



Recommended solutions and implementation plan for UNCW Center for Teaching Excellence in relation to low faculty services request problem.

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MIT 530- Evaluation and Change in Instructional Development

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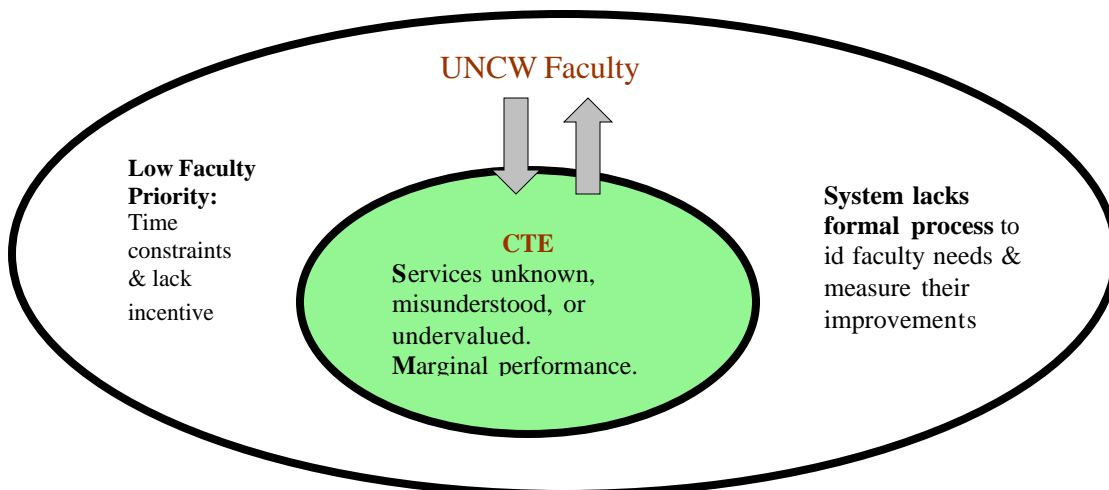
I. Situation Analysis:

Problem

Acting at the request of our client the UNCW Center for Teaching Excellence (CTE), a needs assessment was conducted to determine the cause and potential solutions to their expressed problem of increasing UNCW faculty request for services. Findings based on interviews with key personnel as well as a survey of all UNCW full time faculty indicated the existence of several interrelated problems contributing to lack of faculty requests. They are as follows:

1. A constraint on faculty time due to ever increasing workloads is a significant factor in pedagogical skills development.
2. Perception of mission and purpose of CTE is not clearly understood by all faculties.
3. The university has no formal standardized process for identifying, implementing, and measuring pedagogical development amongst various departments.
4. The UNCW system does not put a high priority on facilitating and rewarding faculty skills development. Personal career benefits of CTE programs are not known or valued.
5. Other issues specific to CTE include lack of faculty awareness of program offerings, schedule conflicts, and marginal satisfaction of program participants.

UNCW CTE-Faculty Skills Development Problems



Solution Options:

Base on the needs analysis and subsequent research the following solution options were developed:

1. Make faculty time available for pedagogical development and make CTE the first choice for professional development.
2. Resolve administrative issues related to prioritizing, offering incentives, and formalizing faculty skills development.
3. Revising and communicating the mission and services of CTE.
4. Formalize the process of requesting services from CTE.

II Analysis of Environment for Change

Resistance and Constraints:

CTE acts as an in-house service provider to faculty and administration within the UNCW system. It was created in 1992 in response to a NC legislative mandate as opposed to filling a pent up demand for pedagogical services desired by the UNCW system at that time. Subsequently the system change of utilizing CTE for in depth, broad based, faculty skills development has never been successfully extended to gain wide acceptance within UNCW. The needs assessment research identified some specific resistance to this change as noted in above problems. Furthermore, from a more systemic point of view the UNCW system is similar to most higher education institutions in that it is very conservative and slow to adopt changes in general. Any proposed solutions to CTE faculty services request problem should consider these negative resistant factors affecting faculty such as:

- unwillingness to take risks to achieve something which may not be valued
- lack of recognition for efforts
- lack of documentation to support claims of enhanced learning outcomes - is it all just a fad?
- skepticism regarding motives for institutional policy decisions promoting innovation - financial or pedagogical benefits?
- lack of support from management
- increased class sizes
- diminished time – conflicting priorities.

In selecting the appropriate solution, CTE must consider its limitations in resolving many of these issues from a system wide, top down, mandated type approach. Instead, it should look to ways in which it can leverage its strengths to pull faculty towards its services.

An important constraint which must be considered is the current limitation on financial resources at the university level. To this end additional funding for CTE must compete with other UNCW priorities based on effectiveness and conformity with University strategic goals.

However there are several forces currently at UNCW, which could positively affect ability to implement change:

- A new Chancellor and revised strategic plan.
- A new director for CTE??
- High faculty willingness to participate in CTE programs if right services provided.
- Recognition of competitive environment for state funding within UNC system based on performance measures.
- High percentage of faculty at UNCW less than 5 years- open to change.

System Stakeholders:

Within UNCW, formal and informal groups and individuals are joined in a social system aimed at fulfilling common goals of UNCW. As in any social system, members exist which can help bring about any proposed change to utilization of CTE services.

Students: Major stakeholders as the ultimate end result of any change should be a positive impact on student learning. Students tend to be open to change and good source of feedback for any pedagogical improvement efforts. Upper-class students (senior, junior) would be especially valuable, as they would have experiences of prior teaching methods to use as a baseline for evaluating new pedagogical approaches.

Faculty: Needs assessment research evidences a very diverse group in terms of faculty position, motivation to change, and perceived value of CTE. Within this group exist many sub-groups based on organizational structure (departments), specific subject expertise, research interests, age, experience, perception of CTE, and motivation to improve pedagogical skills. Most are early or late majority in terms of change being risk averse and ready to embrace change only when risk/reward factors have been demonstrated to be clearly in their favor. In general those with least to gain financially such as full professors and those with long established individual teaching methods will present the most resistance to pedagogical changes. However, department heads, CTE advisory committee, and some other key faculty members who tend to be viewed as role models and opinion leaders will be key to the early adoption and acceptance of any changes in the manner in which faculty interacts with CTE and can be used to influence and minimize the resistance. Furthermore, the research indicates a significant correlation between the 45% of faculty who have been at UNCW 5 years or less and their historic participation and interest in CTE services. This group presents potential innovators due to potential for financial gain and other recognition along with a lack of long time hardened individual methods.

Administration-A new chancellor brings about an environment of change and a recent draft of new university strategic plan includes an emphasis on faculty development in support of overall goal of becoming a top academic institution. With this in place, other key administrators and managers (dept heads) will be supportive. Specifically, Dr. R. Burk is a major stakeholder in faculty skills development and based on his knowledge

motivation and influence would be an excellent marketer and communicator for new ideas. Also, Dr. Murdock has been hired to provide e-learning solutions wherever possible. In interviews, both have demonstrated some very innovative ideas for making CTE more effective and are open to trying and promoting new methods.

Resources:

From a client standpoint, CTE should look to the resources available and within their control. Satisfactory office workshop space currently exists as well as equipment to use and demonstrate technology in training. A staff of 3 may or may not be sufficient long term, but is currently available to facilitate any recommended solutions. CTE also has the expertise of its 12-member faculty advisory committee to draw on. It also has other strengths in that previous workshop participants had a favorable perception of the quality of its services along with the ability to utilize in house UNCW experts for such specific topics as e-learning, time management and instructional technology. It has external resources in terms of other pedagogical development models, which exist, at other universities. Specifically those at UNC-Chapel Hill, Appalachian State Univ. and Univ. of Delaware are recommended. In preparing this proposal, Dr. Petschauer, director of The Hubbard Center for Faculty and Staff Support at Appalachian State was consulted.

III Solutions Analysis

Decision Criteria:

In evaluating potential solutions to the problem of increasing faculty requests for services the client (CTE) should base decisions on “Must” and “Would like” criteria.

Solution must:

- Meet short-term goals of increased faculty requests in school year 2005.
- Be able to be implemented from within its control using existing resources
- Fit with University mission and strategic plans.
- Be sustainable and expandable to majority of faculty.

Would like solution to:

- Help resolve system issues of faculty priorities, time, and incentive for pedagogical development.
- Help resolve system issue of inconsistent or lacking standardized faculty performance measures.
- Help establish a formal process of faculty input to CTE.

Solution Options Analysis:

Solution option	Decision Criteria						
	MUST				WOULD LIKE		
	Meet increased request goals	Controllable with current resources	Fit UNCW mission & plan	Sustainable & expandable	Impact time and incentive issues	Impact faculty performance issues	Establish formal input process
1. Make faculty time available for pedagogical development and make CTE the first choice for professional development	Doesn't insure more faculty involvement	Not within CTE control	Fits	?	Something else goes	No direct impact	No direct impact
2. Resolve issues related to prioritizing, offering incentives, and formalizing faculty skills development	Doesn't insure more faculty involvement	Not within CTE control	Fits	?	Yes	No direct impact	No direct impact
3. Revise and communicate the mission and services of CTE.	Don't know what's needed	Yes	Yes	No	No	No	No
4. Formalize the process of requesting services from CTE	Will produce increased faculty input	Cannot do without department heads and or admin support.	Yes	Yes	Can help greatly	Can help greatly	Yes

Solution Proposal and Justification:

Based on analysis of decision criteria the option of CTE working to establish a process of formalized faculty input on department levels meets all but 1 of Must criteria and has greatest potential to help alleviate systemic issues (Would like). Another option of revising and communicating a new mission and services offered by CTE would also have a favorable impact later but will not insure a solution to the immediate need for faculty requests. Combining these two options produces a solution by which:

CTE director (innovator) and staff, with support of Vice Chancellor Dr Burt (change agent), will lead and facilitate a formal process whereby faculty skills development and other support needs are identified by each department head and utilized to gradually evolve the services and mission of CTE. All aspects of faculty skills development will be considered. Success will be measured by:

- **Significant increases in needs requests and participation in CTE services.**
- **Rate of adoption by UNCW faculty departments with goal of 50% within 12 months and 90% within 18 months.**

Participation in this program is optional, but through proper implementation it will provide demonstrated advantages to participants and onlookers via some combination of improved student learning and/or reduction in faculty time. It will also be attractive to department heads and administration in that a basis for evaluating one aspect of faculty performance will be established as well as being compatible with the expressed strategic plan of UNCW. Furthermore, through proper implementation, no additional resources or funding will be needed until demonstrated success brings in the majority departments and faculty. This proposal will be easy to understand as simply an effective way for CTE to identify and ultimately meet faculty needs and will be implemented with a non-commitment triability option. Results will be observable and measurable via (student feedback/performance, faculty time and satisfaction survey).

IV Implementation Plan

Strategy for successfully implementing this program is based on Rogers's diffusion and adoption model, 1995.

Key roles and responsibilities:

Current or New CTE Director: Will promote need for change and offer this new proposal as an innovative but proven method. In addition is responsible for actual facilitation of departmental skills development process (working with dept heads), implementation of needed CTE services, and assessment of results. Basically the hands on facilitator.

Dr. Raymond Burt, Assistant Vice Chancellor: Dr Burt will lead the change by acting as the marketer and communicator for the implementation of the proposed solution. He is well respected, knows the inner workings and politics of the system, and is also influential. He also recognizes the systemic faculty issues raised and is highly motivated to use a new CTE as the basis for a one-stop solution.

UNCW Chancellor will be key early adaptor in lending support to this effort.

UNCW students will play important role in providing feedback on impact of pedagogical changes.

UNCW Dept. Heads are key group to focus on for adoption.

Implementation Phases

In order to insure maximum speed of adoption while insuring success, this program will be implemented in four main phases:

- Small scale trial
- Extension into mainstream
- Adoption by majority
- Institutionalizing

Phase	Schedule	Goals	Strategy	Actions
Stepping stone preliminary phase	Week 1	Inform and generate support of all senior administration- Head off any misunderstandings or resistance at high levels.	Sell concept to chancellor and Vice chancellors	Dr Burt-Present plan at chancellors monthly meeting along with resource requirements and expected benefits.
Awareness	Wk 2	Create awareness amongst all faculty and administration to current problems and intent to resolve.	Communicate upcoming changes indicating aimed improving teaching and learning with voluntary participation.	Memorandum from Chancellor to all faculties supporting faculty development and describing trial program to revise CTE based on formal process of identifying faculty pedagogical needs through individual departmental discussions. Encourages all faculty members to provide input to their department heads on this concept.
Interest	Wk 3	Generate interest and identify potential early adopters.	Identify one or two faculty departments who are willing to act as trial group.	CTE director meets individually with each dept head to explain program in and expected benefits. Solicit one or two dept. heads that would be early adopters to this program.
Evaluation	Wk 4	Identify 25-50 specific faculties and assess pedagogical skill needs for this trial group.	Develop a consensus on one or two specific skills to be addressed- focus on topics with high interest, and easily measurable results.	CTE Director-Conduct focus group type meetings with faculty of trial group(s). Assess needs, present options or solutions to consensus skill needs.
Trial	Wk 5-9	Conduct successful trial of meeting faculty skills needs.	Design & Develop specific skills solutions training.	CTE Director-Identify and obtain resources needed. Work with subject expert(s) to produce training. Utilize Dr. Burt as needed to obtain resources within UNCW.
	Wk 10		Provide solutions to trial group skill needs. Be sure high-level understanding and ability to demonstrate utility.	Deliver specific skills solutions training. Assess learning. Retrain where needed.

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Phase	Schedule	Goals	Strategy	Actions
	Wk 11-15		Implement utilization of new skills in teaching function. Insure success. Evaluate results.	Provide high level support Evaluate measures of success via faculty and student feedback.
Adoption	Wk 16	Sell and extend program to early majority adopters of mainstream faculty.	Communicate trial results and benefits.	CTE Director- summarize results in terms of feedback from trial participants (faculty and students). Dr Burt – memo to all faculty & admin. describing trial and beneficial results. Recognize and reward faculty participants. Solicit other department heads for participation.
	Wk 17		Generate support of department heads that have expressed interest.	CTE Director-meet interested dept heads individually. Discuss trial and results. Arrange for CTE Director focus group type meeting with all faculty in their departments.
	Wk 18-20		Develop a consensus on one or two specific skills to be addressed- focus on topics with high interest, and easily measurable results.	CTE Director-Conduct focus group type meetings with faculty of each dept. Assess needs, present options or solutions to consensus skill needs.
	Wk 21-30		Provide training for several topics identified as consensus needs across departments, which would involve multiple faculties.	CTE Director- leads design, development, and delivery of training programs. Utilize Dr. Burt to access internal UNCW resources (i.e. Instructional Technologists, E-Learning specialists)
	Wk 31-40		Implement utilization of new skills in teaching function. Insure success. Evaluate results.	Provide high-level support. Evaluate measures of success via faculty and student assessment and feedback.
	Wk 41-44	Extend adoption to late adopter majority	Communicate participation levels along with results and benefits achieved.	Repeat cycle starting with week 16

Phase	Schedule	Goals	Strategy	Actions
Integration	Wk 45-	Integrate and Institutionalize the function of dept. heads identifying faculty needs for CTE. Assess and insure ongoing ability of CTE to meet faculty needs.	Promote success of program. Establish formal system to integrate the program into each department's annual faculty performance discussion.	CTE Director- produce multi-media presentation highlighting program success- distribute to all faculty & administration. Dr. Burt- leads a task force of dept heads to formally redesign CTE mission based on faculty needs revealed during prior diffusion stages Identify additional resources needed. Chancellor – memorandum to all citing new CTE mission and institutionalizing a formal process of soliciting faculty input on dept level for CTE services as part of annual faculty evaluation process. CTE Director- Schedule meetings with all departments annually to re-assess needs. Dr- Burt- conduct annual survey of faculty and dept heads as to satisfaction with CTE services. Dept. heads-Inclusion of CTE services in all new faculty orientation.

Keys to Success and Potential Pitfalls:

The keys to success of this implementation plan is the ability to have success stories at the trial stage which can be utilized to convince mainstream faculty that risk/reward factor for participation is minimal and that real benefits can be attained. Meeting the skill needs of the trial group by providing proper training along with assisting in the actual utilization of new skills in the classroom is critical. Failure to obtain the needed resources and/or follow through on these critical steps will most likely signal failure for further adoption. If implemented correctly, this plan will meet the client's need for sustainable increased faculty input and revision of services and mission, while at the same time helping to alleviate some of the systemic issues of faculty time constraints, and lacking process for consistent performance measures. Most importantly, its ultimate goal is to positively impact student learning and satisfaction which if implemented correctly will be clearly measurable and observable.