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## 2006-07: THE YEAR OF OPPORTUNITY

### I. NEW STAFF

Dr. David Green became CETL's Associate Director in December 2006. He joined us from the UK after 10 years' faculty experience, the last four of which have been as a faculty developer. Since joining SU, David has been engaged in the full array of CETL activities and has particularly enjoyed the opportunity to work one-on-one with faculty from across the university, helping redesign and develop the CETL website, and running smaller, more focused workshops for faculty than was possible in the UK. During Fall Quarter, he is also teaching SU undergraduates in International Studies a new course on "Cultural Taboo and Transgression." This allows him to combine his academic experience in both comparative literature and cross-cultural management, while developing greater first-hand knowledge of the context at SU.

Bryce Hughes was hired through the Student Development Graduate Assistantship program as the new Instructional Research Associate. Bryce joined CETL in order to learn more about faculty development and collaboration across student and academic affairs divisions. As the instructional research associate, Bryce compiles research and designs documents and tools for both individual consultations and widespread distribution.

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### II. CONSULTATIONS

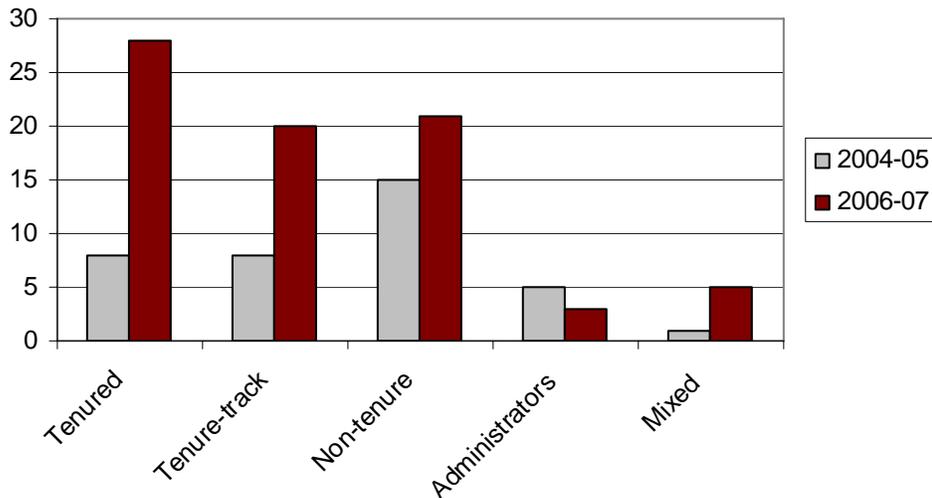
Providing meaningful and useful consultation services has consistently ranked as one of CETL's most important objectives. During 2006-07, CETL's Director and Associate Director consulted with 72 individual faculty members and 5 teams or departments (77 total)<sup>1</sup>, averaging approximately 5.25 hours per consultation. CETL began offering consultation services in 2004-05, and when we compare the consultation data across the past three years, there are three important indicators of CETL's success in establishing itself as a highly regarded resource for innovative teaching.

- First, the number of faculty seeking consultation has more than doubled in the past two years (from 37 faculty in 2004-05 to 77 faculty in 2006-07).
- Second, faculty are coming to CETL as teams, programs, or departments (not just as individuals) to discuss their teaching needs. In other words, faculty are discussing problems or questions with their colleagues, and CETL is being brought in to help facilitate problem-solving. In 2004-05, CETL consulted with only one such group, but in 2006-7, CETL consulted with five groups. The smallest group was two colleagues who co-teach a course and the largest group was an entire department. One of CETL's ongoing priorities is to foster community and collegiality around excellent teaching, and these group discussions have been one way to foster that community.

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<sup>1</sup> Arts and Sciences faculty comprised over 40% of our workload with 34 A&S faculty seeking consultations in 2006-07. Science and Engineering followed with 11 faculty (14%), then Education (9 faculty, or 12%), Albers (8 faculty, or 10%), Nursing (7 faculty, or 9%), other university programs (6 faculty, or 8%) and Law (2 faculty, or 3%). While no STM faculty sought us out for consultations, we are seeking ways to more effectively reach faculty in these areas.

- Third, there has been a shift in the faculty population seeking teaching support from CETL. In the first year that CETL began offering its consultation services, the largest demand came from adjunct faculty and core lecturers (40% of all consultations, as shown in the table below). In that first year, tenured faculty constituted less than 25% of our collaborations. By 2006-07, our third year of offering consultations, the largest demand came from tenured faculty (36%).



The shift is important because tenured professors are often the last group of faculty to seek teaching assistance and resources, in part because they are the most experienced teachers on campus and the most secure in their employment. Such collaboration with tenured faculty speaks highly of CETL’s growing reputation on campus. Furthermore, the quality of CETL’s resources are greatly enhanced when we collaborate with experienced faculty because they share their syllabi, favorite group activities, and other teaching materials.

### III. COMMUNITY-BUILDING AT SEATTLE UNIVERSITY

One of CETL’s fundamental goals has been to establish and support a community of faculty engaged in scholarly discussion around teaching and learning. We have made great strides toward this goal in the last few years, and 2006-07 has revealed some gratifying evidence of collegiality and community around CETL services and programs. To support this growth of faculty communities during 2006-07, we offered:

- ◆ 19 Faculty workshops
- ◆ Ongoing peer coaching services for faculty, and
- ◆ Our first Scholarship of Teaching and Learning (SoTL) Writing Retreat

***“[CETL] provides outstanding service to faculty and by extension to our students.”***

*Winter 2007 CETL Evaluation survey*

As CETL continues to engage faculty in conversation around their own teaching practice, we expect that a real and sustainable sense of shared experience, intellectual curiosity and collegial support will begin to take hold.

### A. Workshops

118 faculty members participated in one or more of CETL's 19 workshops and brown bags in 2006-07. Almost half of the faculty (47%) attended two or more events. After last year's surge in faculty participation, numbers now appear to have stabilized, with an average of 13 participants per session – the same as in 2005-06. These numbers are working well for us, as they allow time for everyone in the room to speak and be heard in a way which larger groups do not permit.

This year, we again co-sponsored workshops with the Center for Service and Community Engagement on the theme of diversity (to coincide with the university's diversity focus for the year). We also co-sponsored workshops with Faculty Technology Support and the Writing Center. All other workshops were run entirely by the Director and Associate Director.

CETL's workshops addressed some classic issues faced by faculty, such as "The Art of Good Discussions," as well as some urgent and topical themes, such as our brown bags on "Faculty Issues Around Virginia Tech." A complete list of CETL's 2006-07 workshops can be found in Appendix A.

### B. Peer Coaching: Debut of Inter-Disciplinary Coaching Across Campus

The Peer Coaches were unleashed onto the world! Last year, CETL trained a group of 10 mid-career and senior faculty who had been nominated by their Deans for their exceptional teaching and mentoring abilities.

This year, 8 of these coaches elected to serve as inter-disciplinary coaches to faculty across campus. (One of the coaches was on sabbatical for 2006-07 and the other coach became occupied with other professional responsibilities).

CETL managed and administered the Peer Coaching program by advertising the coaching service, matching coaches and faculty as requests were received, confidentially assessing the experiences of coaches and recipients, providing support and additional training for the coaches as needed, and paying the coaches a small stipend according to their quarterly coaching responsibilities.

The debut of this inter-disciplinary coaching service was successful: eighteen faculty worked with a peer coach over the course of the academic year. Several departments that rarely (and in one case, had never) used CETL showed a strong interest in the program and spoke highly of the coaching support they received. The feedback we received from most faculty who worked with coaches was positive.

The negative feedback we received about the coaching program focused on the initial communication between the coach and the faculty seeking support. A considerable challenge

***"[CETL is] an excellent resource here on campus and one that keeps me here as a full-time adjunct over moving to a different University. Thank you for all of your assistance!"***

*Winter 2007 CETL Evaluation survey*

***"My peer coach was very helpful - very positive and encouraging and had a wonderful way of giving feedback and suggestions."***

*2006-07 Peer Coaching participant*

that CETL encountered was to develop an efficient and effective system for connecting faculty with coaches. When an instructor has a problem and a full week or two passes before the individual can talk with a coach, a significant portion of the 10-week course has already elapsed. We will be working on this communication system in the 2007-08 school year.

#### IV. SCHOLARSHIP OF TEACHING AND LEARNING (SoTL) WRITING RETREAT

This year, CETL was proud to host its inaugural residential Writing Retreat for the Scholarship of Teaching and Learning (SoTL) at the Talaris Conference Center in Seattle. In a competitive process, an interdisciplinary panel selected faculty with a variety of backgrounds and experiences to participate in this inaugural event:

- ◆ Mara Adelman, Communication
- ◆ PJ Alaimo, Chemistry
- ◆ Mark Cohan, Sociology
- ◆ Marianne LaBarre, Pastoral Leadership Program
- ◆ Teresa Ling, Economics & Finance
- ◆ Kathryn Rickert, Theology & Ministry
- ◆ Trileigh Tucker, Environmental Studies



These faculty worked on topics ranging from “Using messy problems to develop students’ critical thinking skills” to “Analyzing the use of writing assignments and service-learning in organic chemistry,” with the objective of writing, revising and publishing their work as journal articles, book proposals, book chapters, conference papers and literature reviews.

CETL designed this retreat to provide space, time and collegial support for colleagues as they work toward their goals. The director and associate director facilitated a small-group process called Action Learning Sets through which faculty were able to aid one another in developing and refining their SoTL work. An action planning activity helped participants challenge themselves and achieve real progress in a short space of time. The Retreat was intended to provide them with a boost in their summer SoTL research projects and received very positive feedback from all attending faculty, including the following comments:

***“Be prepared to be more productive than you imagined possible.”***

2007 SoTL Writing Retreat participant

*The most important thing I learned during this Writing Retreat is:*

- ◆ “That I love working in group contexts, and I need the kind of accountability this retreat provided.”
- ◆ “I confirmed that I am heading in a good direction. It reinforced the value of cross-disciplinary critique and interaction.”

*The thing which most facilitated my work during the Retreat was:*

- ◆ “Long spans of uninterrupted time to settle in and write, write, write. Also, the accountability to the group! I had to keep to my action plan and produce.”

We plan to build on the significant success of this inaugural Writing Retreat so that it becomes a staple feature in CETL’s calendar of events by building it into our annual budget request.

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## V. NEW FACULTY INSTITUTE

CETL has been given responsibility for directing the 2007 New Faculty Institute (NFI), aided by a Planning Team with representatives from across the university. To ensure that NFI continues to be run by faculty for faculty, CETL organized three focus groups in Winter Quarter and invited NFI participants from the past five years to attend. Their feedback has significantly informed the redesign of the 2007 program, including the following program adjustments:

- ◆ Representation from presenters has been carefully designed to ensure that all new faculty have a chance to get to know people from their own college or school;
- ◆ The question-and-answer session with students will be divided into an undergraduate and a graduate student panel; and
- ◆ Break-out sessions will allow new faculty to select sessions which most clearly relate to their new roles at SU and their prior levels of experience in higher education.

CETL has also produced an NFI website so that many logistical and non-academic-related questions can be dealt with in advance of the three-day event.

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## VI. RESEARCH ON CODED LANGUAGE AND FACULTY DIVERSITY

Over the past three years, faculty and administrators from several parts of the campus have asked CETL whether faculty of color receive lower course evaluations ratings than their white colleagues. In 2005-06, the Director summarized key findings from the research literature in a report titled "Race, Gender, and the Impact on Evaluations," and she made the report available on CETL's website ([www.seattleu.edu/cetl](http://www.seattleu.edu/cetl)).

Questions have also been raised about students' course evaluations comments for women and minority faculty. When students make strong criticisms of an instructor's teaching or course design, are there certain types of comments that appear more frequently for faculty of color or women faculty? Is there coded language for racism or sexism that correspond with lower numeric ratings? Researchers have analyzed students' comments with respect to the instructor's gender, but no one to our knowledge, has analyzed students' comments with respect to the instructor's race.

In June of 2007, CETL presented a preliminary research proposal to the Engaging Our Diversity Task Force. We proposed to conduct a small-scale empirical investigation of this issue in 2007-08 using a sample of SU faculty who voluntarily provide their course evaluations for analysis. Proposed timeline:

Fall 2007

- Discuss the research project with other leaders and administrators on campus (i.e. President Sundborg, Provost Eshelman, etc.)
- Conduct a literature review to identify sound and feasible research designs

- Submit a proposal to Seattle University's Institutional Review Board (IRB) and receive IRB approval by the end of Fall 2007

#### Winter 2008

- Invite faculty to participate in the research project
- Pilot test the coding system on a small sample of previous course evaluations (Spring 2007 or earlier)
- Put a system in place to collect course evaluations for the Fall 2007 and Winter 2008 for faculty participating in the research project
- Begin analyzing course evaluations from Fall 2007

#### Spring 2008

- Analyze course evaluations from Fall 2007 and Winter 2008
- Generate an initial, internal report for SU faculty and administrators on the key findings
- Begin writing up the investigation for publication

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## VII. BROADENING OUR SCOPE: Regional and national networking

While CETL focuses first and foremost on the needs and aspirations of SU's faculty community, we believe that an important second priority lies in communicating the SU teaching and learning experience to a broader network of teachers and scholars, and continually refreshing our own workshops and programs with new and diverse ways of thinking, teaching and understanding the learning process. Involvement in national and international conferences, independent scholarship and publication-driven research help us to ensure that Seattle University's dedication to excellence in teaching and learning continues to grow within—and contribute to—a greater global context.

### A. POD Conference

In October 2006, Therese Huston was the Program Co-Chair for an international conference in higher education, the 31<sup>st</sup> conference of the Professional and Organizational Development Network in Higher Education. Over 740 faculty and administrators from North America and twelve countries around the world participated in the four-day conference focused on "Theory and Research for a Scholarship of Practice." Therese and Carol Weaver facilitated a workshop titled "Preparing Faculty to Give Constructive Feedback to the Their Peers" to a standing-room only crowd of over 70 participants.

### B. IS-SoTL Conference

CETL's Director and Associate Director jointly ran sessions at two international conferences: The International Consortium for Educational Development (ICED) biannual conference on "Enhancing Academic Development Practice: International Perspectives" in Sheffield, UK, and the International Society for the Scholarship of Teaching and Learning (IS-SoTL) conference on "Making a Greater Difference: Connecting to Transformational Agendas" in Washington, DC. Both sessions were based on collaborative work investigating how the language of faculty development and SoTL may create barriers for many faculty and considered means by which these could be overcome. These sessions were attended by an international audience and are leading to two articles to be published in refereed international journals.

## C. Research

### *“Students and Social Class”*

After several research requests came to the office through various channels, Therese and Bryce worked on a research project looking at teaching issues related to social class. Over winter quarter, Bryce conducted a literature review on how social class is played out in higher education, and in spring quarter, he and Julie Stein facilitated a focus group with Seattle University students discussing their experiences around social class on campus. This group was composed of three students, two nontraditional and one traditional, and Bryce summarized the main themes which arose from the conversation. CETL plans to use the literature review and focus group data to formulate a workshop for the upcoming academic year for faculty on building skills to handle class issues in the classroom.

### *“Case Studies in Faculty Development”*

Over the course of the year, CETL collaborated with the Center for Service and Community Engagement (CSCE) on three workshops regarding handling difficult teaching moments in service-learning classes. Bryce and Julie researched tools to prepare handouts for the workshop participants and the planning group created and used these cases to structure faculty discussion. CETL received very positive feedback on these workshops and as a result, is writing an article on the experience of using case studies as an approach to faculty development.

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## XIII. CETL WEBSITE

Over Winter Quarter, CETL fully redesigned and expanded its website ([www.seattleu.edu/cetl](http://www.seattleu.edu/cetl)). The new site should make it easier for faculty to find the information they need and to be sure that they are aware of the services CETL offers. Each of our services is now described on its own page; faculty can register for workshops directly online, rather than having to phone or e-mail the Center; resources developed for workshops (such as grading rubrics) can now be downloaded for faculty to adapt to their own needs; and links to a wide array of journals on learning and teaching in higher education make it easier for faculty to identify suitable research resources (and publication options). Feedback on the website has been extremely positive, and faculty use of the site seems to be increasing rapidly (based on feedback and increasing use of online registration; no figures currently exist to indicate the frequency of site visits prior to the redesign). In addition, our searchable teaching and learning resources have attracted attention from faculty at other institutions requesting information, helping to raise the profile of Seattle University at large.

**APPENDIX A:****2006-07 CETL WORKSHOPS***Seattle University presenters:*

- ◆ The Art of Good Discussions I: Jacob Diaz (Dean of Students) and Bridget Kelley (Education)
- ◆ The Art of Good Discussions II: Therese Huston and David Green
- ◆ Brown Bag sessions on Teaching and Faculty Issues Around Virginia Tech – Therese Huston and David Green
- ◆ Changes in Attitudes: Incidents and Impacts of Disruptive Student Behavior – David Green and Therese Huston
- ◆ Energizing Long Classes – Therese Huston
- ◆ Engaging Diversity (impromptu session after guest speaker was unable to attend) – Therese Huston and David Green
- ◆ Making Your Assignments More Interesting to Grade – David Green
- ◆ Teaching Through a Collective Tragedy – Therese Huston
- ◆ Using Grading Rubrics to Make Your Expectations Clear – David Green and Therese Huston

*Co-sponsorships:*

- ◆ PowerPoint: Always for Good, Never for Evil! – Bill Hill (Faculty Technology Support) and David Green
- ◆ Teaching Writing Across Borders – Larry Nichols (Writing Center), Therese Huston and David Green
- ◆ Three-Part Case Study Series with the Center for Service and Community Engagement
  - Turning Difficult Moments into Teachable Moments I: Academic Service Learning and Race – Kent Koth (CSCE) and Therese Huston
  - Turning Difficult Moments into Teachable Moments II: Academic Service Learning and Gender – Kent Koth (CSCE) and David Green
  - Turning Difficult Moments into Teachable Moments III: Academic Service Learning and the Self-Righteous Mindset – Kent Koth (CSCE) and Therese Huston