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As faculty developers become more central as leaders within the university, strengthening their change management skills becomes more important for their success. Kotter's model of change management may be a useful tool for developers for this endeavor.

Moving from the Periphery to the Center of the Academy: Faculty Developers as Leaders of Change

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Faculty development units have been in existence in North American universities and colleges for more than forty years (Boice, 1989; Knapper and Piccinin, 1999; Knapper, 2003). The early faculty development units were typically led by a committee or a part-time director who focused on presenting teaching tips in short workshops (Boice, 1989). Over the years, the role of these centers gradually evolved as they became more established, with increased staff and resources moving slowly away from a teaching-tips approach to evidenced-based programs of faculty development (Fletcher and Patrick, 1998). There has also been a shift in the role of faculty developers, moving from working to support the teaching needs of individual faculty to meeting more multidimensional needs of faculty (Arreola, Aleamoni, and Theall, 2003; Sorcinelli, Austin, Eddy, and Beach, 2006). Centers now respond to such other faculty development issues as supporting the overall professional development needs of midcareer faculty and providing career counseling to faculty members. In addition to responding to development goals of individual faculty, the centers also started attending to organizational goals, such as training chairs and assisting administrators with addressing institutional problems and needs (Fletcher and Patrick, 1998).

According to Sorcinelli and her colleagues (2006), we have moved in higher education from the 1960s and the "age of the teacher" to the current

“age of the network.” It is now more likely that faculty developers work with a diverse cross-section of individuals within the university, which may range from provosts, deans and directors, and faculty members to technology experts, instructional designers, campus planners, and graduate teaching assistants. This transition has shifted the role of the faculty developer from the periphery to the center of the institution. In their new role, faculty developers must act as change agents and therefore must be aware of and apply models of organizational change to their work if they are to be successful in their new role as change leaders (Taylor, 2005).

Havnes and Stensaker (2006) conducted research to examine the evolving roles of faculty development centers and suggest that in Europe there are several factors that have led to a shift in the role of developers to change agents. First, they cite the Bologna process (an agreement among member countries of the European Union to standardize certain aspects of postsecondary education) as influencing institutions to concentrate on teaching and learning. Second, quality assurance systems require universities to focus on how they can improve teaching. They suggest that universities now recognize they must be capable of change. To help make the changes needed for organizational success, institutions are increasingly looking to faculty developers. Similarly, in the United States, Fletcher and Patrick (1998) proposed that in higher education there is an increased focus on accountability and a need to shift the academic culture to one that is more student-focused than faculty-focused. They too believe that faculty developers have a unique role to play in managing these changes within the institution. This movement toward faculty developers as change leaders appears to be global. Taylor’s research in Australia (2005) found that as a result of the quality assurance movement faculty developers are increasingly looked on as an essential resource for leading change within the academy.

Competencies of Faculty Developers

In fact, recent research by Dawson, Britnell, and Hitchcock (2010) identified change management as a key competency of directors of teaching and learning centers. The research focused on identifying specific competencies, abilities, experiences, and traits necessary for roles at three levels within a learning and teaching center: entry level, senior level, and director. The researchers used World Café as a forum to facilitate a collaborative and discussion-based research process and to gather data at four gatherings of faculty developers within Canada and the United States. The richness of the data collected at each session was used iteratively in that information gathered from one session was used to inform the next. Building knowledge in this way resulted in a matrix of competencies for the three levels identified above. It is anticipated that this research will be instrumental in helping to define more clearly faculty developers’ role at the various stages

of their career and used by centers as they seek to employ an appropriate mix of faculty developers to ensure sustainability and success within their institutions.

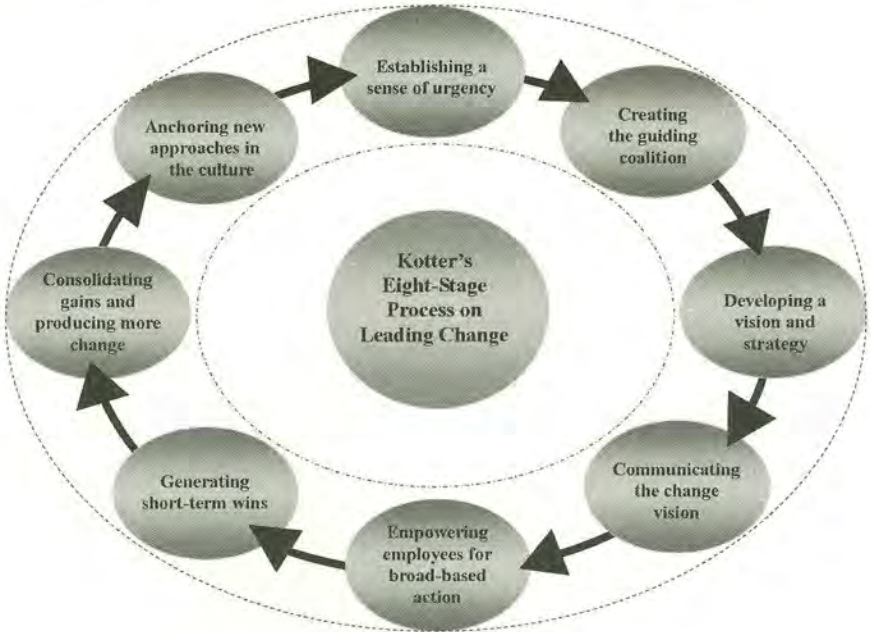
In every gathering of faculty developers, participants always saw facilitating change management as a key competency for the role of director. Furthermore, when faculty developers were asked to rank-order the ten competencies needed for the position of director, facilitating change management was number two. This represents a shift from past research (for example, Wright and Miller, 2000) that did not list change management as a skill or competency required of faculty developers.

Kotter's Model of Leading Change

As change agents, faculty developers can draw on several models of change to guide their actions. Diamond (2005) has suggested that the model espoused by John Kotter (1996) is a useful framework for faculty developers to consider as facilitators of change within the university. This model has been one of the most widely used by organizations throughout North America since Kotter's groundbreaking book *Leading Change* was published in 1996. In his model, he describes eight steps of the transformational process, insisting that no step can be skipped without disastrous results (although several steps may occur simultaneously). Drawing on his analyses of hundreds of successful and failed change efforts in a variety of organizations, Kotter further emphasizes the importance of leadership in driving the process. Before exploring how faculty developers can apply the Kotter model in their role as change agents, the next section summarizes the model (Figure 1).

According to Kotter (1996), the first step in the process (at the top of the figure) is to *establish a sense of urgency*. He maintains that without feeling there is a compelling reason for change, members of the organization are content to maintain the status quo. The next step involves *creating a guiding coalition* made up of individuals and units with the expertise and commitment necessary to advance the change initiative. Critical among the attributes of such a coalition is credibility within the organization. Opponents of the change will find it difficult to overcome the influence of a group of committed, reputable, and trustworthy supporters who have strong relationships with others across the organization.

The third step in the process is to *develop a vision and a strategy*. According to Kotter, a vision imparts direction and serves to motivate members of the organization to act. In addition, a vision helps give the guiding coalition a clear mandate and strategy, specific timelines, and relevant resources. It also allows continuous evaluation of the progress. However, identifying a vision is not enough. Kotter's fourth step is to *communicate the vision of change*. An important aspect of communicating the vision is the need for leaders to model it in their behavior, which should be

Figure 1. Kotter's Eight-Stage Process on Leading Change

consistent with the words being articulated—a phenomenon known as “walking the talk.” Failure to do so can severely undermine the change effort. The fifth step in Kotter’s model requires the leaders of change to *empower for broad-based action*. This involves encouraging members of the guiding coalition to engage in creative problem solving to eliminate barriers and persist with the change process in spite of resistance. The change team should feel sufficiently safe to take risks in implementing the planned change.

The next step is to *plan for and create short-term wins*, or evidence of visible progress, to avoid losing momentum. Such wins, and the people who contribute to them, must also be recognized and rewarded. However, celebrations at this stage cannot be prolonged. The seventh step involves *consolidating the gains* made and using the increased credibility they afford in order to *produce more change*. Leaders must find ways of encouraging those involved in the change effort to persist in their efforts, rather than doing what Kotter calls declaring victory too soon. This necessitates establishing new milestones and involving additional groups to reinvigorate the process and diffuse the change. The final step in the model is to anchor the new approaches, or *institutionalize the change*, so that it is integrated into the organization’s culture. According to Kotter, this involves explicitly articulating the connections between the improvements and the new approaches or behaviors.

Although Kotter's change model has been used primarily to explain change within business settings, one recent study demonstrated how it can have application to the university setting. Dwyer (2005) described how Kotter's model fit well with the process that was used at her college to overcome obstacles to changing the culture of assessment. For instance, a guiding coalition was created, called the Assessment Task Force. Determining how to empower broad-based action led the task force to provide funds to spur innovation. Short-term wins were highlighted in newsletters and speaker series. Consolidating gains came when the accreditation team commended their assessment efforts and reinforced the changes that had already occurred. In evaluating the change in the assessment process, it was evident that all eight of Kotter's steps had been completed. Kotter's model therefore has viability for facilitating change in the university culture. The model may be particularly useful in guiding the work of faculty developers in their role as change agents because it emphasizes that you do not need to be the manager to lead change. Regardless of their position in the formal organizational structure, faculty developers in their expanded role function as leaders to effect change. The next section describes two examples of how faculty developers are currently using Kotter's model to affect change in Canada.

Example One: Fostering Change Institutionally. At one large research-intensive university, there was an ongoing realization within the faculty development center that, although there had been general discussion about the need for more student engagement in experiential learning activities, discussion had been fairly localized. As a result, student opportunities to participate in experiential learning activities were limited to only a couple of programs rather than being systematically embedded within the entire curriculum. When the faculty development unit was invited to give a presentation to a strategic task force on student learning, it seized the opportunity to advocate for a more systematic approach to fostering experiential education on campus. In particular, the developer wished to facilitate integration of service learning into the curriculum. Change was going to occur as a result of a new strategic plan, but it was up to the faculty developer to demonstrate how blocks to curriculum innovation could be overcome, to make salient current obstacles, and to explain new language and terms to facilitate the change process. Clearly, one challenge to this change was budgetary restrictions, which promoted use of large-class teaching and movement away from faculty-student contact (an essential component of student engagement).

The results of the National Survey of Student Engagement were used as observable and concrete evidence that the students on campus were seldom engaged in experiential education activities, and used to create a *sense of urgency*. There were those who saw student engagement initiatives such as service learning and community-based research as devaluing education by watering down the curriculum (challenge). The strategic task force was

already in place (*the guiding coalition*), so the major task was to help shape the vision and be able to communicate that vision successfully. Faculty champions were brought to the task force to support the initiative and furnish concrete examples of student engagement initiatives in the classroom. As Kotter suggests, it is important to create an imaginable *vision of the future*. Showcasing local faculty innovators highlighted that this vision of the future was attainable. This was vital to the success of the project. The final strategic plan strongly focused on enhancing student engagement.

Next steps in the project involved creating opportunities for faculty to learn about experiential education activities; the faculty development center held several conferences and used an existing committee to keep promoting and reinforcing new ideas for student engagement (*communicating the vision*). In addition to empowering faculty for broad-based action, these activities also allowed the centers to highlight *short-term successes* in implementing this new approach to teaching. Kotter reminds us that, to *consolidate change and make more gains*, leaders must keep the purpose of the vision apparent to all, bring in more resources when necessary, and recognize that consolidating change can be a lengthy process. Anchoring new approaches in the culture is the final step of Kotter's model. Clearly, in this case changing the practice of teaching to a far more learner-centered approach is challenging because it requires a shift in culture and the institution is not yet in that final phase. For this to be successful, it is essential that the faculty developer see herself as a change leader within the organization and look for opportunities to overcome the gaps between the desired state, which in this case was the development of a curriculum that valued student engagement, and the current state, which only offered limited opportunities for engagement to students in specific programs. Our role as developers is to reduce barriers, grasp opportunities as they arise, and keep nurturing the vision.

Example Two: Fostering Change Beyond the University. The second example illustrates how Kotter's model can be used by faculty developers to influence change outside their institution. In 2005, growing concern about the quality of postsecondary education in the province of Ontario led the Council of Ontario Universities (COU, the organization of executive heads of Ontario's publicly assisted universities) to establish a task force made up of members of one of its subgroups, the Ontario Council of Academic Vice-Presidents (OCAV), to develop guidelines for university "undergraduate degree level expectations" (UDLEs). These guidelines were meant to serve as a framework for describing expectations of attributes and performance by graduates of all universities in Ontario (OCAV, 2007).

There were numerous reasons for articulating the UDLEs. They were in part a response to expressions of concern about the quality of postsecondary education and calls for accountability from governments, employers, students, and society in general. More important, the COU and OCAV

sought to encourage curriculum renewal. It was hoped that, as degree-level outcomes, the UDLEs would help to guide curriculum development and supply criteria for assessing achievement of educational objectives. They further hoped that institutions would align their courses and programs with these provincewide expectations, thereby supporting transparency and authenticity, ensuring quality, and ultimately enhancing students' educational experience and learning. In addition, the degree-level expectations were seen as consistent with both the international quality assurance movement and the trend toward standardization of degree structures and expectations.

Having developed the degree-level outcomes, the COU and OCAV were faced with the challenge of influencing universities across the province to adopt them. It was at this point that the COU and OCAV sought the assistance of the instructional developers of Ontario (now called the Council of Ontario Educational Developers or COED). The developers recognized this was a watershed moment for faculty development in Ontario and a great opportunity to influence curriculum change at the course, program, and institutional levels. It was an opportunity for leading significant systemwide change. OCAV and COED established a Joint Working Group on Teaching and Learning to identify strategic approaches for assisting universities in incorporating the degree-level outcomes framework into their curricula. This group became the *guiding coalition* for the proposed changes. The working group met over several months to plan for this change initiative. To create *a sense of urgency*, the working group had to identify and communicate compelling reasons for institutions to change. Several such reasons were identified, among them the need for our graduates to be able to compete nationally, accreditation issues, and particularly pressures for greater accountability in postsecondary education in the province. One of the most compelling reasons was to satisfy the COU requirement that by June 2008 universities would develop policies for incorporating the degree-level competencies into the undergraduate program review processes to which all member universities subscribed. Building on the OCAV documents, the working group sought *to develop a vision and strategy* for change. Again, Kotter (1996) suggests that several steps may occur simultaneously, so long as no step is skipped.

Having identified several compelling reasons for universities to adopt the UDLEs, the working group developed a strategy for communicating this urgent need for change and *to communicate the vision*. They planned a series of regional workshops for faculty developers and academic leaders, each to be facilitated by two faculty developers and an academic vice president (*to empower employees for broad-based change*). An important objective of each workshop was to build capacity for incorporating the UDLEs in the institution's curricular review process, thereby moving curricular reform forward (this serves to *anchor new approaches in the culture and helped consolidate gains and produce more change*).

This example demonstrates how a group of faculty developers used Kotter's model to help bring about systemwide curricular change in one geographic region. As Kotter suggests, change is often a slow process and leaders need to be prepared to ensure each step is successfully completed before moving on to the next. Some *short-term wins* have been created as all member institutions begin adopting use of the UDLEs in the curriculum review process. The next steps will be to consolidate gains and anchor the changes in the culture. The role of faculty developers as change agents is critical to the success of this project.

Implications for the Future of Faculty Development

These examples demonstrate that Kotter's model can be a rich resource for helping developers guide change at their institution and beyond. However, the model has some limitations because it was designed for a more corporate setting. For instance, within universities there is frequent turnover in the senior administration that may have a significant impact on implementation of new initiatives and require the developer to seek buy-in more than once. Second, although the role of the developer is shifting more to the center of the institution, few developers have senior administrative posts, which may limit their ability to lead change or even effectively communicate the change vision within the university. Their powers of persuasion will be tested in leading change in such complex organizations. Although Dawson, Britnell, and Hitchcock's research (2010) found that change management was a critical competency of directors, this may not be one that developers feel as knowledgeable about as they do about their competencies in other domains. In fact, in her survey of 560 developers Chism (2007) found that on entry to their profession they rated their knowledge of organizational change as very low. Given how critical change management is for faculty developers' success at the senior career level, this suggests that more must be done to help developers acquire this competency at an earlier stage of their career.

In addition to developing competencies in change management, as Taylor (2005) and Winer and Weston (2009) suggest, we may need to reconceptualize how we use our time as faculty developers. In the past, our work has often focused on working one-on-one with faculty members and sharing teaching tips for success (Boice, 1989). Although this one-off work was generally successful, it was unlikely to lead to the systemic change necessary to transform the teaching culture within the institution. Fletcher and Patrick (1998) also suggested that the work of faculty developers must shift from holding workshops for individuals to a broader role as change agent within the institution. Recently, Winer and Weston (2009) stated that the outcome of our work must move from the micro (individual) level to at least the macro level where we influence the institutional approach to teaching and learning. At this level, faculty developers are far more

involved in influencing policies and shifting the teaching culture. An example of this would be work on facilitating integration of service learning and other experiential opportunities into the strategic plan of one university. The final level our work may move to is the mega level, where our influence extends to the field or beyond the institution. This is illustrated by the guiding coalition involving the faculty developers who led the UDLEs project. This is a dramatic change in the work of faculty developers. Winer and Weston propose a template for centers to assess their current work and suggest the importance of targeting increases in work at the macro and mega levels if faculty development units are to be seen as central to their institution's mission. Faculty developers seem poised to take on a seminal role in the transformation of the university, given their strong skills in communication, team building, and collaboration (Dawson, Britnell, and Hitchcock, 2010).

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