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Overcoming barriers:

How to increase faculty and staff buy-in for online programs

James Moore
james.moore@depaul.edu
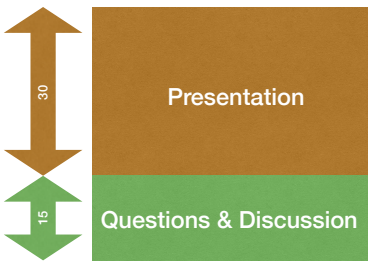condor.depaul.edu/jmoore/dtl2018/

2

Overview

The first step in overcoming resistance to teaching online is to understand the obstacles and objections.

Explore three key reasons that faculty and staff give for not wanting to make the move to online and learn about a framework that can help overcome the objections.

3

Our Time Together

30 — Presentation

15 — Questions & Discussion

Please ask questions at any point

4

"It ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.

Because the innovator has for enemies all those who have done well under the old conditions, and lukewarm defenders in those who may do well under the new.

This coolness arises partly from fear of the opponents, who have the laws on their side, and partly from the incredulity of men, who do not readily believe in new things until they have had a long experience of them."
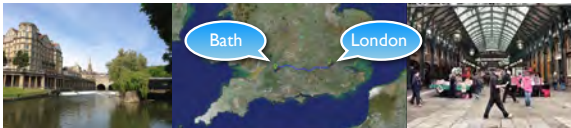
–Niccolò Machiavelli, The Prince

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In case you were wondering...

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Hometowns: Bath & London

Bath   London

But I live in Chicago
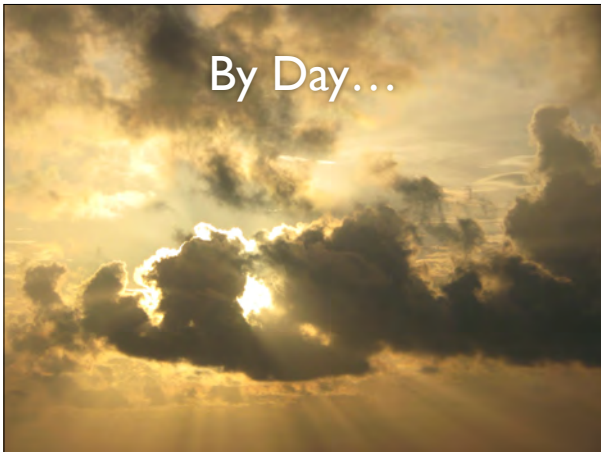
I Work At DePaul

DePaul UNIVERSITY

DRIEHAUS COLLEGE OF BUSINESS

By Day…

James Moore
Director of Online Learning - College of Business

1999: Office of Distance Learning
Webmaster

2002: Lifelong Learning & Suburban Campuses
Web development manager

2005: ITD / IDD
Instructional technology / instructional design
consultant

2007: College of Business
Director of Online Learning

HELLO
my name is
James

By Night...

MKT595: Internet & Interactive Marketing
11-Week MBA Course
Taught entirely online

condor.depaul.edu/jmoore/mkt595/

Practical Internet Marketing
6-Week Certificate Course
Taught both online and flipped/hybrid

condor.depaul.edu/jmoore/pim/

Study

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Hello
my name is

JAMES MOORE

Telephone: +1 (312) 362-5701
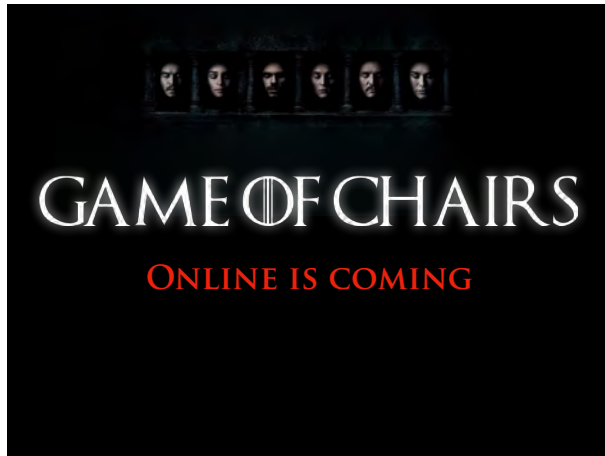Email: jmoore@depaul.edu
URL: condor.depaul.edu/jmoore/

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Your current reality probably looks like something along this spectrum…

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From

GAME OF CHAIRS

ONLINE IS COMING

16

To

17

Herding Cats

I'm a cat, I do my own thing

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Defining Terms: Buy-in

Internal commitment:

    Defining work objectives

    Specifying how to achieve them

    Setting stretch targets

Teaching online is faculty development
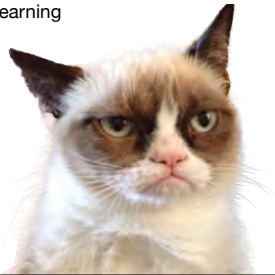
Compliance Is Not Commitment

"You have 20 seconds to comply"
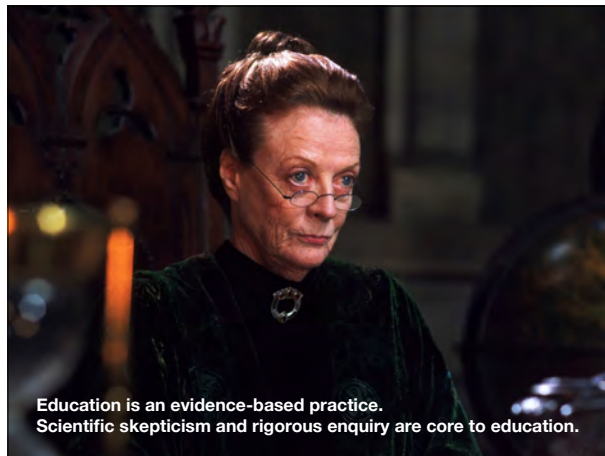
Reasons For Reluctance

Skepticism towards online learning
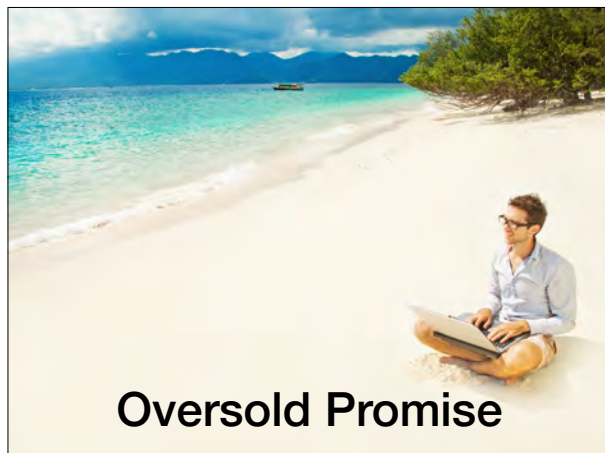
Workload

Individual reasons

Education is an evidence-based practice.
Scientific skepticism and rigorous enquiry are core to education.

Oversold Promise

More Efficient Work

Understanding Student Needs

Principally **convenience**

Foundation

1. Effective online strategy

2. Platform for learning (LMS, VLE, etc.)

3. Faculty support

4. Student support

(things you need before even thinking about buy-in)

Effective Online Strategy

Reduce costs

- Consolidate campuses/sections
- Working remotely
- Reduce physical plant

Reduce attrition

- Online to complete program

Increase enrollment

- Online to complete program (consideration)
- Competitive advantage
- Improve program quality
- Improve faculty development

Platform For Learning

"It just works"

Faculty Support

Instructional designers

Multimedia specialists

Recording studio

Quality assurance

Student Support

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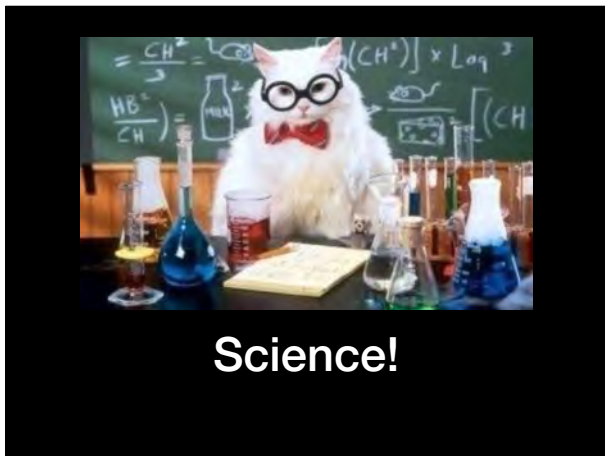
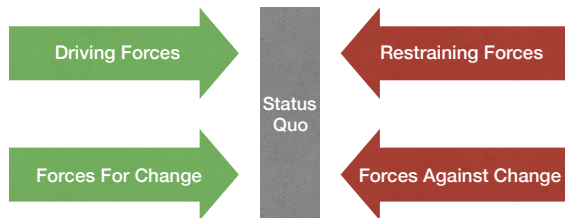
Science!

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Lewin's Forcefield Analysis

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Driving Forces → | Status Quo | ← Restraining Forces

Forces For Change → | | ← Forces Against Change

Lewin, K. (1946). Force field analysis. The 1973 Annual Handbook for Group Facilitators, 111-13.
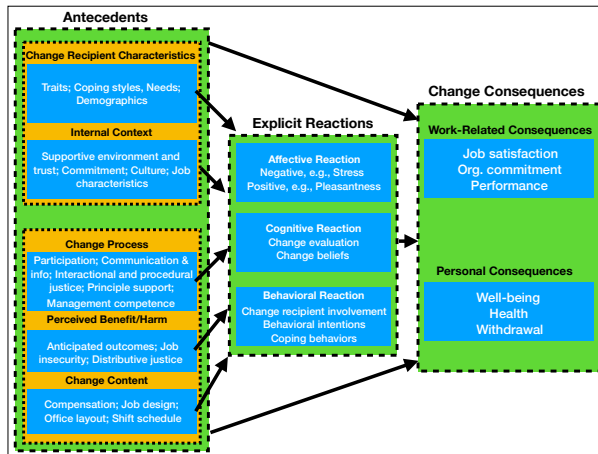
Slide 34

Management Research

1948-2007

Create a supportive and trusting culture

"If perceived risks/costs outweigh benefits, change recipients will understandably tend to resist change"

Oreg, S., Vakola, M., & Armenakis, A. (2011). Change Recipients' Reactions to Organizational Change: A 60-Year Review of Quantitative Studies. *The Journal of Applied Behavioral Science*, 47(4), 461.

Slide 35

Antecedents

Change Recipient Characteristics
- Traits; Coping styles, Needs; Demographics

Internal Context
- Supportive environment and trust; Commitment; Culture; Job characteristics

Change Process
- Participation; Communication & info; Interactional and procedural justice; Principle support; Management competence

Perceived Benefit/Harm
- Anticipated outcomes; Job insecurity; Distributive justice

Change Content
- Compensation; Job design; Office layout; Shift schedule

Explicit Reactions

Affective Reaction
Negative, e.g., Stress
Positive, e.g., Pleasantness

Cognitive Reaction
Change evaluation
Change beliefs

Behavioral Reaction
Change recipient involvement
Behavioral intentions
Coping behaviors

Change Consequences

Work-Related Consequences
Job satisfaction
Org. commitment
Performance

Personal Consequences
Well-being
Health
Withdrawal

Slide 36

Solution Framework

COMMUNICATE

1. State goals plainly
   - Role of CFO (loss aversion)
2. Listen (survey)
3. Share accomplishments
4. Find advocates

State Goals Clearly

There is a clear and current problem

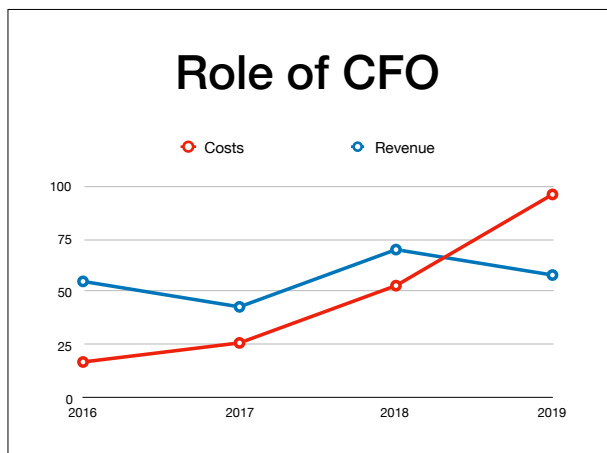- That impacts **you**

Strategic use of online will fix

- And maybe for **you**

There will be costs & adjustment

There will be milestones (& review)

Role of CFO

Costs   Revenue

(line chart showing Costs and Revenue from 2016 to 2019, y-axis 0 to 100)

Online Offers A Lifeline

Listen

Survey students, faculty, & staff

Schedule online open houses

Solicit feedback

Share Accomplishments

Publish student success stories (and their struggles)

Online teaching awards

Online design awards

Lunch & learn

Conference presentations

Highlight in internal communication

Find Advocates

Former adversaries are the best advocates

Look for problems, and ways they can be fixed

Students and employers can be advocates too

Reward Structure

Time to develop online courses

Don't cancel courses in development

Frequent offerings

Contract (with additional student bonus)

Recognition of ownership (faculty & ID)

Tools for teaching: Equipment & training

Support Program

1. Mentor

2. Embed instructional design

3. Extend helpdesk

4. Faculty development

Mentor

Faculty will be more responsive to advice from others who walked the same route

Again, online is faculty development - It is preparing your faculty to teach in new (better) ways to adapt to a changing environment

Embed Instructional Design

ID's office within department

Avoid burnout though:

Limit hours / two locations

Avoid the "us & them"

Team structure

Asynchronous training

Templated LMS content

Extend Helpdesk

Online students are looking for convenience, and may be studying at "unsocial" hours

Online students will contact the most convenient person they know to be available - you don't want this to be only your faculty

Online faculty will be working at "unsocial" hours, and will need technical support

Helpdesk and support staff can work remotely

LMS Template

Introductions

Syllabus

Schedule

Modular content

Tool instructions

Support documentation

Ice-breaker

Faculty Development

The landscape is changing, and the future is uncertain

Online is faculty development

Prepare faculty to adapt to this new environment (so they don't get left behind)

Specialized training

Certification (Quality Matters)

Conclusion

Faculty and staff buy-in for online programs is possible

Two core requirements:

1. Supportive and trusting culture

2. Benefits outweigh perceived risks/costs (*to the individual*)

Framework: Communicate, reward structure, support program

Checklist

- ☐ Baseline infrastructure
- ☐ Supportive and trusting culture
- ☐ Communicate
- ☐ Reward structure
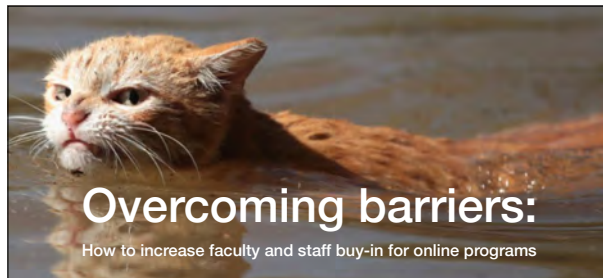- ☐ Support program

Questions?

Thank you

References

George, J. M., & Jones, G. R. (2016). Towards a Process Model of Individual Change in Organizations. *Human Relations Human Relations*, 54(4), 419-444.

Lewin, K. (1946). Force field analysis. The 1973 Annual Handbook for Group Facilitators, 111-13.

Oreg, S., Vakola, M., & Armenakis, A. (2011). Change Recipients' Reactions to Organizational Change: A 60-Year Review of Quantitative Studies. *The Journal of Applied Behavioral Science*, 47(4), 461.

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