

ANNUAL REPORT 2021/22

EXECUTIVE SUMMARY

CURA PERSONALIS FOR FACULTY

“ The variety of offerings provide faculty with opportunities to better understand their profession, their students, and their institution. ”

The Center for Faculty Development (CFD) supports the three broad areas of faculty members’ lives as “whole” academics: (1) learning and teaching, (2) research practice, and (3) professional development. Reflecting the Jesuit value of caring for the whole person, this innovative holistic model aims to enable faculty to better model wholeness for their students.

Our approach is scholarly and interdisciplinary, with the associate directors and director all engaging in teaching, scholarship, and service themselves to mirror faculty activities. Following national standards, 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.

“ This is immensely important work to help our campus live up to its mission, retain faculty, and perform high-quality teaching. ”

2021/22 CENTER ACTIVITY ACROSS ITS THREE BROAD AREAS



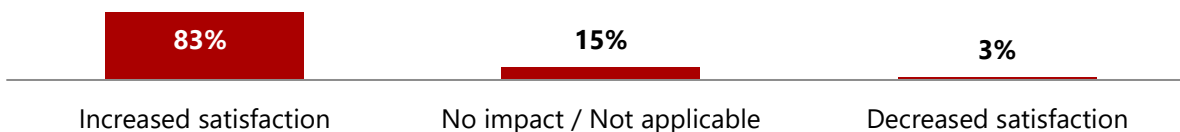
“ I feel so supported, heard, and appreciated through all of these events. ”

2021/22 ALIGNING WITH THE REIGNITED STRATEGIC DIRECTIONS

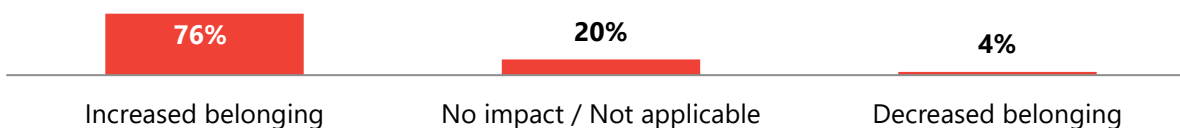
We’ve organized our programming this year in alignment with five out of six of SU’s strategic goals:

23 sessions	28 sessions	72 sessions	27 sessions	28 sessions
FOUNDATION	GOAL 1	GOAL 2	GOAL 3	GOAL 4
Remain anchored in our Jesuit and Catholic character	Reimagine and revise our curriculum	Strengthen professional formation for all	Enhance the student experience	Promote inclusive excellence

2021/22 IMPACT ON SATISFACTION AS A FACULTY MEMBER OR ACADEMIC LEADER AT SEATTLE UNIVERSITY

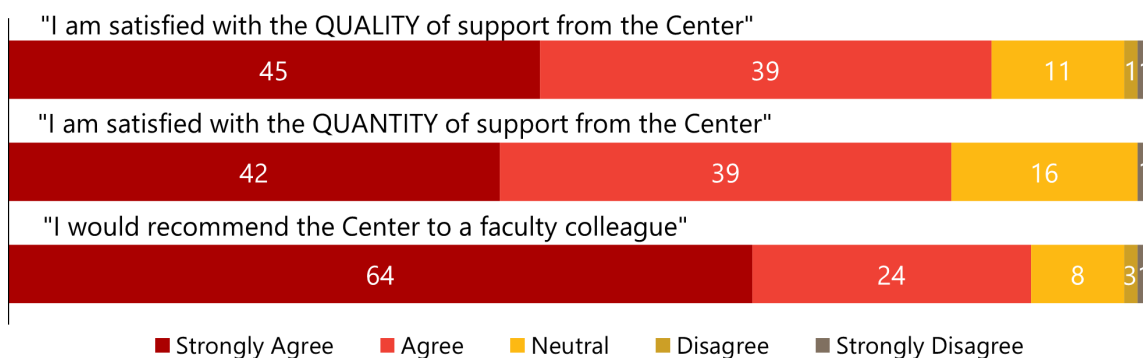


2021/22 IMPACT ON SENSE OF BELONGING AT SU



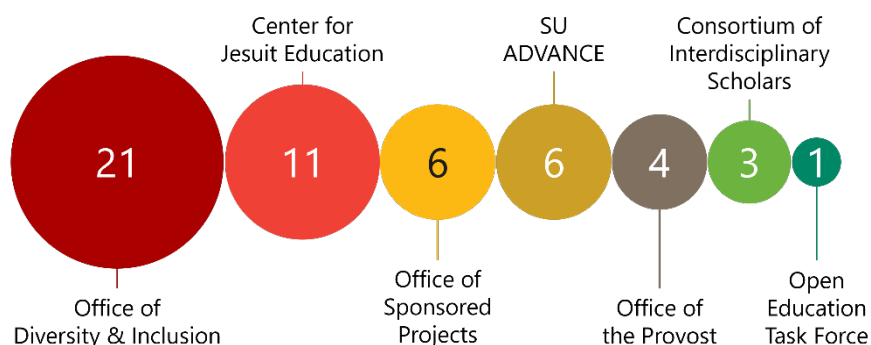
2021/22 END-OF-YEAR EVALUATIONS: QUANTITATIVE

Faculty responses to global questions about the Center's work (nearest %)



2021/22 CONNECTING ACROSS CAMPUS

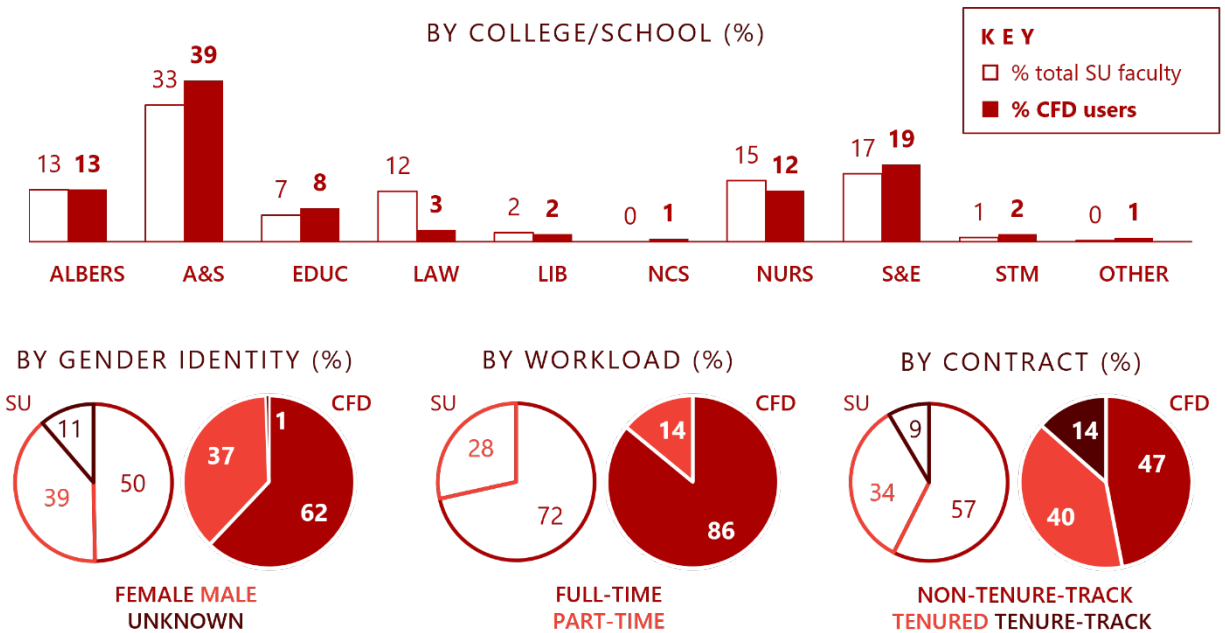
We find ourselves in the lucky position of acting as bridge-builders across campus, connecting faculty to various offices and units that they might not readily discover otherwise. For our events this year, we partnered with seven other areas of the university, as indicated in the figure below. In particular, many events with the Center for Jesuit Education involved joint design and facilitation of sessions, as well as co-sponsorship.



WHO WORKS WITH US?

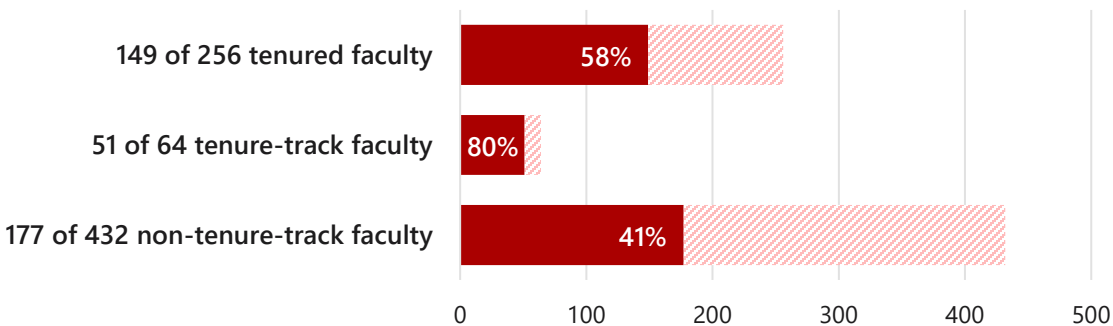
In 2021–22, the center worked with 434 individuals, 377 of whom were faculty and librarians; these individuals comprise **50.1% of the university’s 752 faculty and librarians**. We also worked with 22 professors emeriti and 35 staff members/administrators who are not included in our statistics here. Figure 1 shows a percentage breakdown of the Center’s faculty users by college/school, gender identity, workload, and contract for 2021–22 (solid color) compared with the percentage breakdown for the entire faculty at Seattle University (outlined). Figure 2 shows the percentage of faculty we worked with for each contract type. Librarians are included among the non-tenure-track faculty throughout this report.

Figure 1. CFD’s faculty users 2021–22 compared to total faculty at Seattle University



“ The workshops are well run, the ideas/practices/methods promoted are supported by current research in best practices, and the folks that make up the Center are extremely knowledgeable. ”

Figure 2. Percentage of CFD users from each faculty rank in 2021/22 (indicated in darker shade).



PROGRAMS AND EVENTS: 2021–22 OVERVIEW

Table 1. 2021–22 programs & events (abridged titles) linked to goals of the Reimagined Strategic Directions

Number of sessions in parentheses if more than one.

F	1	2	3	4	5	CFD Programs and Events
LEARNING & TEACHING: WORKSHOPS						
	1	2	3	4		Anti-racist pedagogy: Definition and framework(s) (2) (for Provost's Anti-Racist Curriculum Cohort)
	1	2	3	4		Transparency in learning and teaching (for the Provost's Anti-Racist Curriculum Cohort)
F	1	2	3			Trauma-informed pedagogy (3)
F	1	2	3	4		Ignatian Pedagogy Series: Inclusive pedagogies (4)
F	1	2	3			Teaching in the Jesuit tradition (6)
	1	2	3	4		Transparency in learning and teaching (3)
	1	2	3	4		Labor-based contract grading as an anti-racist pedagogical practice
	1	2	3	4		Labor-based contract grading: A collaborative workshop for anti-racist assessment practices
F	1	2	3	4		"I am...": Professional identities and fostering those of our students
	1	2	3	4		Equitable student access to course materials: Exploring open educational resources for your course
F	1	2	3			Reconnecting with joy in our teaching
LEARNING & TEACHING: LEARNING COMMUNITIES						
	1	2	3	4		hooks (1994). <i>Teaching to transgress: Education as the practice of freedom</i> (3)
RESEARCH PRACTICE: WORKSHOPS						
F	1	2				Writing workshop for faculty applying to full professor in 2022-23 and 2023-24 (2)
		2				The "personal intellectual project:" Capturing, focusing, and (re)inventing your scholarly agenda
RESEARCH PRACTICE: WRITING GROUPS						
		2				Faculty Writing Groups launch event
PROFESSIONAL DEVELOPMENT: WORKSHOPS						
		2				Faculty Leader Series: Can I say that? Giving and getting better peer-to-peer feedback
		2				Countering burnout by cultivating imperfection
		2				Shifting mindsets for faculty success in a volatile world
		2				Co-producing leadership: How to follow and when to lead
		2				How to create psychological safety and a speak-up culture
F	1	2				Choosing meaningful service roles (for NTT/term faculty)
		2				Faculty Leader Series: Developing your network as an academic leader
PROFESSIONAL DEVELOPMENT: PANEL DISCUSSIONS, CANDID CONVERSATIONS, Q&A SESSIONS						
F		2				The many paths back: A reflection
		2				Time and the life of the university
		2				Silver linings? Pros and cons of becoming a department chair
F		2				I like the new guidelines! But how do I create a Holistic Faculty Development Plan? (2)
		2				Trust and the life of the university
F		2				Promotion to full professor: Your questions answered about the Holistic Faculty Development Plan
F		2				Q&A session for recently tenured faculty about how to formulate a Holistic Faculty Development Plan
PROFESSIONAL DEVELOPMENT: LEARNING COMMUNITIES						
		2		4		Chun & Evans (2014). <i>The department chair as transformative diversity leader</i> (3)
PROFESSIONAL DEVELOPMENT: COMMUNITIES						
		2				Affinity group for faculty parents (9)
		2		4		Affinity group for tenure-track faculty of color (5)
		2				Chairs' Community of Practice (6)
NEW FACULTY INSTITUTE						
		2	3			An ounce of prevention: Advice from the Office of the University Counsel
		2				Thriving at SU as a non-tenure-track faculty member (open to past NFI term faculty participants)
		2				University Rank and Tenure panel (open to past NFI tenure-track faculty participants)
	1	2	3			Student perspectives on studying at SU

THIS REPORT

This annual report outlines the work of the Center for Faculty Development over the 2021–22 academic year. It provides data from end-of-session and end-of-year evaluations, as well as faculty members' anonymous comments in our yearly evaluation.

Details about our events and programs are divided into the three areas of our purview, color-coded to ease skimming (teaching and learning – blue; research practice – yellow; professional development – green). At the end of the report, we discuss the Center's internal organization and its external profile.

SESSION FORMATS AND MODALITIES

As the first figure in the Executive Summary indicated, the Center ran 72 sessions covering 36 topics in 2021–22, in addition to the New Faculty Institute before the start of Fall Quarter 2021.

Nine of those programs met on more than one occasion, either as part of a series or as a workshop with follow-up sessions to deepen participants' engagement with, and reflection on, the topic.

Each quarter, we surveyed faculty to find out whether they would like the following quarter's events to be in-person or online, expecting the response to shift over the year in favor of in-person sessions. In fact, even for Spring Quarter events, two-thirds of respondents wanted to stay online. As a result, all events in 2021–22 were delivered over Zoom.

SUSTAINABILITY

We have come to realize that, in a bid to respond to changing circumstances and to maintain community among faculty over the past two years of the pandemic, we have been running more events across our three areas than is sustainable. "Sustainable educational development" was the topic of an international conference attended by two Center colleagues in June 2022, and similar patterns were observed among our counterparts around the world. Next year we seek to recalibrate our offerings and return to numbers closer to pre-pandemic levels.

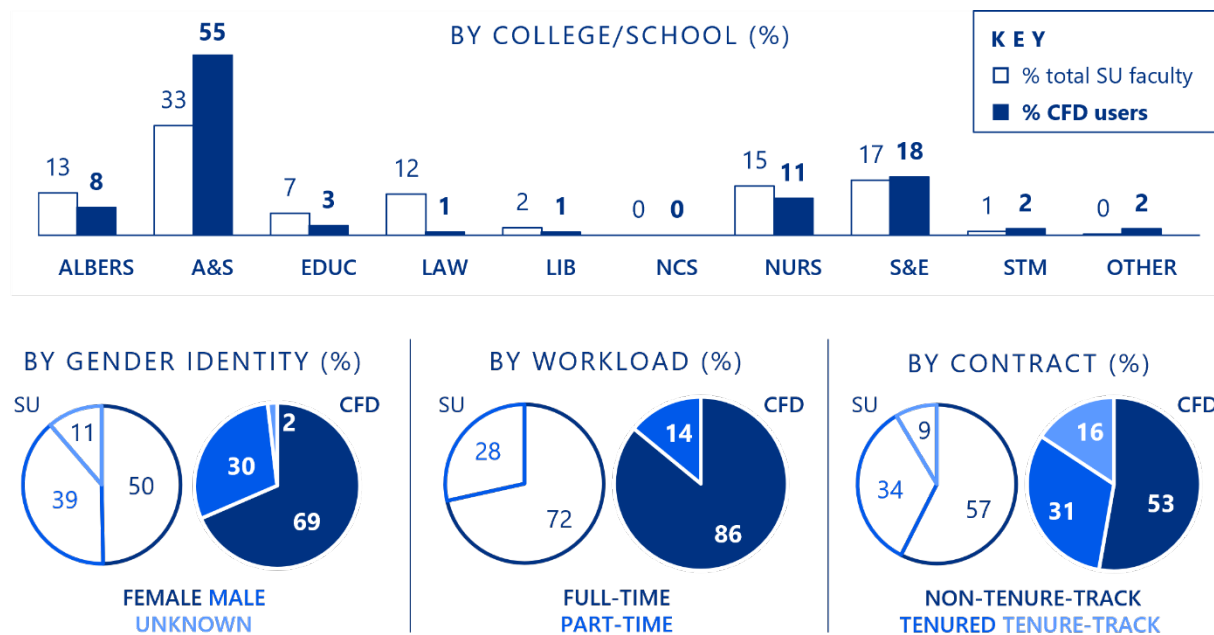
“

The CFD was a big help to me in feeling I'm part of the SU community during my first few years here. [...] Aside from helping me with practical matters of being a faculty member, the CFD was a great help with developing a sense of belonging.

”

LEARNING AND TEACHING

Figure 3. Faculty participation in Learning and Teaching sessions 2021–22 compared to total faculty



“

CFD creates a sense of shared commitment to teaching.

”

In 2021–22, we organized 27 learning and teaching sessions with 274 total attendees (284 including staff), comprising 38% of our sessions and 43% of attendees over the year (see overview figure on page 1). In addition, more than two-thirds of our consultations concerned teaching issues, highlighting the fact that teaching remains the bedrock of faculty work and of the Center’s work, as well as being vital to the university’s success. Teaching is also highly dynamic: As our students change and our disciplines evolve, some previously successful strategies cease to support learning; our work with faculty provides space to think through alternative, evidence-based approaches that can meet our students where they are.

Figure 3 reveals that faculty from the College of Arts and Sciences were overrepresented by a full 22%, while School of Law faculty continue to be most underrepresented, in part because the School offers its own discipline-specific professional development. As in previous years, our sessions are disproportionately attended by female faculty, full-time faculty, and to a lesser degree, tenure-track faculty. We have raised the question of gender representation in a past report and again note that male faculty are more likely to attend one-on-one or group consultations than engage in communal work on developing as an academic; this gender disparity is also most pronounced for learning and teaching topics.

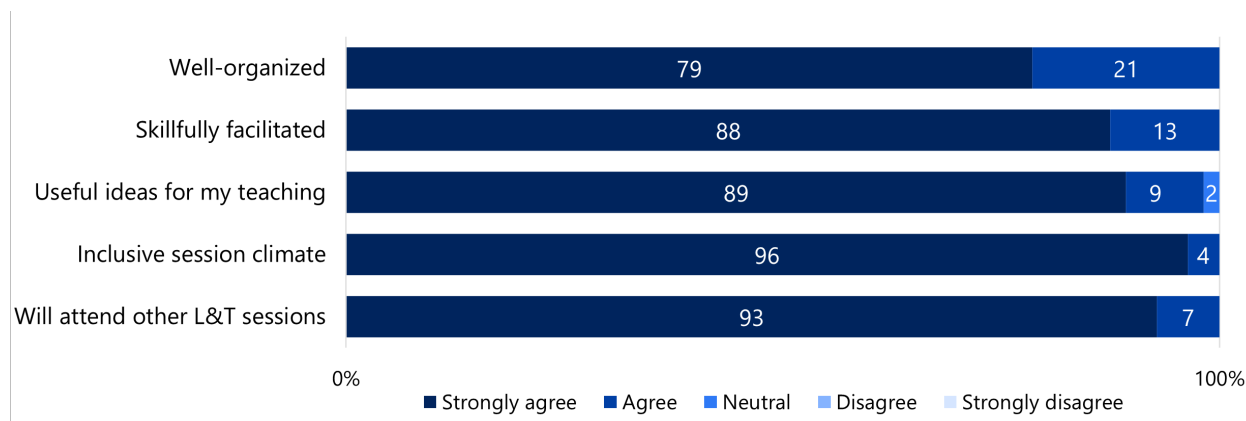
“

I regularly update my syllabi and pedagogy, in particular, based on materials and approaches first introduced to me by CFD. That, and the space to engage with colleagues and learn from one another, are invaluable.

”

The figures below provide more detail on learning and teaching, with Figure 4 presenting cumulative session evaluation data for all these events this year. Fourteen of these sessions were facilitated by faculty outside the Center; in previous years, workshop evaluations tended to be lower for such individuals, and so we provided additional guidance and feedback to any new facilitators as they prepared their sessions. (Running workshops for faculty often requires a different approach than is common in, in particular, undergraduate classes.) This upfront investment of time appears to have paid off, particularly with the climate of the sessions being so highly rated.

Figure 4. Cumulative survey responses for all learning and teaching sessions (%)



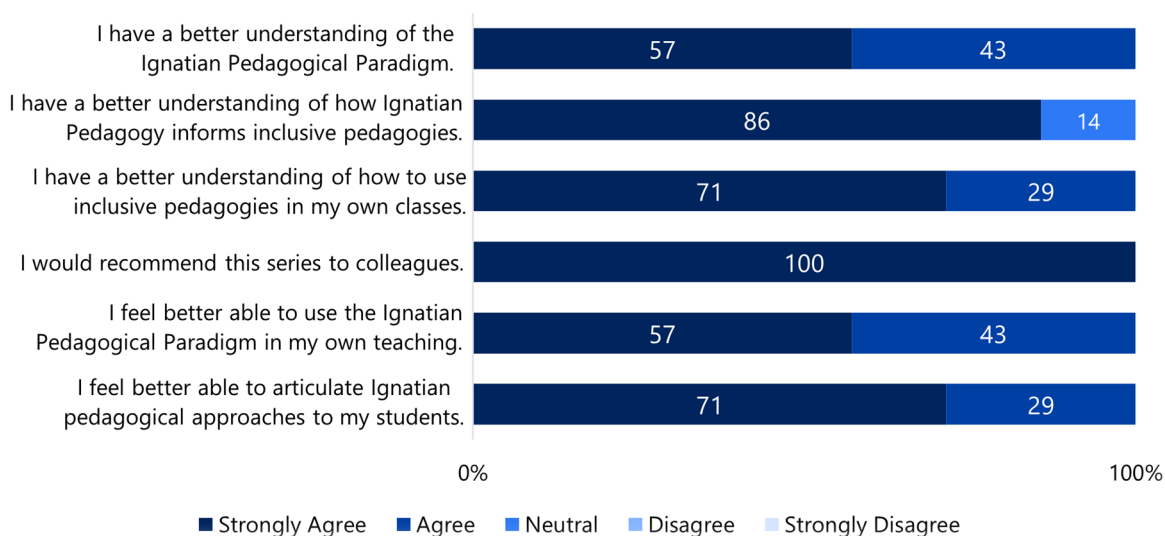
IGNATIAN PEDAGOGY SERIES

Our Ignatian Pedagogy Series began in fall 2017 as the director’s capstone project for the national Ignatian Colleagues Program. This year, we ran an expanded four-part series on Inclusive Pedagogies in collaboration with the Center for Jesuit Education. Focusing on race in the classroom, we designed the series to align with a four-part model for inclusive education by Bell, Goodman, & Ouellett (2016). This model intersects with elements of both “Context” and “Experience” in the Ignatian Pedagogical Paradigm. For this series, we ask our regular workshop evaluation questions, plus additional questions specifically tied to the topic of the series, responses for which are shown in Figure 5.

We continue to learn as we develop this series. While participants now report a better understanding of the Ignatian Pedagogical Paradigm than in past iterations, an area to work on in future is connecting Ignatian Pedagogy with inclusive pedagogies. The facilitators – from both CFD and CJE – firmly believe that for pedagogy to be genuinely Ignatian, it must by default be inclusive; we see from the feedback that this presupposition is not yet clear to participants, so we need to make it more transparent.

“ I so appreciated the calm, kind, welcoming atmosphere that the facilitators created, which invited vulnerability and self-accountability for challenging self-examinations and discussions. This was a wonderful course. ”

Figure 5. Additional feedback on the Ignatian Pedagogy Series module on inclusive pedagogies (%)

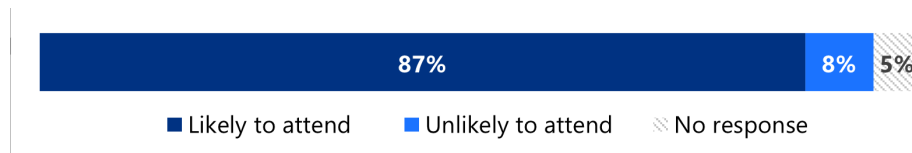


Figures 6 and 7 indicate faculty views on the *number* of sessions offered and the likelihood that they will attend learning and teaching sessions next year. These two questions help us gauge where to focus our energies.

Figure 6. “The number of learning and teaching events and services offered this year was...”



Figure 7. “How likely is it that you will attend sessions on learning and teaching?”



We learn here both that the number of learning and teaching sessions is about right and also that the level of interest in these sessions next year remains extremely high, with almost nine out of ten faculty being likely to attend at least one session on the topic. In other words, as we plan our 2022–23 roster of events, topics around teaching need to stay center-stage. This should not be surprising: Almost all SU faculty – regardless of career track or workload – teach as part of their roles. The same is not true for scholarship or leadership, as is reflected in levels of interest reported below (likelihood of attending: 38% for research practice and 73% for professional development, as opposed to 87% for learning and teaching).

“

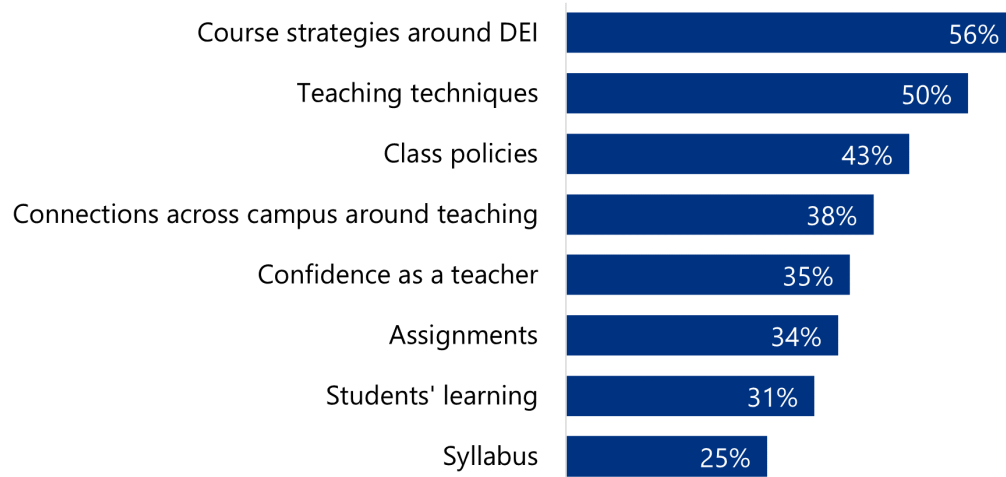
You're the teachers' teachers.
Because you do what I do, you've got credibility.

”

FACILITATING CHANGE IN LEARNING AND TEACHING

Sixty-eight respondents to our end-of-year survey let us know what learning-and-teaching improvements they had observed as a result of working with us. Their responses of 25% or more are presented in Figure 5. We are especially encouraged that over half the respondents had made concrete changes to their courses in support of diversity, equity, and inclusion (DEI) – a longstanding focus of the Center’s work, and one that we constantly seek to refine as we all adapt to our changing local, national, and international contexts, working in close collaboration with the Office of Diversity and Inclusion. Many of the other changes reported here are often aligned with DEI work, from reshaping class policies to redesigning assignments to revitalizing classroom techniques in support of student learning.

Figure 8. Changes in learning and teaching: “I made or observed improvements in my...”



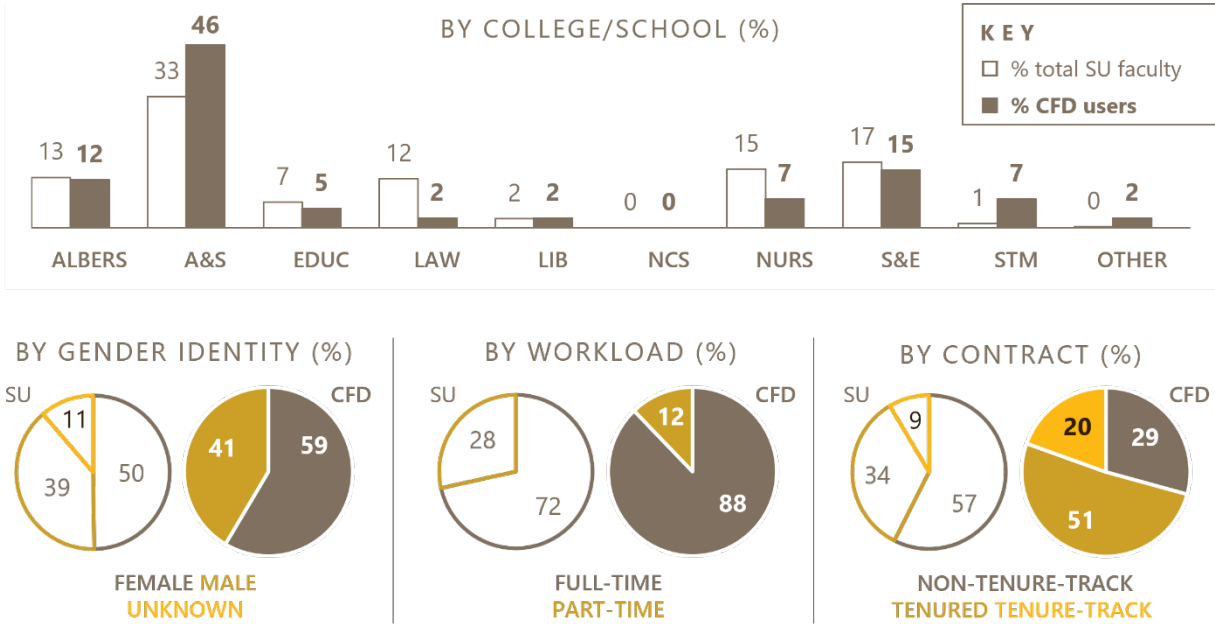
“

The CFD is such a vital resource. I am continuously working to improve my teaching and service work, and I appreciate the curated approach to new ideas and pedagogies.

”

RESEARCH PRACTICE

Figure 9. Faculty participation in Research Practice sessions 2021–22 compared to total faculty



In 2021–22, we organized 4 research practice sessions with 38 total attendees (39 including staff). Separately, we provided organizational and logistical support for “LIFT SU Writes,” involving 21 weekly write-on-site sessions in Winter and Spring Quarters for BIPOC faculty, facilitated by Dr Angelique Davis (Arts & Sciences) on behalf of the Office of Diversity and Inclusion (ODI), plus a further three quarterly retreats. These sessions are not included in this report as they were ODI sessions, rather than co-sponsorships.

Figure 10. Cumulative survey responses for all research practice sessions (%)

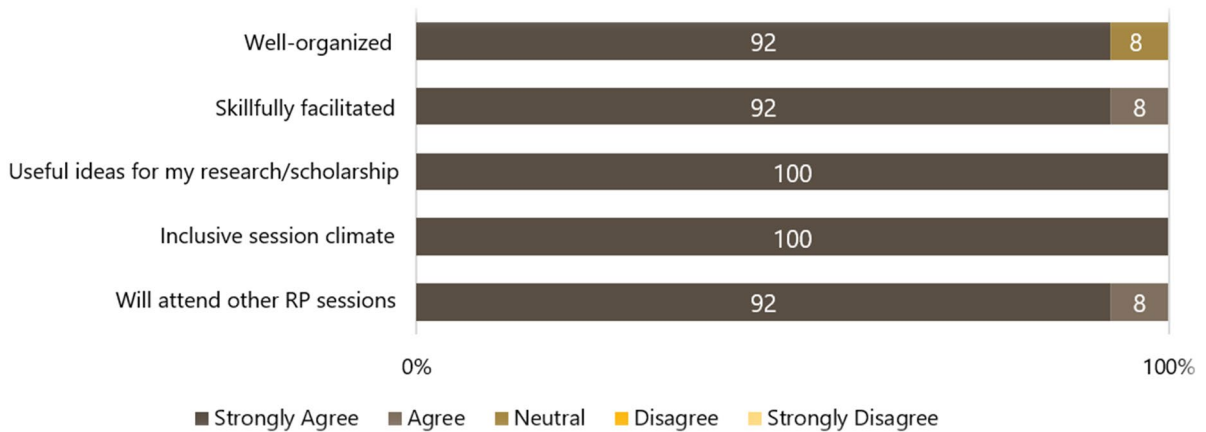


Figure 11. “The number of research practice events and services offered this year was...”

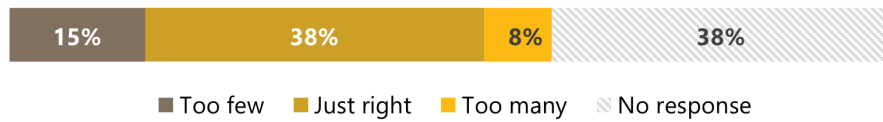


Figure 12. “How likely is it that you will attend sessions on research practice?”



FACILITATING CHANGE IN RESEARCH PRACTICE

Twenty-four respondents to our end-of-year survey let us know what improvements they had observed as a result of working with us. Their responses of 25% or more are presented in Figure 13.

Figure 13. Changes in research practice: “I made or observed improvements in my...”



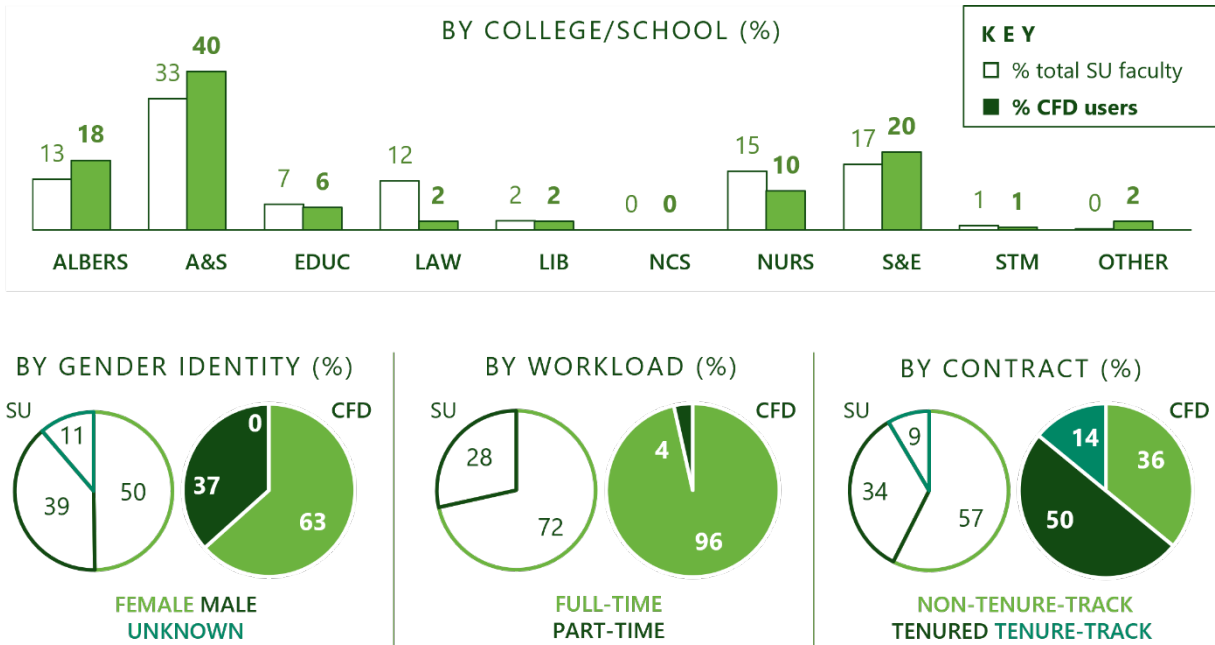
“

Support from the Center was transformative for me: During my sabbatical I have finished two books and started a third. I wouldn't have achieved this without regular meetings with the Center throughout the school year.

”

PROFESSIONAL DEVELOPMENT

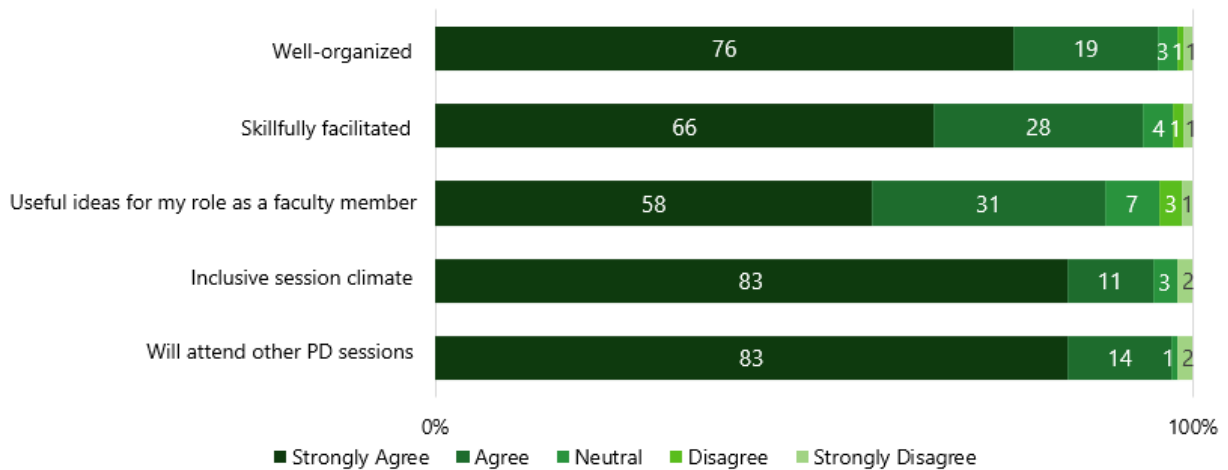
Figure 14. Faculty participation in professional development sessions 2021–22 compared to total faculty



“ [The center] has definitely helped me as a leader and as a teacher and I will turn to it again for workshops and one on ones. ”

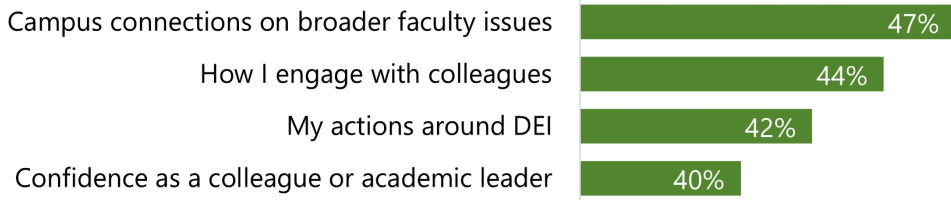
In 2021–22, we organized 41 professional development sessions with 329 total attendees (345 including staff). Below we provide separate figures related to use of our membership to the National Center for Faculty Development and Diversity (NCFDD). Figure 14 provides a full breakdown of attendances at our Professional Development events, while Figure 15 summarizes session-level feedback.

Figure 15. Cumulative survey responses for all professional development sessions (%)



Forty-five respondents to our end-of-year survey let us know what professional development improvements they had observed as a result of working with us. Their responses of 25% or more are presented in Figure 18.

Figure 18. Changes in professional development: “I made or observed improvements in...”

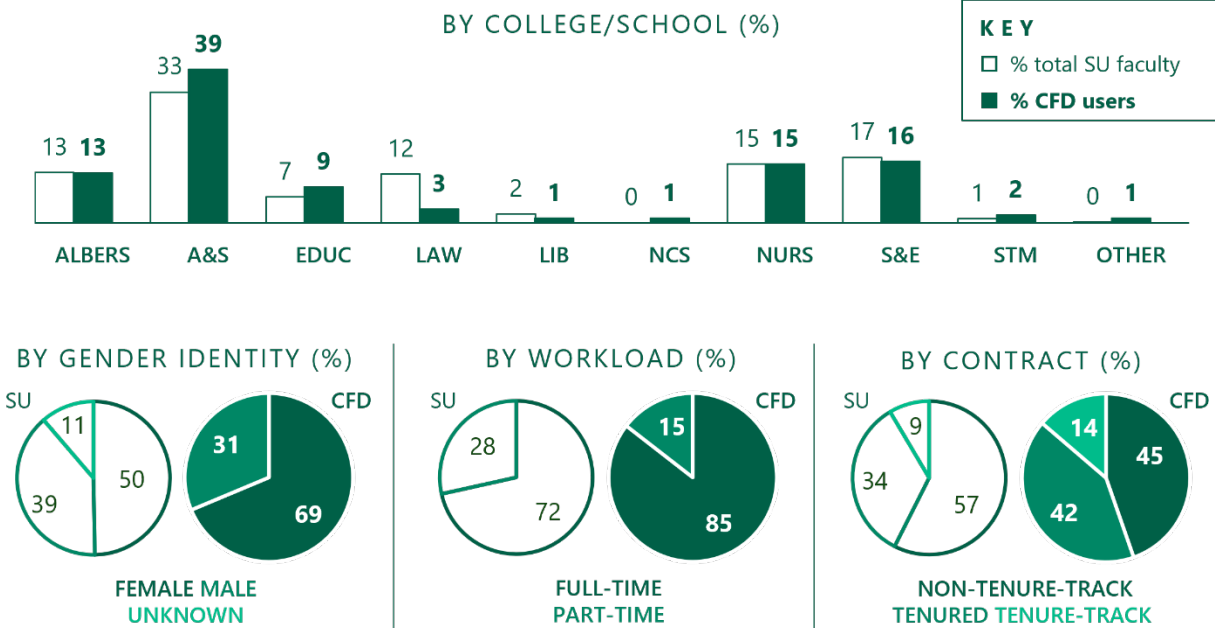


The list of CFD activities should be discussed as a menu of professional development improvement opportunities at the faculty’s annual performance review and relatedly the holistic plan.



NATIONAL CENTER FOR FACULTY DEVELOPMENT AND DIVERSITY (NCFDD)

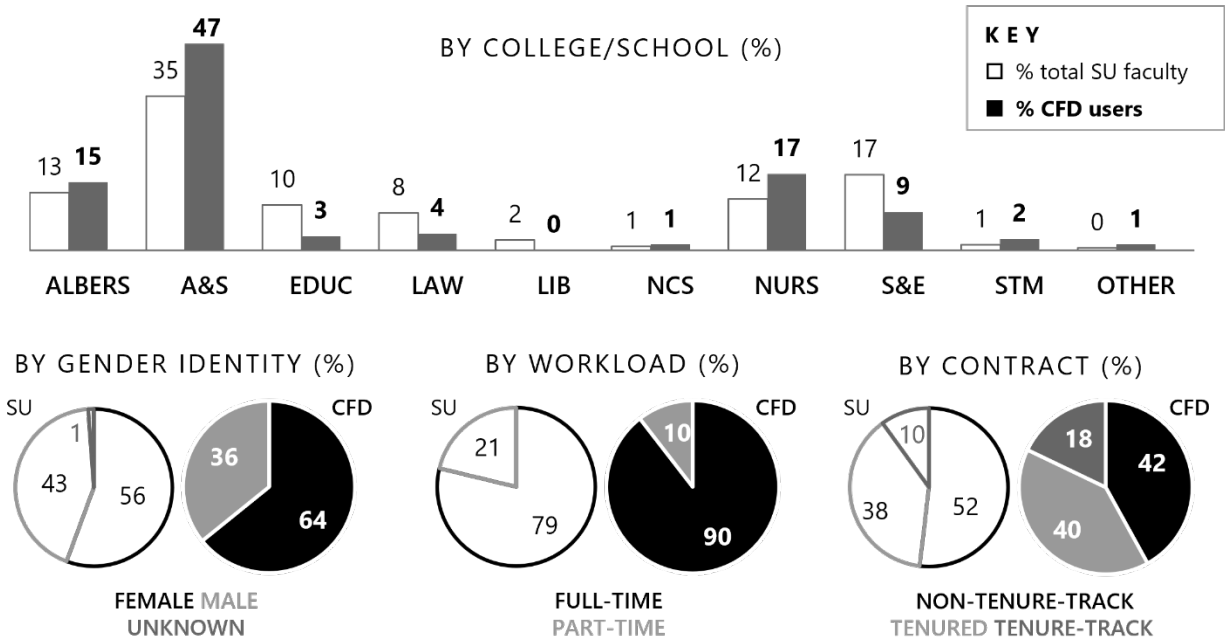
Figure 19. Faculty participation in NCFDD 2021–22 compared to total faculty



In 2021–22, the Center continued to fund institutional NCFDD membership in full. NCFDD offers a range of services to complement those we are able to offer ourselves, including weekly emails on various aspects of building a successful academic career, monthly webinars, writing challenges, online discussion forums, and a core curriculum of sessions around academic success and balance.

CONSULTATIONS

Figure 20. Faculty consultations 2021–22 compared to total faculty



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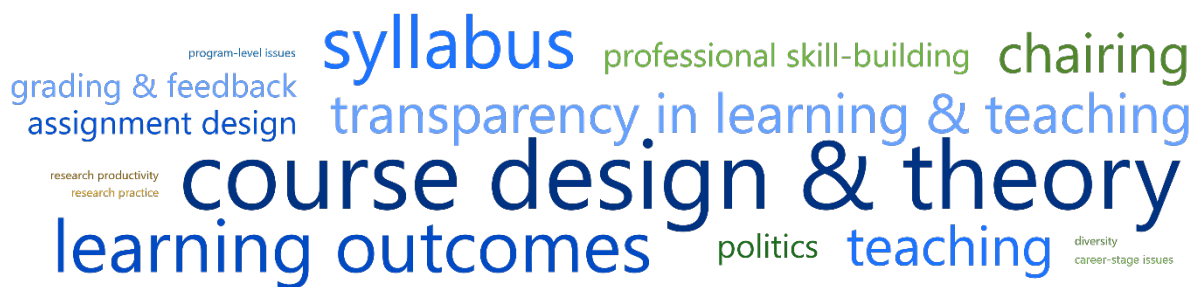
I have been at other universities, and this is by far the best CFD I have experienced

”

Providing meaningful and useful consultation on faculty-driven issues continues to be one of the Center’s top priorities. During 2021–22, Holly Slay Ferraro, David Green, Katherine Raichle, and Colette Hopton provided 76 consultations to 100 different consultees (of whom 17 were staff or administrators), totaling 76.5 hours. Some of these consultations were conducted with entire departments or groups.

Figure 21 shows consultation topics making up 5% or more of total consultations, color-coded as before: Learning and Teaching – blues; Research Practice – yellows/browns; Professional Development – greens. Unlike the consultations pie chart in the executive report, where each consultation is recorded based on the *main* conversation topic, this chart also captures multiple topics raised within the same consultation.

Figure 21. Proportional word cloud of consultation topics, 2021–22



SERVICE TO THE UNIVERSITY

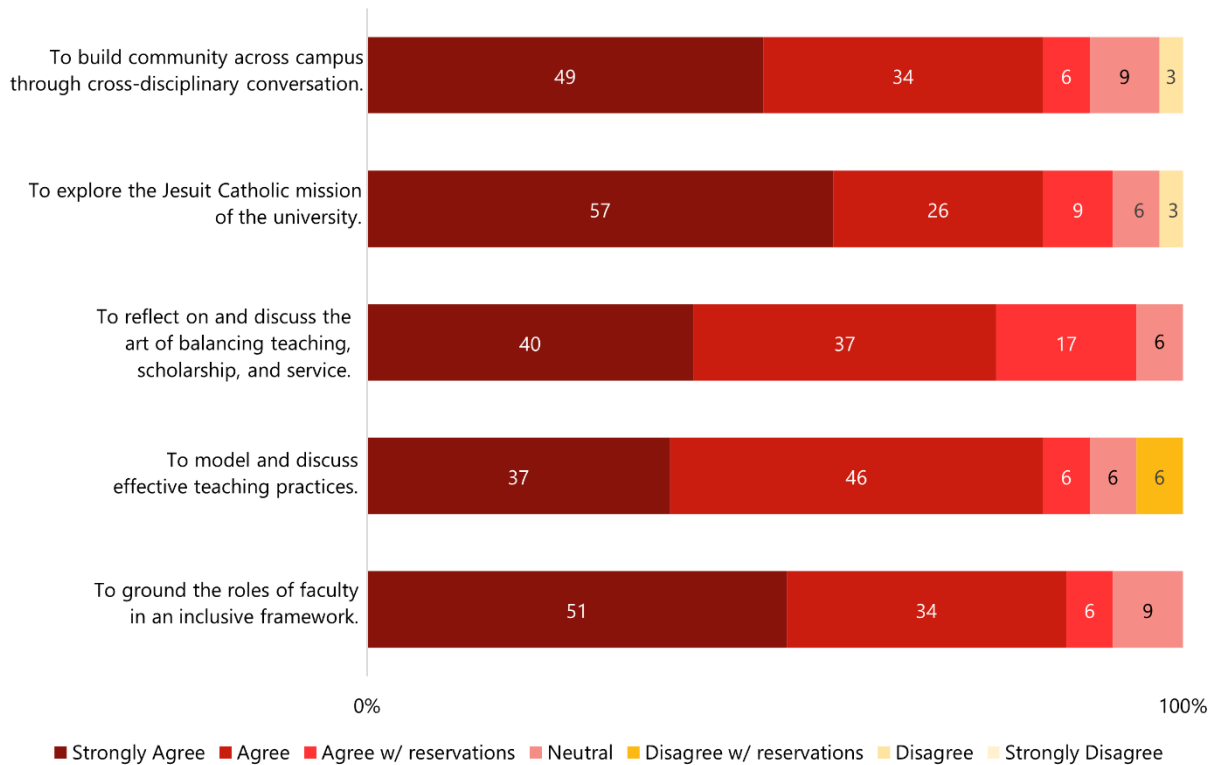
NEW FACULTY INSTITUTE 2021

The Center directed its fifteenth New Faculty Institute (NFI) on behalf of the Provost’s Office in September 2021, with 50 participants. Again, NFI was delivered remotely over Zoom, with three half-days of programming, plus preparatory and follow-up materials on Canvas. New faculty were able to meet virtually with colleagues from across campus, including the President, Provost, Vice President for Diversity and Inclusion, President of the Academic Assembly, and the Special Assistant to the Provost for Faculty Development, as well as 16 faculty members from across campus. For a follow-up session on student perspectives on studying at SU, we recruited 28 students from the colleges and schools to share their experiences, insights, and recommendations with our new colleagues.

“ I was really impressed with this event. It was so well organized and intentional and the information and resources provided were very valuable! ”

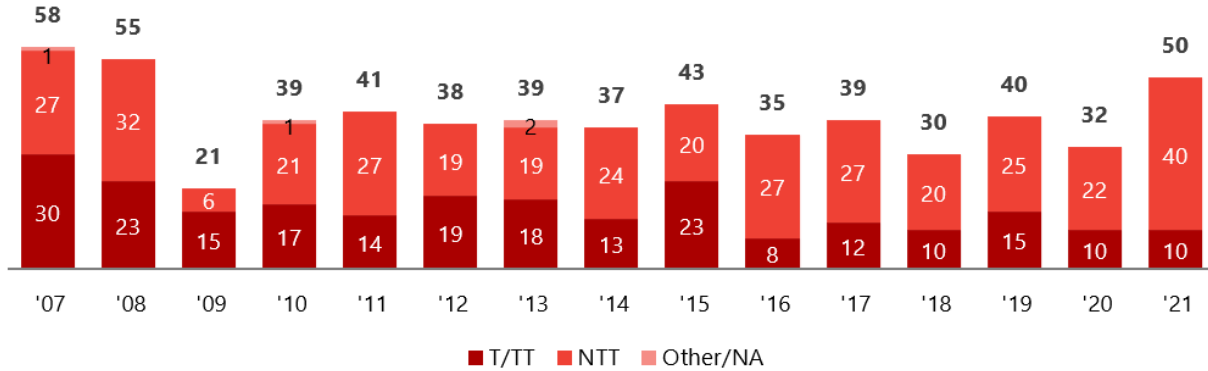
The Provost’s Office set eight goals for NFI 2021, the last three of which are met in follow-up sessions. The extent to which participants felt goals 1–5 were achieved is shown in Figure 22, based on quantitative feedback we gathered alongside qualitative data.

Figure 22: To what extent do participants agree that we met the NFI 2021 goals? (%)



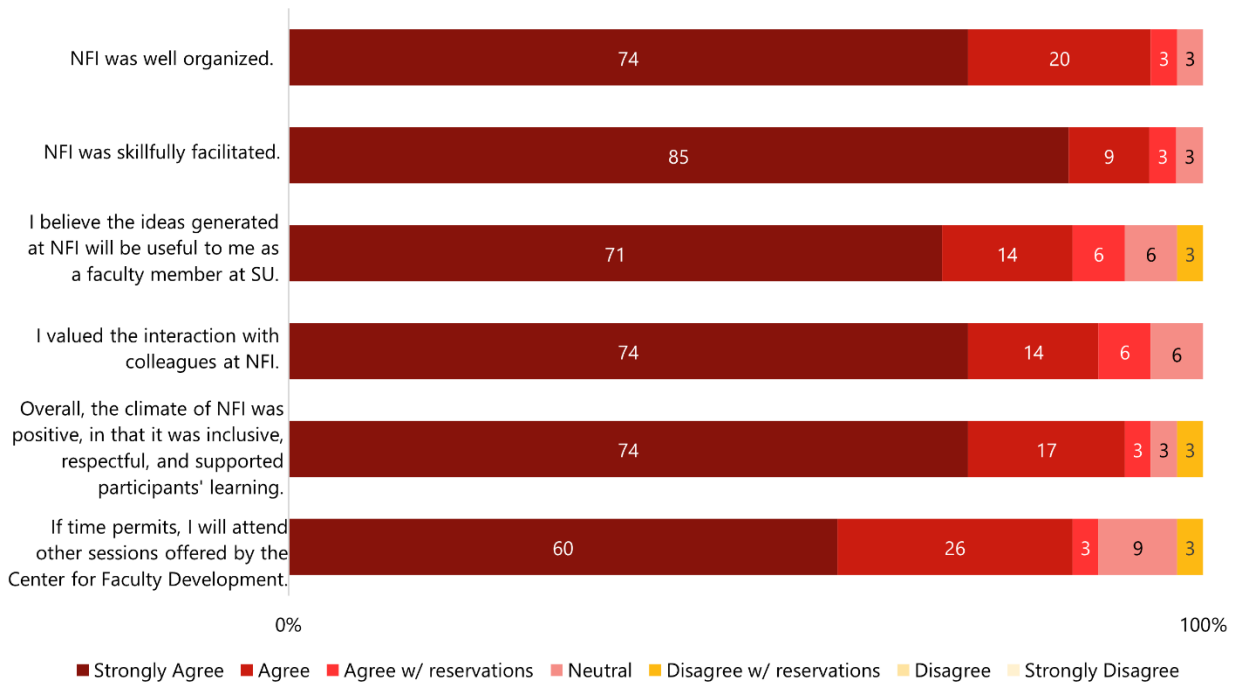
One of the conundrums of NFI is that the NFI Planning Team of faculty has to design the program at a point when we do not yet know who the participants are. As an example, Figure 23 shows the breakdown of tenure-track (T/TT) and non-tenure-track (NTT) attendees since we first ran NFI in 2007.

Figure 23. Number and contract type of New Faculty Institute participants, 2007–2021



Further evaluation questions help us gauge how successfully we are managing the NFI process, given the range of faculty who attend (Figure 24).

Figure 24: NFI 2021 To what extent do you agree with the following statements? (%)



This year’s NFI Planning Team members were:

- Katherine Raichle (NFI Co-Director) | Faculty Development/Psychology, Arts and Sciences
- David Green (NFI Co-Director) | Faculty Development/International Studies, Arts and Sciences
- Heather DePuydt | Nursing
- Holly Slay Ferraro | Faculty Development/Management, Albers

- Colette Hoption | Management, Albers
- Doug Latch | Chemistry, Science and Engineering
- Jen Tilghman-Havens | Jesuit Education/Theology & Religious Studies, Arts and Sciences
- Kerry Soo Von Esch | K–12 Teaching, Learning, & Social Justice, Education

UNIVERSITY SERVICE WORK

Holly Ferraro (Summer–Fall 2021 only): Member: ADVANCE committee; Member: Assistant Vice President for Diversity and Inclusion Search Committee

David Green: Co-Director: New Faculty Institute; Reviewer: Submissions for Provost Fellows; Mentor: Faculty awardees of the provost’s Pilot Initiative on Anti-Racist Education: Curriculum Development Cohort

Colette Hoption (Spring 2022 only): Member: Vice President of Human Resources Search Committee; Member: Institutional Review Board

Katherine Raichle: Co-Director: New Faculty Institute; Co-Chair: Provost Fellows committee on revising faculty and teaching evaluations; Reviewer: Submissions for Provost Fellows; Mentor: Faculty awardees of the provost’s Pilot Initiative on Anti-Racist Education: Curriculum Development Cohort; Member: Committee to review research of climate survey data

Rachel Olson: Facilitator: Administrative Staff Community of Practice

ORGANIZATION

WITHIN THE PROVOST’S OFFICE

Dr Kathleen La Voy, Associate Provost for Faculty Affairs, retired from the university at the end of July 2021, and we have been grateful to work closely with her since she stepped into that role in 2015. In that time, she has been a champion of the Center and its work.

In the 2021–22 academic year, the Center has reported to Dr Jodi O’Brien in her new role as Special Assistant to the Provost for Faculty Development. With her vast experience as a faculty member, a long-time department chair, Chair of the University Rank and Tenure Committee, and Co-PI on the university’s ground-breaking ADVANCE grant, Dr O’Brien has been connected with the work of the Center for many years and has been a tremendous support as the university returns to more in-person activity and engagement – and as we look forward to the university’s Reignited Strategic Directions from 2022–27.

STRATEGIC PLANNING

The Center draws inspiration from the group of divergent thinkers who make up our strategic planning group. They provide contrasting insights and perspectives on our work and how best to support faculty in our evolving context, enabling us to combine their ideas to make thoughtful, considered decisions.

Alongside our Center faculty directors, the 2021–22 group members were:

- PJ Alaimo | Chemistry, College of Science & Engineering
- Joyce Allen | University Registrar
- Sven Arvidson | Interdisciplinary Liberal Studies, College of Arts & Sciences/CFD
- Rashmi Chordiya | Institute of Public Service, College of Arts & Sciences

- Alfred Pérez | Social Work, College of Arts & Sciences
- Christina Roberts | English, College of Arts & Sciences
- Lindsay Whitlow | Biology, College of Science & Engineering

STAFFING

This year has been one of change and growth for the Center. Continuing in their roles as before are both Dr David Green and Dr Katherine Raichle, as Director and Associate Director for Learning and Teaching, respectively, as well as Therese Huston, our founding director, as a Faculty Development Consultant. In Summer 2021, Dr Holly Ferraro, Associate Director for Faculty Professional Development, announced she would be departing the university to move closer to family on the east coast at the end of the calendar year. In her time at the University and in the Center, Holly has expanded and deepened our work around diversity, equity, and inclusion (including extensive collaborations with the Office of Diversity and Inclusion), has promoted “curiosity” as a productive mindset for decision-making and interactions, and has shared with the university community her considerable expertise in management and diversity management. We are very sorry to see her leave and wish her every success at Villanova University.

Through an extensive recruitment process, we were able to hire her successor for Spring of 2022: Dr Colette Hopton, Associate Professor of Management in the Albers School of Business and Economics. Colette brings with her extensive expertise around leadership and followership, has led sessions for us before as part of our New Chair and Director Institute, and has been a member of the NFI Planning Team. As with our other associate director roles, the position is half-time during the academic year, with some additional summer work.

Also during this year, the Provost reaffirmed the university's commitment to supporting non-tenure-track – soon to be referred to as term – faculty by providing the resources for us to appoint a new faculty Associate Director for Term Faculty starting Summer 2022. Again through a careful recruitment process, we have been lucky to appoint Dr Andrea Verdan, Senior Instructor in the Department of Chemistry. Herself an alumna of Seattle University, Dr Verdan has demonstrated an unwavering commitment to our students' success throughout her career here. She has featured in our “Teaching Tales” videos during our 2015 Year of the Teacher initiative and has co-facilitated sessions in the Teaching in the Jesuit Tradition series, co-sponsored by our Center and the Center for Jesuit Education. In addition, Dr Verdan's facility with the high-impact POGIL pedagogy (Process-Oriented Inquiry-Based Learning) positions her brilliantly to support our evidence-based work with faculty on teaching practices that engage and inspire learners.

Finally, as an acknowledgement of the higher profile and more demanding work she has been undertaking for the Center, Rachel Olson was promoted this year from Senior Administrative Assistant to Program Coordinator. Rachel's role is essential to the smooth running of the Center and keeping everything on track. As our collaborations across campus have grown while we seek to create better linkages and reduce silos, Rachel has taken on the task of coordinating with our various partners, enabling the faculty directors to spend more time on our programming and direct support of faculty.

We feel privileged to have such a stellar team as we head into the new academic year.

IMPACT ON HIGHER EDUCATION PRACTICES NATIONALLY AND INTERNATIONALLY

Our reputation for holistic faculty development means that we are contacted regularly by both educational developers and “regular” faculty across the country and abroad to learn about our approach to our work. This reputation is also aided by our scholarly endeavors, as detailed below.

BOOK CHAPTERS

Huston, T. (2022). Giving feedback when you’re not face-to-face. In *HBR guide to managing flexible work* (pp. 203–212). Harvard Business Review Press.

PEER-REVIEWED ARTICLES

Little, D., & **Green, D. A.** (2022). A credibility framework in educational development: Trustworthiness, expertise, and identification. *Higher Education Research & Development*, 41(3), 804–819. doi.org/10.1080/07294360.2020.1871325

PEER-REVIEWED CONFERENCE PRESENTATIONS

Green, D. A., & Little, D. (2022, June 2). *Integrity for educational developers: Can the centre hold?* [Paper presentation.] International Consortium for Educational Development (henceforth ICED) 13th Biennial Conference, Aarhus, Denmark.

Raichle, K., & **Green, D. A.** (2022, June 1). *Barriers to implementing a key tool for student equity: promoting active learning.* [Paper presentation.] ICED 13th Biennial Conference, Aarhus, Denmark.

Green, D. A. (2021, November 9). *Encapsulating and (re)inventing your scholarly agenda: The “Personal Intellectual Project.”* [Conference session.] Professional and Organizational Development Network in Higher Education 46th Annual Conference, Online.

Huston, T. (2021, October). *How to make feedback your superpower.* [Virtual conference session.] Grace Hopper Celebration 2021, Streamed out of Houston, TX.

INVITED SESSIONS

Ferraro, H. S., & Marrone, J. (2021, October 21). *Distinguishing fact from fiction.* Moss Adams Women and Leadership Series.

Green, D. A. (2022, May 6). *Teaching Eurovision in the USA: An empty box?* [Online lightning talk/panel presentation.] Second annual (Thunder and) Lightning Talks. Hosted by University of Southern Queensland and The University of Queensland, Australia.

Huston, T. (2022, June). *Delivering effective feedback and career conversations.* Talks for Morgan Stanley. New York, NY.

Huston, T. (2022, May). *Mastering the art of feedback.* Virtual event for McDermott, Will, & Emery. Streamed out of Chicago, IL.

Huston, T. (2022, March). *Curbing unconscious bias in feedback and career conversations.* Virtual events for Morgan Stanley. Streamed out of New York, NY.

- Huston, T.** (2021, December). *Mastering the art of feedback*. Virtual events for Klavivo. Streamed out of Boston, MA.
- Huston, T.** (2021, November). *Curbing unconscious bias in feedback and career conversations*. Virtual events for Morgan Stanley. Streamed out of New York, NY.
- Huston, T.** (2021, November). *Make effective feedback your superpower*. Series of virtual workshops for Boston Beer Company. Streamed out of Boston, MA.
- Huston, T.** (2021, October). *Breaking unconscious bias in feedback and performance reviews*. Virtual event for Arista. Streamed out of Santa Clara, CA.
- Huston, T.** (2021, September). *Make effective feedback your superpower*. Keynote for the Chief Learning Officer Forum. Scottsdale, AZ.
- Huston, T.** (2021, September). *Making feedback fair: Tackling unconscious bias in feedback and performance reviews*. Virtual event for RALLY. Streamed out of Los Angeles, CA.
- Huston, T.** (2021, August). *Make effective feedback your superpower*. Virtual event for TEI (Treasury Executive Institute). Streamed out of Washington, D.C.

JOURNAL EDITING AND PROFESSIONAL SERVICE

- Ferraro, H. S.** (2021–present). Associate Editor, *Journal of Managerial Psychology*.
- Ferraro, H. S.** (2017–present). Editorial Review Board, *Journal of Managerial Psychology*.
- Green, D. A.** (2018–2021). Judge, Article of the Year award, *International Journal for Academic Development*.
- Green, D. A.** (2021–22). Reviewer, *International Journal for Academic Development*; *Higher Education Research & Development*.
- Raichle, K.** (2021–22). Reviewer, *Pain Medicine*; *Disability and Rehabilitation*; *Journal of Rehabilitation Research and Development*; *The Clinical Journal of Pain*.

David A Green, PhD | Director

Holly Slay Ferraro, PhD | Associate Director for Faculty Professional Development (Summer–Fall 2021)

Colette Hoption, PhD | Associate Director for Faculty Professional Development (Spring 2022)

Katherine Raichle, PhD | Associate Director for Learning and Teaching

Rachel Olson | Program Coordinator

CENTER FOR FACULTY DEVELOPMENT | Hunthausen 120, 901 12th Avenue, Seattle, WA 98122-1090, USA

Office +1 (206) 296-2144 | faculty-development@seattleu.edu | www.seattleu.edu/faculty-development

APPENDIX: TOPICS AND PARTICIPANTS

LEARNING AND TEACHING

WORKSHOPS

- *Anti-racist pedagogy: Definition and framework(s)* | Workshop for the Provost Anti-Racist Curriculum Cohort | Co-sponsored by the Office of Diversity and Inclusion (ODI), Office of the Provost, and the Office of Sponsored Projects (OSP) | Facilitated by Holly Slay Ferraro and Katherine Raichle | 2 sessions; 16 attendees (18 including staff); 12 individual faculty and 1 individual staff member served
- *Transparency in learning and teaching (TILT)* | Workshop for the Provost Anti-Racist Curriculum Cohort | Co-sponsored by the Office of Diversity and Inclusion (ODI), Office of the Provost, and the Office of Sponsored Projects (OSP) | Facilitated by Katherine Raichle and David Green | 1 session; 11 individual faculty and 1 individual staff member served
- *Trauma-informed pedagogy* | Facilitated by Katherine Raichle, Holly Slay Ferraro, and David Green | 3 sessions; 26 attendees; 11 individual faculty served
- *Ignatian Pedagogy Series: Inclusive pedagogies* | Co-sponsored by the Office of Diversity and Inclusion (ODI) and the Center for Jesuit Education (CJE) | Facilitated by Holly Slay Ferraro, David Green, Katherine Raichle, and Jen Tilghman-Havens (CJE) | 4 sessions; 33 attendees (37 including staff); 9 individual faculty and 1 individual staff member served
- *Teaching in the Jesuit Tradition* | Co-sponsored by the Center for Jesuit Education (CJE) | Led by Jenny Loertscher (Chemistry/CJE) with co-facilitation by Jen Tilghman-Havens (CJE) (2 sessions), Kerry Von Esch (K-12 Teaching, Learning, & Social Justice) (2 sessions), Andrea Fontana (CJE), Jeff Philpott (Communication/University CORE), and Stephanie Lewis (University CORE) | 6 sessions; 50 attendees; 34 individual faculty served
- *Transparency in learning and teaching (TILT)* | Co-sponsored by the Office of Diversity and Inclusion (ODI) | Facilitated by Katherine Raichle and David Green | 3 sessions; 30 attendees; 10 individual faculty served
- *Labor-based contract grading as an anti-racist pedagogical practice* | Co-sponsored by the Office of Diversity and Inclusion (ODI), Office of the Provost, and the Office of Sponsored Projects (OSP) | Facilitated by Hannah Tracy (English), Tara Roth (English), and Alex Smith (English) | 1 session; 21 individual faculty and 1 individual staff member served
- *Labor-based contract grading: A collaborative workshop for anti-racist assessment practices* | Co-sponsored by the Office of Diversity and Inclusion (ODI) | Facilitated by Hannah Tracy (English), Tara Roth (English), and Alex Smith (English) | 1 session; 10 individual faculty served
- *"I am...": Professional identities and fostering those of our students* | Facilitated by Andrea Verdan (Chemistry) | 1 session; 15 individual faculty and 1 individual staff member served
- *Equitable student access to course materials: Exploring open educational resources for your course* | Co-sponsored by the Open Education Task Force | Facilitated by Kathryn Bollich-Ziegler (Psychology), Lydia Bello (Lemieux Library), and Rochelle Lundy (Lemieux Library) | 1 session; 10 individual faculty served
- *Reconnecting with joy in our teaching* | Facilitated by Erica Martin (School of Theology and Ministry) | 1 session; 14 individual faculty and 1 individual staff member served

FACULTY LEARNING COMMUNITIES

- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom* | Co-sponsored by the Office of Diversity and Inclusion (ODI) | Facilitated by Roxy Hornback (Performing Arts & Arts Leadership) | 3 sessions; 38 attendees; 15 individual faculty served

RESEARCH PRACTICE

WORKSHOPS

- *Writing workshop for faculty applying to full professor in 2022–2023 and 2023–2024* | Co-sponsored by the SU ADVANCE Program | Facilitated by Jean Jacoby (Civil & Environmental Engineering/ADVANCE) and Jodi O'Brien (Sociology/ADVANCE) | 2 sessions; 25 attendees; 18 individual faculty served
- *The “personal intellectual project”:* *Capturing, focusing, and (re)inventing your scholarly agenda* | Co-sponsored with the Office of Sponsored Projects (OSP) | Facilitated by David Green | 1 session; 5 individual faculty and 1 individual staff member served

FACULTY WRITING GROUPS

- *Faculty Writing Groups launch event* | Co-sponsored by the Office of Sponsored Projects (OSP) | Facilitated by David Green and Kara Luckey (OSP) | 1 session; 8 individual faculty served

PROFESSIONAL DEVELOPMENT

CANDID CONVERSATIONS, PANELS, Q&A SESSIONS, & WORKSHOPS

- *The many paths back: A reflection* | Co-sponsored by the Center for Jesuit Education (CJE) and the Consortium of Interdisciplinary Scholars (CIS) | Facilitated by Jen Schulz (Interdisciplinary Liberal Studies/CIS), David Green, and Jen Tilghman-Havens (CJE) | 1 session; 6 individual faculty and 5 individual staff members served
- *Thriving at SU as a non-tenure-track faculty member* | Facilitated by David Green | 1 panel session; 7 individual faculty served
- *Faculty Leader Series: Can I say that? Giving and getting better peer-to-peer feedback* | Designed for incoming and established chairs and directors, but open to all faculty | Facilitated by Therese Huston | 1 session; 21 individual faculty and 1 individual staff member served
- *University rank and tenure panel* | Facilitated by Holly Slay Ferraro | 1 panel session; 10 individual faculty served
- *Student perspectives on studying at SU* | Facilitated by Katherine Raichle and David Green | 1 roundtable discussion session; 16 individual faculty served
- *Time and the life of the university* | Co-sponsored by the Consortium of Interdisciplinary Scholars (CIS) | Facilitated by Jen Schulz (Interdisciplinary Liberal Studies/CIS) and Ken Allan (Art, Art History, & Design) | 1 session; 18 individual faculty and 4 individual staff members served
- *Silver linings? Pros and cons of becoming a department chair* | Facilitated by Holly Slay Ferraro and David Green | 1 session; 10 individual faculty served
- *I like the new guidelines! But how do I create a Holistic Faculty Development Plan?* | Co-sponsored by the SU ADVANCE Program | Facilitated by Jean Jacoby (Civil & Environmental

Engineering/ADVANCE) and Jodi O'Brien (Sociology/ADVANCE) | 2 sessions; 44 attendees (45 including staff); 43 individual faculty and 1 individual staff member served

- *Countering burnout by cultivating imperfection* | Facilitated by Naomi Hume (Art, Art History, & Design) | 1 session; 15 individual faculty and 1 individual staff member served
- *Shifting mindsets for faculty success in a volatile world* | Facilitated by Colette Taylor (Leadership & Professional Studies) | 1 session; 9 individual faculty and 1 individual staff member served
- *Co-producing leadership: How to follow and when to lead* | Facilitated by Colette Hopton (Management) | 1 session; 16 individual faculty and 1 individual staff member served
- *How to create psychological safety and a speak-up culture* | Facilitated by Therese Huston | 1 session; 18 individual faculty served
- *Trust and the life of the university* | Co-sponsored by the Consortium of Interdisciplinary Scholars (CIS) | Facilitated by Jen Schulz (Interdisciplinary Liberal Studies/CIS) | 1 session; 19 individual faculty and 1 individual staff member served
- *Promotion to full professor: Your questions answered about the Holistic Faculty Development Plan* | Co-sponsored by the SU ADVANCE Program | Facilitated by Jean Jacoby (Civil & Environmental Engineering/ADVANCE) and Jodi O'Brien (Sociology/ADVANCE) | 1 session; 7 individual faculty served
- *Choosing meaningful service roles* | Open to NTT/term faculty | Facilitated by Hannah Tracy (English) | 1 session; 14 individual faculty and 1 individual staff member served
- *Q&A session for recently tenured faculty about how to formulate their Holistic Faculty Development Plan* | Co-sponsored by the SU ADVANCE Program | Facilitated by Jean Jacoby (Civil & Environmental Engineering/ADVANCE), Jodi O'Brien (Sociology/ADVANCE), and Sarah Trainer (ADVANCE) | 1 session; 5 individual faculty served
- *Faculty Leader Series: Developing your network as an academic leader* | Designed for incoming and established chairs and directors, but open to all faculty | Facilitated by Colette Hopton and David Green | 1 session; 4 individual faculty served

FACULTY LEARNING COMMUNITIES

- Chun, E. & Evans, A. (2015). *The department chair as transformative diversity leader: Building inclusive learning environments in higher education* | Designed for incoming and established chairs and directors, but open to all faculty | Co-sponsored by the Office of Diversity and Inclusion (ODI) | Facilitated by Katherine Raichle | 3 sessions; 10 attendees; 4 individual faculty served

AFFINITY GROUPS

- *Affinity group for tenure-track faculty of color* | Co-sponsored by the Office of Diversity & Inclusion (ODI) | Facilitated by Holly Slay Ferraro (21FQ) and Colette Hopton (22SQ) | 5 sessions; 15 attendees; 6 individual faculty served
- *Affinity group for faculty parents* | Facilitated by Katherine Raichle | 9 sessions; 36 attendees; 7 individual faculty served

COMMUNITIES OF PRACTICE

- *Chairs' Community of Practice* | Open to chairs and directors with faculty reporting to them | Facilitated by Holly Slay Ferraro (21FQ), David Green, and Colette Hopton (22SQ) | 6 sessions; 29 attendees; 12 individual faculty served

- Group members choose the topic for each gathering of department chairs and program directors with personnel responsibilities. Topics in 2021–22 included chairs' workload and balance, supporting part-time faculty, and engaging with the Reimagined Strategic Directions.

NCFDD INSTITUTIONAL MEMBERSHIP

- National Center for Faculty Development and Diversity (NCFDD) | 262 individual faculty, 19 individual emeriti faculty, and 12 individual staff members served