**A Curricular Approach to Faculty Development**

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**Worksheet**

What does your center currently do as a one-off event or not at all that you may want to develop into a development curriculum?

The following questions are meant to help you brainstorm ideas for creating your center’s curriculum. Since everyone is starting at a different point, please choose the questions that most appeal to you at this time.

**Goals**

* What change do you hope to see? What teaching skills and pedagogical content knowledge will a large percentage of instructors have in 5 or 10 years? How will teaching be valued differently by faculty, departments, schools and the institution as a result of your Center’s work?
* What is most important for your faculty, students, and/or campus right now? What is most important in the long run?
* How do these goals align with larger institutional goals? If they don’t currently align, how can you influence those larger conversations to include those goals?

**Situational factors**

* What do you already know about the needs on your campus? What are the current challenges for faculty and students? How will you go about finding out?
* What does your center currently already offer? How could you build on those offerings? How can they be brought into alignment with a center curriculum?
* What constraints do you have in terms of staff, resources, expertise, reputation, etc.?
* What campus partners could you cultivate (Student Affairs, Academic Affairs, Study Abroad, Student Council, Student Groups, Diversity and Inclusion Offices, etc.)?

**Planning considerations**

* How can you make it enjoyable for participants?
* What formats will be most appropriate for your constituents (workshops, consultations, week-long intensive, sustained learning communities, reading groups etc.)? Should your programming have an online component? How do you know? How long does the programming take to be effective?
* Should you require specific outputs such as a syllabus, assignment description, etc.)?
* What stakeholders (administrators, faculty, students, advisory board members, etc.) do you need or want to consult as you develop your programming priorities?
* What expertise do you bring to the table? How do you want to leverage your interests and strengths? What other experts may you want to collaborate with?
* What resources will you need? How complex are the logistics? Would your faculty need to be incentivized monetarily?

**Assessing your curriculum**

* What skills and knowledge do faculty already possess? What is teaching currently valued? How do you know?
* What do you most want to find out through assessment? What questions will the assessment help you answer?
* What methods are most appropriate for assessing the impact of your programming (pre-and post-surveys, observations, artefacts, positions, interviews, etc.)?
* What local assessment expertise can you leverage? How will you tap into (cross-institutional assessment initiatives or POD expertise?

**Leveraging resources**

* What assets can you leverage? Are there faculty, graduate students, undergraduate students that could provide expertise or assistance? Who can you call upon as (co-) presenters (external presenters, local faculty experts, undergraduate or graduate students, faculty development colleagues, community members, etc.)? Can you partner with neighboring institutions or internal offices to provide co-sponsorship?
* Who do you need to include? Are their institutional partners that you ought to include? Are their political realities that you need to account for?