

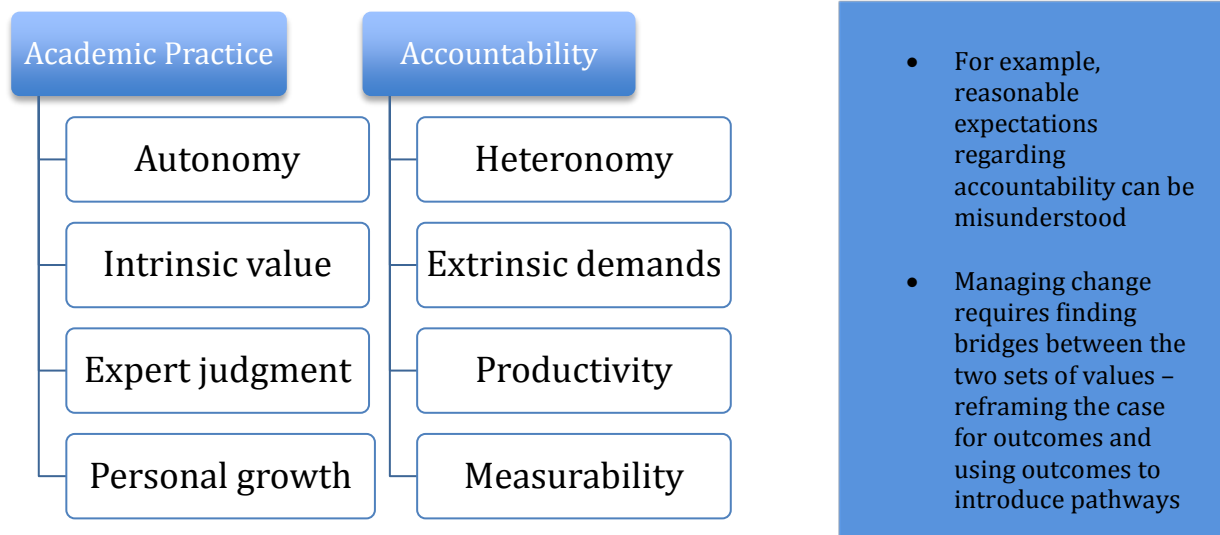
Transforming Faculty Culture to Support Institutional Change Indian River State College

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?

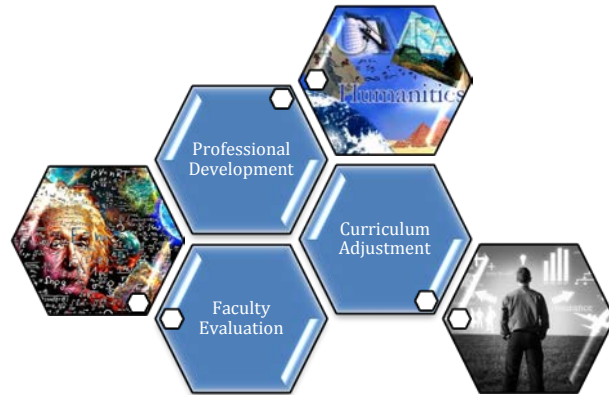
1. In some instructional areas, the language of outcomes may seem foreign and can be misunderstood as imposing unfamiliar and conflicting values on a subject area (the source of several myths about guided pathways).



A false dichotomy: Academic Practice versus Accountability

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.

- Institutional practices and investments influence choice architecture and culture
- Strategic adjustments can be used to promote a faculty investment in change



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

