

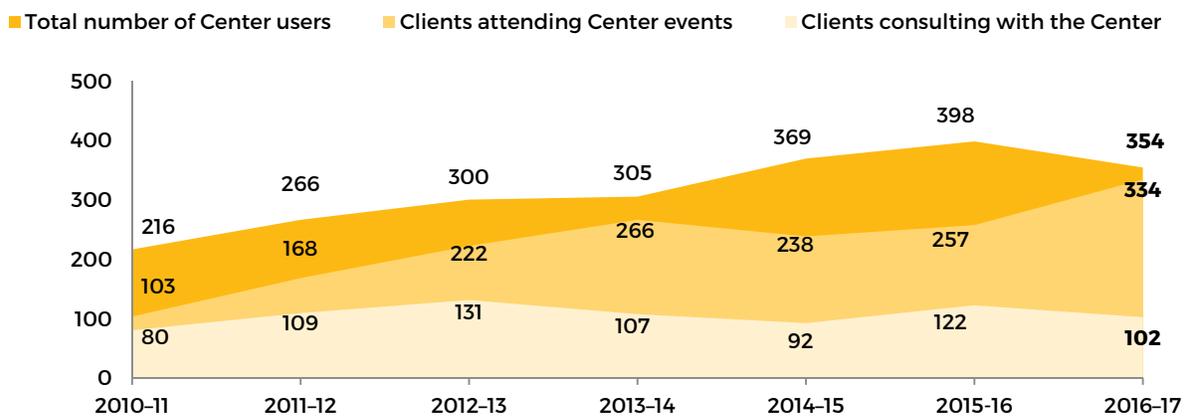
ANNUAL REPORT 2016/17

EXECUTIVE SUMMARY

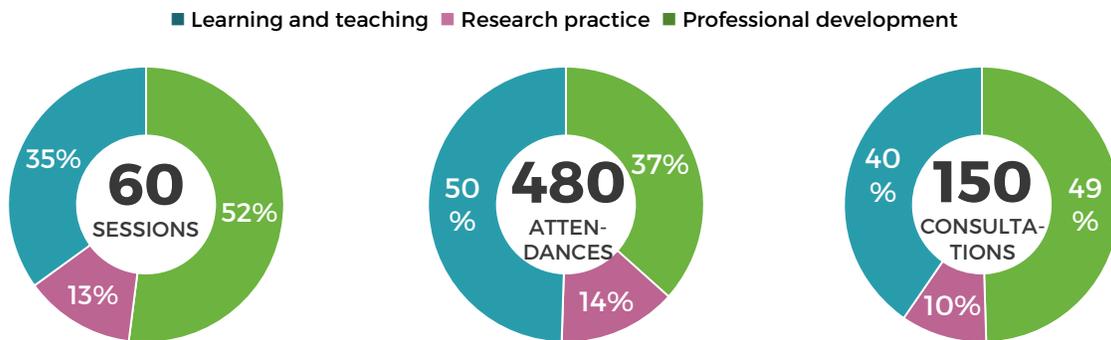
The Center for Faculty Development (CETL) promotes the professional formation of ALL Seattle University faculty through a scholarly and interdisciplinary approach to learning and teaching, research practice, and professional development.

Following national standards, our work with faculty is: **voluntary + formative + confidential**

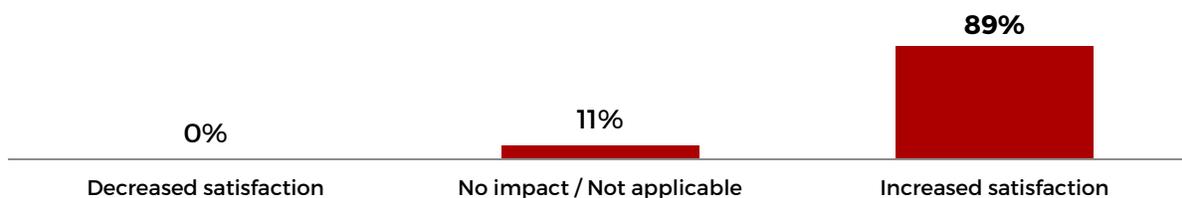
CENTER USERS 2010-17



2016/17 CENTER ACTIVITY AMONG ITS THREE BROAD AREAS

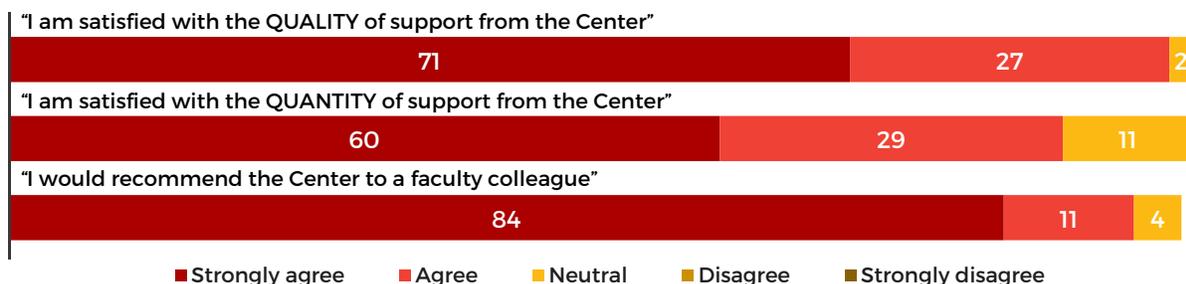


2015/16 IMPACT ON SATISFACTION AS A FACULTY MEMBER OR ACADEMIC LEADER AT SEATTLE UNIVERSITY



END-OF-YEAR EVALUATIONS: QUANTITATIVE

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



END-OF-YEAR EVALUATIONS: QUALITATIVE

“I enjoy the ideas I learn at these events and the community building elements which lead me to feel more satisfied.”

“The Center for Faculty Development has provided a bridge between me, an adjunct faculty member of SU, and my larger idea of the university, knitting me into the fabric of SU, by opening up resources and communication ways to me, which in turn has encouraged me to take more responsibility for my development, the development of my students, and peers.”

“I re-engaged with my work with passion.”

2016–17 EVENT FLYERS



CENTER FOR FACULTY DEVELOPMENT

Seattle University | Hunthausen 120, 901 12th Avenue, Seattle, WA 98122-1090, USA |

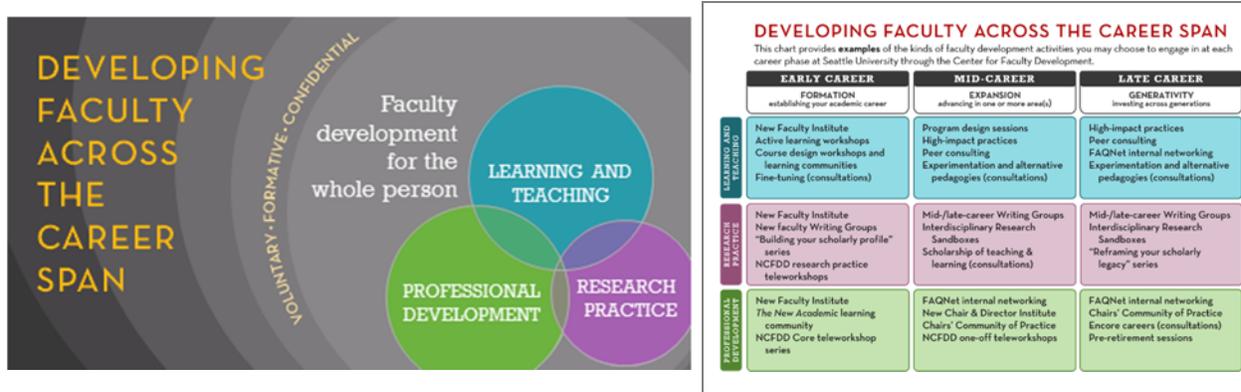
Office +1 (206) 296-2144 | faculty-development@seattleu.edu | www.seattleu.edu/faculty-development

OUR PURVIEW

In line with Seattle University’s mission, considering our faculty as “whole people” is essential if we are to act as role models for our students. The Center for Faculty Development therefore focuses on three broad areas of faculty members’ lives as “whole” academics: learning and teaching, research practice, and professional development.

Faculty can access information on our website according to their career stage, finding events and activities that are specifically targeted to their professional development needs in each of our three areas of activity. Figure 1 is adapted from a flyer we have been giving to all new faculty since Fall 2015. Some deans are also using this flyer during interviews with candidates for faculty positions.

Figure 1. The Center for Faculty Development’s purview



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 REPORT

This annual report outlines the work of the Center for Faculty Development (also known by its original acronym, CETL), over the 2016–17 academic year. In comparison with previous years, it is highly truncated due to our reduced administrative support from the end of the academic year.

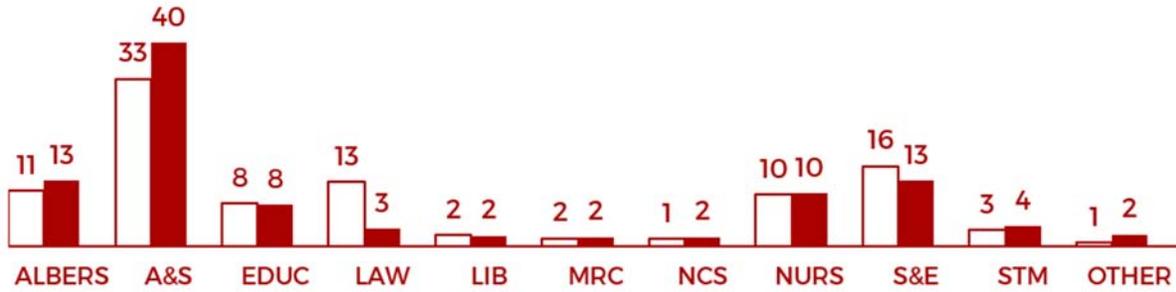
Details about our events and programs are divided into the three areas of our purview. Elsewhere (for example, consultations), they are grouped by the kinds of activity involved. At the end of the report, we discuss the Center’s internal changes and its external profile.

WHO WORKS WITH US?

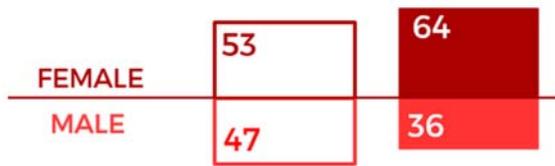
Figure 2. CETL's faculty users 2016–17 compared to total faculty at Seattle University

OUTLINE % total SU faculty
SOLID % CETL users

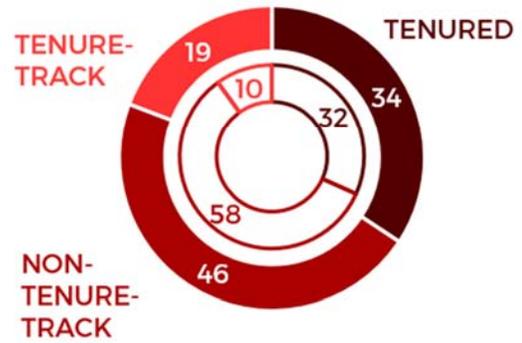
% BY COLLEGE/SCHOOL



% BY GENDER



% BY RANK



% BY WORKLOAD

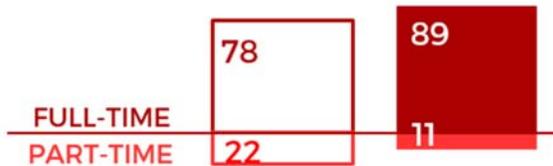
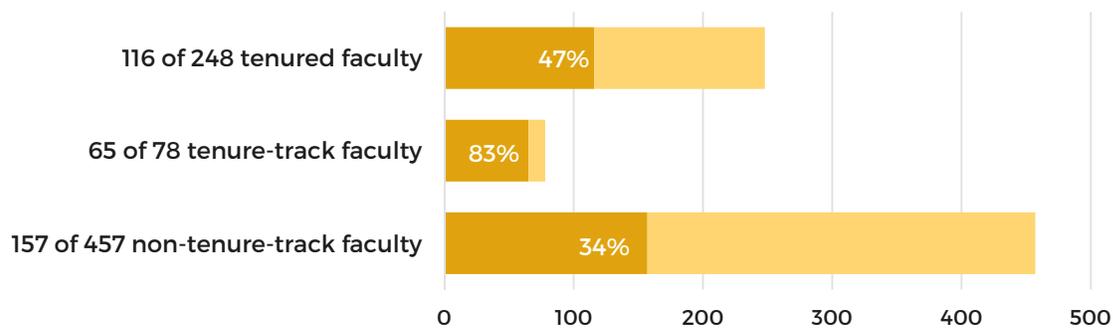


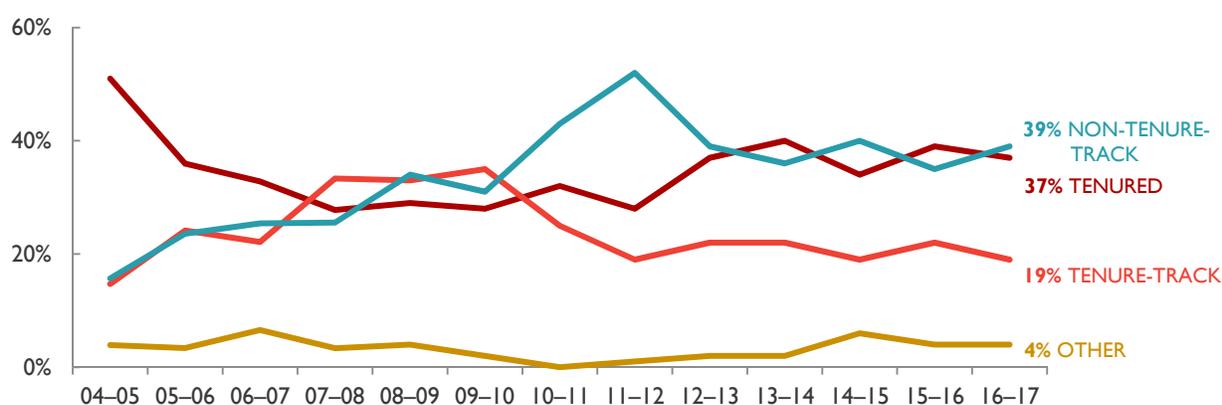
Figure 3. Percentage of CETL users from each faculty rank (indicated in darker shade).



In 2016–17, CETL worked with 354 individuals, 338 of whom were faculty and librarians; these individuals comprise 43% of the university’s 783 faculty and librarians. Figure 2 shows a percentage breakdown of the Center’s faculty users by college/school, rank, gender, and workload for 2016–17 (solid) compared with the percentage breakdown for the entire faculty at Seattle University (outlined), while Figure 3 shows the percentage of faculty we worked with at each rank. Librarians are included among the non-tenure-track faculty throughout.

While the above information relates to all work with the Center, Figure 4 below shows the levels of representation at our *events and programs* for each rank since our creation as the Center for Excellence in Teaching and Learning in 2004–05.

Figure 4. Percentage of event attendance by rank, 2004–05 to 2016–17



SESSION FORMATS AND TOPIC SELECTION

Event topics are generally chosen based on faculty feedback in our end-of-year survey from the previous year. Occasionally, issues or “hot topics” arise during the year and, where possible, we make alterations to our annual plan to accommodate these new areas for consideration.

We use various formats for our events and programs 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).

Our session formats currently comprise: workshops; candid conversations; panel discussions; roundtable discussions; communities of practice; faculty writing groups; research sandboxes; faculty learning communities; NCFDD webinars; and institutes. An explanation of our formats is provided in the “Services” section of our website.

PROGRAMS AND EVENTS: 2016–17 OVERVIEW

Table 1. All programs and events (abridged titles), 2016–17. Number of sessions in parentheses.

	LEARNING AND TEACHING	RESEARCH PRACTICE	PROFESSIONAL DEVELOPMENT
Workshops	Canaries in the SU coalmine? (2) Designing writing assignments Hear me out! Opening up another door to the classroom Moving beyond chalk & talk Juggling the linguistic diversity ball Before you press “Send” “Why should I care?” Reflection: Habit of mind	The “personal intellectual project”	Future-proofing your career: Non-tenure track faculty in the driver’s seat (2) “Where do I go from here?” Mid-career faculty in the driver’s seat
Candid conversations, panels, roundtable discussions, and research sandboxes	Acknowledging settler–colonialism in the US classroom Inviting a global, intersectional feminist awareness to the classroom	Sowing the seeds of inquiry	The short straw? Pros and cons of becoming a department chair Atmospheric pressure: Post-sabbatical strategies for re-entry
Faculty Writing Groups, Faculty Learning Communities, and reading groups	Brookfield (2012). <i>Teaching for Critical Thinking</i> (4) TuSmith & Reddy (2002). <i>Race in the College Classroom</i> (4)	Faculty Writing Groups launch Silvia (2007). <i>How to Write a Lot</i> (3)	Barnett & Felten (2016). <i>Intersectionality in Action</i> (3) Chun & Evans (2015). <i>Department Chair as Transformative Diversity Leader</i> (4) Debowski (2012). <i>The New Academic</i> (4) Huston (2016). <i>How Women Decide</i> (4)
NCFDD webinars	—	—	Mastering academic time management Cultivating your network of mentors and sponsors
Communities of Practice	—	—	Chairs’ Community of Practice (6)
Institutes	New Faculty Institute	New Faculty Institute	New Faculty Institute New Chair & Director Institute
University events	NFI panel on Mission	Celebration of Faculty Scholarship (with ORSSP)	NFI panel on Rank & Tenure NFI non-tenure-track panel

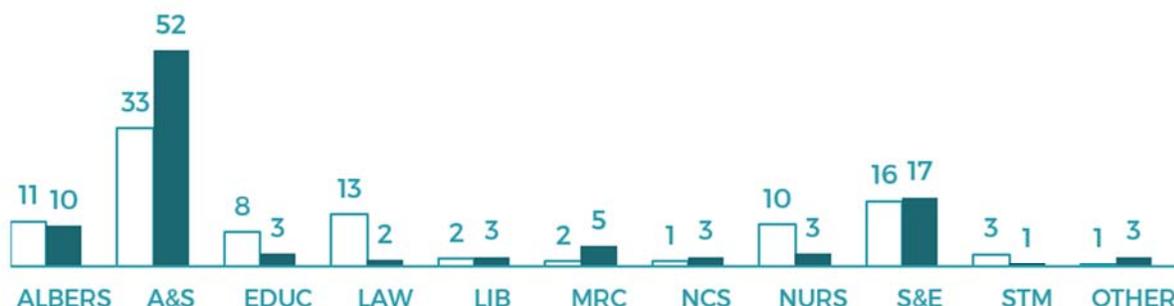
As Table 1 indicates, the Center ran 36 events and programs in 2016–17. Eight of those programs met on multiple occasions, leading to a final total of 60 sessions being run for faculty during the academic year.

LEARNING AND TEACHING

Figure 5.
2016–17 Learning and Teaching

🔑 **OUTLINE** % total SU faculty
SOLID % CETL users for Learning and Teaching

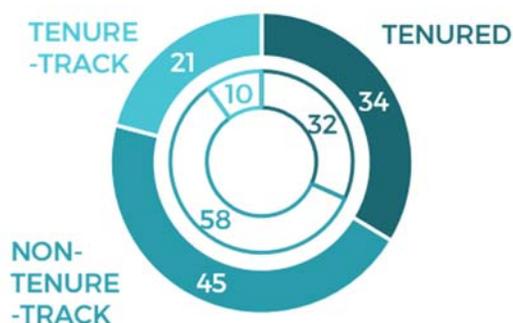
% BY COLLEGE/SCHOOL



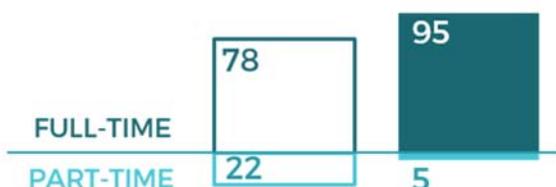
% BY GENDER



% BY RANK



% BY WORKLOAD



TOPICS AND PARTICIPANTS

In 2016–17, we organized 21 learning and teaching sessions with 238 total attendees.

WORKSHOPS

- **Canaries in the coalmine? International students and a thriving classroom** | Facilitated by David Green | 2 sessions; 26 different faculty served
- **Designing writing assignments that work for your course, your students' learning, and you** | Facilitated by June Johnson Bube (CORE Writing Consultant; English & Creative Writing) | 1 session; 12 different faculty served
- **“Hear me out!” Perspective-taking in the classroom and beyond** | Facilitated by Holly Slay Ferraro (Management) | 1 session; 13 different faculty served
- **Opening up another door to the classroom** | Facilitated by Jennifer Schulz (Interdisciplinary Liberal Studies, English, & Psychology) | 1 session; 11 different faculty served

- Moving beyond chalk and talk: Implementing project-based learning | Facilitated by Katherine Raichle (Psychology) | 1 session; 16 different faculty served
- Juggling the linguistic diversity ball: How focusing on the reading–writing connection creates instructional opportunities | Facilitated by June Johnson Bube (CORE Writing Consultant; English & Creative Writing) | 1 session; 10 different faculty served
- Before you press “Send”: Email strategies for positive, professional faculty–student communication | Facilitated by Bryan Ruppert (Business Communication) | 1 session; 8 different faculty served
- “Why should I care?” Enhancing motivation throughout your course | Facilitated by Katherine Raichle (Faculty Development & Psychology) | 2 sessions; 26 different faculty served
- Reflection: Habit of mind, tool for deep learning, and instrument of assessment | Facilitated by June Johnson Bube (CORE Writing Consultant; English & Creative Writing) | 1 session; 16 different faculty served

GUEST SPEAKER DISCUSSION SESSION

- Acknowledging settler–colonialism in the US classroom | Guest speaker: Prof. Roxanna Dunbar-Ortiz (Cal State East Bay) | Co-sponsored by Dr. Christina Roberts, Indigenous Peoples Institute | 1 session; 23 different faculty served
- Inviting a global, intersectional feminist awareness to the classroom | Panel discussion with special guest Ken Bugul, and SU speakers Angelique Davis, Theresa Earenfight, Nalini Iyer, and Nova Robinson | Co-sponsored by Dr. Christina Roberts, Indigenous Peoples Institute | 1 session; 25 different faculty served

FACULTY LEARNING COMMUNITIES

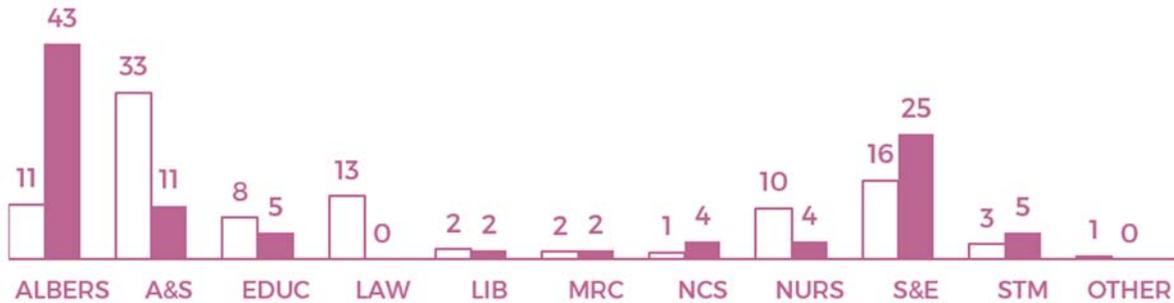
- Brookfield, S. D. (2012). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. | Facilitated by Dean Peterson (Economics) | 1 group; 4 sessions; 29 attendees; 13 different faculty served
- Tusmith, B., & Reddy, M. T. (2002). *Race in the college classroom: Pedagogy and politics*. Facilitated by Audrey Hudgins (Matteo Ricci College) | 1 group; 4 sessions; 23 attendees; 8 different faculty served

RESEARCH PRACTICE

Figure 6.
2016–17 Research Practice

 **OUTLINE** % total SU faculty
 **SOLID** % CETL users for Research Practice

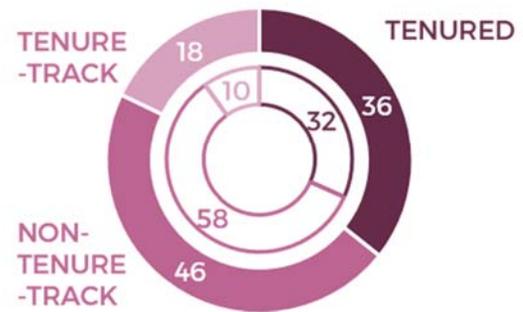
% BY COLLEGE/SCHOOL



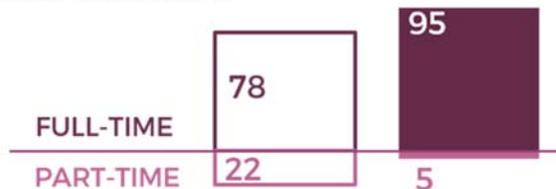
% BY GENDER



% BY RANK



% BY WORKLOAD



TOPICS AND PARTICIPANTS

In 2016-17, we organized 6 research practice sessions with 66 total attendances.

WORKSHOPS & PANEL DISCUSSIONS

- The “Personal intellectual project:” Capturing, focusing, (re)inventing your scholarly agenda | Facilitated by David Green | 1 workshop session; 9 faculty served
- Sowing the seeds of inquiry: The whys and hows of faculty–student research | 1 session; 14 attendees

FACULTY WRITING GROUPS

- Organization and launch event (co-sponsored with ORSSP) | Facilitated by David Green | 1 session; 14 participants; 4 different interdisciplinary writing groups organized (of 3–4 people in each group)

FACULTY LEARNING COMMUNITY

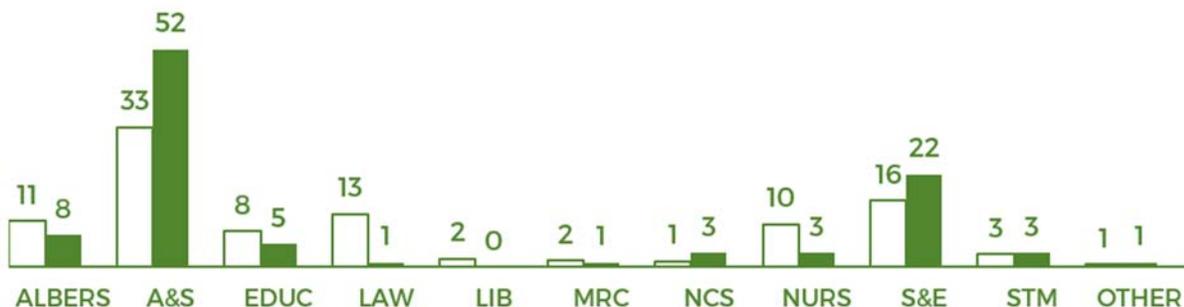
- Silvia, P. (2007). *How to write a lot.* | Facilitated by Allison Henrich (Mathematics) | 3 sessions; 29 attendees, 15 different faculty served.

PROFESSIONAL DEVELOPMENT

Figure 7.
2016–17 Professional Development

OUTLINE % total SU faculty
SOLID % CETL users for Professional Development

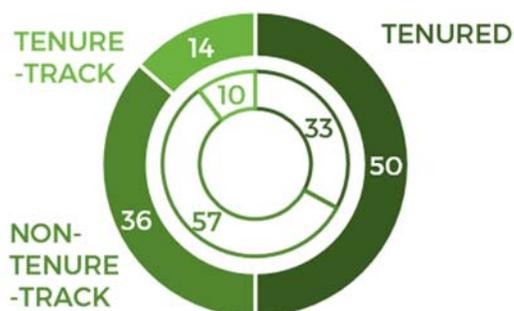
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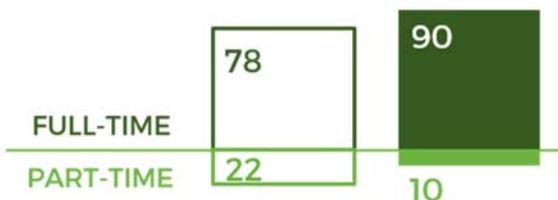
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In 2016–17, we organized 31 professional development sessions with 176 total attendees. As this aspect of our purview is more varied than the others, we have organized it here under chair programs, internal and external open programs. Figure 7 provides a full breakdown of attendances at our Professional Development events by college/school, gender, rank, and workload, while Figure 8 provides the same breakdown for subscribers to the National Center for Faculty Development and Diversity, for which the center pays institutional membership.

CHAIR PROGRAMS

COMMUNITIES OF PRACTICE

- Chairs' Community of Practice | Facilitated by David Green and/or Jacquelyn Miller | 6 sessions; 56 total attendees; 23 different faculty served

Group members choose the topic for each gathering of department chairs and program directors with personnel responsibilities. Topics in 2016–17 included identifying & changing departmental culture, and joyful and efficient chairing.

INSTITUTES

- New Chair and Director Institute | Directed by Jacquelyn Miller | Facilitated by Colette Hoption (Albers), Holly Slay Ferraro (Albers), David Green & Jacquelyn Miller (CETL) | 1 day-long session | 12 attendees

CHAIRS' FACULTY LEARNING COMMUNITY

- Chun, E., & Evans, A. (2015). *The Department chair as transformative diversity leader* | Facilitated by Jacquelyn Miller & Jodi O'Brien | Co-sponsored by the Wismer Office | 4 sessions; 11 attendees; 4 different faculty served.

OPEN PROGRAMS (INTERNAL)

WORKSHOPS

- Future-proofing your career: Non-tenure-track faculty in the driver's seat | Facilitated by Jacquelyn Miller | 2 sessions; 14 individual faculty served
- "Where do I go from here?" Mid-career faculty in the driver's seat | Facilitated by Jacquelyn Miller | 2 sessions; 10 individual faculty served

PANEL DISCUSSIONS

- The short straw? Pros and cons of becoming a department chair | Facilitated by Jacquelyn Miller | 1 session; 5 participants
- Pinnacle of the profession: Scaling the heights to full professor | Facilitated by Jacquelyn Miller | 1 session; 20 participants

ROUNDTABLE DISCUSSION

- Emeriti faculty luncheon and roundtable discussion | Facilitated by Jacquelyn Miller | 1 session; 9 participants

FACULTY LEARNING COMMUNITIES

- Debowski, S. (2012). *The New Academic: A strategic handbook* | Facilitated by Jacquelyn Miller | 4 sessions in total; 20 attendees; 6 different faculty served.

OPEN PROGRAMS (EXTERNAL)

NCFDD TELE-WORKSHOPS

- Mastering academic time management | Presented by Mindi Thompson (NCFDD); hosted by David Green and Jacquelyn Miller | 1 session; 9 attendees
- Cultivating your network of mentors and sponsors | Presented by Kerry Ann Rockquomore (NCFDD); hosted by Jacquelyn Miller | 1 session; 10 attendees

NCFDD INSTITUTIONAL MEMBERSHIP

- National Center for Faculty Development and Diversity (NCFDD) | 233 faculty served
CETL continued to fund institutional NCFDD membership in its entirety in 2016-17. NCFDD offers a range of services to complement those we are able to offer on campus, including weekly emails on various aspects of building a successful academic career, monthly webinars, writing challenges, and online discussion forums.

Figure 8.
2016-17 NCFDD membership



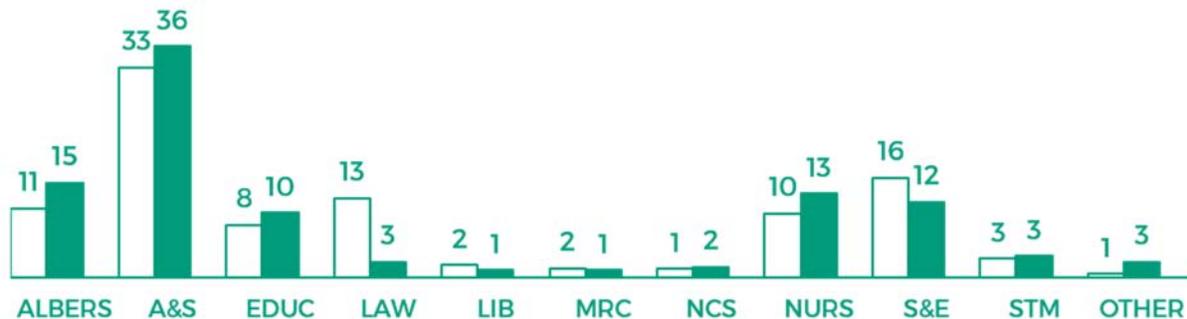
OUTLINE

% total SU faculty

SOLID

% NCFDD members

% BY COLLEGE/SCHOOL



% BY GENDER



% BY RANK



% BY WORKLOAD

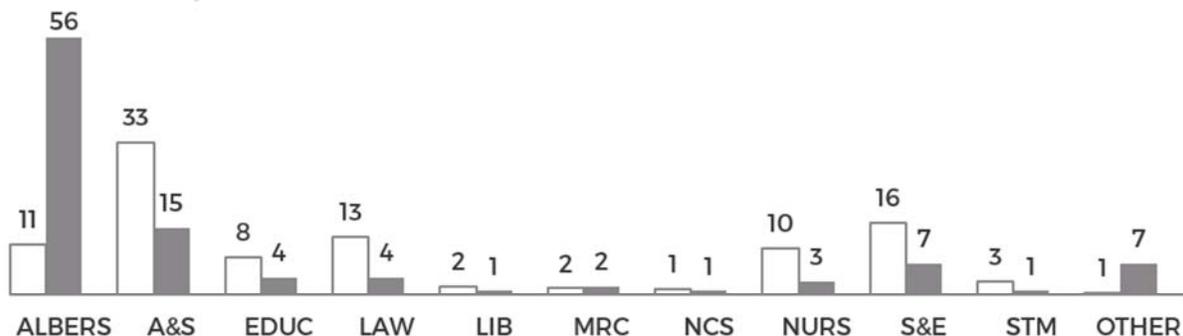


CONSULTATIONS

Figure 9.
2016–17 Consultations

OUTLINE % total SU faculty
SOLID % CETL users in individual or group consultations

% BY COLLEGE/SCHOOL



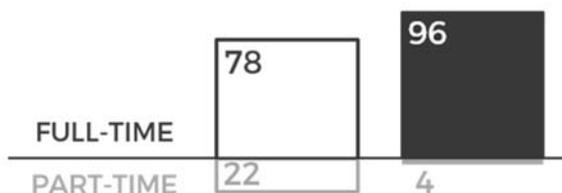
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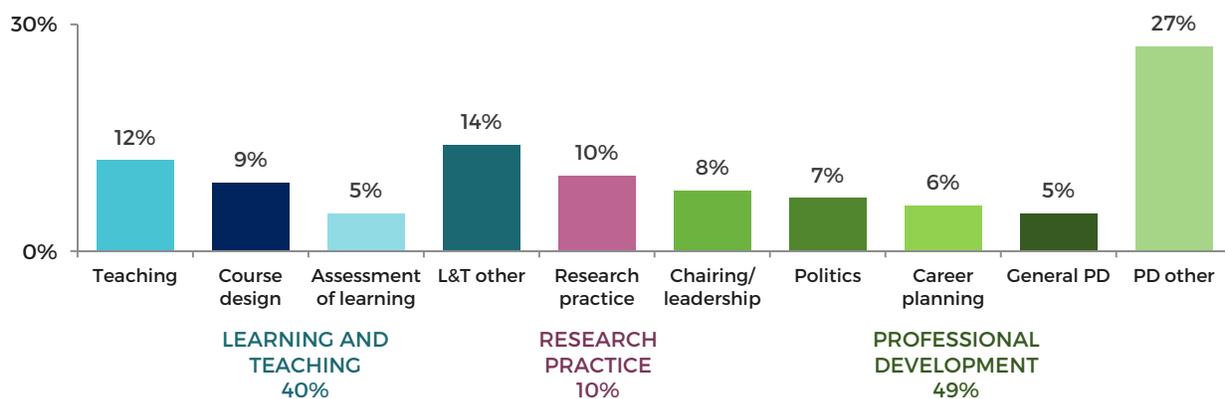
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Providing meaningful and useful consultation on faculty-driven issues continues to be one of the Center’s top priorities. During 2016–17, David Green, Jacquelyn Miller, Therese Huston (Faculty Development Consultant), and Sven Arvidson (Senior Faculty Fellow), and Katherine Raichle (newly appointed Associate Director for Learning and Teaching) provided 150 consultations to 102 different consultees, totaling 224 hours and averaging 2.2 hours per individual and 1.1 hours per consultation.

Figure 10 shows a breakdown of all of the different consultations topics by our three areas (Learning and Teaching – blue; Research Practice – purple; Professional Development – green) and main sub-topics. Unlike the consultations pie chart in the executive report, where each consultation is recorded based on the main conversation topic, Figure 12 captures the multiple topics we discuss in each consultation.

Figure 10. Percentage of all consultation topics by broad topic area and main sub-topics, 2016–17



SERVICE TO THE UNIVERSITY

NEW FACULTY INSTITUTE 2016

The Center successfully directed its tenth New Faculty Institute (NFI) in September 2016, with 35 participants. New faculty were able to network with colleagues from across the campus, including the President and interim Provost, as well as hearing from undergraduate and graduate students. In a bid to avoid cognitive overload, especially during the longer second day, the NFI Planning Team took care to vary session types to maintain energy throughout. In total, the Center and the Planning Team coordinated 20 presenters (12 faculty/staff and 8 students) for the two-day event.

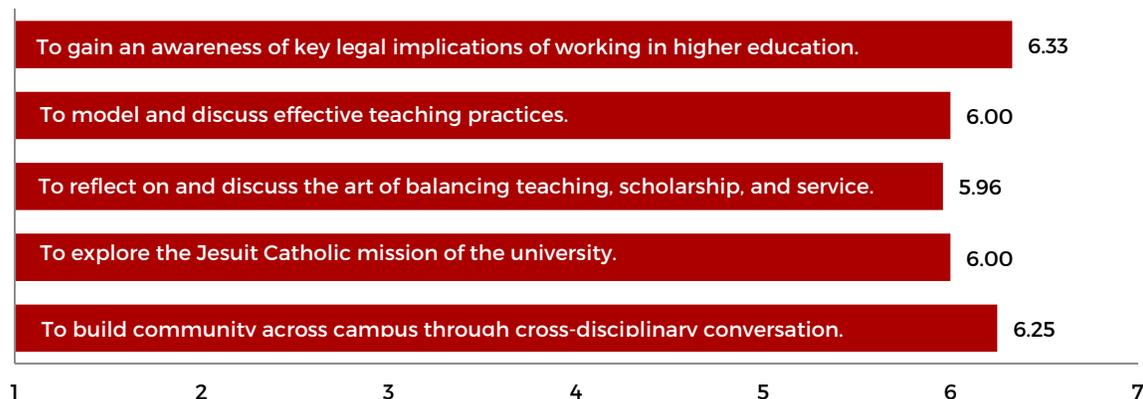
The Provost's Office set the following goals for NFI:

1. To build community across campus through cross-disciplinary conversation.
2. To explore the Jesuit Catholic mission of the university.
3. To reflect on and discuss the art of balancing teaching, scholarship, and service.
4. To model and discuss effective teaching practices.
5. To gain an awareness of key legal implications of working in higher education.
6. To explain University-level expectations around rank and tenure (in a follow-up session).

At the end of NFI, both qualitative and quantitative feedback were gathered to assess the extent to which NFI achieved these goals. On a scale of 1 to 7, where 1 is "strongly disagree" and 7 is "strongly agree," mean scores were as shown in Figure 11.

Figure 11: To what extent do participants agree that we met the NFI 2016 goals?

(Averages. 1 = strongly disagree; 7 = strongly agree)



Four further generic questions help us gauge how successfully we are managing the NFI process so that it works for faculty who are joining us with very different prior experiences. As Figure 12 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 12: NFI 2016 generic feedback (Averages. 1 = strongly disagree; 7 = strongly agree)



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 rank and tenure. A further NFI panel session on Teaching in the Jesuit Tradition was run by the Center for Jesuit Education.

PROVOST'S CELEBRATION OF SCHOLARSHIP 2016

Together with the Office of Research Services and Sponsored Projects (ORSSP), we were asked to organize the Provost's Celebration of Scholarship. This year's event started with a short keynote speech in the Wyckoff Auditorium by the School of Law's Brian Adamson, JD, last year's winner of the Provost's Award for faculty excellence in research, scholarship or creative endeavors, followed by a reception on the sixth floor of Lemieux Library, where colleges, schools, and university centers displayed posters and artifacts from their scholarly works over the past year.

As this is not a regular Center event, we do not maintain attendance data.

UNIVERSITY SERVICE WORK

In 2015/16, Jacquelyn was a member of the advisory board of the Wismer Office for Faculty Diversity, Equity, and Inclusive Excellence, as well as the College of Arts and Sciences Dean's Budget Committee.

WITHIN THE CENTER FOR FACULTY DEVELOPMENT

STRATEGIC PLANNING

The Center relies on the divergent thinking of our strategic planning group (known 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 2016–17 group members were

- PJ Alaimo | Chemistry, College of Science & Engineering
- Sven Arvidson | Interdisciplinary Liberal Studies, College of Arts & Sciences
- Amy Eva | Teacher Education, College of Education (Fall Quarter only)
- Holly Slay Ferraro | Management, Albers School of Business & Economics
- Christina Roberts | English, College of Arts & Sciences

In particular this year, the group helped shortlist and select its new associate director for learning and teaching.

STAFFING

Staffing changes in the Center were notable in 2016–17.

In Fall Quarter, we advertised for a new Associate Director for Learning and Teaching, using our existing faculty stipend funds to offer three course releases per year for a full-time SU faculty member to work with us in the Center. Our Strategic Planning Group acted as search committee, and from a strong pool of applicants, we invited three faculty members to run a faculty workshop on a topic of their choice in Winter Quarter. Drawing on feedback from the search committee, workshop attendees, and our own observations, we were delighted to invite Katherine Raichle, Associate Professor in Psychology, to join us for an initial three-year term from 2017–18 to 2019–20. Available funds at the time meant that Katherine was able to start with us ahead of schedule, in Spring 2017, running further faculty events and consulting on questions of learning and teaching.

Jacquelyn Miller began the first year of a three-year phased retirement, during which time she will thankfully maintain her hours with the Center for Faculty Development, while reducing hours in the College of Arts and Sciences.

In the fall, our senior administrative assistant, Megan Otis, became a Web Support Specialist in the university's Marketing Communications area, after three solid years with us, during which she built a strong network of colleagues across campus on whom we continue to rely. Megan's departure led to the appointment of Kim Eshelman from January to May 2016, following which Rebecca Jaynes, our assistant prior to Megan, took a break from her work as a copyeditor to join us part-time to run 2017's New Faculty Institute. We ended the academic year seeking a new long-term, part-time position-holder. The reduction in administrative support hours after 11 years with a full-time assistant will lead us to rethink what we do and how we do it. It is also the primary reason for this report being less detailed than previously.

IMPACT ON HIGHER EDUCATION PRACTICES NATIONALLY AND INTERNATIONALLY

Both to maintain currency in the field and to raise the profile of Seattle University, the Center contributes to the national and international dialogue on educational development through presentations and publications (listed below), and professional service.

PEER-REVIEWED ARTICLES AND BOOK CHAPTERS

- Arvidson, P. S.** (2016). Interdisciplinary research and phenomenology as parallel processes of consciousness. *Issues in Interdisciplinary Studies*, 34, 30–52.
- Green, D. A., & Little, D.** (2017). On the other side of the wall: The miscategorization of educational developers in the USA? *To Improve the Academy*, 36(2), 77–88. doi: 10.1002/tia2.20060
- Green, D. A., & Loertscher, J., Minderhout, V., & Lewis, J. E.** (2017). For want of a better word: Unlocking threshold concepts in natural sciences with a key from the humanities? *Higher Education Research and Development*, 36(7), 1401–1417. doi: 10.1080/07294360.2017.1325848

OTHER PUBLICATIONS/PUBLIC WORKS

- Huston, T.** (2016, July 12). Women take more risks than you think—which makes them a better investment. *L.A. Times*. <http://www.latimes.com/opinion/op-ed/la-oe-huston-women-and-risk-20160711-snap-story.html>
- Huston, T.** (2016, August 8). How self-doubt can actually help you make decisions. *TIME's Motto*. <http://motto.time.com/4432856/self-doubt-decisions/>
- Huston, T.** (2017, June 25). Men can be so hormonal. [Op-ed]. *New York Times*, p. SR3. <https://www.nytimes.com/2017/06/24/opinion/sunday/men-testosterone-hormones.html>

PEER-REVIEWED CONFERENCE PRESENTATIONS AND POSTERS

- Arvidson, P. S.** (2016, October). Reverence in the Field of Consciousness. Paper presented at the annual meeting of the Society for Phenomenology and The Human Sciences. Salt Lake City, UT.
- Green, D. A., Little, D., & Hopton, C.** (2016, November). *True to our pasts, true to our present? Educational developers' integrity and identities*. Paper presented at the 11th biennial conference of the International Consortium for Educational Development: Ethics, care, and quality in educational development. Cape Town, South Africa.
- Miller, J., & Green, D. A.** (2016, November). *More than a teacher: Educational development for the whole person*. Paper presented at the 11th biennial conference of the International Consortium for Educational Development: Ethics, care, and quality in educational development. Cape Town, South Africa.
- Raichle, K.A., Arewasikporn, A., Ehde, D., & Jensen, M. P.** (2017, April). *Pain self-efficacy as a mediator between depressive symptoms and pain outcomes for persons with chronic pain and disability*. Poster presented at the Annual Meeting of the Society for Behavioral Medicine. San Diego, CA.

KEYNOTES AND PLENARIES

Green, D. A. (2017, March). *Short-circuiting the mind: Student success and faculty preconceptions*. Keynote address at the 86th Annual Conference of the Pacific Northwest Section of the American Society for Engineering Education. Seattle, WA.

Huston, T. (2017, April). *Because good decisions make all the difference*. Keynote at the 10th Annual Faculty Awards Luncheon, Oklahoma City University. Oklahoma City, OK.

Huston, T. (2017, May). *How women decide: What we should know (but often don't) about gender and decision-making*. Keynote address at FLEX Graduation Ceremony, Case Western Reserve University. Cleveland, OH.

GRANTS

O'Brien, J., Jacoby, J. (PIs); **Miller, J.**, Miguel, A., Krycka, K., & Sylvester, D. (Senior Personnel). (2016–21). *What Counts as Success? Recognizing and Rewarding Women Faculty's Differential Contributions in a Comprehensive Liberal Arts University*. National Science Foundation funding under ADVANCE Institutional Transformation (IT). \$2.3 million.

David A Green, PhD | Director

Jacquelyn Miller, PhD | Associate Director for Faculty Professional Development

Katherine Raichle, PhD | Associate Director for Learning and Teaching

Jennifer Fernandez, MDiv | Senior Administrative Assistant

Rebecca Jaynes, MA | Temporary Senior Administrative Assistant (summer 2017)

CENTER FOR FACULTY DEVELOPMENT | SEATTLE UNIVERSITY

Hunthausen 120, 901 12th Avenue, Seattle, WA 98122-1090, USA

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