Table 1 Summary of Change Categories and Strategies (according to categories in Figure 1)

Change category and strategy	Summary	Key metaphor	Key change agent role	Key change mechanism	Typical metrics of success
I. Curriculum & Pedagogy					
Diffusion	Innovations are created in one location, then adopted or adapted by others. Multi-stage adoption process.	Scattering	Develop a quality innovation and spread the word.	Adoption decisions by potential users.	Number of users or amount of influence of the innovation
Implementation	A set of purposeful activities are designed to put proven innovations into practice in a new setting.	Training	Develop a training program that involves performance evaluation and feedback.	Training of potential users.	Fidelity of use of innovation
II. Reflective Teachers					
Scholarly teaching	Individual faculty reflect critically on their teaching in an effort to improve.	Self-reflection	Encourage faculty to reflect on and collect data related to their teaching.	Evidence-based reflection on practice.	Self-reported changes in beliefs, teaching practices, or satisfaction with student learning
Faculty learning communities	A group of faculty supports each other in improving teaching.	Community development	Bring faculty together and scaffold community development.	Peer support/accountability; exposure to new views about teaching and learning.	Self-reported changes in beliefs, teaching practices, or satisfaction with student learning; motivation towards teaching
III. Policy					
Quality assurance	Measurable target outcomes are identified and progress towards them is assessed and tracked.	Accreditation	Develop measurable outcomes, define success, collect evidence.	Pressure to meet outcomes.	Degree to which outcome measures are met

Table 1 (continued)

Change category and strategy	Summary	Key metaphor	Key change agent role	Key change mechanism	Typical metrics of success
Organizational development	Leader develops new vision and plans a strategy for aligning employee attitudes and behaviors with this vision.	Leadership	Develop new vision. Analyze alignment of parts of the organization with the new vision and identify strategy for creating alignment.	Strategic work by the leader to communicate vision and need for change and to develop structures to motivate employees to work towards it.	Productivity-related metrics (e.g., credit hour production, graduation rates, etc.)
IV. Shared Vision					
Learning organizations	Leader works to develop an organizational culture that supports knowledge creation.	Team learning	Move decision-making further from the top. Invest in developing employees' personal mastery, mental models, shared vision, team learning.	Team-level questioning and revision of mental models (i.e., double loop learning; Argyris & Schön, 1974) facilitated by middle managers.	Vague and situation dependent
Complexity leadership	In a complex system, results of actions are not easily predicted. Change agents can create organizational conditions that increase the likelihood of productive change.	Emergence	Disrupt existing patterns, encourage novelty, and act as sense makers.	New ideas emerge through interactions of individuals. Formal leaders encourage this process by creating disequilibrium and amplifying productive innovations.	Vague and situation dependent