

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

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.

2012–13 was a year of great change and success for the newly renamed Center for Faculty Development. This report outlines our work in the past year and our future direction.

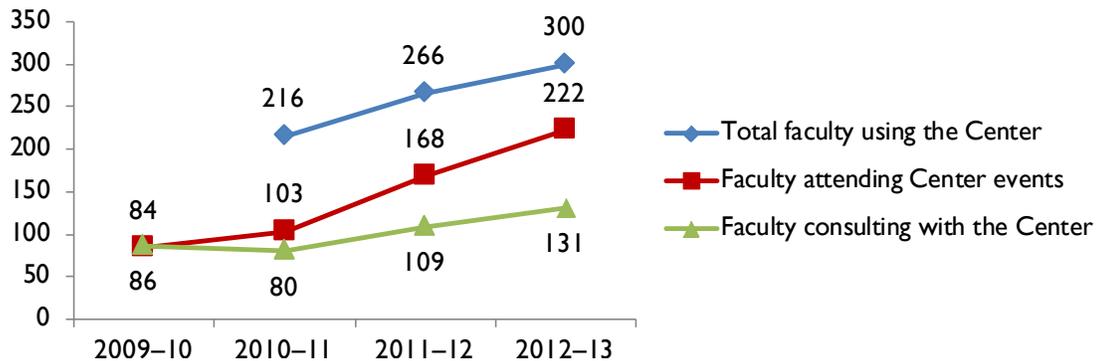
EXECUTIVE SUMMARY

Achievements

EXPANDED PURVIEW: We expanded the Center’s purview to incorporate faculty development more broadly, so that we now work with faculty on their: (a) learning and teaching; (b) research practice; (c) professional development. The arrival of Jacquelyn Miller as part-time Associate Director for Faculty Professional Development has enabled us to reach this new holistic view of the academic lives of SU’s faculty.

WORKING WITH MORE FACULTY:

- **OVERALL:** We served **300** individual faculty members (some of them multiple times)—a **39% increase** on 2010–11 and 13% increase on last year.
- **WORKSHOPS AND EVENTS:** **222** faculty members attended our events (some of them multiple times)—a **116% increase** on 2010–11, a 32% increase on last year, and a **164% increase on 2009–10**, when we became a one-person Center.
- **CONSULTATIONS:** **131** faculty members consulted with us (some of them multiple times) —a **64% increase** on 2010–11 and 20% increase on last year.



STRATEGIC PLANNING: We ensured that faculty development found a prominent place in the university’s new Strategic Plan: Goal 1.a.1.

Achievements (continued)

MID-CAREER FACULTY: We began targeted work with mid-career faculty, running focus groups to identify areas for development, disseminating findings across campus, and running first workshops specifically to address mid-career faculty issues.

DEPARTMENT AND PROGRAM CHAIRS: We expanded support to chairs, facilitating a community of practice, a sub-group Learning Community, and establishing a planning team for a Chairs' Institute.

SHARING FACULTY EXPERTISE: We began work on "FAQNet," an online means of bringing faculty together on all aspects of academic life beyond their disciplines (learning and teaching; research, scholarship, and writing; leadership and administration; professional service; life/work balance).

NCFDD: We secured funding from the deans for a year's membership to the National Center for Faculty Development & Diversity, promoted NCFDD by hosting tele-workshops, and increased individual NCFDD participation from 26 (2012) to 117 (2013).

SU PROFILE: We maintained the high profile of the Center and its work through academic publications and conference presentations leading to (a) visitors from faculty development centers in the USA and Hungary and (b) invited keynotes and workshops in Georgia, South Carolina, Ohio, and Denmark.

RESEARCH PRACTICE: We hosted a visiting speaker from New Zealand on the habits of highly effective academic writers and launched six new interdisciplinary Faculty Writing Groups.

NEW NAME AND WEBSITE: A vote from the faculty led to a new name for the Center that better reflects our work and is meaningful to our faculty audience. Our new, more interactive, and eye-catching website launched June 2013 to coincide with the name change and has been positively received.

Areas for growth

ACADEMIC PRACTICE: Having streamlined greatly in the last three years, we have reached the point where we need to replace the previous full-time Associate Director position with an Associate Director for Academic Practice (focused on learning and teaching and on research practice), in order to take our development work with faculty to the next level. We have exciting proposals in this area, all connected to the university's Strategic Plan, and will draw on international best practices to help our faculty stand out as exemplary scholar-educators in higher education.

PROFESSIONAL DEVELOPMENT: We will seek to increase the time allocation for our Associate Director for Faculty Professional Development now that we have a good understanding of the various needs on campus, based on career stage and role.

PART-TIME AND NON-TENURE-TRACK FACULTY: We would like to work more with part-time and non-tenure-track faculty and will explore means of reaching them in future. If we can secure the funds for a new Associate Director for Academic Practice, we will be better able offer more flexible services to meet people's varied schedules.

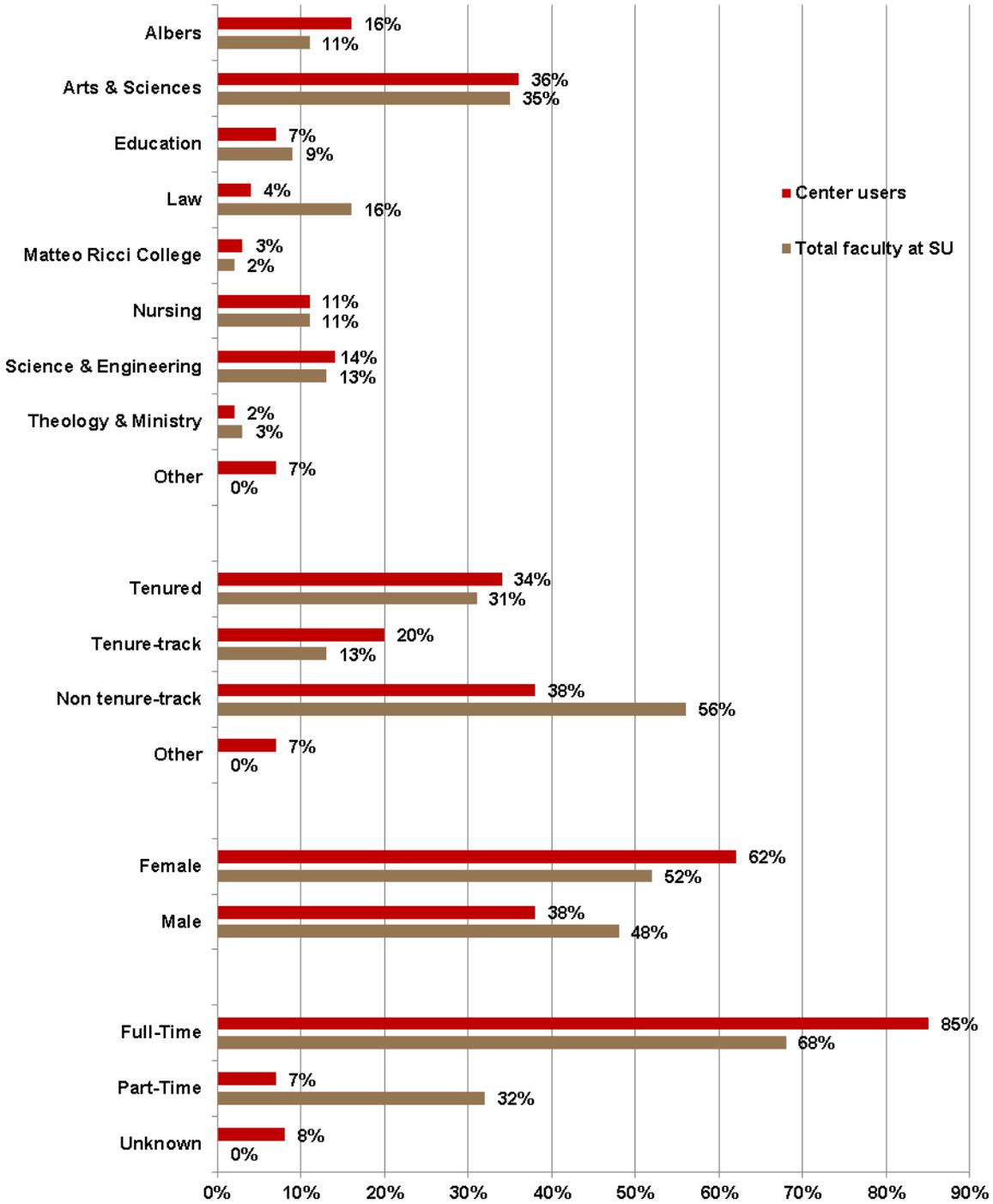
REACHING PARTICULAR COLLEGES AND SCHOOLS: College and School representation at Center events and consultations varies greatly. We see scope in reaching more faculty in particular areas of the university (for example, the School of Law) and will explore how others—particularly the Albers School—have created an environment in which working with the Center is the norm.

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WHOM DO WE SERVE?

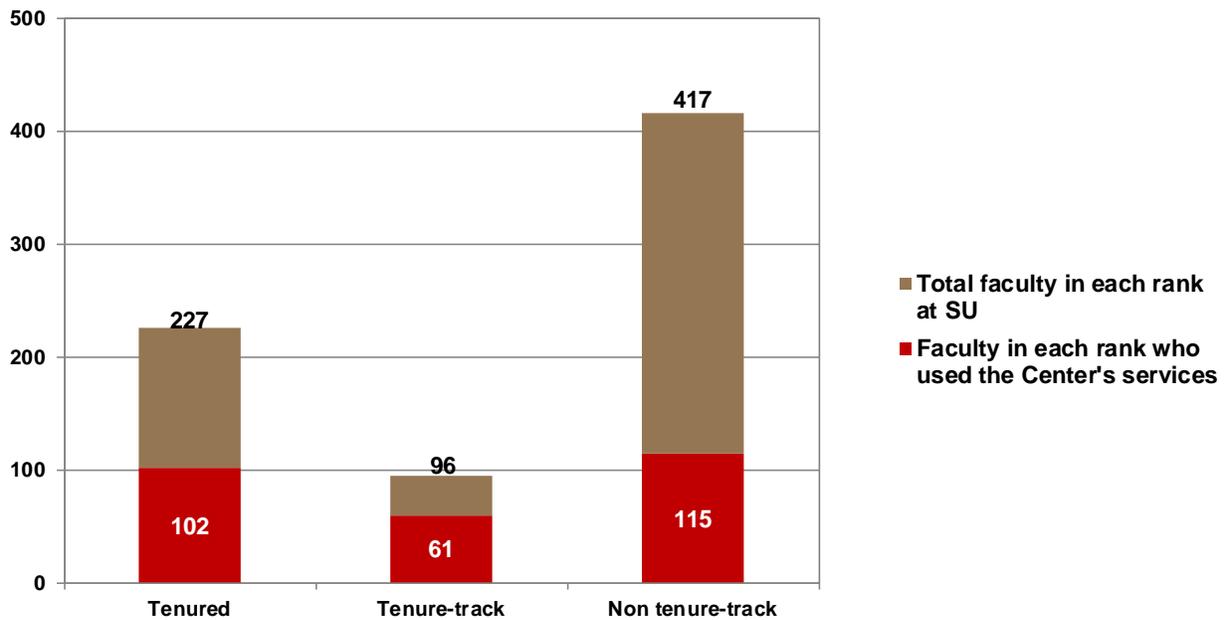
Figure 1. Center users 2012-13 vs. total faculty at SU



In 2012–13, the Center for Faculty Development worked with 300 faculty members – 40% of the university’s 740 academics. This is an increase of 13% on last year (34 additional faculty members) and 39% on 2010–11 (84 additional individuals). Figure 1 shows a breakdown of Center users by college/school, rank, gender, and workload for 2012–13, along with a breakdown for the entire faculty at Seattle University.

Figure 2 puts participation figures by rank into greater context. In 2012–13, the Center worked with 45% of tenured faculty (102 out of 227), 64% of tenure-track faculty (61 out of 96), and 28% of non-tenure-track (NTT) faculty (115 out of 417). This means an increase in our work especially with tenure-track colleagues (up 16%), but also with tenured faculty (up 6%), while we saw a 2% drop in our work with NTT faculty. Tenure-track faculty remain the most heavily supported group on campus, with almost two-thirds attending events and consultations with Faculty Development colleagues.

Figure 2. Center users 2012–13 by rank vs. total faculty by rank at SU



After last year’s increase in the number of non-tenure-track (NTT) faculty we worked with, numbers returned to earlier levels, falling back from 46% to 38% of Center users. This we see as a direct consequence of three factors. Most recently, our expanded mandate to cover professional development meant greater focus on academic leaders and mid-career faculty, more of whom are tenured or tenure-track. In addition, since our operating budget remained the same as in previous years, we also reduced our number of events on learning and teaching, therefore disproportionately affecting NTT and part-time faculty members’ options. (The good news for 2013–14 is that we successfully lobbied for an increase in operating budget so that we can restore support on learning and teaching while still running events on professional development.) The third factor is that historically, the former full-time position of Associate Director for Academic Practice (2006–10) was created specifically to help the Center be more accessible

to non-tenure-track and part-time faculty. On the advice of our Strategic Planning group, we will continue to submit budget requests to reinstate this position.

In addition, the Center worked with 10 administrators, as well as individuals supporting faculty initiatives in other parts of the university, leading to an increase in the “Other” category of Center users.

PROGRAMS AND EVENTS

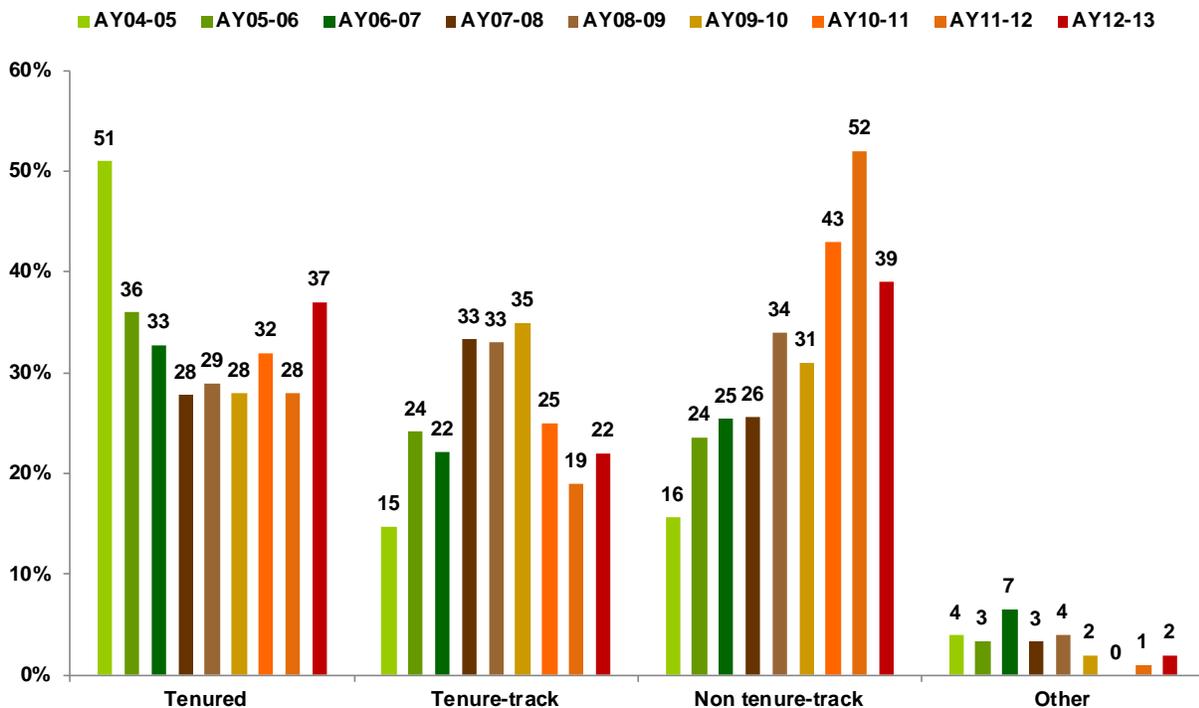
This year, we have divided the Programs and Events section of the annual report to reflect our three areas of responsibility:

- Learning and teaching
- Research practice
- Professional development

Looking at these events globally, though, we see a 116% increase in the number of faculty to have attended Center events and programs compared to two years ago (222 versus 103 faculty members) and a 164% increase on 2009–10, the year in which we became a one-person Center.

To enable historical comparisons, Figure 3 presents an overview of the people who attended events that were open to all faculty (in other words, it includes workshops, Faculty Writing Groups, panels, candid conversations, and so on, but not the chairs’ community of practice, since group membership is limited). As mentioned in the previous section, we hope that new funds to support professional development will free up resources in 2013–14 to offer more programming that will be relevant for non-tenure-track and part-time faculty.

Figure 3. Workshops: Percentage of faculty served by status



1. Learning and teaching

Workshops

The Center's workshops provide a key venue for interdisciplinary discussions around Higher Education (HE), weaving current HE research with individuals' practices and experiences, while forging links across campus to strengthen SU's academic community. In 2012–13, we organized 4 teaching and learning sessions with 78 total attendees and 68 faculty served.

- Fewer assignments, less grading, deeper learning: A miracle of course design? | Facilitated by David Green | 2 sessions; 45 attendees
- Learning outcomes: Cure-all for your course ills? (Co-sponsored by Albers School of Business and Economics) | Facilitated by David Green | 2 sessions; 33 attendees

Workshop topics are chosen based on feedback from faculty and these topics arose specifically from repeated consultations where faculty were overloaded with grading (and overloading their students with what they may have considered “busy-work”) and where a focus on learning outcomes could help colleagues divide their courses into “must know–should know–could know” categories that enable them to see the big picture of the course, as well as which topics and intellectual skills require accompanying assignments. This latter topic was also co-sponsored by Albers, after having arisen as an issue that faculty there were finding challenging.

Figure 4 presents faculty participation in learning and teaching events.

Observations: Learning and teaching

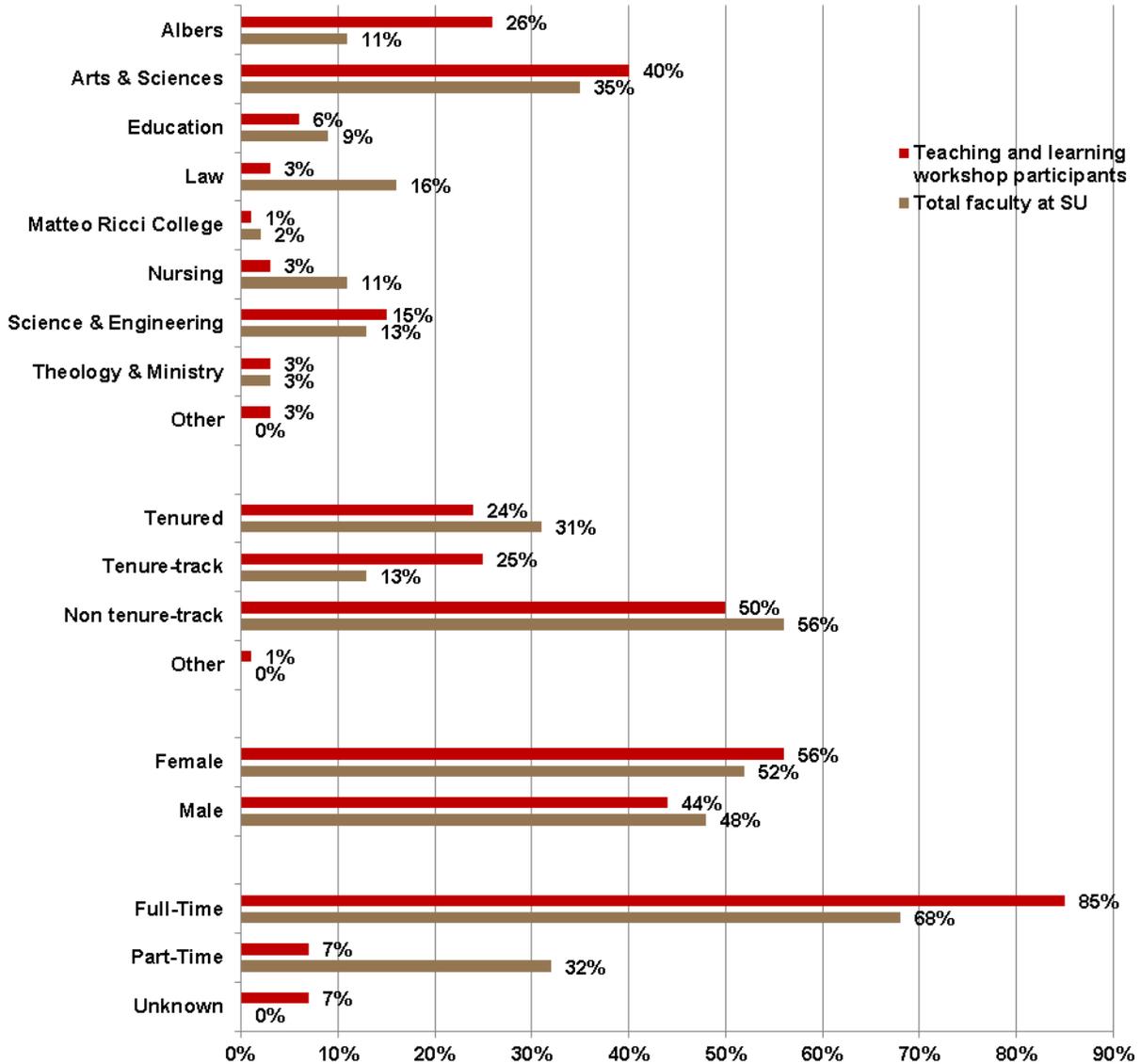
We see disproportionately higher participation rates (5% or more) among faculty in both Albers and Arts & Sciences, as well as tenure-track faculty. That tenure-track faculty are especially keen to hone their learning and teaching practice is not surprising. Similarly high Albers participation rates correspond to the school's co-sponsorship of two sessions. What remains unclear to us is why figures are higher among A&S colleagues.

Meanwhile, participation rates are disproportionately lower (5% or more) among faculty in both Law and Nursing, as well as among tenured and non-tenure-track faculty. In 2012–13, the College of Nursing welcomed to campus a visiting professor whose emphasis was on discipline-specific faculty development; this may to some extent account for lower participation rates. The School of Law, too, has its own professional development arena and – as the only school on the semester system – may find some faculty development events mistimed, even though we aim to run events when everyone is in session.

Also underrepresented at Center events are part-time faculty. In previous years, we have surveyed part-time colleagues to find out whether other times of day or days of the week would suit them better than our typical lunchtime or late-afternoon programming. The feedback has been that no particular time is any more suitable. For many part-time faculty, their work at SU is on top of a full-time day job, while others

find themselves teaching at multiple institutions and are therefore less able to take advantage of faculty development offerings as they commute between campuses.

Figure 4: 2012-13 participants in teaching and learning workshops vs. total faculty at SU



2. Research practice

Writing Workshop: Helen Sword

We were lucky to be able to invite New Zealand-based Helen Sword to campus to coincide with her attendance at a faculty developers' conference in Seattle. Many faculty were familiar with Dr Sword's *The Writer's Diet* (2007) and her 2012 publication, *Stylish Academic Writing*. This three-hour workshop was attended by faculty from five different schools and colleges.

- Habits of highly successful academic writer | Facilitated by Helen Sword, The University of Auckland, Aotearoa New Zealand | 1 session; 28 attendees

Faculty Writing Groups

The Center for Faculty Development launched its first interdisciplinary Faculty Writing Groups in 2008. Since 2010 our informational launch sessions have been a collaboration between the Center and the Office of Research Services and Sponsored Projects (ORSSP). In 2012–13, we ran informational meetings for all interested faculty in the fall and spring. The Center presented research on the effectiveness of writing groups over other forms of research accountability and organized 20 faculty into 6 interdisciplinary groups. Writing groups meet as regularly as they choose to (in most cases fortnightly), setting scholarship goals, and holding one another accountable to those goals.

Writing Retreat

The Center established the Scholarship of Teaching and Learning (SoTL) Writing Retreat in 2007 as a way to support faculty committed to taking a scholarly approach to their work in the classroom. To date, 41 faculty have participated in the Retreat.

Our seventh SoTL Writing Retreat was held from June 18–20, 2013. Nine faculty were selected in a competitive process based on the strength of their SoTL writing proposals. As in 2012, we prioritized projects that would lead to peer-reviewed publications so as to align the Retreat with the university's scholarship goals more directly.

The following cohort was selected for the 2012–13 academic year:

- Bonnie Bowie | Community Psychosocial Nursing, College of Nursing
- Brenda Broussard | Adult Health Nursing, College of Nursing
- Mark Cohan | Sociology, College of Arts & Sciences
- Kathleen Cook | Psychology, College of Arts & Sciences
- Lynn Deeken | Lemieux Library
- Kristi Lee | Counseling and School Psychology, College of Education
- Charity Lovitt | Chemistry, College of Science & Engineering
- Trileigh Tucker | Environmental Studies, College of Arts & Sciences
- Andrea Verdán | Chemistry, College of Science & Engineering

David Green, Therese Huston, and Carol Weaver (College of Education) facilitated the Retreat using the Action Learning Set (ALS) model of small-group accountability to help attendees flesh out their manuscripts.

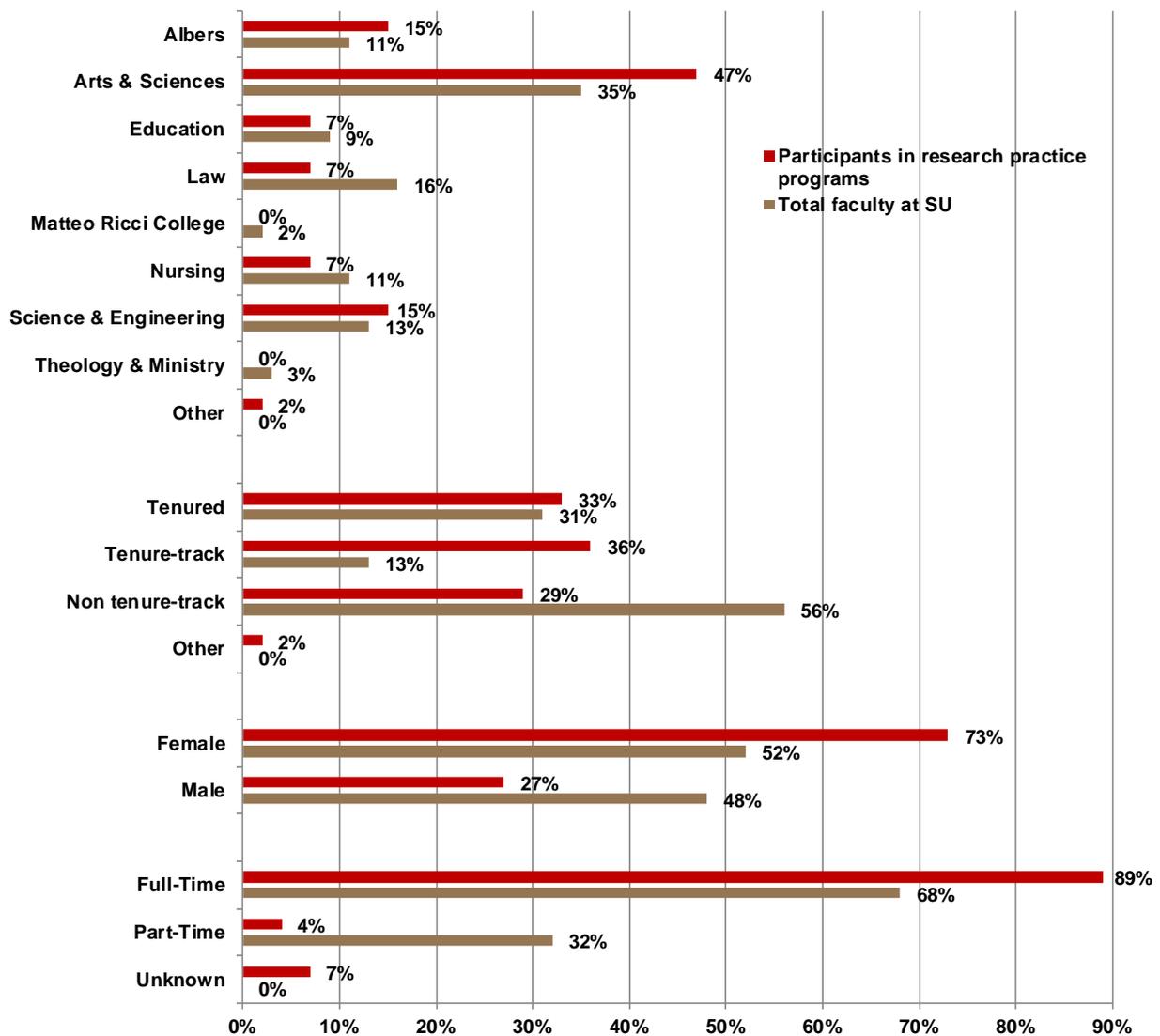
The Retreat received very positive feedback, including the following comments:

“Because of this time and space I am going to submit an article that I have been trying to work on for three years! I feel so lucky to be at an institution that supports me in this way.”

“Having the opportunity to have a daily goal and to be accountable to my group members with my writing was extremely motivating.”

“Excellent support and mentorship from my small group.”

Figure 5: Participants in Center’s 2012–13 research practice programs vs. total faculty at SU



Observations: Research practice

Our research practice events saw higher participation rates (5% or more than their representation on campus) among faculty from the College of Arts & Sciences (A&S). The norm among many A&S disciplines is to conduct research independently, so it could well be that the accountability and support mechanisms we offer are more useful compared with disciplines where faculty have built-in accountability through research partners and co-authors. Participation rates were lower than expected (by 5% or more) for the School of Law. As with our learning and teaching events, it may be that internal structures in Law render Center events superfluous, but this is a question we will investigate further with our colleagues in Sullivan Hall.

Participation in research practice events is disproportionately high for tenure-track faculty and female faculty. For those on the tenure track, we know from feedback that mechanisms to support their scholarship—as well as simply the acknowledgement that, on a campus that prides itself on excellent teaching, getting research done can be fraught with peril—are highly valued. The gender question is less immediately explicable. Anecdotally on campus, we hear that female faculty are less likely to turn down service requests, so we could perhaps see these events to support scholarship as helping female faculty redress imbalances and create accountability to help them succeed.

Non-tenure-track, part-time, and male faculty are underrepresented in these events. Some NTT and part-time faculty do not conduct research as part of their roles at SU.

3. Professional development

Chairs' Community of Practice

Following a pilot in spring 2011, the Center has continued to facilitate a monthly gathering of department and program chairs using Wenger's (1998) "Community of Practice" model. These informal afternoon discussions center on topics chosen by the group and typically involve sharing practices, developing new ideas, and trouble-shooting difficulties. David Green, Director, and Jacquelyn Miller, Associate Director for Faculty Professional Development, facilitate the conversations and create a summary of each session. Topics in 2012–13 included supporting the teaching-and-research model, strategic thinking, completing annual performance reviews, interacting with students, and creating a chairs' calendar. Also, at the group's request, we invited Rick Fehrenbacher, Director of Continuing, Online, and Professional Education, and William Ehmann, Associate Provost for Research and Graduate Education, to discuss their newly created positions at the university.

Seventeen different programs or departments were represented over nine gatherings, with participants from all five colleges and schools that have a department chair system. In a mid-year qualitative evaluation, chairs noted the following as being most helpful in the community of practice:

"I love sharing ideas with other chairs and hear[ing] how they approach things."

"It is the discussion—hearing that others share the same frustrations and concerns—and I have taken away methods to try to use in my own situation. I've learned from the others."

"Interacting with chairs from across the university as well as getting to know chairs from my college better."

Chairs' Subgroup

Jacquelyn facilitated four confidential discussions in Winter and Spring quarters among a subgroup of six chairs from three different schools or colleges. These chairs were experiencing similarly difficult situations that necessitated additional in-depth conversation and group mentoring in a safe environment.

Planning for a Chairs' Institute

To aid in the establishment of a formal chair and director orientation process, we gathered feedback from members of the Chair's Community of Practice, two groups of recently appointed chairs, and members of the Center's Strategic Planning Group in Winter Quarter. In Spring Quarter, after compiling the data, Jacquelyn presented the findings to a four-member planning team for analysis and recommendations about the, timing, structure, and content of future chair/director development events. Members of the planning team are:

- PJ Alaimo | Associate Professor, Chemistry, College of Science & Engineering
- Bonnie Bowie | Chair, Community Psychosocial Nursing, College of Nursing
- María Bullón-Fernández | Chair, English, College of Arts & Sciences
- Susan Weihrich | Associate Dean, Albers School of Business & Economics

Mid-Career Focus Groups and Workshops

With Therese Huston (Faculty Development Consultant and founder of the Center), Jacquelyn facilitated three needs-assessment focus groups with mid-career faculty in January. Two sessions were specifically for tenured faculty with a total of 20 attendees and one session was for NTT faculty only and had a total of 16 attendees. We compiled the feedback from these focus groups and took action in two ways. First, because the feedback covered many areas outside the Center's purview, we presented a summary to appropriate campus offices and individuals, including the Deans, ORSSP, Academic Assembly, IRB, the University Rank & Tenure Committee, and the Provost's Office. Second, in response to faculty interest, we developed a workshop for Spring Quarter, with faculty from four colleges and schools attending.

- 'Where do I go from here?' Mid-career faculty in the driver's seat | Facilitated by Jacquelyn Miller & David Green | 2 session; 22 attendees

Fulbright

Jacquelyn is the university liaison with the Fulbright Faculty Program and in Winter Quarter facilitated a panel of three Fulbright award recipients discussing the application process as well as their international experiences. Ten faculty members attended the event.

Candid Conversations

We continued the "candid conversations" format in 2012–13 with a one-off afternoon event focused on the book *Presumed Incompetent: The Intersection of Race and Class for Women in Academia*. The event was facilitated by two of the book's co-authors, Carmen Gonzalez (School of Law) and Gabriella Gutiérrez y Muhs (College of Arts & Sciences) and had 13 attendees.

In contrast to workshops, "candid conversations" are intended to be a little more polemical and to be lightly moderated discussions on hot topics on campus.

Faculty resources

Partly in response to feedback from mid-career faculty about communication on campus, the Center developed new resources for faculty and posted them on the Center's new website. The first two documents are internal – a one-page "key contacts" sheet listing primary contacts for faculty, and an internal funding document listing the various forms of funding available and including deadlines. As a result of researching our new responsibilities in professional development, Jacquelyn also produced bibliographies on academic leadership and on mid-career faculty.

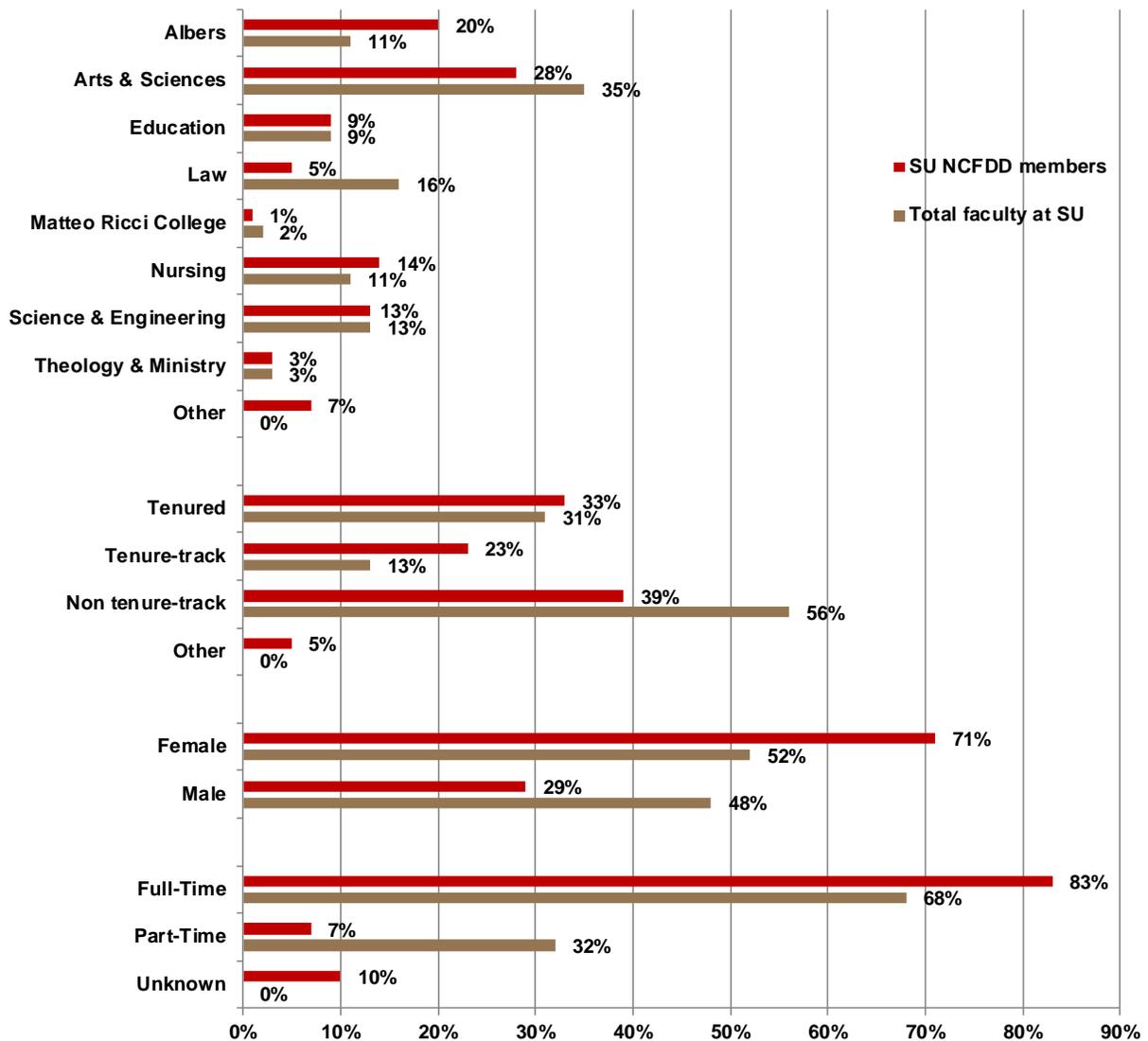
National Center for Faculty Development and Diversity (NCFDD)

Seattle University membership in NCFDD, an independent professional development, training, and mentoring community of over 18,000 individuals, is in its second year. Funding for this faculty development opportunity was provided by the Deans of the eight schools and colleges. Faculty membership grew to 119 in 2012–13 from 26 in 2011–12 when costs were split with individual participating faculty. The center hosted six NCFDD tele-workshops in winter and spring quarters, including such topics as "Every summer needs a plan," "Academic parenthood: How faculty manage work and family," and "How to align your time with your priorities every week." Attendance totaled 29 for these

events, but since the workshops are archived, other faculty members may well have accessed them at their convenience.

Figure 6 shows NCFDD membership levels across campus. We see overrepresentation (more than 5%) from Albers (where the Dean and Associate Deans have greatly encouraged their faculty to participate), from tenure-track faculty, female faculty, and full-time faculty. In contrast, underrepresented areas include Arts & Sciences, Law, as well as non-tenure-track, male, and part-time faculty.

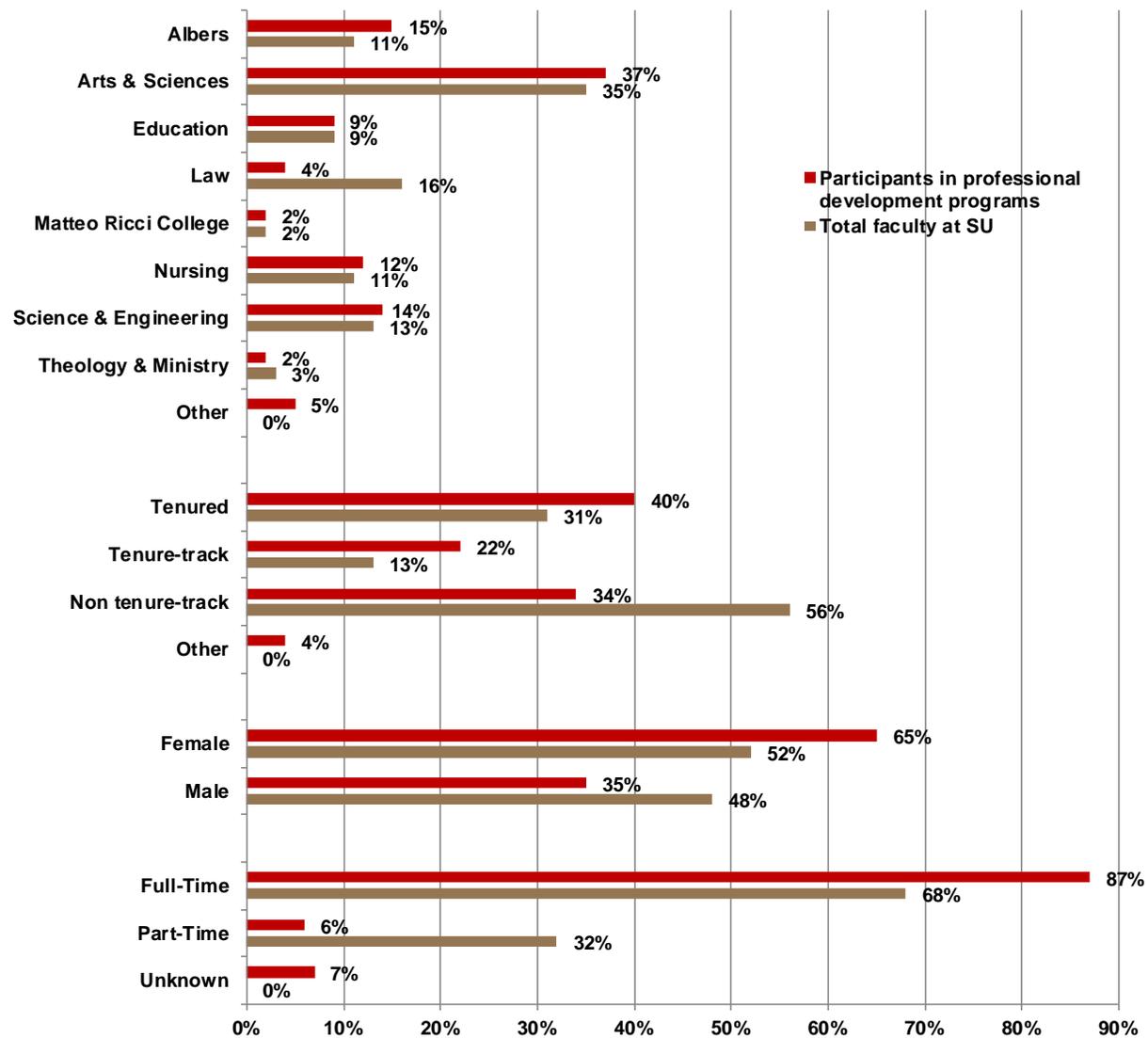
Figure 6: Seattle University's 2012-13 NCFDD membership vs. total faculty at SU



FAQNet

The Center “soft-launched” its new faculty resource, FAQNet, in Winter Quarter. The goal of FAQNet is to help Seattle University faculty locate colleagues with expertise in all areas of academic life beyond their disciplinary knowledge. The idea behind this scheme came from a 2012 publication by Bruce Macfarlane (University of Hong Kong) on the informal support faculty give one another and the mechanisms needed to sustain that support as institutions grow. By the end of the academic year, 78 faculty were participating as FAQNet experts. The web link is <http://www.seattleu.edu/faculty-development/faqnet/>

Figure 7: Participants in Center’s 2012–13 professional development programs vs. total faculty at SU



Observations: Professional development

Given our emphasis this year on supporting department and program chairs and mid-career faculty, we are not surprised to see over-representation (by more than 5%) in our professional development offerings among tenured faculty (by 9%) and full-time faculty (by 19%). Similarly, we see related under-

representation among tenure-track faculty (by 9%), non-tenure-track faculty (by 22%), and part-time faculty (by 26%). College and School representation is closer to being representative than in our activities under both research practice and learning and teaching, with one exception: the School of Law is again under-represented (by 12%). Here, it is worth noting that Law does not have chairs or program directors and that it has its own internal professional development activities. Again, we will meet colleagues in Law in 2013–14 to find out whether greater input from the Center for Faculty Development would benefit colleagues there.

New Faculty Institute (NFI)

The Center successfully directed its sixth New Faculty Institute (NFI) in September 2012, with 39 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 previous years, NFI was spread over three afternoons (typically from noon to 5:00 p.m.), whereas this year, we experimented with a two-day event, the first day lasting from 12:00 to 5:00 and the second from 10:00 to 5:00. This change was implemented primarily to aid faculty in the School of Law, who had already begun the semester. In a bid to avoid cognitive overload, especially on day two, the NFI Planning Team took care to vary session types to maintain energy throughout. In total, the Center and the Planning Team coordinated 23 presenters (14 faculty/staff and 19 students) for the 2-day event.

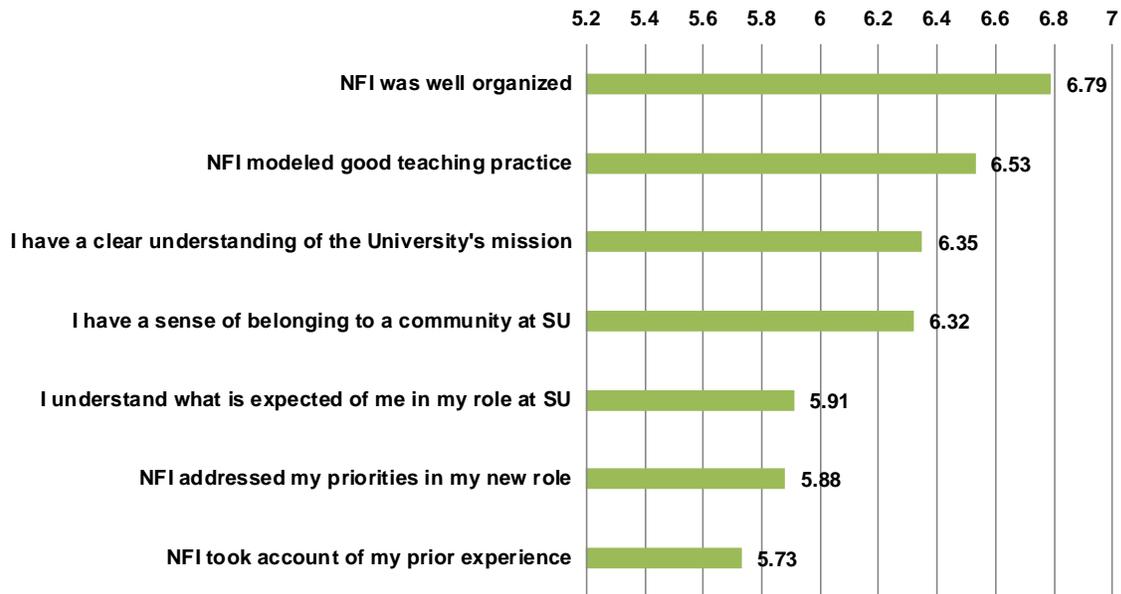
The Provost's Office set the following goals for NFI:

1. To build community across campus through cross-disciplinary conversation.
2. To explore the Jesuit Catholic mission of the university.
3. To discuss the art of balancing teaching, scholarship, and service.
4. To model effective teaching practices.
5. To gain an awareness of key legal implications of working in higher education.
6. To explain University-level expectations around rank and tenure for tenure-track NFI participants (in a follow-up session).

At the end of the 2-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 shown in Figure 8.

The Center also coordinated an NFI follow-up session on rank and tenure during the academic year. The session consisted of a panel of former University Rank and Tenure Committee members answering faculty questions on the tenure process at university level. The session was open to all tenure-track faculty at Seattle University, not just this year's new faculty. A total of 18 faculty participated; 11 from the new faculty group and 7 from previous years. A further session on Seattle University's mission was run by Mission and Ministry.

Figure 8: NFI 2012 feedback



Observations: New Faculty Institute

In previous years, we have experienced difficulties with inviting colleagues to attend NFI at very short notice due to the late finalization of their contracts. We have received feedback that these invitations are too late for faculty to make themselves available, leaving a negative impression about something that is intended to be supportive and welcoming. In addition, late invitations have caused internal problems for our planning of the event. This year, we agreed a policy with the Vice-Provost that for individuals who are not contractually required to attend NFI (i.e. full-time non-tenure-track faculty who are converting from a part-time contract), we will invite them to attend the following year's NFI and will notify them of this invitation in early in the academic year so that they know to expect an invitation the following summer. Fifteen faculty members are in this category.

We also carefully monitored participants' and Planning Team members' perspectives on the reduction from three half-days to one half-day and one three-quarter-day. Generally the feedback was positive, and through careful variation in session type and interactivity, participants' energy stayed high in the longer day. For the organizers, the two-day program is more intense, but we see enough benefits for participants to warrant continuing with this compressed schedule next year.

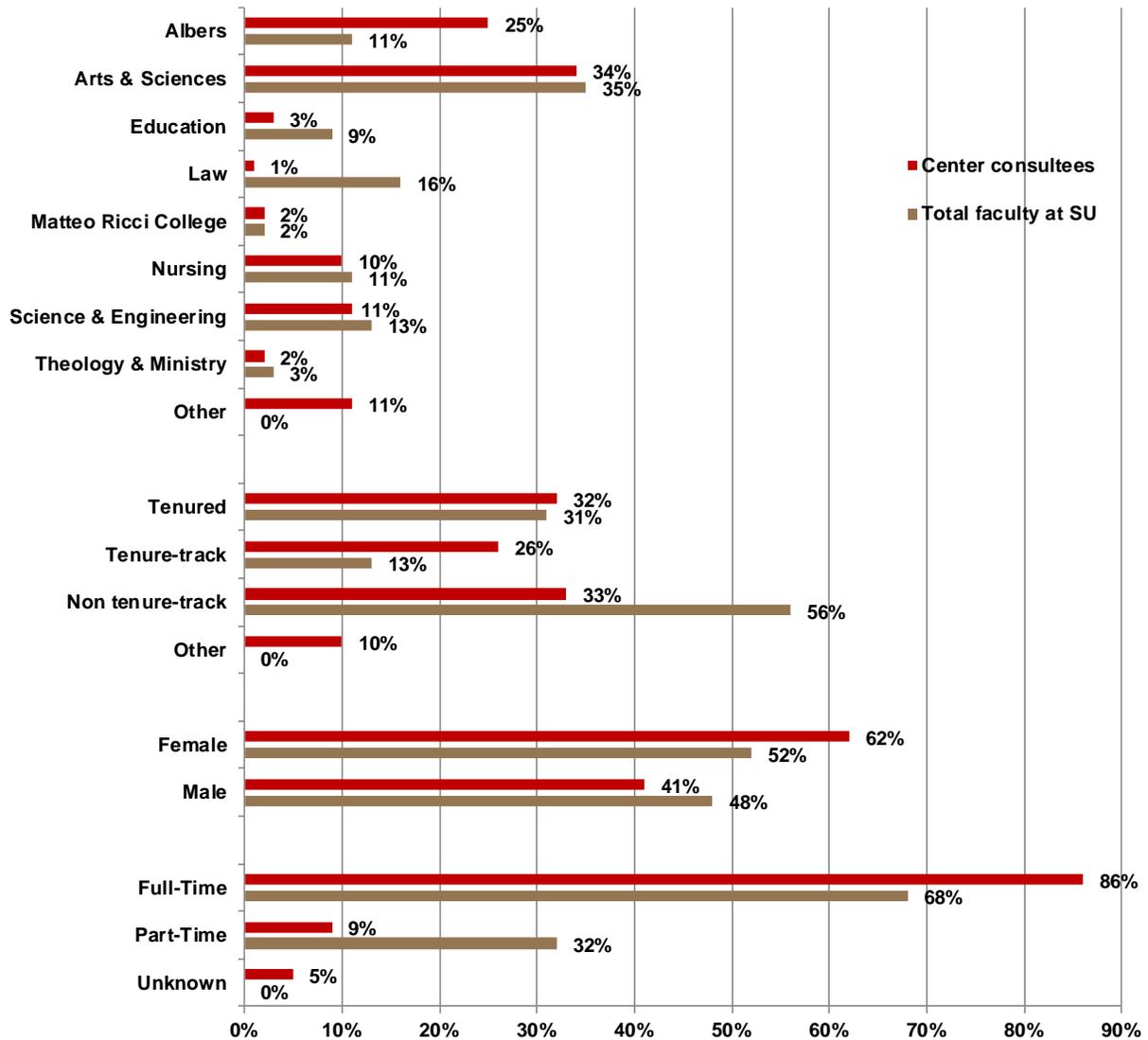
ONE-ON-ONE CONVERSATIONS

Consultations

Providing meaningful and useful consultation on faculty-driven issues continues to be one of the Center's top priorities. During 2012-13, David Green, Jacquelyn Miller, Therese Huston (Faculty Development Consultant), and Sven Arvidson (Senior Faculty Fellow) provided 200 consultations to 131 faculty

members, totaling 309 hours and averaging 2.36 hours per individual and 1.54 hours per consultation. This is an increase of 64% on 2010-11 and of 20% on last year.

Figure 9: 2012-13 consultations vs. total faculty at SU



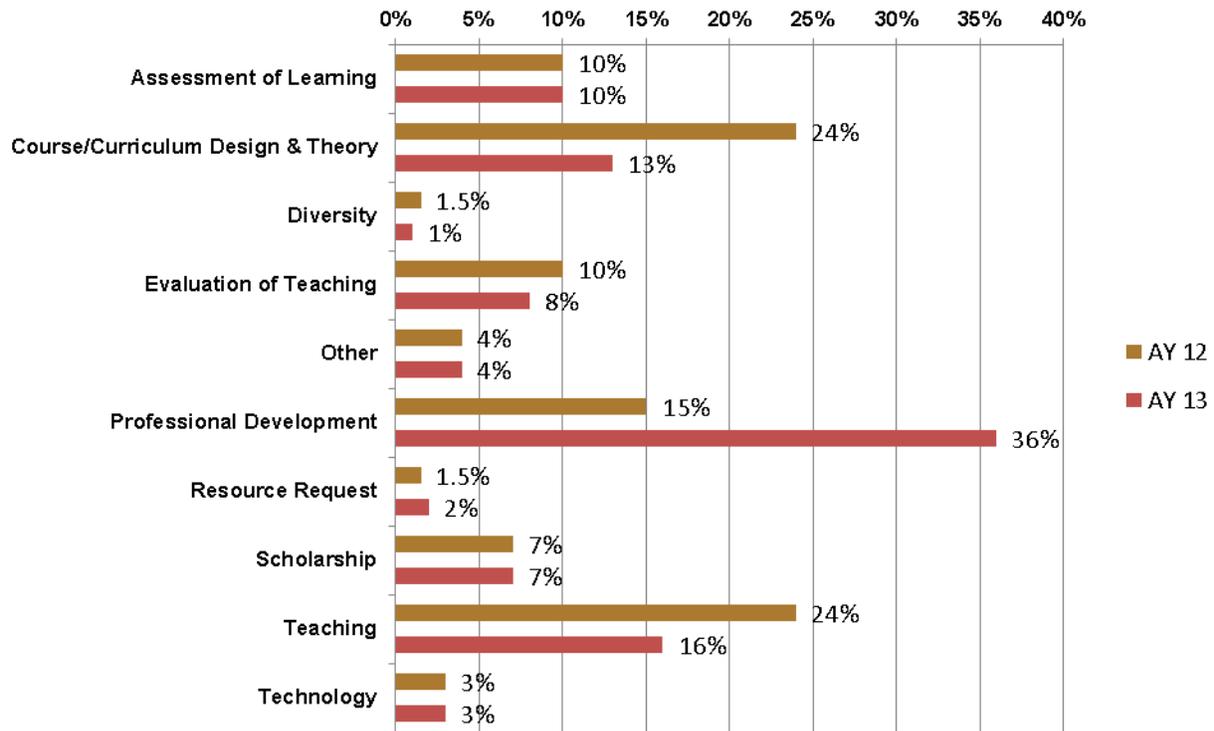
Observations: Consultations

Our consultations data tell us that the following are overrepresented by 5% or more: Albers colleagues (by 14%), tenure-track faculty (by 13%), female faculty (by 10%), and full-time faculty (by 18%). Meanwhile, the underrepresented areas are Education (by 6%), Law (by 15%), non-tenure-track faculty (by 23%), male faculty (by 7%), and part-time faculty (by 23%, although this is still the highest participation level among part-time faculty for any Center activity).

Figure 10 shows a breakdown of our consultations by topic area, comparing 2011-12 with 2012-13. Not surprisingly, we see a major increase in the number of consultations related to professional development

(from 15% to 36%), such that it was the main consultation topic all year. When we divide the “professional development” category down further, we find that the three main topics are (1) academic leadership, (2) issues relating to career stage, and (3) institutional and departmental politics.

Figure 10. Percentage of consultation by broad topic area, 2011–12 and 2012–13



Based on the broader categories shown in figure 10, the second and third most common consultation topics after professional development were teaching in general (16%) and curriculum design and theory (13%). The latter had been a much higher than usual consultation topic during 2011–12 due to the revision of the Core Curriculum. When we again break down these figures into our subheadings, we find the most common topics (excluding professional development) were (1) course and curriculum design and theory in general, (2) classroom management and incivility, (=3) assessment of learning in general, (=3) syllabus design, and (5) course evaluations.

Peer Consulting

The Center’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 2012–13 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

For the second year in a row, our peer consultants took on a much smaller number of consultations compared to earlier years. Again, we found that more of our consultation requests related to more complex classroom and pedagogical questions, requiring the expertise of either David Green, Therese Huston, or Sven Arvidson. In 2013–14, we will explore other ways to engage the Peer Consultants in the Center’s work.

INTERNAL CHANGES AT THE CENTER FOR FACULTY DEVELOPMENT

Staffing

Clearly, the major change in 2012–13 was Jacquelyn Miller’s arrival to lead Faculty Professional Development on campus. We see this expansion in the Center’s purview as a logical step as we take a holistic view of supporting faculty as “whole people,” in accordance with the university’s mission. Jacquelyn’s role is currently half-time and we will work towards increasing it to full-time so that we can better address the expanding faculty needs on campus.

In Fall 2012, we again applied for funding to replace the former full-time position of Associate Director for Academic Practice, so that our support in particular for learning and teaching (as well as our ability to support part-time and non-tenure-track faculty) can return to the level faculty grew accustomed to from 2006 to 2010. While we were unsuccessful this time around, we will continue to request this funding next year.

The Center’s director was a member of the university’s Strategic Planning Council in 2012–13, and the new 2013–18 University Strategic Plan (“Fulfilling Our Mission in a Changing World”) specifically refers to faculty development to support learning and teaching (Initiative 1.a.1); we hope this aids our argument in support of reinstating the full-time role of Associate Director for Academic Practice. In addition, we have specific and concrete plans on how the Center will be able to use this position in a new and creative way to put us at the forefront of faculty development nationwide.

In the meantime, we continue to rely heavily on Therese Huston’s expertise to consult with colleagues on campus on a wide range of complex issues. Our increase in purview also naturally means an increase in time required for planning and administration. The majority of this work falls on the director, as the sole full-time faculty developer, thereby also reducing his capacity to run as many events or consultations as previously.

Strategic Planning

The Center relies on the collective wisdom and sharp 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 limited

resources well, offering collegial counterarguments and alternative perspectives to lead to better decision-making. The 2012–13 group members were

- PJ Alaimo | Chemistry, College of Science & Engineering
- Joyce Allen | University Registrar
- Sven Arvidson | Philosophy and Liberal Studies, College of Arts & Sciences
- Amy Eva | Teacher Education, College of Education
- Holly Slay Ferraro | Management, Albers School of Business & Economics
- Christina Roberts | English, College of Arts & Sciences
- Lindsay Whitlow | Biology, College of Science & Engineering

Website

As part of a campus-wide initiative to use a new website content management system (PageBuilder) and standardize the look and functionality of the university's webpages, the Center transitioned to a new website in May 2013. The new website was timed to correspond with the Center's name change so that it would be a smooth transition from CETL's website (www.seattleu.edu/cetl) to the Center for Faculty Development's website (www.seattleu.edu/faculty-development), and we could announce our name change and new website simultaneously. Working with colleagues in Marketing Communications, we redesigned the site to create a more dynamic and visually rich interface for users, including the launch of our database of faculty expertise, FAQNet, and a frequently changing slideshow of current programs and events on our homepage. We have received positive feedback on the look and functionality of the website from users thus far.

Database

In 2012–13, we continued to improve the capabilities and usability of the Center's customized relational database. We improved the accuracy of our reporting on faculty status (tenured, tenure-track, non-tenure-track) and added data gathered by Institutional Research on faculty workload (full-time or part-time) and ethnicity. For the time being, we are not reporting ethnicity data for two reasons. First, the "unknown" group is too large to be able to draw any reasonable conclusions about our level of support to faculty of color; second, since the number of faculty of color is very small, we want to be sure to maintain anonymity in our reporting.

However, we are now able to track faculty members' status and workload at the time they participated in the Center's programs or accessed our services. This enables us to generate reports for current and previous academic years to determine which segments of the faculty we may not be reaching and whether that changes over time.

Online resource library

The Center has a library of books on learning and teaching, faculty development, and scholarly productivity, among other subjects, that faculty may borrow for up to two weeks. In an effort to make

these resources more accessible, we catalogued these books using an online tool called “LibraryThing,” after consulting with university librarians for advice. Faculty are now able to search the Center’s collection of books online at <http://www.librarything.com/catalog/FacultyDevelopment> .

IMPACT ON HIGHER EDUCATION PRACTICES NATIONALLY AND INTERNATIONALLY

The center’s director helps raise the profile of Seattle University by contributing to both the national and international dialogue on teaching and learning and on faculty development through presentations at conferences, publications, and professional service. In 2012–13, David continued as North American co-editor of an international journal, published two articles, gave five conference presentations, three keynote addresses, and ran three further invited workshops in the USA and Denmark. In addition, he is senior personnel on an NSF-funded project investigating Threshold Concepts in Biochemistry. Through these activities, the center’s profile nationally and internationally has increased, leading to visits from faculty developers and faculty members planning to establish or expand their faculty development centers from Central European University (Budapest, Hungary), the University of Washington Tacoma (WA), and Northwest University (Kirkland, WA).

Publications: Articles

- Little, D., & Green, D.A. (2012). Betwixt and between: Academic developers in the margins. *International Journal for Academic Development*, 17(3), 203–215. doi: 10.1080/1360144X.2012.700895
- Green, D. A., & Little, D. (2013). Academic development on the margins. *Studies in Higher Education*, 38(4): 523–537. doi: 10.1080/03075079.2011.583640

Keynote addresses

- Green, D. A. (2013, May). *Of blindfolds and fig leaves: Faculty preconceptions of our undergraduates*. Keynote address at the Otterbein “Great Expectations: General Education” conference, Otterbein University, Columbus, OH.
- Green, D. A. (2013, February). *Behind the fig leaf? Faculty preconceptions of student achievement*. Keynote address at the 30th Georgia Conference on College and University Teaching, Kennesaw State University, Kennesaw, GA.
- Green, D. A. (2012, July). *Faculty preconceptions: The hidden underbelly of educational environments*. Plenary address at the 2012 POGIL (Process-Oriented Guided Inquiry-Based Learning) Northwest Regional Workshop. Seattle, WA.

Invited presentations

- Green, D. A. (2013, March). *The fig leaf in the mind: Uncovering our preconceptions of students*. Invited presentation for the University of South Carolina Upstate, Spartanburg, SC.

Green, D. A. (2012, December). *Who do we think they are? Challenging our preconceptions of students.*

Invited presentation for the Universitetspædagogisk Netværk of Aarhus University. Aarhus, Denmark.

Green, D. A. (2012, December). *Who do we think we are? Challenging our preconceptions of ourselves and "others" as academic developers.* Invited presentation for the Universitetspædagogisk Netværk of Aarhus University. Aarhus, Denmark.

Conference presentations

Green, D. A., & Little, D. (2012, December). *Negotiating competing visions: Educational development in the strange middle ground.* Paper presented at the annual conference of the Society for Research into Higher Education. Newport, UK.

Little, D., & Green, D. A. (2012, October). *Take up your pen: Deepening the Scholarship of Educational Development.* Workshop presented at the 37th Annual Conference of the Professional and Organizational Development Network in Higher Education: Pencils and Pixels. Seattle, WA.

Popovic, C., & Green, D. A. (2012, October). *"A successful student is...?" Using vignettes to challenge faculty preconceptions.* Workshop presented at the 37th Annual Conference of the Professional and Organizational Development Network in Higher Education: Pencils & Pixels. Seattle, WA.

Green, D. A. (2012, July). *Challenging our preconceptions of students: Models, methods, musings.* Workshop presented at the 9th Biennial Conference of the International Consortium for Educational Development: Across the Globe Higher Education Learning and Teaching. Bangkok, Thailand.

Green, D. A., Leibowitz, B., & Sutherland, K. (2012, July). *Publishing in the International Journal for Academic Development.* Pre-conference workshop presented at the 9th Biennial Conference of the International Consortium for Educational Development: Across the Globe Higher Education Learning and Teaching. Bangkok, Thailand.

Professional service

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

Ex-officio member of the Council of the International Consortium for Educational Development

Member of the College of Reviewers | Higher Education Research and Development

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