

ANNUAL REPORT 2017–18

EXECUTIVE SUMMARY

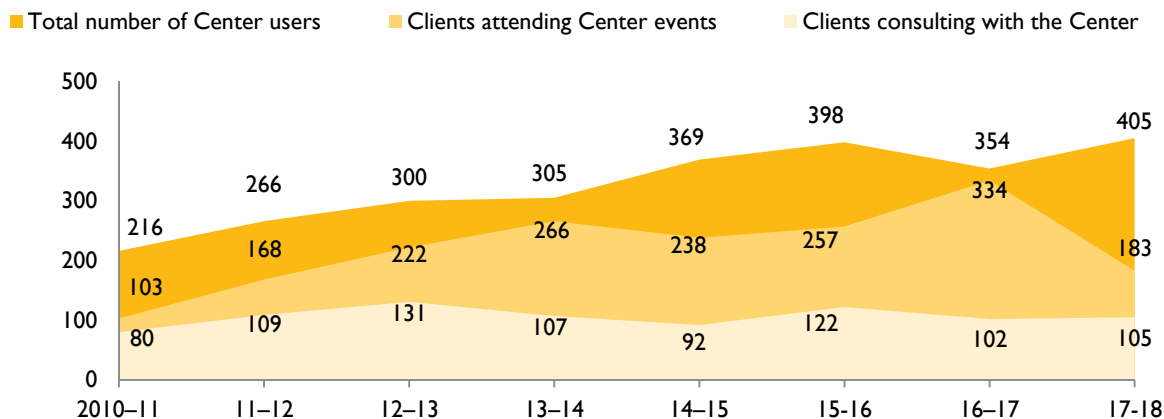
The Center for Faculty Development takes a scholarly and interdisciplinary approach to promoting the professional formation of ALL Seattle University faculty as “whole people,” mirroring the university’s mission. We focus on the three broad areas of faculty members’ lives as academics: (1) learning and teaching, (2) research practice, and (3) professional development.

Staffed by academics who themselves model academic practices through their own teaching, scholarship, and academic leadership, the Center supports faculty members at all stages of their careers, enabling them to tailor their professional development to their own contexts and priorities.

The Center is strongly connected to the national and international academic discipline of educational development through the POD Network (USA), the International Consortium for Educational Development, and the International Society for the Scholarship of Teaching and Learning. We have raised Seattle University’s profile in these settings through our scholarly publications and presentations.

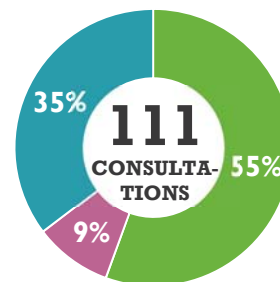
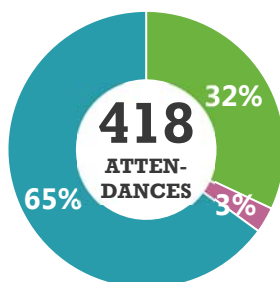
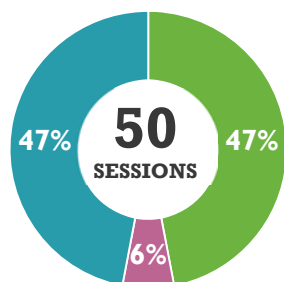
Following national standards, our work with faculty is **voluntary, formative, and confidential**.

CENTER USERS 2010–18

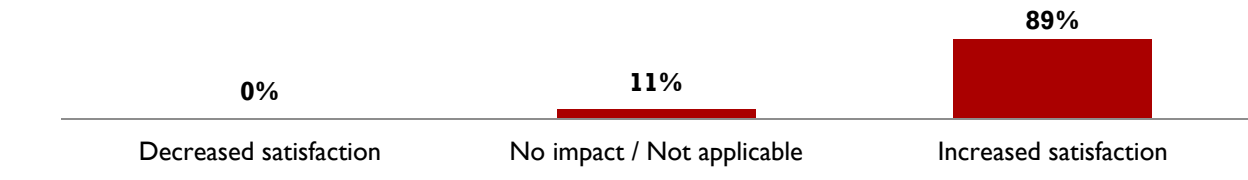


2017/18 CENTER ACTIVITY AMONG ITS THREE BROAD AREAS

■ Learning and teaching ■ Research practice ■ Professional development

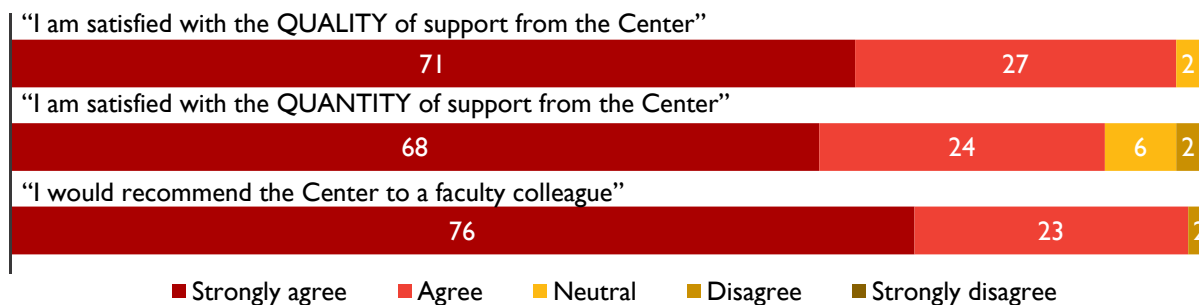


2017/18 IMPACT ON SATISFACTION AS A FACULTY MEMBER OR ACADEMIC LEADER AT SEATTLE UNIVERSITY



END-OF-YEAR EVALUATIONS: QUANTITATIVE

Faculty responses to global questions about the Center’s work (%)



END-OF-YEAR EVALUATIONS: QUALITATIVE

“Invaluable resource.”
 “I felt both affirmed in several approaches I have been using and inspired to try new ones.”
 “Learned how to have difficult conversations.”
 “I am extremely grateful for the support and concrete help I have gotten from the Center for Faculty Development.”

2017–18 EVENT FLYERS

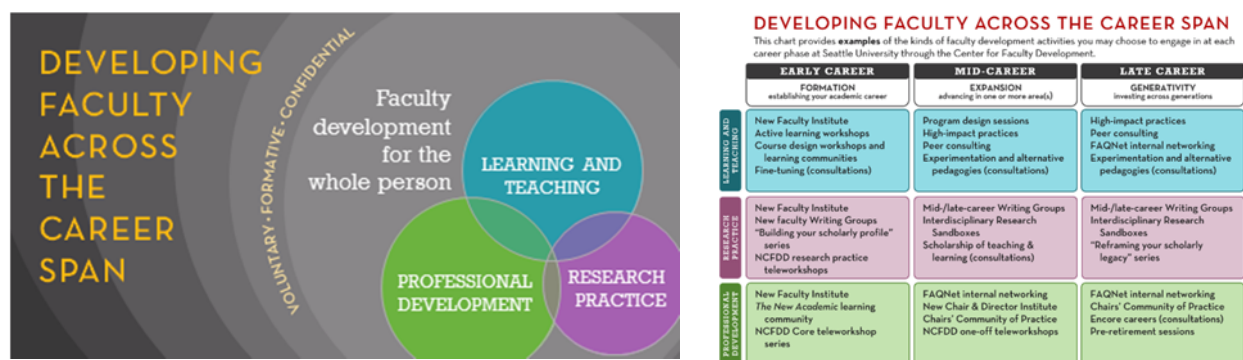


OUR PURVIEW

In line with Seattle University's mission, considering our faculty as "whole people" is essential if we are to act as role models for our students. The Center for Faculty Development therefore focuses on the three broad areas of faculty members' lives as "whole" academics: learning and teaching, research practice, and professional development.

Faculty can access information on our website according to their career stage, finding events and activities that are specifically targeted to their professional development needs in each of our three areas of activity. Figure 1 is adapted from a flyer we have been giving to all new faculty since Fall 2015. Some deans are also using this flyer during interviews with candidates for faculty positions.

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.

THIS REPORT

This annual report provides an overview of the work of the Center for Faculty Development (also known by its original acronym, CETL – Center for Excellence in Teaching and Learning), over the 2017–18 academic year. In comparison with previous years, it is highly truncated due to our reduced administrative support from the end of the previous academic year. For example, we do not offer our reflections at the end of each section. We are, though, happy to discuss these in person.

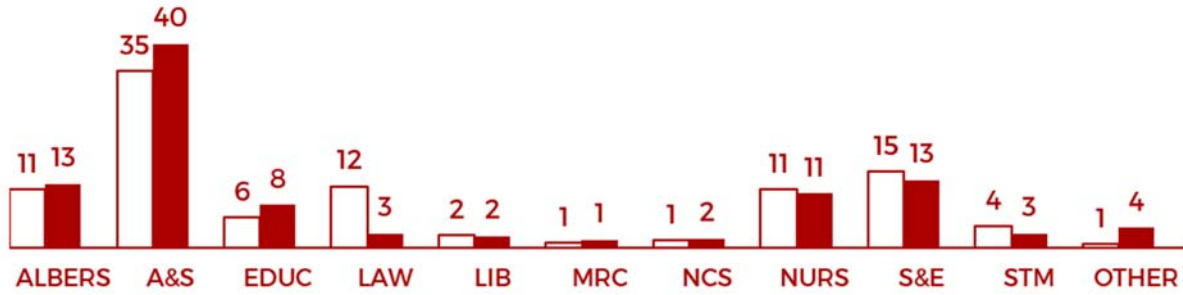
Details about our events and programs are divided into the three areas of our purview. Elsewhere (for example, consultations), they are grouped by the kinds of activity involved. At the end of the report, we discuss the Center's internal changes and its external profile.

WHO WORKS WITH US?

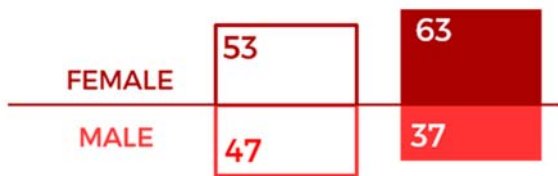
Figure 2. CETL's faculty users 2017-18 compared to total faculty at Seattle University

OUTLINE % total SU faculty
SOLID % CETL users

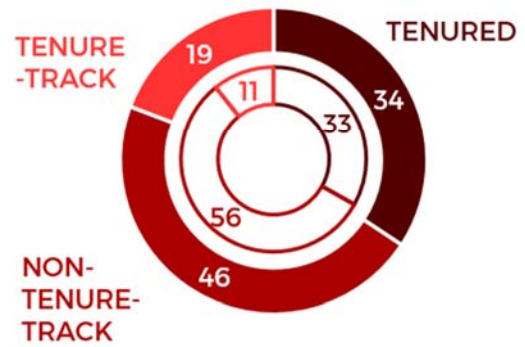
% BY COLLEGE/SCHOOL



% BY GENDER



% BY RANK



% BY WORKLOAD

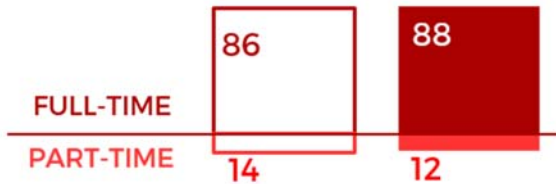
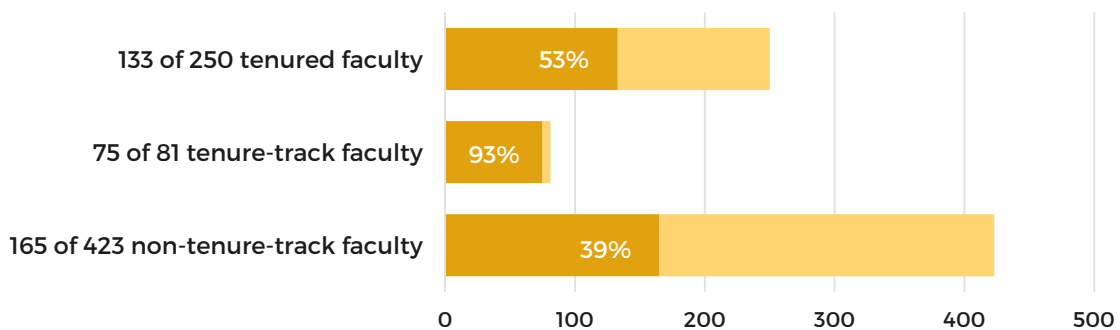


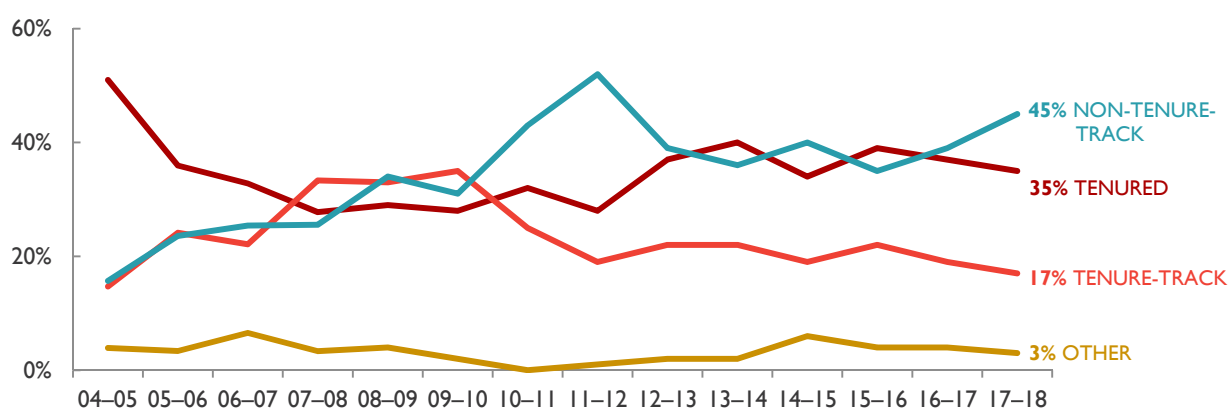
Figure 3. Percentage of CETL users from each faculty rank (indicated in darker shade). Another 32 center users are retired faculty, administrators, or staff members.



In 2017–18, CETL worked with 405 individuals, 373 of whom were faculty and librarians; these individuals comprise 49% of the university’s 754 faculty and librarians. Figure 2 shows a percentage breakdown of the Center’s faculty users by college/school, rank, gender, and workload for 2017–18 (solid) compared with the percentage breakdown for the entire faculty at Seattle University (outlined), while Figure 3 shows the percentage of faculty we worked with at each rank. Librarians are included among the non-tenure-track faculty throughout. SU global data were provided by Institutional Research from its fall 2017 census.

While the above information relates to *all* work with the Center, 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 2017–18



SESSION FORMATS AND TOPIC SELECTION

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. We also collaborate with other centers, institutes, and offices on campus on an ad hoc basis.

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). We also intentionally offer events that appeal to faculty at different career stages.

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 provided in the “Services” section of our website.

PROGRAMS AND EVENTS: 2017–18 OVERVIEW

Table 1. All programs and events (abridged titles), 2017–18. Number of sessions in parentheses if more than one.

	LEARNING AND TEACHING	RESEARCH PRACTICE	PROFESSIONAL DEVELOPMENT
Workshops	Ignatian Pedagogy Series: Active learning (3) Ignatian Pedagogy Series: Reflective practice (3) Less grading, deeper learning: A win-win through course design (2) Bias in the classroom (2) The pedagogical power of active listening (2) The joy of failure: Turning a misstep into an opportunity for the classroom (2)	The “personal intellectual project”	Fulbright Scholar Program: Information session for faculty and staff Communication and conflict resolution
Candid conversations, panels, roundtable discussions, and research sandboxes	To care or to care too much? What is the right zone of care for students?		Pinnacle of the profession: Scaling the heights to full professor Putting yourself on the map: Fulbright awards for international research or teaching
Faculty Writing Groups, Faculty Learning Communities, and reading groups	Brookfield & Preskill (2016). <i>The Discussion Book</i> (4) Bain (2004). <i>What the Best College Teachers Do</i> (4)	Faculty Writing Groups launch	Berg & Seeberg (2016). <i>The Slow Professor: Challenging the Culture of Speed in the Academy</i> (2) Bridges, with Bridges (2010). <i>The Prudent Professor: Planning and saving for a worry-free retirement from academe</i> (4) Debowski (2012). <i>The New Academic</i> (4)
NCFDD webinars	—	—	The art of saying “no”
Communities of Practice	—	—	Chairs' Community of Practice (6)
Institutes	New Faculty Institute (NFI)	New Faculty Institute	New Faculty Institute
University events	NFI panel on Mission		NFI panel on Rank & Tenure NFI non-tenure-track panel

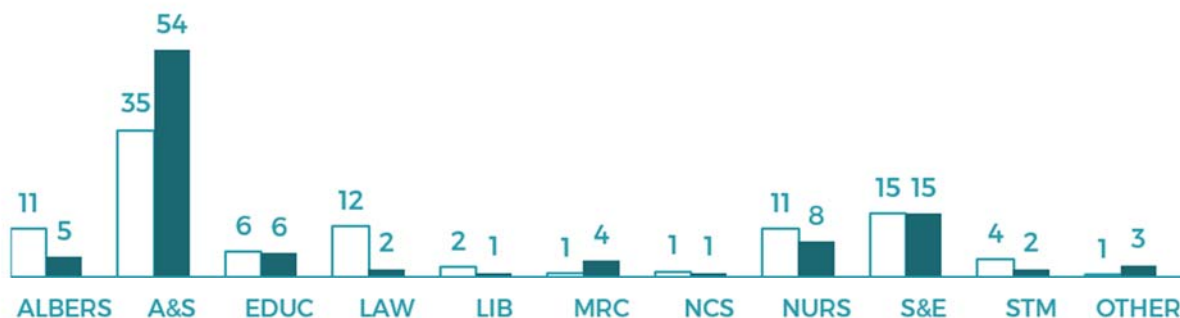
As Table 1 indicates, the Center ran 28 events and programs in 2017-18. Eight of those programs met on multiple occasions, leading to a final total of 50 sessions being run for faculty during the academic year.

LEARNING AND TEACHING

Figure 5.
2017–18 Learning and Teaching

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

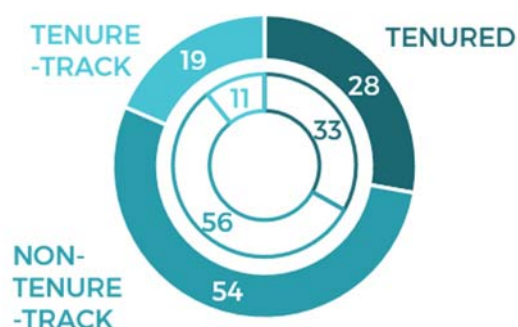
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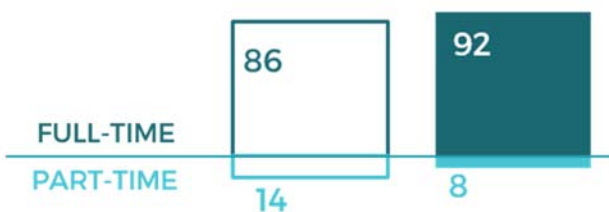
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TOPICS AND PARTICIPANTS

In 2017–18, we organized 23 learning and teaching sessions (excluding NFI) with 244 total attendees.

WORKSHOPS

- Ignatian Pedagogy Series: Active learning (co-sponsored with the Center for Jesuit Education) | Facilitated by David Green, Jen Tilghman-Havens (Center for Jesuit Education), Jenny Loertscher (Chemistry), Catherine Punsalan-Manlimos (Institute for Catholic Thought & Culture), Katherine Raichle | 3 sessions; 46 attendees; 17 individual faculty served
- Ignatian Pedagogy Series: Reflective practice (co-sponsored with the Center for Jesuit Education) | Facilitated by David Green, Jen Tilghman-Havens (CJE), Jen Schulz (Interdisciplinary Liberal Studies), Catherine Punsalan-Manlimos (ICTC), Katherine Raichle | 3 sessions; 56 attendees; 20 individual faculty served

- Less grading, deeper learning: A win-win through course design | Facilitated by Katherine Raichle | 2 sessions; 20 individual faculty served
- Bias in the classroom | Workshops for specific departments | Facilitated by David Green | 2 sessions; 26 individual faculty served
- The pedagogical power of active listening | Facilitated by Katherine Raichle | 2 sessions; 15 individual faculty served
- The joy of failure: Turning a misstep into an opportunity for the classroom | Facilitated by Katherine Raichle | 2 sessions; 12 individual faculty served

PANEL DISCUSSION

- To care or to care too much? What is the right zone of care for students? | Co-sponsored by the Consortium for Interdisciplinary Scholars | Facilitated by David Green | 1 session; 20 faculty served

FACULTY LEARNING COMMUNITIES

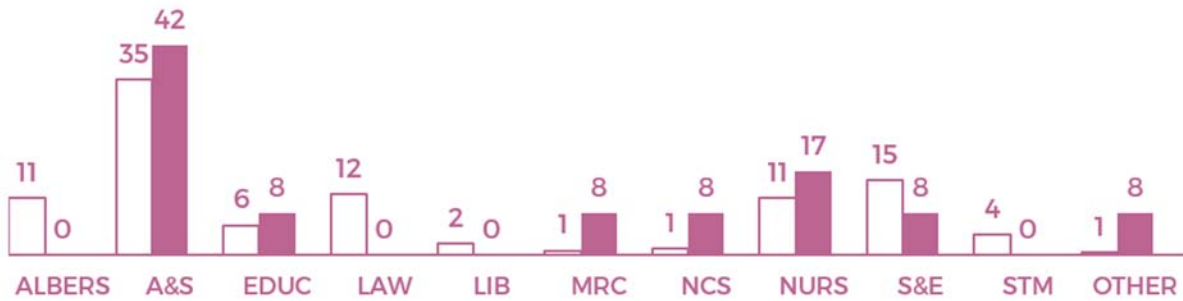
- Brookfield, S. D., & Preskill, S. (2016). *The discussion book: 50 great ways to get people talking* (Co-sponsored with the Center for Digital Learning and Innovation) | Facilitated by Jamie Jacobsen (CDLI) | 1 group; 4 sessions; 28 attendees; 9 individual faculty served
- Bain, K. (2004). *What the best college teachers do* | Facilitated by Katherine Raichle | 3 sessions; 21 attendees; 8 individual faculty served

RESEARCH PRACTICE

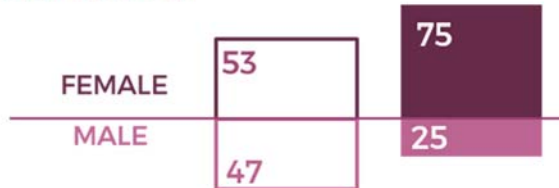
Figure 6.
2017–18 Research Practice

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

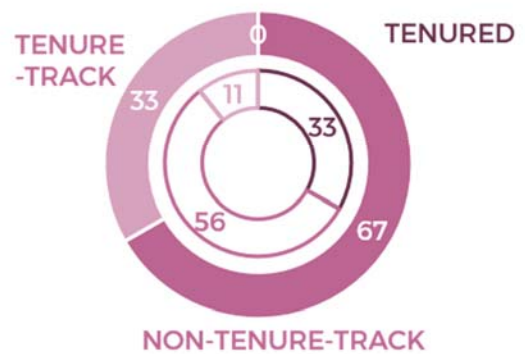
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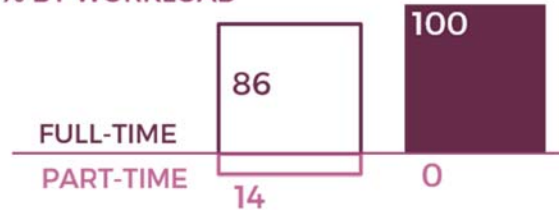
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TOPICS AND PARTICIPANTS

In 2017–18, we organized 2 research practice sessions (excluding NFI) with 13 total attendances.

WORKSHOPS & PANEL DISCUSSIONS

- The “Personal intellectual project:” Capturing, focusing, (re)inventing your scholarly agenda | Facilitated by David Green | 1 workshop session; 9 faculty served

FACULTY WRITING GROUPS

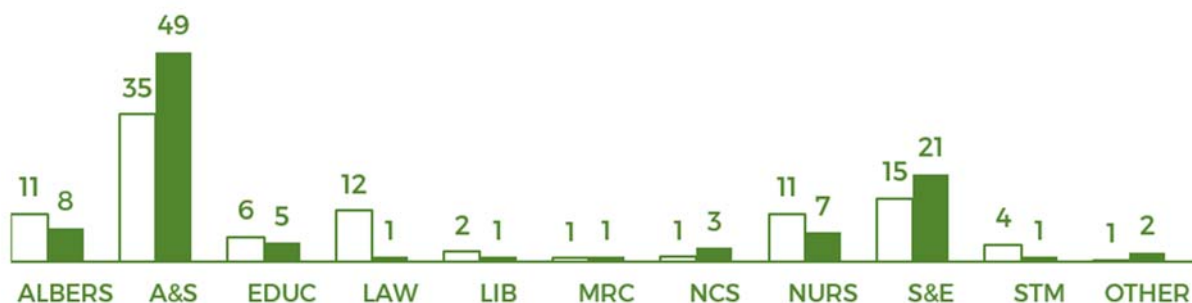
- Organization and launch event (co-sponsored with the Office of Sponsored Projects) | Facilitated by David Green | 1 session; 4 participants

PROFESSIONAL DEVELOPMENT

Figure 7.
2017–18 Professional Development

OUTLINE % total SU faculty
SOLID % CETL users for Professional Development

% BY COLLEGE/SCHOOL



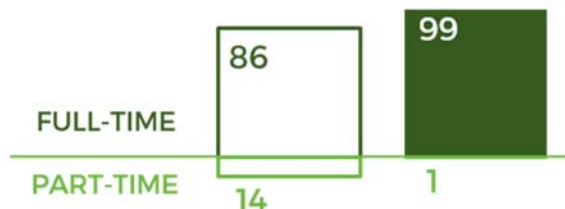
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In 2017–18, we organized 21 professional development sessions (excluding NFI) with 122 total attendees. As this aspect of our purview is more varied than the others, we present it here under chair programs, internal open programs, and external open programs. Figure 7 provides a full breakdown of attendances at our Professional Development events by college/school, gender, rank, and workload, while Figure 8 provides the same breakdown for subscribers to the National Center for Faculty Development and Diversity, for which the center pays institutional membership.

CHAIR PROGRAMS

COMMUNITIES OF PRACTICE

- Chairs' Community of Practice | Facilitated by David Green and/or Jacquelyn Miller | 6 sessions; 46 total attendees; 16 different faculty served

- Group members choose the topic for each gathering of department chairs and program directors with personnel responsibilities. Topics in 2017–18 included orienting new faculty and staff, student retention and recruitment, and program marketing.

WORKSHOPS

- Communication and conflict resolution | Facilitated by Lee Holmer | 1 session; 7 individual participants served

OPEN PROGRAMS (INTERNAL)

WORKSHOPS

- Fulbright Scholar Program: Information session for faculty and staff | Facilitated by Athena Fullay | 1 session; 9 individual participants served

PANEL DISCUSSIONS

- Pinnacle of the profession: Scaling the heights to full professor | Facilitated by Jacquelyn Miller | 1 session; 15 individual faculty served
- Putting yourself on the map: Fulbright awards for international research or teaching | Facilitated by Jacquelyn Miller | 1 session; 11 individual faculty served

FACULTY LEARNING COMMUNITIES

- Berg, M., & Seeberg, B. K. (2016). *The slow professor: Challenging the culture of speed in the academy* | Facilitated by Jacquelyn Miller | 2 sessions; 9 attendees; 5 individual faculty served
- Bridges, E. M., with Bridges, B. D. (2010). *The prudent professor: Planning and saving for a worry-free retirement from academe* | 4 sessions; 17 attendees; 5 individual faculty served
- Debowski, S. (2012). *The new academic: A strategic handbook* | Facilitated by Jacquelyn Miller | 4 sessions; 15 attendees; 5 individual faculty served.

OPEN PROGRAMS (EXTERNAL)

NCFDD INSTITUTIONAL MEMBERSHIP

- National Center for Faculty Development and Diversity (NCFDD) | 287 faculty served
CETL continued to fund institutional NCFDD membership in its entirety in 2017–18. 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.

NCFDD WEBINARS

- The art of saying “no” | Facilitated by Jacquelyn Miller | 1 session; 4 individual participants served

Figure 8.
2017-18 NCFDD membership



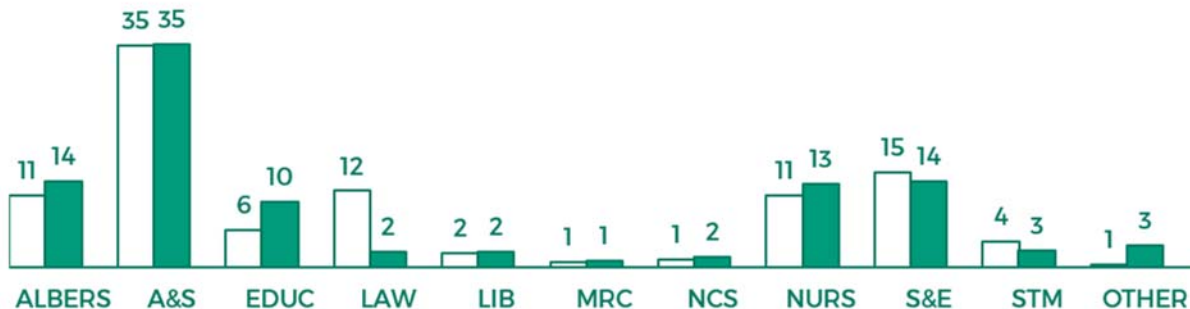
OUTLINE

% total SU faculty

SOLID

% NCFDD members

% BY COLLEGE/SCHOOL



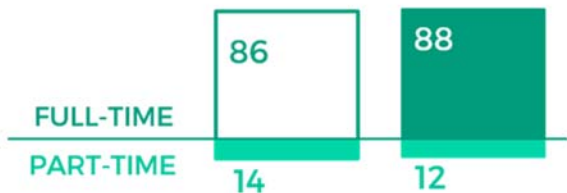
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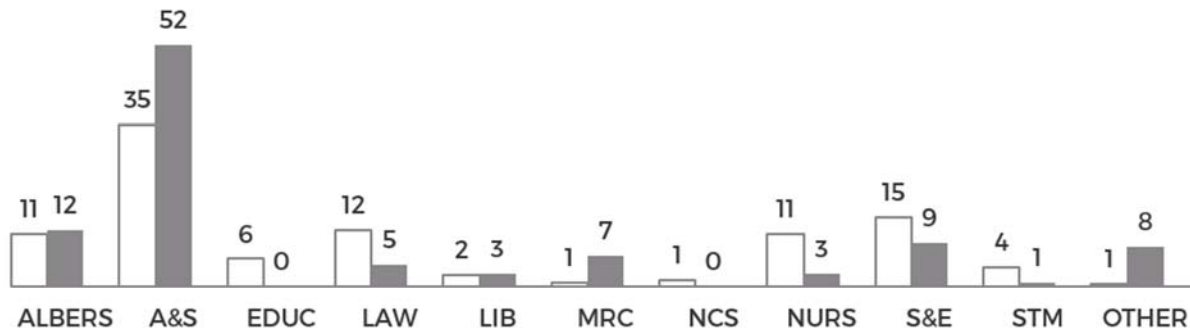


CONSULTATIONS

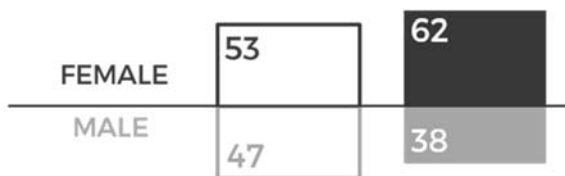
Figure 9.
2017–18 Consultations

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

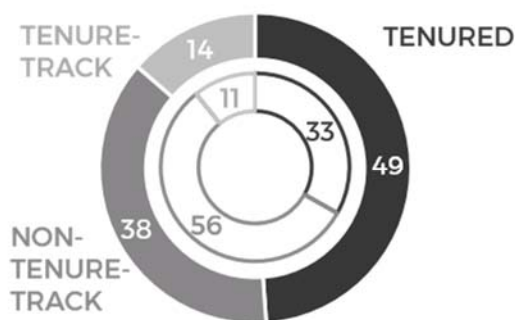
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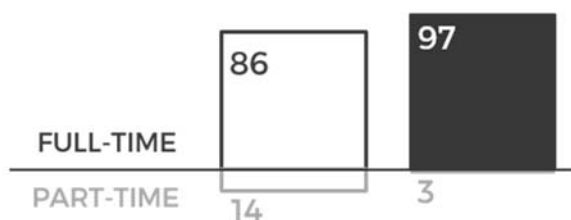
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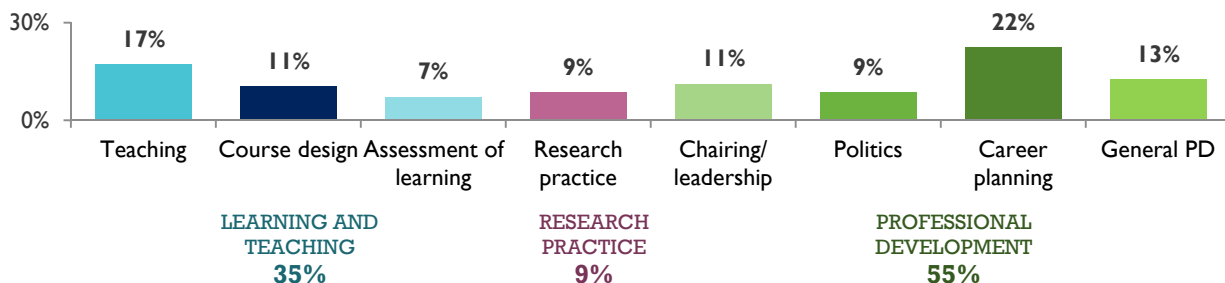


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During 2017–18, Sven Arvidson (Senior Faculty Fellow), David Green, Therese Huston (Faculty Development Consultant), Jacquelyn Miller, and Katherine Raichle provided 111 consultations to 69 consultees. Figure 10 shows a breakdown of multiple consultation topics by our three areas and main sub-topics. (In contrast, the consultations pie chart in the executive report records only each main conversation topic).

Figure 10. Percentage of all consultation topics by broad topic area and main sub-topics, 2017–18



SERVICE TO THE UNIVERSITY

NEW FACULTY INSTITUTE 2017

The Center successfully directed its eleventh New Faculty Institute (NFI) in September 2017, with 39 participants. New faculty were able to meet colleagues from across the campus, including the President and interim 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 33 presenters, facilitators, and panelists (23 faculty/staff and 10 students) for the two-day event.

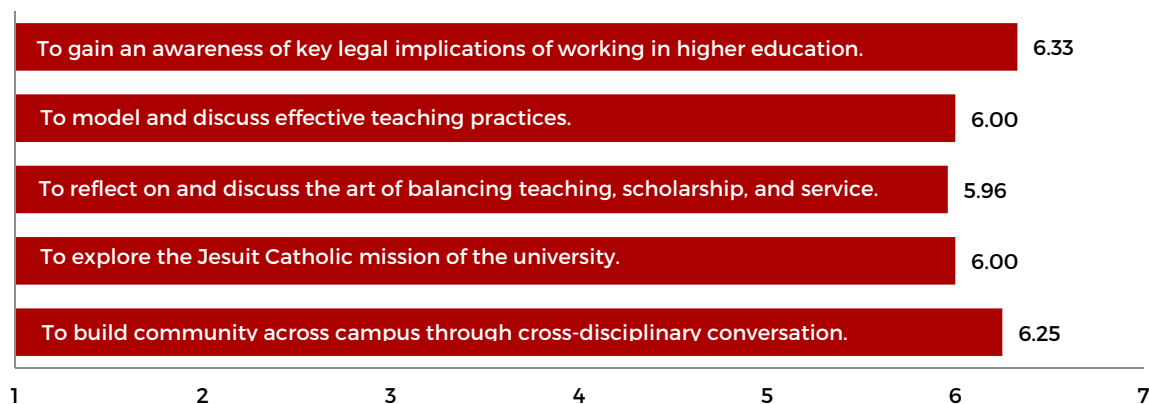
The Provost's Office set the following goals for NFI:

1. To build community across campus through cross-disciplinary conversation.
2. To explore the Jesuit Catholic mission of the university.
3. To reflect on and discuss the art of balancing teaching, scholarship, and service.
4. To model and discuss 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 11.

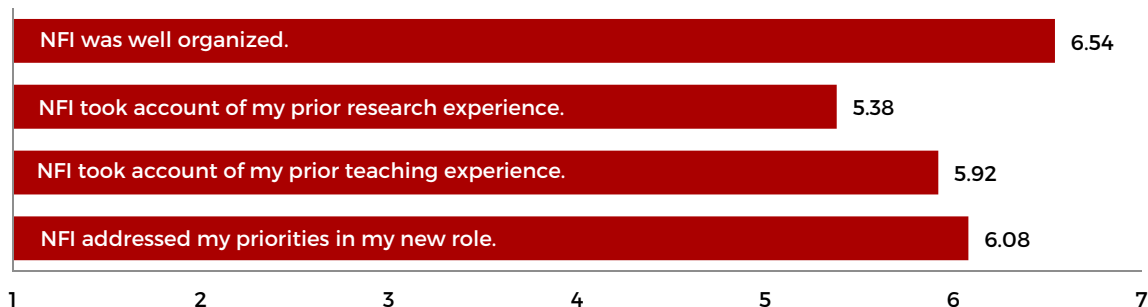
Figure 11: To what extent do participants agree that we met the NFI 2017 goals?

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



Four further generic questions 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. As Figure 12 indicates, taking these prior experiences into consideration continues to prove most difficult when planning the program in Spring Quarter, before we know who will be attending NFI.

Figure 12: NFI 2017 generic feedback (Averages. 1 = strongly disagree; 7 = strongly agree)



The Center also coordinated two NFI follow-up sessions during fall quarter: one on thriving as a non-tenure-track faculty member, and one on rank and tenure. A further NFI panel session on Teaching in the Jesuit Tradition was facilitated by the Center for Jesuit Education.

UNIVERSITY SERVICE WORK

In 2017–18, Jacquelyn Miller was a member of the College of Arts and Sciences Dean’s Budget Committee, the college’s Salary Equity Committee, and a member of the university ADVANCE grant project team. David Green became co-chair (with Mary Kay Brennan, Social Work) of the university’s Clinical Professor Series task force.

WITHIN THE CENTER FOR FACULTY DEVELOPMENT

STRATEGIC PLANNING

The Center relies on the divergent thinking of our strategic planning group (known as the “Strategic Inner Conclave” [sic]). This group helps the Center use its resources thoughtfully, offering collegial counterarguments and alternative perspectives to lead to better decision-making. The 2017–18 group members were

- PJ Alaimo | Chemistry, College of Science & Engineering
- Sven Arvidson | Interdisciplinary Liberal Studies, College of Arts & Sciences
- Holly Slay Ferraro | Management, Albers School of Business & Economics
- Christina Roberts | English, College of Arts & Sciences
- Lindsay Whitlow | Biology, College of Science & Engineering

This year, the group in particular helped the center prioritize its activities so as to maintain quality while having only half-time administrative support.

STAFFING

The center experienced considerable change in 2017–18. After a one-quarter introduction to the center, Katherine Raichle fully took up her part-time role (43%) as our new Associate Director for Learning and Teaching, leading workshops on key learning and teaching topics, and providing one-on-one consultations for faculty. She continues to teach and research in the Psychology Department in the other 57% of her role. Jacquelyn Miller completed the second year of a three-year phased retirement, during which time she maintained her fifty-seven percent workload with the Center for Faculty Development, while reducing hours in the College of Arts and Sciences.

At the end of the 2016–17 academic year, our full-time senior administrative assistant, Kim Eshelman, left the university to be able to work closer to home. Subsequent to her departure, we received funding for a half-time position to replace her. Over the summer, Rebecca Jaynes – who had fulfilled this role from 2009–13, before becoming a full-time copy-editor – stepped in to handle the run-up to the New Faculty Institute (NFI) for us while we hired a permanent replacement. In August 2017, we successfully hired Jennifer Fernandez to take on the new half-time position. Jennifer and Rebecca were therefore able to work together through NFI, giving Jennifer first-hand experience of our largest event of the year. Jennifer is currently completing her PhD in theology at the Graduate Theological Union in Berkeley, CA.

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.

PEER-REVIEWED ARTICLES AND BOOK CHAPTERS

- Arvidson, P. S.** (2018). The field of consciousness and extended cognition. *Human Studies: A Journal for Philosophy and the Social Sciences*, 41(1), 21-40
- Little, D., **Green, D. A.**, & Felten, P. (In press.) Identity, intersectionality, and educational development. *New Directions for Teaching and Learning*.
- Little, D., **Green, D. A.**, & Hopton, C. (2018.) A lasting impression: The influence of prior disciplines on educational developers' research. *International Journal for Academic Development*. (Advance online publication.) doi: 10.1080/1360144X.2018.1458617

PEER-REVIEWED CONFERENCE PRESENTATIONS AND POSTERS

- Arvidson, P. S.** (2017, October). *What could a senior capstone project be?* Paper presented at the Association for Interdisciplinary Studies, Baltimore, MD.
- Barclift, P. & **Arvidson, P. S.** (2017, August). *How does one measure the Jesuit ethos in a student's life?* Paper presented at the Conference on the Commitment to Justice in Jesuit Higher Education, Seattle University.
- Green, D. A.**, & Little, D. (2018, June). *Contextual educational development: Leveraging positionality to build trust locally*. Paper presented at the 12th biennial conference of the International Consortium for Educational Development (henceforth ICED): Institutional Change: Voices, Identities, Power and Outcomes. Atlanta, GA.
- Little, D., & **Green, D. A.** (2017, October). *Risk, change, and cognitive authority: Educational developers supporting SoTL*. Paper presented at the 14th annual conference of the International Society for the Scholarship of Teaching and Learning: Reaching new heights. Calgary, AB.
- Moore, J. L., Roxå, T., Little, D., Sutherland, K., & **Green, D. A.** (2018, June). *Understanding and fostering faculty change in teaching*. Panel presentation at the 12th biennial conference of ICED: Institutional Change: Voices, Identities, Power and Outcomes. Atlanta, GA.
- Raichle, K. A.** (2018, June). *A barrier to change? Measuring instructor self-efficacy with active learning*. Poster presented at the 12th biennial conference of ICED: Institutional Change: Voices, Identities, Power and Outcomes. Atlanta, GA.

INVITED PRESENTATIONS AND WORKSHOPS

Green, D. A. (2018, May). *Learning outcomes: Cure-all for our course ills?* Invited presentation for STEM faculty at St Peter's University, Jersey City, NJ.

Green, D. A. (2018, May). *Our preconceptions of our students.* Invited presentation for STEM faculty at St Peter's University, Jersey City, NJ.

Green, D. A. (2018, May). *Using threshold concepts to reshape STEM courses: How we decide what we teach.* Invited presentation for STEM faculty at St Peter's University, Jersey City, NJ.

Hawkins, G., Smentkowski, B., Linder, K., Little, D., & **Green, D. A.** (2017, November). *Getting started or going further in the scholarship of educational development.* Invited workshop presented at the 42nd annual conference of the POD Network: Defining what matters: Understanding and enhancing the impact of educational development. Montréal, QC.

GRANTS

O'Brien, J., Jacoby, J. (PIs); **Miller, J.**, Miguel, A., Krycka, K., & Sylvester, D. (Senior Personnel). (2016–21). *What Counts as Success? Recognizing and Rewarding Women Faculty's Differential Contributions in a Comprehensive Liberal Arts University.* National Science Foundation funding under ADVANCE Institutional Transformation (IT). \$2.3 million.

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