

ANNUAL REPORT 2019/20

EXECUTIVE SUMMARY

CURA PERSONALIS FOR FACULTY

“

The Center for Faculty Development has been an excellent resource for me as a faculty member. I have been encouraged by them and professionally guided to improve myself as an educator and as a person.

”

The purview of the Center for Faculty Development (“CETL”/CFD) covers 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.

We take a scholarly and interdisciplinary approach to promoting the professional formation of all Seattle University faculty, 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.

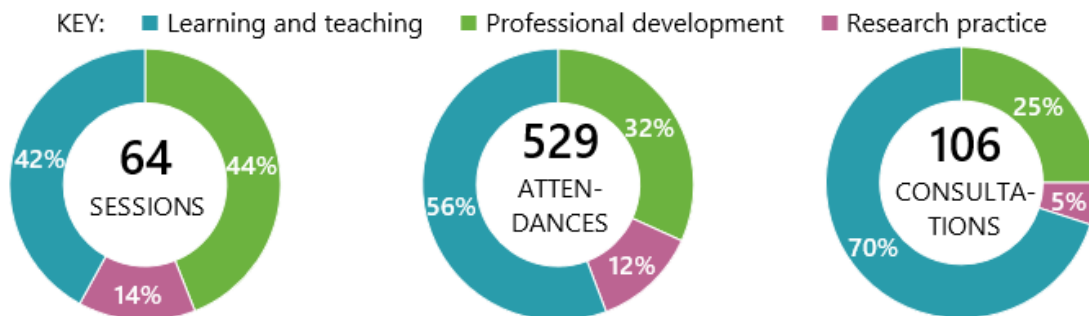
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Always helpful. I never feel judged. I am always welcome.

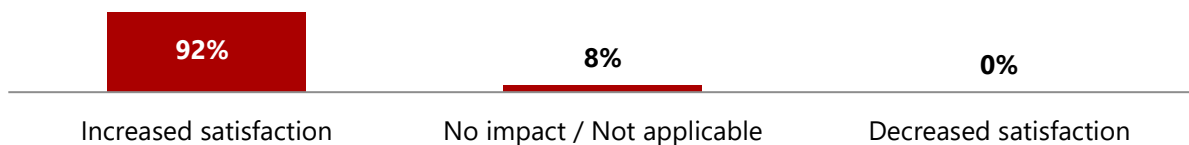
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Our 2019/20 programming for faculty revolved around three primary themes: **equity · balance · voice**

2019/20 CENTER ACTIVITY AMONG ITS THREE BROAD AREAS



2019/20 IMPACT ON SATISFACTION AS A FACULTY MEMBER OR ACADEMIC LEADER AT SEATTLE UNIVERSITY



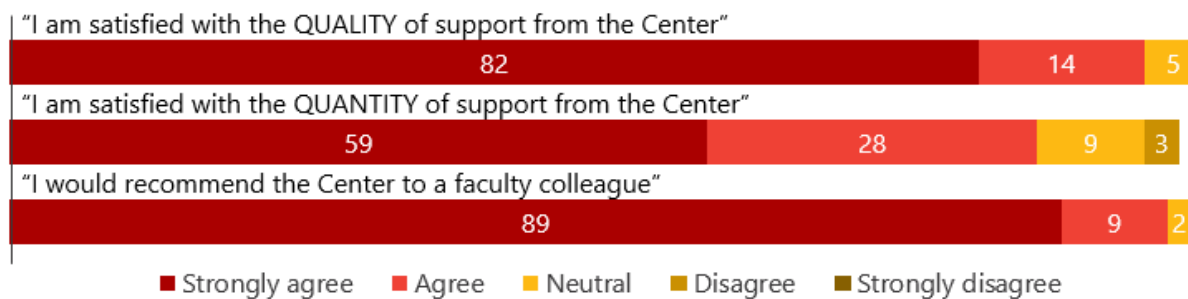
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The end of Winter Quarter and the entire Spring Quarter were so stressful. Our CFD experts were essential for helping faculty sort through the weeds, find a direction, and absorb best practices.

”

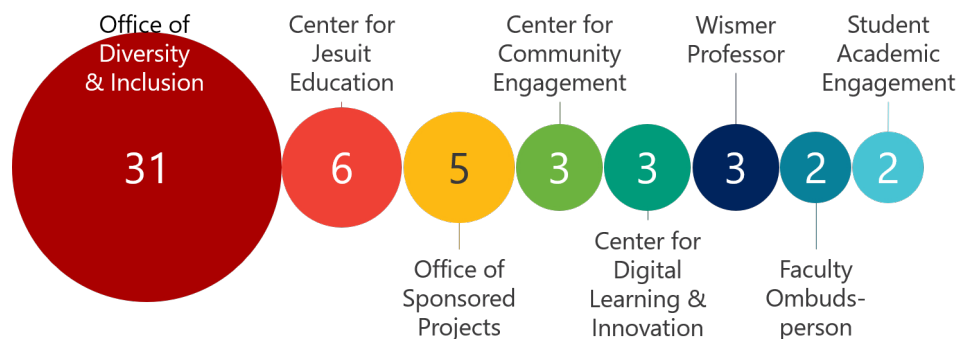
2019/20 END-OF-YEAR EVALUATIONS: QUANTITATIVE

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



2019/20 CONNECTING ACROSS CAMPUS & ADDRESSING NEEDS

This year we are grateful to have partnered with eight offices and centers for many of our events, as indicated in the figure below. Events with the Center for Jesuit Education and the Faculty Ombudsperson involved joint session design and facilitation, as well as co-sponsorship.



Acting as boundary-spanners across campus is also a key function of our center, not only through co-sponsorships, but also by connecting faculty to one another across disciplinary and organizational silos. In addition, the center functions as a problem-solver, serving in a consulting capacity and designing specific, tailored events for groups – be they programs, departments, colleges, or schools.

“

CFD is a critical resource, especially in these challenging times of pandemic and civil unrest. Participation in their programs has supported my research, strengthened my ties to faculty in other disciplines, and reminded me that SU is an impressive intellectual community.

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2019/20 EVENT FLYERS

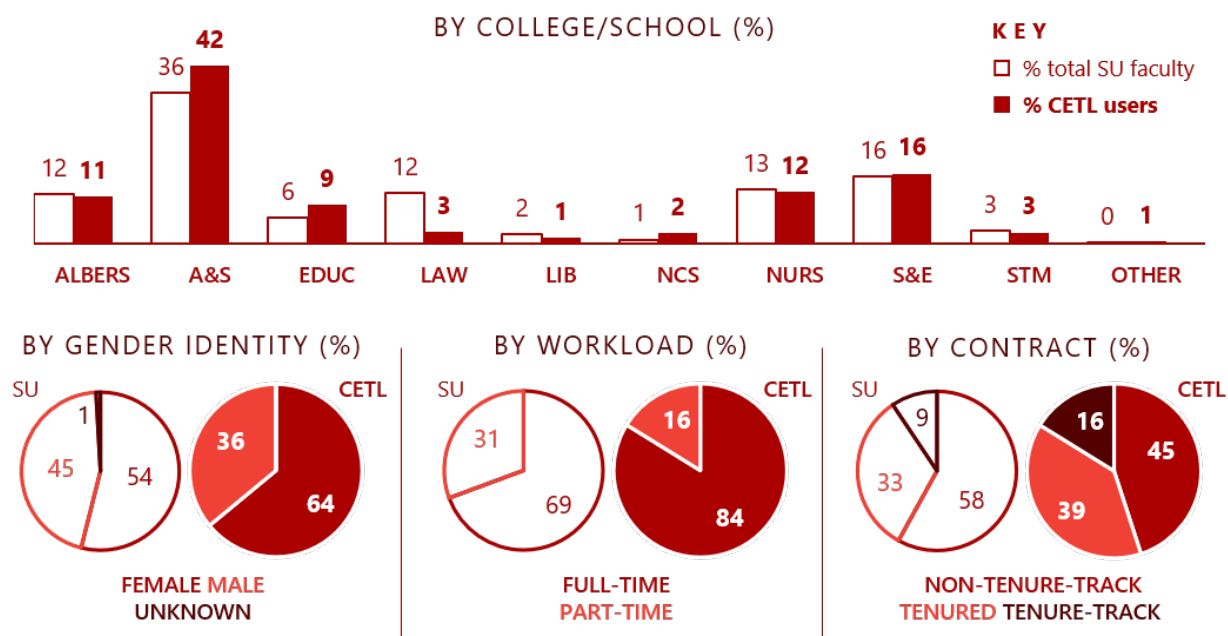


WHO WORKS WITH US?

We feel privileged to be able to collaborate with such dedicated, thoughtful, and creative faculty across the university – especially at a time of great upheaval, when the effort required to educate effectively is intensified. In 2019–20, CETL worked with 408 individuals, 389 of whom were faculty and librarians; these individuals comprise **50.1% of the university’s 777 faculty and librarians**. We also worked with 12 professors emeriti, and seven 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 2019–20 (solid color) compared with the percentage breakdown for the entire faculty at Seattle University (outlined). Meanwhile, Figure 2 shows the percentage of faculty we worked with at each rank. Librarians are included among the non-tenure-track faculty throughout this report.

We’d like to draw readers’ attention to a question we’ll return to in our full report: *Where are the men?*

Figure 1. CETL’s faculty users 2019–20 compared to total faculty at Seattle University

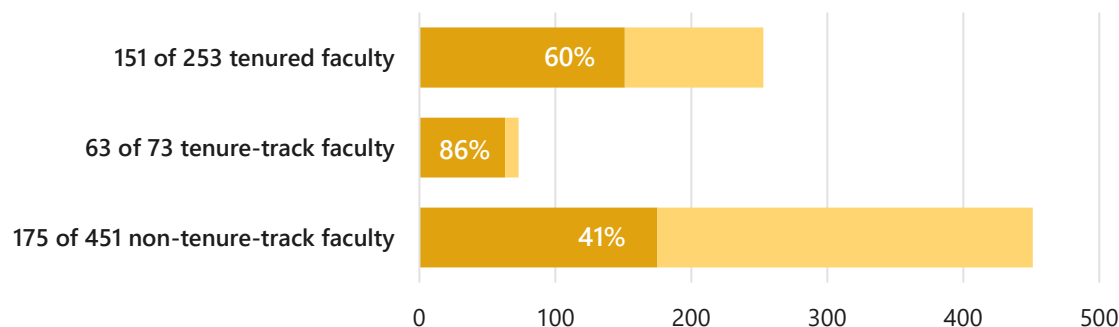


“

The Center for Faculty Development is a well-respected, helpful, inspiring team who serves the faculty of the university superbly.

”

Figure 2. Percentage of CETL users from each faculty rank in 2019/20 (indicated in darker shade).



PROGRAMS AND EVENTS: 2019–20 OVERVIEW

Table 1. Programs and events (abridged titles), 2019–20. Number of sessions in parentheses if more than one. Primary connections to this year's main themes: **e** equity; **b** balance; **v** voice (see page 5)

LEARNING AND TEACHING	<p>WORKSHOPS</p> <ul style="list-style-type: none"> ▪ Ignatian Pedagogy Series: Reflective practice (3) v ▪ Ignatian Pedagogy Series: Inclusive pedagogy (3) e ▪ Assignment design: “Best practices” from the higher education literature (3) b ▪ Microaggressions and incendiary acts: Constructive responses in the moment (3) e ▪ Reframing your courses for students – without changing a thing: Curriculum mapping for skills (3) b <p>ROUNDTABLES, PANEL DISCUSSIONS, GUEST SPEAKERS</p> <ul style="list-style-type: none"> ▪ Connecting class content to what matters: Reflections on teaching community-engaged and service-learning courses e <p>CANDID CONVERSATIONS</p> <ul style="list-style-type: none"> ▪ What do we mean by “rigor?” e <p>LEARNING COMMUNITIES</p> <ul style="list-style-type: none"> ▪ Ambrose et al. (2010). <i>How learning works: Seven research-based principles for smart teaching</i> (3) b ▪ Transparent design in learning and teaching, featuring Winkelmes, Boye, & Tapp (2019). <i>Transparent design in higher education teaching & leadership</i> (4) e <p>COMMUNITIES OF PRACTICE</p> <ul style="list-style-type: none"> ▪ Teaching polarizing topics (3) e <p>NEW FACULTY INSTITUTE</p>
RESEARCH PRACTICE	<p>WORKSHOPS</p> <ul style="list-style-type: none"> ▪ Thought leadership through Op-Eds v ▪ The “personal intellectual project:” Capturing, focusing, and (re)inventing your scholarly agenda (2) v <p>DISCUSSIONS</p> <ul style="list-style-type: none"> ▪ Research pathways re-examined: Breaking the mold of “traditional” scholarship v ▪ Continuing scholarship in a time of crisis? b <p>RESEARCH PRACTICE REBOOTS</p> <ul style="list-style-type: none"> ▪ Pomodoro Technique b ▪ The “Brunsma Research Queue”: How to organize and track your research projects b <p>WRITING GROUPS</p> <ul style="list-style-type: none"> ▪ Mid-career Faculty Writing Groups launch b ▪ Early career Faculty Writing Groups launch b ▪ Summer Faculty Writing Groups launch b <p>NEW FACULTY INSTITUTE</p>
PROFESSIONAL DEVELOPMENT	<p>WORKSHOPS</p> <ul style="list-style-type: none"> ▪ Faculty Leader Series: The problem of inclusion and the potential of embracement (2) e ▪ Faculty Leader Series: Trustworthiness as an academic leader (2) v ▪ Candor and compassion: Strengthening our relationships through nonviolent communication (2) b <p>PANEL DISCUSSIONS</p> <ul style="list-style-type: none"> ▪ NFI panel on Rank & Tenure b ▪ NFI non-tenure-track panel b ▪ NFI Legal session: Advice from the Office of the University Counsel b <p>LEARNING COMMUNITIES</p> <ul style="list-style-type: none"> ▪ Chun & Evans (2015). <i>The department chair as transformative diversity leader: Building inclusive learning environments in higher education</i> (4) e ▪ Sue (2015). <i>Race talk & the conspiracy of silence: Understanding and facilitating difficult dialogues on race</i> (4) e <p>COMMUNITIES</p> <ul style="list-style-type: none"> ▪ Affinity group for tenure-track faculty of color (3) e ▪ Chairs’ Community of Practice (7) b <p>NEW FACULTY INSTITUTE</p>

THIS REPORT

This annual report outlines the work of the Center for Faculty Development (also known by its original acronym, CETL), over the 2019–20 academic year. Reflective practice (Schön, 1983) is foundational to our academic field of [educational development](#); as a center, we collect, analyze, and reflect on evaluation data throughout the year. 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 – purple; professional development – green). At the end of the report, we discuss the Center’s internal organization and its external profile.

HIGHER IMPACT THROUGH A LOWER PROFILE

We realize that the work of the center – being voluntary, formative, and confidential – mostly occurs “below the radar” for university leadership. This is intentional for creating a trusting environment in which faculty can experiment and expand their expertise. (Trustworthiness in educational development is in fact one of our own research topics right now.)

At the same time, being below the radar means that the important work of faculty in their own professional development remains hidden and can be overlooked. So to highlight the faculty voice in this report, we include quotes from faculty who responded to the question *“What would you like to tell the university administration (anonymously!) about your experience(s) with the Center for Faculty Development?”* in our end-of-year survey in June 2020.

2019/20 THEMES: EQUITY, BALANCE, VOICE

Event topics are primarily chosen based on faculty feedback in our end-of-year survey from the previous year. We also adjust our annual plan to accommodate new topics that become pertinent on campus, or in response to partnership requests from colleagues elsewhere at SU.

This year, we chose to organize sessions under one of three themes that we saw, in the summer of 2019, as vital for the well-being of the Seattle University academic community:

EQUITY

AND DIVERSITY

How can we live out and deepen our commitment to social and racial justice in our teaching, our scholarship, and our leadership?

BALANCE

SUCCESS AND PRODUCTIVITY

How can we practice and model life/work balance, as well as balance among our obligations at work, to improve the quality of our lives, boost our resilience, and promote success?

VOICE

INQUIRY AND ADVOCACY

How can we amplify and promote the voices of marginalized and underrepresented people such that our dialogues and decision-making are richer and more inclusive?

“

The CFD provides wonderful support for faculty and is very responsive/adaptive to provide the programs that will be most helpful to faculty.

”

THE IMPACT OF COVID-19 AND PROTESTS FOR RACIAL JUSTICE

The year's three themes became all the more pertinent as we faced the COVID-19 novel coronavirus pandemic and more recent social unrest in response to long-standing systemic racism. We replaced all but three of our intended Spring Quarter sessions to address the questions and issues that were impacting faculty and the university in the moment and added further sessions in early summer to meet faculty requests for ongoing dialogue and community.

EQUITY

As soon as the university went into lockdown (week 10 of Winter Quarter/week 7 of Spring Semester), we saw an increase in consultations on equity issues:

- How best to support students with the least access to technology and resources.
- How to teach potentially polarizing topics (especially around race) remotely, where carefully constructed in-class activities and discussions may prove difficult depending on the students' access to private space to study and learn.

The murder of George Floyd by police in Minneapolis in week 8 of Spring Quarter – and the subsequent protests in Seattle and around the world – intensified these questions and connected with topics we have been exploring in our Ignatian Pedagogy Series on inclusive pedagogies (which focuses on race):

- How faculty and student social identities affect our relations with one another and with our disciplines.
- How our disciplines are inherently not neutral and can be reframed to center the margins.
- How our pedagogical practices and course designs can encourage and center minoritized students and voices.

“

CFD meaningfully integrates diversity, equity, and inclusion principles into its practices and its staffing choices.

”

BALANCE

Even before the pandemic, faculty burnout and exhaustion have been running themes in consultations. In this, Seattle U is far from unique. The additional burden of switching courses to remote formats at unavoidably short notice, all while dealing with the personal impact of the pandemic, created far greater levels of stress and uncertainty for faculty in the latter months of the academic year.

- How to adapt courses so that students meet learning outcomes without feeling overwhelmed or underperforming due to the pressures of the pandemic.
- How to look after ourselves so that we are better able to help others.
- How to balance childcare/care-giving responsibilities while supporting students' learning.
- How to develop reasonable expectations around scholarship and service in an unpredictable global moment.

“

CFD is a vital part of care for the faculty.

”

VOICE

Remote working led to a marked increase in communication difficulties for faculty at all levels, increasing cognitive loads and depleting energy. The fast-changing nature of events also required swift decision-making, which raised questions among faculty around process and agency:

- How to communicate more effectively with colleagues to avoid or resolve miscommunications without the immediacy and physical cues of in-person conversation.
- How to widen the circle of voices in decision-making to ensure faculty experiences inform outcomes and policies.

“

Especially because I'm not a full-time faculty member, their kind attention means a lot to me. I feel that they don't have to give me as much time and care as they do. I am so thankful.

”

SESSION FORMATS AND SPECIAL PROJECTS

We use various session formats to meet the needs of our participants, reflect the nature of the topic at hand, and to manage our own workload. A key aim throughout is to bring people together from across campus to forge greater links and community. Our events and programs are typically open to ALL faculty at Seattle University; only if the topic is tailored to a specific audience do we limit participation (e.g., non-tenure-track sessions, department chair/program director sessions).

This year, we brought back our *Candid Conversation* format, introduced new *Research Practice Reboot* and *Affinity Group* formats, and expanded our use of *Communities of Practice*. Details on our formats are listed on the [Session Formats](#) page of center's website.

As Table 1 in the Executive Summary indicated, the Center ran 64 sessions covering 28 topics in 2019–20, including the New Faculty Institute before the start of Fall Quarter 2019. Sixteen 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. Workshop follow-up sessions were a new addition this year and have been well-received by faculty. We also launched two special projects that we see as ongoing work with individuals and program teams:

TRANSPARENCY IN LEARNING AND TEACHING (EQUITY)

Solid research demonstrates that the Transparency in Learning and Teaching (“TILT”) model of assignment design boosts all students' performance. More importantly, it aids underrepresented students' achievement, sense of belonging, and persistence to a statistically significant degree. Additionally, research finds benefits for faculty who use TILT to design their assignments and that often only minor adjustments are needed. In winter, we ran a Thematic Learning Community on TILT, followed by workshops after graduation in spring. We plan to continue this work with faculty in 2020–21.

GRADUATE CAREER READINESS (BALANCE)

Questions around the value of higher education continue to increase. For programs that are not directly vocationally oriented, being transparent about graduate employability and career readiness becomes all

the more vital. Drawing on reports from the National Association for Colleges and Employers and the World Economic Forum, we created an SU-specific inventory of career readiness skills with input from the Career Engagement Office. The inventory can be used at individual course level and can also lead to program-level maps. In winter, we ran workshops on this program, and in early summer, our program-level pilot in International Studies went live on its [website](#). We will continue this work in 2020–21.

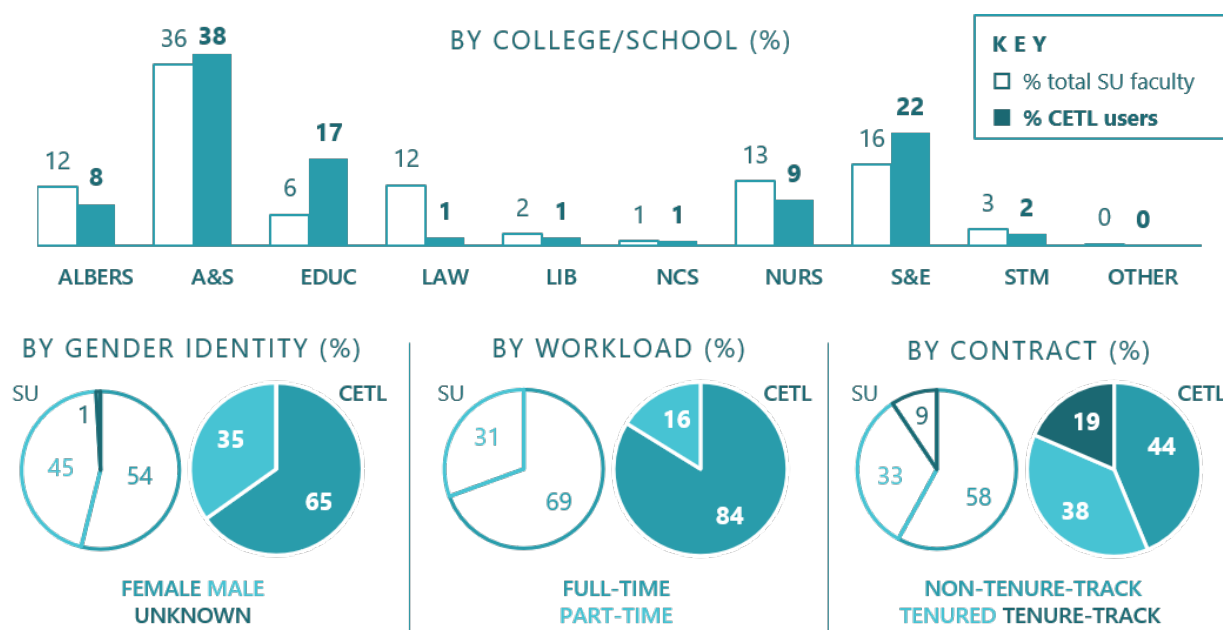
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I think the CFD is a gem for the SU community. As a department chair, I count on the expertise of the center as I refer my faculty for consultation or for participation in the offered programs.

”

LEARNING AND TEACHING

Figure 3. Faculty participation in Learning and Teaching sessions 2019–20 compared to total faculty



“

They can refer to what they've used in the classroom themselves, and this gives them a lot of credibility with me.

”

TOPICS AND PARTICIPANTS

In 2019–20, we organized 30 learning and teaching sessions with 295 total attendees.

WORKSHOPS

- *Ignatian Pedagogy Series: Reflective practice* | Co-sponsored by the Center for Jesuit Education | Facilitated by David Green, Jen Tilghman-Havens (Center for Jesuit Education), and Jen Schulz (Interdisciplinary Liberal Studies) | 3 sessions; 35 attendees; 12 individual faculty served

- *Ignatian Pedagogy Series: Inclusive pedagogies* | Co-sponsored by the Center for Jesuit Education and the Office of Diversity & Inclusion | Facilitated by Holly Slay Ferraro, Jen Tilghman-Havens (Center for Jesuit Education), Katherine Raichle, and David Green | 3 sessions; 56 attendees; 20 individual faculty served
- *Assignment design: "Best practices" from the higher education literature* | Facilitated by Katherine Raichle | 3 sessions; 16 attendees; 14 individual faculty served
- *Microaggressions and incendiary acts: Constructive responses in the moment* | Co-sponsored by the Office of Diversity & Inclusion | Facilitated by Holly Slay Ferraro and David Green | 3 sessions; 38 attendees; 27 individual faculty served
- *Microaggressions and incendiary acts: Constructive responses in the moment* | Workshop for a specific college | Facilitated by Holly Slay Ferraro and David Green | 1 session; 21 individual faculty served
- *Reframing your courses for students – without changing a thing: Curriculum mapping for skills* | Facilitated by David Green | 3 sessions; 33 attendees; 31 individual faculty served
- *How two small changes boost equity and success in your courses: Transparent assignment design* | Co-sponsored with the Office of Diversity & Inclusion and the Assistant Provost for Student Academic Engagement | Facilitated by David Green and Katherine Raichle | 2 sessions; 12 individual faculty served

PANEL DISCUSSION

- *Connecting class content to what matters: Reflections on teaching community-engaged and service-learning courses* | Co-sponsored by the Center for Community Engagement | Facilitated by Kristi Lee (Leadership & Professional Studies) and Elizabeth Seymour (Center for Community Engagement) | 1 panel session; 7 individual faculty served

COMMUNITIES OF PRACTICE

- *Teaching polarizing topics* | Co-sponsored with the Office of Diversity & Inclusion and the Center for Digital Learning & Innovation | Facilitated by Holly Slay Ferraro | 3 sessions; 26 attendees; 17 individual faculty served

CANDID CONVERSATION

- *What do we mean by "rigor?"* | Co-sponsored with the Office of Diversity & Inclusion | Facilitated by Holly Slay Ferraro | 1 session; 12 individual faculty served

FACULTY LEARNING COMMUNITIES

- Ambrose, S. A., DiPietro, M., Bridges, M. W., Norman, M. K., & Lovett, M. C. (2010). *How learning works: Seven research-based principles for smart teaching* | Facilitated by Katherine Raichle | 3 sessions; 13 attendees; 7 individual faculty served
- Transparent design in learning and teaching, featuring Winkelmes, M., Boye, A., & Tapp, S. (2019). *Transparent design in higher education teaching and leadership: A guide to implementing the transparency framework institution-wide to improve learning and retention* | Co-sponsored with the Office of Diversity & Inclusion | Facilitated by Katherine Raichle | 4 sessions; 39 attendees; 16 individual faculty served

“ The CFD is an invaluable resource to the faculty, and directly enhances the student learning experience. The ongoing learning that our faculty do to improve their teaching and research adds value to the degrees we offer. ”

Figure 4. “The number of learning and teaching events and services offered this year was...”

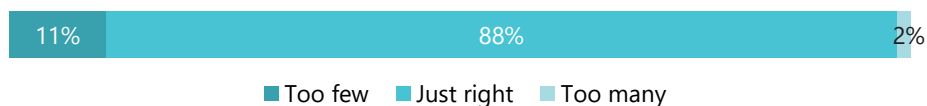
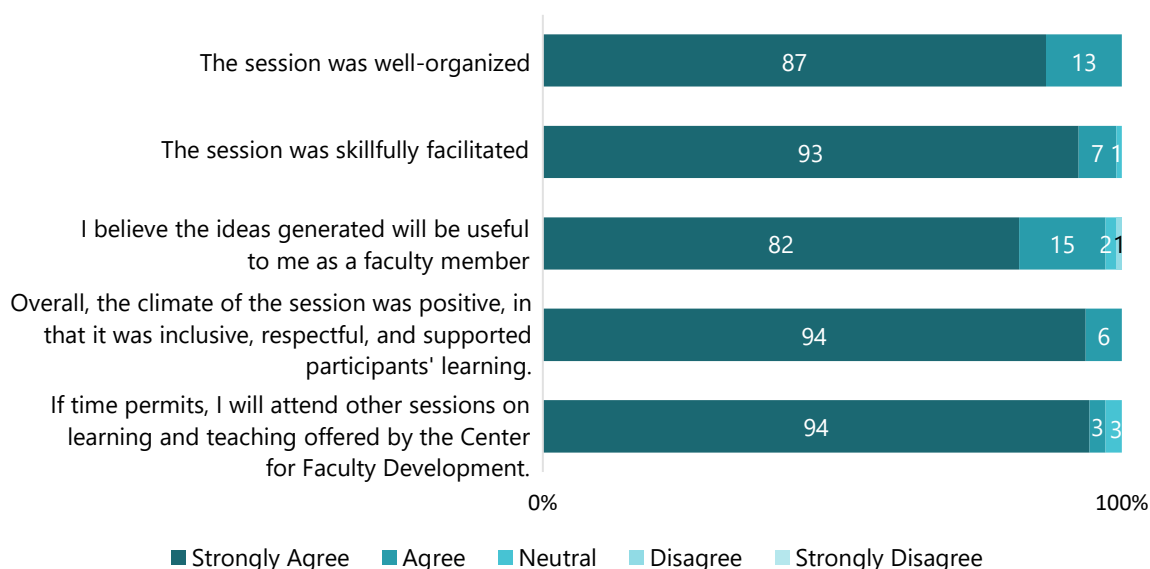


Figure 5. Cumulative survey responses for all learning and teaching sessions (%)



Reflection: Having been founded as the Center for Excellence in Teaching and Learning (CETL) in 2003–04, we note that learning and teaching continues to be the backbone of our work. While we ran a higher number of events on professional development topics this year, learning and teaching events have the highest attendance. (Over two-thirds of our consultations are also on this topic, as is detailed in the Consultations section of this report.) Seattle University faculty are distinctive in that they are not seeking superficial “hints and tips,” but want to learn from the research on learning and teaching to make informed decisions, and our aim is always to provide this level of support.

In our learning and teaching data, we also note a welcome large increase in representation from College of Education compared to previous years.

“ The Center is a valuable tool for supporting teaching. I have benefited from programs over the years and my teaching is stronger for it. ”

IGNATIAN PEDAGOGY SERIES

Our Ignatian Pedagogy Series began in fall 2017 as the director’s capstone project for the national Ignatian Colleagues Program. We have been offering two out of three modules in the series per year, in collaboration with the Center for Jesuit Education. This year, we ran modules on (a) reflective practice and (b) inclusive pedagogies, the latter with a focus on race and anti-racism. The purpose of the series is to deepen faculty members’ understanding and application of the Ignatian Pedagogical Paradigm, based on this 450-year-old Jesuit tradition, and to connect it to the last sixty years of higher education research.

Faculty are invited by the provost to apply to join the next quarter’s Ignatian Pedagogy Series; we often receive more applications to participate than we are able to accommodate.

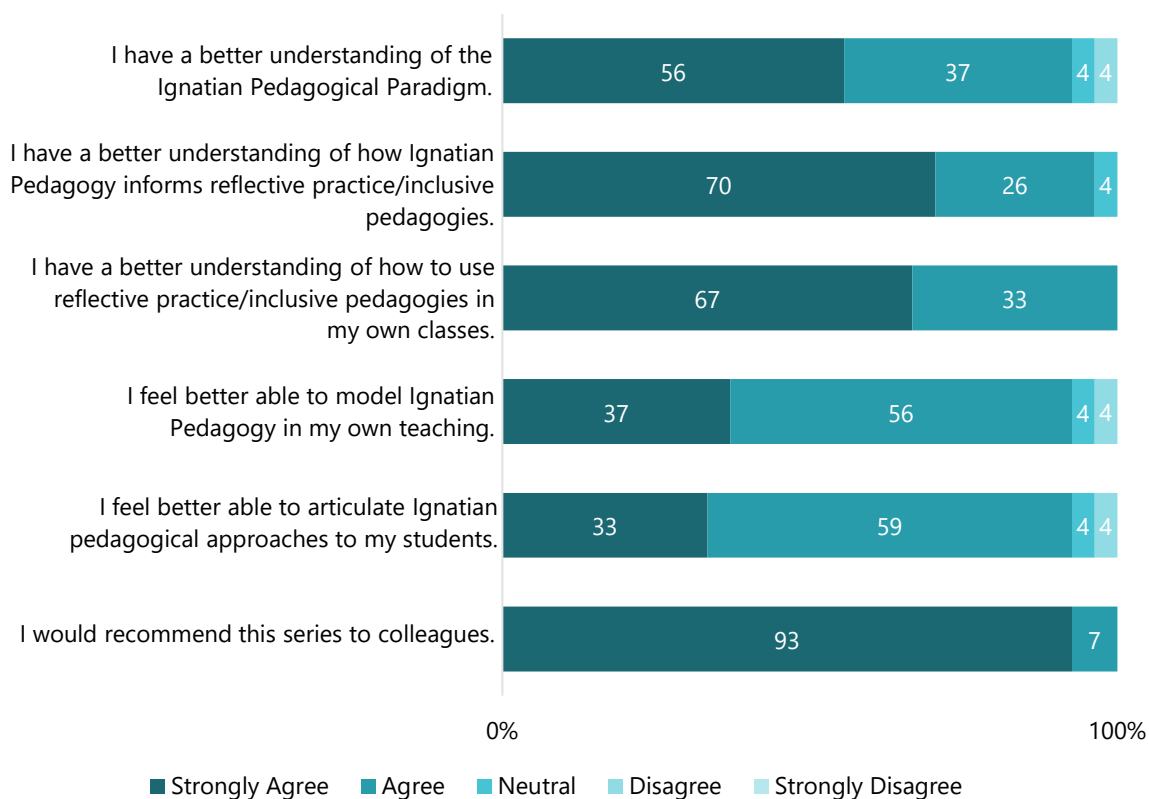
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[...] the topics, especially around inclusion, are timely and important so [I] was happy to be able to attend those. Their Inclusive Pedagogies changed the way I teach.

”

For these modules, we ask our regular workshop questions, plus additional questions specifically tied to the topic of the series, responses for which are shown in Figure 6.

Figure 6. Additional feedback on the two Ignatian Pedagogy Series (reflective practice, inclusive pedagogies)



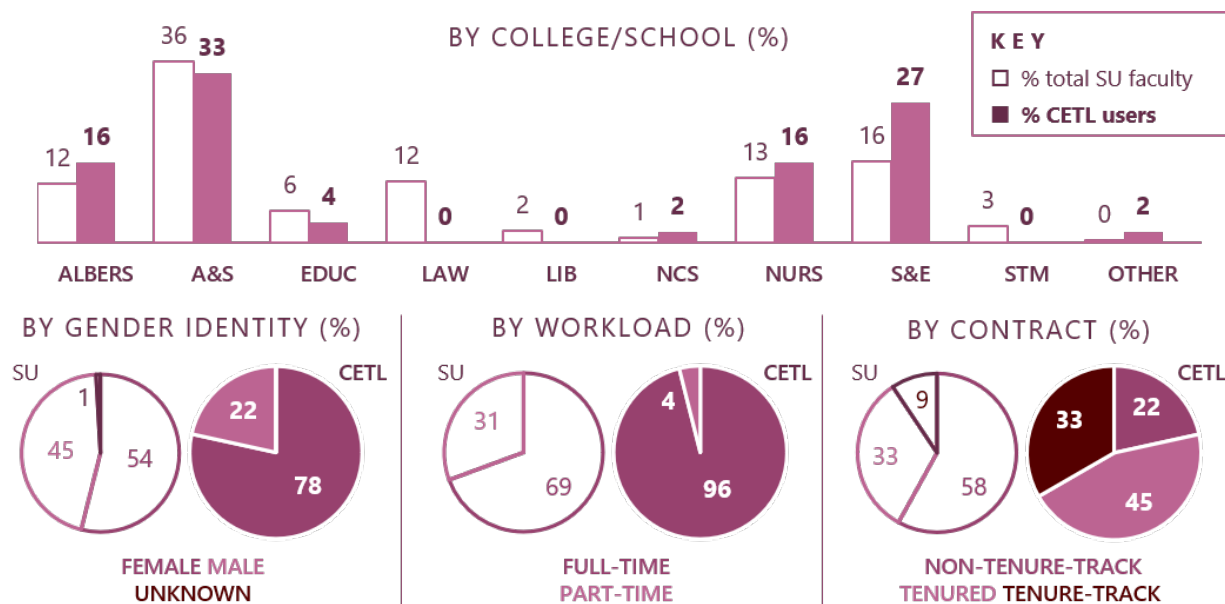
Reflection: This feedback on the Ignatian Pedagogy Series helps highlight a potential difficulty for the faculty participating in the series. All participants would recommend these modules to their colleagues and almost all agree they better understand both how the topic of each module connects with Ignatian

Pedagogy and how to use it in class. At the same time, when we separate “strongly agree” from “agree,” a gap appears between specific understanding (of reflective practice or inclusive pedagogies) and an understanding of the Ignatian Pedagogical Paradigm (IPP) as a whole. The everyday language of the IPP (context, experience, reflection, action, evaluation) masks paradigm-specific definitions; we believe in future iterations, we will need to emphasize these distinctions more pointedly at the outset of each module to provide faculty a firmer grounding in the IPP as a whole before delving into the module topic.

“ They have helped me to better provide our students with a higher quality education. I have also learned about how to align my teaching and activities with the Ignatian Pedagogical Paradigm that prior to teaching at SU, I had no idea about. ”

RESEARCH PRACTICE

Figure 7. Faculty participation in Research Practice sessions 2019–20 compared to total faculty



“ Workshops I have attended in the past and a writing group I was put in by CFD have had profoundly positive impacts on my research productivity over the years. ”

TOPICS AND PARTICIPANTS

In 2019–20, we organized 10 research practice sessions with 66 total attendees. This is more than twice as many research practice sessions as last year and three times the number of attendees.

WORKSHOPS & PANEL DISCUSSIONS

- *Thought leadership through Op-Eds* | Co-sponsored by the Office of Diversity & Inclusion | Facilitated by Holly Slay Ferraro and Ruchika Tulshyan (Communication) | 1 session; 7 individual faculty served
- *Research pathways re-examined: Breaking the mold of “traditional” scholarship* | Co-sponsored by the Office of Diversity & Inclusion | Facilitated by Holly Slay Ferraro | 1 panel session; 8 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 | 2 sessions; 9 attendees; 7 individual faculty served
- *Continuing scholarship in a time of crisis?* | Co-sponsored with the Office of Sponsored Projects | Facilitated by David Green | 1 discussion session; 14 individual faculty served

RESEARCH PRACTICE REBOOTS

- *Pomodoro technique* | Facilitated by Holly Slay Ferraro and David Green | 1 session; 5 individual faculty served
- *The “Brunsmma Research Queue”: How to organize and track your research projects* | Facilitated by Holly Slay Ferraro and David Green | 1 session; 9 individual faculty served

FACULTY WRITING GROUPS

- *Mid-career Faculty Writing Groups launch* | Co-sponsored by the Office of Sponsored Projects | Facilitated by David Green with Jenna Isakson (OSP) | 1 session; 7 individual faculty served
- *Early career Faculty Writing Groups launch* | Co-sponsored by the Office of Sponsored Projects | Facilitated by David Green with Jenna Isakson (OSP) | 1 session; 6 individual faculty served
- *Summer Faculty Writing Groups launch* | Co-sponsored by the Office of Sponsored Projects | Facilitated by David Green with Jenna Isakson (OSP) | 1 session; 3 individual faculty served

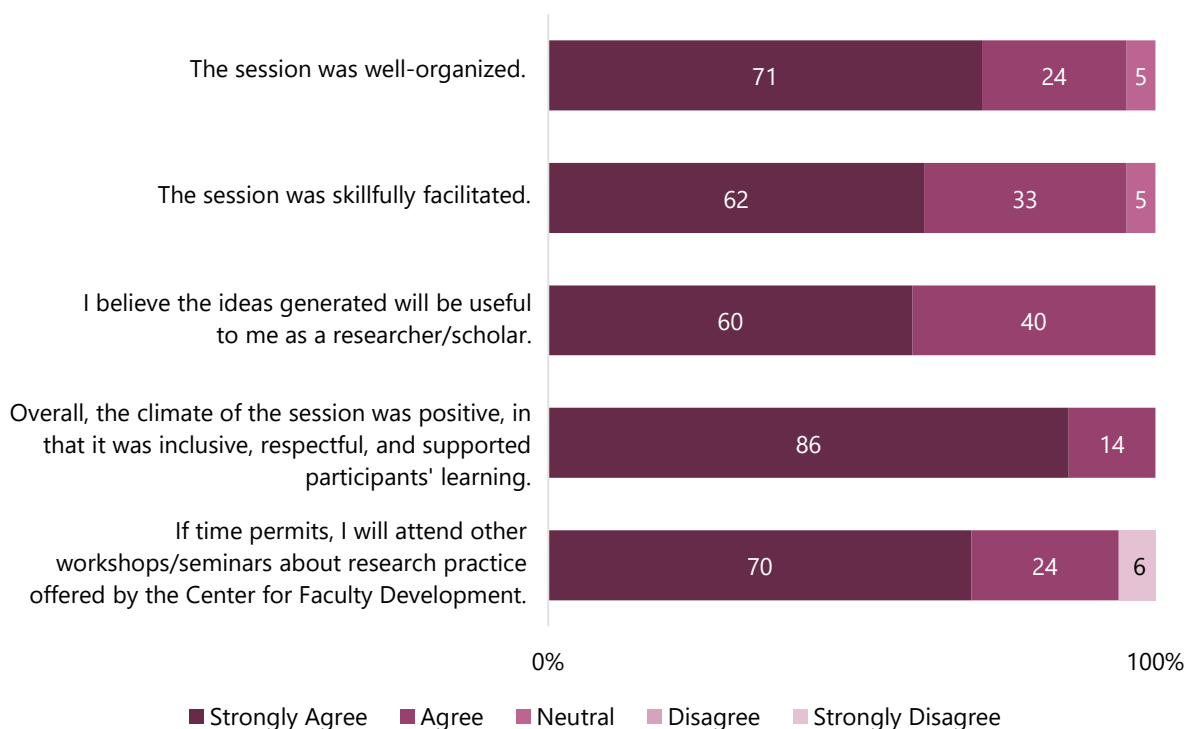
“

The CFD is an extremely valuable and useful part of the university and has helped me in terms of research and teaching.

”

Figure 8. “The number of research practice events and services offered this year was...”



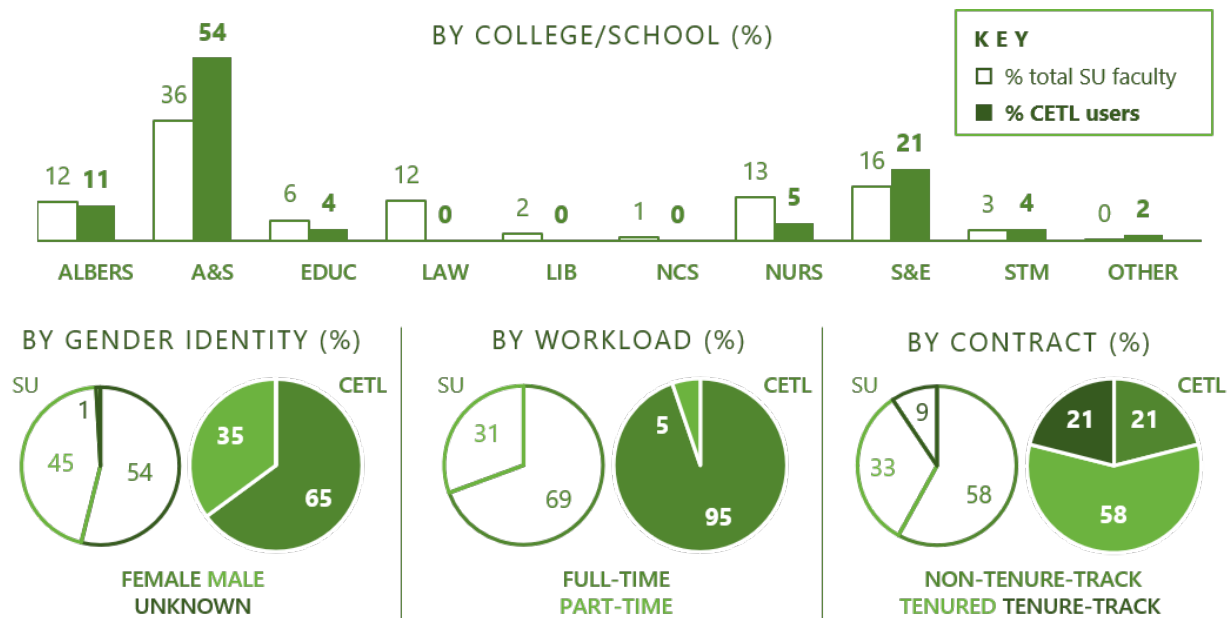
Figure 9. Cumulative survey responses for all research practice sessions (%)

Reflection: Despite the doubling of sessions this year, research practice continues to be the area where faculty tell us they would like more offerings. At the same time, our end-of-year evaluation data show far less interest in research practice topics compared to learning and teaching or professional development, and no consensus on what topics would prove most helpful or engaging. One explanation is the relative size of the audience for research practice events. While scholarship is *required* of the 9% of faculty who are tenure-track (plus a handful of non-tenure-track [NTT] faculty in areas like Albers, to meet accrediting body requirements), for most NTT faculty and for faculty who have already gained tenure, scholarship may not be required at all or may not be a priority. We therefore continue to weigh up the relative value of investing in developing new sessions that few faculty may attend. This year, we added our “Research Practice Reboot” format to provide colleagues some practical approaches to conduct their scholarship alongside high expectations for teaching excellence; in partnership with the Office of Sponsored Projects, we are exploring other formats and topics that we hope will draw in new audiences and voices.

From the data in Figure 7, we note firstly the 11% overrepresentation of Science and Engineering faculty in research practice events. This may be due to the college’s introduction of the Albers School’s approach to scholarship, where tenured faculty must demonstrate a certain degree of scholarly activity to receive a research release. Secondly, we observe that male-identified faculty are *underrepresented* by a full 23%. This makes us curious about causes. For example, as the ADVANCE grant lays bare, female faculty more often take on academic leadership roles before they are promoted to full professor, and their research productivity can suffer as a result, so sessions on research practice may be especially helpful for those faculty who are restarting their research agendas after a pause due to administrative duties. Equally, it may be that women are more willing than men to experiment with their research practice and try out new approaches. This is a question we hope to explore in the coming year.

PROFESSIONAL DEVELOPMENT

Figure 10. Faculty participation in professional development sessions 2019–20 compared to total faculty



“

CFD is absolutely essential [...] right now for faculty to meet the expectation of not only delivering but also modeling professional development and personal formation.

”

In 2019–20, we organized 24 professional development sessions with 168 total attendees. Below we separate this element of our work into chair programs, open internal programs, and open external programs through the National Center for Faculty Development and Diversity (NCFDD). Figure 10 provides a full breakdown of attendances at our Professional Development events by college/school, gender, rank, and workload, while Figure 13 below provides the same breakdown for Seattle U subscribers to NCFDD, for which the center pays institutional membership.

CHAIR PROGRAMS

COMMUNITIES OF PRACTICE

- *Chairs' Community of Practice* | Facilitated by Holly Slay Ferraro and David Green | 7 sessions; 68 total attendees; 23 individual faculty served
 - Group members choose the topic for each gathering of department chairs and program directors with personnel responsibilities. Topics in 2019–20 included responding to the COVID-19 pandemic, remote teaching, and institutional racism in programs and practices.

FACULTY LEARNING COMMUNITIES

- Chun, E. & Evans, A. (2015). *The department chair as transformative diversity leader: Building inclusive learning environments in higher education* | Co-sponsored by the Office of Diversity & Inclusion | Facilitated by David Green | 4 sessions; 12 attendees; 4 individual faculty served

WORKSHOPS

- *Faculty Leader Series: The problem of inclusion and the potential of embracement* | Co-sponsored by the Office of Diversity & Inclusion | Facilitated by Holly Slay Ferraro | 2 sessions; 16 attendees; 12 individual faculty served
- *Faculty Leader Series: Trustworthiness as an academic leader* | Facilitated by David Green | 2 sessions; 9 attendees; 6 individual faculty served

“

CFD provides essential services to faculty at all stages.

”

OPEN PROGRAMS (INTERNAL)

WORKSHOPS

- *Candor and compassion: Strengthening our relationships through nonviolent communication* | Co-sponsored by the Faculty Ombudsperson and the Center for Community Engagement | Facilitated by David Green and McKenna Lang (Faculty Ombudsperson) | 2 sessions; 15 attendees; 12 individual faculty served

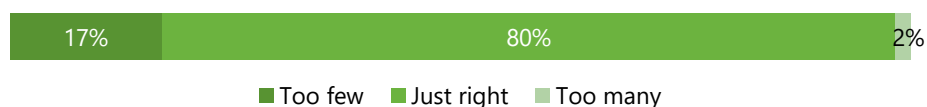
AFFINITY GROUPS

- *Affinity group for tenure-track faculty of color* | Co-sponsored by the Office of Diversity & Inclusion and Wismer Professor for Gender & Diversity Studies | Facilitated by Holly Slay Ferraro | 3 sessions; 13 attendees; 7 individual faculty served

FACULTY LEARNING COMMUNITIES

- Sue, D. W. (2015). *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race* | Co-sponsored by the Office of Diversity & Inclusions | Facilitated by Holly Slay Ferraro | 4 sessions; 35 attendees; 10 individual faculty served

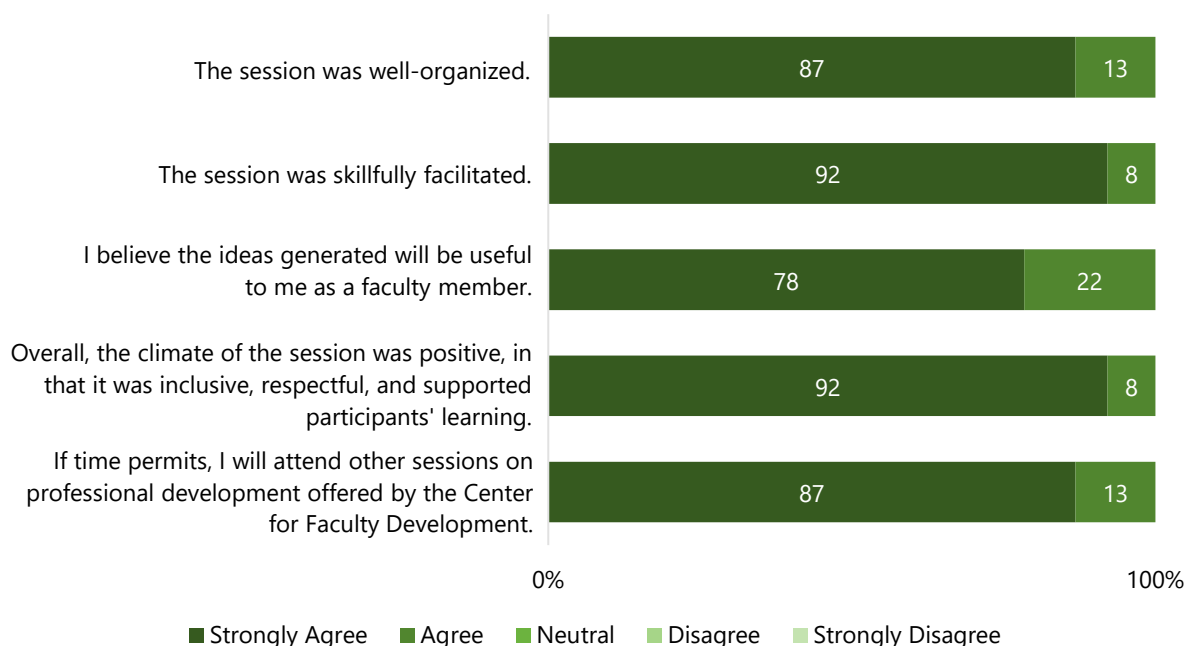
Figure 11. “The number of professional development events and services offered this year was...”



“

I have found my interactions with the CFD to be very valuable for not only my instruction skills, but also for my own personal development. Plus, the staff is supportive and responsive to faculty needs.

”

Figure 12. Cumulative survey responses for all professional development sessions (%)

Reflection: Our professional development offerings focused on the development of relational and inclusive leadership skills. We made these design choices as a result of hearing from faculty and administrators and in response to events both locally and in the broader context (such as concerns about racial injustice). Faculty from the College of Arts and Sciences and the College of Science and Engineering were overrepresented, and we continue to see particularly robust participation from both these colleges in the Chairs' Community of Practice. The Faculty Learning Community on *The Department Chair as Transformative Diversity Leader* was undersubscribed, yet we proceeded to run it since it is vital to our efforts around diversity, equity, and inclusion. As administrators in the middle of the organization – often serving as teaching faculty, researchers, *and* leaders – many chairs feel they have little additional time for professional development activities. We will continue to examine ways to ensure we deliver value for the time invested by chairs.

Finally, we offered a new affinity group for tenure-track faculty of color. This group was designed as a form of Community of Practice (Lave & Wenger, 1991) where group members chose the topics for each gathering. This offering is in response to faculty feedback about the need for non-political spaces for interdisciplinary growth and development.

OPEN PROGRAMS (EXTERNAL): NATIONAL CENTER FOR FACULTY DEVELOPMENT AND DIVERSITY

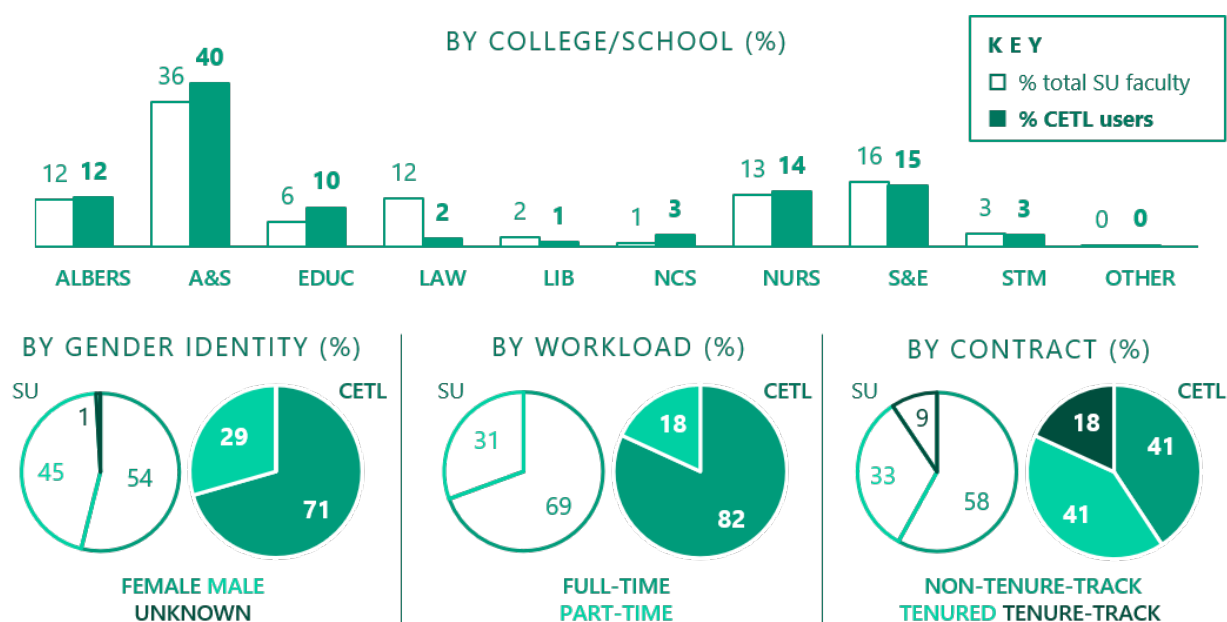
NCFDD INSTITUTIONAL MEMBERSHIP

- National Center for Faculty Development and Diversity (NCFDD) | 260 faculty served

We are proud that Seattle University, at CETL's instigation, became the first university ever to take out institutional membership of NCFDD (in 2012–13), recognizing that underrepresented faculty in particular were experiencing disproportionate demands on their time, and that we needed to offer a higher level of support than a small center could provide. At the time of writing this report, NCFDD's membership now stands at 232 institutions.

In 2019–20 CETL 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.

Figure 13. Faculty participation in NCFDD 2019–20 compared to total faculty



Reflection: Again, female faculty are overrepresented among NCFDD users. Our speculation here is that minoritized faculty in general may feel they need more resources and support than faculty with dominant social identities – especially white men. Gendered perceptions and expectations persist in academia (see, for instance, Gravett & Bernhagen, 2018); we suspect NCFDD's offerings around imposter syndrome (potentially fed by gender and race stereotypes and norms), as well as concrete strategies for managing expectations and balance, may be especially helpful here. We see our NCFDD membership as a constructive means by which Seattle University centers the experience of faculty at the margins.

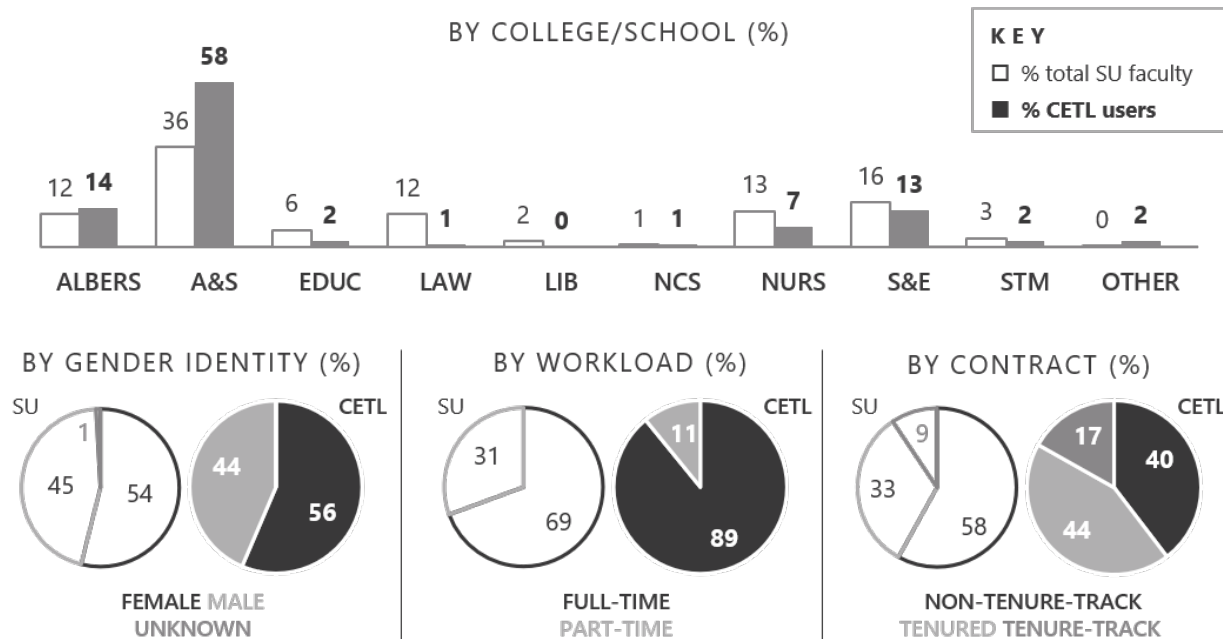
“

There may be no more valuable unit in the university to support faculty than the Center for Faculty Development. Without the CFD, many faculty would have not survived this challenging year.

”

CONSULTATIONS

Figure 14. Faculty consultations 2019–20 compared to total faculty



“

The Center is crucial for my successful trajectory at SU in all the important ways, as it is for my colleagues. No other entity at SU can do what [this] team does for us!

”

Providing meaningful and useful consultation on faculty-driven issues continues to be one of the Center’s top priorities. During 2019–20, Holly Slay Ferraro, David Green, Katherine Raichle, Therese Huston (Faculty Development Consultant and founding center director), and Sven Arvidson (Senior Faculty Fellow) provided 106 consultations to 105 different consultees, totaling 132.75 hours and averaging 1.3 hours per individual. Some of these consultations were conducted with entire departments or groups, so actual contact time per topic is higher than this average suggests.

Figure 15 shows consultation topics that made up 5% or more of total consultations. As before, we use color coding for ease (Learning and Teaching – blues; Research Practice – purples; 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 15. Proportional word cloud of consultation topics, 2019–20



Reflection: In answer to a question we posed at the start of this report, “the men” can be found here. Consultations are the only area of our work where the gender split is close to the university’s overall statistics. (In fact, it is the only area where women are not overrepresented by at least 11%.) This suggests a couple of things to us. First, female-identified faculty take advantage of more opportunities to engage in their development as faculty *in community* – in the comparatively open settings of faculty workshops and events – than men. This makes us wonder whether men feel less confident acknowledging among colleagues that they have room to grow as academics or whether women are seeking community because of less congenial departmental environments. Second, male-identified faculty appear more likely to work with us to help answer their own targeted, *individualized* needs. One interpretation of this could be that male faculty as a whole are less prepared to invest their time in supporting colleagues rather than ensuring their own needs are directly met; while this may be a time-saving decision, it may also hamper collegiality and community on campus.

“

The NFI and the CFD's program, especially the individual help with student evaluations and the research focused workshops, has made me much happier and productive.

”

SERVICE TO THE UNIVERSITY

NEW FACULTY INSTITUTE 2019

The Center successfully directed its thirteenth New Faculty Institute (NFI) on behalf of the Provost’s Office in September 2019, with 40 participants. New faculty were able to network with colleagues from across campus, including the President, Provost, and Associate Provost for Faculty. We also introduced a roundtable format (instead of panels) with undergraduate and graduate students, recruiting 29 students so that we could facilitate deeper conversation and let new faculty switch tables at intervals to gain more insights and perspectives from students. (Student participant feedback in a debrief with two Planning Team members immediately after the event also proved very positive.) The NFI Planning Team coordinated with a further 18 faculty members and administrators over the two days of NFI, as well as facilitating the four primary interactive workshop sessions (on Jesuit education, misconceptions in teaching, building an inclusive class environment, and establishing life–work balance).



Extremely useful to soothe some of the "teaching in a new environment" anxiety.



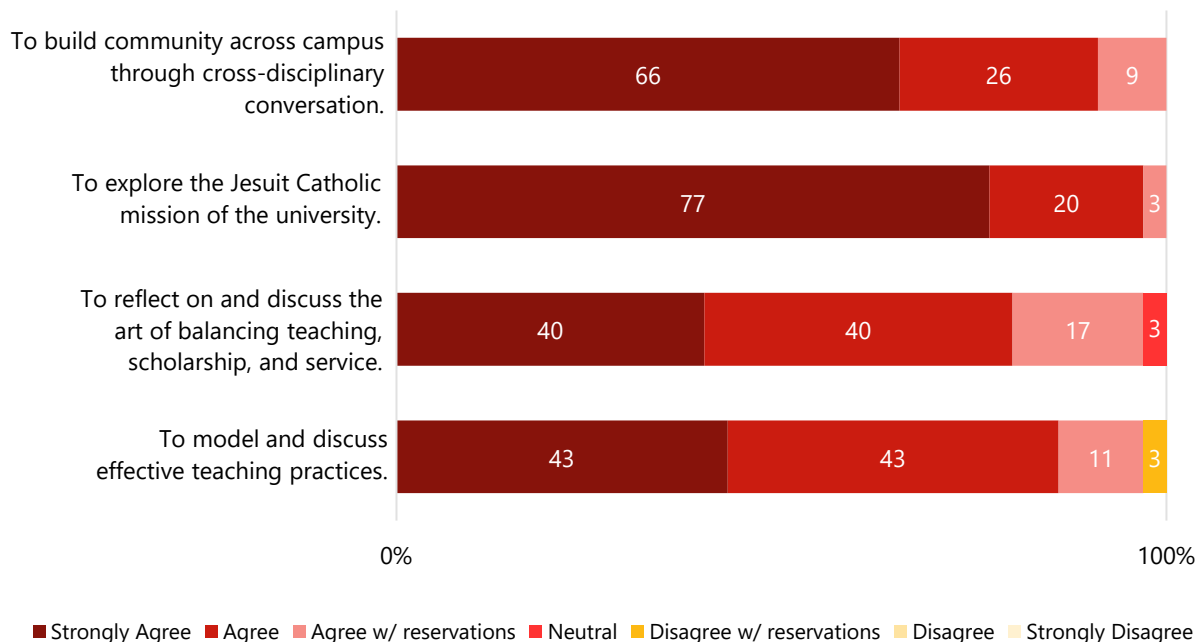
NFI 2019 Planning Team members were:

- Katherine Raichle (NFI Director) | Faculty Development/Psychology, Arts and Sciences
- Heather DePuydt | Nursing
- Holly Slay Ferraro | Faculty Development/Management, Albers
- David Green | Faculty Development/International Studies, Arts and Sciences
- Colette Hopton | Management, Albers
- Doug Latch | Chemistry, Science and Engineering
- Colette Taylor | Leadership and Professional Studies, Education

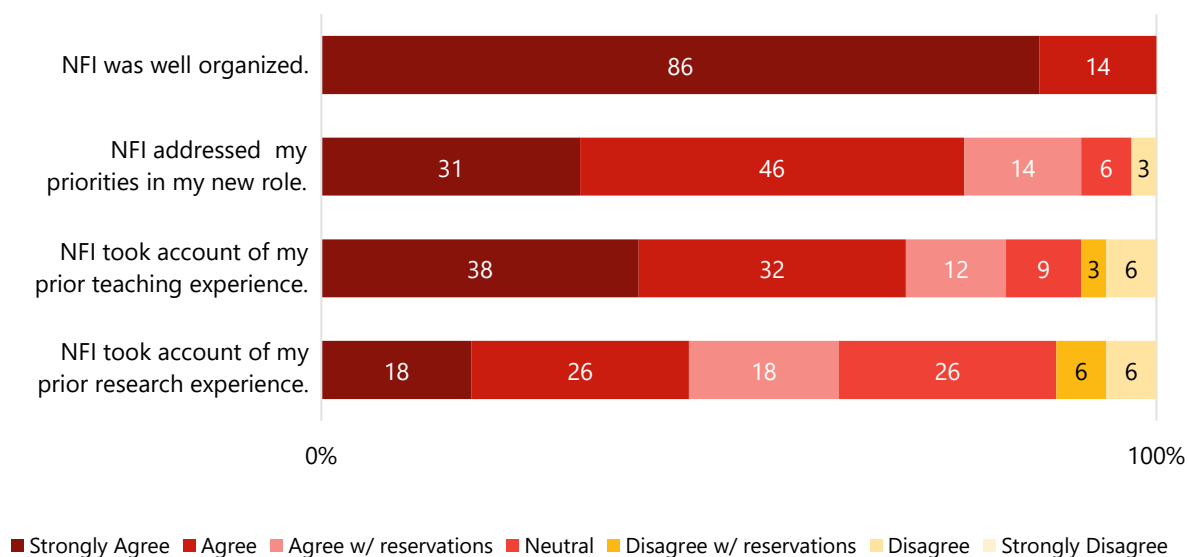
The Provost's Office set seven goals for NFI 2019, the last three of which are met in follow-up sessions. The extent to which participants felt goals 1–4 were achieved is shown in Figure 16, based on quantitative feedback we gathered alongside qualitative data.

We are deeply invested in delivering to "new" faculty a meaningful and impactful event, centered around meeting these goals. Thus, we were pleased to note that the combined responses of "strongly agree" and "agree" represented the majority of responses for each of the following 4 goals.

Figure 16: To what extent do participants agree that we met the NFI 2019 goals?



Four additional questions help us gauge how successfully we are managing the NFI process for faculty who are joining us with a variety of prior academic experiences. As Figure 17 indicates, taking account of these prior experiences continues to prove most difficult when planning the program in Spring Quarter, before we know who will be attending NFI.

Figure 17: NFI 2019 To what extent do you agree with the following statements?

Finally, we would like to highlight that Rachel Olson, our senior administrative assistant, organized NFI for the first time in 2019. We find it notable that 100% of the responses to the goal “NFI was well organized” were “strongly agree” and “agree.” This speaks to Rachel’s exceptional work in the year-long planning and day-of orchestration of this event. The impressive scope of administrative work and attention to detail that undergirds NFI often goes unnoticed, yet is foundational to our meeting all of the other NFI goals – and to ensuring our new colleagues feel welcomed and valued by the university from the outset.

From a study we presented in 2016, we also know that faculty who do *not* work with CETL on their own development during their first year post-NFI are far less likely to do so in their first *five* years. We therefore recognize that NFI is a signature event with the potential to launch and transform a faculty member’s own professional development, making care and attention to the NFI experience all the more pivotal.

The Center also coordinated two NFI follow-up sessions during fall quarter: one on thriving as a non-tenure-track faculty member, and one on university-level rank and tenure. A further NFI panel session on legal issues in higher education was coordinated by the University Counsel.

“

SU cares about care in the classroom; this was a surprise.
I feel more comfortable about teaching in a Jesuit context.

”

UNIVERSITY SERVICE WORK

Katherine Raichle continued her work on the Strategic Planning Steering Committee through fall 2019, when the plan received formal approval. David Green became a member of the Strategic Planning Council in winter 2020, at which point he stepped off the Non-Tenure-Track Faculty Subcommittee of Academic

Assembly. Holly Ferraro completed her term as Wisner Professor for Gender and Diversity and also serves on the Board of Trustees' Mission, Inclusion, and Culture Committee. At the end of the academic year, Holly was voted onto the Academic Assembly as an Albers School representative from summer 2020, at which point she will also be joining the Strategic Planning Council. Further, Holly and David ran an open session for faculty and staff through the Office of Diversity and Inclusion on race-based micro-inequities and disrupting barriers to belonging *outside* the classroom.

ORGANIZATION

WITHIN THE PROVOST'S OFFICE

The Center continues to report to Dr Kathleen La Voy, Associate Provost for Faculty Affairs, and we meet regularly to discuss issues we identify among the faculty, as well as being able to pass on faculty requests, concerns, or observations anonymously. Since many faculty also connect with Dr La Voy, we are also able to compare notes – again, anonymously – and strategize how best to support faculty in response to the current moment. As a Center, we are immensely grateful for Dr La Voy's support, encouragement, good humor, and kindness. Her thoughtful advice helps us connect more fully to SU's holistic Jesuit ethos.

STRATEGIC PLANNING

The Center relies on the divergent thinking of our strategic planning group (known affectionately as the "Strategic Inner Conclave" [sic]). This group helps the Center use its resources thoughtfully, offering collegial counterarguments and alternative perspectives to lead to better decision-making. The 2019–20 group members were:

- PJ Alaimo | Chemistry, College of Science & Engineering
- Sven Arvidson | Interdisciplinary Liberal Studies, College of Arts & Sciences/CETL
- Holly Slay Ferraro | CETL/Management, Albers School of Business & Economics
- David Green | CETL/International Studies, College of Arts & Sciences
- Katherine Raichle | CETL/Psychology, College of Arts & Sciences
- Christina Roberts | English, College of Arts & Sciences
- Lindsay Whitlow | Biology, College of Science & Engineering

In particular this year, the group helped us think through our budget use, proactively responding to the Strategic Plan, and addressing unmet faculty needs during the early stages of the COVID-19 lockdown.

STAFFING

Staffing in 2019–20 remained mostly steady. Associate Director Katherine Raichle was on sabbatical in Spring Quarter 2020; at the beginning of that period, our excellent Senior Administrative Assistant, Rachel Olson, was furloughed for six weeks as part of the university-wide response to the COVID-19 pandemic before returning early to assist the Provost's Office in setting up processes and protocols for the newly formed Strategic Planning Council and its subcommittees. She returns fully to CETL work in the late summer in preparation for the 2020 New Faculty Institute, which will be delivered entirely virtually.

IMPACT ON HIGHER EDUCATION PRACTICES NATIONALLY AND INTERNATIONALLY

To maintain currency in the field, to pursue our own intellectual interests, and to raise the profile of Seattle University as a desirable destination for thoughtful and engaged faculty, the Center contributes to the national and international dialogue on educational development through publications, presentations, and professional service (listed below).

Because of our reputation nationally, we are regularly contacted by other universities for advice and insights on our holistic structure, how we plan and implement our activities, our data gathering, and our events. Our annual reports appear to be read most often by educational developers and academic leaders at other institutions.

2019–20 was also the third year in which the center director ran learning and teaching workshops for STEM faculty at Saint Peter's University in Jersey City, NJ (currently the only Jesuit university in the US to be classified as an Hispanic Serving Institution), as part of a grant from the US Department of Education. This year's workshops were run remotely via Zoom and led to two remote institution-wide workshops on course design for Saint Peter's University faculty in July 2020.

PEER-REVIEWED ARTICLES AND BOOK CHAPTERS

Arvidson, P. S. (2019). How can Sartrean consciousness be reverent? *Sartre Studies International: An Interdisciplinary Journal of Existentialism and Contemporary Culture*, 25(2), 18–26.

Little, D., **Green, D. A.**, & Felten, P. (2019). Identity, intersectionality, and educational development. *New Directions for Teaching and Learning*, 158, 11–22.

PEER-REVIEWED CONFERENCE PRESENTATIONS AND POSTERS

Ferraro, H. S. (2019, July). *Organizational safe spaces: What does it mean to be safe?* Paper presented at the 2019 European Group for Organizational Studies (EGOS). Edinburgh, Scotland.

Kanov, J., & **Ferraro, H. S.** (2019, August). *Relational inclusion and the disconnect between inclusive practices and experiences.* Symposium presented at the 2019 Academy of Management Conference, Boston, MA.

Little, D., & **Green, D. A.** (2019, November). *A credibility framework for the "cultural work" of building community.* Paper presented at the 44th annual conference of the POD Network: Connection—Closing the distance. Pittsburgh, PA.

Raichle, K., & **Green, D. A.** (2019, November). *The invisible barrier: Facilitating active learning requires instructor self-efficacy.* Paper presented at the 44th annual conference of the Professional and Organizational Development Network in Higher Education (henceforth POD Network): Connection—Closing the distance. Pittsburgh, PA.

INVITED SESSIONS

- Ferraro, H. S.** (2019, August). *Conversations with Dr. Holly Ferraro: Intersectionality*. Presented at Russell Investments, Seattle, WA.
- Green, D. A.** (2020, May). *Reframing your courses for students—without changing a thing: Curriculum mapping for skills*. Invited virtual presentation for STEM faculty at Saint Peter's University, Jersey City, NJ.
- Green, D. A.** (2020, May). *Designing transparent assignments to enhance students' learning: the importance of "purpose."* Invited virtual presentation for STEM faculty at Saint Peter's University, Jersey City, NJ.
- Green, D. A.** (2020, May). *Small teaching online*. Invited virtual presentation for STEM faculty at Saint Peter's University, Jersey City, NJ.
- Green, D. A.** (2020, June). *Online discussions*. Invited virtual presentation for STEM faculty at Saint Peter's University, Jersey City, NJ.

EDITORIALS

- Arvidson, P. S.,** & Schulz, G. (2019). Editors' introduction. *Issues in Interdisciplinary Studies*, 37(1), 6–10.

JOURNAL EDITING AND PROFESSIONAL SERVICE

- Arvidson, P. S.** (2017–present). Co-editor. *Issues in Interdisciplinary Studies*.
- Green, D. A.** (2014–present). Editorial board member, *International Journal for Academic Development*.

David A Green, PhD | Director

Holly Slay Ferraro, PhD | Associate Director for Faculty Professional Development

Katherine Raichle, PhD | Associate Director for Learning and Teaching

Rachel Olson | Senior Administrative Assistant

Summer/Fall 2020

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