

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.

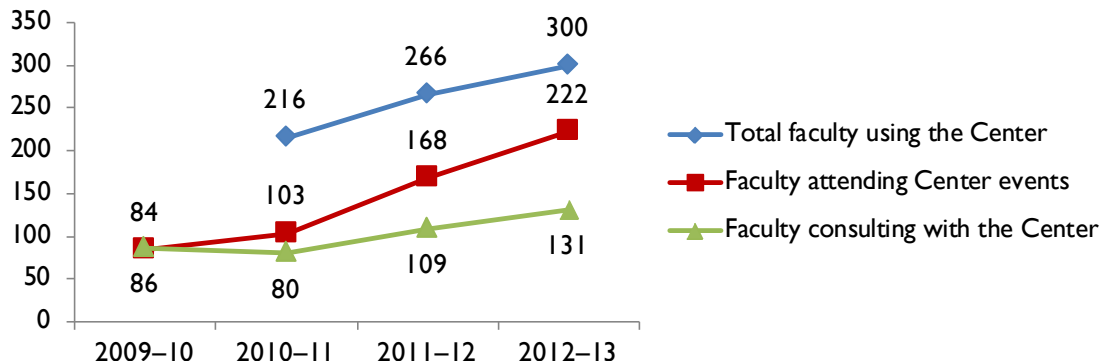
EXECUTIVE SUMMARY

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.