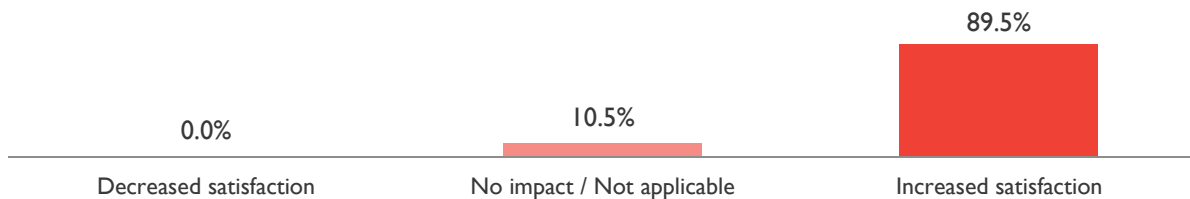**The Center for Faculty Development promotes the professional formation of ALL Seattle University faculty through a scholarly and interdisciplinary approach to learning and teaching, research practice, and professional development.**
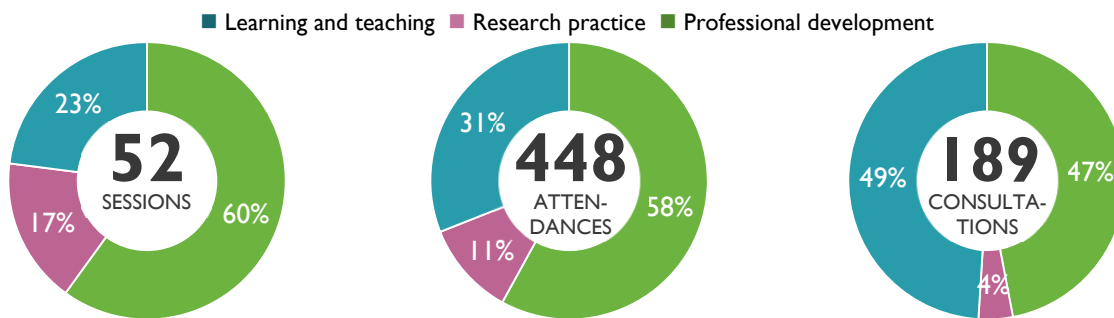
Following national standards, our work with faculty is: **voluntary + formative + confidential**

Executive summary

Impact on satisfaction as a faculty member or academic leader at Seattle University

0.0%	10.5%	89.5%
Decreased satisfaction	No impact / Not applicable	Increased satisfaction

Center activity among its three broad areas

■ Learning and teaching   ■ Research practice   ■ Professional development

52 SESSIONS — 23% / 17% / 60%

**448** ATTEN-DANCES — 31% / 11% / 58%

189 CONSULTA-TIONS — 49% / 4% / 47%

Achievements

- WORKING WITH MORE FACULTY: Increase in the number of event attendees and Center users overall.
- CONSOLIDATED PURVIEW: Professional development offerings well-established in only their second year.
- NEW CHAIR & DIRECTOR INSTITUTE: Successful inaugural day-long orientation event for chairs.
- FACULTY LEARNING COMMUNITIES: A new format for small groups to explore topics in depth.
- SHARING FACULTY EXPERTISE: Launch of our FAQNet online database to connect faculty to one another on aspects of academic life beyond disciplinary specialisms.
- EXPANDED NCFDD MEMBERSHIP: A 33% increase over last year in faculty making use of our institutional membership of the National Center for Faculty Development and Diversity.
- SEATTLE UNIVERSITY'S INTERNATIONAL PROFILE: Maintained the Center's and SU's reputation for faculty development through publications, presentations, keynote addresses, and journal editorship.
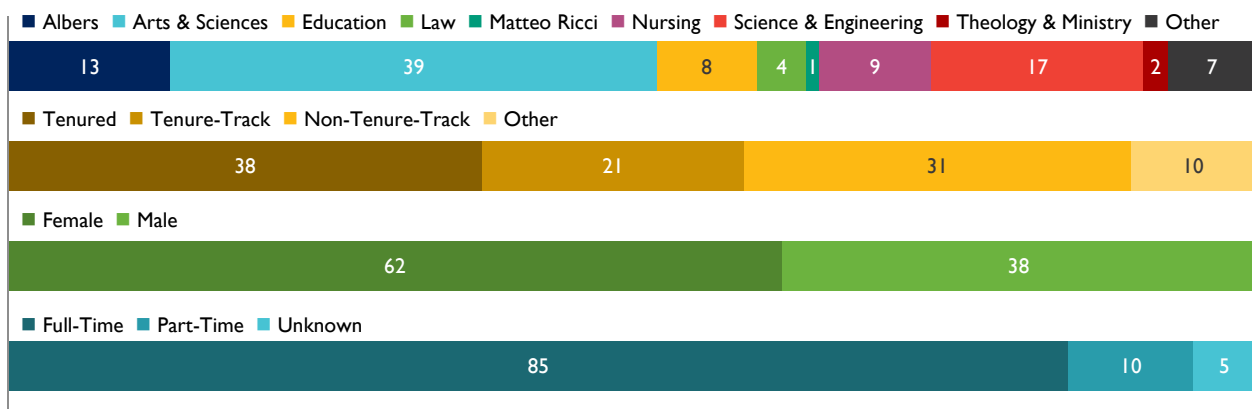
Center users 2010–14

■ Total number of Center users   ■ Individuals attending Center events   ■ Individuals consulting with the Center
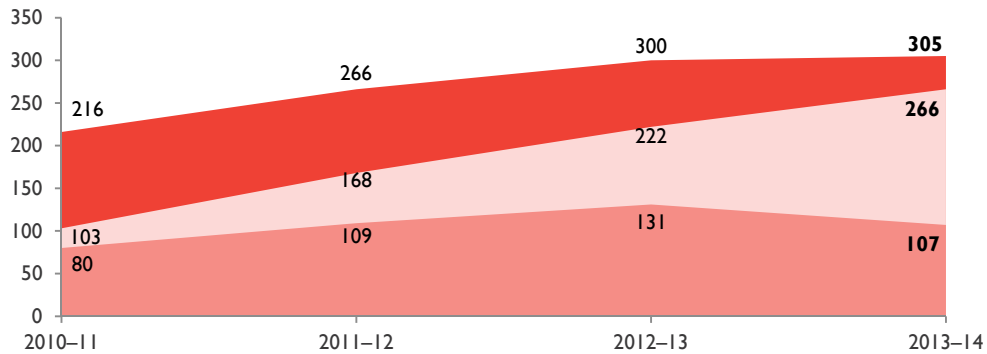
Note: Some individuals attended more than one session or consultation with us, leading to higher attendance and consultation figures on page 1.

Center users by college, rank, gender, and workload (%)

■ Albers ■ Arts & Sciences ■ Education ■ Law ■ Matteo Ricci ■ Nursing ■ Science & Engineering ■ Theology & Ministry ■ Other

13	39	8	4	1	9	17	2	7

■ Tenured ■ Tenure-Track ■ Non-Tenure-Track ■ Other

38	21	31	10

■ Female ■ Male

62	38

■ Full-Time ■ Part-Time ■ Unknown

85	10	5

Priorities for the future

LEARNING AND TEACHING: To take the Center and Seattle University to the next level, we now need to focus our energies on increasing our support for learning and teaching – the area of our work that almost all faculty are engaged in and also the area that directly relates to 90% of the university's revenue. We also see this as an opportunity to reach more of our growing cadre of non-tenure-track colleagues, since learning and teaching is typically the one area they engage in.

Enhancing the student learning experience through more intensive, formal courses for faculty is the Center's number one priority as we move into the next budget cycle. We have exciting proposals in this area, all connected to the university's Strategic Plan, and will draw on international best practices to help our faculty stand out as exemplary educator–scholars in higher education.

PROFESSIONAL DEVELOPMENT: To support faculty on their professional development at each stage of their career, our second priority is to introduce a Mutual Mentoring scheme that enables groups to come together and support one another on their own priorities in their teaching, scholarship, and professional work.

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Table of Contents

The Table of Contents in the online version of this report includes hyperlinks to the relevant sections.

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Our purview

Seattle University's mission emphasizes "the whole person," and typically this is interpreted as relating to the education of our students. Yet considering our faculty as "whole people" is essential if we are to act as role models for our students. So in the spirit of the mission, the Center for Faculty Development focuses on three specific areas of faculty members' lives as academics: learning and teaching, research practice, and professional development (Figure 1).

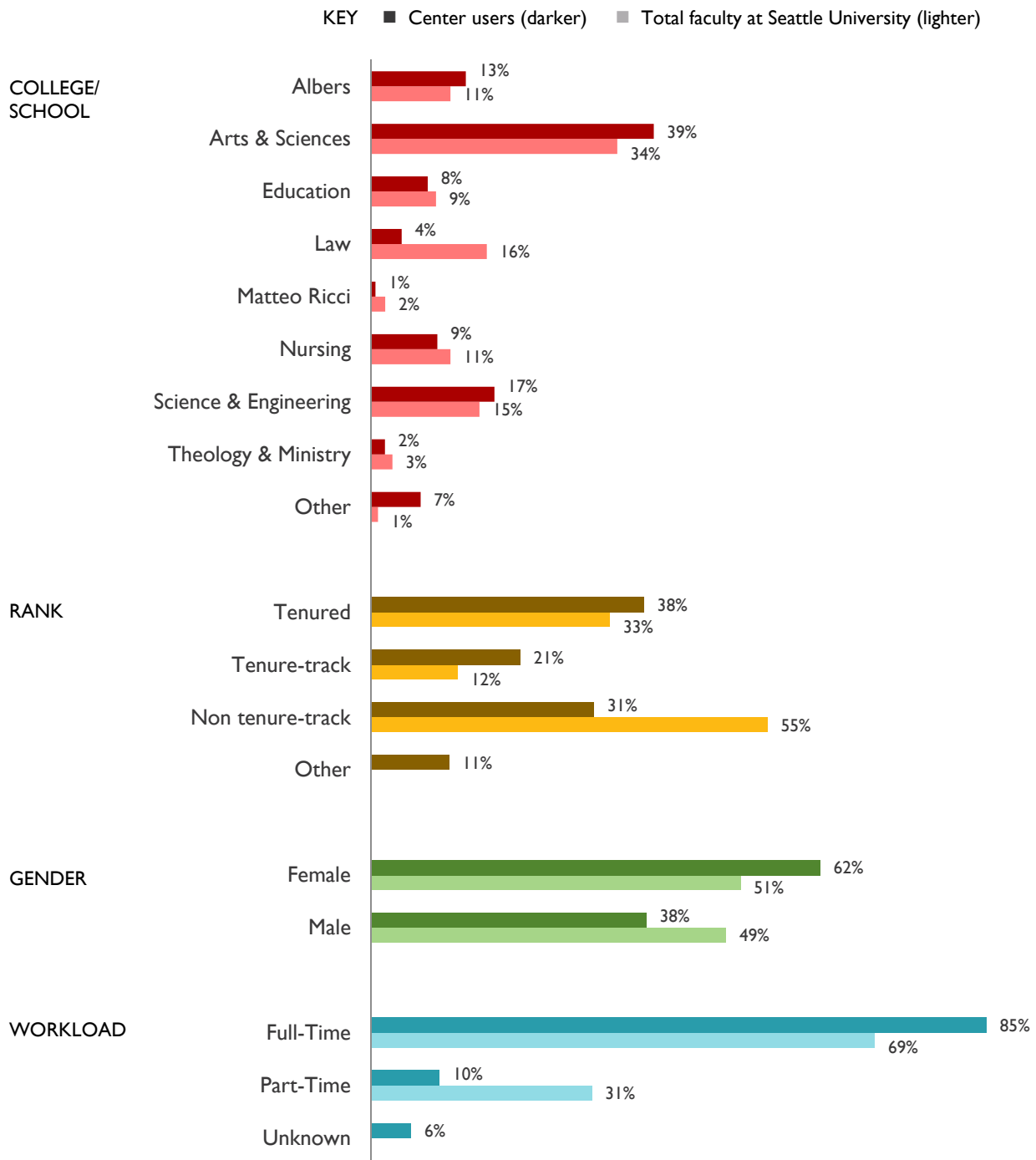**Figure 1. The Center for Faculty Development's purview**
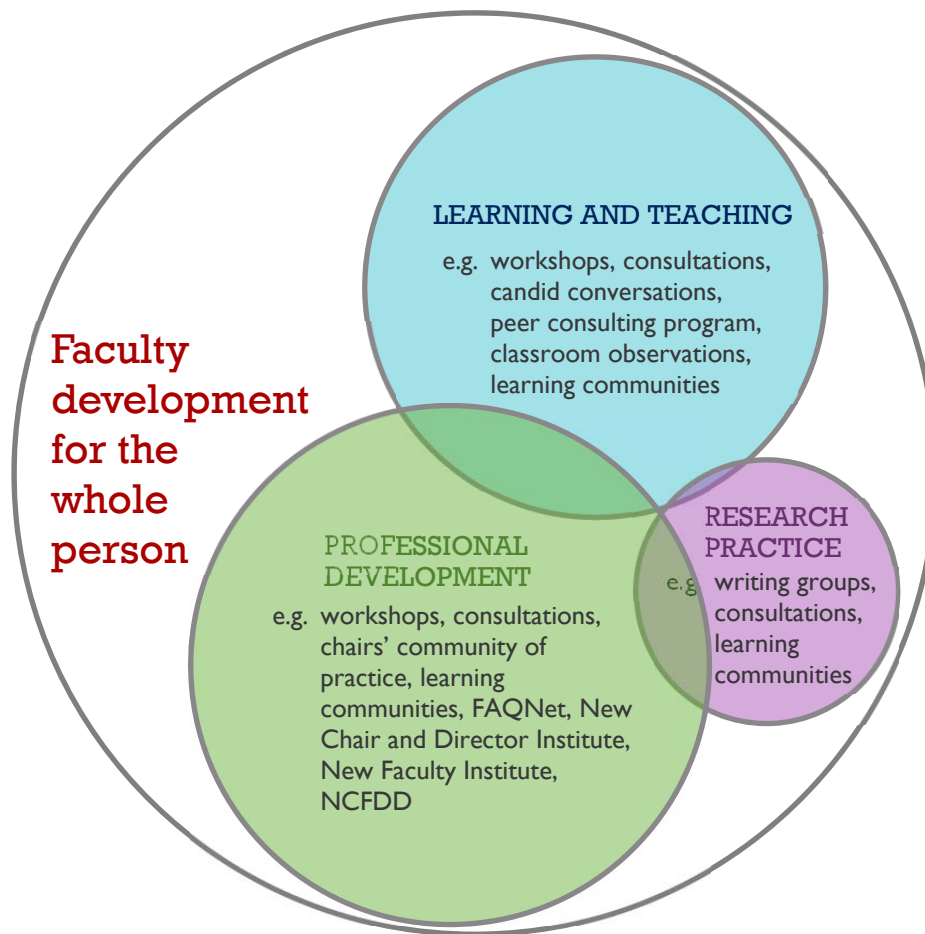
Our work with faculty is voluntary, formative, and confidential – three factors that have been shown to produce the most positive outcomes for promoting change and growth in the professional lives of faculty.

2013–14 was a year of continued growth and success for Center for Faculty Development (also known by its former acronym of CETL). This report outlines our work in the past year and our future direction. Details about our events and programs are divided into the three areas of our purview. Elsewhere (for example, consultations), they are grouped by the kinds of activity involved. At the end of the report, we discuss the Center's internal changes and its external profile.

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Whom do we serve?

Figure 2. Center users 2013–14 compared to total faculty at Seattle University

KEY ■ Center users (darker) ■ Total faculty at Seattle University (lighter)

COLLEGE/SCHOOL

College/School	Center users	Total faculty
Albers	13%	11%
Arts & Sciences	39%	34%
Education	8%	9%
Law	4%	16%
Matteo Ricci	1%	2%
Nursing	9%	11%
Science & Engineering	17%	15%
Theology & Ministry	2%	3%
Other	7%	1%

RANK

Rank	Center users	Total faculty
Tenured	38%	33%
Tenure-track	21%	12%
Non tenure-track	31%	55%
Other	11%	

GENDER

Gender	Center users	Total faculty
Female	62%	51%
Male	38%	49%

WORKLOAD

Workload	Center users	Total faculty
Full-Time	85%	69%
Part-Time	10%	31%
Unknown	6%	

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In 2013–14, the Center for Faculty Development worked with 305 individuals – 42% of the university's 731 faculty. This is an increase of 1% over last year (5 additional faculty members) and 41% over 2010–11 (84 additional individuals). Figure 2 above shows a percentage breakdown of Center users by college/school, rank, gender, and workload for 2013–14 (darker shades), along with a percentage breakdown for the entire faculty at Seattle University (lighter shades).

Figure 3 below puts participation figures by rank into clearer context. In 2013–14, the Center worked with 47% of tenured faculty (115 out of 243), 72% of tenure-track faculty (63 out of 88), and 24% of non-tenure-track (NTT) faculty (94 out of 400). Again this year, we saw a slight increase in our work with tenured and tenure-track faculty (up by 2% and 8% respectively) and a decrease in non-tenure-track faculty (down by 4%). Tenure-track faculty remain the most heavily supported group on campus, with almost three-quarters attending events and consultations with Faculty Development colleagues.
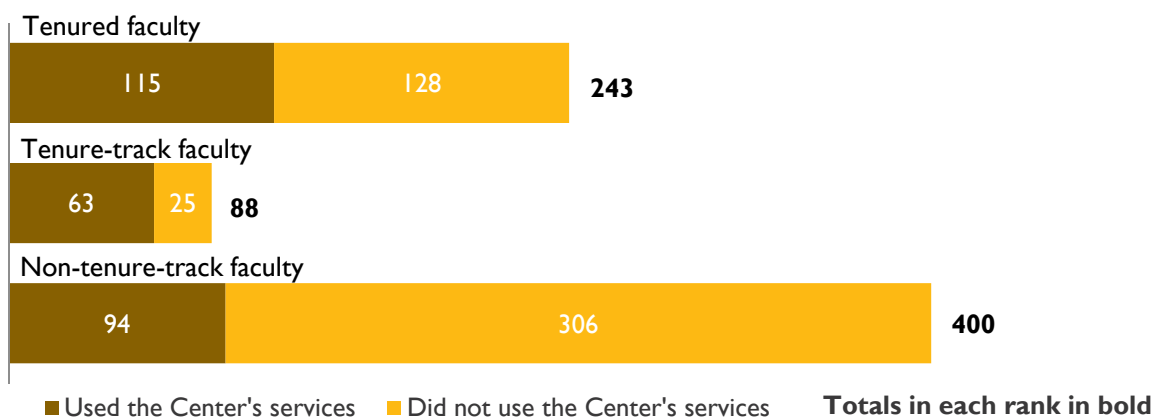
Reflections   *Of Center users, 110 (over one third) engaged with us for the first time in 2013–14. New Faculty Institute (NFI) accounts for 35 of these, meaning that we reached 75 individuals who are not new to SU but had not previously worked with us. This figure comprises 31 tenured faculty members, 5 tenure-track faculty, 19 non-tenure-track faculty, and 20 non-faculty members (mostly through our Fulbright event).*

The percentages shown in Figure 2 are remarkably close to those from the previous year. So while we worked with a substantial group of faculty for the first time in 2013–14, we continue to appeal to certain groups of faculty or certain colleges/schools over others. Sometimes this is due to in-house faculty development work (for example, the School of Law); in other instances, the reasons are less clear to us and merit further discussion with the deans.

The decrease in support for non-tenure-track (NTT) faculty compared with last year reflects the expansion of our work on faculty professional development, much of which is focused on department chairs and program directors. To offset this trend somewhat, we ran two roundtable discussions specifically for NTT faculty. Still, we find the figure concerning.

Part-time faculty also continue to be underrepresented among our users. To some extent this is due to these faculty members' other commitments at times when we are able to run events on campus. It also reflects the smaller proportion of events on learning and teaching we offer now that our purview is wider.

Figure 3. Center users 2013–14 by rank compared with total SU faculty by rank

Tenured faculty

| 115 | 128 | **243** |

Tenure-track faculty

| 63 | 25 | **88** |

Non-tenure-track faculty

| 94 | 306 | **400** |

■ Used the Center's services   ■ Did not use the Center's services   **Totals in each rank in bold**

Programs and events: 2013–14 overview

Table 1. All programs and events, 2013–14

	Learning and teaching	**Research practice**	**Professional development**
Workshops	An A to take pride in: Helping students push themselves (x2) Mindset: How realizing your potential is about hard work, not talent (x2)	—	Professional journeys: The trek and its meaning Mentoring 101: How to get what you need to thrive in the academy Fulbright Program workshop for faculty and professionals
Candid conversations, panels, and roundtable discussions	Infantilizing our students? Attendance, surveillance, and the degradation of learning (x2) "Don't stand so close to me:" Managing boundaries in student–faculty interactions	Revise and resubmit: A conversation with journal editors	The short straw? Pros and cons of becoming department chair Future-proofing your career: Non-tenure-track faculty in the driver's seat (x2)
Launch events	—	—	FAQNet: Connecting with faculty on questions of academic life
Faculty Writing Groups, Faculty Learning Communities, and reading groups	Ambrose et al. (2010). *How Learning Works: Seven research-based principles for smart teaching* (5 meetings)	Faculty Writing Groups launch Rabiner & Fortunato (2002). *Thinking Like Your Editor: How to write great serious non-fiction – and get it published* (6 meetings)	Stone et al. (2010). *Difficult Conversations: How to discuss what matters most* (2x5 meetings) Twale & De Luca (2008). *Faculty Incivility: The rise of the academic bully culture and what to do about it* (6 meetings)
NCFDD tele-workshops	—	Writing through writer's block: How to turn research obstacles into insights	New Year, New Yes: Learning how mindfulness can help your writing, teaching, and peace of mind How to have healthy conflict
Communities of Practice	—	—	Chairs' Community of Practice (6 meetings)
Institutes	New Faculty Institute	New Faculty Institute	New Faculty Institute New Chair and Director Institute
University events	—	Celebration of Scholarship (with ORSSP)	—

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As Table 1 indicates, the Center ran 28 events and programs in 2013–14. Five of those programs met on multiple occasions, leading to a final total of 52 sessions being run for faculty during the academic year.

Session formats

We use an expanding variety of formats for our events and programs to meet the needs of our participants, reflect the nature of the topic at hand, and to manage our workload so that we can achieve more with the same resources. A key aim of our sessions is to bring people together from across campus to forge greater links and community. Our events and programs are typically open to ALL faculty at Seattle University; only if the topic is tailored to a specific audience do we limit participation (e.g. roundtable discussion for non-tenure-track faculty, Community of Practice for department chairs and program directors who have personnel responsibilities).

Event topics are generally chosen based on faculty feedback in our end-of-year survey from the previous year. Occasionally, issues or "hot topics" arise during the year and, where possible, we make alterations to our annual plan to accommodate these new areas for consideration.

To avoid repetition in this report, we provide a brief explanation and rationale of these formats here. In subsequent sections on our three areas of focus, we detail specific session topics and types.

- WORKSHOPS are our key venue for interdisciplinary discussions around higher education (HE). They weave current HE research with individuals' practices and experiences, and include activities that enable participants to transfer the topic at hand to their own academic setting.

- CANDID CONVERSATIONS provide a constructive opportunity to discuss more controversial or polemic aspects of higher education (HE). These topics may well relate to institutional issues bubbling under the surface and reflecting a broader national or international development in HE. They typically begin with a very brief introduction to the research on the topic, then the remainder of the time is given over to group discussion and, where appropriate, localized problem-solving.

- PANEL DISCUSSIONS allow participants to pose questions to colleagues who fulfill particular roles on campus or in the academy. They are a chance to benefit from the collective wisdom of on-site experts in order to improve one's own academic practice or make important career decisions.

- ROUNDTABLE DISCUSSIONS are more exploratory in nature and are gently facilitated with occasional questions to prompt discussion or move it forward.

- COMMUNITIES OF PRACTICE are based on the situated learning model developed by Lave and Wenger (1991) and further developed by Wenger (1998), where individuals who play particular roles on campus, but who do not work directly together, gather to discuss current issues in their work, to share practices, and to develop guidelines to help them all fulfill their roles more effectively and enjoyably.

- FACULTY WRITING GROUPS are designed to provide small, interdisciplinary groups of faculty (a) camaraderie as they work on their scholarship and also (b) accountability to help them make progress incrementally, rather than leaving their research time until breaks or the summer. Writing groups follow the Action Learning Set

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process (Brockbank & McGill, 1998; McGill & Beatty, 2001) found to be highly successful in building academic community alongside motivation.

- FACULTY LEARNING COMMUNITIES were a new format for us in 2013–14. They are based on a model developed at Miami University, Ohio (Cox, 2013), in which small groups of faculty (typically no more than 12) come together to discuss a reading over an extended period, to share their thoughts and insights from the reading, and to consider its application in their own work. The Center for Faculty Development piloted these communities in 2013–14 with the aid of faculty facilitators from across campus, and ran a separate invitation-only reading group along the same lines.

- NCFDD TELE-WORKSHOPS complement our other activities and are conducted by the National Center for Faculty Development and Diversity, of which we are an institutional member. These tele-workshops cover areas that we are less well placed to deliver internally.

- INSTITUTES are one- or two-day events with a range of activities and sessions. The Center for Faculty Development has been directing the New Faculty Institute for the university since 2007. In spring 2014, we launched our inaugural New Chair and Director Institute.

- LAUNCHES are one-off events either to promote a new activity or establish new interdisciplinary groups. Further detail on these is provided in the relevant section of this report.

Figure 4 below shows the levels of representation at our events and programs for each rank since our creation as the Center for Excellence in Teaching and Learning in 2004–05. It is noticeable that, while non-tenure-track faculty are underrepresented overall in the Center, they still constituted the largest group *at our events* over the year, at 40% of participants. In the last year, we have also seen an increase in tenure-track representation and decrease in participation among tenured faculty at events and programs.

Figure 4. Events and programs: Percentage of faculty served by status, 2004–05 to 2013–14
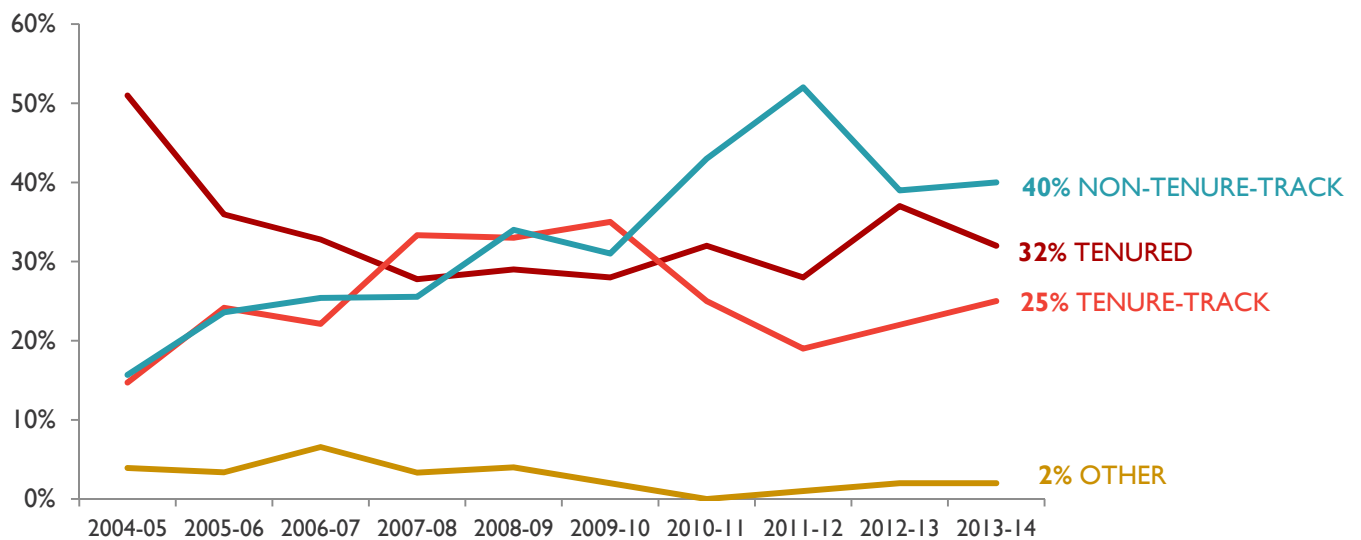
How we evaluate our work

All our evaluations are anonymous.

- For one-off events, we ask participants to complete an evaluation and their responses help shape future sessions. We use a tailored form for the three areas of our purview to ensure the data they produce will be useful to us.
- For groups that meet repeatedly (e.g. Faculty Learning Communities, Chairs' Community of Practice), we use a separate survey, either online (using SurveyMonkey so as to maintain anonymity) or on paper.
- We conduct further online surveys (again via SurveyMonkey) at the end of each quarter to elicit further feedback after faculty may have had chance to implement new practices or reflect on consultations. At the end of the academic year, we also asked some more global questions based on the full year's events and work.
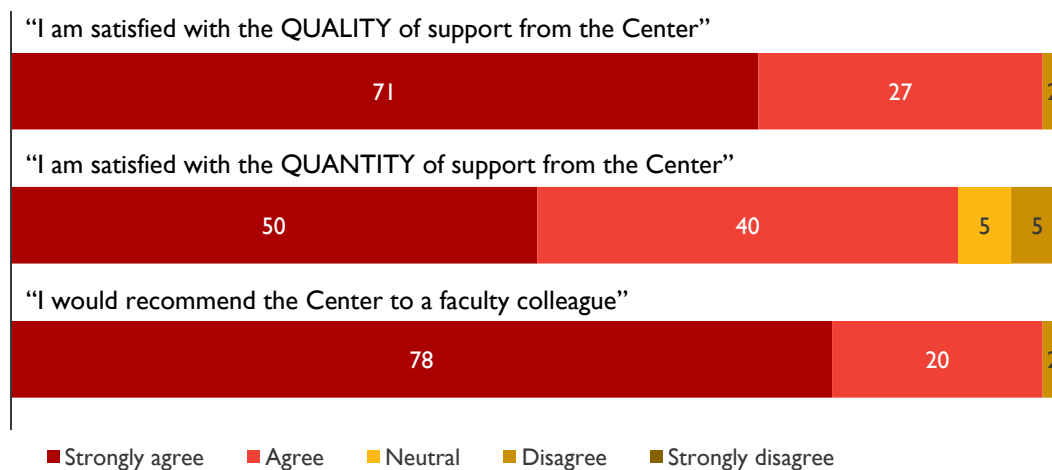
Overall evaluation

As part of our annual evaluation in spring 2014, we asked faculty who had worked with the Center during the year to provide some global feedback on both the quality and the quantity of our current level of performance and to tell us whether they would recommend the Center to a faculty colleague. The responses are shown as percentages in Figure 5.

In addition, 89.5% of respondents tell us that the Center has increased their satisfaction at Seattle University, with the remainder of respondents saying we made no difference (i.e. nobody's satisfaction decreased).

Reflections   *That 98% of the faculty we work with would recommend the Center to a colleague (and 78% strongly so) is heartening.*

We take the other two sets of scores to mean that almost all faculty who work with us are very satisfied with the quality of our work, but that some would like more of it. This is an ongoing resourcing issue for us and these responses are helpful information for us as we plan for budget requests.

Figure 5. End-of-year evaluation: Responses to global questions about the Center's work (%)

"I am satisfied with the QUALITY of support from the Center"

Strongly agree	Agree	Disagree
71	27	2

"I am satisfied with the QUANTITY of support from the Center"

Strongly agree	Agree	Neutral	Disagree
50	40	5	5

"I would recommend the Center to a faculty colleague"

Strongly agree	Agree	Disagree
78	20	2

■ Strongly agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly disagree

Learning and teaching

Topics and participants

In 2013–14, we organized 12 learning and teaching sessions with 138 total attendees and 69 different faculty served.

WORKSHOPS
- An A to take pride in: Helping students push themselves | Facilitated by David Green | 2 sessions; 22 attendees
- Mindset: How realizing your potential is about hard work, not talent | Facilitated by Therese Huston & David Green | 2 sessions; 22 attendees

CANDID CONVERSATIONS
- Infantilizing our students? Attendance, surveillance, and the degradation of learning | Facilitated by David Green | 2 sessions; 30 attendees
- "Don't stand so close to me:" Managing boundaries in student-faculty interactions | Facilitated by David Green | 1 session; 19 attendees

FACULTY LEARNING COMMUNITIES
- Ambrose, et al. (2010). *How Learning Works: Seven research-based principles for smart teaching* | Facilitated by Michelle DuBois (Biology) | 5 sessions; 45 attendees; 9 different faculty served.

Evaluation
By amalgamating the feedback from all our learning and teaching events, we see that:
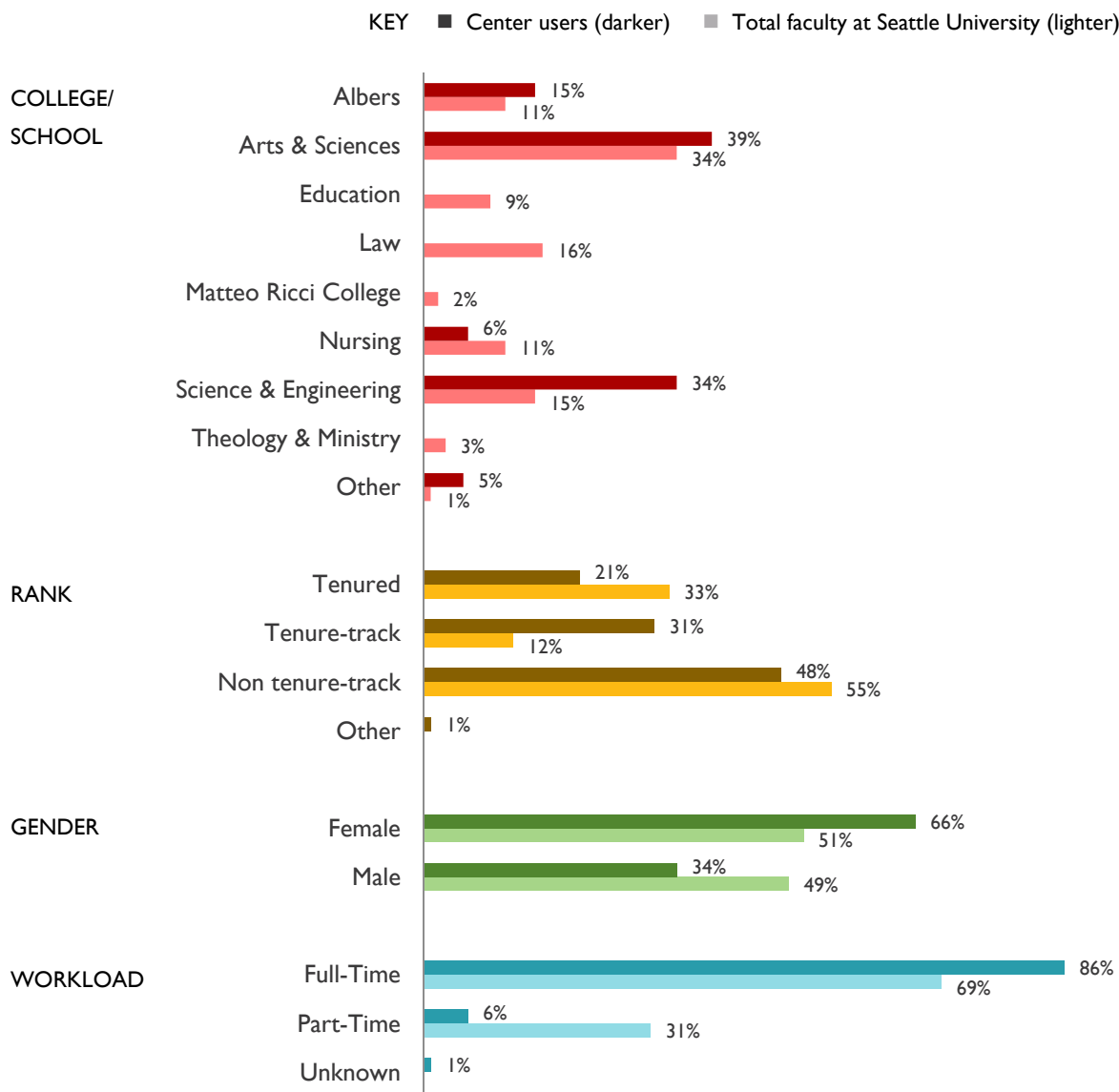1. 100% of respondents felt the events were well-organized (89% strongly so)
2. 100% of respondents felt the events were well-facilitated (94% strongly so)
3. 100% of respondents said they would attend future Center events on learning and teaching (93% strongly so)

We focus on these three survey questions since they indicate (a) the extent to which we model practices we hope faculty transfer to their classrooms (items 1 and 2) and (b) the overall value of our events to faculty (item 3).

In our end-of-year survey, 33% of respondents reported having tried out a new teaching technique, while another 20% said that they plan to do so. These surveys may be sent too early to be able to gauge the exact extent to which our events on learning and teaching lead to changes in faculty practices.

Figure 5 provides a full breakdown of attendances at our Learning and Teaching events by college/school, gender, rank, and workload.

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Figure 5. 2013–14 participants in LEARNING AND TEACHING events compared with total faculty at SU

KEY   ■ Center users (darker)   ■ Total faculty at Seattle University (lighter)

COLLEGE/
SCHOOL

Albers — 15% / 11%
Arts & Sciences — 39% / 34%
Education — 9%
Law — 16%
Matteo Ricci College — 2%
Nursing — 6% / 11%
Science & Engineering — 34% / 15%
Theology & Ministry — 3%
Other — 5% / 1%

RANK

Tenured — 21% / 33%
Tenure-track — 31% / 12%
Non tenure-track — 48% / 55%
Other — 1%

GENDER

Female — 66% / 51%
Male — 34% / 49%

WORKLOAD

Full-Time — 86% / 69%
Part-Time — 6% / 31%
Unknown — 1%

Reflections *We note in particular the high attendances for this year's Candid Conversations. Since this was previously an experimental format, we now feel we have good indications that participants value it. The key for us in the Center is to identify topics that pique faculty members' interest and curiosity.*

We are encouraged that one third of respondents have already tried out something new with their students as a result of attending a Center event.

From Figure 5, we note that four colleges are not represented at all (Law, Education, MRC, STM), and that Science and Engineering is greatly overrepresented – a new occurrence this year. We will discuss this with deans to explore what we can do differently to attract a wider range of faculty. Tenure-track faculty are overrepresented, as is to be expected for new colleagues, while non-tenure-track (NTT) faculty are almost proportionally represented. Part-time faculty, however, are greatly underrepresented, which may well be due to the timing of our sessions and their other commitments off-campus.

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Research practice

Topics and participants

In 2013–14, we organized 9 research practice sessions with 52 total attendees and 27 different faculty served.

PANEL DISCUSSIONS
- Revise and resubmit: A conversation with journal editors | Facilitated by David Green | 1 session; 14 attendees
  The panelists for this session were Bonnie Buchanan (Finance; editor of the *Journal of Risk Finance*), John Carter (Mathematics; special issue editor of *Mathematics & Computers in Simulation*), and David Leigh, SJ (English; editor of *Ultimate Reality & Meaning*), with moderation by David Green (Faculty Development; co-editor of the *International Journal for Academic Development*). This broad range of disciplines on the panel allowed faculty from across campus to hear of contrasting practices and norms, as well as hearing suggestions on working constructively with journals and their editors.

FACULTY WRITING GROUPS
- Organization and launch event (co-sponsored with ORSSP) | Facilitated by David Green | 1 session; 11 attendees

TELEWORKSHOPS
- Writing through writer's block: How to turn research obstacles into insights | Presented by NCFDD guest facilitator Naomi Greyser; hosted by David Green | 1 session; 3 attendees

FACULTY LEARNING COMMUNITY
- Rabiner & Fortunato (2002). *Thinking Like Your Editor: How to write great serious non-fiction – and get it published* | Facilitated by Therese Huston (CETL) | 6 sessions; 24 attendees, 4 different faculty served.

Evaluation
Following the same system presented above under "Learning and Teaching," we amalgamated the feedback from all our Research Practice events, revealing that:
1. 100% of respondents felt the events were well-organized (57% strongly so)
2. 100% of respondents felt the events were well-facilitated (33% strongly so)
3. 100% of respondents said they would attend future Center events on research practice (86% strongly so)

Figure 6 provides a full breakdown of attendances at our Research Practice events by college/school, gender, rank, and workload.

Reflections   *For research practice events and activities, we received only seven end-of-year evaluations, so we are more cautious about interpreting too much into these data compared with our other areas of activity.*

While all respondents were positive about these events, the percentage of "strongly agree" responses is much lower than in our other areas. This may in part relate to disciplinary differences in research norms, or perhaps to the fact events such as the Writing Groups launch place greater responsibility on the individual faculty members to respond and organize

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themselves. For now, these musings are speculative; we will hope to receive more data next year so that we are better able to identify potential difficulties and devise appropriate responses.

As with Learning & Teaching, we see the same four colleges and schools absent from these few sessions (Education, Law, MRC, STM). Again, this provides a conversation topic with deans in those areas. We find it interesting that almost one third of attendees at these events are non-tenure-track, even though most of them do not receive conference funding from the university and are not required to conduct research. We see these faculty members' engagement with our research practice events as an indication of the extent to which conducting research is felt as an integral part of one's identity as a faculty member; it also means that non-tenure-track colleagues are ensuring they are working above and beyond the university's expectations of them to remain competitive should tenure-track positions arise, whether at SU or elsewhere.

Figure 6. 2013–14 participants in RESEARCH PRACTICE events compared with total faculty at SU
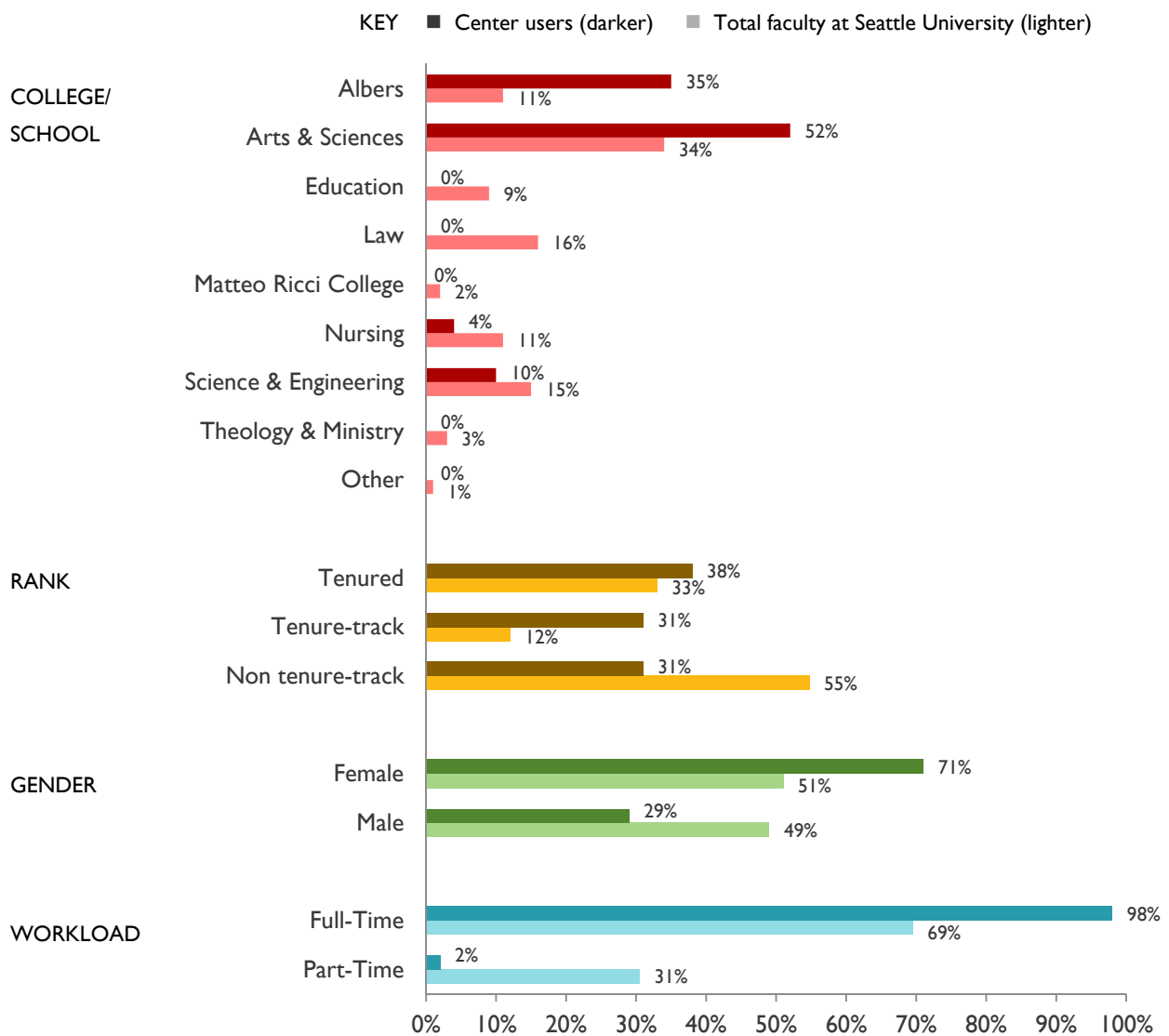
Professional development

In 2013–14, we organized 31 professional development sessions with 260 total attendees and 110 different faculty served. As this aspect of our purview is more varied than the others, we have organized it here under open programs, chair programs, and international fellowships.

Open programs

WORKSHOPS

- Professional journeys: The trek and its meaning | Facilitated by Bob Conyne (Education) | 1 session; 14 attendees

    Visiting Distinguished Professor Bob Conyne of the College of Education ran this extended workshop for us, drawing on his co-authored book, *Journeys to Professional Excellence.* In preparation, we video-recorded interviews Bob conducted with five full professors across campus (Maggie Chon, Law; Steen Halling, Psychology; Anne Hirsch, Nursing; Greg Magnan, Management; Vicky Minderhout, Chemistry) and our administrative assistant, Megan Otis, then edited these 30-minute interviews into three 10–15 minute "packages" to be used during the workshop as a catalyst for discussion.

- Mentoring 101: How to get what you need to thrive in the academy | Facilitated by Kerry Ann Rockquemore, National Center for Faculty Development & Diversity (NCFDD) | 1 session; 19 attendees.

    We brought Kerry Ann Rockquemore – President and CEO of NCFDD (see below) – back to campus for this one-off workshop on mentoring in response to requests from faculty across campus. In particular, the session focused on the need for multiple mentors for different aspects of one's professional life.

PANEL DISCUSSION

- The short straw? Pros and cons of becoming department chair | Facilitated by Jacquelyn Miller | 1 session; 17 attendees

    Panelists for this session were Erica Lilleleht (Psychology), Richard LeBlanc (Computer Science), and Fiona Robertson (Finance), with Jacquelyn Miller moderating (and also as chair of International Studies). Using a Q&A format, they responded to questions from faculty who were either interested in becoming a chair or had been asked to consider it by their colleagues or deans.

ROUNDTABLE DISCUSSION

- Future-proofing your career: Non-tenure-track faculty in the driver's seat | Facilitated by Jacquelyn Miller | 2 sessions; 18 attendees

    Continuing our series of "in the driver's seat" roundtables, the focus this year was on non-tenure-track faculty (last year was mid-career faculty), with the goal of helping participants develop a long-term career strategy.

FACULTY LEARNING COMMUNITIES AND READING GROUPS

- Stone et al. (2010). *Difficult Conversations: How to discuss what matters most* | Group 1 facilitated by Lee Holmer (Institute of Public Service); Group 2 (on questions of diversity) facilitated by Christina Roberts (English) | 8 sessions in total; 60 attendees

NCFDD TELE-WORKSHOPS
- New Year, New Yes: Learning how mindfulness can help your writing, teaching, and peace of mind | Presented by Cassie Premo Steele; hosted by Jacquelyn Miller | 1 session; 5 attendees
- How to have healthy conflict | Presented by Kerry Ann Rockquemore (NCFDD); hosted by Jacquelyn Miller | 1 session; 3 attendees

NCFDD INSTITUTIONAL MEMBERSHIP
- National Center for Faculty Development and Diversity (NCFDD) | 158 faculty served

     Seattle University continued its institutional NCFDD membership for a second year. Membership dues increased by 50%, so deans covered 2/3 of the fee (proportionate to the number of faculty members in each school or college), while the Center for Faculty Development funded the remaining 1/3.

     NCFDD offers a range of services to complement those we are able to offer on campus, including weekly emails on various aspects of building a successful academic career, monthly tele-workshops, writing challenges, and online discussion forums.

     Institutional membership allows access to NCFDD to all faculty and graduate/law students. Colleagues need to contact the Center for Faculty Development directly to sign. Membership has grown by 33% on last year, from 119 individuals to 158 in 2013–14. A breakdown of membership is provided in Figure 7.

LAUNCHES
- FAQNet: Connecting faculty to colleagues with expertise in all aspects of academic life | Hosted by Jacquelyn Miller and David Green | 1 session; 6 attendees

     Our FAQNet online resource was created in response to requests to connect faculty to colleagues with expertise in particular aspects of academic life. We grouped these into five categories: Learning and teaching (e.g. teaching lab classes); Research, scholarship, and writing (e.g. negotiating with a publisher), Leadership and administration (e.g. leading inclusively); Professional service (e.g. organizing conferences); and Life/work balance (e.g. balancing childcare with work). FAQNet allows faculty to find experienced colleagues on these topics without using formal channels and without the need to set up a mentoring relationship. It is based on a model put forward by Macfarlane (2012).

     After a "soft launch" in spring 2013, we resolved technical issues over the summer and had a formal launch event in Fall Quarter. By the end of the year, 81 faculty were participating as FAQNet experts.
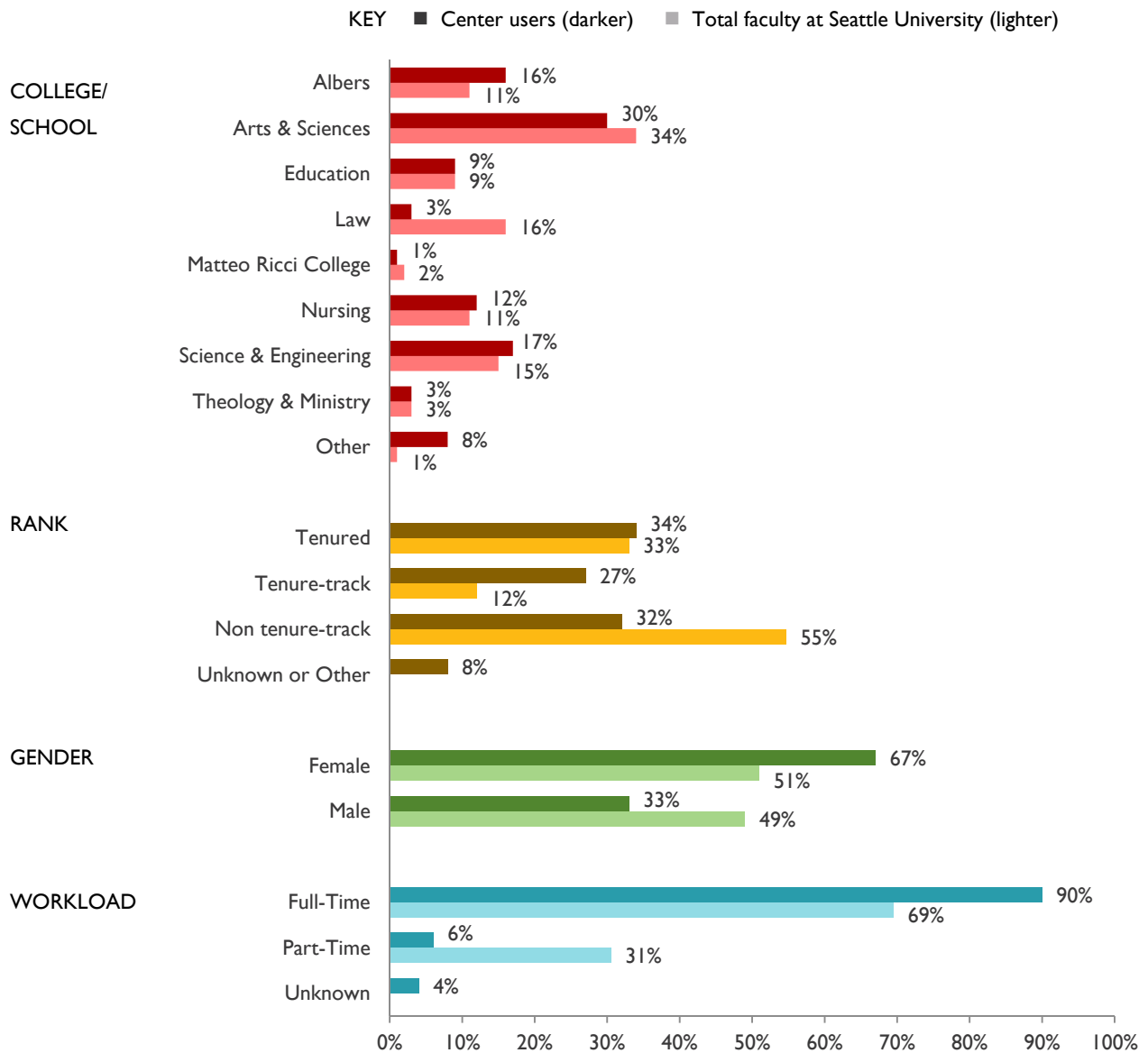
Chair programs

COMMUNITIES OF PRACTICE
- Chairs' Community of Practice | Facilitated by David Green or Jacquelyn Miller | 6 sessions; 42 total attendees; 16 different faculty served

     Group members choose the topic for each session of these twice-quarterly gatherings of department chairs and program directors with personnel responsibilities. Topics in 2013–14 included working with junior/younger faculty, working with faculty across all stages of their career, creating strong academic micro-cultures, and managing meetings. Participating faculty come from all five colleges and schools that have a department chair system.

Figure 7. Seattle University's 2012–13 NCFDD membership vs. total faculty at SU

KEY ■ Center users (darker)   ■ Total faculty at Seattle University (lighter)

COLLEGE/ SCHOOL

	Center users	Total faculty
Albers	16%	11%
Arts & Sciences	30%	34%
Education	9%	9%
Law	3%	16%
Matteo Ricci College	1%	2%
Nursing	12%	11%
Science & Engineering	17%	15%
Theology & Ministry	3%	3%
Other	8%	1%

RANK

	Center users	Total faculty
Tenured	34%	33%
Tenure-track	27%	12%
Non tenure-track	32%	55%
Unknown or Other	8%	

GENDER

	Center users	Total faculty
Female	67%	51%
Male	33%	49%

WORKLOAD

	Center users	Total faculty
Full-Time	90%	69%
Part-Time	6%	31%
Unknown	4%	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

INSTITUTES

- New Chair and Director Institute | Directed by Jacquelyn Miller; facilitated by Colette Hoption (Management), Lee Holmer (Institute of Public Service), Bob Hughes (Education), and David Green (Faculty Development) | 1 day-long session; 10 attendees

  The Center successfully directed its first New Chair and Director Institute (NCDI) in May 2014, with 10 chair and director participants. Following the New Faculty Institute model, the event was designed by a planning team of faculty: Jacquelyn Miller (NCDI director; Center for Faculty Development), PJ Alaimo (Chemistry), María Búllon-Fernández (English), Bonnie Bowie (Nursing), and Susan Weihrich (Albers).

  NDCI participants were able to network with colleagues from across campus, as well as with the deans of the Albers School of Business and Economics, the College of Arts and Sciences, and the College of Science and Engineering, who participated in the closing panel discussion. NCDI was held as a one-day

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weekend event at the Talaris Conference Center. Topics – prioritized by the planning team as those least addressed in college/school orientations for chairs – included leadership style self-assessment, communication and conflict resolution, organizational planning and goal-setting, followed by a panel on working with your dean.

CHAIRS' READING GROUP
- Twale & De Luca (2008). *Faculty Incivility: The rise of the academic bully culture and what to do about it* | Subgroup of department chairs, facilitated by Jacquelyn Miller (CETL) | 6 meetings; 36 attendees
  Unlike the four Faculty Learning Communities (FLCs) we ran this year, this reading group was available only to a restricted group of chairs, all of whom were experiencing similarly difficult situations that necessitated additional in-depth conversation and group mentoring in a safe environment.

International fellowships

FULBRIGHT
- Fulbright Program workshop for Faculty and Professionals | Facilitated by Athena Fullay, Fulbright Scholar Program's Senior Manager for Institutional Engagement | 1 session; 30 attendees
  Jacquelyn Miller is the university liaison with the Fulbright Faculty Program. This workshop covered key topics on the program, including the benefits of Fulbright travel and how to submit a successful application.

UNITED BOARD FELLOWS PROGRAM
  Jacquelyn is also the university liaison with the United Board Fellows Program. In consultation with Amy Weber**,** the Program Officer for Fellowship and Scholarship Programs at the United Board for Christian Education in Asia, she identified Dr. Nhung Pham, a Vice Rector at Hue University College of Foreign Languages in Vietnam, as a possible candidate to visit Seattle University during the fall of 2015. Jacquelyn will serve as the university coordinator for the visit and David Green will take on the role as mentor to Dr. Pham.
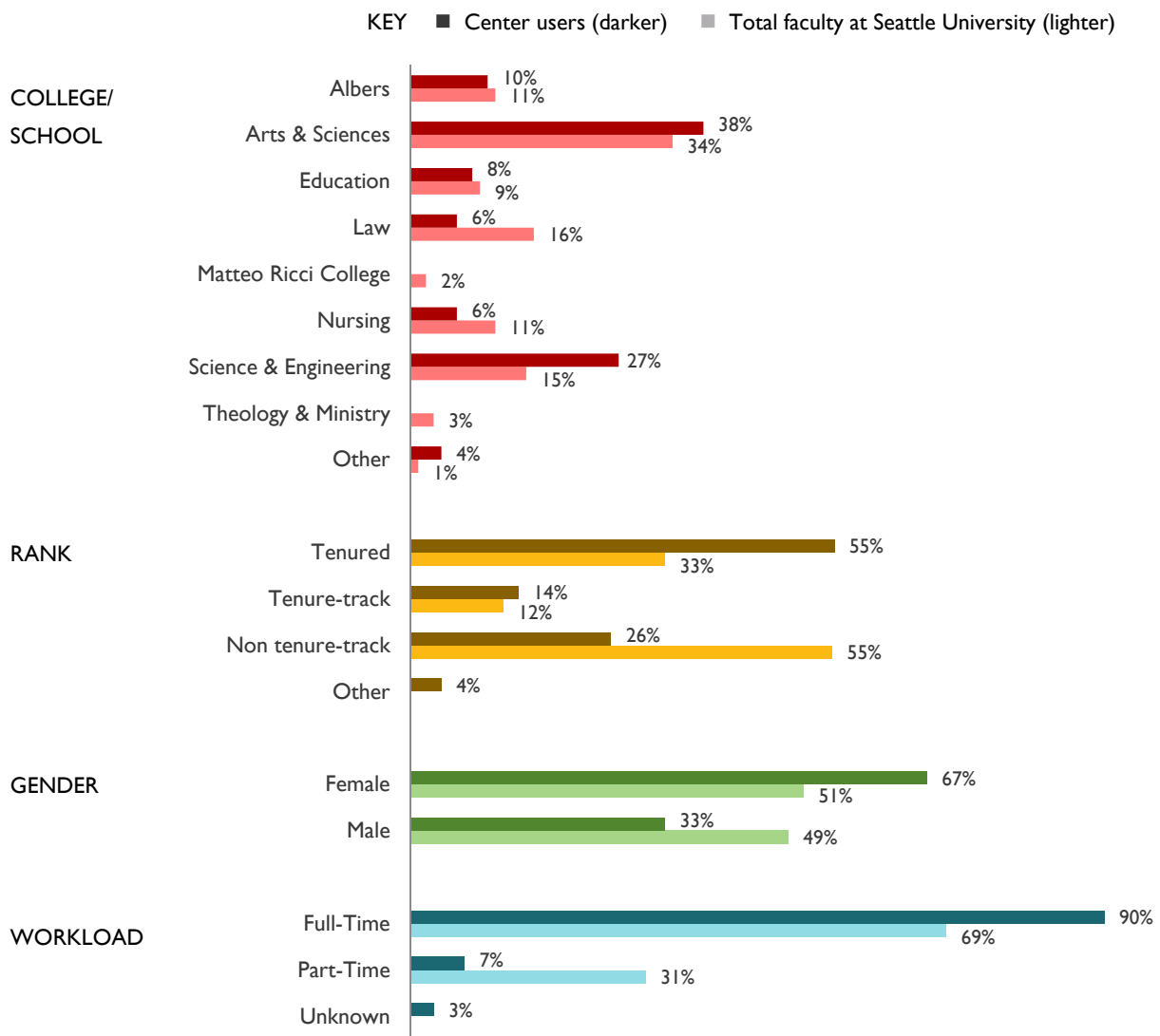
Evaluation
Following the same system presented in the previous two areas above, we amalgamated the feedback from all our Professional Development events, revealing that:
1. 100% of respondents felt the events were well-organized (85% strongly so)
2. 100% of respondents felt the events were well-facilitated (80% strongly so)
3. 100% of respondents said they would attend future Center events on professional development (85% strongly so)

In addition, 67% of respondents said they highly valued our Professional Development events.

Figure 8 provides a full breakdown of attendances at all our Professional Development events by college/school, gender, rank, and workload.
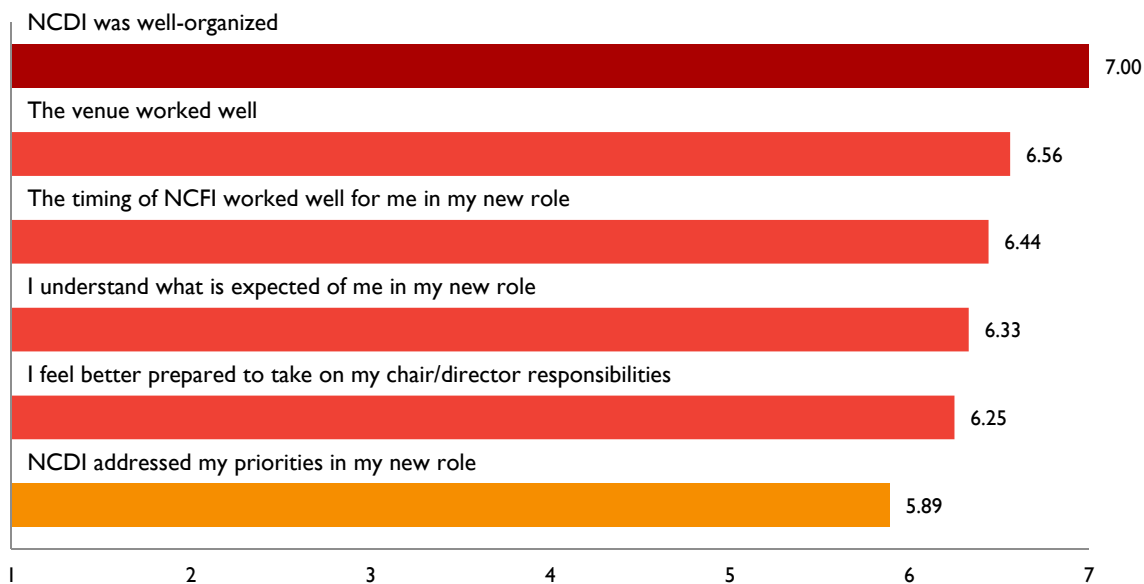
Figure 8. 2013–14 participants in PROFESSIONAL DEVELOPMENT events compared with total faculty at SU

KEY   ■ Center users (darker)   ▪ Total faculty at Seattle University (lighter)

COLLEGE/SCHOOL

- Albers: 10% / 11%
- Arts & Sciences: 38% / 34%
- Education: 8% / 9%
- Law: 6% / 16%
- Matteo Ricci College: 2%
- Nursing: 6% / 11%
- Science & Engineering: 27% / 15%
- Theology & Ministry: 3%
- Other: 4% / 1%

RANK

- Tenured: 55% / 33%
- Tenure-track: 14% / 12%
- Non tenure-track: 26% / 55%
- Other: 4%

GENDER

- Female: 67% / 51%
- Male: 33% / 49%

WORKLOAD

- Full-Time: 90% / 69%
- Part-Time: 7% / 31%
- Unknown: 3%

NEW CHAIR AND DIRECTOR INSTITUTE

For the New Chair and Director Institute, we gathered both qualitative and quantitative feedback to assess the extent to which NCDI had achieved its goals. Figure 9 shows mean scores from the quantitative feedback on a scale of 1 to 7, where 1 is "strongly disagree" and 7 is "strongly agree."

Figure 9. Mean scores for the New Chair and Director Institute

NCDI was well-organized — 7.00

The venue worked well — 6.56

The timing of NCFI worked well for me in my new role — 6.44

I understand what is expected of me in my new role — 6.33

I feel better prepared to take on my chair/director responsibilities — 6.25

NCDI addressed my priorities in my new role — 5.89

(Scale: 1 2 3 4 5 6 7)

Reflections   *Faculty from all but two colleges and schools (Matteo Ricci and Theology & Ministry) attended professional development events this year, and as with our learning and teaching work, the College of Science and Engineering was overrepresented. Not surprisingly, given the emphasis on faculty in academic leadership roles, tenured faculty made up the bulk of participants in these programs, while non-tenure-track faculty are less present – this despite a session specifically aimed at supporting NTT colleagues' professional development. Tenure-track faculty, meanwhile, are the ones making the greatest use of NCFDD's services. Similarly, 90% of participants were full-time faculty, reflecting the fact that the majority of our work in professional development relates to the academic role writ large, and is therefore less appropriate for those who are teaching one or two courses on top of a full-time job elsewhere.*

The advertising for our FAQNet launch occurred at the point when we were between administrative assistants, so we decided for the first time not to require RSVPs. This was clearly a mistake, since attendance at this catered event was extremely low. In discussion with other Centers on campus, we have discovered a similar lack of participation at events without registrations. We know from Google Analytics that FAQNet had 846 page views. We hope to gather more data in future.

In contrast, we are especially pleased with the feedback and evaluation ratings for our first NCDI. Again, with careful planning by a team of colleagues who approach issues in contrasting ways, we were able to develop a stronger program than might have been the case had we all thought alike. We interpret the lowest rating for NCDI ("addressed my priorities in my new role") to relate to the more operational aspects of chairing, which are college- and school-specific. We will add an open-ended question to the next NCDI evaluation form so that we can verify this and discuss it with deans.

Two final observations on our professional development work: Firstly, many of our professional development events are simpler to run than those on learning and teaching or research practice. Fewer of them require too much preparation or research and so we are able to offer more events to cover this broad topic area. Secondly, with the data gathered here, we feel confident that we are now meeting the primary needs of mid-career and tenured faculty – a key purpose of Jacquelyn's role as Associate Director for Faculty Professional Development.

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Consultations

Providing meaningful and useful consultation on faculty-driven issues continues to be one of the Center's top priorities. During 2013–14, David Green, Jacquelyn Miller, Therese Huston (Faculty Development Consultant), and Sven Arvidson (Senior Faculty Fellow) provided 189 consultations to 106 faculty members, totaling 233 hours and averaging 2.2 hours per individual and 1.2 hours per consultation. Compared with last year, this is a decrease of 3% and brings us back to the level of 2011–12.

Figure 11 shows a breakdown of our consultations by our three areas (Learning and Teaching – blue; Research Practice – purple; Professional Development – green) and main sub-topics. Not surprisingly, we see another slight increase in the number of consultations related to professional development, now at 47%, just 2% behind learning and teaching (49%). Research practice is by far the least common consultation area (at 4%),

Figure 10. 2013–14 consultations vs. total faculty at SU

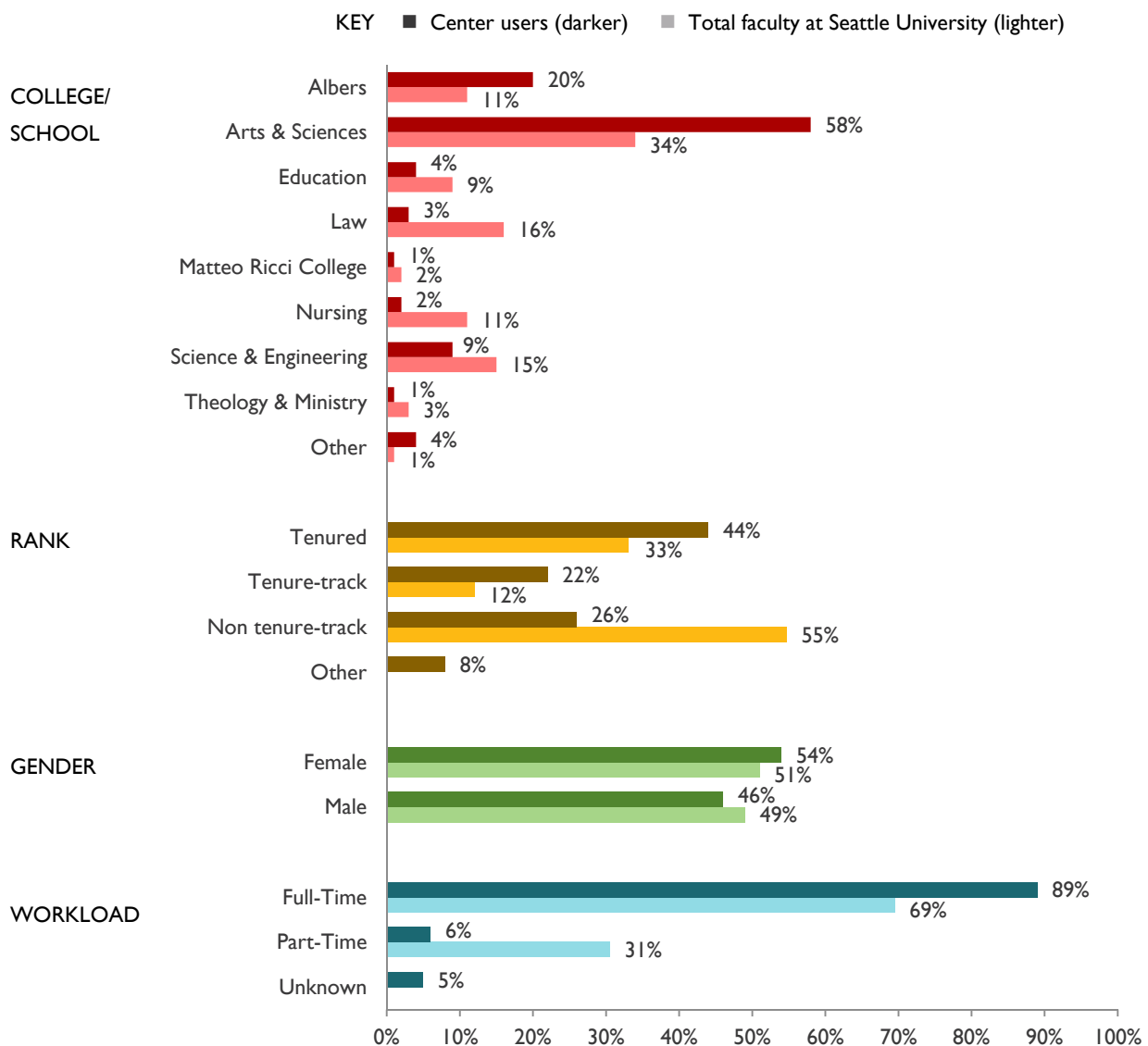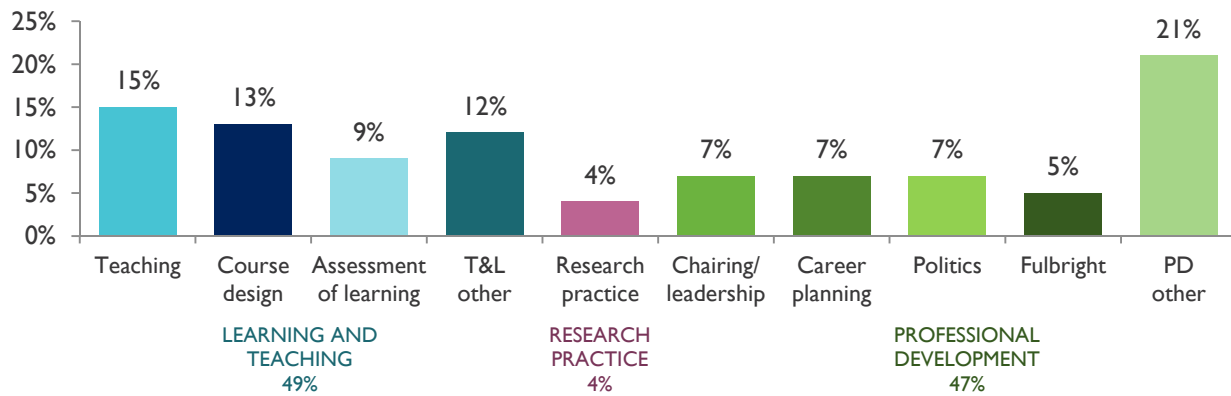KEY ■ Center users (darker)   ■ Total faculty at Seattle University (lighter)

Figure 11. Percentage of consultation by broad topic area and main sub-topics, 2013–14

PEER CONSULTING PROGRAM

Seven peer consultants have in the past worked with the Center for Faculty Development to consult with individual faculty on more straightforward issues related to teaching and learning. In 2013–14, we had no consultations for our Peer Consultants, mostly because the questions coming to us were more complex. We also note, though, that in their first couple of years, Peer Consultants tend to "drum up business" in their colleges and schools, so we are considering launching a new group in spring 2015, since it will have been six years since the last group was established.

Evaluation

Evaluation for consultations comes in our end-of-quarter and end-of-year surveys and so is covered in the data given previously under learning and teaching, research practice, and professional development.

Reflections   *Our consultations data tell us that Arts & Sciences and Albers are particularly overrepresented; likewise tenured and tenure-track faculty, and full-time faculty. Especially underrepresented are colleagues in Education, Law, Nursing, and STM, non-tenure-track faculty, and part-time faculty (although this is still among the highest participation levels for part-time faculty in any Center activity). This year also saw a narrowing of the gender gap in consultations, with male consultees increasing by 5% over last year. We speculate that male colleagues are becoming more comfortable in one-on-one discussions than in group settings.*

Tracking of consultation topics has been difficult; while we have a list of common topics for consultations, we have not specifically tracked which of our three areas of work these consultations fall under. From 2014–15, we are revising our record-keeping such that we will have a clearer picture within those three broad areas.

Service to the university

New Faculty Institute 2013

The Center successfully directed its seventh New Faculty Institute (NFI) in September 2013, with 38 participants. New faculty were able to network with colleagues from across the campus, including the President and Provost, as well as hearing from undergraduate and graduate students. In a bid to avoid cognitive overload, especially during the longer second day, the NFI Planning Team took care to vary session types to maintain energy throughout. In

total, the Center and the Planning Team coordinated 22 presenters (13 faculty/staff and 9 students) for the 2-day event.
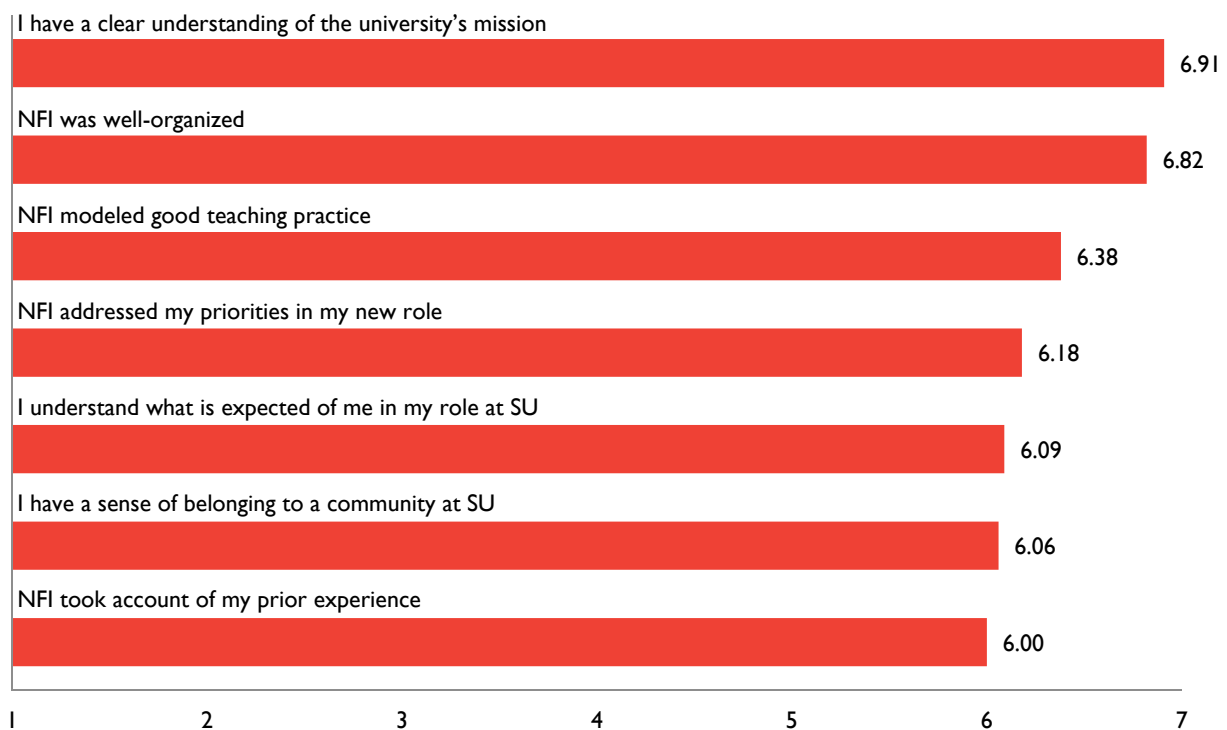
The Provost's Office set the following goals for NFI:

1.   To build community across campus through cross-disciplinary conversation.
2.   To explore the Jesuit Catholic mission of the university.
3.   To discuss the art of balancing teaching, scholarship, and service.
4.   To model effective teaching practices.
5.   To gain an awareness of key legal implications of working in higher education.
6.   To explain University-level expectations around rank and tenure (in a follow-up session).

At the end of NFI, both qualitative and quantitative feedback were gathered to assess the extent to which NFI achieved these goals. The quantitative feedback helps us make decisions on which aspects to revise for the next year, while the quantitative gives us a broad-brush evaluation. On a scale of 1 to 7, where 1 is "strongly disagree" and 7 is "strongly agree," mean scores were as shown in Figure 12.

The Center also coordinated an NFI follow-up session on rank and tenure during the academic year. The session consisted of a panel of former University Rank and Tenure Committee members answering faculty questions on the tenure process at university level. The session was open to all tenure-track faculty at Seattle University, not just this year's new faculty. A total of 20 faculty participated; 9 from the new faculty group and 11 from previous years. A further session on Seattle University's mission was run by Mission and Ministry.

Figure 12: NFI 2013 feedback

I have a clear understanding of the university's mission — 6.91
NFI was well-organized — 6.82
NFI modeled good teaching practice — 6.38
NFI addressed my priorities in my new role — 6.18
I understand what is expected of me in my role at SU — 6.09
I have a sense of belonging to a community at SU — 6.06
NFI took account of my prior experience — 6.00

Provost's Celebration of Scholarship 2013

Together with the Office of Research Services and Sponsored Projects (ORSSP), we were asked during the year to organize the Provost's "Celebration of Scholarship" in Spring Quarter. The only space available to us was the North Court of the Connolly Center, so we made the session interactive around the topic of "interdisciplinary scholarship," with facilitated conversations around interdisciplinary themes (e.g. Gender, diversity, and family). Around the room, colleges, schools, and university centers also displayed posters and artefacts from their scholarly works over the previous three years. The quantitative data from the post-event survey are presented in Figure 13.

Reflections   *The contrast between the New Faculty Institute and the Celebration of Scholarship is considerable. While NFI's evaluation scores are all in the 6–7 range (7 being the highest possible), those for the Celebration range between 3.11 and 5.31. As the Celebration was our first time running an event like this and was jointly organized at short notice, we feel we now have good data to make concrete suggestions for next year, if this becomes an annual or biennial event. In particular, we need to attend to both the location and, even more so, the timing. Spring Quarter typically sees a rush of events (and hence most suitable rooms are booked early), and so we will suggest to the Provost's Office that we consider bringing the event forward in the academic year, either combining it with the Provost's Convocation in fall (which could be a good time to ignite research collaborations across campus) or at some point in winter.*

New Faculty Institute runs like a well-oiled machine; each year, the Planning Team makes minor adjustments in response to the feedback. For this year, the team in particular recommends rethinking the legal session, which already sits uncomfortably in the program, as well as reducing some of the "content" of other sessions to allow more time for discussion.

Figure 13. Feedback on the Celebration of Scholarship
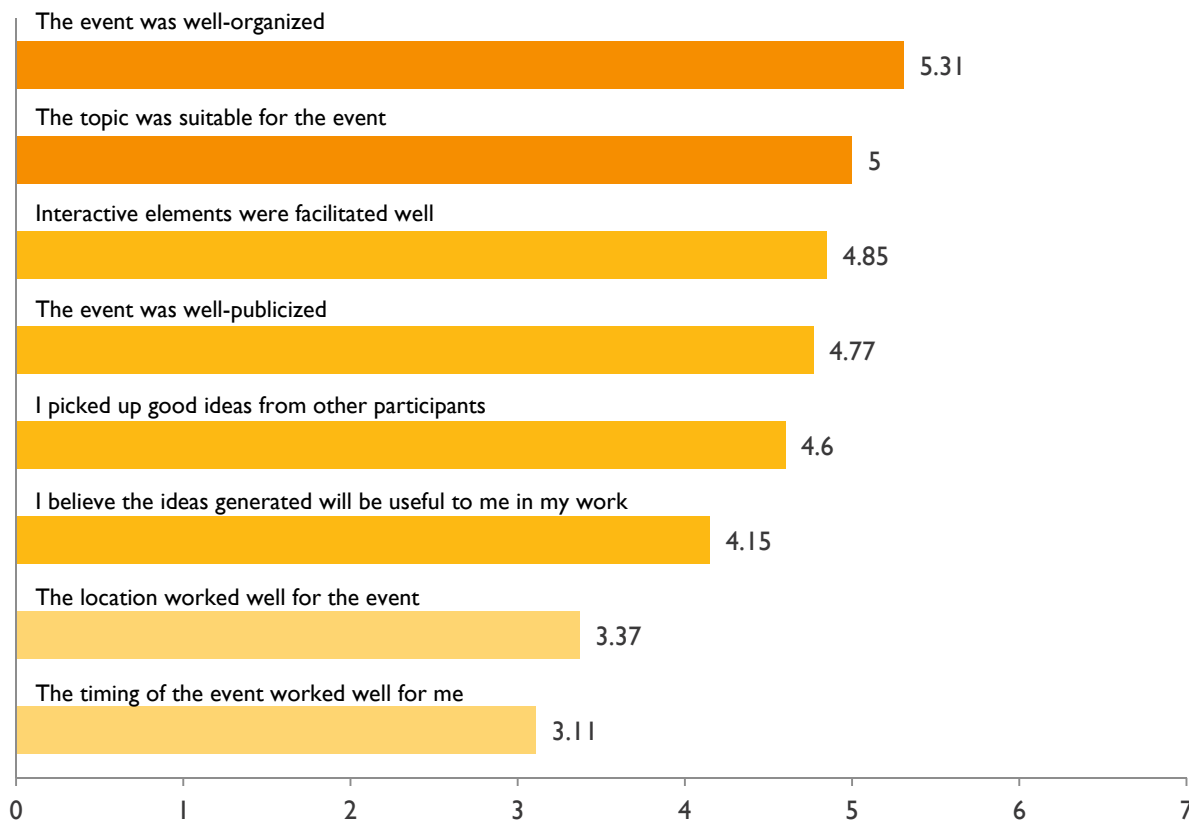
Internal changes at the Center for Faculty Development

Staffing

In 2013–14, Jacquelyn Miller became chair of the International Studies Department in the College of Arts and Sciences alongside her Faculty Development role. The great benefit for the Center was that she was able to put into practice items under discussion during the Chairs' Community of Practice sessions, as well as seeing first-hand the ways in which the chair role had evolved since she was chair of History. In Spring Quarter, Jacquelyn also became chair of the Communication Department and will continue in 2014–15 (to cover the current chair's parental leave and sabbatical).

The beginning of the year saw the departure of our wonderful Senior Administrative Assistant, Rebecca Jaynes, who left us after four years' stellar work to become a freelance copy-editor and proofreader. In her time with us, Rebecca substantially improved our efficiency, developed new systems, and established the Center's database – something we rely on enormously. We are extremely grateful for all the work she put into the Center, and know that her efforts during those years are still benefiting us now.

In Rebecca's place, we were delighted to appoint Megan Otis as our new Senior Administrative Assistant. Not only was Megan already familiar with the university and its systems, having worked in the College of Education, but she is also a published author in the Scholarship of Teaching and Learning, and comes to us with experience of faculty development at Western Washington University. Megan's arrival has presented us opportunities to find new ways of working and of systematizing yet further. In particular, Megan's videoing and editing work in 2013–14 – requiring significant training in new software and hardware – brought the Center a new set of skills for future experimentation.

Strategic Planning

The Center relies on the collective wisdom and divergent thinking of our strategic planning group (known as the "Strategic Inner Conclave" [sic]). A key function of this group is to help the Center use its limited resources well, offering collegial counterarguments and alternative perspectives to lead to better decision-making. The 2013–14 group members were

- PJ Alaimo | Chemistry, College of Science & Engineering
- Joyce Allen | University Registrar
- Sven Arvidson | Philosophy and Liberal Studies, College of Arts & Sciences
- Amy Eva | Teacher Education, College of Education
- Fiona Robertson | Finance, Albers School of Business & Economics
- Christina Roberts | English, College of Arts & Sciences
- Lindsay Whitlow | Biology, College of Science & Engineering

Discussion topics with the group this year included ways of reaching new audiences on campus (especially through our event titles), evaluating our campus communication strategy as a Center, and developing an assessment strategy following the university's new template.

Assessment

The university's new assessment procedure has provided opportunity for us to reflect on our assessments to date (which we know are relatively thorough) and to think about other kinds of information we might usefully gather and then act on. As a result of that process, we added new questions to our end-of-year online survey. Since the

response rate in Spring Quarter was lower than desired (due in part to sending it out a week later than usual), we will need to monitor how well our data collection methods are working and also to treat our data cautiously, rather than jumping to conclusions from a small data set.

The expansion of our evaluation and assessment data has led to this longer-than-usual report. While the extent of data here may appear unwieldy for outsiders, within the Center, we have found it a beneficial means of stepping back and examining our work anew. It also gives us a clear picture that the area most in need of additional support now is learning and teaching.

Impact on higher education practices nationally and internationally

Overview

The Center helps raise the profile of Seattle University by contributing to the national and international dialogue on faculty development through presentations, publications, and professional service.

In 2013–14, David Green completed his three-year term as North American co-editor of an international journal, published one article and one editorial, gave three peer-reviewed conference presentations, one invited presentation, and one keynote address in Canada. As a journal editor, he is a member of the governing council of the international faculty developers' association, ICED.

This was also the second year of an NSF-funded project investigating Threshold Concepts in Biochemistry, for which David is senior personnel. This year's work most notably involved running focus groups with biochemistry students across the country.

David's main research project in 2013–14 is a large international study of faculty developers, focused on the epistemologies developers bring with them from their prior disciplines and how this informs their work as developers. The project is expected to lead to multiple international publications, further raising SU's profile.

Therese Huston this year gave five invited presentations, one peer-reviewed conference presentation, and one keynote address. She was also a visiting scholar at James Madison University in Virginia. Therese's main project now is on her next book: she is currently under contract with Houghton Mifflin to write a book on women's decision-making. We expect this publication to put Therese, and in turn Seattle University, in the limelight.

Sven Arvidson has continued publishing and presenting in both philosophy and on the topic of interdiscilinarity – an area where he has been a key contributor to the work of the Center on research practice issues.

Scholarly work

PEER-REVIEWED ARTICLES AND CHAPTERS

Arvidson, P. S. (2013). Restructuring attentionality and intentionality," *Human Studies: A Journal for Philosophy and the Social Sciences*, *36*(2), 199–216. doi: 10.1007/s10746-012-9250-0

Arvidson, P. S. (In press). Between phenomenology and psychology: The interdisciplinarity of Aron Gurwitsch, *Journal of Phenomenological Psychology*, *45*(2).

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Loertscher, J., Green, D. A., Lewis, J. E., Lin, S., & Minderhout, V. (In press.). Identification of threshold concepts for biochemistry. *CBE–Life Sciences Education*.

EDITORIALS

Green, D. A. (2013). Academic development in the evolution of higher education. [Editorial]. *International Journal for Academic Development, 18*(3), 205–207. doi: 10.1080/1360144X.2013.818203

BOOKS

Huston, T. (Forthcoming). *How women decide*. New York, NY: Houghton Mifflin Harcourt.

KEYNOTE ADDRESSES

Green, D. A. (2014, May). *Fair judgment? Faculty preconceptions of student success*. Keynote address at the 2014 University of Calgary Conference on Postsecondary Learning and Teaching. Calgary, Canada.

Huston, T. (2013, August). *Enjoying the adventure (and managing the chaos)*. Keynote at the 23rd Annual Campus-wide Workshops for Graduate Teaching Assistants. University of Nebraska, Lincoln, NE

PEER-REVIEWED CONFERENCE PRESENTATIONS

Arvidson, P. S. (2013, November). *Cultivating integrity: Virtue in integrative education*. Paper presented at the 35th annual conference of the Association for Interdisciplinary Studies: Integrating Arts and Sciences. Oxford, OH.

Green, D. A., & Little, D. (2014, June). *"I come from research:" Educational developers' identities as academics.* Workshop presented at the 10th biennial conference of the International Consortium for Educational Development: Educational development in a changing world. Stockholm, Sweden.

Green, D. A., & Little, D. (2013, November). *Finding your comfort zone in the scholarship of educational development*. Workshop presented at the 38th annual conference of the Professional and Organizational Development Network in Higher Education: Freedom to Connect—Freedom to Risk—Freedom to Learn. Pittsburgh, PA.

Huston, T. (2013, November). *Helping well-intentioned people make better decisions*. Workshop presented at the 38th annual conference of the Professional and Organizational Development Network in Higher Education: Freedom to Connect—Freedom to Risk—Freedom to Learn. Pittsburgh, PA.

Little, D., & Green, D. A. (2013, October). *SoTL around the edges: Marginality, disciplinarity, and the difficulty of "fit."* Workshop presented at the 10th annual conference of the International Society for the Scholarship of Teaching and Learning: Critical Transitions in Teaching and Learning. Raleigh, NC.

INVITED PRESENTATIONS

Green, D. A., Sutherland, K., Leibowitz, B., & Mårtensson, K. (2014, June). *Publishing in the International Journal for Academic Development*. Pre-conference workshop presented at the 10th biennial conference of the International Consortium for Educational Development: Educational development in a changing world. Stockholm, Sweden.

Huston, T. (2013, August). *Why your first two classes matter so much*. Graduate student workshop at the 23rd Annual Campuswide Workshops for Graduate Teaching Assistants, University of Nebraska, Lincoln, NE, University of Nebraska, Lincoln, NE

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Huston, T. (2013, October). *When poised and confident seem miles away: Skillful teaching at the edge of your expertise*. Faculty workshop, James Madison University, Harrisonburg, VA.

Huston, T. (2013, October). *Skill building: The teaching consultation*. Faculty workshop, James Madison University, Harrisonburg, VA.

Huston, T. (2013, October). *Getting better together: Best practices in the peer evaluation of teaching*. Faculty workshop, James Madison University, Harrisonburg, VA.

Huston, T., Barry, K., Iuzzini, J. & Little, D. (2013, November). *Getting started: Workshop for new faculty developers*. Pre-conference workshop presented at the 38th Annual Conference of the Professional and Organizational Development Network in Higher Education; Pittsburgh, PA.

Professional service

DAVID GREEN

Co-Editor | *International Journal for Academic Development* (Journal of the International Consortium for Educational Development)

Ex-officio member of the governing council of the International Consortium for Educational Development

Manuscript reviewer | *Higher Education Research and Development* (Member of the College of Reviewers); *Studies in Higher Education*; *To Improve the Academy*

Conference submission reviewer | Annual conference of the Professional and Organizational Development Network in Higher Education; Biennial conference of the International Consortium for Educational Development

THERESE HUSTON

Visiting Scholar | James Madison University, Harrisonburg, VA.

SVEN ARVIDSON

Manuscript reviewer | *Journal of Consciousness Studies*, *Phenomenology and the Cognitive Sciences*, *Philosophical Psychology*, *Issues in Interdisciplinary Studies*, and *Currents in Teaching*.

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Brockbank, A., & McGill, I. (1998). *Facilitating reflective learning in higher education.* London, UK: Society for Research into Higher Education and Open University Press.

Cox, M. D. (2013). The impact of communities of practice in support of early-career academics. *International Journal for Academic Development, 18*(1), 18-30.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation.* New York, NY: Cambridge University Press.

Macfarlane, B. (2012). Whisper it softly, professors are really academic developers, too. *International Journal for Academic Development, 17*(2), 181–183.

McGill, I., & Beatty, L. (2001). *Action learning: A guide for professional, management, and educational development.* (Rev. 2nd ed.). Sterling, VA: Stylus Publishing.

Rabiner, S., & Fortunato, A. (2002). *Thinking like your editor: How to write great serious non-fiction – and get it published.* New York, NY: W. W. Norton & Company.

Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most.* (10th anniversary ed.). New York, NY: Penguin.

Twale, D. J., & De Luca, B. M. (2008). *Faculty incivility: The rise of the academic bully culture and what to do about it.* San Francisco, CA: Jossey-Bass.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity.* New York, NY: Cambridge University Press.

David A Green, PhD | Director

Jacquelyn Miller, PhD | Associate Director for Faculty Professional Development

Megan M Otis, MA | Senior Administrative Assistant

Autumn 2014

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