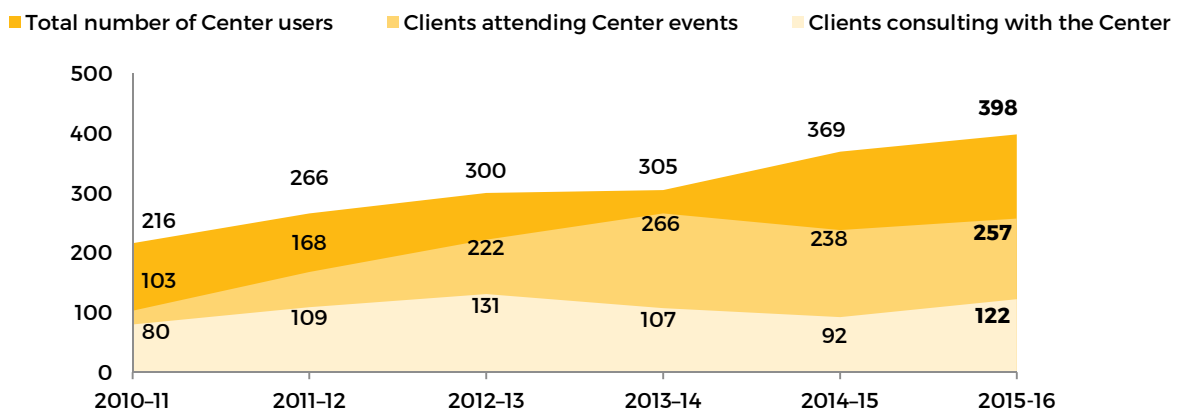CENTER FOR FACULTY DEVELOPMENT
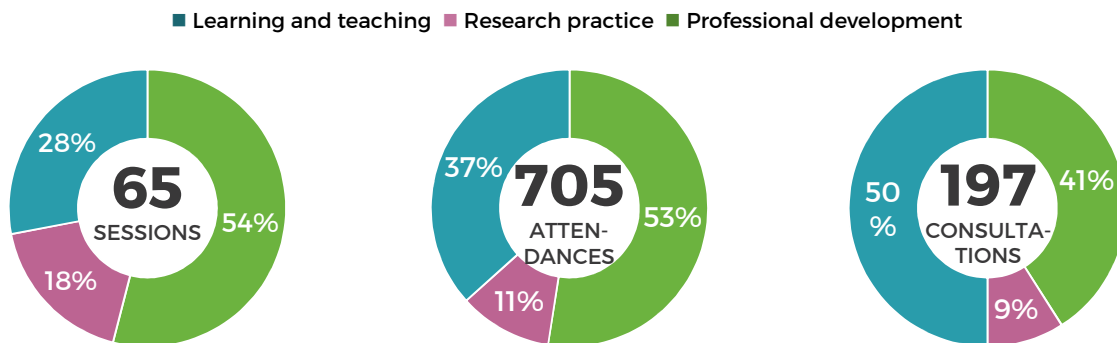
ANNUAL REPORT 2015/16

EXECUTIVE SUMMARY

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**

CENTER USERS 2010–16

■ Total number of Center users   ■ Clients attending Center events   ■ Clients consulting with the Center

2015/16 CENTER ACTIVITY AMONG ITS THREE BROAD AREAS

■ Learning and teaching   ■ Research practice   ■ Professional development

65 SESSIONS — 28% / 18% / 54%

705 ATTEN-DANCES — 37% / 11% / 53%

197 CONSULTA-TIONS — 50% / 9% / 41%

2015/16 IMPACT ON SATISFACTION AS A FACULTY MEMBER OR ACADEMIC LEADER AT SEATTLE UNIVERSITY

0% — Decreased satisfaction

5% — No impact / Not applicable

95% — Increased satisfaction
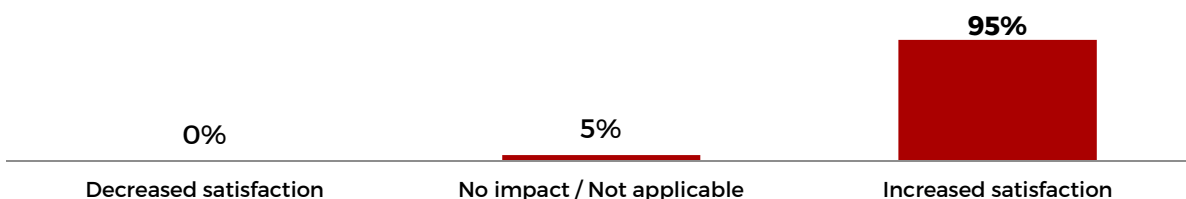
ACHIEVEMENTS

REACHING A WIDER AUDIENCE: An 8% increase in the total number of Center users, meaning we worked with 49% of Seattle University faculty in 2015–16.

CONSOLIDATED PURVIEW: Our professional development offerings continued to grow in only their fourth year.

FAST RESPONSE TO CAMPUS CLIMATE SURVEY: Faculty Learning Communities, webinars, and workshops in winter and spring on topics directly related to the fall publication of the Climate Survey.

EXPANDED NCFDD MEMBERSHIP: A 20% increase in faculty taking advantage of our institutional membership of the National Center for Faculty Development and Diversity over last year.

YEAR OF THE TEACHER: Five engaging and unusual grassroots events and experiences to celebrate teaching, culminating in the "Teaching Tales" videos of outstanding faculty.

LEARNING OUTCOMES: Working with eight program teams to craft new program learning outcomes that will better enable them to assess their students' learning and identify ways to enhance their programs.

ROLL-OUT OF OUR "CAREER SPAN" MODEL: New model helps us articulate and communicate our support for faculty in more meaningful ways according to their own career stage. Also exploring working with emeriti after an initial luncheon gathering.

GROWTH OF FACULTY LEARNING COMMUNITIES: Successful running of six groups (including a chairs' learning community), exploring all three areas of our purview.

"PERSONAL INTELLECTUAL PROJECT:" A new workshop to help faculty articulate their research agendas to non-subject-specialists proved so popular, we ran it four times instead of the intended one.

INCREASED COLLABORATIONS: Events run jointly with Indigenous Initiatives, Consortium of Interdisciplinary Scholars, and the College of Science and Engineering.

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

2015–16 EVENT FLYERS

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 university's mission, the Center for Faculty Development focuses on three broad areas of faculty members' lives as whole academics: learning and teaching, research practice, and professional development.

In addition, we are now highlighting the ways in which we support faculty in each of these areas at different career stages. Faculty can now access information on our website according to their career stage, finding events and activities that are specifically targeted to their professional development needs. Figure 1 is adapted from a flyer we delivered to all faculty mailboxes in Fall 2015, as an example of how we convey this new model to SU faculty.

Figure 1. The Center for Faculty Development's purview
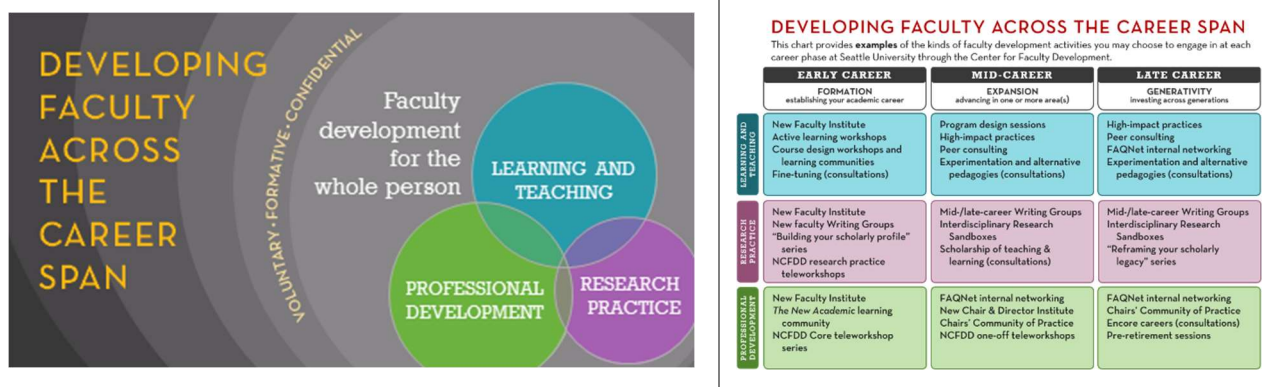
Our work with faculty is voluntary, formative, and confidential – three factors that have been shown to produce the most positive outcomes for promoting change and growth in the professional lives of faculty.
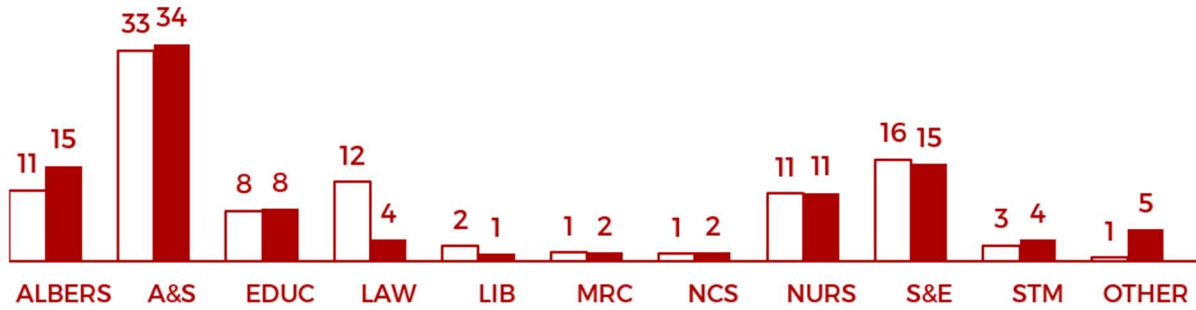
2015–16 was a year of continued growth and success for the Center for Faculty Development (also known by its original acronym, CETL). This report outlines our work in the past year and our future direction. Details about our events and programs are divided into the three areas of our purview. Elsewhere (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.
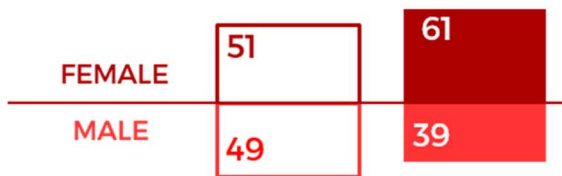
WHOM DO WE SERVE?

Figure 2. CETL's faculty users 2015–16 compared to total faculty at Seattle University

OUTLINE % total SU faculty
SOLID % CETL users

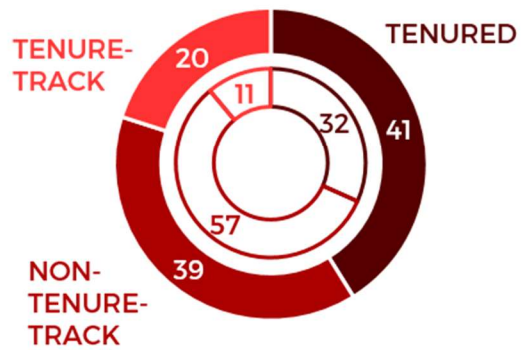## % BY COLLEGE/SCHOOL

	ALBERS	A&S	EDUC	LAW	LIB	MRC	NCS	NURS	S&E	STM	OTHER
% total SU faculty	11	33	8	12	2	1	1	11	16	3	1
% CETL users	15	34	8	4	1	2	2	11	15	4	5

% BY GENDER

	% total SU faculty	% CETL users
FEMALE	51	61
MALE	49	39

% BY RANK

TENURE-TRACK 20 11
TENURED 32 41
NON-TENURE-TRACK 57 39

% BY WORKLOAD

	% total SU faculty	% CETL users
FULL-TIME	68	88
PART-TIME	32	12
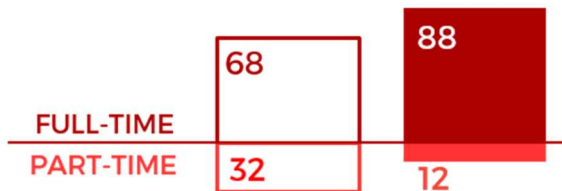
Figure 3. Percentage of CETL users from each faculty rank. Size of circle reflects number of faculty in each rank.

246 Tenured Faculty — 63%

86 Tenure-Track Faculty — 88%

445 Non-Tenure-Track Faculty — 33%

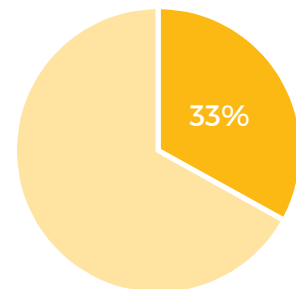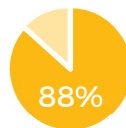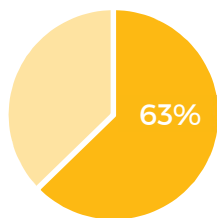**In 2015–16, CETL worked with 398 individuals, 379 of whom were faculty and librarians; these individuals comprise 49% of the university's 777 faculty and librarians.** This figure is an increase of 26 individuals from last year and an increase of 179 individuals from 2010–11. Figure 2 shows a percentage breakdown of the Center's 379 faculty users by college/school, rank, gender, and workload for 2015–16 (solid) compared with the percentage breakdown for the entire faculty at Seattle University (outlined).

Figure 3 depicts participation figures by rank. In 2015–16, the Center worked with 63% of tenured faculty (156 out of 246), 88% of tenure-track faculty (76 out of 86), and 33% of non-tenure-track (NTT) faculty (147 out of 445). Compared to last year this is significant increase of 14% of tenured faculty, 13% of tenure-track faculty, and a decrease of 1% of non-tenure-track faculty.

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.

Figure 4. Percentage of event attendance by rank, 2004–05 to 2015–16
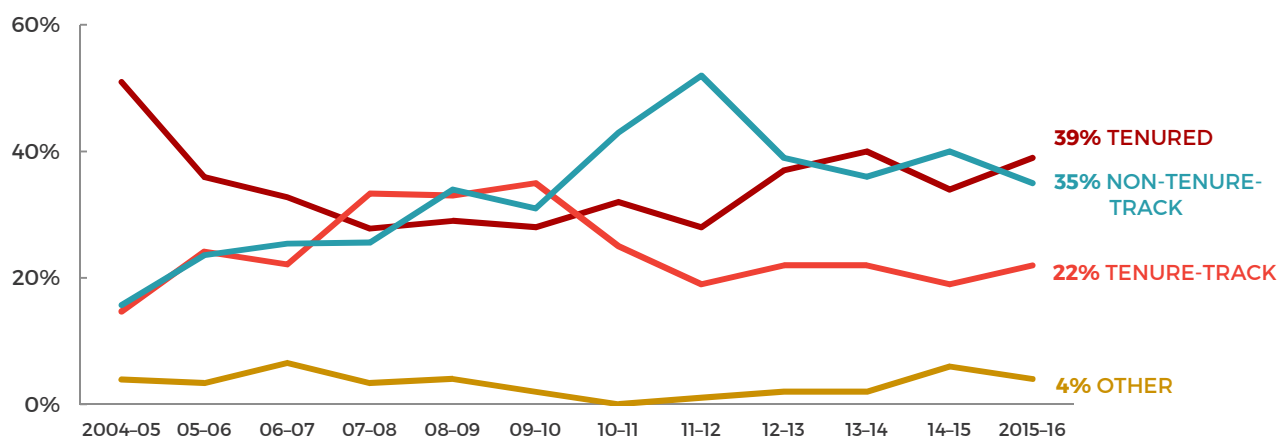
REFLECTIONS

Of Center users, 110 (nearly one third) engaged with us for the first time in 2015–16. 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 an additional 42 faculty members who are not new to SU but had not previously worked with us.

The year also saw an increase in professional development events (either our own or through the National Center for Faculty Development and Diversity), especially for department chairs. This in part helps explain the proportional increase in our work with tenured faculty and slight decrease for non-tenure-track faculty.

PROGRAMS AND EVENTS: 2015–16 OVERVIEW

Table 1. All programs and events (abridged titles), 2015–16. Number of sessions in parentheses.

	LEARNING AND TEACHING	RESEARCH PRACTICE	PROFESSIONAL DEVELOPMENT
Workshops	In the nick of time (2) Contrary to expectations (2) Why Josh is more likely to speak than Jessica (2)	The "Personal intellectual project" (4)	Fulbright workshop for faculty and professionals Conversations that matter Managing meetings webinar
Candid conversations, panels, roundtable discussions, and research sandboxes	Teaching indigeneity in the classroom	Why write about teaching?	Leaning toward leadership Pinnacle of the profession
Faculty Writing Groups, Faculty Learning Communities, and reading groups	Nilson (2013). *Creating self-regulated learners* (8; 2 groups)	Faculty Writing Groups launch (2) Belcher (2009). *Writing your journal article in 12 weeks* (5)	Debowski (2012). *The New Academic* (4) Kezar & Lester (2014). *Enhancing campus capacity for leadership* (5) Reynolds (2011). *Presentation Zen* (4) Wheeler et al. (2008). *The Academic Chair's Handbook* (4)
NCFDD webinars	–	–	Bully in the ivory tower How to maximize your sabbatical Microaggressions, micro-resistance, and ally development in the academy
Communities of Practice	–	–	Chairs' Community of Practice (6)
Institutes	New Faculty Institute	New Faculty Institute	New Faculty Institute
University events	NFI panel on Mission	Celebration of Faculty Scholarship (with ORSSP)	NFI panel on Rank & Tenure
"Year of the Teacher"	Kickoff Reception Why I teach and why I learn How we teach in our disciplines Open doors Teaching Tales		

As Table 1 indicates, the Center ran 29 events and programs in 2015–16. Twelve of those programs met on multiple occasions, leading to a final total of 65 sessions being run for faculty during the academic year.

SESSION FORMATS AND TOPIC SELECTION

We use various 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 own workload. A key aim throughout 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. non-tenure-track sessions, department chair/program director sessions).

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. This year, we incorporated sessions during winter and spring directly in response to the fall 2015 release of results from the Campus Climate Survey.

Our session formats currently comprise: workshops; candid conversations; panel discussions; roundtable discussions; communities of practice; faculty writing groups; research sandboxes; faculty learning communities; NCFDD webinars; and institutes. An explanation of our formats is in the "Services" section of our website.

EVALUATION
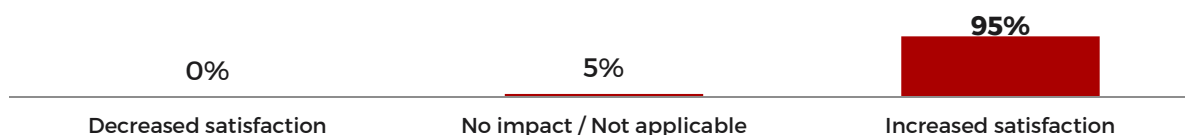
All our evaluations are anonymous.
- For most one-off events, we ask participants to complete an evaluation form, tailored to the three areas of our purview, and their responses help shape future sessions.
- In previous years, we conducted end-of-quarter online surveys, but have found the response rate dropping. This year, we changed to a single end-of-year anonymous online survey (with the option of entering a prize draw on completion) to elicit feedback with the potential for faculty to indicate any changes they have made in their work as a result of engaging with us. We also used this survey for feedback on multi-session programs, such as the Faculty Learning Communities.

OVERALL QUANTITATIVE EVALUATION
In our annual evaluation in spring 2016, faculty who had worked with CETL during the year provided their global feedback on both the quality and the quantity of our work this year and to indicate whether they would recommend the Center to a faculty colleague. Responses are shown as percentages in Figures 5 and 6.

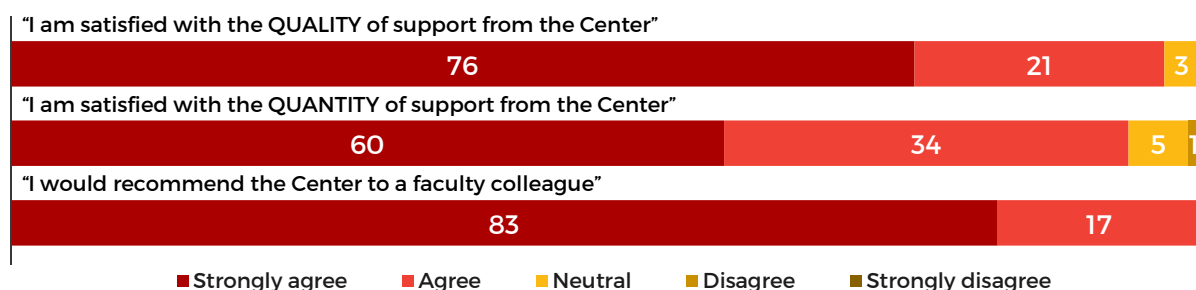Ninety-five per cent of respondents tell us that CETL has increased their satisfaction at Seattle University, while 100% of respondents say they would recommend CETL to a faculty colleague.

Figure 5. End-of-year evaluation: CETL's impact on satisfaction as a faculty member or academic leader at SU

0%	5%	95%
Decreased satisfaction	No impact / Not applicable	Increased satisfaction

Figure 6. 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	Neutral
76	21	3

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

Strongly agree	Agree	Neutral	Disagree
60	34	5	1

"I would recommend the Center to a faculty colleague"

Strongly agree	Agree
83	17

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

OVERALL QUALITATIVE EVALUATION

Survey respondents were invited to provide additional comments on our three areas of work, and on their level of satisfaction. A final open question asked respondents "What would make CETL more effective for you?"

Finding time to attend sessions was a recurring theme, with comments such as

> "While I am in the middle of a busy school year I don't use your amazing resources in the way I could and need to. My goal is to attend one event each quarter for next year."

> "[I need] more time in my work schedule to take advantage of what you offer."

> "I feel I underutilize the services of [CETL], primarily due to time constraints and being a part-time adjunct."

While some individual respondents asked for us to do work that would break our "formative" rule (such as a peer evaluation letter for tenure) or work that would not be feasible (daily meetings, for instance), others requested more repeated sessions, shorter or longer formats, short online resources, and ad hoc discussions on hot topics.

Two further comments have led us to consider how we communicate, which to date has been through a single announcement to faculty at the start of each quarter. One respondent noted that they regularly missed our messages, while another had not realized we offered consultations – something that we mention in every quarterly email.

The overwhelming majority of qualitative responses from faculty were appreciative of our work. Examples include:

> "I think the Center for Faculty Development is the very best resource this university has for faculty."

> "[CETL] is an invaluable resource for faculty. I'm grateful for the workshops and one-on-one contact."

> "I wouldn't survive without the Center for Faculty Development."

> "I attended the Tales of Teaching social and was very inspired by the video. I also felt proud to be a part of an institution dedicated to a meaningful mission and who are engaged in difficult conversations as a campus with compassion and discernment."

REFLECTIONS AND ACTION

We are delighted that 100% of respondents would recommend us to faculty colleagues. We see this as the most powerful endorsement possible of our value to the Seattle U community.

The qualitative feedback gives us plenty of ideas for next year. The suggestion to introduce ad hoc sessions on hot topics is likely manageable, and we can use our "candid conversations" format for this. In 2016–17, we will also experiment with longer session formats and with short video resources on various topics. We are exploring the feasibility of developing a rolling (likely two-year) program of "core" events for faculty, although we still need to resolve issues around timing and workload.

In response to questions about communication, we have created an internal "Friends of CETL" distribution list so that we can send regular short updates to those who want them. We will evaluate this format next year.

LEARNING AND TEACHING

TOPICS AND PARTICIPANTS

In 2015–16, we organized 18 learning and teaching sessions with 258 total attendees and 148 different individuals served (142 of whom are faculty).

WORKSHOPS
- In the nick of time: Course design that increases students' preparation, participation, and higher-order thinking | Facilitated by David Green | 2 sessions; 18 different faculty served
- Contrary to expectations: When classroom reality and our own ideas don't match up | Facilitated by David Green | 2 sessions; 23 different faculty served
- Why Josh is more likely to speak for his group than Jessica: Breaking the bias habit | Facilitated by Therese Huston | 2 sessions; 37 different faculty served

GUEST SPEAKER DISCUSSION SESSION
- Teaching indigeneity in the classroom | Guest speaker: Dr. Deborah Miranda (Washington & Lee) | Co-sponsored by Dr. Christina Roberts, Director for Indigenous Initiatives | 1 session; 12 attendees

YEAR OF THE TEACHER (SERIES OF EVENTS DRIVEN BY THE CHAIRS' COMMUNITY OF PRACTICE; see page 23)
- Kickoff reception | 62 attendees
- Ask me why I teach | In any classroom; participation level not recorded
- How we teach in our disciplines | 29 attendees
- Open Doors | 35 volunteers to have visitors in up to 46 classes
- Teaching Tales | 38 attendees

FACULTY LEARNING COMMUNITY
- Nilson, L. (2013). *Creating self-regulated learners: Strategies to strengthen students' self-awareness and learning skills* | Facilitated by Agnieszka Miguel and Nathan Canney, College of Science and Engineering | 2 groups; 8 sessions; 39 attendees; 12 different faculty served.

Figure 7 provides a full breakdown of attendances at our Learning and Teaching events by college/school, gender, rank, and workload.

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 (90% strongly so)
2. 100% of respondents felt the events were well-facilitated (90% strongly so)
3. 100% of respondents said they would attend future Center events on learning and teaching (89% strongly so)
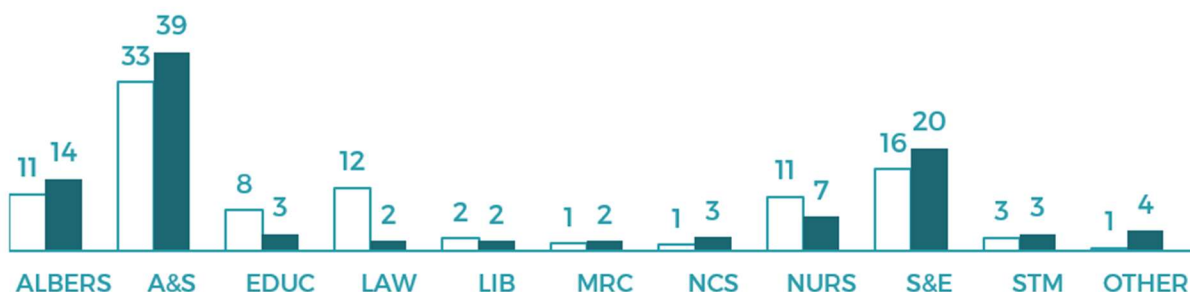
We focus on these three survey questions since they indicate (a) the extent to which we model practices we hope faculty transfer to their classrooms (items 1 and 2) and (b) the overall value of our events to faculty (item 3).

In our end-of-year survey, 55% said they gained confidence or felt encouraged as a teacher, 38% of respondents reported having tried out a new teaching technique, while another 41% said that they plan to do so.

LEARNING AND TEACHING

Figure 7.
2015–16 Learning and Teaching

👉 OUTLINE % total SU faculty
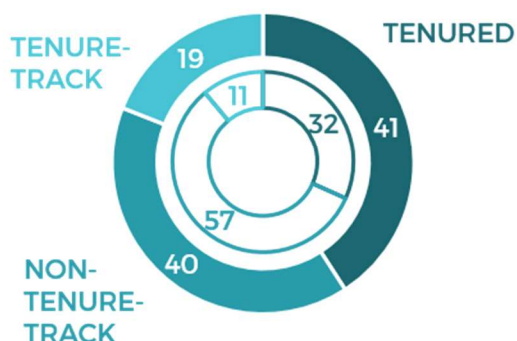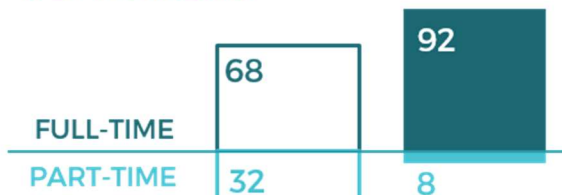SOLID % CETL users for Learning and Teaching

% BY COLLEGE/SCHOOL

	ALBERS	A&S	EDUC	LAW	LIB	MRC	NCS	NURS	S&E	STM	OTHER
Outline	11	33	8	12	2	1	1	11	16	3	1
Solid	14	39	3	2	2	2	3	7	20	3	4

% BY GENDER

	Outline	Solid
FEMALE	51	57
MALE	49	43

% BY WORKLOAD

	Outline	Solid
FULL-TIME	68	92
PART-TIME	32	8

% BY RANK

TENURE-TRACK 19 11
TENURED 41 32
NON-TENURE-TRACK 40 57

REFLECTIONS

Our three largest colleges and schools are overrepresented this year, which has often been true over the years. Law, Education, and Nursing continue to be underrepresented, and we will discuss this with their deans to see how we better respond. Tenured and tenure-track faculty are considerably overrepresented this year, which poses something of a puzzle.

It is naturally encouraging to receive 100% positive ratings for organization, facilitation, and likelihood of attending further events on learning and teaching. These scores tell us we are supporting faculty well and that our approaches are beneficial.

While the end-of-year survey 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, we are very pleased that 38% of faculty have already tried something new in response to one of our events. Faculty development itself is about promoting constructive change, so this data point is particularly satisfying for us.

RESEARCH PRACTICE

TOPICS AND PARTICIPANTS

In 2015–16, we organized 12 research practice sessions with 76 total attendances and 52 different faculty served.

WORKSHOPS
- The "Personal intellectual project:" Capturing, focusing, (re)inventing your scholarly agenda | Facilitated by David Green | 4 sessions; 30 faculty served

RESEARCH SANDBOXES
- Why write about teaching? (co-sponsored with the Consortium of Interdisciplinary Scholars) | Facilitated by Mark Cohan (Sociology) and Gareth Green (Economics) | 1 session; 12 attendees

FACULTY WRITING GROUPS
- Organization and launch events (co-sponsored with ORSSP) | Facilitated by David Green | 2 sessions; 13 participants; 4 different interdisciplinary writing groups organized (of 3–4 people in each group)

FACULTY LEARNING COMMUNITY
- Belcher, W. L. (2009). *Writing your journal article in twelve weeks: A guide to academic publishing success.* | Facilitated by Holly Slay Ferraro (Management) | 5 sessions; 21 attendees, 5 different faculty served.

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

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 (96% strongly so)
2. 100% of respondents felt the events were well-facilitated (96% strongly so)
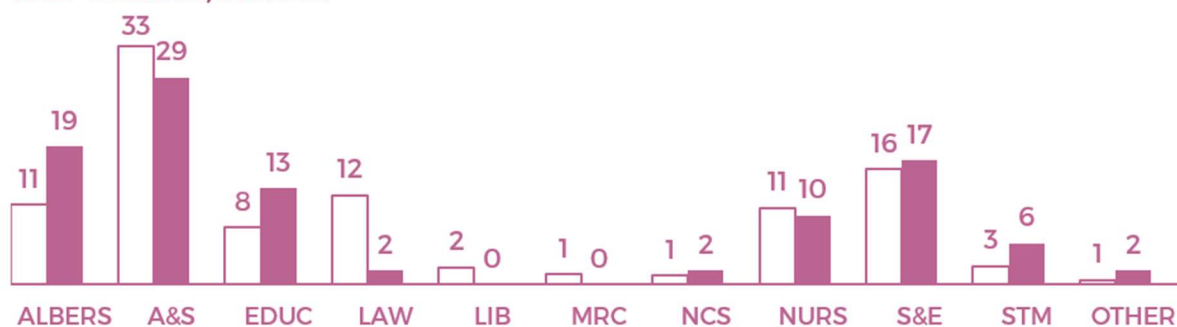3. 100% of respondents said they would attend future Center events on research practice (96% strongly so)

Additionally, in our end-of-year survey, 65% of respondents reported they "gained confidence or felt encouraged as a scholar/researcher," while another 61% said that they "felt more productive as a researcher." And 30% of respondents "tried a new scholarly/research practice."
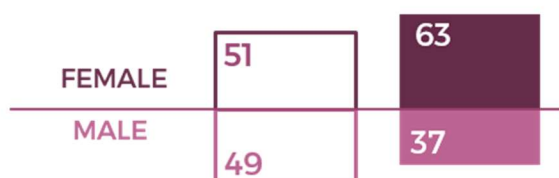
RESEARCH PRACTICE

Figure 8.
2015–16 Research Practice

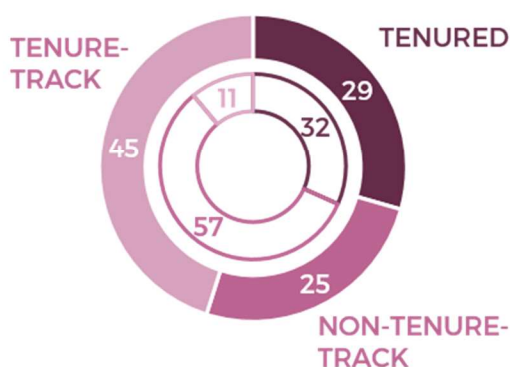👉 OUTLINE % total SU faculty
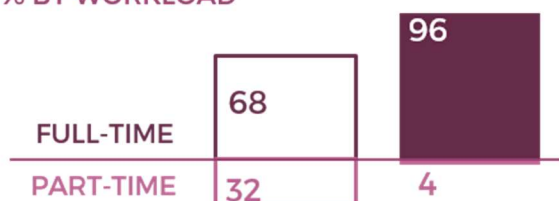SOLID % CETL users for Research Practice

% BY COLLEGE/SCHOOL

	ALBERS	A&S	EDUC	LAW	LIB	MRC	NCS	NURS	S&E	STM	OTHER
Outline	11	33	8	12	2	1	1	11	16	3	1
Solid	19	29	13	2	0	0	2	10	17	6	2

% BY GENDER

FEMALE 51 / 63
MALE 49 / 37

% BY WORKLOAD

FULL-TIME 68 / 96
PART-TIME 32 / 4

% BY RANK

TENURE-TRACK 45 / 57
TENURED 29 / 32
NON-TENURE-TRACK 25
11

REFLECTIONS

For research practice this year, we proved more successful in reaching faculty in Law, NCS, and STM than last year, and it is important to remember throughout that many faculty contracts do not include research. At the same time, a quarter of our participants were non-tenure-track colleagues, so clearly these events are meeting a need not captured by contractual role.

One workshop, which we piloted in fall, proved so popular that we ran it four times over the course of the year. The "Personal Intellectual Project," in which faculty explore how to frame their research agenda (particularly for external audiences), will now become an annual workshop in Spring Quarter.

We are also glad to see that almost one third of our faculty respondents have tried out a new scholarly practice this year and that two-thirds feel encouraged and more confident.

PROFESSIONAL DEVELOPMENT

In 2015–16, we organized 35 professional development sessions with 371 total attendees and 167 different faculty served. As this aspect of our purview is more varied than the others, we have organized it here under chair programs, internal and external open programs, and international fellowships. Figure 9 provides a full breakdown of attendances at our Professional Development events by college/school, gender, rank, and workload.

CHAIR PROGRAMS

COMMUNITIES OF PRACTICE

- Chairs' Community of Practice | Facilitated by David Green and/or Jacquelyn Miller | 6 sessions; 64 total attendees; 20 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 2015–16 included: working with administrative assistants, delegating tasks, APRs, chair as mentor, vision, working with the interim provost, and the AAPOR process.

CHAIRS' FACULTY LEARNING COMMUNITY

- Wheeler, D. W., Seagren, A. T., Becker, L. W., Kinley, E. R., Mlinek, D. D., & Robson, K. J. *The Academic Chair's Handbook* | Facilitated by Jacquelyn Miller | 4 sessions; 12 attendees; 4 different faculty served.

OPEN PROGRAMS (INTERNAL)

WORKSHOPS

- Conversations that Matter: How to reduce stress and gain better work-life balance through meaningful conversation | Facilitated by guest speaker Paul Axtell | Co-sponsored by the College of Science and Engineering | 2-day workshop; 50 individuals served
- Managing meetings webinar | Facilitated by guest speaker Paul Axtell | 1 session; 11 faculty served

PANEL DISCUSSIONS

- Leaning toward leadership: Faculty administration as a possible career choice | Facilitated by Jacquelyn Miller | 1 session; 13 participants
- Pinnacle of the profession: Scaling the heights to full professor | Facilitated by Jacquelyn Miller | 1 session; 20 participants

ROUNDTABLE DISCUSSION

- Emeriti faculty luncheon and roundtable discussion | Facilitated by Jacquelyn Miller | 1 session; 9 participants

FACULTY LEARNING COMMUNITIES

- Debowski, S. (2012). *The New Academic: A strategic handbook* | Facilitated by Jacquelyn Miller | 4 sessions in total; 20 attendees; 6 different faculty served.
- Kezar, A. & Lester, J. (2014). *Enhancing campus capacity for leadership: An examination of grassroots leaders in higher education* | Facilitated by Jacquelyn Miller | 5 sessions in total; 25 attendees; 5 different faculty served.
- Reynolds, G. (2011). *Presentation Zen: Simple ideas on presentation design and delivery* | Facilitated by David Green | 4 sessions in total; 22 attendees; 7 different faculty served.

OPEN PROGRAMS (EXTERNAL)

NCFDD TELE-WORKSHOPS
- Bully in the ivory tower: How aggression and incivility erode American higher education | Presented by Leah Hollis (NCFDD); hosted by David Green and Jacquelyn Miller | 1 session; 13 attendees
- How to maximize your sabbatical: From application through completion | Presented by Peggy Jones (NCFDD); hosted by Jacquelyn Miller | 1 session; 5 attendees
- Microaggressions, micro-resistance, and ally development in the academy | Presented by Cynthia Ganote, Floyd Cheung, and Tasha Souza (NCFDD); hosted by David Green and Jacquelyn Miller | 1 session; 15 attendees

NCFDD INSTITUTIONAL MEMBERSHIP
- National Center for Faculty Development and Diversity (NCFDD) | 245 faculty served
CETL continued to fund institutional NCFDD membership in its entirety in 2015–16. 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 webinars, 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 join. Membership has grown from 204 faculty last year (plus an additional 56 graduate students) to 245 (plus an additional 45 graduate students). A breakdown of membership (not including graduate students) is provided in Figure 10.

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; 15 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.

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 (68% strongly so)
2. 100% of respondents felt the events were well-facilitated (65% strongly so)
3. 100% of respondents said they would attend future Center events on professional development (67% strongly so)

In our end-of-quarter surveys, 79% of respondents said they gained confidence or felt encouraged as a colleague or academic leader, while another 61% said that they responded to faculty colleagues in new ways and 30% said they responded to administrators in new ways.
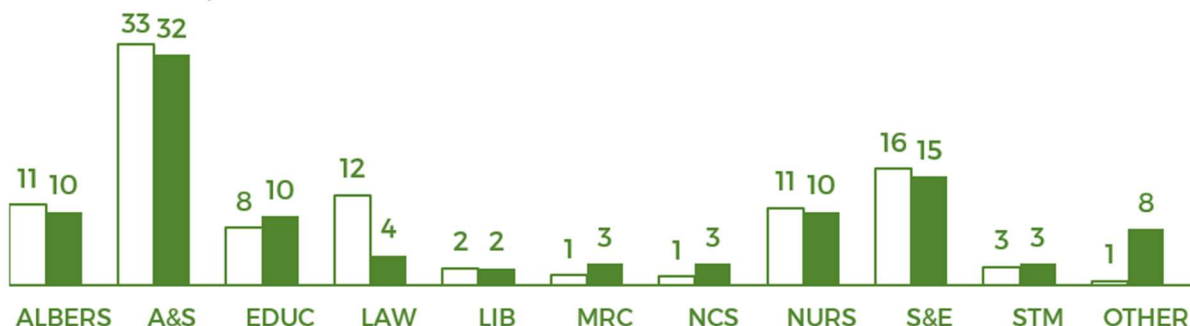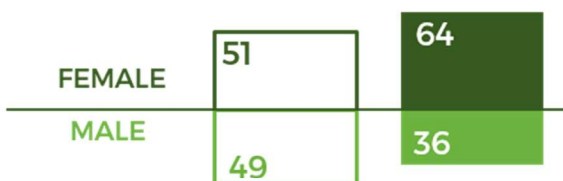
PROFESSIONAL DEVELOPMENT

Figure 9.
2015–16 Professional Development

👉 **OUTLINE** % total SU faculty
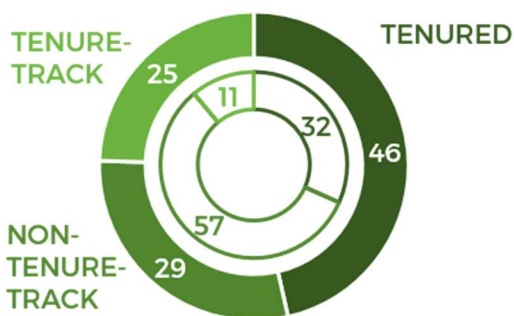**SOLID** % CETL users for Professional Development
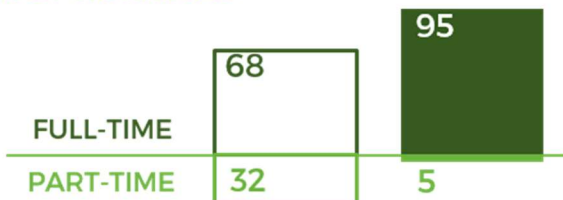
% BY COLLEGE/SCHOOL

College	Outline	Solid
ALBERS	11	10
A&S	33	32
EDUC	8	10
LAW	12	4
LIB	2	2
MRC	1	3
NCS	1	3
NURS	11	10
S&E	16	15
STM	3	3
OTHER	1	8

% BY GENDER

	Outline	Solid
FEMALE	51	64
MALE	49	36

% BY WORKLOAD

	Outline	Solid
FULL-TIME	68	95
PART-TIME	32	5

% BY RANK

TENURE-TRACK 25 (11)
TENURED 46 (32)
NON-TENURE-TRACK 29 (57)

REFLECTIONS

This year has seen large increases for professional development events over last, with the number of sessions increasing from 25 to 35, attendances rising from 248 to 371, and individuals served up from 109 to 167.
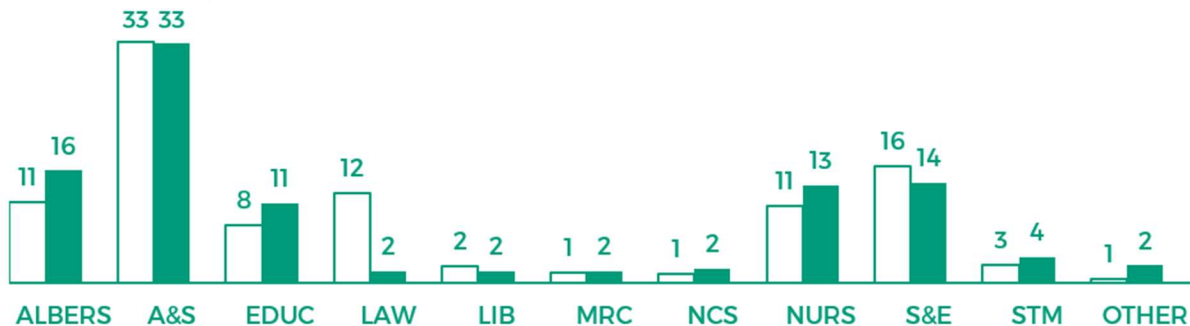
Given the emphasis on academic leadership in our professional development work, it should not be surprising that 46% of these participants are tenured. In contrast, the highest level of participation in NCFDD is among non-tenure-track faculty (39%). Although still well below the overall proportion of NTT colleagues on campus, this figure suggests NCFDD in particular is offering a service that we are less able to provide on campus. It also suggests non-tenure-track faculty are following the smart career strategy of staying prepared for any tenure-track or longer-term position that may arise.

As we have noted in previous reports, these events are often simpler to run than our other areas, and so we are able to offer more of them to the campus community than we can for learning and teaching. We attribute the lower ratings for organization and facilitation as being because these events are intentionally less structured than traditional workshops.
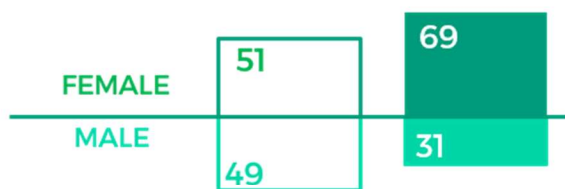
Figure 10.
2015–16 NCFDD membership

👉 OUTLINE   % total SU faculty
SOLID   % NCFDD members

% BY COLLEGE/SCHOOL

	ALBERS	A&S	EDUC	LAW	LIB	MRC	NCS	NURS	S&E	STM	OTHER
Outline	11	33	8	12	2	1	1	11	16	3	1
Solid	16	33	11	2	2	2	2	13	14	4	2

% BY GENDER

FEMALE   51   69
MALE   49   31

% BY WORKLOAD

FULL-TIME   68   88
PART-TIME   32   12

% BY RANK

TENURE-TRACK   26
TENURED   35
NON-TENURE-TRACK   39

Inner: 11   32   57
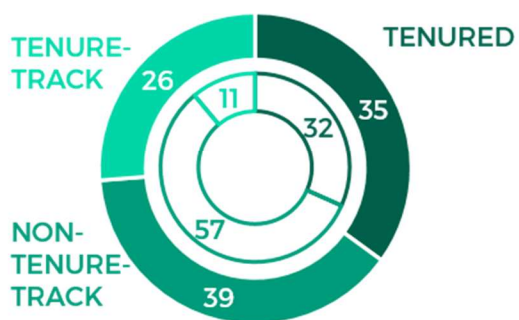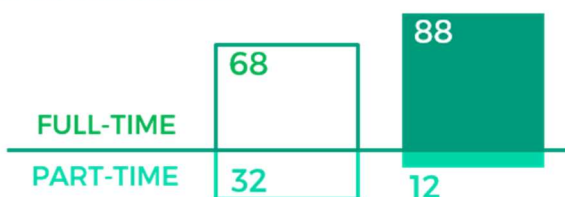
CONSULTATIONS

Providing meaningful and useful consultation on faculty-driven issues continues to be one of the Center's top priorities. During 2015–16, David Green, Jacquelyn Miller, Therese Huston (Faculty Development Consultant), and Sven Arvidson (Senior Faculty Fellow) provided 197 consultations to 123 different consultees, totaling 260.75 hours and averaging 2.1 hours per individual and 1.3 hours per consultation.

Figure 12 shows a breakdown of all of the different consultations topics by our three areas (Learning and Teaching – blue; Research Practice – purple; Professional Development – green) and main sub-topics. Unlike the consultations pie chart in the executive report, where each consultation is recorded based on the main conversation topic, Figure 12 captures the multiple topics we discuss in each consultation.

This year, we saw an increase in consultations on learning and teaching compared to last year (from 35% to 46%) and a decrease for professional development (from 56% to 44%). In part this is because of increased work on program learning outcomes with teams of faculty.

Figure 12. Percentage of all consultation topics by broad topic area and main sub-topics, 2015–16
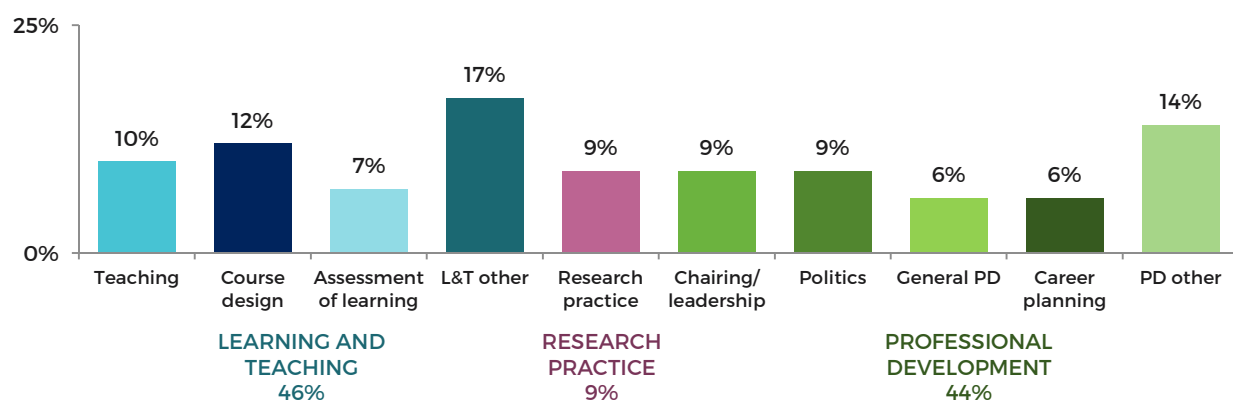
A full breakdown of consultees is at Figure 13.
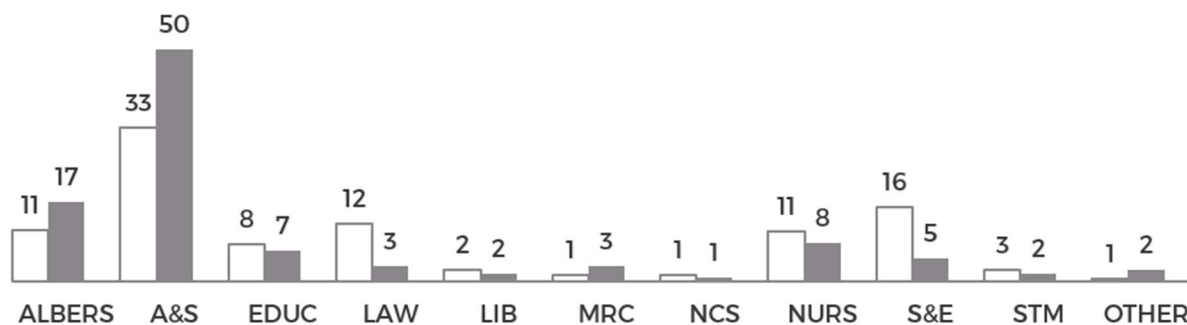
EVALUATION

Evaluation for consultations is included in the data given previously under learning and teaching, research practice, and professional development.
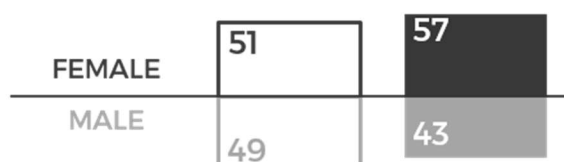
CONSULTATIONS

Figure 13.
2015–16 Consultations

☞ OUTLINE % total SU faculty
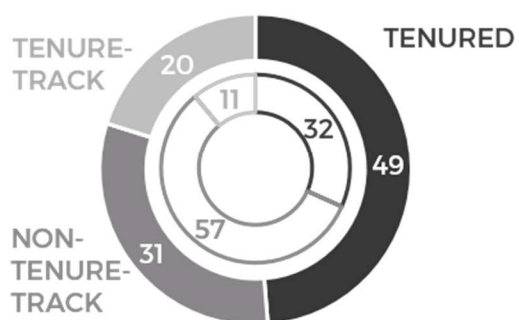**SOLID** % CETL users in individual or group consultations

% BY COLLEGE/SCHOOL

% BY GENDER

% BY WORKLOAD

% BY RANK
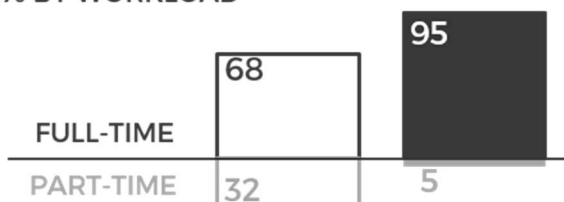
REFLECTIONS

The College of Arts and Sciences is heavily overrepresented this year, while the Albers School is somewhat overrepresented. Much of this relates to group consultations. We also see a large showing among tenured faculty, at 49%, up 12% on last year, many of whom have been involved in revising program learning outcomes.

One important piece of information that the data cannot tell us, though, is that for the first time in five years, we had to turn down one faculty request for a classroom observation, as all our schedules were too full to be able to meet the request in a timely fashion that would be useful for the faculty member. To respond to the growing demand for support in learning and teaching, we have received permission to restructure some of our existing funding to create a part-time position for a faculty member to take on the role of Associate Director for Learning and Teaching starting in 2016–17.

SERVICE TO THE UNIVERSITY

NEW FACULTY INSTITUTE 2015

> *"Thank you so much for an extremely professional and engaging orientation. I went through this a few years ago at a large state school and I left in a panic versus how I am feeling now – equipped with the resources I need to thrive."* NFI 2015 PARTICIPANT

The Center successfully directed its ninth New Faculty Institute (NFI) in September 2015, with 43 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 21 presenters (12 faculty/staff and 9 students) for the two-day event.
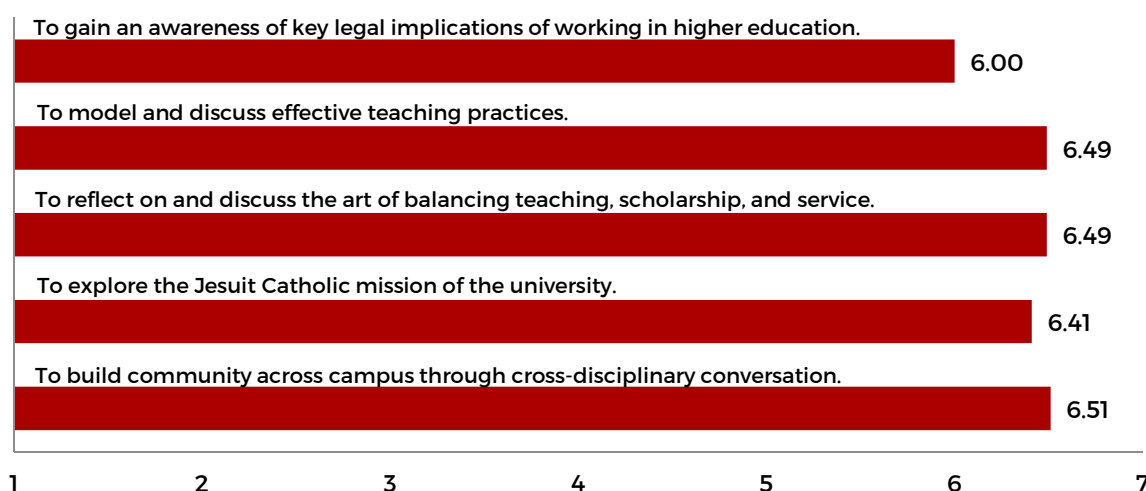
The Provost's Office set the following goals for NFI:
1. To build community across campus through cross-disciplinary conversation.
2. To explore the Jesuit Catholic mission of the university.
3. To discuss the art of balancing teaching, scholarship, and service.
4. To model effective teaching practices.
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. 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: To what extent do participants agree that we met the NFI 2015 goals?

(Averages. 1 = strongly disagree; 7 = strongly agree)

To gain an awareness of key legal implications of working in higher education. — 6.00
To model and discuss effective teaching practices. — 6.49
To reflect on and discuss the art of balancing teaching, scholarship, and service. — 6.49
To explore the Jesuit Catholic mission of the university. — 6.41
To build community across campus through cross-disciplinary conversation. — 6.51

In addition, we asked four generic questions that help us gauge how successfully we are managing the NFI process so that it works for faculty who are joining us with very different prior experiences. (For instance, this year's group included the full range from new faculty who have never taught before to some who have been teaching over 30 years.) As Figure 15 indicates, taking account of these prior experiences is more difficult when balancing them against the priorities set by the Provost's Office. Each year, we continue to refine the program and seek new ways to address the varying needs of the new faculty.

Figure 15: NFI 2015 generic feedback (Averages. 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 only this year's new faculty. A total of 19 faculty participated; 14 from the new faculty group and 5 from previous years. A further NFI panel session on Teaching in the Jesuit Tradition was run by Mission and Ministry with four faculty panelists and another 15 new faculty participating.

PROVOST'S CELEBRATION OF SCHOLARSHIP 2016

For the third year in a row, we were asked to organize the Provost's Celebration of Scholarship in conjunction with the Office of Research Services and Sponsored Projects (ORSSP). This year's event started with a short keynote speech in the Wyckoff Auditorium by Gabriella Gutierrez y Muhs, last year's winner of the Provost's Award for faculty excellence in research, scholarship or creative endeavors, followed by a reception on the sixth floor of Lemieux Library. Spread throughout both lounge spaces on the sixth floor, the colleges, schools, and university centers 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 again this year we estimate 60 attendees for the talk, while 89 people signed in for the reception.

UNIVERSITY SERVICE WORK

Jacquelyn and David continue to carry out service work for the university. In 2015/16, 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 completed its work with an external consultant on the Campus Climate Survey in the fall. He also delivered sessions on learning outcomes for both the University Assessment Committee and the Program Review Committee.

GRASSROOTS SERVICE WORK: "YEAR OF THE TEACHER"

In spring 2015, a core group of chairs from across four colleges decided to create a series of events to celebrate teachers and the art and science of teaching at Seattle University under the banner of "Year of the Teacher" (Figure 16).

Figure 16. Flyer for the Year of the Teacher series
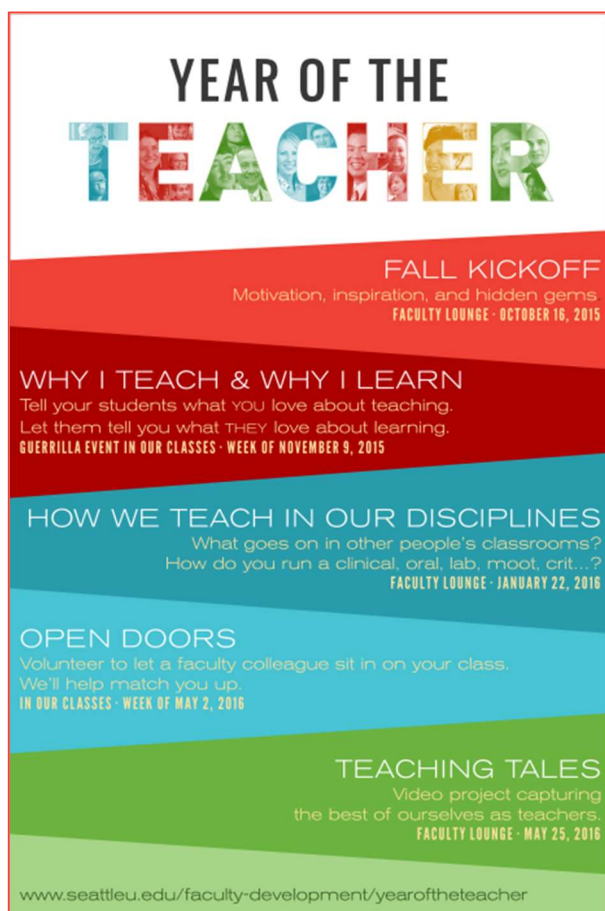
Joined by CETL's director and associate director, they formed a steering group for five events during the academic year:

- Sven Arvidson, College of Arts & Sciences
- David Green, Center for Faculty Development
- Rich LeBlanc, College of Science & Engineering
- Erica Lilleleht, College of Arts & Sciences
- Susan Matt, College of Nursing
- Jacquelyn Miller, Center for Faculty Development

A cadre of college and school representatives provided localized advertising within their own areas to keep the series informal and grassroots:

- Michelle DuBois, College of Science & Engineering
- Amy Eva, College of Education
- Trish Henley, School of New & Continuing Studies
- Emily Lieb, Matteo Ricci College
- John McKay, School of Law
- Madhu Rao, Albers School of Business & Economics
- Michael Trice, School of Theology & Ministry

CETL's role, beyond making suggestions in the initial planning phase, was to provide gradually increasing logistical and financial support for the events. In the interests of fullness for our own records, we explain each of the events briefly here.

1. The FALL KICKOFF proved an unconventional gathering where faculty were invited to express insights, tales, and dreams related to their teaching, after first hearing from award-winning teachers from across campus.

2. WHY I TEACH AND WHY I LEARN in fall was a "guerrilla event" in class; with the help of the team of representatives, CETL organized for a poster to be placed in every SU classroom (or directly outside in the case of Sullivan Hall), inviting students that week to ask their professors why they teach. Faculty knew in advance that this might happen and were encouraged also to ask their students why they learn.

3. In Winter Quarter, we hosted HOW WE TEACH IN OUR DISCIPLINES, in which six faculty members who use different disciplinary pedagogies briefly shared these approaches with all attendees, after which participants could talk with the presenters in greater detail and explore how they might adapt these pedagogies in their own teaching.

4. OPEN DOORS was inspired by the value of seeing other people teach. Early in spring, faculty were asked to volunteer to "open their doors" to faculty visitors during one week of the quarter. In the second stage of the process, any faculty member could request to sit in on a colleague's class in that week, based on the list of options we provided on a private site. While logistically difficult, given the switch to a new CMS for the university's websites, we hope we can repeat the Open Doors project in future.

5. In TEACHING TALES, our final celebration for the Year of the Teacher series of events, we premiered and discussed videos of ten stellar Seattle University teachers from across campus, whom we had interviewed early in Spring Quarter. We heard them talking about the art and science of teaching to inspire us all in our vital work as educators. The Teaching Tales project was filmed by Georg Koszulinski, Assistant Professor of Film Studies, and students from the Film Studies program. The three videos are on our Video Resources web page. Our plan is now to create shorter videos on specific topics that arose in the interviews. We see this as an ongoing resource and already know we will be using it at NFI 2016.

WITHIN THE CENTER FOR FACULTY DEVELOPMENT

STAFFING

In 2015–16, Jacquelyn Miller served as acting chair of the Political Science Department in the College of Arts and Sciences as a sabbatical replacement during summer and fall, 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.

The learning and teaching aspect of our work has met with such high demand that we now require additional staffing. In Spring 2016, we gained approval to repurpose some of our existing funds to create a new part-time position of Associate Director for Learning and Teaching. We intend to advertise the position internally in fall 2016, in the hope that a faculty member may begin in the role (with course releases) in Winter 2017.

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 2015–16 group members were

- PJ Alaimo | Chemistry, College of Science & Engineering

- Sven Arvidson | Interdisciplinary 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

Discussion topics with the group this year included career-phase faculty development model, programming decisions, and the plan to create a new part-time position.

IMPACT ON HIGHER EDUCATION PRACTICES NATIONALLY AND INTERNATIONALLY

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 educational development through presentations and publications (listed below), and professional service.

The biggest news for CETL was the publication of Therese Huston's book, *How Women Decide* (Houghton Mifflin Harcourt) in spring 2016. SU faculty were lucky to get a sneak preview of some of the material, as it relates to teaching, in two spring workshops from Therese. She has since appeared on National Public Radio and KCTS9 television and has speaking engagements around the country. In addition, Therese has had two further book-related publications and presented at the national educational developers' conference, maintaining her strong links with the higher education community outside of Seattle University.

This year, our Senior Faculty Fellow, Sven Arvidson, has published articles, a book chapter, and an encyclopedia entry on both interdisciplinarity and philosophy.

At the beginning of 2015–16, the governing council of the International Consortium for Educational Development (ICED, the international educational developers' association and charity) appointed David Green to its Board of Trustees, with specific responsibility for liaising with the association's journal, *IJAD*, which David previously edited. This year David also gave the opening keynote address to the Canadian national educational developers' conference, published an article and a book chapter, completed his work on an NSF-funded project in biochemistry, with both a conference presentation and an article under review, and gave conference presentations.

PEER-REVIEWED ARTICLES AND BOOK CHAPTERS

Arvidson, P. S. (in press). Reverence and the Field of Consciousness: Extending Aron Gurwitsch's Ontology. In M. B. Ferri & C. Ierna (Eds.), *The Reception of Husserlian Phenomenology in North America. Contributions to Phenomenology.* Springer.

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. (2016). Family portrait: a profile of educational developers around the world. *International Journal for Academic Development, 21*(2), 135–150. doi: 10.1080/1360144X.2015.1046875.

Hall, J., & **Green, D. A.**, (2016). Leading an academic development unit. In D. Baume & C. Popovic (Eds.), *Advancing practice in academic development.* (pp. 245–257). New York & London: Routledge. ISBN 978-1-13-885471-0

OTHER PUBLICATIONS

Huston, T. (2016, June 15). Because life doesn't give do-overs. *Quiet Revolution.* Accessed from http://www.quietrev.com/because-life-doesnt-give-do-overs/.

Huston, T. (2016, April 21). We are way harder on female leaders who make bad calls. *Harvard Business Review.* Accessed from https://hbr.org/2016/04/research-we-are-way-harder-on-female-leaders-who-make-bad-calls.

BOOKS

Huston, T. (2016). *How women decide: What's true, what's not, and what strategies spark the best choices*. New York, NY: Houghton Mifflin Harcourt.

PEER-REVIEWED CONFERENCE PRESENTATIONS

Gebb, P., **Huston, T**., Valesey, B., Morrison, J., & Gannon, K. (2015, November). What professional developers do. Workshop presented at the 40th Annual Conference of the Professional and Organizational Development Network in Higher Education; San Francisco, CA.

Green, D. A., & Little, D. (2015, December). *Mirrors, models, and merits: Educational developers' credibility and leadership*. Paper presented at the annual conference of the Society for Research into Higher Education: Converging concepts in global higher education research. Newport, UK.

Minderhout, V., **Green, D. A**., Loertscher, J., & Lewis, J. (2015, November). *Improving STEM courses by focusing on threshold concepts: What should we teach and how can we decide?* Session presented at the 2015 AAC&U STEM Conference: Crossing boundaries. Seattle, WA.

Ruppert, B., & **Green, D. A.** (2015, November). *Email bootcamp: Evidence and strategies from organizational communication*. Paper presented at the 40th annual conference of the Professional and Organizational Development Network in Higher Education: Back to the future. San Francisco, CA.

Green, D. A., & Little, D. (2015, November). *Whose theory, which practices? Disciplinary identity and educational developers*. Paper presented at the 40th annual conference of the Professional and Organizational Development Network in Higher Education: Back to the future. San Francisco, CA.

INVITED PRESENTATIONS

Green, D. A. (2016, February). *Intentionally in tension: Educational developers leading from the middle*. Keynote address at the Annual Conference of the Canadian national Educational Developers Caucus: Educational developers without borders. Windsor, ON. http://apps.medialab.uwindsor.ca/ctl/edc2016/keynote-speakers.php

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Nilson, L. (2013). *Creating self-regulated learners: Strategies to strengthen students' self-awareness and learning skills.* Sterling, VA: Stylus Publishing.

Reynolds, G. (2011). *Presentation Zen: Simple ideas on presentation design and delivery.* 2nd edition. Berkeley, CA: New Riders.

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

Wheeler, D. W., Seagren, A. T., Becker, L. W., Kinley, E. R., Mlinek, D. D., & Robson, K. J. (2008). *The Academic Chair's Handbook.* 2nd edition. San Francisco, CA: Jossey-Bass.

David A Green, PhD | Director

Jacquelyn Miller, PhD | Associate Director for Faculty Professional Development

Megan M Otis, MA | Senior Administrative Assistant

Summer 2016

CENTER FOR FACULTY DEVELOPMENT | SEATTLE UNIVERSITY

Hunthausen 120, 901 12th Avenue, Seattle, WA 98122-1090, USA

Office +1 (206) 296-2144 | faculty-development@seattleu.edu | www.seattleu.edu/faculty-development