1. **Pulse.** The best word I can think of when it comes to managing change is pulse. You have to know the pulse of the people you are imposing change upon, and your change has to have enough of a pulse to keep moving. Knowing and understanding your audience is the number one factor necessary for managing change.

To maintain the pulse of my change, I plan to keep in constant contact with the faculty using email, wikis, discussion boards, and face to face meetings. My goal is to have a “newsletter-ish” release each month about educational technology. I want to avoid a “fire and fizzle” start to the year. Therefore, the months after the start of the year are the most crucial to maintaining momentum.

Understanding the pulse of the faculty will be much more difficult. I will have to stay in constant contact with the department chairs. Talking to department chairs will keep me privy to information regarding the faculty that they might now be willing to share with me face to face. Next, I will have to have face to face meetings will all faculty members interested in implementing change in their curriculum. If I can keep the people excited about educational technology excited, I will be laying a solid foundation.

2. **Model.** I have to set the bar high with my classroom. I plan to teach two classes entirely online this summer – I am on the only faculty member teaching online. I have to model proper and successful implementation of technology. I will have to constantly push the envelope during the year as well, implementing new tools and resources to my curriculum each semester. I cannot expect the faculty to embrace change if I do not model the change I am preaching.

3. **Start at the top.** Department chairs are the first key to change. They have the most direct relationship with the faculty and they are the educational leaders of the school. Next, I plan to work with the principal of the school who teaches only one class – it would be nice for faculty to see initiative and leadership from the top. Finally, I plan to target the most vocal faculty members. If I can implement successful projects with these faculty members, I will create a positive buzz around campus that is sure to be heard.

4. **Be a Chameleon.** I have to work on my relationships. I need to be able to work with every faculty member on campus. To do so, I need to be compatible with everyone. This will test my patience and my personable skills. I will need to be careful with my language when working with faculty members not entirely comfortable with technology, and I will have to provide opportunities for peripheral participation for faculty members who simply want to “get their feet wet.”

5. **Tell Stories.** I need to utilize every media outlet at the school to put educational technology in the forefront. I plan to start with the school newspaper chronicling successful implementations. I also plan to utilize our school magazine to reach administration and parents. The more positive press educational technology receives, the more inclined faculty will be to jump onboard and implement projects of their own.
6. **Enlist an army.** I plan to create a student task force at the beginning of the year because most teachers are far more likely to enlist the help of a student before another adult, usually due to embarrassment. Next, I will enlist a team of faculty members who have successfully implemented technology projects to work with others – the best way to learn is to teach. This will serve two purposed. Those familiar with educational technology will expand their knowledge and align themselves on the path towards expertise. Secondly, it will serve to move me out of the center of the classroom as quickly as possible without leaving a vacuum – I will have a team of technologists capable of providing assistance rather than everyone looking to me all the time for help. I successfully run my classroom in the same manner.

7. **Iterate.** As soon as I have a core group of faculty immersed in educational technology, I need to come back to them. I do not want to be “a mile wide and a foot deep” – I need to make sure those who embrace change have an ongoing relationship with me so that they are likely to continue to push the change. Getting them started is just the beginning; I need to make sure I do not lost sight of that by constantly iterating back through the faculty members I have already worked with.