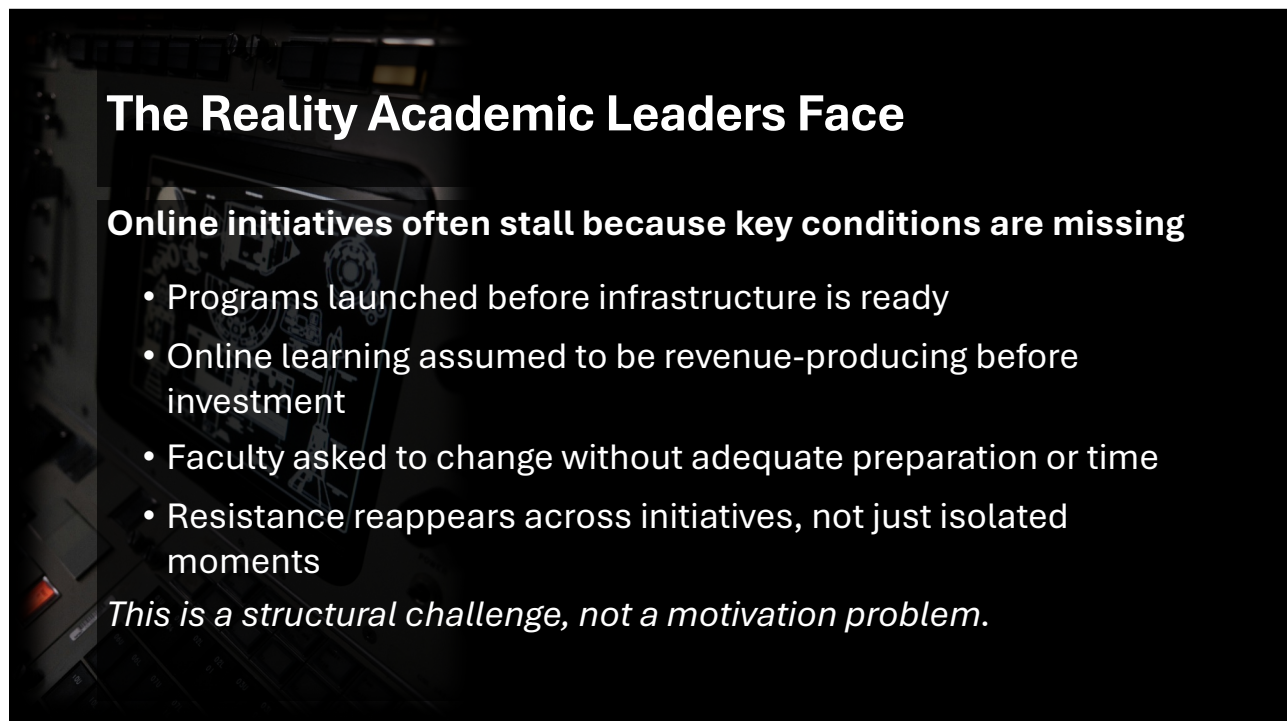




Moving Faculty from NO to GO!

From Resistance to Readiness
Leading Faculty Culture Change in Online Learning

1



The Reality Academic Leaders Face

Online initiatives often stall because key conditions are missing

- Programs launched before infrastructure is ready
- Online learning assumed to be revenue-producing before investment
- Faculty asked to change without adequate preparation or time
- Resistance reappears across initiatives, not just isolated moments

This is a structural challenge, not a motivation problem.

2

Why Initiatives Really Stall

Common institutional patterns

- Financial or enrollment pressure drives speed
- Decisions made before capacity is built
- Support systems added after commitments

Unmet conditions create predictable resistance.

3

What Faculty Commonly Say

Typical expressions of concern

- “Online lacks rigor.”
- “The pedagogy doesn’t translate.”
- “I don’t have time for this.”
- “This isn’t who we are.”

These concerns are sincere—and often signals of deeper issues.

4

The Core Misalignment

Two perspectives, same mission

- Leaders need momentum and scalability
- Faculty experience disruption and risk
- Both care deeply about student success

This is a translation problem, not a values problem.

5

Why Traditional Approaches Fail

What institutions usually try

- Mandates from senior leadership
- One-time workshops or retreats
- External consultants delivering reports
- Committees without authority or time

These approaches assume buy-in already exists.

6

The Missing Ingredient

Culture change requires daily presence

- Trust built through consistent interaction
- Listening before persuading
- Someone to hold the tension over time

This is leadership work, not project work.

7

Phase 0 – Reframing & Relational Groundwork

- Listen First
- Name the Realities
- Faculty Story Mapping
- Transparency and Assurances
- Engagement without Pressure

8

Phase 1 – Discovery & Shared Language

- Pulse Survey
- Listening Tour (more defined and intentional, purposeful groups)
- Shared Definitions
- Faculty-Led Spotlights

9

Phase 2 – Collaborative Skill-Building & Trust Alignment

- Micro-Labs
- Peer Exchange Groups
- Resource & Gap Mapping
- Principles Development

10

Innovation Principles

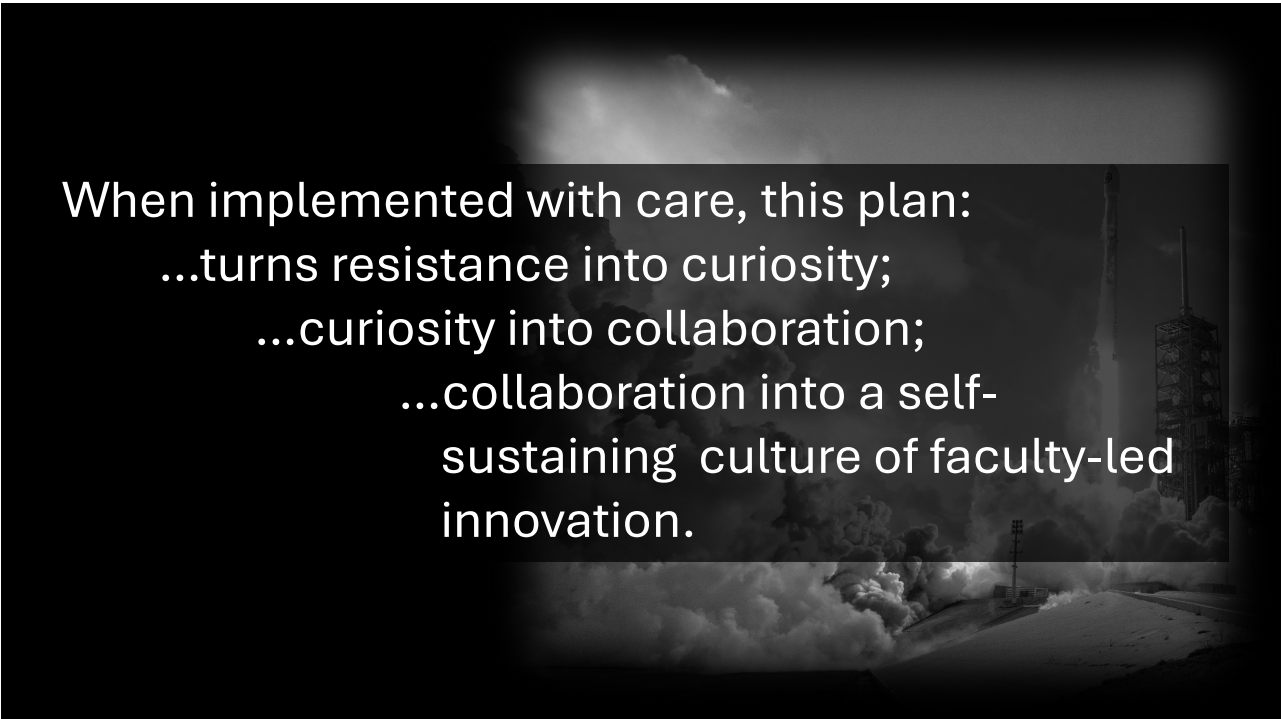
- Drafting Innovation Principles – Must have's
 - Student Centered
 - Access – no exclusions
 - Shared Responsibility – ownership and responsibility
 - Excellence with Rigor
 - Practical Innovation
 - Community of Practice
 - Continuous Growth
- Principle example
 - Faculty-Driven Innovation
 - Leadership-Initiated
 - Collaborative Innovation

11

Phase 4 – Integration & Sustainability

- Scale & Standardize
- Faculty Champions
- Ongoing Development Tracks – Short, stackable modules
 - Pedagogy
 - Digital tools
 - Accessibility
- Onboarding Integration
- Annual Review & Refresh

12



When implemented with care, this plan:
...turns resistance into curiosity;
...curiosity into collaboration;
...collaboration into a self-sustaining culture of faculty-led innovation.

13

A Final Reframe

The question is not:
“Should we do online learning?”

The real question is:
“How do we lead change without breaking trust?”

14

Discussion and Questions

Conversation with participants



15

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A photograph of a white lighthouse with a black top, situated on a grassy cliff overlooking the ocean. The sky is blue with some clouds.

16