

			Support will be provided.
Few faculty	Unwilling laggards	Constraint-unwilling to change patterns of behavior	Stone 4-Full implementation of recommendations. Support will be provided.

Appendix C

Forces favoring innovation	Forces against innovation	Importance to system and people	Easy to change
Diversity Committee		Important	Yes
72.7% of faculty state they are interested in learning more about diversity		Important	Yes
	15.2% of faculty state they are not interested in learning more about diversity	Important	No
72.5% of students believe it is important that diversity be addressed within the classroom		Important	Yes
	26.1% of students feel it is not important for diversity to be addressed within the classroom	Important	No