

**Change Management Plan
Watson School of Education**

**MIT 530
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Table of Content

INTRODUCTION	3
SUMMARY OF CHANGE PROPOSAL	3
IDENTIFICATION OF THE STAKEHOLDERS	4
ADOPTION PHASES	4
IMPLEMENTATION TIMELINE	6
IMPLEMENTATION STRATEGY	6
FORCES FOR AND AGAINST THE INNOVATION:	7
APPENDICES	8
APPENDIX A:	8
APPENDIX B:	8
APPENDIX C:	9
APPENDIX D:	10

Introduction

The Diversity Committee of the Watson School of Education (WSE) within the University of North Carolina Wilmington (UNCW) was interested in discovering the current perception of “diversity” standards and initiatives among the faculty and how well and often diversity was implemented within the current curriculum. A needs assessment (NA) was conducted in order to attempt to discover information that would assist the Committee in determining optimal expectation levels for faculty members and their participation in this diversity initiative. Optimal levels of performance and diversity integration are desired to produce teachers prepared to deal with diversity related concerns in their classroom setting.

As a result of the NA, several possible solutions were proposed to improve the dissemination of ideas and the requirement related to the topic of diversity. This change management plan will address one process to implement the following potential solutions:

- Disseminate the UNCW definition of diversity.
- Provide mini awareness activities throughout the year. Attach professional development units to each activity.
- Create a newsletter to send to faculty addressing topics of diversity.

Summary of Change Proposal

The focus of this change plan will be to broaden the use and acceptance of the UNCW definition of diversity and the process to increase acceptance and awareness of diversity. The plan can only succeed if faculty gradually come on board and support this initiative. In completing the needs assessment, surveys were distributed to all faculty members, full and part time. Of the 107 distributed, only 33 were returned. Allowing for some members to be out of town, this low response rate speaks to the potential difficulty with this change implementation.

The change plan will be partially accomplished through the use of staff development tools, rewards and incentives, which will invite and entice faculty members to join in and support the cause. All faculty members are currently required to participate in yearly performance reviews. These reviews serve as tools for evaluating future promotions and/or salary increases. Active participation in various staff development activities serve as one type of positive performance recognitions in faculty personnel folders.

In order to maintain changes that are ultimately put into place, the initiatives will need to be constantly revised, accepted and embraced by the WSE faculty. However, all participants should understand that change is a continually evolving process which will not end with the implementation of one particular initiative.

Identification of the Stakeholders

The stakeholders in this initiative are also the key to its successful implementation (Appendix B). These stakeholders include the Diversity Committee, the WSE administration, the faculty, full and part time, and the students. Leading the initiative will be the members of the Diversity Committee within the WSE. The NCATE (National Council for the Accreditation of Teacher Education) Diversity Standards serve the committee as the requirements needed to satisfy the school accreditation process. By joining this committee, faculty members have already taken the position that diversity is important to the school and its product, our future teachers. The committee members can provide the leadership and guidance necessary to produce the change. Each member, however, must proceed carefully, and entice other faculty members to join the effort, so as not to appear as an unwanted authority.

The WSE administration will serve a dual role as leader and gate keeper. As a leader, administrative members can provide needed resources, funds and motivation; however, mandated rules are not often easily accepted, therefore, administrative personnel must proceed carefully.

WSE faculty will serve multiple roles based on the preliminary survey results. Faculty with four to six years of experience had the highest response rate on the recent survey and was also the most favorable to the diversity initiative. These members are important elements in the growth of the change plan, serve to attract other members and also act as “early adopters.” The next group of faculty members, those with one to three years of experience, was the second largest voice in the recent survey. As new to the department and potential “innovators,” they do not have a lot of power or influence. However, if committed to an idea, they can serve as a powerful influence to change. Faculty with seven to ten and those with less than one year of experience, voiced little interest in the survey and will serve as potential resisters to the change plan. It will be necessary to proceed gradually, showing them the benefits multiple times and that these initiatives will be minimally intrusive into their already busy schedules.

Lastly, the WSE students are also stakeholders in this initiative. Ultimately they are the ones who will benefit from the change and will serve as a source of encouragement to faculty members as the students grasp concepts that will ultimately improve their ability to become effective teachers.

Adoption Phases

There are six adoption phases in the implementation of the diversity initiatives. These phases include awareness, interest, evaluation, trial, adoption and integration. Strategies are incorporated within each phase to help accomplish the desired goal (Appendix C). With the large number of faculty within the WSE, it is important to remember that all members must move through each step in the process, at their own pace and without jumping ahead, in order for the adoption of the change initiative to have the highest chance of success and remain a part of the WSE.

The awareness phase is planned to “instill curiosity,” inviting faculty members to seek more information on their own. During this initial phase, small, tasteful signs will be placed throughout the building, such as near the mail boxes, elevators, classrooms and in the snack shop. The signs may read *Diversity is...*, *Diversity assists me by ...*, *Diversity means to me...*. These signs are not meant to answer the question but to spark interest and should change weekly. A short film for the lobby can be created simply showing key words like, *diversity, ethnicity, English as a second language, differences, special needs*, etc. This will followed up after a few weeks with a written announcement for the development of future events on diversity, all short, staff development programs offering certificates upon completion. The announcement and follow-up e-mails will invite faculty members to become involved or to come to a presentation.

The goal of the interest phase is to encourage faculty members to seek more information. Small signs placed during the awareness phase will be replaced with expanded information. *Diversity means ethnicity* or *Diversity means differences*. In the event the Diversity Committee adopts the UNCW definition of diversity, that written definition can be broken into segments and placed on the signs throughout the building. Also during this phase, invitations will be sent to all faculty members and students for an Open House. The Open House will involve a day long event in the lobby. Stations or booths will be set up promoting various proposed initiatives, such as regular discussion forums, International Day, Diversity Newsletter, resource/speaker information and the UNCW diversity definition. Each booth is manned by innovators and leaders who have joined the cause and are looking for support and/or dialogue from their fellow faculty members. Each booth is looking for help to make their plan, whether it’s a newsletter or discussion forum, become a reality. Refreshments will be provided enticing members to stay and engage in conversation.

The evaluation phase is an attempt to provide information to faculty members so they may begin to see how many of the projects presented in the Open House can be of value to them in the planning of their course agenda and to encourage members to sign up for particular events. A member of the diversity newsletter team may visit a faulty member to discuss how involvement in the newsletter can not only serve as a source for course information, but also as a service reward during yearly evaluations. Diversity Committee members may invite other faculty to visit their committee meetings. Statistics can be presented via e-mail showing the rewards of diversity education to potential teachers. A faculty discussion forum can be held to review the types of activities presented in the Open House and encourage participation.

The trial phase involves support and encouragement of the new initiatives presented at the Open House and those who have joined in the process of making them happen. Again, faculty will be invited and encouraged to attend discussion forums. In these forums, present members will report their progress and problems with their particular ventures, whether newsletter, resource list, planning an International Day, etc.

The adoption phase will include further support and evaluation of the initiative. Discussion forums will continue. These forums will occur several times a month, will be facilitated by a member of the Diversity Committee, be approximately one hour in duration and are meant to be a place where faculty members are encouraged to voice their problems and successes in order to

support other members. As with each forum that takes place, each in attendance will receive certificate for staff development.

The final phase of the change initiative will be the integration phase. The desired goal at this phase is for faculty members to be familiar with the WSE definition of diversity and to be actively engaged within their departments in diversity projects which provide a continuing source of resources needed to implement diversity within the curriculum. This phase will involve the continued support from the Diversity Committee and WSE administration. The production of the newsletter should continue and responsibility be rotated among faculty members for its production. A follow-up questionnaire will be sent to all faculty members to assess the usefulness of the new initiatives.

Implementation Timeline

The timeline for implementation of the above strategies is shown below and in Appendix C. Implementation of the awareness phase will begin just prior to the Fall 07 school year. Dates listed are general guidelines as a means to keeping the plan on track and may be adjusted as needed. For example, the planning of the Open House event may need to begin in August due to the scope of the task. The trial phase is given the most amount of time due to the holiday seasons and the need to fully integrate all members in the stepping stone strategies. All phases can be presented within the 2007-2008 school year; however, in order for the initiatives to truly become a normal part of the workflow within the WSE, the process may need to be repeated for several consecutive years.

- Awareness - August 2007
- Interest - September 2007
- Evaluation - October 2007
- Trial - Nov. 07 – Feb. 08
- Adoption - March 2008
- Integration - April 2008

Implementation Strategy

In order to increase the chances of successful implementation of the new change initiatives within the WSE, a stepping stone strategy will be implemented. The Diversity Committee, which is composed of faculty members throughout the WSE, will represent the change agent.

The first stepping stone strategy begins with the introduction of new ideas to the innovators, members of the faculty who are often committed to new ideas and willing to take a risk. This group will become familiar with the new ideas and serve as an example to other faculty members. Faculty with 1-3 or 4-6 years of experience voiced the most positive of responses on

the recent faculty survey and could be labeled as innovators. Even through the response rate was low, the data can serve as a guide to begin the implementation strategies.

The second stepping stone strategy will involve the introduction of the idea to a group of potential resistors within the faculty. Each resistor that is “converted” to the new ideas will assist in bringing more into the accepted community. Demonstrations and the discussions are designed to show to this group that the new ideas are meant to enhance the existing system not break it down or cause more problems.

The third stepping stone will bring the new ideas to the leaders, the WSE administration, department chairs and other identified key faculty. This group can as serve a stimulus in directing others in the initiatives, along with providing resources, financial and motivational in terms of year’s evaluations.

The final step four has the leaders demonstrating, involving, committing themselves and remaining faculty members to the cause.

Forces For and Against the Innovation:

As with any new initiative, there are positive and negative forces which affect the implementation of the proposed change. Forces in favor of the change will include the NCATE Diversity Standards, the Diversity Committee, WSE Administration, students and innovative faculty. These groups or individuals will serve as the primary guiding force for the change initiative. NCATE standards serve as guidelines which cannot be altered. Opinions of all other positive forces can be altered to some extent and are therefore important to a positive outcome. In the recent survey, the majority of responding faculty reported diversity was important in the preparation of student to become effective teachers and were interested in learning more about diversity implementation.

Faculty members, however, are also a force against the innovation, as shown by the 31% return rate to the recent survey questionnaires. Their job requirements expand daily and many probably feel their day is already too full, therefore, it will be important to recruit these members slowly and methodically for a successful outcome.

Appendices

Appendix A:

Stage	Planned Change
0	The Diversity Committee in the WSE voices concern that diversity is not being sufficiently addressed within the curriculum.
1	Establish a connection between those inside and outside the WSE who can facilitate a solution being implemented successfully
2	Define the problem as related to the organization (NA)
3	Identify resources and constraints (Who are they? How to access/overcome.)
4	Identify solutions and prioritize
5	Implement solutions
6	Stabilize solutions and secure it's role in the future

Appendix B:

Identification of Key People and Stepping Stone Strategy			
Name	Role in Innovation	Constraints/Resources	Stepping Stone Strategy
Diversity Committee	Leader	Resource: Can provide leadership and guidance to produce change Constraint: Must proceed carefully in order to not appear as unwanted authority among faculty members	
WSE Administration	Leader and Gate Keeper	Resource: Can provide needed resources and motivation Constraint: Mandated rules are often not accepted easily	Step 3 and 4: Bring ideas to this group and allow them to lead the way to the acceptance of new ideas
Faculty	Leader	Resource: Respected by fellow faculty members; Constraint: Not the first to try new ideas; if idea not accepted with this group, other may not come one board	Step 3 and 4
Faculty	Innovator	Resource: Committed to new ideas and willing to take a risk Constraint: May not be accepted as agent for change if have been committed to too many "new ideas" in the past	Step 1: Introduce ideas to this group, have them become familiar with it's use and represent themselves as an example for the WSE and demonstrate the concept

			to others.
Faculty	Resister	<p>Resource: Each <i>resister</i> that is converted with assist in bringing new <i>resisters</i> into the accepted community</p> <p>Constraint: If a couple of <i>resisters</i> turn against the change, they may influence others in their group not to come on board with the change.</p>	<p>Step 2: Demonstrate and answer questions from this group, to show change does not break down or break apart current system; change meant to enhance current system</p>

Appendix C:

Strategies for Each Phase of Adoption					
Awareness	Interest	Evaluation	Trial	Adoption	Integration
Aug 07	Sept 07	Oct 07	Nov – Feb 08	March 08	April 08
Signs throughout building provoking interest: <i>Diversity is...</i> <i>Diversity means...</i>	Replace signs with more detailed ones: <i>Diversity means differences.</i> <i>Diversity means ethnicity.</i>	DC invites members to attend meetings	Discussion forums to promote ideas of early adopters	Continued support through discussion forums and follow-up visits	Encouragement from DC
Create video of key diversity words for film screen in lobby	Follow-up announcement defining events: Open House	Current committee members visit faculty member not currently involved	Try out ideas from open house	Provide resources for those having trouble	Encourage other faculty to rotate on newsletter staff
Written announcement for events planning: <i>Want to get involved?</i>	Open house “ideas” booths; faculty feedback on possible ideas to come	Provide statistics to faculty regarding potential diversity issues new teachers are faced with within this state	Encourage faculty with follow – up announcements; did you get any new ideas		Follow-up questionnaire to faculty

E-mail: <i>Diversity's coming...don't forget to check your mail</i>		Discussion forum			
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Appendix D:

Identification of Common Things Within the Organization			
Forces Favoring Innovation	Forces Against Innovation	Importance to System and People	Can be Altered?
NCATE Diversity Standards		Very important, source of example	No
Faculty with 4-6 years experience		Very important; voiced majority interest during survey; may serve as leaders to change initiative	Already on board; important to maintain motivation from this group
	Faculty with 7-10 years experience	Very important; voiced little interest during survey; may serve as resisters to change initiative	Difficult; proceed slowly; gradually show positive benefits of change initiative
Faculty with 1-3 years experience		Very important; 2 nd largest group to voice interest during survey; needed to bring other faculty members into change initiative	Somewhat on board; may need more reinforcement as to reasons for change
	Faculty with < 1 year experience	Very important; voiced little interest during survey; may serve as resisters to change initiative	Yes, new to job experiences and still learning routine; can be influenced by other faculty, potentially either way.
Diversity Committee		Very important; serve as a guiding faculty force; may be perceived as a mandating body	Possibly, depending on make-up of committee and their acceptance by the general faculty
WSE Administration		Very important; serve as a guiding faculty force; may be perceived as a mandating body	Little: Need for WSE faculty to conform to standards and serve as a model

			for turning out excellent teachers for the state
Students		Benefit from the results of change; source of encouragement to some faculty as students grasp concepts and implement them as future teachers	Yes, students should be encouraged and positive as long as they see a benefit
The majority of responding faculty feel it is important to incorporate and prepare students in diversity		Very important; reported feelings from 90% of responding faculty	Already on board; initiatives must continue to support feelings regarding topic
The majority of faculty want to learn about implementing diversity		Very important for implementation and success of solutions; 75.8% of responding faculty	Already on board; initiatives must continue to support feelings regarding topic
	31% of distributed surveys return by faculty	Very important; suggests large number of faculty are not interested	No; change initiative will need to be slow and gradual, providing incentives and rewards
	Faculty already have much to do	Very important; initiatives will need to be small and frequent	No; change initiative will need to be slow and gradual, providing incentives and rewards