

## **A Process for Implementing Change Successfully**

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“One day at the driving range, I was demonstrating my swing while remarking, ‘Practice makes perfect.’ [My golf instructor’s] disarming response was, ‘Only if you begin with a good swing. My advice to you is to either stop practicing or change your swing.’ In teaching, as in golf, repeating poor teaching mechanics can actually move us away from, not closer to, our performance objective of effective student learning.”

--Whetten, D. A. “Principles of Effective Course Design: What I Wish I Had Known About Learner-Centered Teaching 30 Years Ago.” *Journal of Management Education*, 2007, 31 (3), 339-357.

### **Orienting to Change**

- Improvement is not a dirty word
- Fixing problems and building strengths
- Think about more and better learning for students
- Teaching excellence is a journey not a quest

### **Making Good Change Choices**

- More head and less gut choices when deciding what to change
- Consider fit
- Taking some risks

### **How to Change: Adapting and Implementing**

- Making it work when I do it, with my content, my students and in my classroom
- The systematic approach vs. the Nike “just do it” approach

### **Deciding: Did it Work?**

- The worst time to decide
- What teachers should decide
- Soliciting and responding to student feedback

### **Deciding: Should I do it More?**

- The iterative process of change
- When to abandon an innovation
- When to diffuse the innovation more broadly
- Deciding when I’ve done it too long

Content from Maryellen Weimer’s, [Inspired College Teaching: A Career-Long Resource for Professional Growth](#), published by Jossey-Bass, 2010.