

## PART II

# Core Processes of Curriculum Work



## CHAPTER 2

# Faculty Development for Curriculum Work and Change

### Chapter Overview

This chapter begins with descriptions of the purpose and meaning of *faculty development*, as well as the necessary conditions for it. The term *curriculum work* used in this chapter encompasses curriculum development, implementation, and evaluation. The relationship of faculty development, curriculum work, and change is explained to support the premise that faculty development is a core and ongoing component of all curriculum work. Faculty development for curriculum work is presented, including its purpose, goals, participants and their responsibilities, activities, and benefits. Theoretical perspectives on change are described next, with application to curriculum work. Then, strategies to support faculty during change and ideas for responding to resistance to change are offered. Synthesis activities include a case study for readers' critical analysis and questions for consideration when planning faculty development.

### Chapter Goals

- Consider the purpose and meanings of *faculty development*.
- Review the conditions necessary for faculty development.
- Appreciate the necessity of faculty development as a core process of curriculum development, implementation, and evaluation.
- Gain insights into responsibilities, strategies, and benefits associated with faculty development for curriculum work.
- Relate theoretical perspectives on change to curriculum work.
- Reflect on strategies to support faculty during change.
- Ponder ideas for responding to resistance to curriculum work and faculty development.

## FACULTY DEVELOPMENT

### Purpose and Meaning of Faculty Development

*Faculty development* can be conceived of as “the theory and practice of facilitating improved faculty performance” (Halliburton, Marincovich, & Svinicki, 1988, p. 291). It is a form of continuing professional development for academics. The purpose of institution-wide faculty development generally has been improvement in teaching.

The traditional focus on the development of faculty members as teachers and evaluators of learning continues today. Currently, there is an expanded emphasis on the individual as a scholar, professional, person, and member of an organization. Therefore, development activities are aimed at all these and often include collaborative efforts and the creation of a community of learners (Brooks, 2011; Kitchen, Parker, & Gallagher, 2008; Malinsky, DuBois, & Jacquest, 2010; Taylor, 2010). However, activities related specifically to curriculum development, implementation, and evaluation consistent with curricular tenets are not typically addressed in the literature about faculty development.

The meanings that faculty members have attributed to their own development as academics are varied and hierarchal, with each description encompassing the previous:

- Becoming more productive in their work output
- Achieving credibility and recognition
- Making ongoing improvements in their work
- Accumulating personal knowledge and skills
- Expanding the depth and sophistication of knowledge in their academic field
- Contributing to disciplinary growth or social change (Åkerlind, 2005)

From these meanings, the overall purpose of faculty development activities can be deduced as follows: to contribute to the growth and development of individuals in all their academic roles so that their capacity to advance their discipline and influence change is expanded.

### Necessary Conditions for Faculty Development

Furco and Moely (2012) have listed the “conditions that are important for securing faculty buy-in and support” (p. 129) for an educational innovation. These are:

- Explicit and clearly communicated goals for the innovation, which are consistent with faculty values and concerns
- Opportunities for faculty to gain skill with the innovation and explore their questions, without excessive demands on their time
- Institutional commitment to ongoing support for the innovation
- Rewards for faculty involvement in the form of readily perceived professional development or through the faculty reward system

The development and implementation of a new or modified curriculum is a significant educational innovation, the purpose of which must be endorsed by faculty and curriculum developers after an exploration of their values. Planned faculty development activities, as a core process of curriculum work, are the ongoing embodiment of:

- The provision of opportunities for faculty and other curriculum participants to gain curriculum skills and explore questions about curriculum
- An institutional commitment to provide tangible support for curriculum work
- Professional development during curriculum work

## **RELATIONSHIP OF FACULTY DEVELOPMENT, CURRICULUM WORK, AND CHANGE**

The processes of curriculum development, implementation, and evaluation represent a significant change in a school of nursing. There are challenges and changes to current assumptions and practices, the nature of work that is undertaken, composition of work teams, interpersonal relationships, and expectations for individuals and groups. Curriculum development and implementation of a redesigned curriculum require change from an established curriculum and familiar work patterns based on tacit assumptions, beliefs, and norms to an altered curriculum and work expectations based on expressed assumptions, beliefs, and norms that evolve and become explicit as curriculum work progresses. Thus, curriculum redesign influences and possibly changes the culture of the school of nursing.

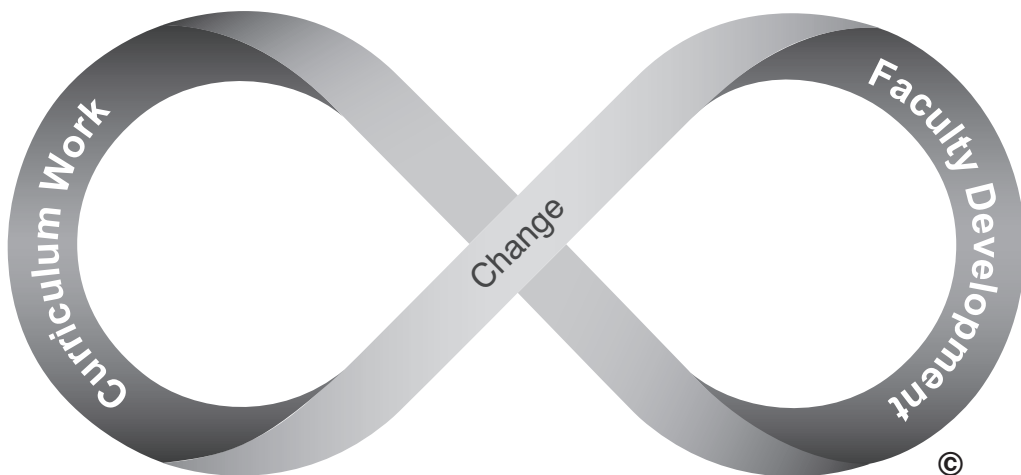
Successful curriculum change is generally dependent upon the acquisition of new skills and perspectives by those who will implement the reconceptualized curriculum. Educational and evaluation approaches, interactions, course content, and possibly sites for professional practice teaching could be altered. Additionally, there may be shifts in interpersonal dynamics and a realignment of teaching colleagues. Similarly, curriculum evaluation can lead to some curriculum modifications, which may necessitate further change.

Because faculty members have extensive involvement in curriculum development and implementation plans, and in opportunities to introduce aspects of the redesigned curriculum into the existing one, transition to a new curriculum might be expected to occur easily and with full faculty support. Unfortunately, the change may not be smooth, because change often involves some loss and acceptance of new perspectives. Accepting and endorsing the need for change, working toward the change, and living successfully in the changed circumstances all require personal adjustment. The adjustment occurs through self-reflection, critical thinking, altered perceptions, and support and does not happen in a scheduled, linear fashion. It is determined by individual interests, motivation, and readiness.

Ongoing, systematic, and integrated professional development is necessary to ensure that the group understands a proposed change, particularly when a change in practice is a

**Figure 2-1** Synchronous, intertwining, and infinite nature of curriculum development, faculty development, and change

© C. L. Iwasiw and D. Goldenberg. Modified from Iwasiw, C., Goldenberg, D., & Andrusyszyn, M. A. (2005). *Curriculum development in nursing education*. Sudbury, MA: Jones and Bartlett.



goal (Haviland, Shin, & Turley, 2010). Therefore, faculty development is a way to ensure that participants have the necessary knowledge and skills to develop, implement, and evaluate a curriculum. It is also an avenue to support participants during the changes associated with curriculum work. As such, faculty development is a core process of curriculum work. The content and nature of faculty development are defined by curriculum and change processes. In turn, learning gained during faculty development will influence the curriculum work and the change. Moreover, faculty development activities are a means to sustain change and promote continued growth within the school of nursing. **Figure 2-1** depicts the continuous, synchronous, and interrelated nature of curriculum work, faculty development, and change.

## FACULTY DEVELOPMENT FOR CURRICULUM WORK

### Necessity of Faculty Development for Curriculum Work

Faculty development has been described as the “essence of curriculum development” (Rush, Ouellet, & Wasson, 1991). It is essential that faculty be able to “develop coherent curriculum designs, methods for the assessment of student learning, [and] evidence-based program evaluation” (Bartels, 2007, p. 157). If faculty members are unable to do this, nursing curricula and the practice of nursing education cannot progress. Therefore, faculty

development is foundational to the creation, implementation, and evaluation of a curriculum that reflects a new perspective and is true to the espoused philosophical approaches.

A core competency of the academic nurse educator is to “participate in curriculum design and evaluation of program outcomes” (National League for Nursing [NLN], 2005, p. 19). Among the components of this competency is knowledge of curriculum development: identifying program outcomes, developing competency statements, writing learning objectives, and selecting learning experiences and evaluation strategies (NLN, 2005).

However, few recent graduates of master’s and doctoral programs have academic preparation in this aspect of the nurse educator role (Bartels, 2007; Benner, Sutphen, Leonard, & Day, 2010; Dearmon, Lawson, & Hall, 2011; Suplee & Gardner, 2009) because of the emphases on advanced practice roles and research in graduate nursing programs. Additionally, faculty development about the curriculum development process itself, and the creation of an evidence-informed, context-relevant, unified curriculum, is rarely planned, perhaps because of an unexamined assumption that teachers innately know how to develop curricula, or because curriculum development activities have traditionally received little (if any) credit toward promotion and tenure decisions. The result is that knowledge about nursing curriculum may be limited to personal experience, and knowledge of curriculum development processes may be absent (Goldenberg, Andrusyszyn, & Iwasiw, 2004). Thus, many nursing faculty are not equipped to undertake curriculum development or to fulfill their educator role other than in the way that they experienced it as students (Bartels, 2007).

Faculty competence in all aspects of curriculum design, implementation, and evaluation is foundational to developing an educationally sound curriculum. Because it cannot be assumed that faculty members know how to develop a curriculum, it is incumbent on school leaders to provide opportunities so that relevant knowledge and skills can be acquired. Faculty development is a core activity of curriculum work and is a catalyst for the creation and operationalization of a new vision for the curriculum. Through faculty development activities, novices can be guided to think beyond their individual areas of nursing practice expertise and their own educational experiences, to the possibilities for an entire curriculum. The interactions and synergy occurring in development sessions may also prompt seasoned faculty to consider new approaches to the nursing curriculum.

Curriculum redesign requires faculty members to look beyond their own nursing practice and teaching areas. They need to consider the future of nursing practice, the philosophical approaches and concepts that should underpin nursing practice and the curriculum, what the curriculum goals should be, and how students could achieve those goals. In addition, they must examine how all aspects of a curriculum interact and the options for curriculum design. To develop an evidence-informed, context-relevant, unified curriculum in a timely fashion, faculty and other stakeholders will likely require assistance with the curriculum development process itself, as well as with curriculum

implementation and evaluation. Accordingly, it is necessary for faculty development to occur in tandem with curriculum development and to be viewed as a core component of curriculum work.

Faculty development related to all aspects of curriculum development, implementation, and evaluation is particularly timely because of the nursing faculty shortage and impending retirement of a large cohort of faculty (American Association of Colleges of Nursing, 2012; Canadian Nurses Association & Canadian Association of Schools of Nursing, 2012). Presumably, it is the older faculty members who have the most experience in curriculum work and are more likely to have formal preparation in curricular matters. Over time, therefore, there could be fewer faculty knowledgeable about curriculum work, and the mentoring or guidance they offer would not be available. Accordingly, opportunities should be created to develop or enhance the curriculum skills of novice and mid-career nurse educators.

### **Purpose and Goals of Faculty Development for Curriculum Work**

The purpose of faculty development for curriculum work is to contribute to the growth and development of nursing faculty in all aspects of curriculum work so that their capacity to develop, implement, and evaluate an evidence-informed, context-relevant, unified curriculum is enhanced, and their ability to advance the practice of nursing education and influence future nursing practice is expanded. This purpose encompasses all aspects of curriculum work for which faculty and other curriculum participants might require additional knowledge, skills, and support.

As explicated by Bevis (2000), there are at least four goals for faculty development related to curriculum development, implementation, and evaluation. For faculty members, these include:

- Enhancing their knowledge and skills about curriculum development and curriculum evaluation
- Transforming their view of curriculum to match the perspectives of the new curriculum
- Becoming comfortable with changing roles and relationships
- Gaining skill in teaching-learning and evaluation approaches.

All are of equal importance and are achieved synergistically. Other goals can emerge in accordance with the learning needs of curriculum developers.

#### **Enhancing Knowledge and Skills About Curriculum Development and Evaluation**

Knowledge about curriculum development and curriculum evaluation processes varies among faculty members and other stakeholders. Some will know a great deal; others will



be familiar with details of course planning, but not with the larger process. Some will know about course evaluation, but not about overall curriculum evaluation. To make certain that the curriculum development process is as smooth as possible, faculty development focused specifically on developing a curriculum is necessary. Knowledge of the total process will lead to an appreciation of the time required for curriculum development, work accomplished by task groups, and importance of shared understandings and consensus. Moreover, detailed information about each aspect of curriculum development and evaluation will allow task groups to develop a critical path for completion of their work and increase the likelihood that work is completed in the manner required.

### **Transforming the View of Curriculum**

Another goal for faculty development is for faculty to transform their view of curriculum and, possibly, their view of learning, based on the philosophical approaches and learning theories chosen. It is important that faculty have opportunities to develop their understanding about the approach to curriculum that is being developed. This will be an ongoing process that will occur throughout the curriculum work and through faculty development opportunities intended to assist them in designing, implementing, and evaluating a curriculum reflecting the new view.

### **Becoming Comfortable with Changing Roles and Relationships**

A change in faculty roles could be a consequence of curriculum redesign. A changed curriculum might mean altered relationships with students, colleagues, clients, and administrators. The role change may involve a shift in activities, power, equity, and authority, depending on the curricular philosophical approaches and goals or outcomes. If so, an exploration of these ideas and how new relationships will be enacted warrants explicit attention.

### **Gaining Skill in Approaches for Teaching-Learning and Evaluation of Student Learning**

A necessary goal of faculty development is to become comfortable with new strategies that align with the curriculum philosophical and educational approaches, and outcomes or goals. Through development activities related to teaching and evaluation of student learning, faculty members can gain the skills necessary to:

- Implement the curriculum consistently and successfully.
- Ensure that students experience the chosen curriculum philosophical and educational approaches in all teaching-learning encounters and have opportunities to achieve curriculum goals or outcomes.
- Make certain that methods to evaluate student learning match curriculum tenets

## **Participants in Faculty Development Activities**

Faculty members are the key players in the curriculum development, implementation, and evaluation processes, that is, in:

- Decisions to be made
- Committee work to be accomplished
- Facilitation and evaluation of student learning according to the tenets of a redesigned curriculum
- Appraisal of curriculum evaluation results

Consequently, the success of curriculum work is largely dependent upon knowledgeable and willing faculty members and development activities planned with and for them.

Importantly, others, such as students, clinicians, and administrators, who are part of the curriculum development process, should also be included in faculty development activities. Participation in these learning opportunities will expand stakeholders' knowledge and skills about curriculum processes, strengthen their commitment and connection, and deepen their understandings about the school of nursing.

## **Responsibility for Faculty Development**

The school leader has the responsibility to invest in and support the development of faculty in order to minimize knowledge gaps in all aspects of the academic role, including curriculum work. Formal leadership confers the responsibility to act as a change agent and to operationalize professional development to “foster the future of the organization” (Kenner & Pressler, 2006, p. 2). School leaders are the primary force in initiating change, assisting faculty in their development (Smolen, 1996), creating an empowering and respectful work environment, and ensuring that stakeholders are involved in the school's activities. Identification of specific faculty development needs can be undertaken by the school leader, the curriculum leader, a faculty development committee, or individual faculty members. Typically, it is a combination of these.

Faculty members have a professional obligation to ensure they are competent in their role functions, to continue to improve as nurse educators, and to engage in activities that enhance their effectiveness (NLN, 2005) and that of others. Therefore, they have a responsibility to:

- Attend faculty development activities
- Be open to new ideas
- Participate fully in faculty development

- Commit to employing new knowledge, skills, and perspectives as they develop, implement, and evaluate the curriculum
- Contribute to the development of others

Responsibility for creating formal faculty development opportunities could rest with knowledgeable and experienced faculty members who have a solid theoretical and experiential foundation in nursing education. Their development needs may be slight, so that their participation could be to provide leadership in faculty development. They might lead formal and informal sessions, provide guidance to novices, or purposefully mentor others. These activities would spontaneously occur within a learning culture, yet may need to be formalized for faculty development for curriculum work.

### Faculty Development Activities for Curriculum Work

Faculty development activities could be formal, informal, collaborative, self-managed, individual, or group based. Activities can include workshops, mentoring, group discussions, and attendance at conferences. Local sessions can be face-to-face, online, or a combination of these. Podcasts or videos of faculty development activities can be created and accessed by those unable to attend face-to-face sessions or those wanting to review information. Peer coaching can be effective for experienced faculty members (Huston & Weaver, 2008). See **Table 2-1** for examples of formal and informal strategies for faculty development. Ideas about content and processes for faculty development specific to various aspects of curriculum work are explored elsewhere in the text.

It is incumbent upon all curriculum stakeholders to reach shared understandings about curriculum work, nursing education, nursing practice and health care, the curriculum tenets, educational processes, and student–teacher–practitioner relationships. Faculty discussions of this nature serve faculty development purposes and move the curriculum development process forward.

Because faculty development is ongoing, a preliminary schedule should be agreed upon. The precise activities that are undertaken ought to be consistent with the evolving philosophy of the redesigned curriculum. It is recommended that each session's topic, format, time, location, and leader be decided early. However, schedules and topics require some flexibility so that changes can be instituted to meet participant obligations, newly identified or urgent needs, and other contingencies. The concept of just-in-time relevance is pertinent (O'Keefe, Brady, Conlan, & Wade, as cited in Myers, Mixer, Wyatt, Paulus, & Lee, 2011). If a development activity is offered at the time when members are about to engage in a particular aspect of curriculum work, they are likely to see the need for the activity and to participate willingly.

**Table 2-1 Strategies for Formal and Informal Faculty Development**

<b>STRATEGIES</b>	
<b>Formal</b>	<b>Informal</b>
<ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Communities of interest</li> <li>• Conferences</li> <li>• Group meetings</li> <li>• Faculty meetings</li> <li>• Forums</li> <li>• Lectures by experts and/or knowledgeable colleagues</li> <li>• Online learning activities</li> <li>• Peer coaching</li> <li>• Podcasts</li> <li>• Postgraduate courses</li> <li>• Practice teaching</li> <li>• Retreats</li> <li>• Seminars</li> <li>• Tours, visits</li> <li>• Workshops</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Buddy system</li> <li>• Dialogue and feedback</li> <li>• Handbooks</li> <li>• Learning circles</li> <li>• Luncheon meetings</li> <li>• Meetings with department heads</li> <li>• Mentorship</li> <li>• Modeling</li> <li>• One-on-one discussions</li> <li>• Online group discussions</li> <li>• Peer support</li> <li>• Readings</li> <li>• Shadowing</li> <li>• Tutoring</li> </ul>

In order to design a curriculum that will be acceptable to all stakeholders and relevant at the time of curriculum implementation and beyond, faculty development is necessary. When engaging in curriculum development, faculty come together, learn and grow together, accept that change is inevitable, and take ownership and pride in the future. When faculty development is enacted as a core component of curriculum work, individuals' personal investment in the curriculum and the school of nursing is increased.

### **Benefits of Faculty Development for Curriculum Work**

Faculty development for curriculum work results in an essential benefit for the school of nursing, specifically the greatly enhanced potential for curriculum developers to:

- Create a shared vision for the curriculum (Oliver & Hyun, 2011).
- Develop an evidence-informed, context-relevant, unified curriculum.
- Implement and evaluate the curriculum in a manner consistent with the underlying tenets.

Planned and ongoing faculty development demonstrates the school's commitment to faculty and their professional growth, increases job satisfaction, and is a method to support personal and curriculum development. Curriculum developers may feel valued because of the school's investment in them. Additionally, formalized, systematic development activities can enhance faculty recruitment and retention (Heinrich & Oberleitner, 2012).

A program of faculty development can contribute to a learning culture within a school, a culture where the individual and team learning of all members (faculty, stakeholders, and students) is given attention and accorded value, and in which systems are created to support and share learning (Holyoke, Sturko, Wood, & Wu, 2012). In such an environment, members may feel secure in group learning and connected to others through shared learning, acceptance, appreciation, support, and respect.

Faculty and stakeholders who participate in development related to curriculum work have the potential, individually and collectively, to experience benefits consistent with the descriptions of development reported by Åkerlind (2005). Learning the skills of curriculum work will increase their competence and make them more efficient and effective, thereby reducing frustration and the need to redo work. Increased knowledge and skills could lead to credibility and possibly external recognition, as well as being the bases for making ongoing improvements and feeling a sense of pride in completed work. Additionally, personal skills, such as negotiation, collaboration, and consensus building, can accrue from curriculum work. There is potential to expand the depth and sophistication of knowledge about nursing education, and, if scholarship projects about curriculum work are undertaken, to influence nursing education practice beyond the school of nursing.

## **FACULTY DEVELOPMENT FOR CHANGE**

The change associated with curriculum work can give rise to feelings and behaviors ranging from eager anticipation and full engagement, to a “wait and see” attitude with reluctant participation, to resistance involving refusal to participate and possibly sabotage. In addition to expanding participants' knowledge and skills in curriculum work, faculty development can also support faculty members' personal and professional growth during the changes associated with the curriculum work. Therefore, attention to the cognitive, psychological, and behavioral aspects of change all merit attention. Consideration should be given to how faculty might experience change, how the school's culture might influence and be affected by change, and strategies to support faculty during change. Deliberate responses intended to enhance resisters' participation in curriculum and faculty development, and their acceptance of the redesigned curriculum are also important.

## Theoretical Perspectives on Change: Application to Curriculum Work

### Diffusion of Innovations

This frequently cited theory gives attention to individuals and groups within a social system. According to Rogers (2003), diffusion is “a kind of social change, defined as the process by which alteration occurs in the structure and function of a social system” (p. 6). An innovation is an idea or practice that is viewed as new, and this is communicated over time among the members of the social system. Acceptance follows an S-shaped curve within a social group, with some members being slow to accept the change and others rejecting it completely. The rate of adoption is related to the following characteristics of the innovation:

- Relative advantage of the new idea over current practice
- Compatibility with existing values and past experiences of potential adopters
- Complexity of the new idea or practice
- Trialability, or the ability to test the innovation on a limited basis
- Observability of the results of the innovation to others

The interpersonal channel of communication (that is, face-to-face interaction between and among individuals of similar status) is most important in the diffusion of an innovation. Most people depend on a subjective evaluation of an innovation that is conveyed to them from individuals who have adopted the innovation.

Time is a dimension of the theory: the length of time for the innovation decision process to occur, the time for an individual to adopt the innovation, and the rate of adoption within a system. Planned dissemination can increase the rate and level of adoption more than the pace of informal dissemination (Greenhalgh, Robert, Bate, Macfarlane, & Kyriakidou, 2005). Individuals adopt the innovation at different times during a change:

- Innovators seek change and are the first to adopt the idea.
- Early adopters facilitate change.
- Early majority members prefer the status quo but provide a support system for change and accept it.
- Late majority members accept the change after most others.
- Laggards strive to maintain the status quo.
- Rejecters actively oppose and may sabotage the innovation (Rogers, 2003).

The social system is an important dimension of the theory. Communication channels, status of individuals, and decision-making processes all influence the diffusion of innovations. Greenhalgh and colleagues (2005) extend this idea: Sustainability of an innovation requires systems changes.

This theory is useful for understanding individuals' and groups' acceptance of the need for curriculum change, their commitment to it, and their readiness to engage in curriculum work and faculty development. It points to the necessity of involving respected opinion leaders in faculty development activities so they can persuade peers of the value of these endeavors, share positive evaluations of the activities, and make visible the learning they have gained. Their formal and informal diffusion of knowledge and skills relevant to curriculum work will improve the quality of the curriculum. The pace at which individuals will accept the need for curriculum redesign and faculty development may also vary. It is important to recognize that not everyone will be an innovator, early adopter, or member of the early majority. Therefore, avenues should be available to allow respectful inclusion of late majority members and laggards, and there must be a way for them to catch up through faculty development. Furthermore, it is wise to remember that curriculum change is systems change, and it is necessary that a majority will support and maintain the change.

### **Transtheoretical Model of Behavior Change**

This model addresses behavior change of an individual as the desired outcome and incorporates changes in attitudes, intentions, and behavior. The model incorporates four theoretical concepts central to change: stages, internal processes, self-efficacy (a feeling of confidence to enact the desired behavior), and decisional balance (weighing the advantages and disadvantages of changing).

Behavioral change is conceptualized as a spiral, and this pattern represents the reality that people do not change in a straightforward, linear manner. Rather, at certain times, individuals can revert to former stages and then proceed again toward the desired change. Relapse to previous stages is considered a natural part of the change cycle. The following stages represent a continuum of motivational readiness:

- Precontemplation: Person sees no need to change.
- Contemplation: Person thinks about the benefits and losses of change and admits to desiring change, but there is no intent to act.
- Preparation: Person plans to make a specific change soon and may make small attempts at change.
- Action: Person makes an overt commitment to change and practices the new behavior over time.
- Maintenance: Person is able to avoid relapses to former stages for 6 months or more, although the temptation to relapse can persist for several years (Norcross, Krebs, & Prochaska, 2010; Prochaska & Velicer, 1997).

Participation in curriculum work and faculty development can be conceptualized as encompassing a change in faculty attitude toward the current curriculum, a decision and intention to create a new curriculum, and a change in behavior to engage in curriculum work. Curriculum implementation may require a change in attitude toward students, other faculty, and roles; behaving and interacting in new ways; and changing teaching and evaluation strategies and approach to content. Faculty development activities provide the knowledge, skills, and environment that support individual and collective change. Participation in faculty development represents action to change attitudes and behavior.

The appeal of this model of individual change is that it acknowledges that acceptance, practice, and continuation of a change are not linear processes. Rather, recycling to previous stages is seen as a natural occurrence. Reference to this theory during curriculum work provides a means to understand why some curriculum participants may question the value of new curriculum ideas that they have formerly accepted or may return to previous teaching styles during periods of stress, and then re-engage in the intent of the changed curriculum. Understanding of this model allows faculty members to be patient with each other and recognize when additional support is needed.

### **Organizational Change in Cultural Context (OC<sup>3</sup> Model)**

From an ethnographic analysis of change in a research-intensive university, Latta (2009) developed a model of bilateral interaction in which organizational change and culture influenced one another. According to the model, an understanding of the culture is a necessary starting point for the change process. Readiness for change can be enhanced by highlighting discrepancies between the current status and the ideal cultural commitments, and then linking a vision for change to the current and ideal cultures. Subsequently, cultural knowledge can be used to inform change initiatives and strategies. Existing norms, values, and strengths might be reinforced or built upon to move the organization toward the espoused ideals. New rituals or behaviors can be introduced, and these can contribute to a cultural shift. Tacit elements of a culture can accelerate or slow a planned change, and support or resistance to a change can be related to these, or to cultural elements that have not been taken into account. Cultural dynamics influence the outcome of the change initiative, either positively or negatively. In turn, the change process and its tangible outcomes have an effect on organizational culture.

These ideas are important to understand how culture, curriculum work, and faculty development as a change strategy can influence one another. Culture provides meaning and stability, and change jeopardizes the meaning people have about the school and the stability of their position within the culture. When a culture is at risk of change, shared



learning helps a group to reduce anxiety and regain equilibrium (Schein, as cited in Owings & Kaplan, 2012).

Although a full cultural analysis is beyond the scope of those initiating or leading curriculum change, or planning and offering faculty development activities, there is merit in considering the cultural context of the school. Innovators might ask: *How might the current culture affect curriculum work and faculty development? What are the espoused and enacted norms, values, assumptions, beliefs, emotional climate, patterns of interaction, perceptions, political status, and social practices that could be built upon? What aspects of the culture might be changed or even eliminated by curriculum work and faculty development?*

## Nature of Faculty Development for Change

Faculty development related to curriculum work is inherently development for change. Cognitive development and change are addressed through the acquisition of new knowledge and application of that knowledge. Practice in new behaviors, such as teaching strategies, reflects a commitment to, and support of, behavioral change. Peer support and group learning, an attitude of “we’re all in this together,” are indicative of attention to the psychological dimension of change.

Yet, the psychological dimension may need additional consideration. A curriculum change represents a change in the psychological contract an individual perceives to exist with the school of nursing, that is, the implicit agreements and beliefs held about the employment relationship. These include perceptions about the mutual obligations, values, expectations, and aspirations that exist outside the formal employment contract (Argyris, as cited in Owings & Kaplan, 2012). Change requires adjustments to individuals’ mental maps of what should be. For some, renegotiation of the psychological contract is accepted as being a normal part of academic life; for others, there can be varying degrees of uncertainty and stress, particularly if they believe that the current curriculum and their role in it will be stable.

Therefore, faculty development activities should include attention to change processes (Fiedler, 2010) occurring in the school and acknowledgment of the feelings that change can engender. Clearly, the purpose is not to engage in psychotherapy, but rather to ensure that participants understand change, to make evident the human dimension of change, and to collaboratively plan how to offer support to one another when necessary. Additionally, by explicitly reviewing change processes, faculty and other curriculum developers acquire a means to recognize, label, and accept as normal the processes and reactions associated with change.

Activities to support faculty during curriculum work and change are suggested in **Table 2-2**. The Transtheoretical Model of Behavior change is used as the organizing framework for the table, because individuals must change and grow for real change to occur in curriculum. However, ideas are also drawn from the Diffusion of Innovations Theory (Rogers, 2003) and the OC<sup>3</sup> Model (Latta, 2009).

**Table 2-2 Activities to Support Faculty and Curriculum Change Organized According to Stages of the Transtheoretical Model of Behavior Change**

<b>Participants' Stage of Change</b>	<b>Activities to Support Change</b>
<p><b>Precontemplation:</b> no intention to change</p>	<ul style="list-style-type: none"> <li>Engage faculty in discussion about the possibility of curriculum change</li> <li>Stimulate faculty discussion about frustrations and disappointments experienced within the current curriculum</li> </ul>
<p><b>Contemplation:</b> serious consideration of a curriculum change within a specified time</p>	<ul style="list-style-type: none"> <li>Review school and university mission and goals and discuss how strongly the current curriculum supports them</li> <li>Engage faculty in consideration of the benefits of curriculum change</li> <li>Share ideas about the effects of avoiding curriculum change on students, graduates, school of nursing, and educational institution</li> <li>Initiate deliberations among faculty and the school leader about the possibility of removing barriers to faculty involvement in curriculum development</li> <li>Encourage early adopters to share their enthusiasm</li> </ul>
<p><b>Preparation:</b> a commitment to change the curriculum</p>	<ul style="list-style-type: none"> <li>Engage in discussion about faculty values related to nursing education and nursing practice</li> <li>Obtain group agreement to proceed with curriculum development</li> <li>Identify initial faculty development needs and initiate faculty development related to curriculum development</li> <li>Ensure resources to support curriculum work</li> <li>Identify a curriculum leader</li> <li>Organize for curriculum development</li> <li>Develop a vision</li> <li>Offer faculty development related to change</li> <li>Provide faculty development related to the preliminary work of curriculum development</li> </ul>

**Table 2-2 Activities to Support Faculty and Curriculum Change Organized According to Stages of the Transtheoretical Model of Behavior Change (*continued*)**

Participants' Stage of Change	Activities to Support Change
<p><b>Action:</b> active engagement in curriculum work and faculty development</p>	<ul style="list-style-type: none"> <li>• Provide formal and informal faculty development related to the processes of curriculum work</li> <li>• Plan for ongoing support and encouragement</li> <li>• Engage in group learning</li> <li>• Trial ideas from the developing curriculum in the current curriculum if possible</li> <li>• Provide rewards for involvement in faculty and curriculum development activities (e.g., public acknowledgment and praise, credit toward promotion and tenure)</li> <li>• Create rituals to acknowledge achievement of major milestones in curriculum work</li> <li>• Use new terminology</li> <li>• Disseminate information about the redesigned curriculum</li> <li>• Welcome late majority members and laggards</li> </ul>
<p><b>Maintenance:</b> sustained curriculum engagement and adherence to curriculum tenets</p>	<ul style="list-style-type: none"> <li>• Publicize successes</li> <li>• Plan faculty development activities for aspects of curriculum implementation that are problematic</li> <li>• Focus on shared problem solving</li> <li>• Share stories about the progress achieved and new perceptions of the curriculum and the school</li> <li>• Identify new values and beliefs</li> </ul>

Source: Some data from Prochaska, J. O., & Velicer, W. F. (1997). The transtheoretical model of health behavior change. *American Journal of Health Promotion*, 12(1), 38–48; Norcross, J. C., Krebs, P. M., & Prochaska, J. O. (2010). Stages of change. *Journal of Clinical Psychology*, 67, 143–154.

## Responding to Resistance to Change

Even though members of a school of nursing collaboratively agree to proceed with curriculum development, some may be resistant to the need for curriculum redesign or faculty development. “Because change disrupts the homeostasis or balance of the group, resistance should always be expected” (Marquis & Huston, 2012, p. 169), and this may be particularly evident in academic environments where faculty members have a great deal of autonomy in their work and construct their own mini-cultures that: (1) encompass their

research, teaching, and service obligations; and (2) constitute their psychological contract with the school. Curriculum change could represent a significant intrusion into these personal academic worlds.

Those who feel their academic homeostasis is being unduly disrupted may become laggards and rejecters, as described by Rogers (2003). They have the potential to undermine the momentum of the majority. This cannot be ignored. Every effort should be extended to help these resisters feel that their contributions are needed and valued, and to counteract the negativity that they might project. There is a diplomatic balance to be achieved between sensitivity to individual readiness for change and the requirement to progress with curriculum work and faculty development.

### **Forms of Resistance**

Overt resistance is easy to identify. Some examples are:

- Openly criticizing curriculum change and faculty development activities
- Refusing to acknowledge shortcomings of the present curriculum or need for faculty development
- Predicting dire consequences of curriculum change
- Refusing to participate in curriculum and faculty development
- Actively seeking support from colleagues to stop curriculum redesign

Covert resistance can be passive, and acts of passive resistance may initially be excused. The behavior is recognized as resistance once a pattern becomes evident. Although opposed to participation in curriculum or faculty development, the passive resister does not openly state disagreement. Behavior typical of passive resistance can be:

- Lateness for or absence from meetings
- Failure to meet commitments to complete work
- Mental absence in spite of physical presence during curriculum work or faculty development
- Attempts to divert attention from the meeting purpose to trivial, peripheral, or historical matters

Covert resistance may also be passive-aggressive, and this form of resistance is sabotage. The resister may appear to support curriculum work and faculty development and is likely to be physically present but mentally uninvolved at these activities. Apparent endorsement is coupled with behind-the-scenes attempts to undermine the proposed curriculum, faculty development plans, and/or those participating in curriculum and faculty development.

## Responding to Resistance

There are many possible sources of resistance to curriculum change, and although colleagues may attribute particular motivations to those opposing it, the precise reasons might never be revealed. However, it is not necessary to know the underlying rationale before confronting the unacceptable behavior. Ignoring the resistance gives license for it to continue and implicitly conveys the idea that the resister has more power than the collective will of the faculty group.

Resistance should be confronted as soon as it is recognized. The goal of supporters of curriculum redesign, the curriculum leader, or school leader is to have the resister agree to replace the unacceptable behavior with actions that are supportive of the group's efforts, or, at the absolute minimum, not undermining of the group's work and plans.

If group pressure does not lead to a modification of the resister's behavior, it will likely be necessary for the school leader to intervene. Possible strategies to respond to individual and group resistance have been proposed by a number of authors (Owings & Kaplan, 2012; Patterson, Grenny, Maxfield, McMillan, & Switzler, 2008; Patterson, Grenny, McMillan, & Switzler, 2005; Raza & Standing, 2011). All strategies should be implemented with respect, in private, and in a manner that allows the resister to feel safe and heard. The school leader might employ some or all of these measures:

- Describe the gap between the expected behavior and the observed behavior, without attributing motivation.
- Seek to understand the resister's perspectives.
- Explain the invisible consequences of the present behavior, such as diminished respect from colleagues or damage to the school's reputation.
- Be explicit and unambiguous about obligations and expectations.
- Link the desired behavior to shared values.
- Identify skills that the individual could provide during curriculum work.
- Explain the benefits of a behavior change (e.g., renewed respect, acceptance).
- Obtain a commitment to behave differently.
- Agree on an action plan and follow up to promote accountability.

The focus of the discussion is the person's behavior, not the curriculum change or the reasons for it.

Particularly troubling are reports of a faculty member's public criticism of curriculum change, faculty members, and/or faculty development. The school leader should be precise, objective, and unemotional in describing the reports and their effects on colleagues, professional practice partners, students, and the image of the school. The goal of the interaction is to obtain the resister's agreement to refrain from further public criticism. Some reasons for resistance to curriculum redesign, change, and faculty development, and possible responses, are presented in **Table 2-3**.

**Table 2-3 Possible Responses to Reasons for Resistance to Change, Curriculum Redesign, and Faculty Development**

**Reasons for Resistance to Faculty Development and Curriculum Change**

**Possible Responses of Administrator, Curriculum Leader, and/or Faculty Majority**

Belief in value of current curriculum and way of being

- Explore which aspects of curriculum and role are valued and why.
- Suggest that involvement in curriculum and faculty development is the best way to ensure continuation of what is valued.
- Make evident how aspects of current curriculum might be taken into account in curriculum redesign.

Skepticism about quality of envisioned curriculum

- Explore concerns.
- Be open to possibility that resister is correct.
- Acknowledge that the resister's input has assisted in the examination of the issue, along with others' views.

Interpretation of change as personal criticism

- Validate the progressive nature of current curriculum at the time it was developed.
- Emphasize that redesigning the curriculum was a collaborative group decision.
- Reiterate what will be gained by a changed curriculum.
- Listen actively to resister's issues (e.g., losses, fears), and if possible attempt to lessen the frequency of verbalization of concerns.
- Emphasize that the resister's strengths are needed for faculty and curriculum development activities.
- Validate the resister's past contributions and express confidence in ability to be successful.

Belief in own curriculum development expertise; hence no need for faculty development

- Acknowledge experience and knowledge that resister has accumulated.
- Propose that resister share expertise by leading some faculty development sessions. Assign as part of workload if possible.
- State consequences of nonparticipation.

**Table 2-3 Possible Responses to Reasons for Resistance to Change, Curriculum Redesign, and Faculty Development (continued)**

**Reasons for Resistance to Faculty Development and Curriculum Change**

**Possible Responses of Administrator, Curriculum Leader, and/or Faculty Majority**

Fear of reduced status or not fitting into new curriculum

- Emphasize that all faculty are uncertain about their place in the changed curriculum, particularly in the early stages when the future curriculum is undefined.
- Encourage participation in curriculum and faculty development as a means of ensuring that the resister will have a valued place in the future curriculum.
- Stress that faculty development activities will prepare all faculty for the envisioned curriculum.

Fear that inadequate skills and knowledge will be revealed

- Relate anecdotes from school or personal history when faculty felt they could not succeed in changed circumstances yet did achieve.
- Propose the idea that many faculty may wonder if they “have what it takes” to function in the future curriculum.
- Ensure that school director attends faculty development activities to underscore that everyone has learning needs and to give importance to attendance.

Lack of confidence in colleagues’ ability to develop acceptable curriculum

- Agree that not all faculty are equally experienced in nursing education, generally, and in curriculum development, particularly.
- Underscore that the curriculum development process is inherently a form of faculty development, and therefore colleagues will enhance skills as the project unfolds.
- Emphasize that formal and informal faculty development will occur concurrently with curriculum development, thereby expanding colleagues’ skills and knowledge.
- Indicate that curriculum development is an opportunity for the resister to share particular expertise in nursing education, thereby becoming a model for less experienced faculty.

(continues)

**Table 2-3 Possible Responses to Reasons for Resistance to Change, Curriculum Redesign, and Faculty Development (*continued*)**

**Reasons for Resistance to Faculty Development and Curriculum Change**

**Possible Responses of Administrator, Curriculum Leader, and/or Faculty Majority**

Lack of confidence in own ability to contribute meaningfully

- Emphasize that all faculty are uncertain about undertaking curriculum development.
- Remind resister that ongoing faculty development is intended to ensure that all faculty will have access to pertinent perspectives and be able to contribute to curriculum work.
- Relate the strengths that resister can bring to curriculum development.

Lack of interest or disinclination to expend effort required for change, curriculum redesign, and faculty development

- Explore reasons and remove barriers if possible.
- Remind resister that curriculum and faculty development are shared responsibilities for all faculty.
- Discuss how resister expects to be effective in future curriculum if not involved in its creation and in faculty development.
- Employ all strategies to help resister feel that contributions are needed and valued.
- Consider an alternate assignment in the school of nursing as a last resort.

Concern that faculty and curriculum development will interfere with research and publication and/or progress toward tenure

- Acknowledge that faculty and curriculum development require intensive effort.
- Discuss scholarship potential of curriculum work.
- Describe how curriculum work can contribute to promotion and tenure.
- Consider the feasibility of some faculty “opting out” of curriculum development for short periods at critical points of research activity or career progress.

Heavy workload

- Examine how workload could be altered to include participation in curriculum and faculty development activities.

Misoneism (fear of newness, innovation, or change)

- Provide as much support as possible to enhance acceptance of change.

Unrevealed personal reasons

- Accept that no one can cause another to change.
- Accept that it is not possible to respond constructively to what is unknown.



### An Alternate Perspective

To lessen the stress often experienced when resistance is prolonged or unrelenting, it may be helpful for faculty members to reframe the situation to make the discord or dissent seem less personal. Viewing resistance as a conflict of values, beliefs, rights, and obligations could lead to changed understandings and reactions by all involved. Presented in **Table 2-4** are possible perspectives on conflict areas about the need for faculty

**Table 2-4 Possible Perspectives on Conflict Areas About Need for Curriculum Development, Faculty Development, and Change**

Possible Perspective on Conflict Areas		
Possible Conflict Areas	Resister	Faculty Majority
Values	<ul style="list-style-type: none"> <li>• Stability</li> <li>• Experience</li> <li>• Personal values</li> </ul>	<ul style="list-style-type: none"> <li>• Change</li> <li>• Personal growth</li> <li>• Shared values</li> </ul>
Beliefs	<ul style="list-style-type: none"> <li>• Quality education = current curriculum, teaching, and evaluation methods</li> <li>• Personal value as a teacher and nurse is expressed in current curriculum</li> <li>• Curriculum and faculty development and change are a repudiation of current practices</li> <li>• Criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Quality education = new curriculum, teaching, and evaluation methods</li> <li>• New curriculum will enhance growth as teachers and nurses</li> <li>• Curriculum and faculty development will expand knowledge and skills</li> <li>• Critique</li> </ul>
Interpretation of the right of academic freedom	<ul style="list-style-type: none"> <li>• Individual decision making about curriculum</li> <li>• Maintenance of present programs</li> </ul>	<ul style="list-style-type: none"> <li>• Collegial decision making and adherence to curriculum decisions made by total faculty group</li> <li>• Planning and implementation of a context-relevant, evidence-informed, unified curriculum</li> </ul>
Obligations	<ul style="list-style-type: none"> <li>• Adherence to current (correct) way of doing things</li> <li>• Preparation of graduates for existing nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>• Openness to new ideas</li> <li>• Preparation of graduates for future nursing practice</li> </ul>

and curriculum development. A different view and emotional distance could make the situation more tolerable and reduce the tendency to attribute malicious motives to a resister. Explicit use of conflict resolution strategies may be in order.

Faculty members are responsible for their own reactions and behaviors. Some might choose to reject curriculum redesign and faculty development, content to remain out of step with colleagues, despite efforts to support them through change. It is wise to remember that changing another person's behavior might not be achievable. However, it is possible, and it may be necessary to change one's own reaction so as not to be consumed with anxiety, anger, and the endless creation of appeasement tactics.

Although it is antithetical to nursing's concern with individuals' wellbeing and emotional comfort, it would be wise to stop giving attention to the views of persistent resisters. It is preferable to focus on the goals and tasks of curriculum work and prepare for a reconceptualized curriculum with motivated, growth-seeking colleagues.

## **CHAPTER SUMMARY**

Faculty development is a core process of curriculum work, that is, curriculum development, implementation, and evaluation. Identifying learning needs and planning activities to enhance knowledge and skills as participants engage in curriculum work will maximize a successful change. Change theories help to explain the processes that individuals and groups can experience during all aspects of curriculum work. A wide spectrum of faculty development activities should be considered to support faculty and stakeholders during curriculum work and change, and the most suitable should be selected. However, it is realistic to acknowledge that not all faculty members will welcome change; some might be very comfortable with maintaining the status quo. Nonetheless, a faculty development program as it relates to curriculum work and change is essential for a successful outcome and should not be delayed.

## **SYNTHESIS ACTIVITIES**

The Aristotle College of Nursing case is an example of how members of one school of nursing responded to the provision of faculty development related to curriculum work and change. The questions following the case should help readers apply ideas from the chapter. Then, questions for consideration are provided to assist readers' considerations about faculty development for curriculum work and change in their own situations.

## Aristotle College of Nursing

Aristotle College of Nursing is located in a mid-sized university that was established in 1902. The College of Nursing began as a department in the College of Medicine in 1920 and became independent in 1950. Since then, the undergraduate nursing program has had many curricula, with changes every 10 years on average. The most recent change was 11 years ago. The 28 full-time, tenured faculty members are mainly middle- and late-career individuals, and all have been at Aristotle College for 10 years or more. Seven tenure-track faculty members have been at Aristotle for 1–4 years. Additionally, there are 12 part-time faculty members who teach undergraduate theory courses and 42 part-time faculty members who teach only in professional practice courses.

Faculty members, students, and stakeholders have agreed that it is time to update the curriculum so that it has stronger emphases on patient safety, responsiveness to diversity, international perspectives, and active learning. They remain committed to the philosophical bases of the existing curriculum and envision minor changes in the curriculum goals, replacement of some existing courses with new ones, and refinement of others. The group is calling this “curriculum renewal,” and they expect to have the curriculum plans finalized within 3 months. They plan to introduce the alterations 12 months after that.

The undergraduate chair, Dr. Makena Adoyo, is leading the curriculum renewal. She suggests that faculty plan a daylong retreat to review curriculum development processes and begin work on revising the curriculum goals. There is mixed reaction to this suggestion, ranging from wholehearted endorsement to comments like “we’re too busy,” to remarks that curriculum renewal is unnecessary. The college dean endorses the plan and approximately half of the full-time faculty commit to attending. No part-time faculty agree to be present because of teaching commitments and/or the fact that they don’t consider this meeting to be paid time. Stakeholders and student leaders were not invited.

### Questions and Activities for Critical Analysis of the Aristotle College of Nursing Case

1. Are the goals for the faculty retreat appropriate? Feasible? What is the rationale for saying this?
2. Was it wise to proceed with a curriculum development day for only 50% of the full-time faculty, and no part-time faculty, stakeholders, or students? Why or why not?

3. How can Dr. Adoyo link the idea of faculty development and curriculum work in a meaningful way for those who do not agree to attend the faculty development day?
4. What responses might be appropriate for those faculty members resisting change?
5. Describe the advantages and disadvantages of a 1-day retreat.
6. Decide how much faculty development, and about what topics, might be necessary for this faculty group. Explain the decisions.
7. Will faculty development about change be necessary for this group? Justify the answer with reference to theory about change.

### **Questions and Activities for Consideration When Planning Faculty Development in Readers' Settings**

1. Who could be the best champion for the faculty development process? How can faculty development proceed if there is no strong champion?
2. What might be the anticipated and unanticipated benefits and challenges associated with initiating faculty development activities?
3. Describe the faculty development activities that faculty currently accept or reject? Hypothesize about the reasons for this.
4. How can faculty be supported to view curriculum development as an engaging, necessary, and beneficial process?
5. Analyze the congruence between faculty development for curriculum work and change and the culture of the school?
6. Consider the activities proposed in Table 2-2. Which would be most constructive in helping faculty move smoothly through the transition from the current to the envisioned curriculum? Why? Propose other suitable activities.
7. What resources (human, physical, material, fiscal) can the school access to support faculty development initiatives during curriculum development?
8. Identify the key elements of a faculty development program to support faculty and curriculum development and change.
9. Use the theoretical perspectives on change in this chapter to plan faculty development activities. Are there ideas about assisting faculty during change or about the school culture that point to the use of another change theory or framework?
10. Design a preliminary faculty development program to support curriculum work.

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