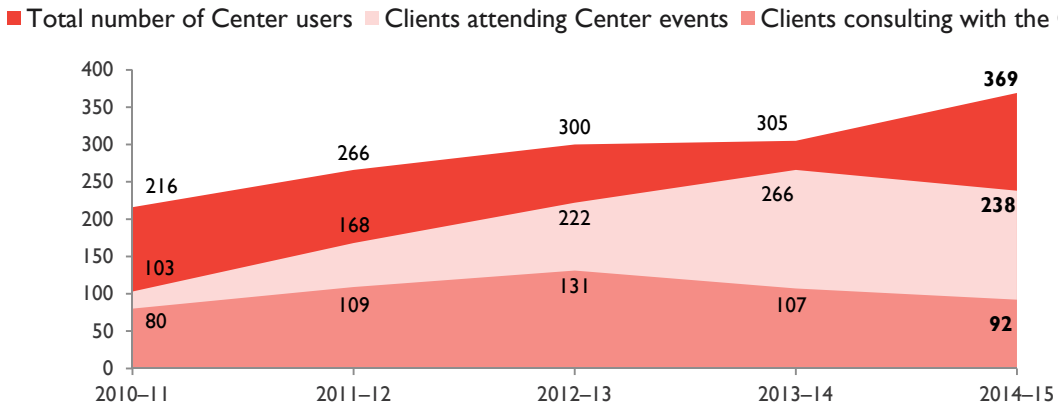
The Center for Faculty Development (CETL) promotes the professional formation of ALL Seattle University faculty through a scholarly and interdisciplinary approach to learning and teaching, research practice, and professional development.

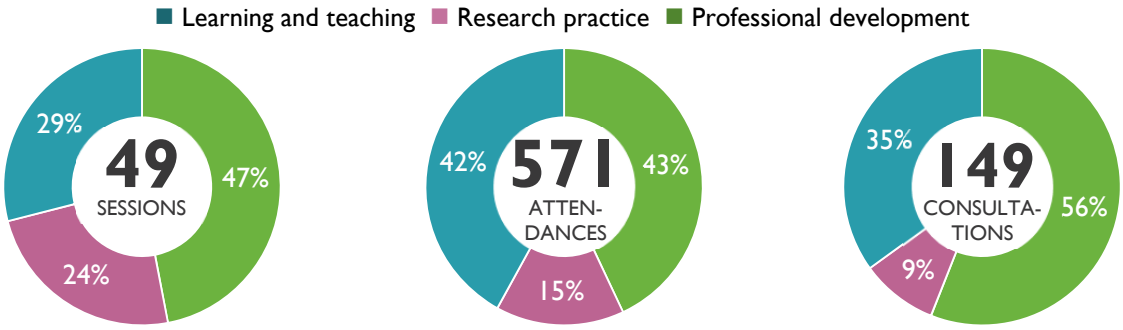
Following national standards, our work with faculty is: **voluntary + formative + confidential**

Executive summary

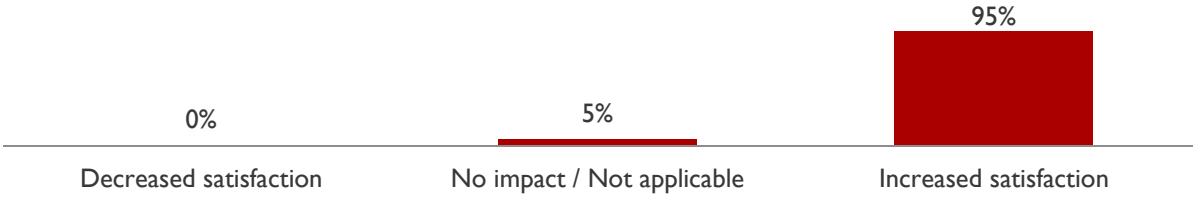
Center users 2010–15



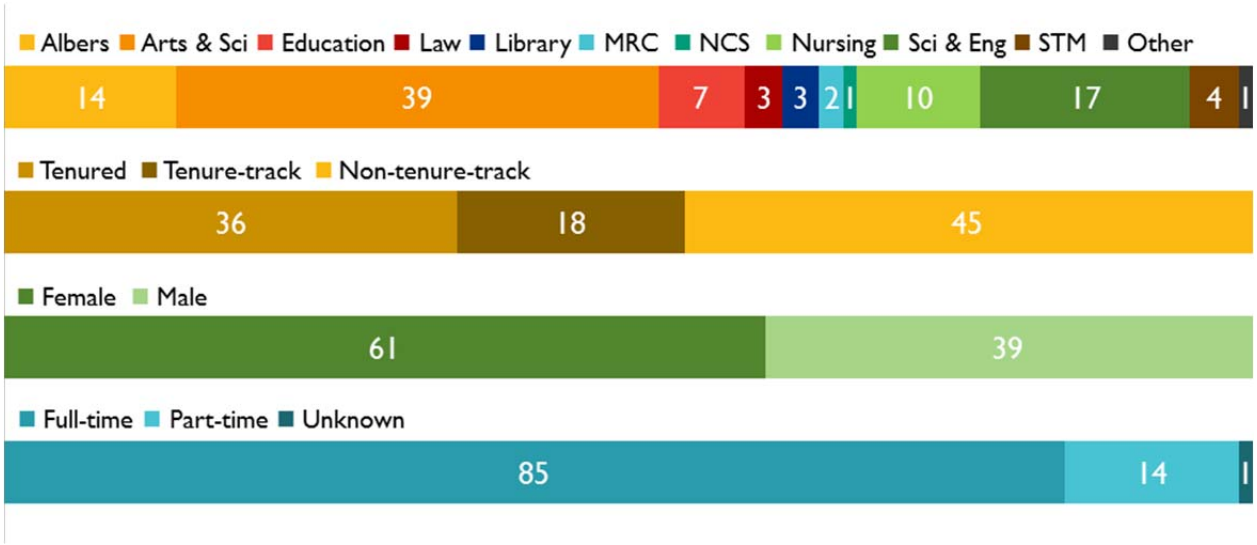
Center activity among its three broad areas



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



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



Achievements

REACHING A WIDER AUDIENCE: Increase in the total number of Center users.

CONSOLIDATED PURVIEW: Our professional development offerings are growing in only their third year.

NEW "CAREER SPAN" MODEL: Working with faculty and deans, we developed a new career-span model to help us articulate our support for faculty in more meaningful ways

NEW CHAIR & DIRECTOR INSTITUTE: Successful running of our second day-long orientation event for chairs.

FACULTY LEARNING COMMUNITIES: Successful running of three groups (plus a chairs' subgroup) following this new format and exploring all three areas of our purview.

NEW FORMAT: Piloted "research sandboxes" as a new opportunity for faculty to share ideas on interdisciplinary research.

EXPANDED NCFDD MEMBERSHIP: A 33% increase in faculty taking advantage of our institutional membership of the National Center for Faculty Development and Diversity over last year.

INCREASED COLLABORATIONS: Events run jointly with Disabilities Services, Indigenous Initiatives, Consortium of Interdisciplinary Scholars, Learning Assistance Programs, the Gleed Endowed Chair in the Albers School, University Planning, and COPE.

SEATTLE UNIVERSITY'S PROFILE: Maintained the Center's reputation through publications, presentations, and a role as a Trustee of an international charity that promotes faculty development around the world.

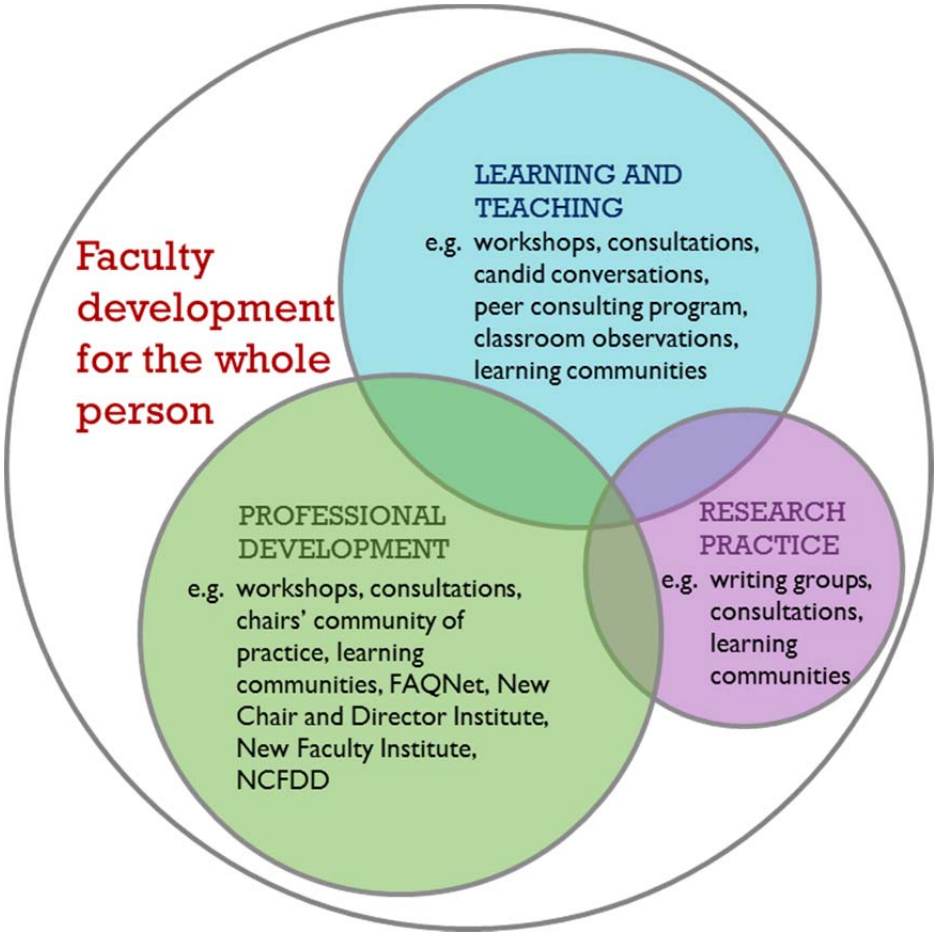
Table of Contents

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

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.

2014–15 was a year of continued growth and success for the 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.

Whom do we serve?

In 2014–15, the Center for Faculty Development worked with 369 individuals – 326 of whom were faculty and librarians, which is 43% of the university's 759 faculty and librarians. This is a significant increase of 64 individuals from last year and an increase of 153 individuals from 2010-11. Figure 2 above shows a percentage breakdown of the Center's 369 faculty users by college/school, rank, gender, and workload for 2014–15 (darker shades), along with a percentage breakdown for the entire faculty at Seattle University (lighter shades).

Figure 2. Center's faculty users 2014–15 compared to total faculty at Seattle University

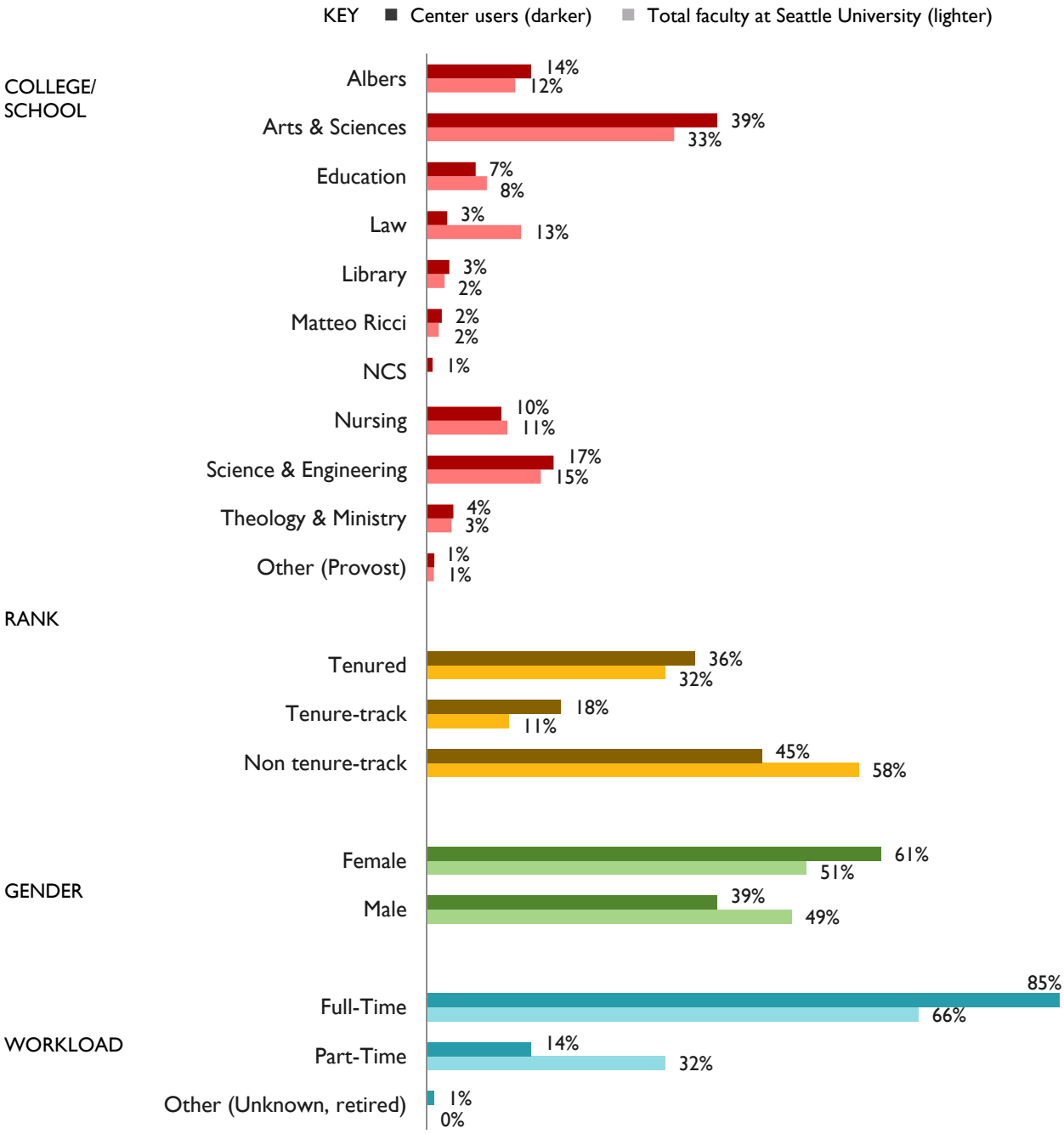


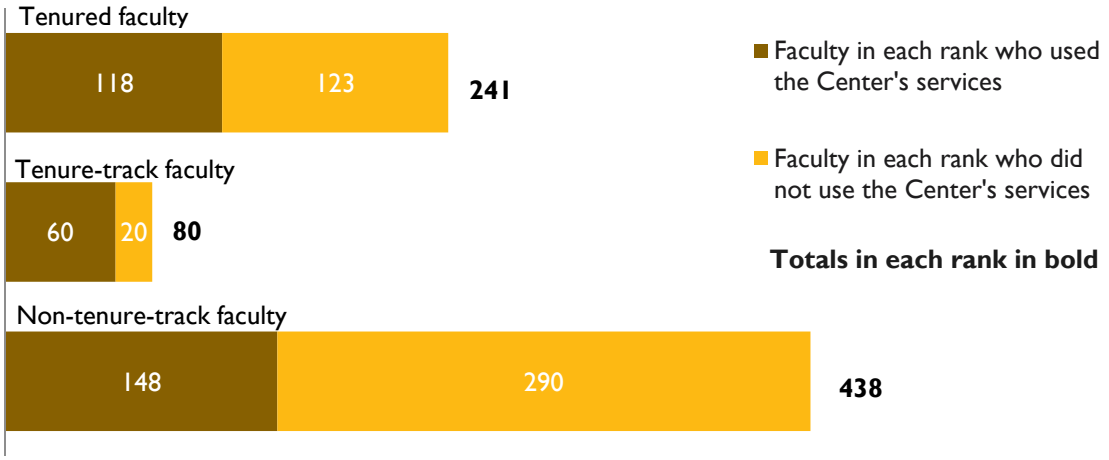
Figure 3 below depicts participation figures by rank. In 2014–15, the Center worked with 49% of tenured faculty (118 out of 241), 75% of tenure-track faculty (60 out of 80), and 34% of non-tenure-track (NTT) faculty (148 out of 438). Compared to last year this is an increase of 2% of tenured faculty, 3% of tenure-track faculty, and a full 10% of non-tenure-track faculty. Tenure-track faculty remain the most heavily supported group on campus, with three-quarters attending events and consultations with Faculty Development colleagues.

Reflections *Of Center users, 110 (nearly one third) engaged with us for the first time in 2014–15. Thirty-five of those new users are staff (attending co-sponsored events), and 75 are faculty. Of these, 10 are tenured, nine tenure-track, and 56 non-tenure-track. New Faculty Institute (NFI) accounts for 33 of these individuals, meaning that we reached 42 faculty members who are not new to SU but had not previously worked with us.*

While we worked with a substantial group of faculty for the first time in 2014–15, 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 we continue to discuss them in our meetings with deans.

Last year, we were concerned that we were working with fewer non-tenure-track (NTT) faculty, and so we are pleased to see this figure up by 10%. Part-time faculty, though, continue to be underrepresented among our users. To some extent this is due to these faculty members' other commitments and it also reflects the smaller proportion of events on learning and teaching we offer now that our purview is wider. In Spring of 2015, we conducted a survey of part-time faculty to see whether our events are better offered at different times. The outcome (from a small number of respondents) is that our current times continue to be preferable, although faculty availability inevitably varies each quarter or semester.

Figure 3. Center users 2014–15 by rank compared with total SU faculty by rank



Staff

This year, we worked with 43 SU staff members from around the campus, primarily from student development due to our co-sponsorship of the workshop with Steven Chew ("Improving student performance by addressing students and teachers misconceptions about learning").

Developing faculty across the career span

At the suggestion of the associate provost, we spent time developing a model for rethinking faculty lives in career phases (first, mid, third) to help us identify the ways in which we support Seattle University faculty at different stages. An expanded model – covering faculty development opportunities at SU beyond CETL, as well as hoped-for new ventures – was shared with the Council of Deans and with the Academic Affairs subcommittee of the Board of Trustees to hear their input and make refinements. Now that we have this model in place (Figure 4), our plan for next year is to create specific web pages for the different career phases and to highlight which events and services are particularly suited to those phases.

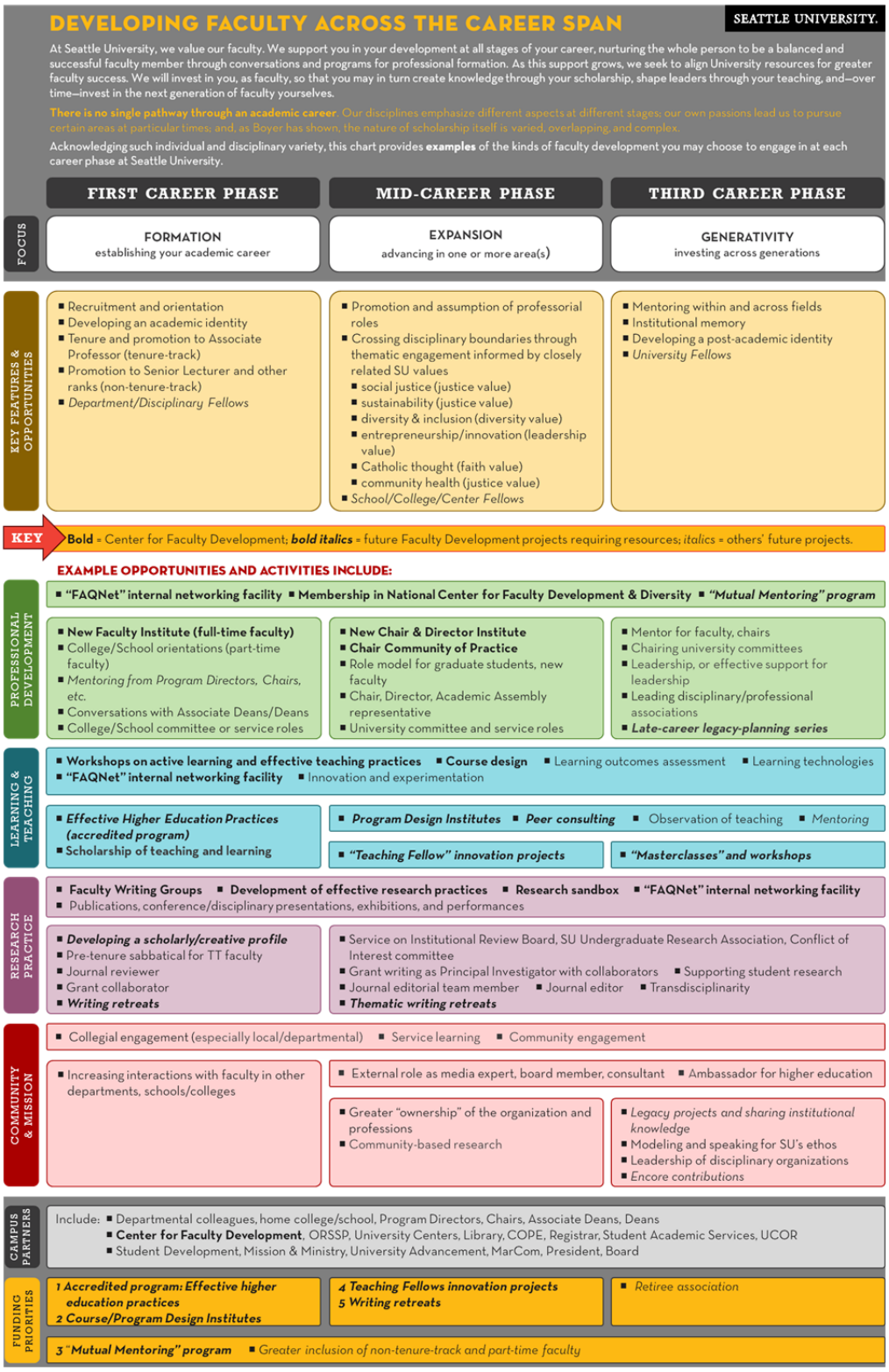


Figure 4. Developing Faculty Across the Career Span. CETL items are in bold, CETL aspirational activities in bold italics

Programs and events: 2014–15 overview

Table 1. All programs and events, 2014–15

	Learning and teaching	Research practice	Professional development
Workshops	Canvas User Forum (co-sponsored by University Planning, CETL, and COPE) Attention benefit: Class activities to engage everyone (2 sessions) Improving student performance by addressing student and teacher misconceptions about learning Classroom facilitation skills: Before, during, and after (2 sessions)	—	—
Candid conversations, panels, roundtable discussions, and research sandboxes	A dialogue with Sherman Alexie: Creating inclusive environments for Native American students Reasonable accommodations: Students with disabilities and the university context (2 sessions)	Research sandboxes: (a) Interdisciplinary common ground (b) Intersections Working with communities not one's own: Effective research that earns trust and values reciprocity	Atmospheric pressure? Successful strategies for post-sabbatical re-entry Putting yourself on the map: Fulbright awards for international research or teaching
Faculty Writing Groups, Faculty Learning Communities, and reading groups	Hansen (2011). *Idea-Based Learning*. (5 meetings)	Faculty Writing Groups launch (2 sessions) Sword (2012). *Stylish Academic Writing*. (4 meetings)	Debowski (2012). *The New Academic.* (4 meetings) Gunsalus (2006). *The College Administrator's Survival Guide*. (5 meetings)
NCFDD teleworkshops	—	How to write proposals that get funded and papers that get cited	Overcoming academic perfectionism Strategies for dealing with stress The art of saying no Aligning your time and your priorities Every summer needs a plan
Communities of Practice	—	—	Chairs' Community of Practice (6 meetings)
Institutes	New Faculty Institute	New Faculty Institute	New Faculty Institute New Chair & Director Institute
University events	NFI follow-up panel on Mission	Celebration of Scholarship (with ORSSP)	NFI panel on Rank & Tenure

As Table 1 indicates, the Center ran 26 events and programs in 2014–15. Nine of those programs met on multiple occasions, leading to a final total of 49 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 the conversation forward.

- COMMUNITIES OF PRACTICE are based on the situated learning model developed by Lave and Wenger (1991) and expanded 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

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

- RESEARCH SANDBOXES are a new format for 2014–15. These are an opportunity for faculty to gather in a cross-disciplinary setting and discuss their research around a particular theme or to hatch plans for collaborative research. This format arose in response to faculty feedback and encouragement from the themed discussions at the 2014 Celebration of Scholarship.

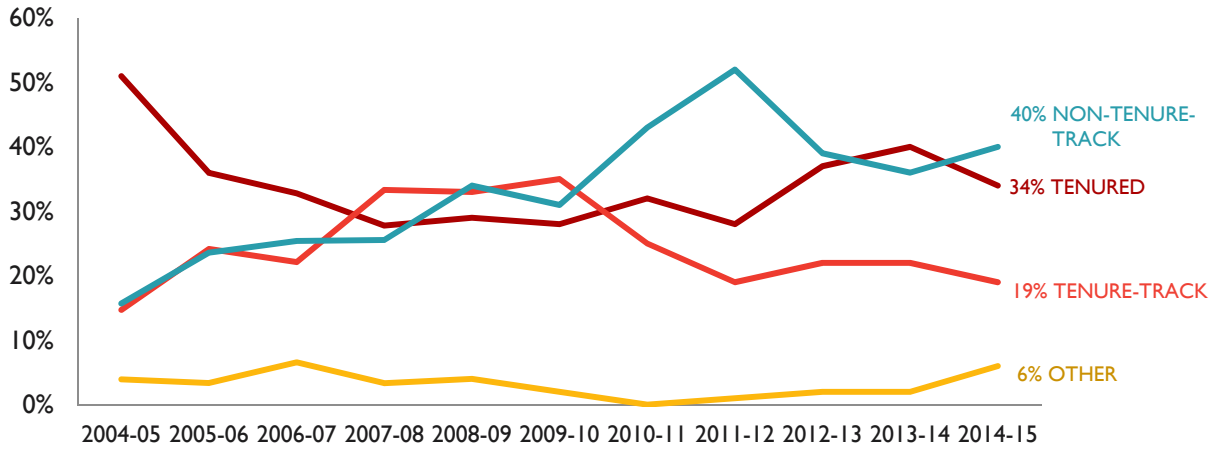
- FACULTY LEARNING COMMUNITIES are based on a model developed at Miami University, Ohio (Cox, 2013), in which small groups of faculty (typically no more than 12) come together to discuss a reading over an extended period, to share their thoughts and insights from the reading, and to consider its application in their own work.

- 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 2015, we ran our second New Chair and Director Institute.

Figure 5 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 (when compared to total SU faculty of that rank) overall in the Center, they still constituted the largest group *at our events* over the year, at 40% of participants (and an increase of 4% from last year). In the last year, we have also seen a decrease in participation among tenured and tenure-track faculty at events and programs, but due to our collaboration with several other offices/programs on events, we had a sharp increase in other (staff) participation at our events.

Figure 5. Events and programs: Percentage of users served by status, 2004–05 to 2014–15



How we evaluate our work

All our evaluations are anonymous.

- For most 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 specific questions in our regular end-of-quarter anonymous online surveys.
- We conduct 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, as well as planning for the following year.

Overall evaluation

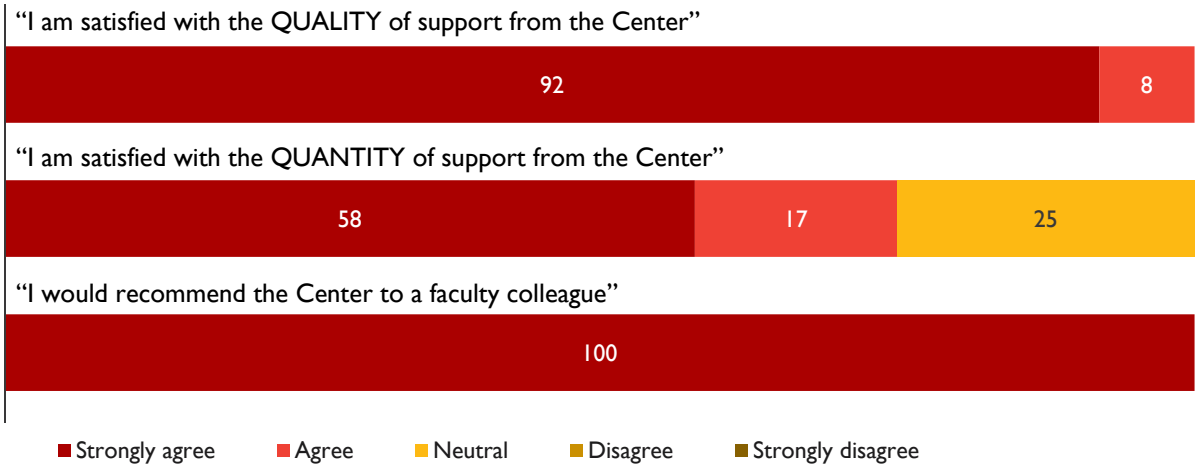
As part of our annual evaluation in spring 2015, we asked faculty who had worked with the Center during the year to provide some global feedback on both the quality and the quantity of our current level of performance and to tell us whether they would recommend the Center to a faculty colleague. The responses are shown as percentages in Figure 6.

Ninety-five per cent 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 *d*ecreased). In addition, 100% of respondents say they would recommend the Center to a colleague.

Reflections *That 100% of the faculty respondents would recommend the Center to a colleague is extremely encouraging.*

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



Learning and teaching

Topics and participants

In 2014–15, we organized 14 learning and teaching sessions with 237 total attendees and 153 different individuals served (120 of whom are faculty).

WORKSHOPS

- Canvas User Forum: Challenges and opportunities | Co-sponsored by the Office of University Planning, Center for Faculty Development, and COPE | 1 session; 40 attendees
- Attention benefit: Class activities to engage everyone | Facilitated by David Green | 2 sessions; 21 attendees
- Improving student performance by addressing student and teacher misconceptions about learning | Presented by Stephen Chew, PhD (Samford University) | Co-sponsored by Student Academic Services, Housing and Residence Life, and University CORE | 1 session; 58 attendees
- Classroom facilitation skills: Before, during, and after | Presented by Suzanne de Janasz, visiting professor in Albers College of Business and Economics | 2 sessions, 33 attendees

CANDID CONVERSATIONS

- A dialogue with Sherman Alexie: Creating inclusive environments for Native American students | Co-sponsored by Christina Roberts, director for Indigenous Initiatives | 1 session; 29 attendees

ROUNDTABLE DISCUSSIONS

- Reasonable accommodations: Students with disabilities and the university context | Roundtable discussion with Disabilities Services | 2 sessions; 13 attendees.

FACULTY LEARNING COMMUNITIES

- Hansen, E. J. (2011). *Idea-based learning: A course design process to promote conceptual understanding* | Facilitated by David Green | 5 sessions; 43 attendees; 10 different faculty served.

Evaluation

By amalgamating the post-workshop evaluation feedback from all our learning and teaching events, we see that:

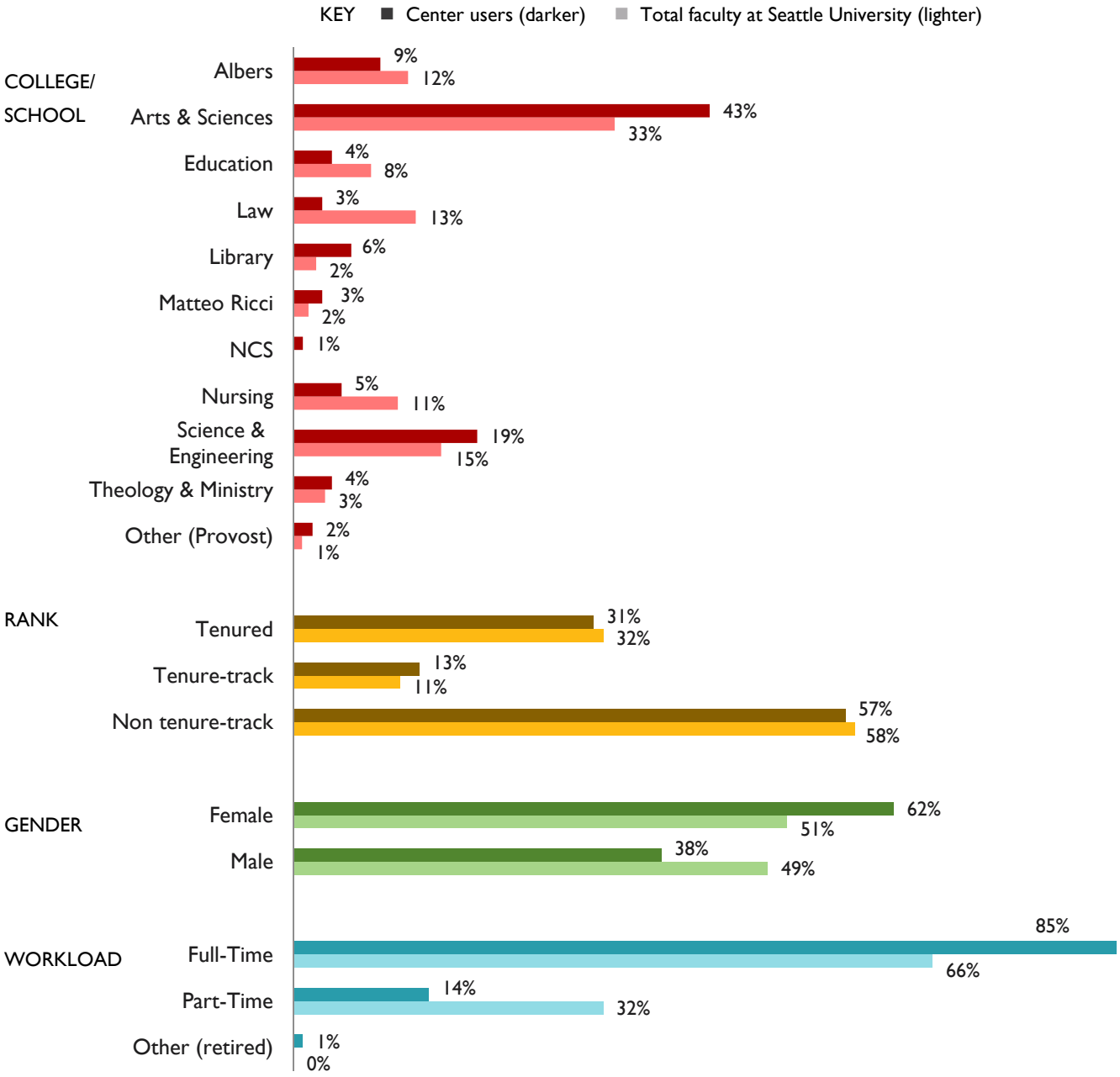
1. 100% of respondents felt the events were well-organized (77% strongly so)
2. 100% of respondents felt the events were well-facilitated (78% strongly so)
3. 100% of respondents said they would attend future Center events on learning and teaching (88% strongly so)

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-quarter surveys, 34% of respondents reported having tried out a new teaching technique, while another 32% 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 7 provides a full breakdown of attendances at our Learning and Teaching events by college/school, gender, rank, and workload.

Figure 7. 2014–15 participants in LEARNING AND TEACHING events compared with total faculty at SU



Reflections *We note in particular high attendances for two co-sponsored events this year: the Canvas User Forum and the Stephen Chew workshop. At the same time, ratings from these events for organization, facilitation, and likelihood of attending future events are all lower (by 12%, 16%, and 5% respectively) than when we run sessions ourselves. This reminds us of the additional effort needed for collaborations.*

We are very encouraged that one third of respondents have already tried out something new with their students as a result of attending a Center event. Figure 7 also shows that all colleges are represented – a change from last year when four were absent from our learning and teaching events (Law, Education, MRC, STM), although Education, Law, and Nursing are still underrepresented. We will discuss this with deans to explore what we can do differently to attract a wider range of faculty.

Tenure-track, tenured and non-tenure-track faculty are almost all proportionally represented. Part-time faculty, however, are still greatly underrepresented this year, which may well be due to the timing of our sessions and their other commitments off-campus. A survey of part-time faculty in Spring 2015 elicited a very small response rate, and provided no conclusive alternative event times that would particularly serve part-time colleagues. We will continue to explore ways to address the timing issue.

Research practice

Topics and participants

In 2014–15, we organized 10 research practice sessions with 86 total attendances and 45 different faculty served.

RESEARCH SANDBOXES

- Interdisciplinary Common Ground (co-sponsored with the Consortium of Interdisciplinary Scholars) | Facilitated by Jen Schulz | 1 session; 8 attendees
- Intersections research sandbox | Facilitated by David Green | 1 session; 6 attendees

GUEST SPEAKER DISCUSSION SESSION

- Working with communities not one's own: Effective research that builds trust and values reciprocity | Guest speaker: Professor Emerita Annette Kolodny, University of Arizona | Co-sponsored by Christina Roberts, Program Director for Indigenous Initiatives at SU | 1 session: 8 attendees

FACULTY WRITING GROUPS

- Organization and launch events (co-sponsored with ORSSP) | Facilitated by David Green | 2 sessions; 17 participants; 5 different interdisciplinary writing groups organized (of 3-4 people in each group)

FACULTY LEARNING COMMUNITY

- Sword, H. (2012). *Stylish Academic Writing* | Facilitated by David Green | 4 sessions; 15 attendees, 5 different faculty served.

NCFDD TELEWORKSHOPS

- How to write proposals that get funded and papers that get cited | Presented by NCFDD guest presenter Joshua Schimel; hosted by David Green and Jacquelyn Miller | 1 session: 12 participants

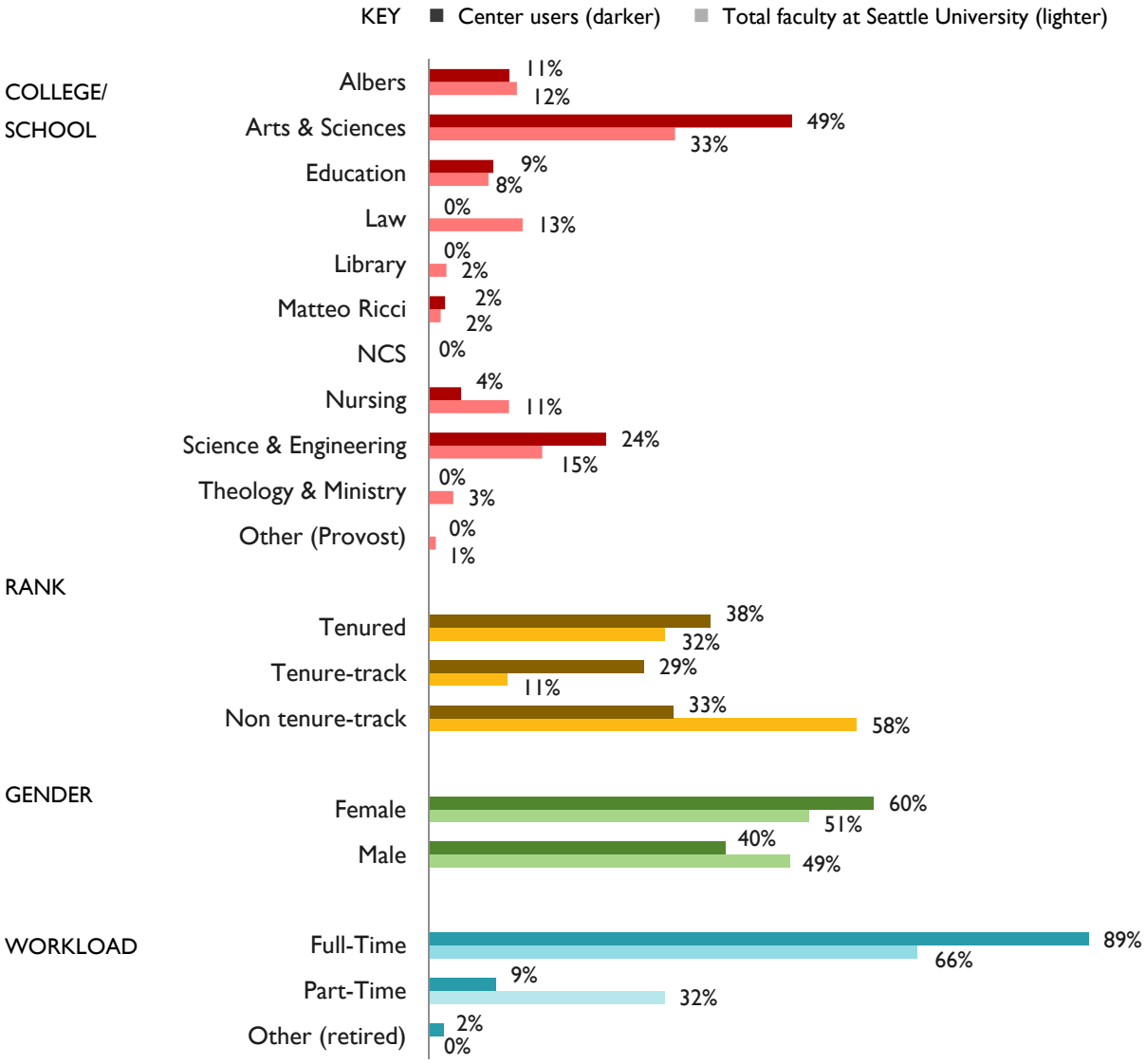
Evaluation

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 (64% strongly so)
2. 100% of respondents felt the events were well-facilitated (57% strongly so)
3. 100% of respondents said they would attend future Center events on research practice (71% strongly so)

Figure 8 provides a full breakdown of attendances at our Research Practice events by college/school, gender, rank, and workload.

Figure 8. 2014–15 faculty participants in RESEARCH PRACTICE events compared with total faculty at SU



Reflections *Our data set of responses to research practice events and activities is smaller than in our other areas of work, so we are cautious not to over-interpret the results.*

As was the case last year, while all respondents were positive about these events, the percentage of "strongly agree" responses is 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 themselves. Next year we may need to ask for more detailed feedback to be able to identify ways to enhance this aspect of our work.

Four colleges and schools are absent from our research practice sessions: Law, Library, NCS, and STM. Again, this provides a conversation topic with deans in those areas. Like last year, one third of attendees at these events are non-tenure-track, even though most of them are not required to conduct research. We interpret non-tenure-track faculty members' engagement here as indicating that they are remaining competitive should tenure-track positions arise, whether at SU or elsewhere.

Professional development

In 2014–15, we organized 25 professional development sessions with 248 total attendees and 109 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. Figure 9 provides a full breakdown of attendances at our Professional Development events by college/school, gender, rank, and workload.

Open programs

ROUNDTABLE DISCUSSION

- Atmospheric pressure? Post-sabbatical strategies for successful re-entry | Facilitated by Jacquelyn Miller | 1 session; 7 attendees

FACULTY LEARNING COMMUNITIES AND READING GROUPS

- Debowski, S. (2010). *The New Academic: A strategic handbook* | Facilitated by Jacquelyn Miller | 4 sessions in total; 29 attendees; 12 different faculty served.

NCFDD TELE-WORKSHOPS

- Overcoming academic perfectionism | Presented by Kerry Ann Rockquemore (NCFDD); hosted by Jacquelyn Miller | 1 session; 4 attendees
- Strategies for dealing with stress | Presented by Kerry Ann Rockquemore (NCFDD); hosted by David Green | 1 session; 7 attendees
- The art of saying no | Presented by Kerry Ann Rockquemore (NCFDD); hosted by David Green and Jacquelyn Miller | 1 session: 10 attendees
- Aligning your time with your priorities | Presented by Kerry Ann Rockquemore (NCFDD); hosted by David Green | 1 session: 7 attendees
- Every summer needs a plan | Presented by Kerry Ann Rockquemore (NCFDD); hosted by Jacquelyn Miller | 1 session: 15 attendees

NCFDD INSTITUTIONAL MEMBERSHIP

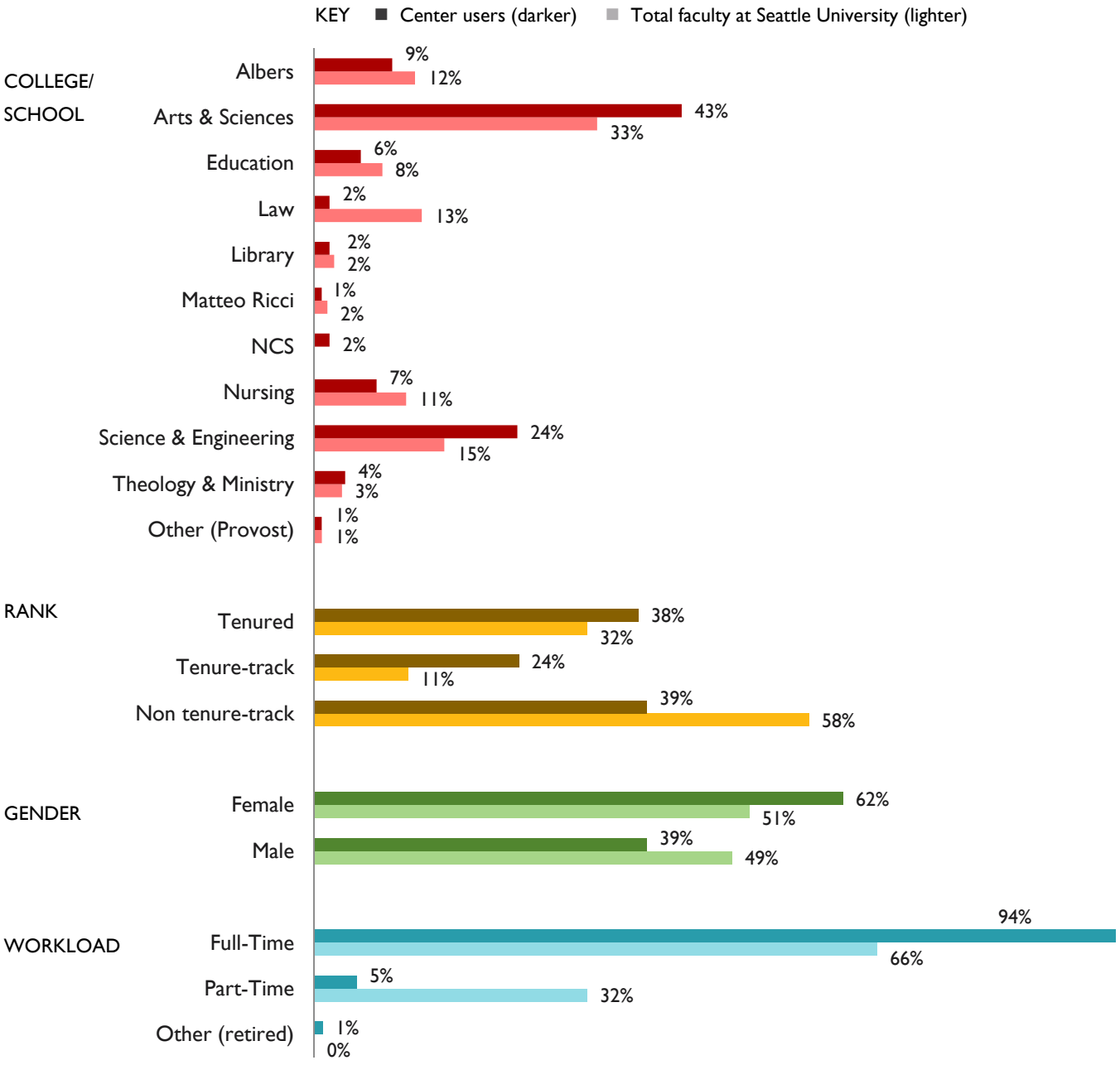
- National Center for Faculty Development and Diversity (NCFDD) | 203 faculty served

  Seattle University continued its institutional NCFDD membership for a third year. While last year, membership dues were shared between the deans and the Center for Faculty Development, this year we took on the full cost of membership from the Center's budget. If the fees rise in future years, then we will likely have to revisit whether we can continue to fund membership.

  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 30% on last year, from 158 individuals to 204 faculty in 2014–15 (plus an additional 56 graduate students). A breakdown of membership (not including graduate students) is provided in Figure 10.

Figure 9. 2014–15 participants in PROFESSIONAL DEVELOPMENT events compared with total faculty at SU



Chair programs

COMMUNITIES OF PRACTICE

- Chairs' Community of Practice | Facilitated by David Green or Jacquelyn Miller | 6 sessions; 57 total attendees; 17 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 2014–15 included: campus culture

(influencing up and down); "the year of the teacher;" imagination, creativity, innovation, renewal; staying positive through budget cuts; and creative solutions to challenging institutional processes.

INSTITUTES

- New Chair and Director Institute | Directed by Jacquelyn Miller; facilitated by Colette Hoption (Management), Bill O'Connell (College of Education), and Jacquelyn Miller & David Green (Faculty Development) | 1 day-long session; 11 attendees

  The Center successfully directed its second New Chair and Director Institute (NCDI) in May 2015, with 11 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), David Green (Faculty Development), María Búllon-Fernández (English), Allison Henrich (Mathematics), and Naomi Hume (Art & Art History).

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

- Gunsalus, C. K. (2006). *The college administrators' survival guide* | Subgroup of department chairs, facilitated by Jacquelyn Miller | 5 meetings; 22 attendees; 6 different faculty served.

  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 new to their chairing role.

International fellowships

FULBRIGHT WORKSHOP

- Fulbright Program workshop for Faculty and Professionals | Facilitated by Athena Fullay, Fulbright Scholar Program's Senior Manager for Institutional Engagement | 1 session; 30 attendees

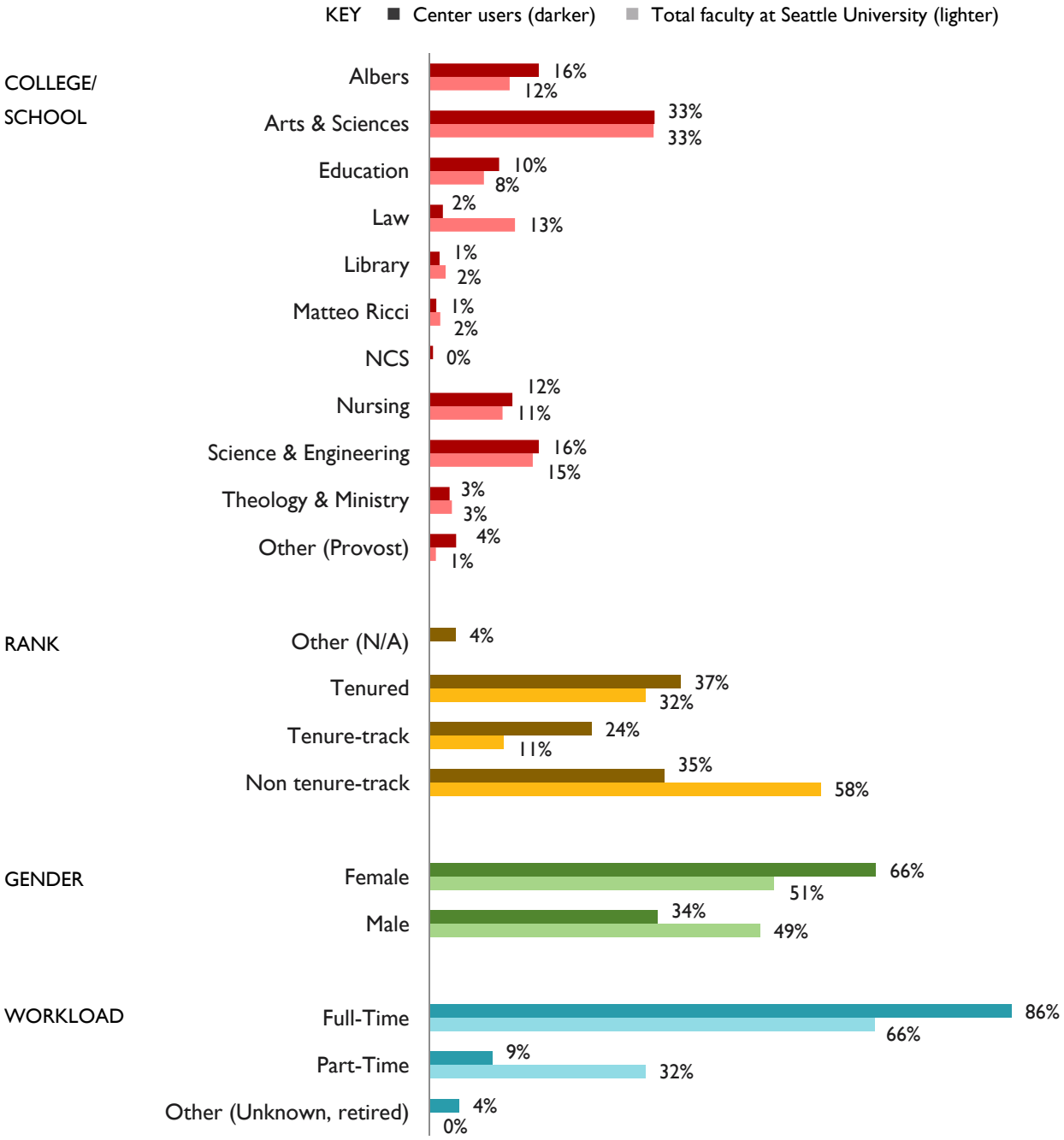
  Jacquelyn Miller is the university liaison with the Fulbright Faculty Program. This workshop covered key topics on the program, including the benefits of Fulbright travel and how to submit a successful application.

FULBRIGHT PANEL DISCUSSION

- Putting yourself on the map: Fulbright awards for international research or teaching | Facilitated by Jacquelyn Miller | 1 session; 19 attendees

  Panelists for this session were Gretchen Bennett (Fine Arts), Rob Efird (Anthropology), and Janet Quillian (professor emerita in Global Engagement), with Jacquelyn Miller moderating. Using a Q&A format, they responded to questions from faculty who were considering applying for a Fulbright award.

Figure 10. Seattle University's 2014–15 NCFDD membership vs. total faculty at SU



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:

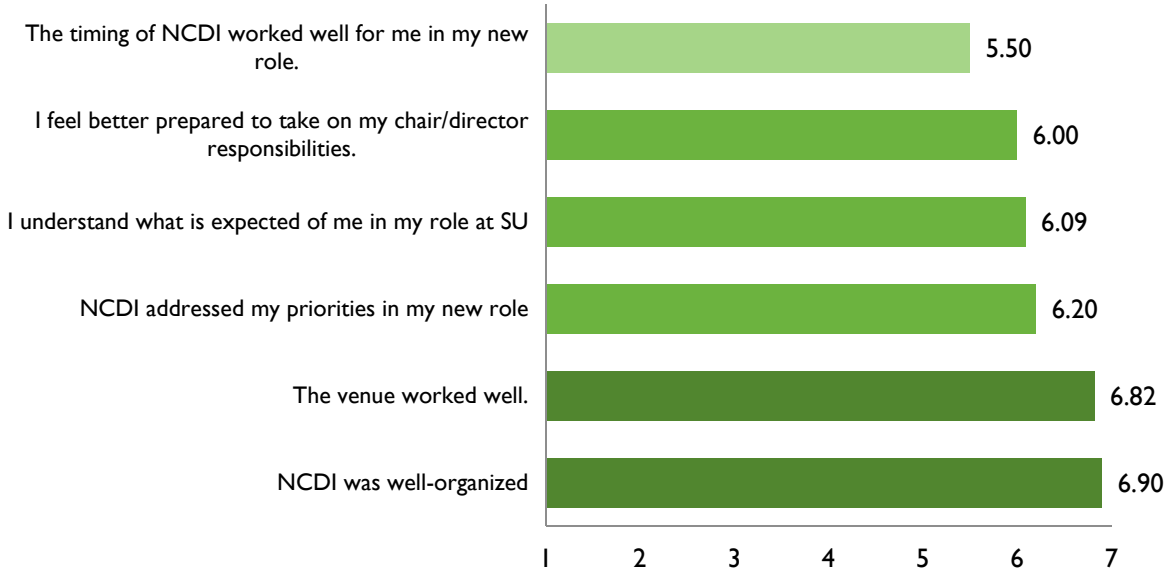
1. 96% of respondents felt the events were well-organized (83% strongly so)
2. 96% of respondents felt the events were well-facilitated (67% strongly so)
3. 100% of respondents said they would attend future Center events on professional development (91% strongly so)

In addition, 40% of respondents said they highly valued our Professional Development events.

2015 NEW CHAIR AND DIRECTOR INSTITUTE

For the 2015 New Chair and Director Institute, we gathered both qualitative and quantitative feedback to assess the extent to which NCDI had achieved its goals. Figure 11 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 11. Mean scores for the 2015 New Chair and Director Institute



Reflections

Faculty from all colleges and schools attended professional development events this year, as with our learning and teaching work. Arts & Sciences and Science & Engineering were overrepresented.

Not surprisingly, given the emphasis on faculty in academic leadership roles, tenured faculty made up a significant percentage of participants in these programs. This year, though, we did see an increase in non-tenure-track faculty participating in professional development events. Tenured and tenure-track faculty, meanwhile, are the ones making the greatest use of NCFDD's services. Similarly, 94% 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.

In contrast, we are especially pleased with the feedback and evaluation ratings for our second 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 ("the timing of NCDI worked well for me in my new role") to relate to the event being on a Saturday.

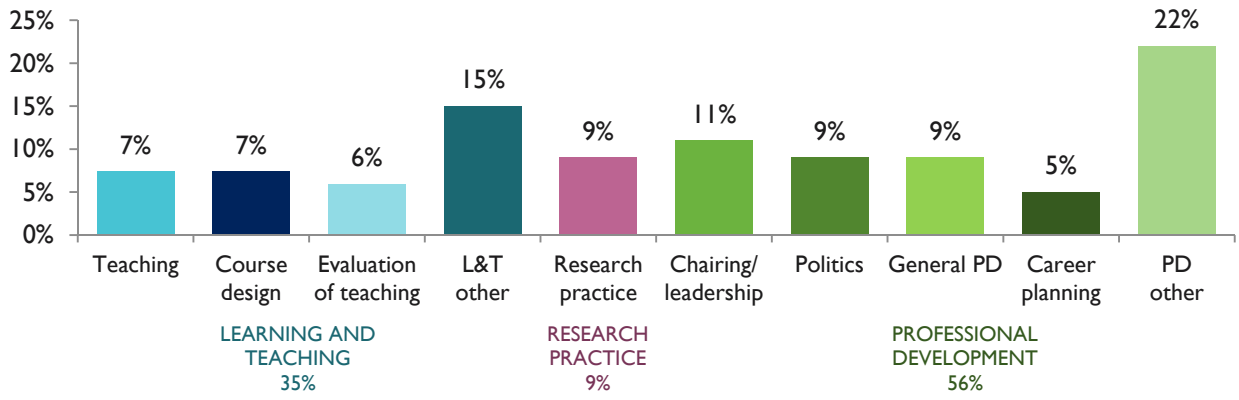
Two final observations on our professional development work: Firstly, many of our professional development events are simpler to run than those on learning and teaching or research practice. Fewer of them require too much preparation or research, and so we are able to offer more events to cover this 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.

Consultations

Providing meaningful and useful consultation on faculty-driven issues continues to be one of the Center's top priorities. During 2014–15, David Green, Jacquelyn Miller, Therese Huston (Faculty Development Consultant), and Sven Arvidson (Senior Faculty Fellow) provided 149 consultations to 92 different consultees, totaling 175.25 hours and averaging 1.9 hours per individual and 1.2 hours per consultation. A full breakdown of consultees is at Figure 13.

Figure 12, meanwhile, shows a breakdown of our consultations by our three areas (Learning and Teaching – blue; Research Practice – purple; Professional Development – green) and main sub-topics. As was the case last year, we saw another increase in the number of consultations related to professional development, now at 56%, overtaking learning and teaching (35%). Research practice is by far the least common consultation area (at 9%), which is an increase of 5% from last year.

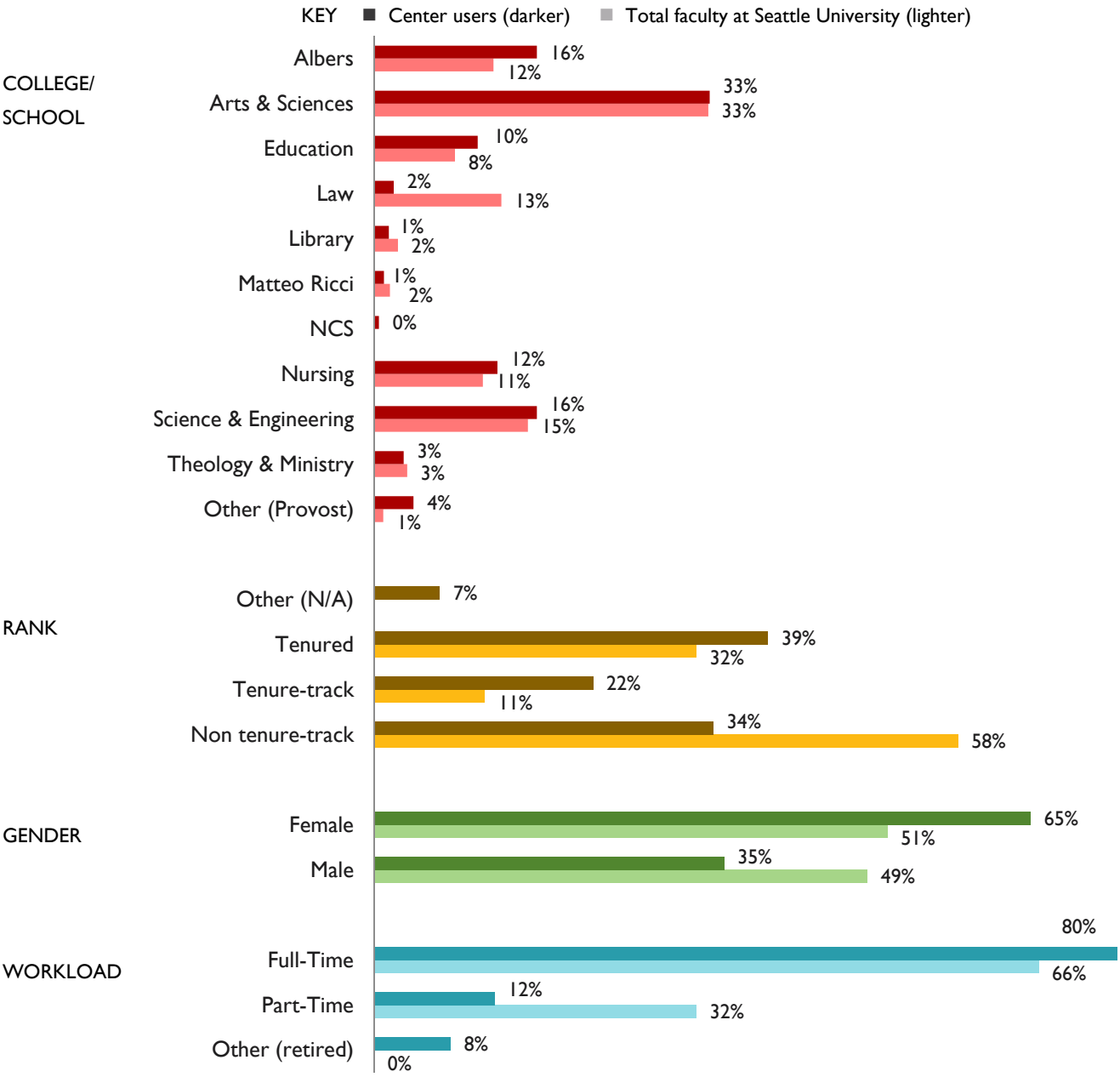
Figure 12. Percentage of consultation by broad topic area and main sub-topics, 2014–15



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.

Figure 13. 2014–15 consultees vs. total faculty at SU



Reflections *Our consultations data tell us that Albers is slightly overrepresented, while Law remains underrepresented. Compared to last year, we are glad to see that we have made strides in serving faculty in Education, Nursing, and STM, which were previously underrepresented. Non-tenure-track faculty and part-time faculty continue to be underrepresented. Female faculty continue to use our consulting services more heavily, which we see as pointing to potential campus issues that we hope will be clarified in the campus climate survey conducted in spring.*

Service to the university

New Faculty Institute 2014

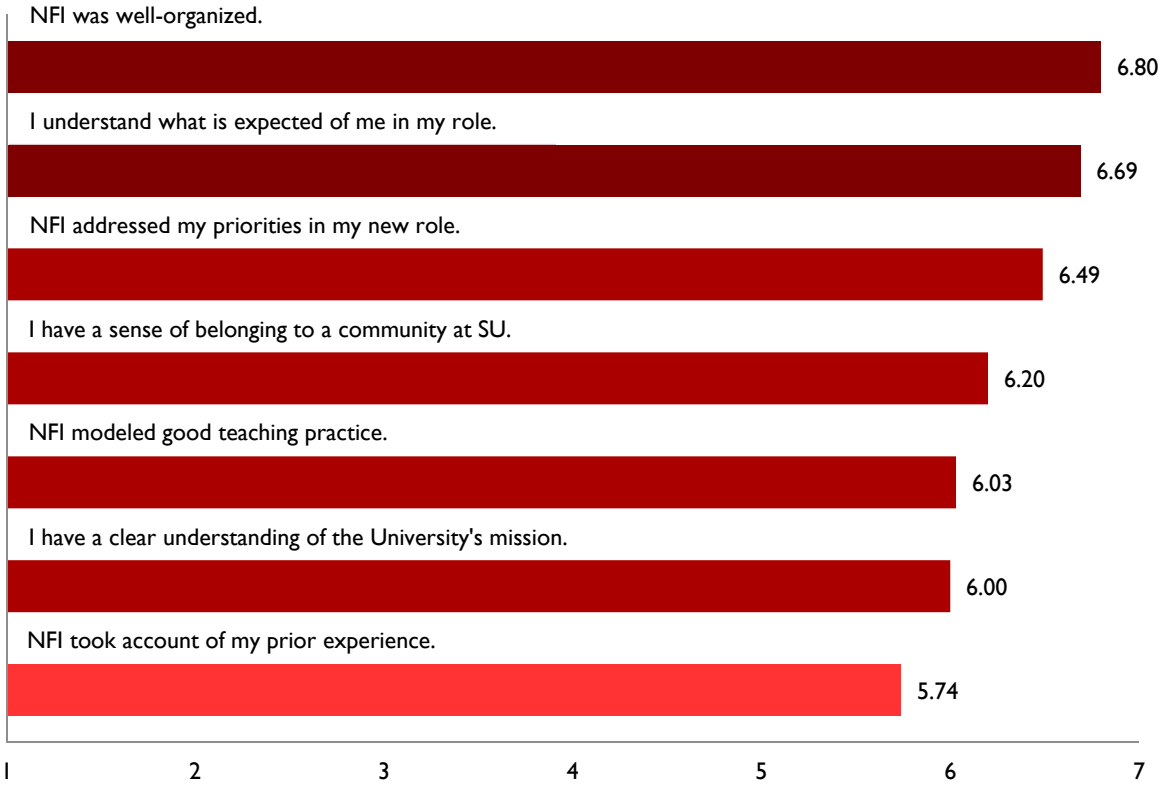
The Center successfully directed its eighth New Faculty Institute (NFI) in September 2014, with 37 participants. New faculty were able to network with colleagues from across the campus, including the President and Provost, as well as hearing from undergraduate and graduate students. In a bid to avoid 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 14.

Figure 14: NFI 2014 feedback (1 = strongly disagree; 7 = strongly agree)



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 11 faculty participated; 6 from the new faculty group and 5 from previous years. A further session on Seattle University's mission was run by Mission and Ministry.

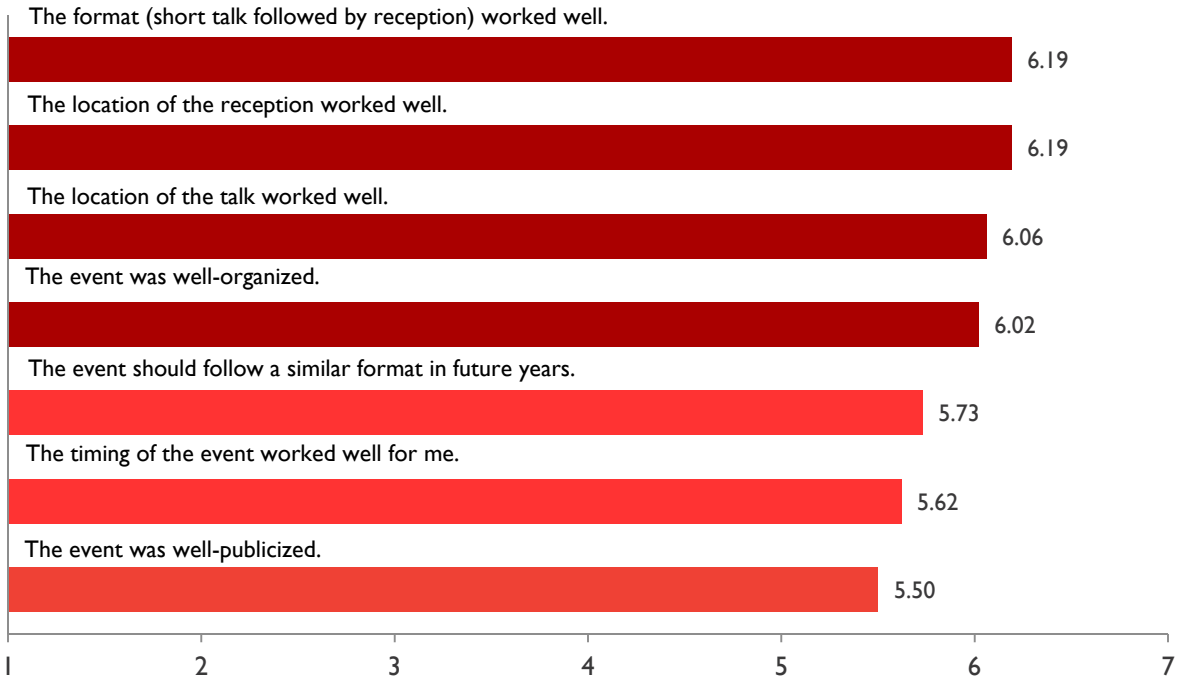
Provost's Celebration of Scholarship 2014

Together with the Office of Research Services and Sponsored Projects (ORSSP), we were again asked to organize the Provost's Celebration of Scholarship. Following feedback in our post-event survey last year, we were able to make major changes to the event, including location and, importantly, timing – from Spring Quarter to Winter Quarter. With a longer lead-in time this year, we were also able to ask for RSVPs, which meant we were able to reduce costs for the event significantly.

This year's event started with a short keynote speech in the Wyckoff Auditorium entitled "Shining light on the proton" by Mary Alberg (Physics), who had recently won a prestigious national award, followed by a reception on the 6th floor of Lemieux Library. Spread throughout both lounge spaces on the 6th floor, the colleges, schools, and university centers also displayed posters and artifacts from their scholarly works over the past year.

As this is not a regular Center event, we do not maintain data in the usual way, but can report 60 attendees for the talk and around 90 for the reception. The quantitative data from the post-event survey are presented in Figure 15.

Figure 15. Feedback on the 2014 Provost's Celebration of Scholarship (1 = strongly disagree; 7 = strongly agree)



University service work

Jacquelyn and David continue to carry out service work for the university. In 2014/15, Jacquelyn was a member of the subcommittee on the Teaching and Learning Environment for the Taskforce on Diversity and Inclusive Excellence, as well as the College of Arts and Sciences Dean's Budget Committee. David was a member of the Climate Study Working Group for the Taskforce on Diversity and Inclusive Excellence, which worked with an external consultant to devise the questions for the Campus Climate Survey undertaken at the end of the academic year.

Internal changes at the Center for Faculty Development

Staffing

In 2014–15, Jacquelyn Miller continued as chair of the Communication Department in the College of Arts and Sciences as a sabbatical replacement 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.

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 resources well, offering collegial counterarguments and alternative perspectives to lead to better decision-making. The 2014–15 group members were

- PJ Alaimo | Chemistry, College of Science & Engineering
- Sven Arvidson | Philosophy and Liberal Studies, College of Arts & Sciences
- Amy Eva | Teacher Education, College of Education
- Holly Slay Ferraro | Management, 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 programming decisions, communication strategies, and the career-phase faculty development model.

Impact on higher education practices nationally and internationally

Overview

Both to maintain currency in the field and to raise the profile of Seattle University, the Center contributes to the national and international dialogue on faculty development through presentations and publications (listed below), and professional service.

At the end of 2014–15, the governing council of the International Consortium for Educational Development (ICED, the international faculty developers' association) voted to appoint a new member to its Board of Trustees with specific responsibility for liaising with the association's journal, *IJAD*. As a former co-editor of *IJAD*, David Green was appointed the first ICED trustee to hold this position.

This was also the final year of an NSF-funded project investigating Threshold Concepts in Biochemistry, for which David is senior personnel.

Therese Huston's main project was her book on women and decision-making. In connection with that work, Therese also published an op-ed in the *New York Times*.

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

Scholarly work

PEER-REVIEWED JOURNAL ARTICLES AND BOOK CHAPTERS

Arvidson, P. S. (2015). The virtue of reverence in interdisciplinary studies. *Issues in Interdisciplinary Studies*, *33*, 117–143.

Arvidson, P. S. (2015). Cultivating integrity: Balancing autonomy and discipline in integrative programs. In P. C. Hughes, J. S. Muñoz, & M. N. Tanner (Eds.), *Perspectives in Interdisciplinary and Integrative Studies* (pp. 95–116). Lubbock, TX: Texas Tech University Press.

Arvidson. P. S. (2015). Gurwitsch, Aron (1901–1973). In D. Zahavi (subject ed.) & E. Craig (gen. ed.), *Routledge encyclopedia of philosophy.* Accessed from https://www.rep.routledge.com/articles/gurwitsch-aron-1901-73/v-1/.

Green, D. A., & Little, D. (2015). Family portrait: a profile of educational developers around the world. *International Journal for Academic Development.* Advance online publication. doi: 10.1080/1360144X.2015.1046875

Hall, J., & **Green, D. A.**, (Forthcoming, Jan 2016). Leading an academic development unit. In D. Baume & C. Popovic (Eds.), *Advancing practice in academic development.* (pp. 245–257). New York & London: Routledge.

PUBLIC WORK

Huston, T. (2014, Oct 19). Are women better decision makers? [Op-ed]. *New York Times*, p. SR9.

BOOKS

Huston, T. (Forthcoming). *How women decide: What's true, what's not, and what strategies spark the best choices*. Boston, MA: Houghton Mifflin Harcourt.

PEER-REVIEWED CONFERENCE PRESENTATIONS

Green, D. A., & Little, D. (2014, July). *The ghost of disciplines past: Educational developers and intersecting identities*. Paper presented at the 4th Academic Identities conference: Screaming in a 20-mile zone. Durham, UK.

Green, D. A., Lewis, J. E., Loertscher, J., & Minderhout, V. (2014, July). *Signification: Unlocking threshold concepts in natural sciences with a key from the humanities?* Paper presented at the 5th biennial Threshold Concepts conference: Threshold concepts in practice. Durham, UK.

Ruppert, B., & **Green, D. A.** (2014, October). *When less is more: Instructor availability, student ratings, and the promotion of self-efficacy.* Paper presented at the 11th annual conference of the International Society for the Scholarship of Teaching and Learning: Nurturing passion and creativity in teaching and learning. Québec, QC.

Green, D. A., & Little, D. (2014, October). *Academic baggage? The influence of prior disciplines on academic developers' engagement with research*. Paper presented at the 11th annual conference of the International Society

for the Scholarship of Teaching and Learning: Nurturing passion and creativity in teaching and learning. Québec, QC.

Ruppert, B., & **Green, D. A.** (2014, November). *Craft without graft: Evidence and practice in rapport-building email*. Poster presentation at the 39th annual conference of the Professional and Organizational Development Network in Higher Education: Leverage. Dallas, TX.

INVITED PRESENTATIONS

Green, D. A. & Little, D. (2015, June). *International survey of educational developers.* Invited presentation to the Council of the International Consortium for Educational Development. Victoria, BC.

Tousi, S., Casanova, N., & **Huston, T**. (2015, February). *Women in science and technology leadership panel*. SPIE Photonics West Conference. San Francisco, CA.

GRANTS

Loertscher, J., & Minderhout, V. (PIs); **Green, D. A.**, & Lewis, J. (Senior Personnel). (2012–15). *Transforming undergraduate biochemistry education: A community approach linking learning, assessment and curricular innovation*. National Science Foundation funding under Transforming Undergraduate Education in STEM, Type 2. $539,000.

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Hansen, E. J. (2011). *Idea-based learning: A course design process to promote conceptual understanding*. Stirling, VA: Stylus Publishing.

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

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Autumn 2015

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