

I OVERVIEW

Seattle University engaged in a self-study during the 2008–09 academic year. As part of that larger effort, CETL staff conducted a detailed analysis of our contribution to the institution. In the summer of 2008, we began collecting and analyzing data on CETL’s first four years (2004–2008), and in March 2009, we submitted our 63-page self-study to the Provost’s Office. Since CETL spent much of the year assessing our goals, services, and outcomes for this longer report, the Associate Provost agreed that an annual report was not needed. We’ve generated this abbreviated report for our internal records.

II ACTIVE TEACHING SUPPORT

a. Workshops

One of CETL’s fundamental goals has been to establish and support a community of faculty engaged in scholarly discussion around teaching and learning. CETL workshops play a key role in supporting this goal as they provide a dynamic space for faculty to collaborate and share their teaching and learning ideas. Research on teaching and learning best practices is also presented so that faculty are up-to-date with current scholarship. Faculty from every college and teaching level attended, allowing for rich and vibrant discussions across disciplines. Quantitative data for CETL’s workshop services are provided below:

12 workshops
268 attendees
125 faculty served

The following figures show the status of the faculty served:

Tenured	29%
Tenure-track	33%
Non-tenure-track	34%
Other	4%

The following figures show the affiliation of faculty by college or school:

Arts & Sciences	39%
Administration	4%
Business & Economics	21%
Education	6%
Law	2%
Nursing	6%
Science & Engineering	19%
Other	3%

CETL's 2008–09 workshops:

FALL QUARTER 2008

- Trouble-Shooting Your Classroom Discussions (2 sessions: 23 attendees)

Therese Huston and David Green

- Redesigning Your Writing Assignments (1 session: 19 attendees)

John Bean (English) and Larry Nichols (Director of the Writing Center)

- Pearls of Wisdom or Just Grit: Soliciting More Helpful Feedback from Students on Course Evaluations (2 sessions: 29 attendees)

Therese Huston and David Green

WINTER QUARTER 2009

- Teaching Multiculturally Inclusive Courses – Across the Disciplines (1 session: 24 attendees)

Matt Ouellett (Center for Teaching, University of Massachusetts-Amherst)

- Generating Outside Funding (1 session: 10 attendees)

Jane Spalding (Director of Foundation and Corporate Relations), Barbara Dolby (Senior Writer), Leesa Brown (Sponsored Research Officer)

- Academic Rigor: Promoting Deep Approaches to Learning (2 sessions: 26 attendees)

Therese Huston and David Green

- Future Gazing and Sustainability: Teaching Students to Conceptualize Change (1 session: 15 attendees)

Celia Popovic (Centre for Enhancement of Teaching and Learning, Birmingham City University, UK)

- Optimizing Student Teams: Key Lessons from Teams Research to Enhance the Team Experience for Everyone (2 sessions: 41 attendees)

Jennifer Marrone (Albers School of Business and Economics)

SPRING QUARTER 2009

- “Students today aren’t what they used to be!” The Millennial Generation and its Impact on the Classroom (1 session: 39 attendees)

David Green and Therese Huston (Co-Sponsored with the Albers School of Business & Economics)

- Teaching What You Don’t Know (2 sessions: 29 attendees)

Therese Huston and David Green

- Pursuing Deep Learning and Social Change: Academic Service-Learning (1 session: 13 attendees)

Kent Koth (Center for Service and Community Engagement) and Jeffrey Anderson (College of Education – Master in Teaching)

b. Consultations

Providing meaningful and useful consultation on faculty-driven teaching issues has consistently ranked as one of CETL’s top priorities. During 2008–09, CETL’s Director, Associate Director, and Senior Faculty Fellow consulted with 94 individual faculty members and 9 teams of faculty, averaging approximately 4.25 hours per consultation.

The following figures show the status of the faculty served:

Tenured	20%
Tenure-track	41%
Non-tenure-track	27%
Other	12%

The following figures show the affiliation of faculty by college or school:

Arts & Sciences	44%
Business & Economics	17%
Education	8%
Law	4%
Nursing	11%
Science & Engineering	9%
Other (staff and unknown)	7%

Peer Consulting Program

CETL's Peer Consulting Program was created *by faculty for faculty*. Its goal is 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.

In 2008–09, eight peer consultants were trained to provide consultations and classroom observations in academic year 2009–10 to any Seattle University faculty member interested in gaining a new perspective on his or her teaching. The following faculty members were selected as peer consultants:

- John Carter | Mathematics
- Michelle DuBois | Biology
- Theresa Earenfight | History
- Nirmala Gnanapragasam | Civil and Environmental Engineering
- Lyn Gualtieri | General Science
- Antwinett Lee | Nursing
- John McLean | Management
- Heath Spencer | History

c. New Faculty Institute (NFI)

CETL successfully directed its second New Faculty Institute in September 2008. The three-day event had 51 participants. New faculty were able to network with colleagues from across the campus, including the President and Provost, as well as undergraduate and graduate students. NFI also included four break-out sessions designed to accommodate different levels of experience in higher education. CETL and the NFI Planning Team coordinated 33 faculty and 16 student presenters for the three-day event.

CETL also coordinated three of the five follow-up sessions during the academic year, where the focus was on teaching and learning. (The Provost's Office coordinated the two sessions on mission.) To accommodate different levels of experience and respond to prior cohorts' feedback on NFI, the Action

Learning Sets model was used so that faculty worked together in small interdisciplinary groups to support one another in ongoing projects throughout the year.

The Provost's Office set four goals for NFI:

1. To build community across campus
2. To explain Seattle University's Jesuit mission
3. To demonstrate academic excellence by modeling good teaching practices
4. To provide expectations around rank and tenure for tenure-track NFI participants

At the end of the three-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 follows:

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|------|---|
| 6.67 | NFI was well organized. |
| 6.35 | NFI modeled good teaching practice. |
| 6.76 | I have a clear understanding of the University's mission. |
| 6.29 | I have a sense of belonging to a community at SU. |
| 6 | I understand what is expected of me in my role at SU. |
| 5.74 | NFI addressed my priorities in my new role. |
| 5.47 | NFI took account of my prior experience. |
| 2.81 | NFI was too short. |

III. PROMOTING SCHOLARSHIP

a. Scholarship of Teaching and Learning Writing Retreat

CETL hosted its third Writing Retreat for the Scholarship of Teaching and Learning (SoTL) from June 16–18, 2009. To accommodate a larger number of participants, John Bean was asked to be a third facilitator. Of the 12 applicants, 10 faculty were selected in a competitive process based on the strength of their SoTL writing proposal. The following interdisciplinary cohort was selected for the 2009–10 academic year:

- Bonnie Bowie | Nursing
- Brenda Broussard | Nursing
- Terri Clark | Nursing
- Dick Cunningham | School of Theology and Ministry
- Theresa Earenfight | History
- Jenny Loertscher | Chemistry

- Trileigh Tucker | Environmental Science
- Charles Tung | English
- Susan Weihrich | Accounting
- Enyu Zhang | International Studies

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

- Having blocks of time to write and think without interruption—what a luxury! Setting goals with my writing group spurred me on to write.
- This is a wonderful opportunity—I would encourage CETL and the University to continue it. SoTL gives me as a faculty member a real boost of encouragement and support as a scholar. It really is action to support us. Thank you so much!
- It made all the difference in the world. I felt a sense of community, support, and commitment to the group and my work.

Since their retreat last June, the 10 SoTL participants from 2009 have continued to be prolific, which they credit to their experience at the retreat. As of March 2010, they have generated 12 scholarly works, including journal articles, book chapters, and conference papers. Participants have also reported that the Writing Retreat sparked several other kinds of projects, including two research projects with colleges and universities from across the U.S., the revision of course materials, and several books and articles in progress.

b. Rubric Stimulus Package

In 2009, CETL developed a Rubric Stimulus Package to support faculty in creating or revising a rubric—or set of rubrics—for assignments.

The goals of developing these rubrics were:

- To make the grading process more manageable for faculty and their colleagues
- To boost academic rigor by raising expectations of student performance
- To clarify faculty expectations for different levels of student performance
- To foster more meaningful discussion about assignments between faculty and students
- To improve the quality and timeliness of faculty feedback on student work

From 27 applicants, 16 faculty were selected to receive awards. The following figures show the status of the recipients:

Tenured	38%
Tenure-track	19%

Non-tenure-track	38%
Other	5%

The following figures show the affiliation of recipients by college or school:

Arts & Sciences	50%
Business & Economics	6%
Education	13%
Nursing	25%
School of Theology & Ministry	6%

c. Writing Fridays

CETL continued to organize Writing Fridays in Fall Quarter 2008. Writing Fridays provide a quiet, collegial space in the Lemieux Library where faculty can come and work on their scholarship (on any topic) without interruption. While faculty have commended CETL on this initiative and are glad that Writing Fridays exists, attendance continued to be small. After careful review, Writing Fridays were determined not to be an effective use of CETL resources and time and were discontinued.

IV. IMPACT ON HIGHER EDUCATION PRACTICES NATIONALLY AND INTERNATIONALLY

CETL contributes to both national and international conversations on teaching and learning, and on faculty development practices. In particular, we have done this through our work at conferences and through our publications.

a. Conferences

Professional and Organizational Development Network in Higher Education annual conference, Reno, NV | October 2008

“I hate this course!” How useful are student evaluation comments? Workshop presented by Therese Huston and David Green.

Changes bring challenges: Supporting faculty efforts to increase active learning. Workshop presented by Therese Huston and Carol Weaver.

b. Publications**David Green**

Green, D.A. (In press). Words fail us: How academics view language and ideas in higher education research. *International Journal for Academic Development* (15)1: 47-59.

Green, D.A. (2009). New academics' perceptions of the language of teaching and learning: Identifying and overcoming linguistic barriers. *International Journal for Academic Development* (14)1: 33-45.

Therese Huston

Huston, T. A. (2009). *Teaching What You Don't Know*. Harvard University Press.

Huston, T. (2009, July 24). How to teach what you don't actually know. *The Chronicle of Higher Education*, 55 (42), A25-A26.

Huston, T., & Arvidson, S. (2008). Transparent teaching. *Currents in Teaching and Learning*, 1(1), 4-16.