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Teaching, Leadership, and  
Curriculum Studies

COMPREHENSIVE CURRICULUM REFORM AS A COLLABORATIVE EFFORT  
OF FACULTY AND ADMINISTRATORS IN A HIGHER EDUCATION  
INSTITUTION: A CASE STUDY BASED ON GROUNDED THEORY (275 pp.)

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Based on a case study guided by grounded theory, this research sought to investigate and derive meaning from an exploration of the phenomenon of the comprehensive curriculum review process at Ashland Theological Seminary. The study was designed to address two primary research questions, which were formulated from a higher education administrator's perspective: How did the curriculum review team experience the comprehensive curriculum review process? How did the faculty and administration collaborate during the comprehensive curriculum review process?

A qualitative grounded theory method was used to study the case and to identify themes and patterns, which led to generating theories. The primary data for this study were generated from in-depth interviews with 10 curriculum review team members.

Five major findings emerged from this study. (a) A collectively shared guiding vision for the curriculum provided a strong foundation for the comprehensive curriculum review process. (b) Embracing curriculum as a shared or corporate responsibility among faculty and administration led to widespread participation and buy-in. (c) The collaboration of various groups within the seminary in the comprehensive curriculum review process promoted true organizational change. (d) Cultural issues regarding people

and organizational structure served as barriers to collaboration during the comprehensive curriculum review process. (e) The curriculum team's sense of community and connectedness strengthened the curriculum review process.

The study provides recommendations to administrators responsible for oversight of the curriculum review process and the educational institution's resources; faculty engaged in leading the process; curriculum team chairs or co-chairs; and a curriculum review team.