

## OVERVIEW

For CETL, 2010–11 was a tale of the unexpected. In Fall Quarter of 2010, CETL's founding director, Therese Huston, decided to step down to devote herself to her writing, formally leaving the university at the end of December, though returning to work on specific projects for CETL part-time to cover staff shortages. Since January 2011, David Green has been interim director, his full appointment to the role being delayed due to legal requirements as a non-US citizen.

The priority for CETL in this year of flux has been to maintain the core activities to support Seattle University faculty in their professional development, while scaling back the extent of those activities to maintain standards. In addition, CETL has launched some new initiatives since January 2011 to engage new audiences and widen the center's support for faculty: we have piloted a Community of Practice for department chairs and program directors, awarded stipends to faculty who worked with our peer consultants to embed deep approaches to learning in their course designs, experimented with a new format for campus-wide discussion on controversial educational topics, and conducted focus groups with junior faculty in preparation for introducing a mentoring scheme once CETL appoints a third faculty member (alongside the director and a future associate director) focused on faculty professional development. Given the difficulties with staffing in this year, we are pleased to have been able to accomplish so much.

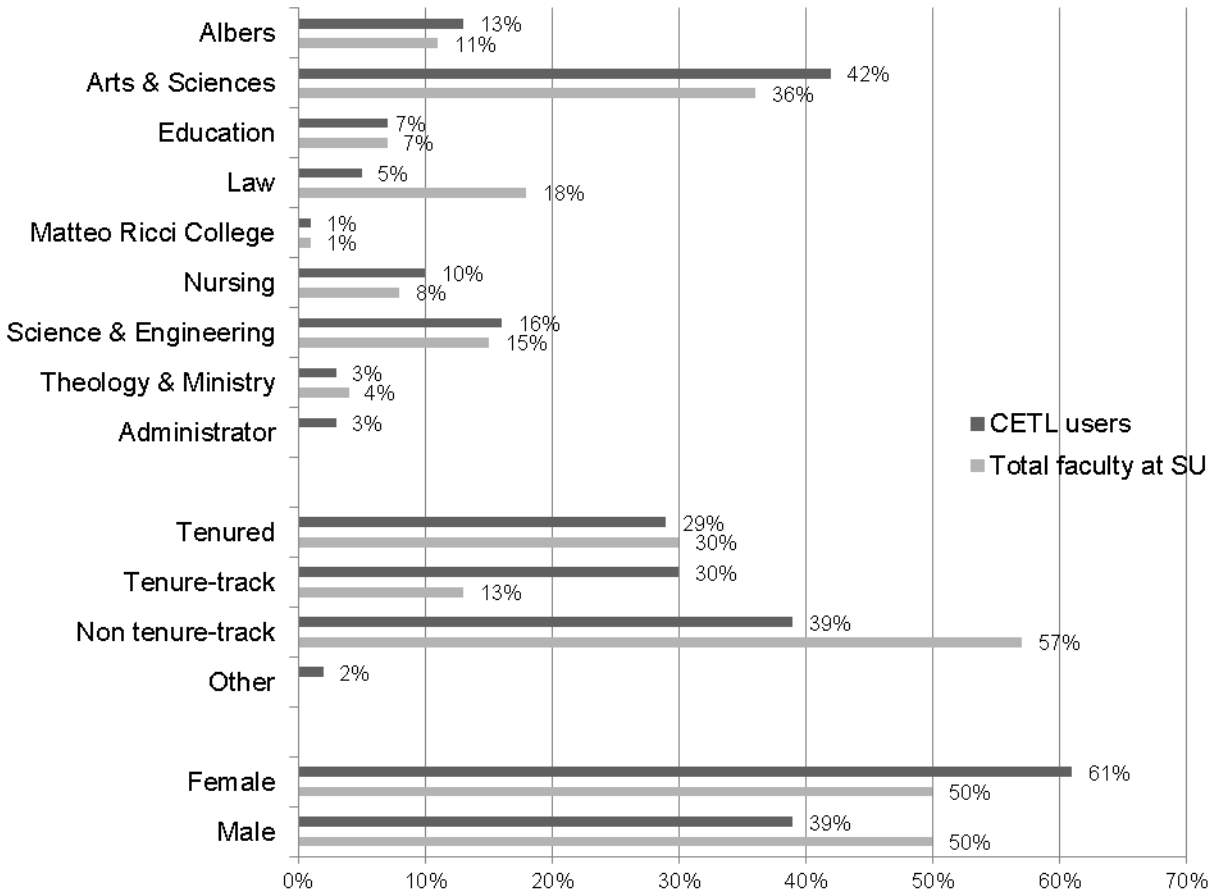
### About this report

In previous CETL Annual Reports, we have separated activities related to teaching support from promoting scholarship; this year, that delineation has proved unhelpful, as faculty increasingly see CETL as a resource that can aid them on a wider array of professional development topics than purely teaching and learning. We see this as a natural development, in line with the university's view of faculty as educator–scholars. In this way, CETL helps support the whole person through professional formation—mirroring the university's mission.

## WHOM DO WE SERVE?

In 2010-11, CETL worked with 216 faculty—almost a third of the university's 740 academics. Table 1 shows a breakdown of CETL users by college/school, rank, and gender, along with a breakdown for the entire faculty at Seattle University.

**Table 1. CETL users 2010-11 by school/college, rank, and gender vs. total faculty at Seattle University**



Three items are notable from these data: CETL worked with fewer faculty in the School of Law, fewer male faculty, and fewer non-tenure-track faculty than would be expected given the proportions of those faculty overall. Potential reasons include that colleagues in Law have their own center for professional development, male faculty are more reluctant to seek assistance than female faculty, and non-tenure-track faculty may be less aware that CETL’s services are available to them. Once CETL returns to normal staffing levels, we hope to make in-roads with these underserved groups.

**CROSS-DISCIPLINARY CONVERSATIONS**

**Workshops and Candid Conversations**

CETL’s workshops provide a key venue for interdisciplinary and scholarly discussions around Higher Education (HE), weaving current HE research with individuals’ practices and experiences, and generating new links across campus to strengthen SU’s academic community. In 2010–11, CETL organized 10 workshop sessions and 1 co-sponsored workshop, with 168 total attendees and 103 faculty served.

CETL also piloted a new format for faculty events in winter 2011: Candid Conversations. These are intended to be relaxed, late-afternoon discussions where faculty can share their views and experiences on topics that may be more controversial or “hot” at the time. These facilitated conversations have less emphasis on current research, more on exploring the topic in its Seattle University context, with gentle moderation from CETL.

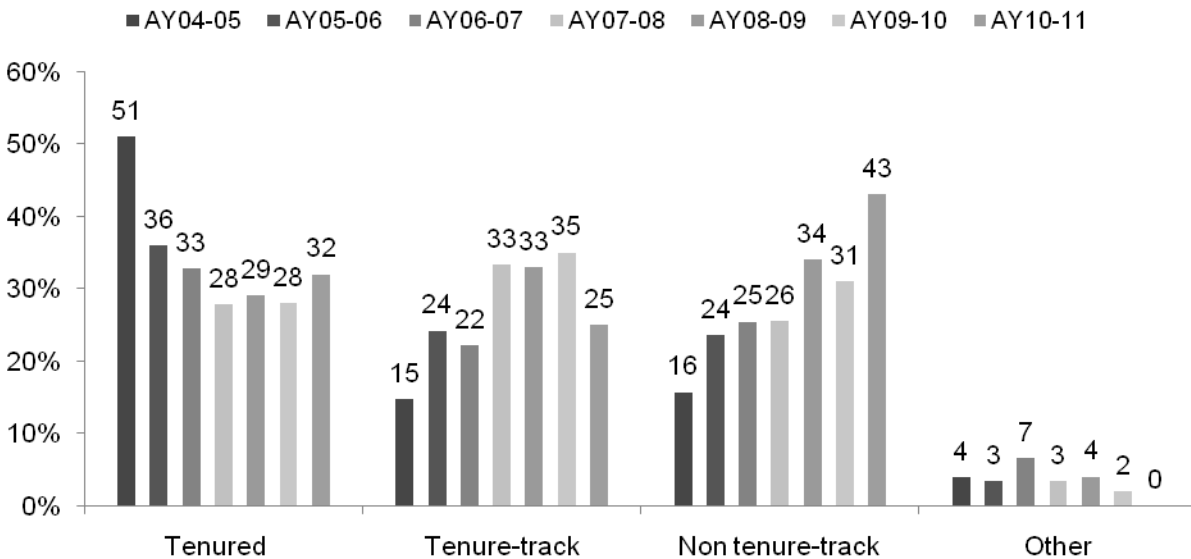
- Minimal Marking: Reducing the grading load while giving good feedback | Presented by John Bean (English Department, College of Arts and Sciences) and David Green | 2 sessions; 33 attendees
- Energizing long classes | Presented by Therese Huston and David Green | 2 sessions; 25 attendees
- “That’s so gay.” Responding to incendiary comments in the classroom | Presented by David Green | 2 sessions; 20 attendees
- A candid conversation on Grade Inflation | Facilitated by David Green | 1 session; 13 attendees
- “It’s in the syllabus—So why don’t they get it?” Universal Design for Learning | Presented by Carol Weaver (Adult Education, College of Education) | 2 sessions; 29 attendees
- Academic reflective writing: Practice connecting the mind to what matters? | Presented by Larry Nichols (Writing Center and English Department, College of Arts & Sciences) | 2 sessions; 19 attendees
- Writing, procrastination, and resistance: How to identify what’s holding you back and move through it (co-sponsored by the Associate Provost for Faculty Affairs and Albers School of Business and Economics) | Presented by Kerry Ann Rockquemore, National Center for Faculty Development and Diversity | 1 session; 42 attendees

### **Observations**

Our attempts to reach more non-tenure-track (NTT) faculty are bearing fruit: this group’s participation in workshops increased from 31% in 2009–10 to 43% in 2010–11. One key initiative here has been to build relations between our senior administrative assistant and the administrative assistants in departments, schools, and colleges. These individuals have the most up-to-date information on the NTT faculty working in their departments (sometimes only for one class a year) and they have been forwarding our announcements to their NTT colleagues at the start of each quarter. While we already use the university’s e-mail distribution lists for announcements, this individualized approach through departments is paying dividends and allows us to support a wider range of faculty on campus.

This year also saw a 10% decrease in tenure-track (TT) faculty attending CETL workshops. Reasons for this are unclear, though they could include any of the following: some TT faculty may view their own professional development as less important than their other work; the topics we offered this year were of less interest or value to TT colleagues; the New Faculty Institute may be more effective at supporting brand new TT colleagues; the increased research requirement for tenure (alongside the same high teaching expectations as were previously in place) may leave TT faculty overwhelmed.

**Table 2. Workshops: Percentage of faculty served by status**



In last year’s report, we suggested we could work with faculty presenters from Law or STM to boost our involvement with those schools. We have noted in the past that we invest more time preparing presenters who are unaccustomed to faculty audiences than we would spend preparing a workshops ourselves, so with this year’s changes in CETL staffing, we took a different approach. We drew on the expertise of seasoned faculty presenters, both non-CETL colleagues and an outside speaker. Once staffing returns to previous levels, we look forward to working with faculty presenters from “under-represented” colleges and schools.

**Chairs’ Community of Practice**

CETL has long wanted to support faculty who take on senior administrative roles in their colleges. In Spring Quarter 2011, we launched a monthly gathering of department and program chairs from across campus. Using the “Communities of Practice” model (Wenger, 1998), these informal gatherings provide a forum for faculty with leadership responsibilities to come together, share expertise and good practices, and help one another problem-solve. Topics for each session are chosen by the group members themselves, rather than working to any set program or training scheme. CETL’s interim director (who was a department chair for three years in the UK), facilitates these discussions and promotes the community of practice to colleagues in these roles across campus.

Feedback from the pilot gatherings in Spring Quarter has been very positive, and we will continue to run this Community of Practice on the first Friday of each month during 2011-12. The spring 2011 events had 8, 15, and 8 attendees respectively (the third session being a late addition to the schedule in response to requests from participants). Sixteen different programs or departments were represented over these three gatherings, with participants from all five colleges and schools that have a department chair system.

## Scholarship of Teaching and Learning Writing Retreat

CETL established the Scholarship of Teaching and Learning Writing Retreat in 2007 as a way to support faculty committed to taking a scholarly approach to their work in the classroom. To date, 32 faculty have participated in the retreat, and each year we receive a larger and stronger pool of applications (from 9 applications in 2007 to 17 applications in 2011).

CETL's fifth annual SoTL Writing Retreat was held from June 14–16, 2011. Of the 17 applicants, 10 faculty were selected in a highly competitive process based on the strength of their SoTL writing proposals.

The following cohort was selected for the 2010–11 academic year:

- PJ Alaimo | Chemistry, College of Science & Engineering
- Bonnie Bowie | College of Nursing
- Terri Clark | College of Nursing
- Mark Cohan | Sociology, College of Arts & Sciences
- Angelique Davis | Political Science, College of Arts & Sciences
- Rose Ernst | Political Science, College of Arts & Sciences
- Rick Malleus | Communication, College of Arts & Sciences
- Jen Sorensen | General Science, College of Science & Engineering
- Ian Suydam | Chemistry, College of Science & Engineering
- Danuta Wojnar | College of Nursing

John Bean, David Green, and Therese Huston facilitated the Retreat using the Action Learning Set model of small-group accountability to help attendees flesh out their manuscripts. The Retreat received very positive feedback, including the following comments:

“I believe I accomplished on this retreat what would take months to do in my usual environment.”

“I learned the incredible value of sharing my writing with colleagues even when it's only at the 10% level. Previously I thought that I would need to complete (and polish) the writing before letting other people see it.”

“Feedback from my colleagues in different disciplines than mine was useful. Their insights into the clarity of my writing and research design were invaluable.”

In fall 2011, we intend to run a workshop that helps faculty hone their SoTL Writing Retreat proposals in preparation for the next application process in winter 2012.

## Faculty Writing Clubs

In Fall Quarter 2010 and Spring Quarter 2011, CETL continued to collaborate with the Office of Research Services and Sponsored Projects (ORSSP) to establish several faculty writing clubs. CETL presented research on the effectiveness of writing clubs over other forms of research accountability and organized

faculty into 7 interdisciplinary groups; ORSSP provided gift vouchers so that clubs could hold their first meeting at a local café. The writing clubs meet as regularly as they choose to (in most cases fortnightly), setting scholarship goals and holding one another accountable to those goals.

**New Faculty Institute (NFI)**

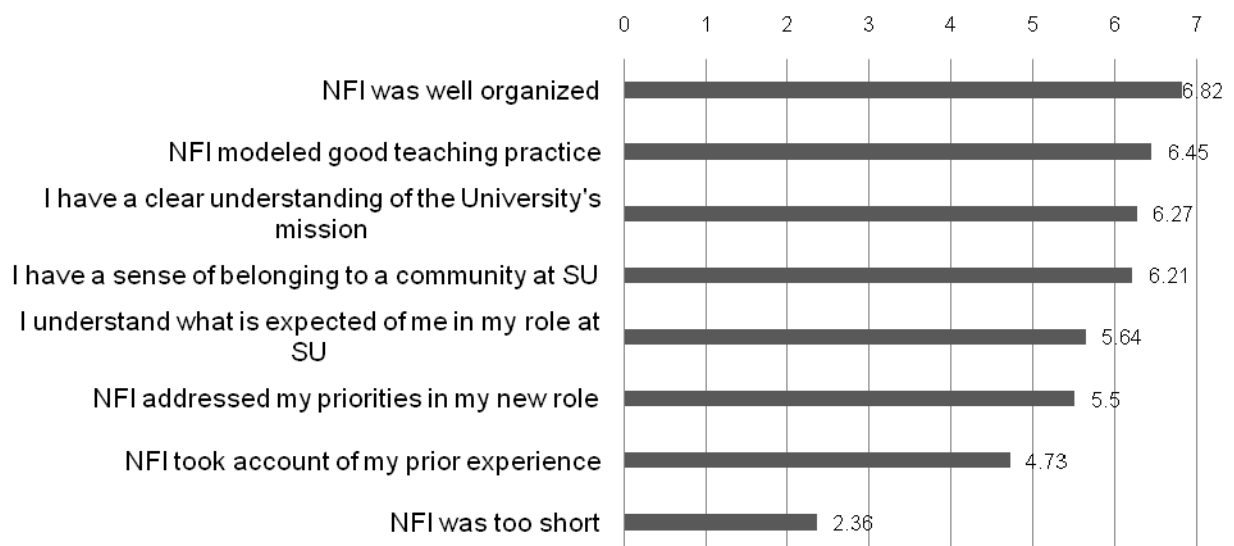
CETL successfully directed its fourth New Faculty Institute in September 2010. The 3-day event had 39 participants. New faculty were able to network with colleagues from across the campus, including the President and Provost, as well as undergraduate and graduate students. NFI also included 3 break-out sessions designed to accommodate different levels of experience in higher education. CETL and the NFI Planning Team coordinated 47 presenters (31 faculty and 16 students) for the 3-day event.

The Provost’s Office laid out the following goals for NFI in 2010:

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, research/scholarship, and service.
4. To model effective teaching practices.
5. To explain University-level expectations around rank and tenure for tenure-track NFI participants (in a follow-up afternoon session).

At the end of the 3-day event in September, 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 listed in Table 3.

**Table 3: NFI 2010 feedback**



CETL also coordinated 4 of the 6 follow-up sessions during the academic year. Three enabled small interdisciplinary peer groups to discuss their professional priorities (whether around teaching and learning or scholarship), and one comprised a panel of former University Rank and Tenure Committee members answering new faculty questions on the tenure process at university level. Two further sessions, organized by the Vice-President for Mission and Ministry, focused on embedding the mission in one's faculty work.

### **Observations**

Late in the planning phase, it was decided that NFI should be opened up to any adjunct faculty who would be teaching at least 35 work units in 2010–11. Invitations went out to this group very late (second half of August) meaning that it was too short-notice for many of these faculty to reschedule their calendars for an event over three days after Labor Day. We have set up a process where we track the individuals who were unable to attend and then invite them the following year if they continue teaching a full-time workload at SU. Adjunct faculty contracts are finalized by August 15 each year, so we are poised to send out a further batch of invitations in mid-August 2011.

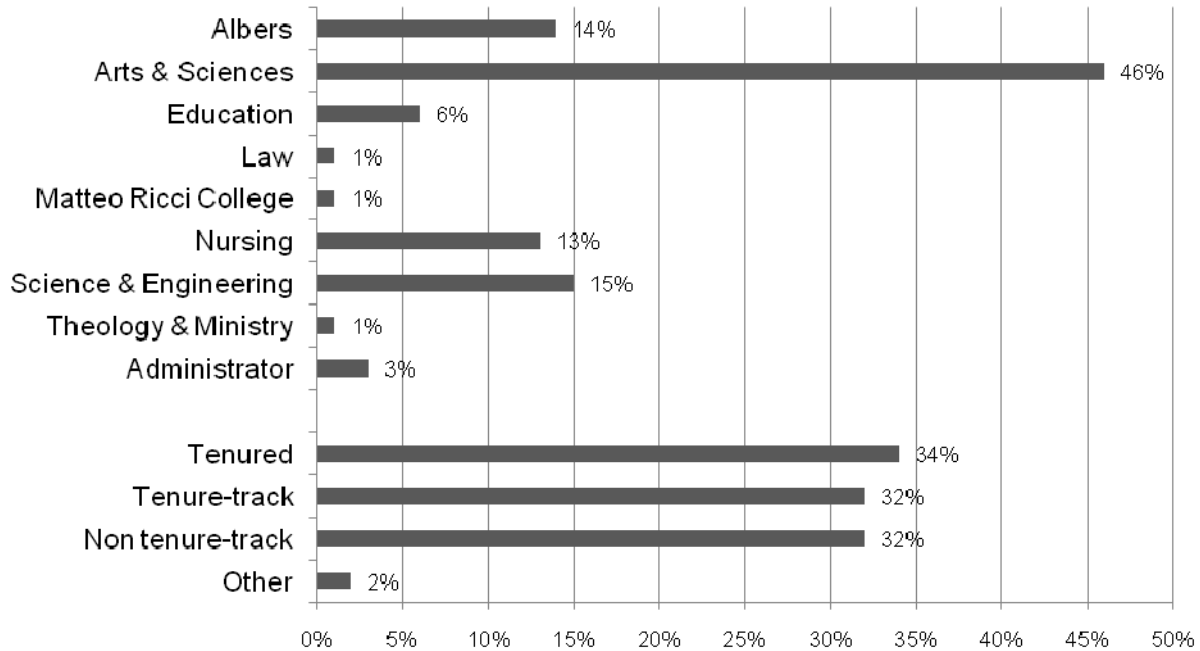
For the first time since CETL began running NFI, attendance at follow-up sessions was extremely low this year, even at the session on University Rank and Tenure, which is clearly designed to address faculty needs. In Spring Quarter, we sent an extra survey to the new faculty to gather feedback on these follow-up sessions. Following this feedback, the Provost's Office has agreed to our suggestion that we reduce the number of sessions to two (one on the university's mission and one on rank and tenure) and that both sessions take place in the fall so that it is easier for new faculty members' schedules to fit around these sessions.

## **ONE-ON-ONE CONVERSATIONS**

### **Consultations**

Providing meaningful and useful consultation on faculty-driven issues continues to be one of CETL's top priorities. During 2010–11, Therese Huston, David Green, and Sven Arvidson (Senior Faculty Fellow) provided 103 consultations (including 4 to groups), to 80 faculty members, averaging 2.23 hours per individual or team. In addition, CETL's 7 peer consultants provided consultations to 17 individual faculty members, averaging 2.13 hours per individual.

**Table 4. CETL consultations 2010-11, organized by college/school and by rank**



**Peer Consulting Program**

CETL's Peer Consulting Program is designed to support quality teaching on campus by creating more opportunities for constructive and formative dialogues about teaching through one-on-one consultations with trained peer consultants from across the university. The following faculty continued as CETL's 2010-11 peer consultants:

- John Carter | Mathematics, college of science & engineering
- Michelle DuBois | Biology, college of science & engineering
- Theresa Earenfight | History, college of arts & sciences
- Nirmala Gnanapragasam | Civil and Environmental Engineering, college of science & engineering
- Lyn Gualtieri | General Science, college of science & engineering
- John McLean | Management, albers school of business & economics
- Heath Spencer | History, college of arts & sciences

As with all professions, continuing professional development is essential, so the consultants gathered once per quarter to discuss their consulting experiences and discover more from the research on teaching and learning. Following a discussion on “deep and surface approaches to learning” (based on a reading from Ramsden, 2003), the peer consultants ran the Deep Approaches to Learning scheme explained below.



### Deep Approaches to Learning scheme

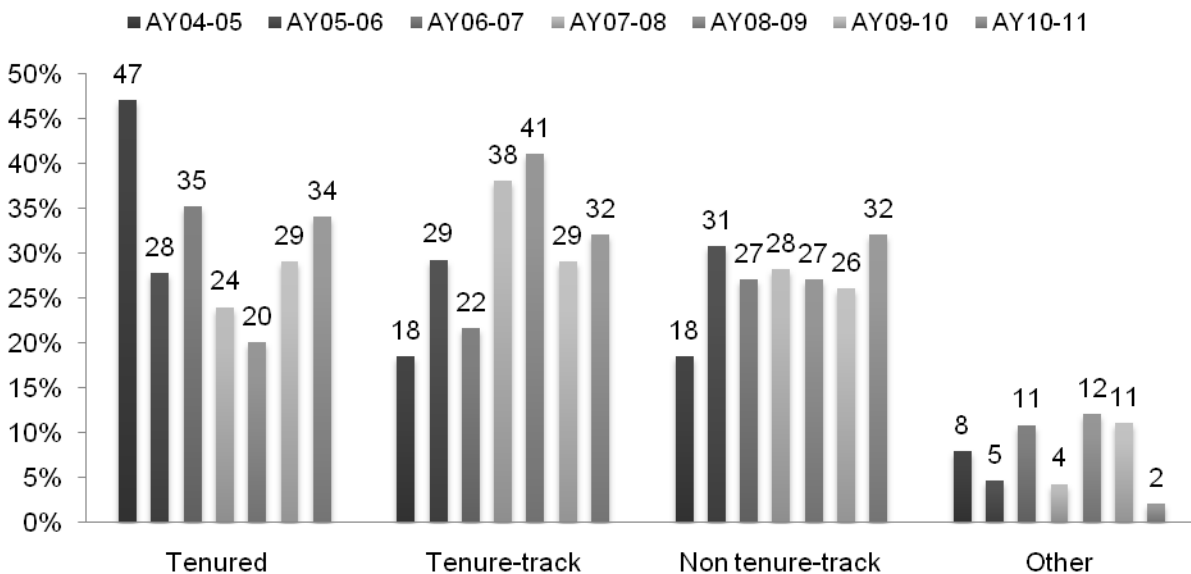
In spring and summer 2011, CETL’s peer consultants offered targeted consultations specifically on the topic of promoting a deep approach to learning among students through course design strategies. Consultants met with faculty to review their current course design and to prioritize a few small-scale changes that should enhance student learning by (a) reducing the likelihood that students might be rewarded for taking a surface approach (for instance through assignments that reward regurgitation of information), and (b) maximizing chances that students adopt a deep approach to learning (for example through assignments that require students to make sense of the material for themselves). Faculty participating in the scheme received a small stipend from CETL on production of a revised syllabus for their course.

### Observations

Despite the reduction in CETL staffing from January 2011, the number of consultations in 2010-11 is close to that in the previous year. One specific change from 2009-10, though, is that the average length of time spent with a consultee has reduced from 4.37 hours to 2.23 hours. In part, this is because one interdisciplinary group studying the scholarship of teaching and learning rarely met in 2010-11. Another cause is that where faculty requested course evaluation analyses, the interim director—under advice from CETL’s strategic planning group—introduced a policy limiting the number of courses that could be analyzed per person. Similarly, he has had to turn down requests to visit classes, run small-group institutional diagnoses, or fulfill individual research requests on aspects of teaching, learning, and faculty development.

Table 5 shows the distribution of consultees by rank since CETL’s inception in 2004. In 2010-11, consultations have settled at around an equal split between tenured, tenure-track, and non-tenure-track faculty.

**Table 5. CETL consultations: Percentage of faculty served by status, 2004-11**



## **FACULTY PROFESSIONAL DEVELOPMENT**

### **Focus Groups on Faculty Mentoring Needs**

CETL has been keen to support the mentoring of junior faculty on campus and has made regular attempts in the last four years to recruit a colleague to work on faculty professional development. In anticipation that this position may soon become available, the interim director asked Therese Huston to run focus groups with junior faculty on their mentoring needs. The idea was that, alongside research on best practices in mentoring schemes, we could add our own data to reflect the local context and lead us to make proposals that will work for colleagues at Seattle University.

In spring 2011, a total of 28 junior faculty participated in this process. Everyone completed a two-part written survey, and most faculty participated in one of the three focus-group discussions that were held over lunch. (Of those 28 faculty, one individual had already earned tenure after a shorter-than-usual period as an assistant professor; a further two individuals did not indicate their tenure status. As a result, we omitted responses from these three colleagues from our quantitative data set, leaving us with 25 faculty members (19 tenure-track, 6 full-time non-tenure track).

This study has given us ideas on the kinds of mentoring junior faculty would find most beneficial, the kinds of mentoring structures they envisage working most effectively, and the types of support needed for the mentors themselves.

## **CETL'S INTERNAL CHANGES**

### **Staffing**

As mentioned in the introduction, Therese Huston, CETL's founding director, stepped down from her position at the end of 2010 after 6 years in the role. In that time, Therese built CETL into a well-respected center on campus, known for supporting faculty with scholarly, humane, professional advice and resources. She also helped raise the profile of Seattle University on a national and international level through numerous publications (including her widely praised *Teaching What You Don't Know*, through Harvard University Press [2009]), conference presentations, and a leading role in the national organization for faculty developers. We are lucky that Therese agreed to return to CETL as a faculty development consultant working on specific projects for us.

From January to June 2011, CETL has been operating with one full-time faculty developer, rather than the usual two. We look forward to returning to full staffing in 2011–12.

### **Strategic Planning**

Given CETL's reduced staffing, a key role for its strategic planning group has been to help the interim director prioritize CETL work by devising a range of criteria for assessing the relative value of each CETL

project or activity. The group also helped craft CETL's budget proposal for a new Associate Director for Faculty Professional Development. Members of the group in 2010–11 were:

- Peter J Alaimo | Chemistry, college of science and engineering
- Joyce Allen | University Registrar
- Sven Arvidson | Philosophy and Liberal Studies, college of arts & sciences
- Amy Eva | Teacher Education, college of education
- Holly Slay | Management, albers school of business & economics
- Christina Roberts | English, college of arts & sciences

### **New Faculty Development Position**

CETL's call for applications for a part-time position (10 work units) supporting Faculty Professional Development early in the year was unsuccessful. Interested candidates expressed reservations that the role would demand more of their time than the allocated work units, and in the end, we received no applications for the position.

Assisted by the strategic planning group, CETL crafted a new budget request for a new associate director to fulfill this important role. As with many budget requests in the current economy, the position did not receive the green light to advertise. We intend to submit another request in 2011–12 to launch this important role.

### **Database**

One of CETL's priorities since fall 2008 has been to develop an internal, confidential, and relational database to track faculty who use CETL throughout the year for workshops, consultations, and programs. In the summer of 2010, a working database was completed, and CETL began actively using the database to manage faculty data in fall 2010.

As we entered real data into the database, we discovered areas in which it was less functional. Although it was recording all of the basic information we needed (events, clients, facilitators), we found that it was less efficient to use; it was not good at recording CETL's work with groups of faculty; and it was not easy to extract information from it in report format. In an effort to improve the capabilities and usability of the database, CETL began working with an outside database consultant in December 2010. The consultant redesigned much of the "back end" code and structure of the database, and by June 2011, we saw major improvements to both the usability and data gathering abilities of the database.

## **PROMOTING SCHOLARSHIP**

### **Impact on higher education practices nationally and internationally**

CETL helps raise the profile of Seattle University by contributing to both national and international dialogue on teaching and learning and faculty development practices through presentations at conferences, publications, and professional service.

## Publications

DAVID GREEN

Green, D.A. (2011). Constructive re-alignment? UK educational development from the outside. *Educational Developments* 12(1), 14–16.

Green, D.A., & Little, D. (2011). Academic development on the margins. *Studies in Higher Education*. DOI:10.1080/03075079.2011.583640

Popovic, C., & Green, D.A. (Forthcoming). *Understanding undergraduates: Challenging preconceptions of student performance*. New York: Routledge.

Ruppert, B., & Green, D.A. (Forthcoming). Practicing what we teach: Credibility and alignment in the business communication classroom. *Business Communication Quarterly*.

THERESE HUSTON

Hughes, B., Huston, T., & Stein, J. (2011). Using case studies to help faculty navigate emotionally charged classroom moments. *College Teaching*, 59(1), 7–12.

## Conference presentations

DAVID GREEN

Green, D.A., & Little, D. (2010, November). *Life on the margins: Fruitful territory for faculty developers?* Workshop presented at the 35th Annual Conference of the Professional and Organizational Development Network in Higher Education: Gateways to new directions. St. Louis, MO.

Popovic, C., & Green, D.A. (2010, November). *Out of the rut: Dispelling faculty preconceptions of their students*. Workshop presented at the 35th Annual Conference of the Professional and Organizational Development Network in Higher Education: Gateways to new directions. St. Louis, MO.

THERESE HUSTON

Cohen, M., Huston, T., Jacobson, W., Little, D., & Mullinix, B. (2010, November). *Beyond our gates: Preparing for emerging trends in higher education*. Anchor session presented at the 35th Annual Conference of the Professional and Organizational Development Network in Higher Education: Gateways to new directions. St. Louis, MO.

Huston, T. (2010, November). *I'm teaching WHAT? Strategies for teaching unfamiliar material*. Workshop presented at the 35th Annual Conference of the Professional and Organizational Development Network in Higher Education: Gateways to new directions. St. Louis, MO.

## Invited presentations

DAVID GREEN

Green, D.A. (2010, November). *Constructive re-alignment? UK educational development from the outside*. Keynote address at the 15th Annual Conference of the UK Staff and Educational Development Association: Developing ourselves—A conference for educational developers, by educational developers. Chester, UK.

- Green, D.A. (2010, November). *Managing incivility in the classroom: Supporting millennial learners*. Invited presentation for *Roehampton University*, London, UK.
- Green, D.A. (2010, November). *Millennial learners and their impact on the classroom*. Invited presentation for *Birmingham City University*, Birmingham, UK.
- Popovic, C., & Green, D.A. (2010, July). *How well do we know our students? An international research project*. Presented (via video) at the third *Birmingham City University Learning and Teaching in Higher Education conference: Engaged and employed*. Birmingham, UK.

THERESE HUSTON

Huston, T. (2010, August). Brilliant and sometimes befuddled: Teaching on the edge of your expertise and inspiring lifelong learners. Faculty forum at *University of Tulsa*, Tulsa, OK.

### **Professional service**

DAVID GREEN

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

Peer reviewer | *Higher Education Research and Development; International Journal for Academic Development; Studies in Higher Education; To Improve the Academy*

Conference submission reviewer | Annual conference of the Professional and Organizational Development Network in Higher Education

THERESE HUSTON

Committee member | Core Committee (Board of Directors), Professional and Organizational Development Network in Higher Education (2009–2012)

Chair | Professional Development Committee, Professional and Organizational Development Network in Higher Education (2010-11).