Concurrent Session I/Presentation 3

Transforming Faculty Culture to Support Institutional Change
Indian River State College

*The logic of learning outcomes and guided pathways is relatively clear:*

- Course learning outcomes represent discipline-specific instructional goals established by subject matter experts.
- Program learning outcomes represent student-centered goals and institutional expectations, but they must be connected *intrinsically* to course outcomes and instruction if these goals are to be met.
- The connections between course-level outcomes and program-level outcomes represents the skeletal structure on which guided pathways should be built.

*How can colleges encourage a more vigorous faculty investment in learning outcomes, assessment, and guided pathways in fields not directly connected to the workforce?*

1. In some instructional areas, the language of outcomes may seem foreign and can be misunderstood as imposing unfamiliar and conflicting values on a subject area (the source of several myths about guided pathways).

A false dichotomy: Academic Practice versus Accountability

- For example, reasonable expectations regarding accountability can be misunderstood.
- Managing change requires finding bridges between the two sets of values – reframing the case for outcomes and using outcomes to introduce pathways.
2. Institutional practices may be taken by some to justify the status quo; those same practices can in fact be the basis for innovation, change, and growth.

Steps toward a healthy faculty investment in outcomes, mapping, and guided pathways:

- Create “bridging” narratives that introduce outcomes from the standpoint of their connection to academic values (e.g., clarity, collaboration, expertise, analysis, inquiry, instructional quality, and autonomy)
- Refocus the conversation on student progress, opportunity, and success to highlight the importance of faculty expertise in tackling institutional challenges
- Identify faculty members who can inspire greater involvement (philosophy, linguistics, sociology, and psychology are disciplines that lend themselves to the project)
- Create opportunities for collaboration between instructional departments, advising, and various student support service (e.g., academic support centers)
- Connect the guided pathways conversation directly to outcomes in order to capitalize on a faculty investment in the latter