

# Supporting Faculty Stability During Curricular Change

Council for the Study of Community Colleges

April 19, 2013

Andrea C. Goldfien  
Norena Norton Badway, PhD  
San Francisco State University

This material is based upon work supported by the National Science Foundation under Grant No. DUE 1003589. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation.



# Sustainability of Innovations

---

- Curricular change requires new learning.
- Teams require time to develop synergy.
- Faculty stability can improve institutional capacity to sustain reforms.

Research Question:

- What factors support faculty team stability?

# BioBridge

---

Bridging underprepared students into college STEM education:

- Entryway into certificate/degree programs
- Linked language, math, and science
- Learning community
- Contextualized

# The Study of BioBridge

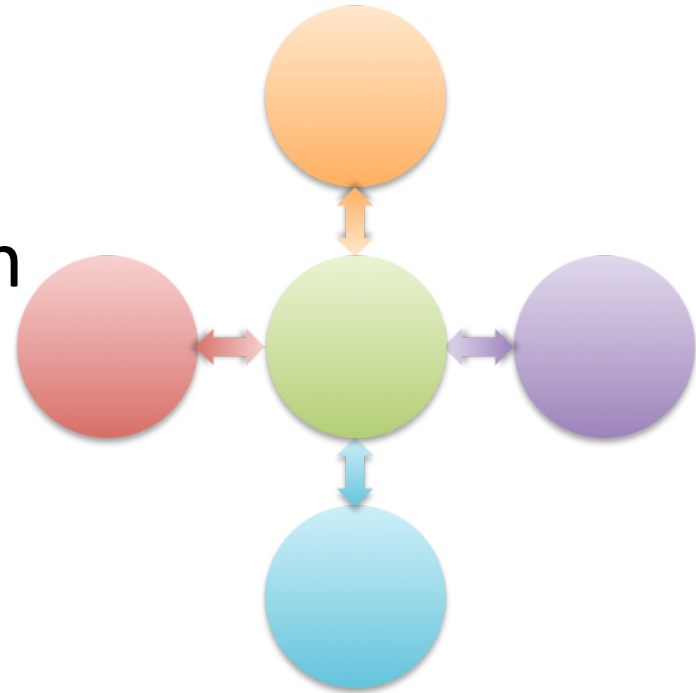
---

- Case study at five institutions.
  - Site visits: interviews, classroom observations, document review, field notes and analytical memos
  - Interviews – 27 faculty, staff, and administrators

# Four Factors Emerged

---

- Institutional structures
- Aspects of collaboration
- The Right Team
- Faculty learning

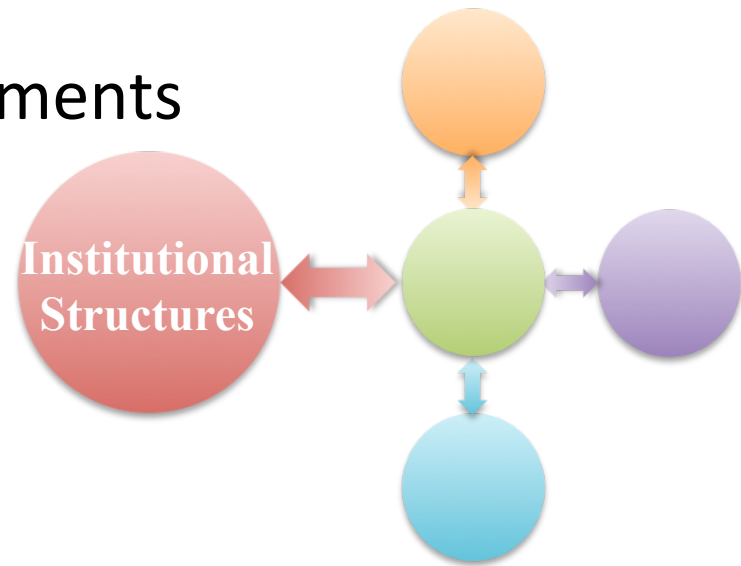


# Institutional Structures

## ➤ Flexibility within existing system

- ★ Interdepartmental agreements

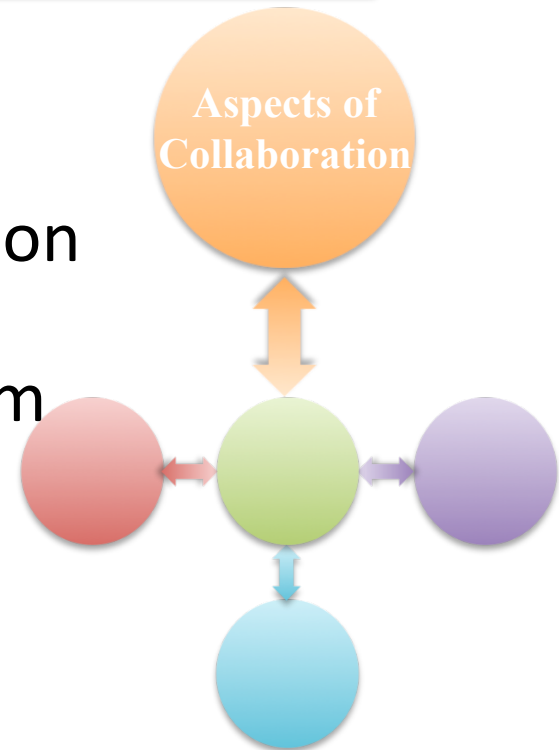
- ★ Compensation



## ➤ Strategy – Connect to institutional priorities.

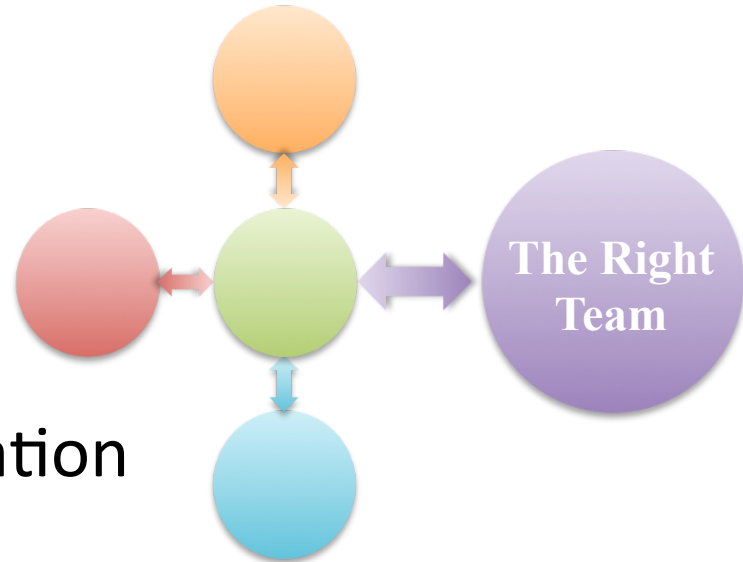
# Aspects of Collaboration

- Frequency, inclusion, format
  - ★ Intense during early implementation
  - ★ Meetings of the entire faculty team
  - ★ Face-to-face
- Strategy – Commit to regular meetings as a team.



# The Right Team

- Willingness, availability – More than “buy-in”
  - ★ Let go of “coverage”
  - ★ Think differently about students
  - ★ Regular on-going collaboration
- Strategy – Make expectations explicit up front.





# Nature of Faculty Learning



➤ Learning about learning

★ How do they become scientists?  
*going beyond our “disciplinary lens”*

@ What do I need to teach?  
*“overwhelmed and kind of alone”*

➤ Strategy – Find someone who can facilitate learning.

# Recommendations

- ★ Connect to institutional priorities.
- ★ Commit to regular meetings as a team.
- ★ Make expectations explicit up front.
- ★ Find someone who can facilitate team learning.

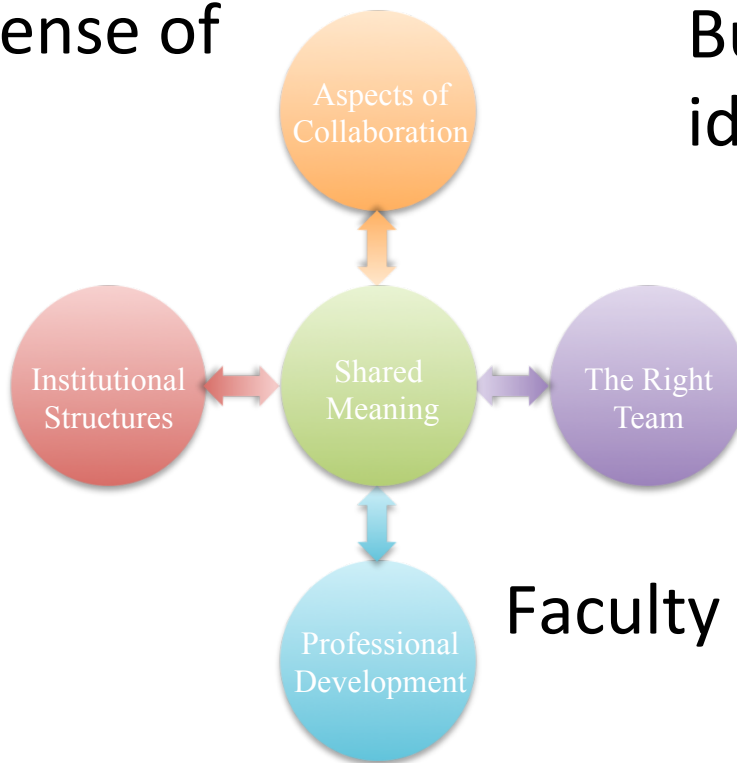


# Creating a Shared Meaning

➤ Intentional, on-going collaborative “struggle”

Creates a sense of ownership

Builds a sense of identity



Faculty become champions

# Select References

---

- Grubb, W. N. (1999). *Honored but invisible: An inside look at teaching in community colleges*. New York, NY: Routledge.
- Grubb, W. N., & Kraskouskas, E. (1992). *A time to every purpose: Integrating occupational and academic education in community colleges and technical institutes*. Macomb, IL: National Center for Research in Vocational Education.
- Kezar, A. (2005). Redesigning for collaboration within higher education institutions: An exploration into the developmental process. *Research in Higher Education*, 46(7), 831–860.
- Pharo, E. J., Davison, A., Warr, K., Nursey-Bray, M., Beswick, K., Wapstra, E., & Jones, C. (2012). Can teacher collaboration overcome barriers to interdisciplinary learning in a disciplinary university? A case study using climate change. *Teaching in Higher Education*, 17(5), 497–507.
- Puchner, L., Taylor, A. R., Harris, V. K., Marshall, R. W., & Powell, M. (2010). The Bridge to Manufacturing Project. *Community College Enterprise*, 16(1), 7–22.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–23.
- U.S. Department of Education, Office of Vocational and Adult Education. (2011). *Promoting college and career readiness: Bridge programs for low-skill adults* (Symposium report). Washington, D.C.
- Wachen, J., Jenkins, D., & Van Noy, M. (2011). Integrating basic skills and career-technical instruction: Findings from a field study of Washington State's I-BEST model. *Community College Review*, 39(2), 136–159.
- Weisman, I. M., & Marr, J. W. (2002). Building community: The second century, the same challenge. *New Directions for Community Colleges*, 2002(118), 99–108.

