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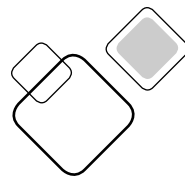→ For additional information about this article
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Curriculum Design for Campus-wide Learning

JANA HUNZICKER, KELLY MCCONNAUGHAY, AND JENNIFER GRUENING BURGE

ABSTRACT | Professional development in higher education is traditionally viewed as occurring through participation in workshops, attending conferences, and completing learning modules. But sometimes professional learning occurs in informal and unintended ways. This article contributes to the collective understanding of informal professional learning in higher education by describing and analyzing Bradley University's multiple-year processes for campus-wide curriculum design and preparation for implementation of the Bradley Core Curriculum before offering five recommendations for other institutions interested in supporting meaningful and lasting professional development in the midst of campus-wide change.

Following a multiple-year curriculum design and preparation process that intensively engaged more than 140 faculty and staff, a new general education program was implemented at Bradley University in Peoria, Illinois. From 2012 to 2016, faculty and staff collaboratively researched best practices, analyzed curricula at peer and aspiring institutions, posed difficult questions, drafted and critiqued curriculum models, and deliberated revisions. During this recursive and sometimes grueling process, something interesting occurred: participating faculty and staff grew professionally. This article contributes to the collective understanding of informal professional learning in higher education by describing and analyzing Bradley's processes for campus-wide curriculum design and preparation for implementation of the Bradley Core Curriculum before offering five recommendations for other institutions interested in supporting meaningful and lasting professional development in the midst of campus-wide change.

Theoretical Framework

Institutional Change in Higher Education

Every college and university that has modified its general education program has experienced significant campus-wide change. But institutional change is rarely simple or easy, because individuals and institutions are so closely intertwined. Borwick (2014) elaborates, "Tenured faculty on committees may object; administrators on long-term contracts may 'de-prioritize' the change; staff may passively resist; students may rebel; and alumni may threaten to cut donations" (para. 2). If the change is perceived as substantial or threatening, individuals may resist due to fear of instability, loss, or increased workload; and groups may band together to maintain current practices or to protect disciplinary or other interests (Lane, 2007).

Pacing and direction further add to the complexity. Borwick (2014) distinguishes between *revolutionary change*, which is quick and top-down, and *evolutionary change*, which is "a much slower process of engaging and committing campus stakeholders. Evolutionary change works through faculty committees and through sitting down with individuals and groups to build a shared vision and shared plan. Evolutionary change can take years, but when done successfully, it builds political capital and makes change last" (para. 9). Rather than operating as mutually exclusive processes, revolutionary change and evolutionary change often complement each other. Revolutionary change lends motivation and initiative to an effort, while evolutionary change offers longevity.

Evolutionary approaches to meaningful and lasting institutional change include strategic planning, shared governance, and professional development. Strategic planning provides a comprehensive guide for moving an institution forward (Hanover Research, 2014); shared governance provides a formal, representative structure for campus-wide debate and decision making (American Association of University Professors, 1966; Rosenberg, 2014); and professional development provides a means for building capacity to benefit both the institution and those who work and learn within it (Professional and Organizational Development Network in Higher Education, 2016). Ideally, all three approaches should be closely aligned, especially during concerted efforts toward institutional change. Brancato (2003) suggests that intentional connections between individual and institutional efforts foster a campus-wide culture of continuous learning that "can help higher education thrive amid unprecedented internal and external pressures to change" (p. 62).

Effective Professional Development in Higher Education

Several recent studies illuminate best practices for continuous learning in higher education. From an individual perspective, college faculty and staff consider professional development most relevant when it relates to their students,

classrooms, courses, and/or programs (Ouellett, 2010). Perceptions of relevance are closely related to readiness for learning. Like most learners, when college faculty and staff consider a topic or task worthy or urgent, they are more likely to actively engage in information-seeking, discussion, and/or problem solving (Nordin, 2012; Olson, 2015). Active engagement, in turn, increases feelings of ownership and commitment. When college faculty and staff engage in problem solving around tasks or issues they care about, they are more likely to persevere through difficulties and grow professionally in the process (Blakely, 2015; Florman, 2014).

From an institutional perspective, professional development offered in large blocks of time (e.g., four hours to multiple days) or through a series of shorter sessions across several weeks or months influences participants' perceptions and teaching behaviors more so than traditional one-hour workshops (Van Note Chism, Holley, & Harris, 2012). Moreover, several studies emphasize that college faculty and staff learn more when they collaborate in small groups, especially when the topic or task they are addressing is context-specific (Steinert et al., 2006). Small-group learning communities support faculty and staff efforts toward self-directed professional development by fostering a culture of collegiality and cooperation, providing time and space to discuss ideas, and boosting participants' confidence with regard to applying their learning (Engin & Atkinson, 2015).

Importantly, effective professional development in higher education is strategically guided by the academic priorities of the larger institution (Kelly, 2008). Five strategic actions can be taken to connect institutional needs with individual faculty and staff needs (Academic Impressions, 2016): (1) align professional development offerings with institutional objectives, (2) incentivize faculty/staff participation in professional development, (3) require faculty/staff accountability following professional development, (4) ensure a secure professional development budget, and (5) strategically plan for both organizational development and professional development. When all five strategic actions are activated, campus-wide change is more likely to endure.

When Bradley University made the decision to update its thirty-year-old general education program in 2012, all of the research provided here was implicitly understood by many individuals on campus. However, it was not until much later that we realized the extent to which Bradley's processes of multiple-year, campus-wide curriculum design and preparation for implementation of the new Bradley Core Curriculum had served as relevant, context-specific, and long-term professional development for at least half of Bradley's faculty and staff.

Multiple-Year Curriculum Design and Preparation Process

Following a yearlong process of campus-wide input, Bradley University's 2012–17 strategic plan was adopted in January 2012 by the university's board of trustees. Evaluating and updating Bradley's general education program was one of the plan's most important strategic initiatives. In May 2012, Bradley's provost launched the evaluation and update by appointing two co-chairs (this article's second and third authors) to lead a campus-wide General Education Steering Committee. Consisting of the co-chairs, the provost, and fourteen faculty and professional/administrative staff appointed by the provost and the academic deans, the steering committee worked over the summer to establish a structure that would support the campus-wide evaluation and updating processes.

In September 2012, one existing and five new general education subcommittees were convened, each with faculty representation from Bradley's five academic colleges and key staff positions where appropriate (see Table 1). For example, the director for Bradley's teaching center was appointed to Subcommittee 6: Implementation: Roll Out, Professional Development, and Budget. More than 140 faculty and staff served as committee or subcommittee members in this campus-wide effort. The remaining five hundred faculty and staff provided feedback throughout the process.

Each general education subcommittee worked to achieve a specific charge (Bradley University, 2017a). From fall 2012 through fall 2014, the subcommittees researched and presented different general education curriculum options to the steering committee, which then coordinated and refined the options and presented them to the entire campus community for further input and critique.

Table 1 | Bradley University Subcommittees of the General Education Steering Committee

Subcommittee Number	Subcommittee Name
Subcommittee 1	Current General Education Committee: Current Data, Practices, and Expertise (standing committee of the University Senate)
Subcommittee 2	Accreditation and Programmatic Requirements
Subcommittee 3	Core Competencies and Learning Outcomes
Subcommittee 4	Models of General Education, Curriculum, and Instruction
Subcommittee 5	Integrating Effective Practices and Co-curricular Areas
Subcommittee 6	Implementation: Roll Out, Professional Development, and Budget
(Subcommittee 7)	Writing Intensive Requirement Subcommittee

In some cases, additional information was requested. For example, to help faculty and staff better understand what a writing-intensive requirement might look like at Bradley, a seventh subcommittee was convened in April 2014 to develop specific recommendations (Bradley University, 2017b). Throughout the process, Bradley's standing General Education Subcommittee of the University Senate, listed as Subcommittee 1 in Table 1, continued to provide data and information about the current general education program. After much discussion and debate, the official proposal to establish a new Bradley Core Curriculum (BCC) was finalized by the steering committee during fall 2014 and first presented to the University Senate in December 2014. The proposal was approved by Bradley's University Senate in February 2015 (see Figure 1).

Beginning in February 2015 and continuing throughout the 2015–16 academic year, Bradley engaged in campus-wide preparation for implementation of the new BCC, which included the development of a BCC course proposal process, multiple-day workshops on best practices for writing-intensive and multidisciplinary integration courses, and shorter workshops on how to write and submit BCC course proposals (see Table 2). Additionally, two BCC curriculum committees were convened to review and approve BCC course proposals and to provide support and professional development as needed. By the end of the 2015–16 academic year, sixteen new BCC courses were approved for the Fall 2016 semester.

Evaluation Process

In August 2016, during the inaugural implementation semester of the new BCC, all currently employed full- and part-time Bradley University faculty and professional/administrative staff were invited via campus e-mail to complete an online survey. The purposes of the survey were to articulate the perceptions and professional learning experiences of Bradley faculty and staff during the campus-wide design and preparation process (spring 2012 through summer 2016) and to identify Bradley's professional development needs during implementation (fall 2016 and beyond). The data were collected to provide empirical evidence describing the degree to which Bradley faculty and staff grew professionally during the process of designing and preparing for implementation of the new BCC.

We designed the survey, which employed a qualitative evaluation approach (Vaterlaus & Higginbotham, 2011), to address six research questions (see Appendix A). The primary advantage of researcher-designed surveys is the ability to customize the survey questions for a specific population, context, or goal; the primary disadvantages include the lack of validity, reliability, and generalizability, especially when the survey is not field-tested (Fowler, 2013). Although our survey was

Bradley Core Curriculum

Core Practices
Required: 2 Writing Intensive (WI) tags
Recommended: 2 Experiential Learning (EL) tags

Areas of Inquiry

Take 1 course from each of the following 10 areas	hours
Communication - Writing 1 (W1)	3
Communication - Writing 2 (W2)	3
Communication - Speech (OC)	3
Fine Arts (FA)	3
Global Perspectives (GP)	3
Humanities (HU)	3
Knowledge & Reasoning in the Natural Sciences (NS)	3
Knowledge & Reasoning in the Social & Behavioral Sciences (SB)	3
Multidisciplinary Integration (MI)	3
Quantitative Reasoning (QR)	3

Take 2 addtional courses from 2 different areas below	hours
Global Perspectives (GP)	3
Humanities (HU)	3
Knowledge & Reasoning in the Natural Sciences (NS)	3
Knowledge & Reasoning in the Social & Behavioral Sciences (SB)	3
Quantitative Reasoning (QR)	3

total hours	36

Note: no more than 2 courses with same prefix (e.g., BIO) can be used
to satisfy AI requirements outside of the Communciations AI.

Figure 1 | Bradley Core Curriculum.

not field-tested, its face validity was confirmed by four experienced researchers prior to dissemination. Qualtrics Survey Software was used to create and administer the survey (Qualtrics, 2015), which consisted of eleven rated items and three

Table 2 | Preparation Efforts for Implementation of the Bradley Core Curriculum 2015–16

Date	Preparation Effort
May–June 2015	Multiple-day workshops on writing-intensive and multidisciplinary integration courses implemented
August 2015	Fall Forum keynote speaker: Scholarship of teaching and learning
August 2015	Core Curriculum Committee and Core Practices Committees formed
August 2015	New course proposal process developed
August–December 2015	Course proposal workshops implemented
January–August 2016	Academic advising workshops offered

open-ended response items (see Appendix B). Online surveys allow for timely data collection from a large number of respondents and offer both convenience and anonymity (Dillman, 2007; Fowler, 2013). Prior to distribution, the entire evaluation plan, including the survey, was approved by the Institutional Review Board to ensure the study's federal compliance for research with human subjects.

To collect the survey data in time for an early October presentation without overwhelming our target population (Goliger, 2013), the survey was distributed to Bradley faculty and professional/administrative staff one week before classes began in August 2016. After one week, an e-mail reminder message was distributed to all faculty and staff who had not yet responded to the survey. Following the reminder e-mail, the survey remained open for another week. Of the 650 online surveys distributed, 135 were completed and submitted within the allotted two-week time period, rendering a 21 percent response rate. Qualtrics automatically calculated and reported respondents' numerical ratings as percentages.

Initial Analysis

To assess respondents' general perceptions, all open-ended comments were first coded positive, negative, or neutral by an impartial faculty member. In this initial analysis, responses to the questions What did you learn? and What more do you wish to learn? were quite favorable, with 76 percent and 83 percent of responses, respectively, coded positive or neutral (with 24 percent and 17 percent coded negative). The final survey question, which offered an opportunity for respondents to share final thoughts or comments, was coded 47 percent positive or neutral (with 53 percent coded negative). The positive, negative, or

neutral analysis suggested that some Bradley faculty and staff used the survey to express their opinions about the new core curriculum, which was not the purpose of the survey. This insight informed our team's subsequent analysis of Bradley's professional learning experiences and needs in relation to the new BCC. Specifically, any positive, neutral, or negative comment that did not directly address the survey questions was not considered for further analysis. The remaining comments were coded into three broad categories: (a) effective teaching and practice, (b) expanded awareness, and (c) process/politics of curricular revision. In cases where more than one code was needed, comments were double or triple coded. Finally, the data in each broad category were subcoded to identify specific areas of professional learning and professional learning needs, and salient quotations were selected to illuminate key findings.

Survey Findings

About half of respondents (46 percent and 57 percent) viewed the collaborative processes of design and preparation for implementation of the BCC as individual and/or institutional learning experiences (see Table 3). About one-third (37 percent and 30 percent) viewed these campus-wide processes as neutral, and the remaining 17 percent and 13 percent felt that no individual or institutional learning occurred. The strongest response (57 percent) was that designing the Bradley Core Curriculum was an institutional learning experience. One possible explanation is that all Bradley faculty, staff, and administrators had many opportunities to participate in the curriculum design process over almost three years' time. In addition, they had many opportunities to consider various curriculum concepts, models, and perspectives time and again. Research shows that engaging in both disciplinary and cross-disciplinary scholarship of teaching and learning over time supports professional learning (Quinnell, Russell, Thompson, Marshall, & Cowley, 2010). Throughout the curriculum design and preparation processes, at least half of Bradley's faculty and professional/administrative staff (and probably more) participated in collaborative research, conceptualization, discussion, and debate focused on both general education and effective teaching practices. This survey finding suggests that the majority of faculty and staff who engaged in these processes perceived them in aggregate as a campus-wide learning experience, even if they did not believe that they learned individually.

What Did You Learn?

The first open-ended survey question was, What did you learn? Of forty-six responses to this question, twenty-one were coded "expanded awareness," thirteen were coded "effective teaching and practice," and twelve were coded

Table 3 | Individual and Institutional Learning and the Bradley Core Curriculum (BCC)

Survey Item	Strongly Agree or Agree (%)	Neither Agree nor Disagree (%)	Disagree or Strongly Disagree (%)
My involvement in Bradley's campus-wide *design* of the BCC served as an *individual* learning experience.	46	37	17
Bradley's campus-wide *design* of the BCC served as an *institutional* learning experience.	57	30	13
My involvement in Bradley's campus-wide *preparation* for implementation of the BCC served as an *individual* learning experience.	50	35	15
Bradley's campus-wide *preparation* for implementation of the BCC served as an *institutional* learning experience.	51	35	14

"process/politics of curricular revision." Respondents reported that their individual participation in the design and preparation processes resulted in expanded awareness of their Bradley colleagues (ten comments) and Bradley University's mission and values (eleven comments). One respondent wrote, "What I found most valuable in the process of creating the BCC was the frequent opportunity to interact with colleagues in other disciplines." Another person wrote, "I became more aware of Bradley's vision and the desire to move into the future with more student centered programming." Respondents also reported expanded awareness of the history and value of general education (three comments) and efforts happening at Bradley's peer and aspiring institutions (three comments). One respondent wrote, "I've learned that among the most highly regarded universities and liberal arts colleges there is tremendous variation in these types of requirements."

Regarding effective teaching and practice, respondents identified new pedagogies (five comments) as something they learned during the design and preparation processes. Comments about new pedagogies included the integration of writing into all courses, coordination between core curriculum courses and major programs of study, and the importance of teaching professional dispositions as well as skills. One person wrote, "I didn't learn any new principles about effective teaching and learning in higher education; however, current philosophies and methods I use [were] validated by the process." Another respondent commented, "Much of what I learned focused not so much on what was

effective but what was ineffective." Other areas of learning reported by respondents included writing-intensive practices (four comments), student learning objectives (two comments), and assessment (two comments). One respondent wrote, "Effective development of student writing requires application of skills (with feedback) in applied situations outside of English." Another respondent identified "the need for a higher emphasis on learning objectives" in developing a core curriculum, and a third respondent asked, "How are students going to be graded? What criteria are being used?"

In regard to the process/politics of curricular revision, respondents reported learning about inclusivity (six comments), mechanics (three comments), and resistance to change (three comments). Comments about inclusivity focused on expressing a voice in the shape and direction of the BCC, actively participating in the process, and negotiating toward mutually agreed-upon priorities. For example, one respondent wrote, "The entire campus must be involved in a project such as this. Failure is certain when it's not all inclusive." Another person observed, "Others hold just as strong a conviction [as I do], and compromise is the only answer to lead to effective learning outcomes." A third person reported, "I learned how to better negotiate opinions and arguments between Colleges and to help my College collaborate with other Colleges and university administration."

Comments about mechanics focused on staging, time, and procedures. Respondents recognized that significant advance planning, constant movement forward, and an ongoing spirit of campus-wide cooperation were necessary to accomplish such a "mammoth undertaking." Specifically, they appreciated the structures that guided the process (e.g., subcommittees, open forums, etc.) and understood that time was needed to achieve the final, desired outcome. One person wrote, "The BCC objectives really helped organize and streamline our own department's core courses, which were in need of revising." Respondents also observed that resistance to change slowed down the process and may have diluted the final outcome. One person wrote, "Several faculty were defensive and territorial when it came to changes to their departments." Another commented, "Effectiveness was harmed by turf protection of units, and by 'empire building' of individuals." A third person stated, "It was difficult to do cutting-edge or radical transformations."

What More Do You Wish to Learn?

The second open-ended survey question was, What more do you wish to learn? Of the thirty-one responses to this question, all were coded "effective teaching and practice," and seven were subcoded "preferred mode of professional development." Aspects of effective teaching practice included pedagogical practices (sixteen comments), academic advising (eight comments), and assessment

practices (seven comments). Pedagogical practices included instructor- or course-level practices such as writing-intensive teaching, as well as innovative instructional practices such as multidisciplinary integration and linked courses. One respondent wrote, "I want to see more/learn more about effective coordinated instruction across disciplines." Another person elaborated: "I would like to learn more about how to best tap into and/or build off of the skills that the students learn in the writing intensive courses. I would also like to learn more about how to get students to think in a more cross-disciplinary way and to bring knowledge/skills that they learned in their core curriculum classes into the major-specific classes that I teach." Desired learning related to academic advising focused on knowing the available BCC course selections for each major and understanding the overall core curriculum experience along with the rationale behind it. One respondent articulated: "I'd like to see some training on how to explain to the students that the BCC will help prepare them for the real world. What can we tell them that will make them excited about the courses they are required to take? How can we guide their thinking so that they appreciate the value of the well thought out foundation that is being laid?" Regarding assessment practices, two comments focused on classroom-level assessment strategies, but the majority looked ahead to student learning outcomes. Several comments were phrased as questions, including, "Does the intentional design of the new Core better support the diverse learning needs of students?" "Will we have any meaningful comparison to the old general education system?" and "How do we benchmark against core curricula at peer institutions?"

Additionally, several respondents identified their preferred modes of professional development delivery (seven comments). Ongoing campus-wide conversations and collaborative, small-group tasks were mentioned most often, although one person expressed a desire for traditional, one-time workshops, and another suggested an informational website or online learning modules for faculty. Two remaining comments related to marketing the BCC and maintaining a work-life balance. One respondent stated, "It would be beneficial to understand the changes and the value to students as I'm talking to people in the community." Another respondent wrote, "[I would like to learn] how to effectively incorporate writing within our curriculum to the significant number of students enrolled in my junior-level course while maintaining my sanity (research activity and personal life)."

Recommendations for Other Institutions

In a recent publication about the future of professional development in higher education, Austin and Sorcinelli (2013) write, "The future of faculty development will call for more emphasis in the field on organizational development

and change" (p. 94). Despite the aforementioned limitations of our survey, we believe that Bradley University's multiple-year curriculum design and preparation for implementation processes provided meaningful and lasting professional development for participating Bradley faculty and staff because it actively engaged a significant percentage in collaboration around context-specific tasks that they perceived as meaningful. Based on our survey findings, we offer five recommendations for other institutions interested in supporting meaningful and lasting professional development in the midst of campus-wide change.

First, recognize that to achieve campus-wide collaboration, patience and substantial involvement are critical. It took Bradley more than two years of intensive work and frequent feedback by at least half (and probably more) of the university's faculty and professional/administrative staff to design a core curriculum that worked for all units on our campus. We believe that this time and effort were necessary to ensure a quality core curriculum and campus-wide allegiance.

Second, to provide an essential foundation for the messiness of campus-wide change, articulate and thoughtfully develop a clear vision, direction, and structure early in the process. Bradley's curriculum design process was grounded by the university's strategic plan, led by the General Education Steering Committee, and structured with subcommittees and frequent opportunities for campus-wide discussion and feedback. Each entity managed specific responsibilities, but all worked together, remained accountable to one another, and maintained close communication throughout the process.

Third, to achieve meaningful and lasting professional development, create context-specific tasks that allow for relevant and focused professional learning. In addition to each subcommittee's charge, context-specific tasks experienced during Bradley's process included researching best practices, analyzing curricula, drafting and critiquing curriculum models, and deliberating on revisions. Each task required participating faculty and staff to consider both individual and institutional perspectives.

Fourth, understand that the professional learning that emerges from campus-wide collaboration is informal and naturally differentiated. During Bradley's process, professional learning beyond deeper knowledge of general education curriculum included greater respect for other disciplines and a better understanding of Bradley's mission and values, campus-wide change, and effective teaching in higher education. Participating faculty and staff learned different things based on their unique experiences, needs, and interests.

And fifth, in the months and years that follow, be prepared to offer continuing professional development related to the campus-wide change. As a result of Bradley's campus-wide process, several faculty and staff expressed a desire for more professional development, especially in the areas of effective teaching,

academic advising, and assessment. During the first year of implementation, Bradley offered a variety of BCC-related professional learning opportunities and support structures in response to faculty and staff needs, including traditional workshops, faculty panels, book discussion groups, and one-on-one coaching. Currently, as Bradley engages in the campus-wide process of writing its next five-year strategic plan, various forms of professional development related to effective teaching, learning, and assessment are being integrated.

Applications for Smaller-Scale Initiatives

Even when campus-wide change is not the ultimate goal, these recommendations can support meaningful and lasting professional development on a smaller scale when professional learning is grounded in relevant, context-specific questions or problems. For example, an academic department interested in developing an assessment to measure students' professional dispositions may devote an entire academic year to researching and designing possible assessments based on the department's specific needs. Throughout the process, faculty and staff may actively engage in reading, research, discussion, debate, and evaluation, while each individual processes and applies the experience differently. One person might modify an assessment of professional dispositions to better understand student attitudes about academic content. Another may consider ways to explicitly teach or model professional dispositions. A third person might experience opportunities to practice new leadership skills. Following the departmental initiative, a fourth person may register for a workshop on creating authentic assessments, or the department may decide to collaboratively review and revise a different assessment.

In this way, smaller-scale initiatives around context-specific tasks can also provide meaningful and lasting professional development, even when the outcome of professional learning is not intentional. In fact, professional learning may be more likely when it occurs informally and unintentionally. Martensson and Roxa (2015) observe that faculty "negotiate, formulate, and maintain their beliefs about teaching," and ultimately "[decide] to teach differently," through private conversations and interactions with colleagues whom they respect (p. 109). Such informal approaches to professional development are naturally differentiated because faculty and staff have space to customize the experience by making their own decisions about what to explore, becoming aware of their assumptions, and critically reflecting on changes in thinking and in practice (Cranton, 1994). In this way, faculty and staff collaborations around relevant, context-specific tasks may be more likely to result in lasting change than traditional professional development because the individuals involved are self-motivated (Martensson & Roxa, 2015; Ouellett, 2010), actively engaged

(Nordin, 2012; Olson, 2015), and genuinely committed to the effort (Blakely, 2015; Florman, 2014).

Conclusion

Professional development in higher education is traditionally viewed as occurring through participation in workshops, attending conferences, and completing learning modules. But sometimes professional learning occurs in informal and unintended ways. Recognizing this, Martensson and Roxa (2015) recently stated, "We have to know more about the learning that happens when we, the academic developers, are not around" (p. 110). We hope that our account of Bradley University's processes for campus-wide curriculum design and preparation for implementation of a new core curriculum offers inspiration for other colleges and universities interested in supporting meaningful and lasting professional development in the midst of campus-wide change as well as a different way of thinking about effective professional development in higher education.

JANA HUNZICKER, the associate dean of the College of Education and Health Sciences and an associate professor of teacher education at Bradley University, served as the executive director for Bradley's Center for Teaching Excellence and Learning from 2012 to 2016. She actively participated as a faculty member during Bradley's campus-wide curriculum design process and was instrumental in preparing for implementation of the new Core Curriculum during the 2015–16 academic year.

KELLY MCCONNAUGHAY, the associate dean of the College of Liberal Arts and Sciences and a professor of biology at Bradley University, served as Bradley's general education coordinator from 2008 to 2015 and currently serves as Bradley's Core Curriculum coordinator. She was the co-chair of the Bradley Core Curriculum Steering Committee from 2012 to 2015 and instrumental in preparing for implementation of the new Core Curriculum during the 2015–16 academic year.

JENNIFER GRUENING BURGE is the director of Institutional Improvement at Bradley University and chair of Bradley's university-wide Assessment Team. She was the co-chair of the Bradley Core Curriculum Steering Committee from 2012 to 2015 and instrumental in preparing for implementation of the new Core Curriculum during the 2015–16 academic year.

Appendix A
Inquiry Questions

1. To what degree do Bradley faculty and staff perceive that their participation in the campus-wide *design* of the Core Curriculum served as an *individual* learning experience?

2. To what degree do Bradley faculty and staff perceive that campus-wide participation in the *design* of the Core Curriculum served as an *institutional* learning experience?

3. To what degree do Bradley faculty and staff perceive that their participation in campus-wide *preparation for implementation* of the Core Curriculum served as an *individual* learning experience?

4. To what degree do Bradley faculty and staff perceive that campus-wide *preparation for implementation* of the Core Curriculum served as an *institutional* learning experience?

5. What did Bradley faculty and staff learn about effective teaching and learning in higher education as a result of their individual participation in the design of and preparation for implementation of Bradley's new Core Curriculum?

6. What more do Bradley faculty and staff wish to learn about effective teaching and learning in higher education as it relates to Bradley's new Core Curriculum?

Appendix B
Bradley Core Curriculum Faculty/Staff Learning Survey

By clicking on the survey link, you have given informed consent to participate in this study. Thank you for agreeing to complete the Bradley Core Curriculum Faculty/Staff Learning Survey. The purpose of the survey is to articulate the perceptions and professional learning experiences of Bradley faculty and staff during Bradley's campus-wide Core Curriculum design and preparation process (spring 2012 through summer 2016). A second purpose is to identify Bradley's professional development needs during implementation of the Core Curriculum (fall 2016 and beyond). The data collected will provide empirical evidence to describe the degree to which Bradley faculty and staff grew professionally during the process of designing and preparing for implementation of the new Bradley Core Curriculum.

The first three questions are designed to describe you and your employment at Bradley:

1. Please indicate the college or unit that best classifies your work at Bradley:
   a. Caterpillar College of Engineering and Technology
   b. College of Education and Health Sciences

  c. College of Liberal Arts and Sciences

  d. Cullom-Davis Library

  e. Division of Student Affairs

  f. Division of Academic Affairs

  g. Foster College of Business

  h. Graduate School

  i. Slane College of Communication and Fine Arts

  j. Other (please describe)

2. Please indicate your current employment status:

  a. Full-time, tenure-track faculty

  b. Full-time, non-tenure-track faculty

  c. Full-time, professional/administrative staff

  d. Part-time/adjunct faculty

  e. Part-time professional/administrative staff

  f. Other (please describe)

3. Please indicate your total years of employment at Bradley (not including this year):

  a. 0 (This is my first year at Bradley.)

  b. 1 to 5

  c. 6 to 10

  d. 11 to 15

  e. 16 to 20

  f. 20 or more

The next four questions are designed to better understand your involvement in and perceptions of the Bradley Core Curriculum *design* process (spring 2012 to fall 2014):

4. Which of the following best describe your involvement in the Bradley Core Curriculum *design* process (spring 2012 to fall 2014)? (Check all that apply):

  a. I served as a leader, facilitator, and/or presenter.

  b. I served as a member of a committee or task force.

  c. I attended at least one open forum.

  d. I attended informational/professional development sessions at Bradley's Fall Forum and/or Spring Forum or other Bradley-sponsored events.

  e. I participated in informal discussion groups.

  f. I conducted informal reading and/or research.

  g. I shared my opinions/suggestions with a leader, facilitator, presenter, or committee member.

    h.   I offered feedback/responded to faculty surveys.

    i.   Other (please describe)

    j.   I was not actively involved in the Bradley Core Curriculum design process.

5. How many hours do you estimate that you personally devoted to the Bradley Core Curriculum *design* process (spring 2012 to fall 2014)?

    a.   0 hours

    b.   1 to 20 hours

    c.   21 to 40 hours

    d.   41 to 60 hours

    e.   61 to 80 hours

    f.   81 to 100 hours

    g.   101 or more hours

6. Based on your firsthand experiences, to what degree do you support the following claim?

My involvement in Bradley's campus-wide *design* of the new Core Curriculum (spring 2012 to fall 2014) served as an *individual* learning experience.

    a.   Strongly agree

    b.   Agree

    c.   Neither agree nor disagree

    d.   Disagree

    e.   Strongly disagree

7. Based on your first- and secondhand experiences, to what degree do you support the following claim?

Bradley's campus-wide participation in the *design* of the new Core Curriculum (spring 2012 to fall 2014) served as an *institutional* learning experience.

    a.   Strongly agree

    b.   Agree

    c.   Neither agree nor disagree

    d.   Disagree

    e.   Strongly disagree

The next four questions are designed to better understand your involvement in and perceptions of Bradley's campus-wide *preparation for implementation* of the Bradley Core Curriculum (spring 2015 through summer 2016):

8. Which of the following best describe your involvement in Bradley's campus-wide *preparation for implementation* of the Bradley Core

Curriculum (spring 2015 through summer 2016)? (Check all that apply):

    a.   I served as a leader, facilitator, and/or presenter.

    b.   I served as a member of a committee or task force.

    c.   I attended informational/professional development sessions at Bradley's Fall Forum and/or Spring Forum or other Bradley-sponsored events.

    d.   I attended a course proposal workshop.

    e.   I attended a multiple-day workshop on writing-intensive and/or multidisciplinary integration courses.

    f.   I wrote and submitted a course proposal.

    g.   I participated in informal discussion groups.

    h.   I conducted informal reading and/or research.

    i.   Other (please describe)

    j.   I was not actively involved in Bradley's campus-wide preparation for implementation of the Bradley Core Curriculum.

9. How many hours do you estimate that you personally devoted to Bradley's campus-wide *preparation for implementation* of the Bradley Core Curriculum (spring 2015 through summer 2016)?

    a.   0 hours

    b.   1 to 20 hours

    c.   21 to 40 hours

    d.   41 to 60 hours

    e.   61 to 80 hours

    f.   81 to 100 hours

    g.   101 or more hours

10. Based on your firsthand experiences, to what degree do you support the following claim?

My involvement in Bradley's campus-wide *preparation for implementation* of the new Core Curriculum (spring 2015 through summer 2016) served as an *individual* learning experience.

    a.   Strongly agree

    b.   Agree

    c.   Neither agree nor disagree

    d.   Disagree

    e.   Strongly disagree

11. Based on your first- and secondhand experiences, to what degree do you support the following claim?

Bradley's campus-wide *preparation for implementation* of the new Core Curriculum (spring 2015 through summer 2016) served as an *institutional* learning experience.

a. Strongly agree
b. Agree
c. Neither agree nor disagree
d. Disagree
e. Strongly disagree

The last three questions invite you to share your perceptions and professional learning experiences during Bradley's campus-wide Core Curriculum design and preparation process (spring 2012 through summer 2016) and to communicate your professional development needs during implementation of the Bradley Core Curriculum (fall 2016 and beyond):

12. What did you learn about effective teaching and learning in higher education as a result of your individual participation in the design of and preparation for implementation of Bradley's new Core Curriculum?
    (open-ended response)
13. As Bradley transitions from design and preparation to implementation of the Bradley Core Curriculum during fall 2016, what more do you wish to learn about effective teaching and learning in higher education as it relates to Bradley's new Core Curriculum?
    (open-ended response)
14. Thank you for completing the Bradley Core Curriculum Faculty/Staff Learning Survey. If you have any final thoughts or comments, please write them here:
    (open-ended response)

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