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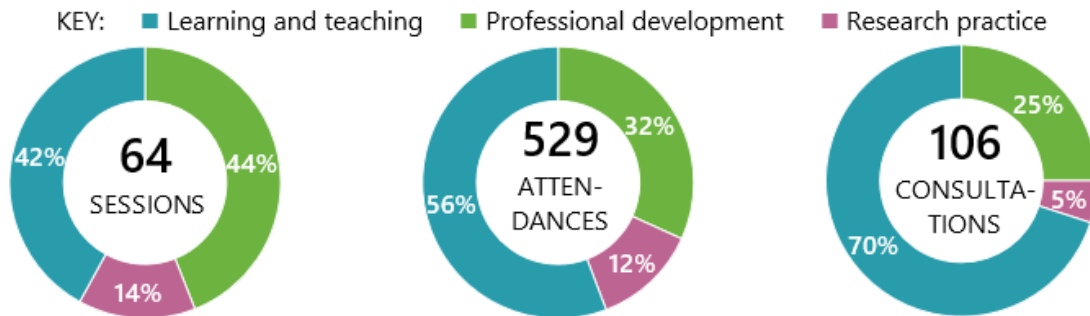
> " Always helpful. I never feel judged. I am always welcome. "

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

2019/20 CENTER ACTIVITY AMONG ITS THREE BROAD AREAS

KEY: ■ Learning and teaching   ■ Professional development   ■ Research practice

64 SESSIONS — 42% / 44% / 14%

529 ATTEN-DANCES — 32% / 12% / 56%

106 CONSULTA-TIONS — 25% / 5% / 70%

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

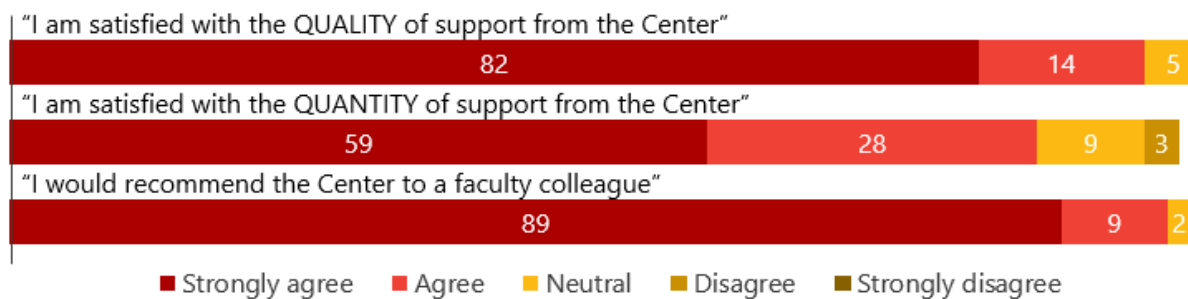| 92%	8%	0%
Increased satisfaction	No impact / Not applicable	Decreased satisfaction
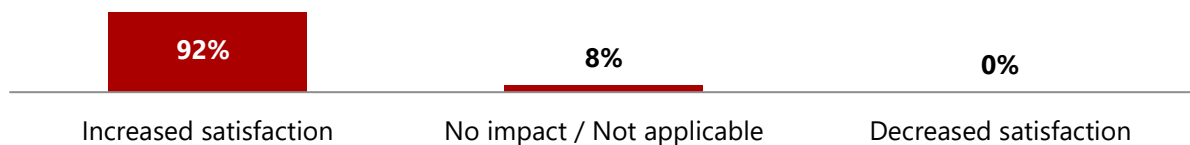
> " The end of Winter Quarter and the entire Spring Quarter were so stressful. Our CFD experts were essential for helping faculty sort through the weeds, find a direction, and absorb best practices. "

2019/20 END-OF-YEAR EVALUATIONS: QUANTITATIVE

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

"I am satisfied with the QUALITY of support from the Center"

| 82 | 14 | 5 |

"I am satisfied with the QUANTITY of support from the Center"

| 59 | 28 | 9 | 3 |

"I would recommend the Center to a faculty colleague"

| 89 | 9 | 2 |

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

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.

Office of Diversity & Inclusion **31**

Center for Jesuit Education **6**

Office of Sponsored Projects **5**

Center for Community Engagement **3**

Center for Digital Learning & Innovation **3**

Wismer Professor **3**

Faculty Ombuds-person **2**

Student Academic Engagement **2**

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. "
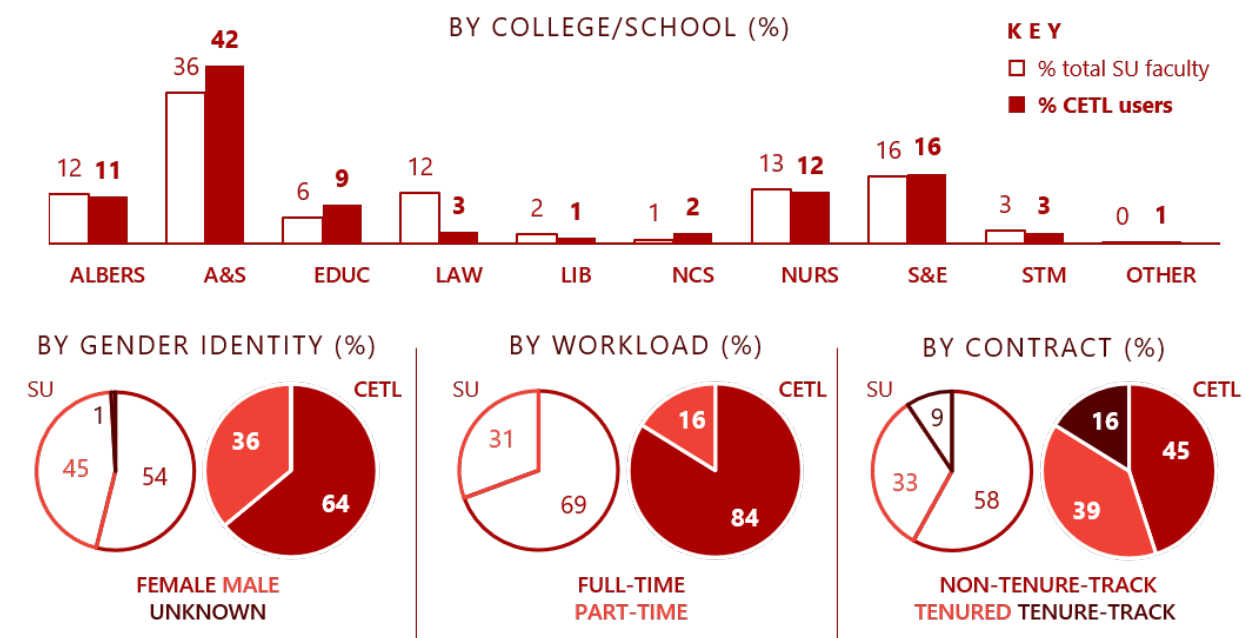
2019/20 EVENT FLYERS

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.

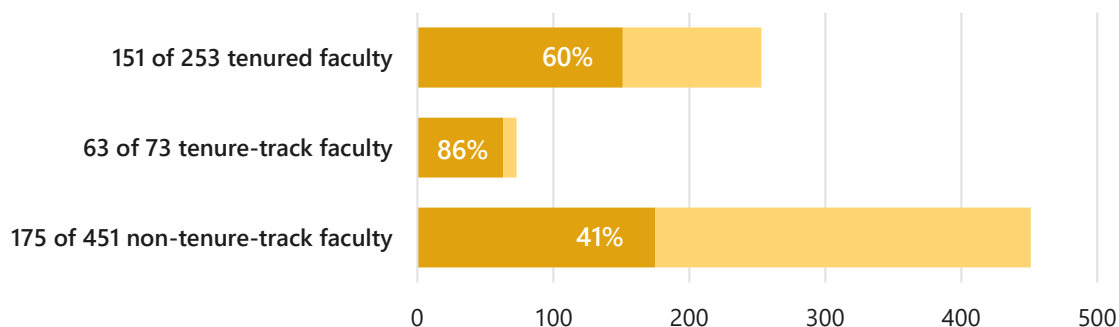We'd like to draw readers' attention to a question we'll return to in our full report: *Where are the men?*

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

BY COLLEGE/SCHOOL (%)

KEY
☐ % total SU faculty
■ % CETL users

	ALBERS	A&S	EDUC	LAW	LIB	NCS	NURS	S&E	STM	OTHER
% total SU faculty	12	36	6	12	2	1	13	16	3	0
% CETL users	11	42	9	3	1	2	12	16	3	1

BY GENDER IDENTITY (%)

SU — FEMALE 45, MALE 54, UNKNOWN 1
CETL — FEMALE 64, MALE 36

BY WORKLOAD (%)

SU — FULL-TIME 69, PART-TIME 31
CETL — FULL-TIME 84, PART-TIME 16

BY CONTRACT (%)

SU — NON-TENURE-TRACK 33, TENURED 58, TENURE-TRACK 9
CETL — NON-TENURE-TRACK 45, TENURED 39, TENURE-TRACK 16

> " 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).

151 of 253 tenured faculty	60%
63 of 73 tenure-track faculty	86%
175 of 451 non-tenure-track faculty	41%

(axis: 0, 100, 200, 300, 400, 500)

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

WORKSHOPS
- 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**

ROUNDTABLES, PANEL DISCUSSIONS, GUEST SPEAKERS
- Connecting class content to what matters: Reflections on teaching community-engaged and service-learning courses **e**

CANDID CONVERSATIONS
- What do we mean by "rigor?" **e**

LEARNING COMMUNITIES
- Ambrose et al. (2010). *How learning works: Seven research-based principles for smart teaching* (3) **b**
- Transparent design in learning and teaching, featuring Winkelmes, Boye, & Tapp (2019). *Transparent design in higher education teaching & leadership* (4) **e**

COMMUNITIES OF PRACTICE
- Teaching polarizing topics (3) **e**

NEW FACULTY INSTITUTE

RESEARCH PRACTICE

WORKSHOPS
- Thought leadership through Op-Eds **v**
- The "personal intellectual project:" Capturing, focusing, and (re)inventing your scholarly agenda (2) **v**

DISCUSSIONS
- Research pathways re-examined: Breaking the mold of "traditional" scholarship **v**
- Continuing scholarship in a time of crisis? **b**

RESEARCH PRACTICE REBOOTS
- Pomodoro Technique **b**
- The "Brunsma Research Queue": How to organize and track your research projects **b**

WRITING GROUPS
- Mid-career Faculty Writing Groups launch **b**
- Early career Faculty Writing Groups launch **b**
- Summer Faculty Writing Groups launch **b**

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PROFESSIONAL DEVELOPMENT

WORKSHOPS
- 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**

PANEL DISCUSSIONS
- NFI panel on Rank & Tenure **b**
- NFI non-tenure-track panel **b**
- NFI Legal session: Advice from the Office of the University Counsel **b**

LEARNING COMMUNITIES
- Chun & Evans (2015). *The department chair as transformative diversity leader: Building inclusive learning environments in higher education* (4) **e**
- Sue (2015). *Race talk & the conspiracy of silence: Understanding and facilitating difficult dialogues on race* (4) **e**

COMMUNITIES
- Affinity group for tenure-track faculty of color (3) **e**
- Chairs' Community of Practice (7) **b**

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