

How Department Culture Influences Innovation in Online Teaching

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Today's Agenda

Research Overview

Background

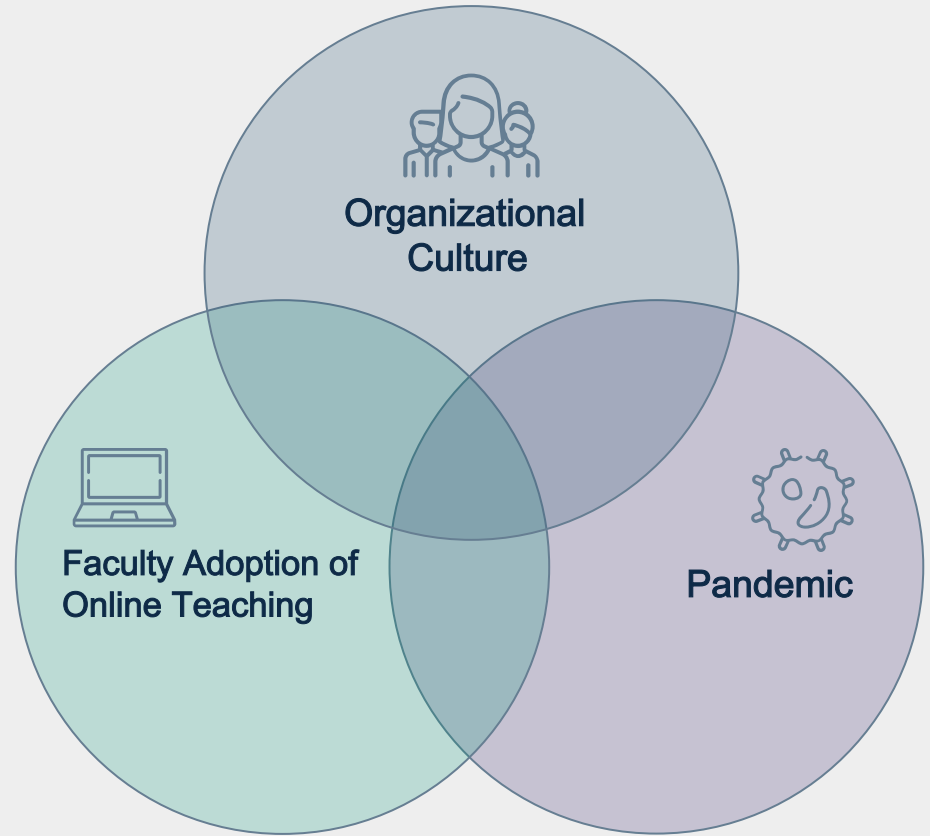
Research Questions & Methods

Findings

Discussion & Conclusion

Questions

Research Overview

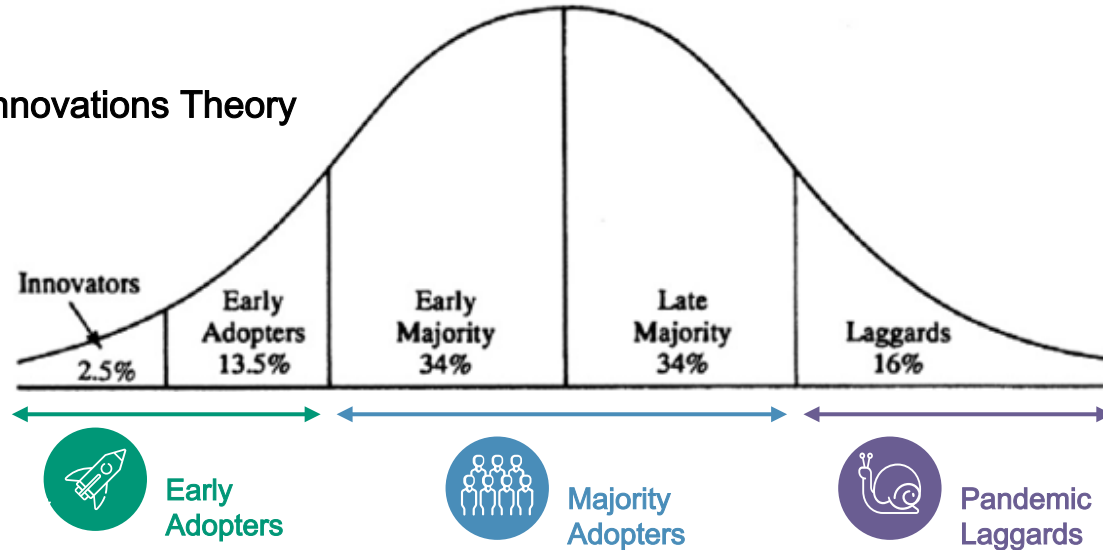


Faculty Online Teaching Adoption

- Lack of buy-in: key barrier to online programs
- Pandemic: many faculty forced to teach online for the first time

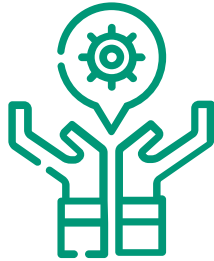
Diffusion of Innovations Theory

(Rogers, 2003)



Influencing Adoption

- Not a one time decision
- Influenced by multiple factors



Re-invention

Changing or modifying an innovation in the process of implementing it (Rogers, 2003)

Speeds adoption & leads to longer use



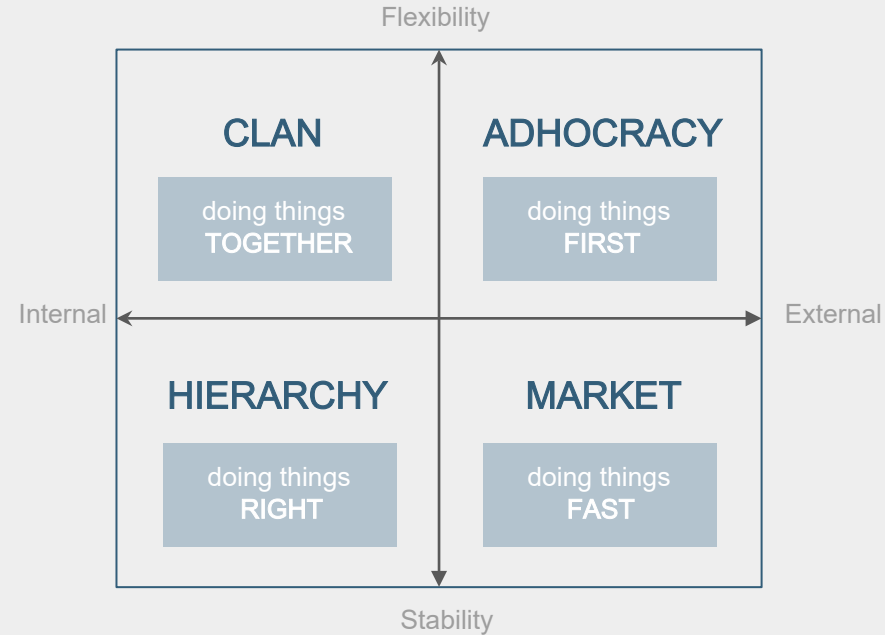
Organizational Culture

“System of beliefs, values, and behavioral norms that come to be taken for granted” (Schein & Schein, 2016, p. 6)

Related to E-Learning Implementation, Satisfaction, Technology Use & Innovative Instruction

Competing Values Framework

Cameron and Quinn (2006)



Current & Preferred



6 Dimensions

Research Questions & Methods

Research Question	Data Collection	Sample Participants	N
1. What is the relationship between faculty's perceived organizational culture and their adoption category ?	Survey	Administered to all faculty teaching online Spring 2021	188
2. What is the relationship between pandemic laggards' perceived organizational culture and their post-pandemic online teaching plans ?	Survey	A subset of sample, self-identified as "Pandemic Laggards"	104
3. How do faculty describe the influence their organizational culture has on their willingness to adopt new online teaching strategies and on their post-pandemic online teaching plans ?	Interview	Participants identified from survey volunteers	12

Adoption Category & Culture

Adopter Category



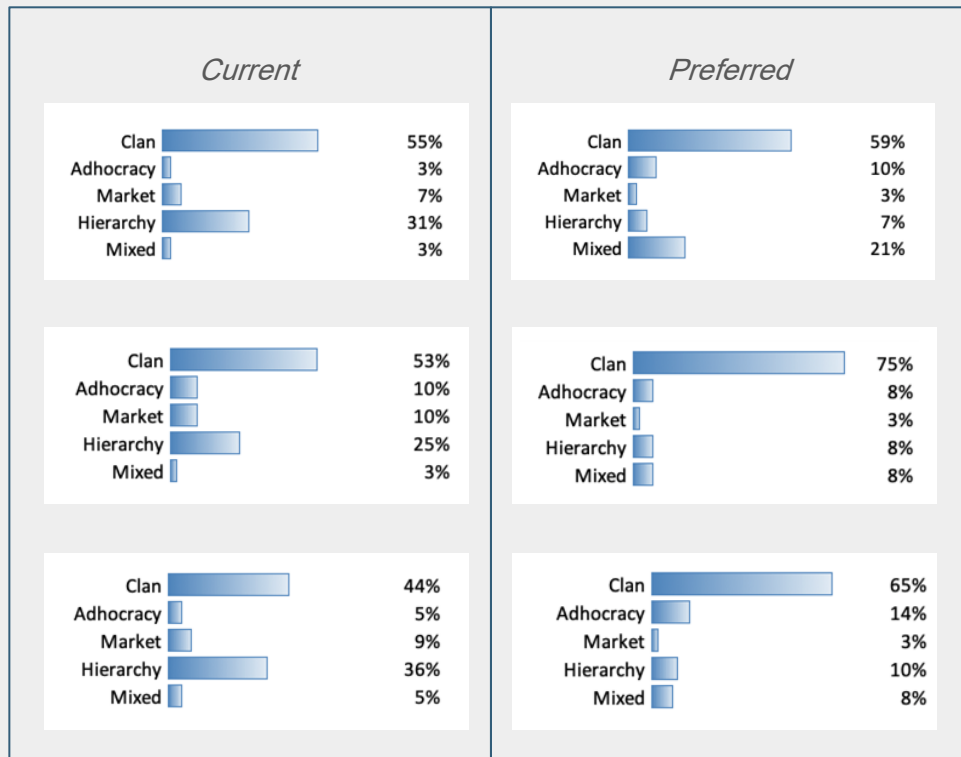
Early Adopters (29)



Majority Adopters (40)



Pandemic Laggards (113)

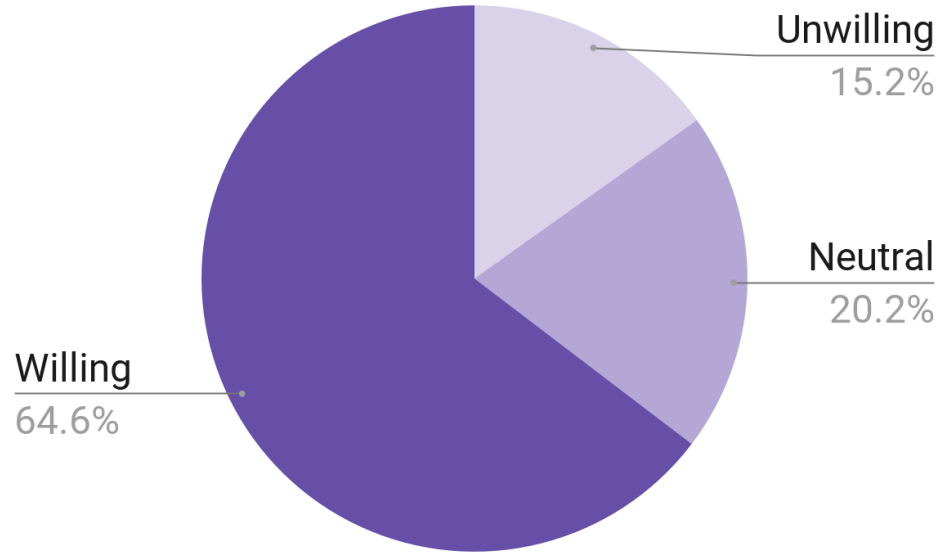


No Statistically Significant Relationship Found

Culture & Post-pandemic Online Teaching Plans



Pandemic Laggards (n=104)



No Statistically Significant Relationship Found

Qualitative Findings

How does organizational culture influence willingness to adopt new online teaching strategies ?



6 Dimensions

1. Dominant characteristics
2. Leadership
3. Management of employees
4. Organizational glue
5. Strategic emphases
6. Criteria for success

2 Adopter Groups



Majority Adopters
(n=5)



Pandemic Laggards
(n=7)

Dominant Characteristics

Overall characteristics of an organization's culture

Group	Participant	Collaborative vs. Individual	Positive vs. Critical	Descriptors of Culture
<i>Majority Adopters</i>	MA1	Collaborative	Positive	Inclusive, Entrepreneurial
	MA2	Collaborative	Positive	Collegial, Caring
	MA3	Individual	Critical	Uncomfortable, Ruthless
	MA4	Individual	Critical	Individual
	MA5	Collaborative	Positive	Collaborative, Non-competitive
<i>Pandemic Laggards</i>	PL1	Individual	Positive	Individual, Shared decision making
	PL2	Collaborative	Positive	Performance, Personal connection
	PL3	Collaborative	Positive	Collegial, Supportive
	PL4	Individual	Critical	Supportive leadership, Stressful
	PL5	Individual	Critical	Dysfunctional, Personal rifts
	PL6	Individual	Critical	Inefficient, Culture of Poverty
	PL7	Individual	Critical	Individual, Personal agendas

Leadership Style

Approach to leadership within the department

- Responsive leadership, particularly to instructional issues
 - ◆ Majority: leadership allows them to be innovative and flexible
 - ◆ Pandemic Laggards: tangible and intangible support

- Faculty autonomy

“She has a very open kind of style, so I think that promotes being willing to try.”

“I mean given that there’s really... a culture of not having any extra resources or ability or investment in pedagogy, that doesn’t really make me want to try out a lot of stuff.”

“Curricularly feels pretty good, I would say, like we don’t really have to, like answer to anybody... We feel like, like people trust us.”

Management

How employees are treated and what the working environment is like

→ Efficient administrative support

→ Targeted support areas identified

- ◆ Majority: workshops not helpful
- ◆ Pandemic Laggards: personal support around key topics

"I would love to spend, like, all my time redesigning my courses... but it's just time that keeps me from doing it."

"I didn't have the time or the energy to explore all the technical possibilities and exchange five letters with ITS. If there was somebody here... and that person has the time and energy and dedication and the obligation to do so , it would help."

Organizational Glue

What bonds an organization together

→ Shared values

→ Peer Support

- ◆ Majority: valued peer support
- ◆ Pandemic Laggards: some lacked peer support

→ Collaboration

- ◆ Majority: positive, motivational
- ◆ Pandemic Laggards: lacked or frustrated by collaboration

“Organizational glue that binds our department together, really that’s our students because everyone cares about our students quite a lot.”

“If we need something from each other, I feel comfortable picking up the phone or shooting you an email, you should feel the same way.”

“I want to be as engaging and impactful as my colleagues’...”

“I would love to have two hours of my colleagues’ focus, every week, to be like ‘what are we going to do about teaching online, or what are we going to do about our decline in majors...”

Strategic Emphasis

Areas of emphasis that direct strategy

→ Shared goals

→ Online Teaching as a Strategy

- ◆ Majority: 4 out of 5, online teaching is strategic goal of department
- ◆ Pandemic Laggards: 4 out of 7 discussed online teaching in the past, but never moved forward.

“...we have to maintain accreditation , which means we have to have certain standards in that so, whether or not we get support for teaching, we always have to provide a certain level of teaching.”

“From a strategy perspective that promotes, you know, the online teaching and being willing to try things because you know that you're contributing to an overall college strategy.”

Criteria for Success

How success is defined and what gets rewarded

→ Research

“...putting effort into online teaching was just going to subtract from their research and publishing so they didn't do it.”

→ Survival

“Definitely student retention gets rewarded, and really anything positive that can put a positive light on our department.”

How does organizational culture influence post-pandemic online teaching plans ?



Majority Adopters

→ Recalibrating

“One thing we said a lot was, ‘ I wish we were in person.”

→ Identity

“I think online teaching is always going to be a part of what I do .”

→ Continuous Improvement

“I just love, tweaking little strategies to see what might engage students more , what might be better.”

How does organizational culture influence post-pandemic online teaching plans ?



Pandemic Laggards

→ Face-to-face primary

"I miss that physicalness, having students turn and talk to each other... Breakout rooms just aren't the same."

→ Lessons Learned

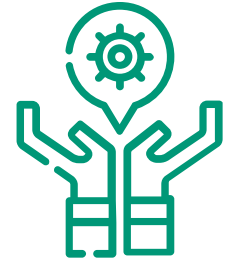
"My students are speaking, they're speaking the target language, like it's phenomenal... I have not seen this kind of progress."

→ Uncertain long term -impact

"okay, this is something that we have to do.' But then we broke from there, and took her own separate path to doing so. There hasn't been any reconvening even to discuss okay here's the methods that i've used, what have you used..."

Culture and online teaching adoption

- Clan: dominant across all 3 groups
- Pandemic laggards:
 - Largest proportion of hierarchy cultures - not ideal for innovation (Büschgens et al., 2013)
- No statistically significant relationship
 - Possible explanations: social distancing, macro/micro cultures, individual differences, faculty autonomy



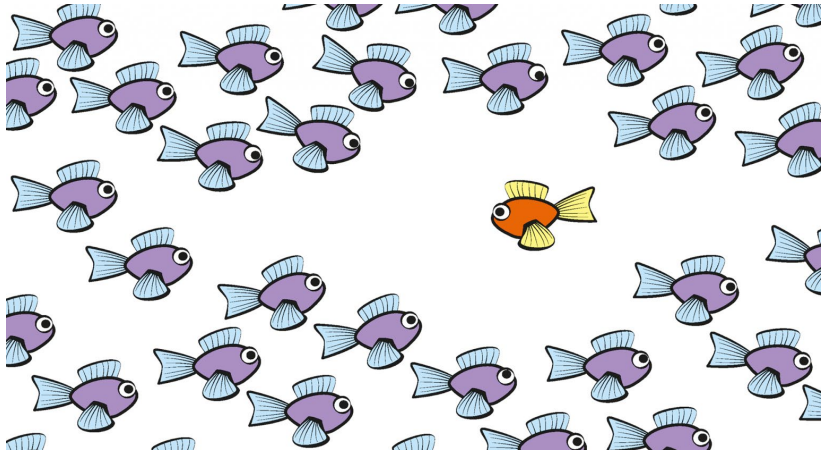
Discussion

Culture influences reinvention

- Autonomy = freedom to fail, supports innovation (Magda & Buban, 2018)
- Need for efficiency = time as a barrier (Gregory & Lodge, 2015)
- Values (student success) not aligned to incentive systems (research)
- Collaboration - diffusion is a social process (Rogers, 2003)

Post-pandemic online teaching

- Hybrid (Moore et al., 2021)
- Majority: recalibration of online elements/delivery - may point to an modality neutral future of faculty support (Turnbull et al., 2021)
- Pandemic Laggards:
 - Face-to-face, but open to hybrid - increase in faculty sentiment (Fox et al., 2020)



**Without a change to culture...
“The status quo will prevail.”**

(Cameron & Quinn, 2006)

Students demand online & hybrid courses

(McKenzie, 2021)

Resiliency for future emergencies

(Moore et al., 2021)

Support faculty

- Re invention & hybrid
- Align incentive systems to student success
- Provide differentiated support for adopter groups

Support departments

- Address hierarchy cultures, fostering collaboration
- Develop shared goals and values
- Long term planning for online teaching

MAHALO

Comments or Questions?



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