

INDIVIDUAL, INSTITUTIONAL AND LEADERSHIP FACETS INFLUENCING
FACULTY CURRICULAR LEADERSHIP: A MIXED METHODS SEQUENTIAL,
EXPLORATORY STUDY (145 pp.)

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The purpose of this exploratory, mixed- methods-study is to describe the individual, institutional, environmental, and leadership variables expressed by individual faculty members and administrators regarding curricular leadership. Qualitative and quantitative data were collected in two exploratory phases, each building upon the previous to gain greater insight into the phenomena. Phase I, a series of focus groups with administrators, provided insight into a definition of curricular leadership from the administrators' perspective. Responses were used to shape the survey administered to faculty in Phase II. Descriptive and univariate statistics were used to explore the patterns that emerged from Phase I and Phase II.

The results indicate that, despite the lack of a widely accepted definition of curricular leadership in higher education and the multitude of dimensions covered by this topical construct, many study respondents self-identified as curricular leaders. The study reveals that faculty members are driven by a personal desire to participate in curriculum development and course creation in the presence of three key elements: a supportive environment, clear and consistent institutional leadership, and individual drive.

The study concludes with an exploratory definition of curricular leadership in higher education as well as an analysis of and recommendations for understanding and engaging in the process.