

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 though 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 resisters 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.

