

## CETL Annual Report 2005-2006: “The Year of Staggering Growth”

### A Word from the Director

Another year has wriggled past, faster than many of us would have expected. As I look ahead to my third year as CETL's Director, I am comforted by all of the fantastic people who supported CETL. In the pages that follow, we highlight some staggering numbers and rejoice in the people who will help CETL continue to do quality work.

### Consultations

The growth in faculty use of CETL has surpassed expectations. During the 2005-06 academic year, the Director consulted one-on-one with 69 people—an 86% increase from last year. There had been an early question as to whether CETL would be used exclusively by new or adjunct instructors. This does not appear to be the case as tenured faculty initiated 26% of the consultations.

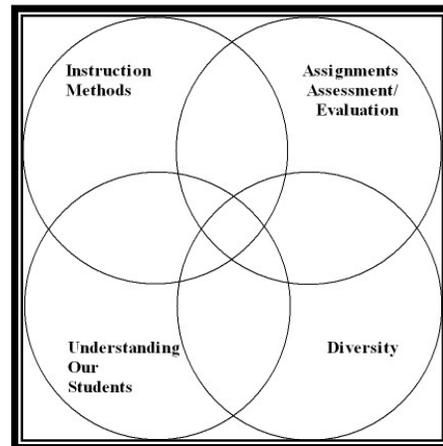
What are most faculty seeking when they come to talk about their teaching? For two years in a row, the single most common request is for resources about teaching and learning (40% of all consultations in 2005-06). As CETL establishes a reputation for being a reliable source for pedagogical, educational, and cognitive research, the variety of requests has broadened. For example, faculty asked for

- a synthesis of the research on why men graduate at lower rates than women,
- resources and activities to improve active listening,
- faculty perspectives on software approaches to reducing plagiarism (products such as Turnitin.com), and
- whether there exists any empirical evidence to demonstrate a racial bias in faculty course evaluations.

The second most common reason that faculty consulted with CETL this past year was to seek feedback on course and syllabus design (27%), and the third most common reason was to request a classroom visit (23%), either to have the Director observe a class or to have the Director collect student feedback through a small group instructional diagnosis. Although CETL's growing popularity is reassuring, we are more concerned with the impact we have once faculty leave our office. Based on our quarterly survey of faculty who work with CETL, the three most common changes that faculty reported as a result of consulting with CETL include:

- Tried a new teaching technique
- Gained an understanding of why a particular approach works / doesn't work
- Modified a lecture or presentation technique

### Workshops and Programs



The 2005-2006 year has also shown surprising growth in the number of faculty participating in workshops. Over 180 SU faculty have participated in one or more of CETL's 28 workshops this year, representing an increase of over 100% from last year's total of 88 faculty.<sup>1</sup> We attribute part of this growth to the fact that CETL increased and diversified our workshop topics. (See Figure 1 for a full list of workshop topics). CETL also placed more SU faculty at the helm; 13 SU faculty led one or more of the workshops on teaching and learning this past year. Lastly, participants may have been drawn by the opportunity to strategize with visiting experts, as CETL brought seven nationally and internationally recognized workshop facilitators to campus.

### **Figure 1: CETL 2005-06 Workshops Open to All Faculty**

#### **Seattle University Presenters:**

- *Students Learn Better Together* – Vicky Minderhout, Chemistry; Laurie Stevahn, Education; John Bean, English; and Vincent Tinto, Syracuse University
- *Meeting Students' Needs While Keeping Standards High* - Therese Huston, CETL
- *Collaborative Learning* (A two-part series) - Laurie Stevahn, Education
- *The Art of Good Lectures* - Toni Vezeau, Nursing; Jeff Gilles, \*\* Engineering; Theresa Earenfight, History; and David Skover, Law.
- *Designing Problem-based Writing Assignments that Promote Inquiry, Active Learning, and Critical Thinking* - John Bean, English
- *What Makes This So Hard to Understand? Recognizing and Reducing Language Obstacles in the Classroom* - Therese Huston, CETL

#### **Visiting Presenters:**

- *Teaching for a Diverse Classroom* - Christine A. Stanley, Texas A&M
- *Did They Learn What I Taught?: Using Evidence of Student Learning to Improve Your Teaching* - Peter Felten, Elon University
- *Inclusive Teaching for LGBT Students* - Michele DiPietro, Carnegie Mellon University
- *Inspired Mentoring & Teaching: Leading Students Toward Their Purpose in Life* - Eric Liu, University of Washington

#### **Co-Sponsorships:**

- *Introduction to Service Learning Course Design* (Co-sponsored with the Center for Service and Community Engagement [CSSE]) - June Johnson Bube, English, and George Kunz, Psychology
- *Incorporating Service Learning into Graduate Courses: 5 Challenges and Solutions* (Co-sponsored with CSSE) - Harriet Stephensen, Albers, and Jeffrey Anderson, Education
- *Designing Better Quizzes in ANGEL: Strategies for Assessing Student Learning* (Co-sponsored with Learning Technologies)

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<sup>1</sup> In 2005-06, 23 workshops were open to all SU faculty and 5 workshops were special workshops that had been requested by select departments or groups of faculty.

- *Deepening the Learning in Service-Learning through Critical Reflection* (Co-sponsored with CSSE) - Dick Cunningham, School of Theology & Ministry, and Larry Nichols, English
- *Beauty in the Ivory Tower* -Therese Huston (Academic Salon)

#### **CETL's Associate Director Interview Series:**

- *Learner Centered Course Design* - Jeff Johnston, Vanderbilt University
- *Enhancing Student Motivation: Intrinsic & Extrinsic Approaches* - David Green, University of Central England at Birmingham
- *Plagiarism: Definition, Detection, Prevention* - Amanda Espinosa-Aguilar, Eastern Washington University

#### Launch of Peer Coaching Pilot Program

**“I learned more by watching my peer coach than I did from the feedback I received about my own teaching.”**

--2005-06 Peer Coach

With the inspired vision and help of Carol Weaver (College of Education), CETL sponsored a year-long reciprocal coaching program for 10 faculty who are highly regarded for their teaching abilities. The coaches were nominated by their respective Deans in the Spring of 2005 and began their training the following fall. Faculty received guidance and practice at observing and giving formative feedback to another highly skilled teacher in a different discipline. As one testament of the program's success, nine of the ten faculty have expressed their commitment to continue in Year 2 of the program, and the tenth faculty member plans to return as a peer coach after his sabbatical.

#### Community Building Both Locally and Nationally

CETL's commitment to excellence in teaching and learning goes beyond the day-to-day interactions between faculty and students. In 2005-06, CETL sent three interdisciplinary groups of faculty to select conferences and meetings in the Pacific Northwest with the hopes of accomplishing three objectives: 1) to build community both within SU and between SU and other institutions, 2) to identify national and international initiatives that could benefit SU faculty and students, and 3) to cultivate the sort of environment where conversations about “best practices” are more frequent and more meaningful.

- ◆ **International Society for the Scholarship of Teaching and Learning (Vanoucvver, B.C., October, 2005):** Ming Feng (Arts & Sciences), John Mitchell (Law), Kristen Skogerboe (Science & Engineering), Susan Weihrich (ASBE), Carol Weaver (Education), and Therese Huston
- ◆ **Guiding Lights (Seattle, January, 2006):** Theresa Ling (ASBE), Susan Gibson (ASBE), Lydia McAllister (Nursing), Jennifer Sorensen (Science & Engineering), Paula Lustbader (Law), Joaquin Avilla (Law), and Therese Huston
- ◆ **American Association of Colleges and Universities: Technology and Liberal Arts (Seattle, April 2005):** Jeff Philpott (Arts & Sciences), Paula Lustbader (Law), Lydia McAllister (Nursing), and Therese Huston

### Academic Convocation

During the summer of 2005, CETL was invited to play a larger role in Seattle University's Academic Convocation. Guided by Provost Dr. Susan L. Secker, CETL coordinated the visit and contributions of renowned author, educator and speaker Dr. Vincent Tinto of Syracuse University. Motivated by the question "Where does SU want to be two months after Tinto's visit?", CETL organized several meetings for key faculty, staff, and administrators to discuss retention issues facing SU and brainstorm possible solutions drawing upon the research of Dr. Tinto and his colleagues.

### Growth & Expansion

Because of a clear increase in demand for CETL's services—and persistent effort on the part of CETL's Advisory Board members—CETL was granted an Associate Director's position, a graduate assistant position, and an increase to full-time for the Senior Admin Assistant / Research Associate position. To better accommodate this expansion, CETL was invited to relocate to a new cluster of offices on the first floor of Hunthausen.

- ◆ Dr. David Green, our new Associate Director, was hired with the help of a phenomenal Search Committee (comprised of John Carter, Gareth Green, Paulette Kidder, Russ Lidman, Paula Lustbader and Lydia McAllister). Over the course of three months we were able to design and launch a comprehensive search process that resulted in the review of 25 well-qualified applicants (3 internal), and the selection and recruitment of Dr. David Green of the University of Central England in Birmingham.

Dr. Green's accomplishments, experiences and natural talents make him a perfect fit for the Center and for Seattle University as a whole. His academic background covers three different fields: a Ph.D. in comparative literature (German and Indian-English); undergraduate teaching experiences focused on German & cross-cultural studies in a business, management & marketing context; and a recently completed Masters in Education and Professional Development. When pursuing this latter degree, Dr. Green focused initially on learning and teaching in higher education but finished with a dissertation examining the language of faculty development and how it may create barriers or bridges to understanding higher education pedagogy for faculty members across disciplines. He is most engaged when collaborating on an interdisciplinary level, and is very excited to begin working with the faculty at SU. We, in turn, are thrilled to welcome him. His position will start on November 12, 2006.

- ◆ Bryce Hughes, CETL's new Instructional Research Associate, will be an invaluable part of our team this year as he aids the Director in compiling research and designing helpful documents and tools for both individual consultations and widespread distribution.

Hired through the Student Development Office graduate assistant program, Bryce comes to us with a wide variety of experiences and talents. He earned his B.S. in general engineering from Gonzaga University, where he filled up his "free time" with pep band, HERO (Gonzaga's gay-straight alliance), Women's Studies Club, University Ministry, the Engineering Honor Society (Tau Beta Pi), the Jesuit College Honor Society (Alpha Sigma Nu), piano playing, reading, writing and jogging.

Stemming from his work with students as an AmeriCorps volunteer, Bryce's continuing interest in student development has led him to his current pursuit of a Masters degree in Student Development Administration at SU.