

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



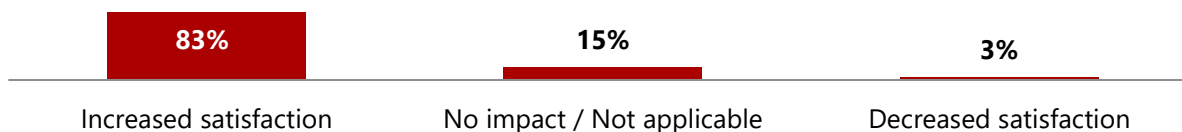
“ I feel so supported, heard, and appreciated through all of these events. ”

2021/22 ALIGNING WITH THE REIGNITED STRATEGIC DIRECTIONS

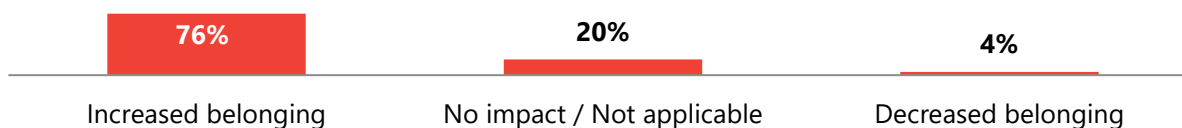
We’ve organized our programming this year in alignment with five out of six of SU’s strategic goals:

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

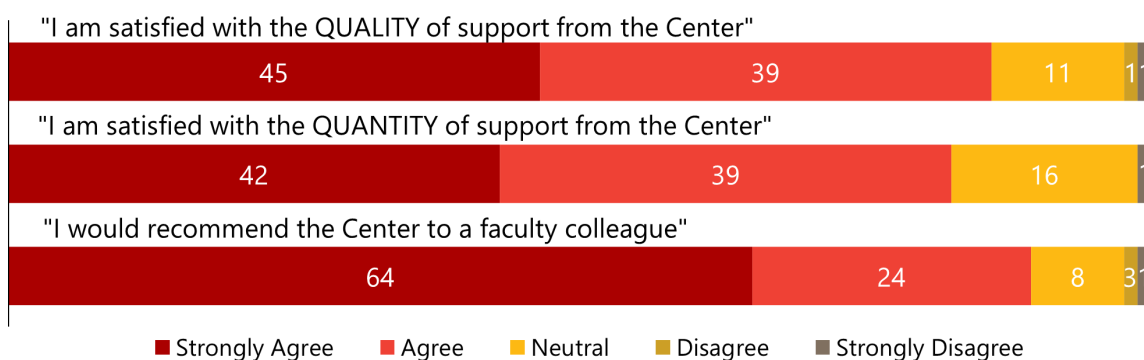


2021/22 IMPACT ON SENSE OF BELONGING AT SU



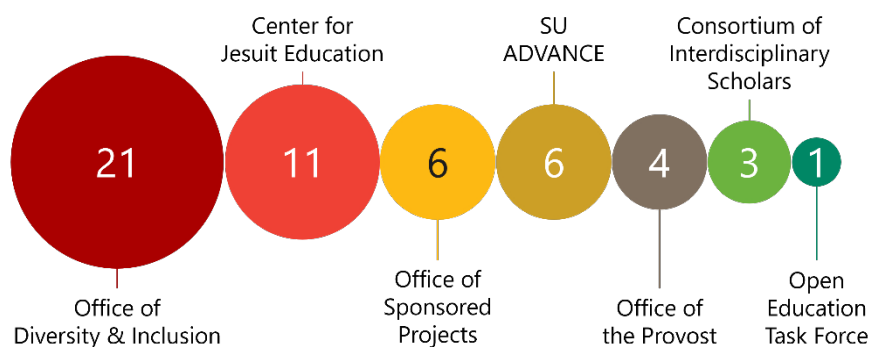
2021/22 END-OF-YEAR EVALUATIONS: QUANTITATIVE

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



2021/22 CONNECTING ACROSS CAMPUS

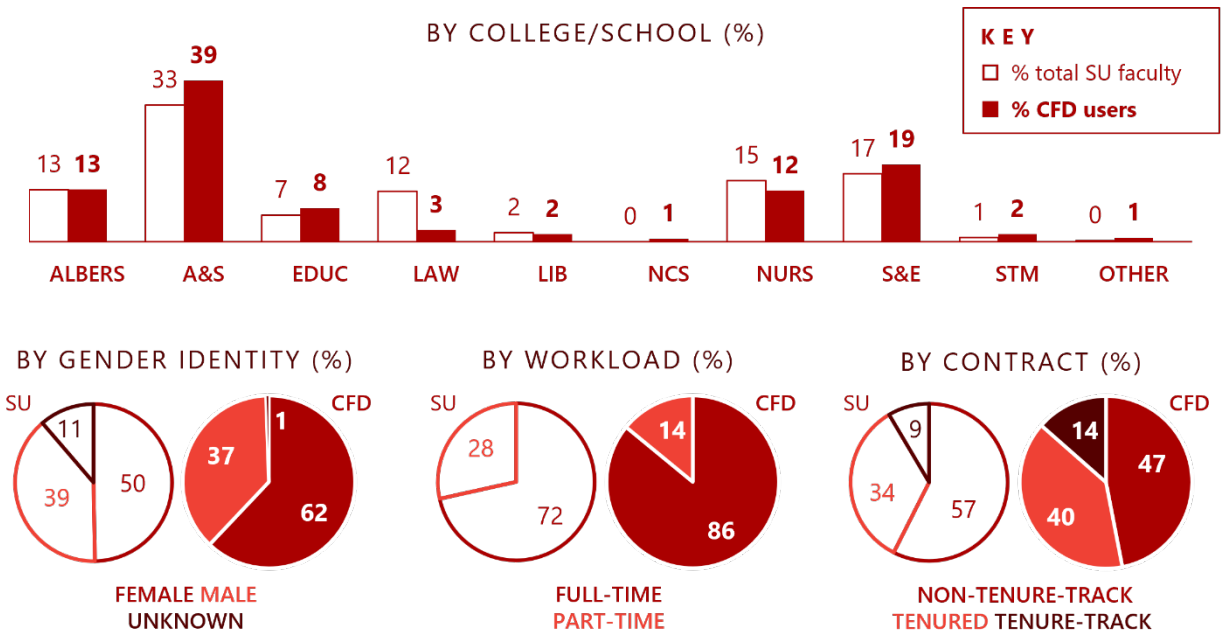
We find ourselves in the lucky position of acting as bridge-builders across campus, connecting faculty to various offices and units that they might not readily discover otherwise. For our events this year, we partnered with seven other areas of the university, as indicated in the figure below. In particular,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



WHO WORKS WITH US?

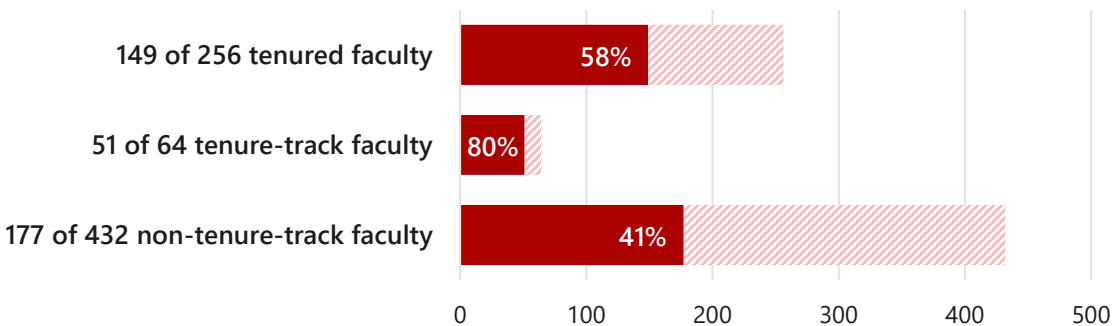
In 2021–22, the center worked with 434 individuals, 377 of whom were faculty and librarians; these individuals comprise **50.1% of the university’s 752 faculty and librarians**. We also worked with 22 professors emeriti and 35 staff members/administrators who are not included in our statistics here. 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