

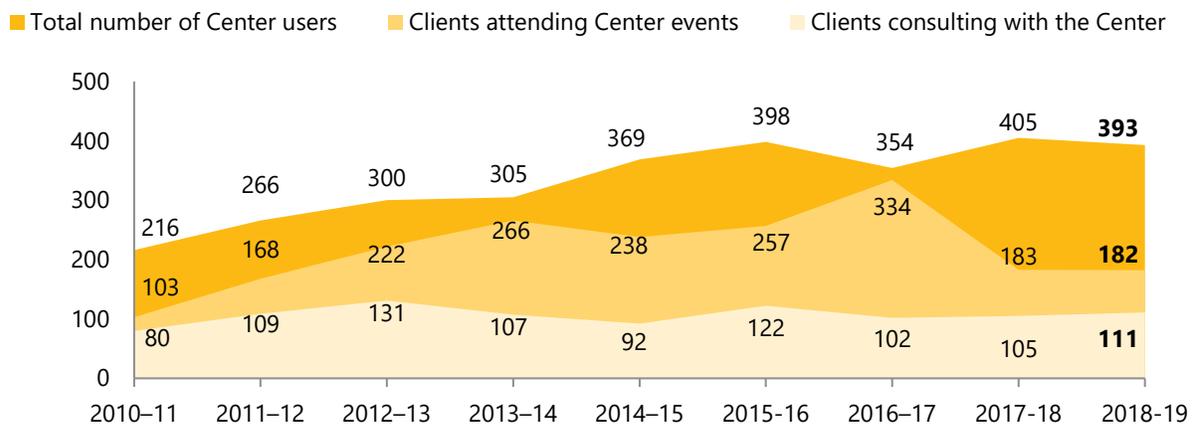
ANNUAL REPORT 2018/19

EXECUTIVE SUMMARY

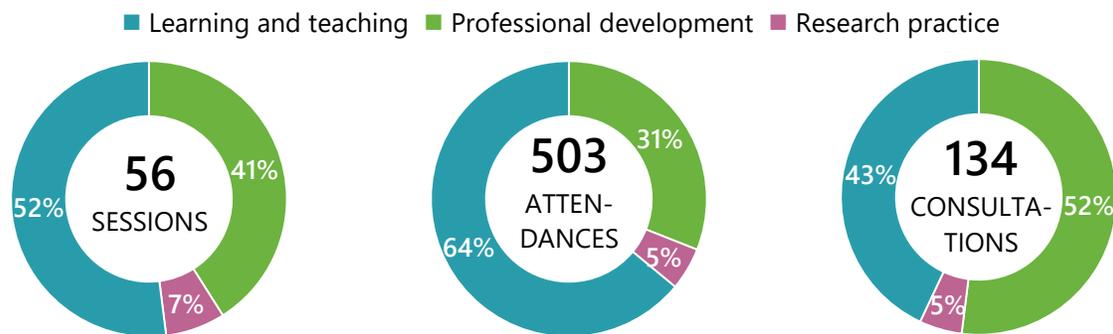
The Center for Faculty Development (CETL) takes a scholarly and interdisciplinary approach to promoting the professional formation of all Seattle University faculty as “whole people,” in line with the university’s mission. Our three areas of focus are learning and teaching, research practice, and professional development.

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

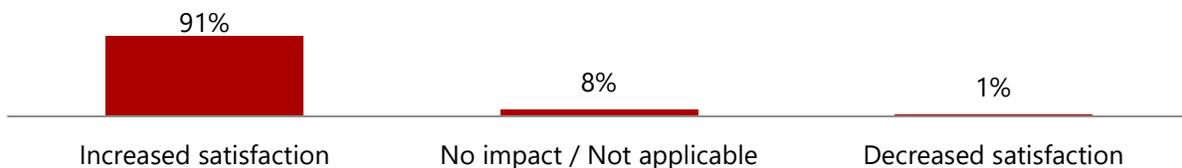
CENTER USERS 2010–19



2018/19 CENTER ACTIVITY AMONG ITS THREE BROAD AREAS

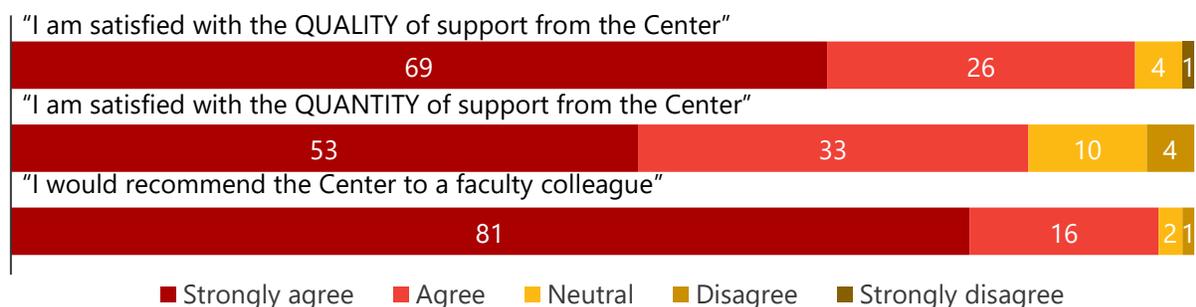


2018/19 IMPACT ON SATISFACTION AS A FACULTY MEMBER OR ACADEMIC LEADER AT SEATTLE UNIVERSITY



END-OF-YEAR EVALUATIONS: QUANTITATIVE

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



END-OF-YEAR EVALUATIONS: QUALITATIVE

"I am so thankful for the CFD! I challenge myself to go to one event a quarter and have learned so much and do believe the events and workshops have improved my teaching and broadened my perspectives."

"I feel so supported and invigorated after a CFD session."

"CFD is consistently one of the best run outfits on our campus."

"There is always more to learn and you always deliver a wonderful course that inspires me."

CROSS-CAMPUS COLLABORATIONS

- Center for Jesuit Education (6 sessions)
- Indigenous Peoples Institute (5 sessions)
- Office of Diversity and Inclusion (4 sessions)
- Learning Assistance Programs (2 sessions)
- Office of Sponsored Projects (1 session)
- Consortium of Interdisciplinary Scholars (1 session)
- University Assessment Committee (1 session)

2018-19 EVENT FLYERS

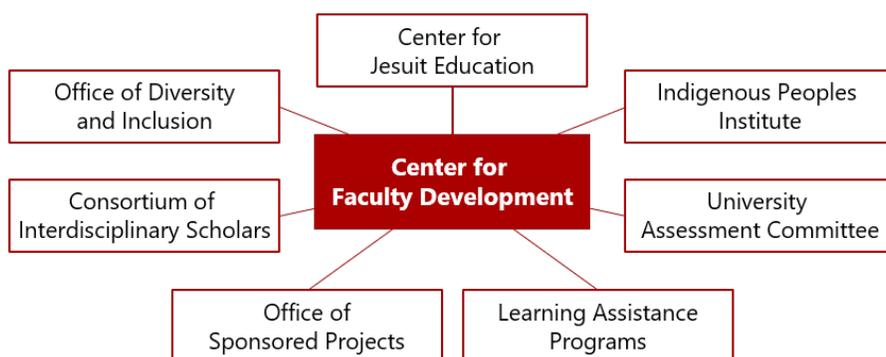


OUR PURVIEW

The Center for Faculty Development focuses on three broad areas of faculty members' lives as "whole" academics: learning and teaching, research practice, and professional development. We do this to align with the Jesuit value of seeing everyone as "whole people," with the intention that it will enable faculty to better model wholeness for their students.

To conduct this work, we regularly partner with campus colleagues, offices, and centers so that we can act as connectors or boundary-spanners for our faculty.

Figure 1. Collaborations across campus in 2018–19



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 2018–19 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 2018–19 compared to total faculty at Seattle University

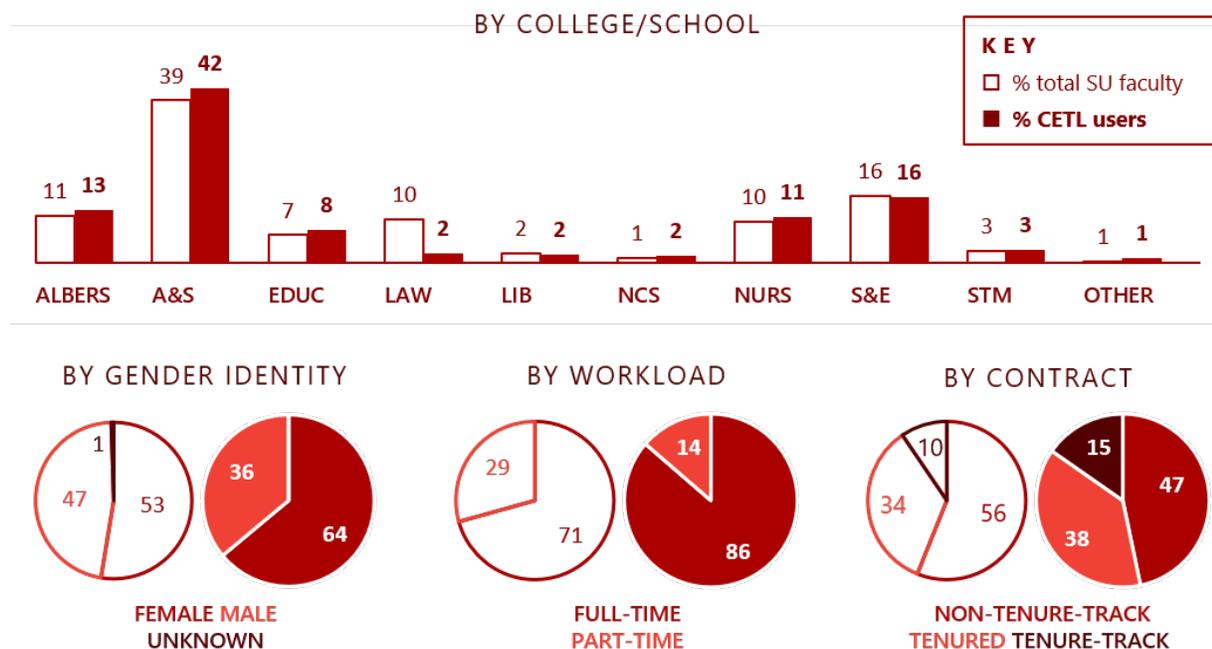
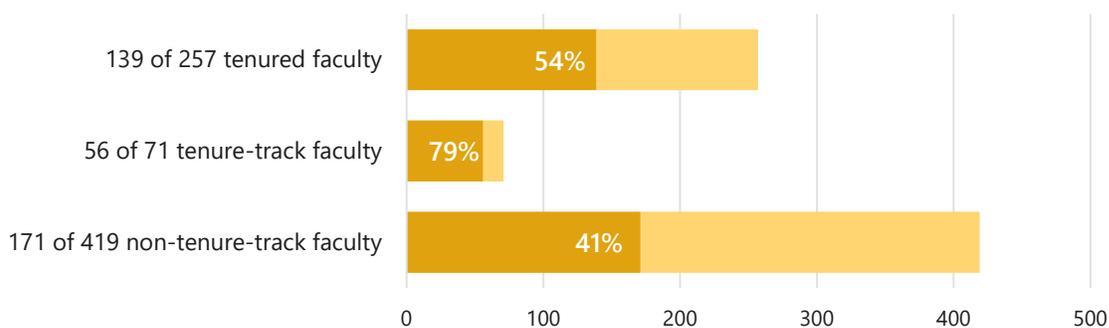


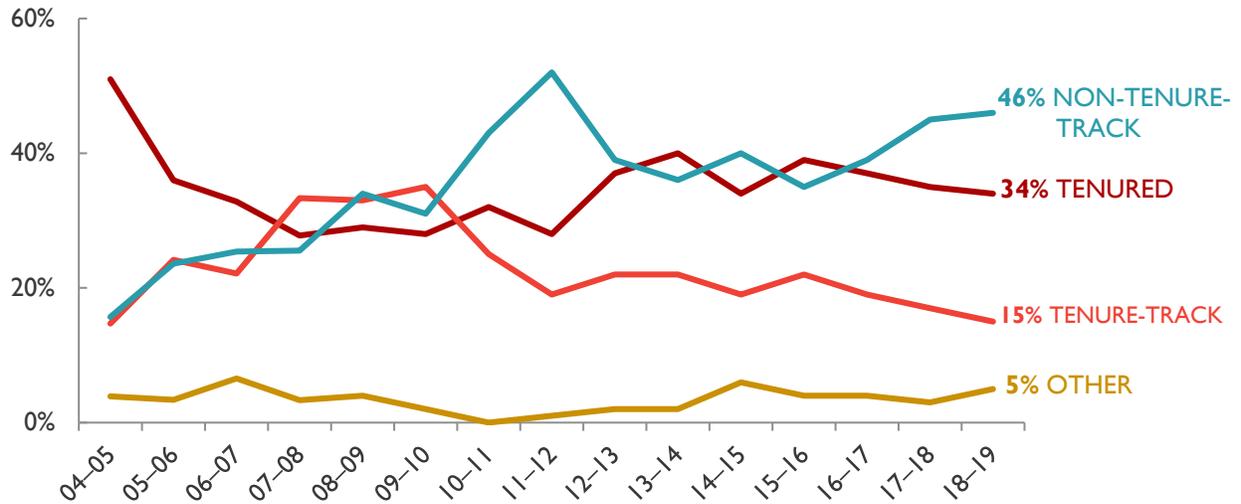
Figure 3. Percentage of CETL users from each faculty rank (indicated in darker shade).



In 2018–19, CETL worked with 383 individuals, 366 of whom were faculty and librarians; these individuals comprise 49% of the university's 747 faculty and librarians. We also worked with 10 professors emeriti, who are not included in our statistics here. Figure 2 shows a percentage breakdown of the Center's faculty users by college/school, contract, gender, and workload for 2018–19 (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 2018–19



SESSION FORMATS AND TOPIC SELECTION

Event topics are generally 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 partnering requests from colleagues elsewhere on campus.

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).

As Table 1 indicates, the Center ran 56 sessions covering 27 topics during the academic year, plus the New Faculty Institute before the start of Fall Quarter. Seven of those programs met on multiple occasions.

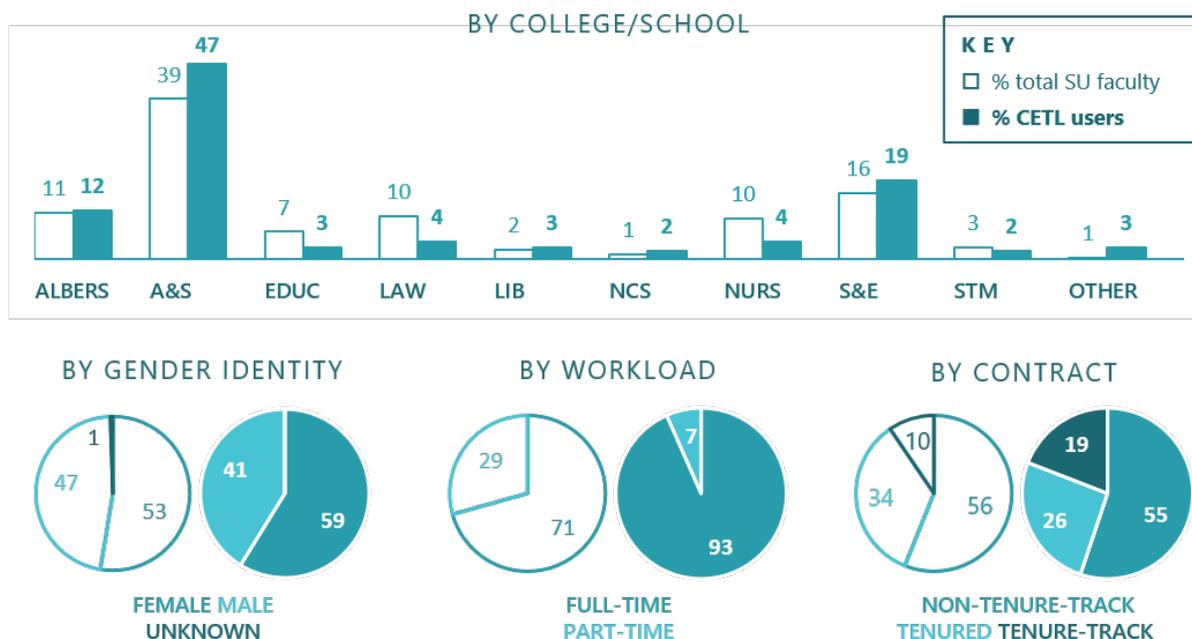
PROGRAMS AND EVENTS: 2018–19 OVERVIEW

Table 1. Programs and events (abridged titles), 2018–19. Number of sessions in parentheses if more than one.

| | |
|------------------------------|---|
| LEARNING AND TEACHING | <p>WORKSHOPS</p> <ul style="list-style-type: none"> ▪ Ignatian Pedagogy Series: Active learning (3) ▪ Ignatian Pedagogy Series: Inclusive pedagogy (3) ▪ Course Design: “Best practices” from the higher education literature (2) ▪ Experiencing our differences: Collaborating across (mis)perceptions (2) ▪ Enhancing student motivation: “Best practices” from the higher education literature (2) ▪ In the nick of time: Course design that increases students’ preparation, participation, and higher-order thinking (2) ▪ Inclusive classrooms ▪ Learning outcomes: Always for good, never for evil (2) ▪ Course design: Creating strong, flexible courses through “constructive alignment” <p>ROUNDTABLES, PANEL DISCUSSIONS, GUEST SPEAKERS</p> <ul style="list-style-type: none"> ▪ Consent in education and land as pedagogy: A faculty conversation with Leanne Betasamosake Simpson ▪ What does intelligence mean? ▪ NFI panel on Mission <p>LEARNING COMMUNITIES</p> <ul style="list-style-type: none"> ▪ Simpson (2017). <i>As we have always done: Indigenous freedom through radical resistance</i> (4) ▪ Hansen (2011). <i>Idea-based learning: A course design process to promote conceptual understanding</i> (4) <p>NEW FACULTY INSTITUTE</p> |
| RESEARCH PRACTICE | <p>WORKSHOPS</p> <ul style="list-style-type: none"> ▪ The “personal intellectual project:” Capturing, focusing, and (re)inventing your scholarly agenda (2) <p>PANEL DISCUSSION</p> <ul style="list-style-type: none"> ▪ Revise and Resubmit: A conversation with journal editors <p>WRITING GROUPS</p> <ul style="list-style-type: none"> ▪ Faculty Writing Groups launch <p>NEW FACULTY INSTITUTE</p> |
| PROFES- SIONAL DEVELOP- MENT | <p>WORKSHOPS</p> <ul style="list-style-type: none"> ▪ Faculty Leader Series: Leadership style self-assessment <p>PANEL DISCUSSIONS</p> <ul style="list-style-type: none"> ▪ The short straw? Pros and cons of becoming a department chair ▪ Putting yourself on the map: Fulbright awards for international research or teaching ▪ NFI panel on Rank & Tenure ▪ NFI non-tenure-track panel <p>LEARNING COMMUNITIES</p> <ul style="list-style-type: none"> ▪ Buller (2012). <i>The essential department chair</i> (6) ▪ Bridges (2010). <i>The prudent professor: Planning & saving for a worry-free retirement from academe</i> (4) <p>NCFDD WEBINARS</p> <ul style="list-style-type: none"> ▪ So you’re thinking of retiring: Imagining life after the academy ▪ Academic life: What’s mindfulness and compassion got to do with it? <p>COMMUNITIES</p> <ul style="list-style-type: none"> ▪ Chairs’ Community of Practice (6) <p>NEW FACULTY INSTITUTE</p> |

LEARNING AND TEACHING

Figure 6. Faculty participation in Learning and Teaching sessions 2018–19 compared to total faculty



TOPICS AND PARTICIPANTS

In 2018–19, we organized 28 learning and teaching sessions with 321 total attendees.

WORKSHOPS

- Ignatian Pedagogy Series: Active learning | Co-sponsored by the Center for Jesuit Education | Facilitated by David Green, Jen Tilghman-Havens (Center for Jesuit Education), Jenny Loertscher (Chemistry), and Katherine Raichle | 3 sessions; 49 attendees; 18 individual faculty served
- Ignatian Pedagogy Series: Inclusive pedagogies | Co-sponsored by the Center for Jesuit Education | Facilitated by David Green, Jen Tilghman-Havens (Center for Jesuit Education), Holly Slay Ferraro, and Katherine Raichle | 3 sessions; 33 attendees; 12 individual faculty served
- Course design: “Best practices” from the higher education literature | Facilitated by Katherine Raichle | 2 sessions; 30 individual faculty served
- Experiencing our differences: Collaborating across (mis)perceptions | Facilitated by Angie Jenkins (Learning Assistance Programs) | 2 sessions; 37 individual faculty served
- Enhancing student motivation: “Best practices” from the higher education literature | Facilitated by Katherine Raichle | 2 sessions; 16 individual faculty served
- In the nick of time: Course design that increases students’ preparation, participation, and higher-order thinking | Facilitated by David Green | 2 sessions; 16 individual faculty served
- Inclusive classrooms | Workshop for a specific department | Facilitated by David Green | 1 session; 4 individual faculty served
- Learning outcomes: Always for good, never for evil | Workshop for the University Assessment Committee | Facilitated by David Green | 2 sessions; 20 individual faculty served

- Course design: Creating strong, flexible courses through “constructive alignment.” | Workshop for a specific department | Facilitated by David Green | 1 session; 5 individual faculty served

PANEL DISCUSSION

- Consent in education and land as pedagogy: A faculty conversation with Leanne Betasamosake Simpson | Co-sponsored by the Indigenous Peoples Institute | Facilitated by Christina Roberts (English) | 1 session; 30 individual faculty served
- What does intelligence mean? | Co-sponsored by the Consortium of Interdisciplinary Scholars | Moderated by Katherine Raichle | 1 session; 10 individual faculty served

FACULTY LEARNING COMMUNITIES

- Leanne Betasamosake Simpson (2017). *As We Have Always Done: Indigenous Freedom Through Radical Resistance* | Co-sponsored by the Indigenous Peoples Institute | Facilitated by Christina Roberts (English) | 4 sessions; 50 attendees; 15 individual faculty served
- Edmund J. Hansen (2011). *Idea-based learning: A course design process to promote conceptual understanding* | Facilitated by Katherine Raichle | 4 sessions; 21 attendees; 7 individual faculty served

Figure 7. Cumulative survey responses for all learning and teaching sessions (%)

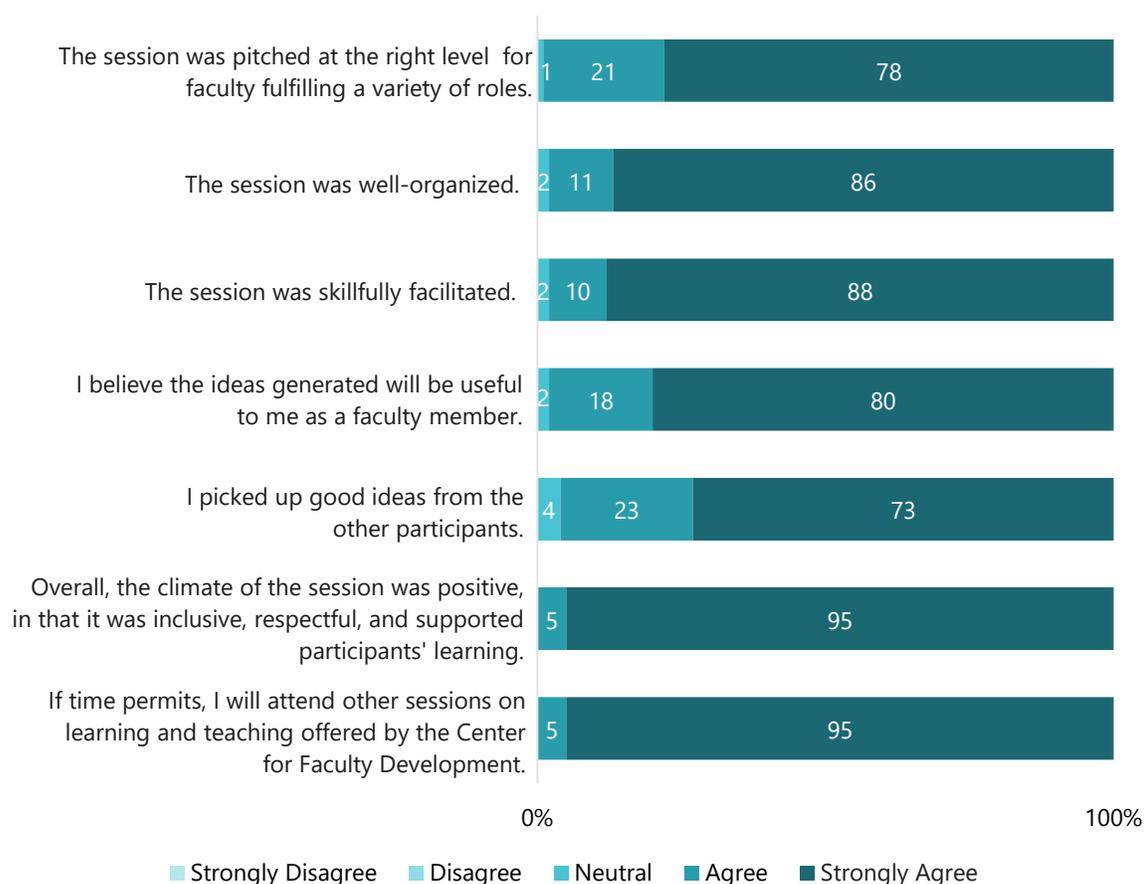
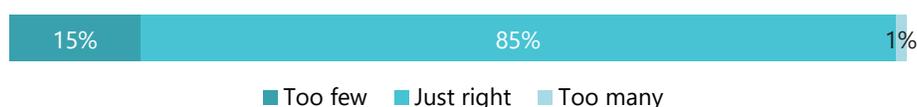


Figure 8. The number of learning and teaching events and services offered this year was...



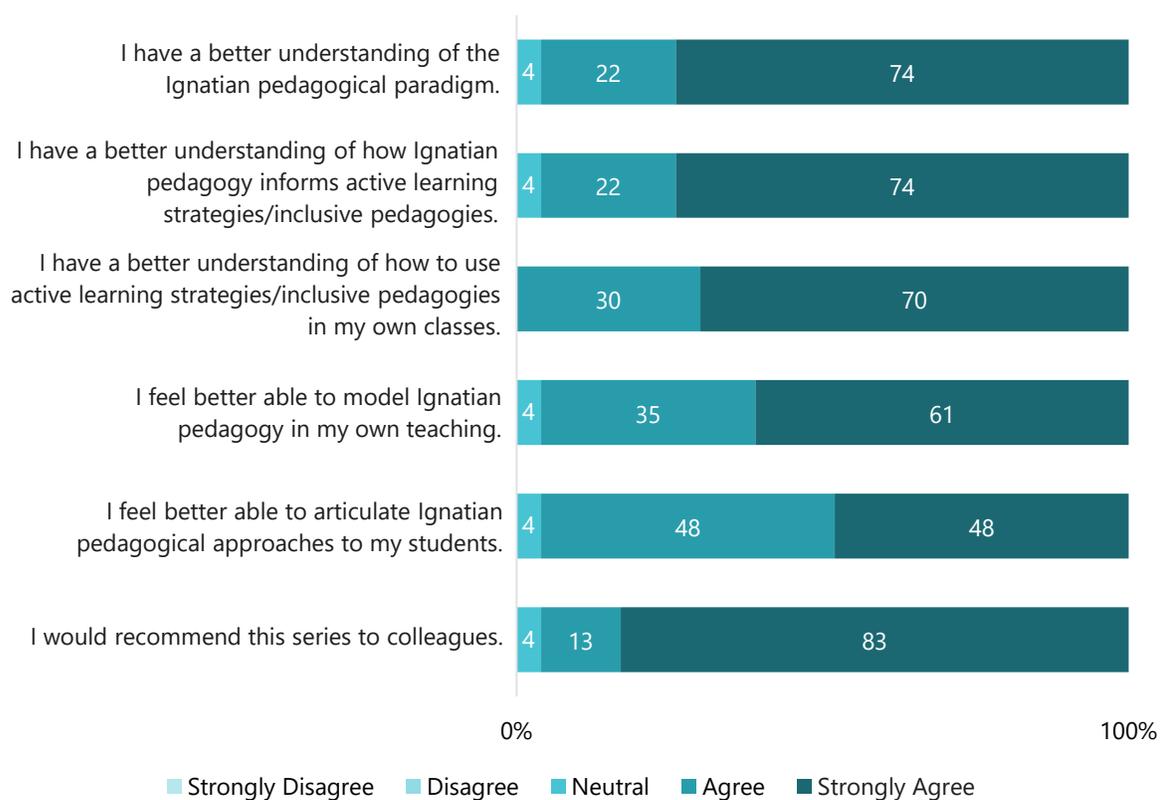
IGNATIAN PEDAGOGY SERIES

Beginning in fall of 2017, we have been offering two out of three topics in our Ignatian Pedagogy Series per year, in collaboration with the Center for Jesuit Education. This year, we ran series on (a) active learning and (b) inclusive pedagogies. The purpose of the series is to deepen faculty members' understanding and application of the Ignatian Pedagogical Paradigm, based on a 450 year-old 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.

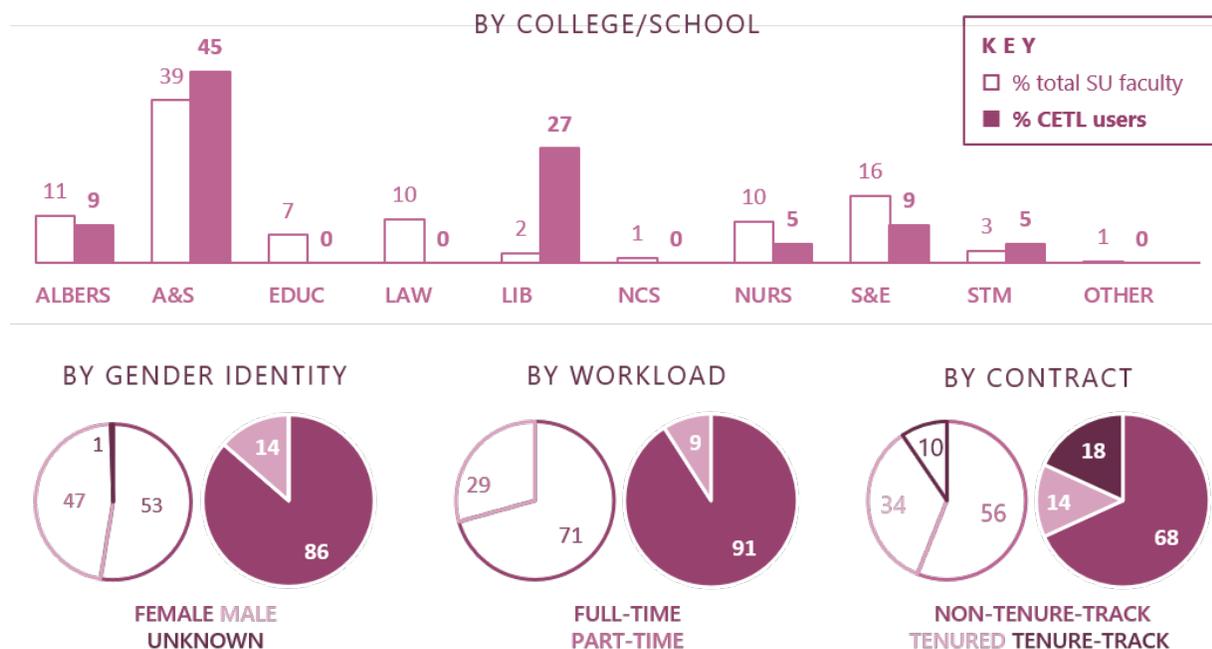
For these series, we ask our regular workshop questions, plus additional questions specifically tied to the topic of the series, responses for which are shown in Figure 9.

Figure 9. Additional feedback on the two Ignatian Pedagogy Series (active learning; inclusive pedagogies)



RESEARCH PRACTICE

Figure 10. Faculty participation in Research Practice sessions 2018–19 compared to total faculty



TOPICS AND PARTICIPANTS

In 2018-19, we organized 4 research practice sessions with 25 total attendees.

WORKSHOPS & PANEL DISCUSSIONS

- Revise and Resubmit: A conversation with journal editors | Facilitated by David Green | 1 panel session; 8 individual faculty served
- The “personal intellectual project:” Capturing, focusing, and (re)inventing your scholarly agenda | Facilitated by David Green | 2 workshop sessions; 14 individual faculty served

FACULTY WRITING GROUPS

- Organization and launch event | Co-sponsored by the Office of Sponsored Projects | Facilitated by David Green | 1 session; 3 individual faculty served

Figure 11. Cumulative survey responses for all research practice sessions (%)

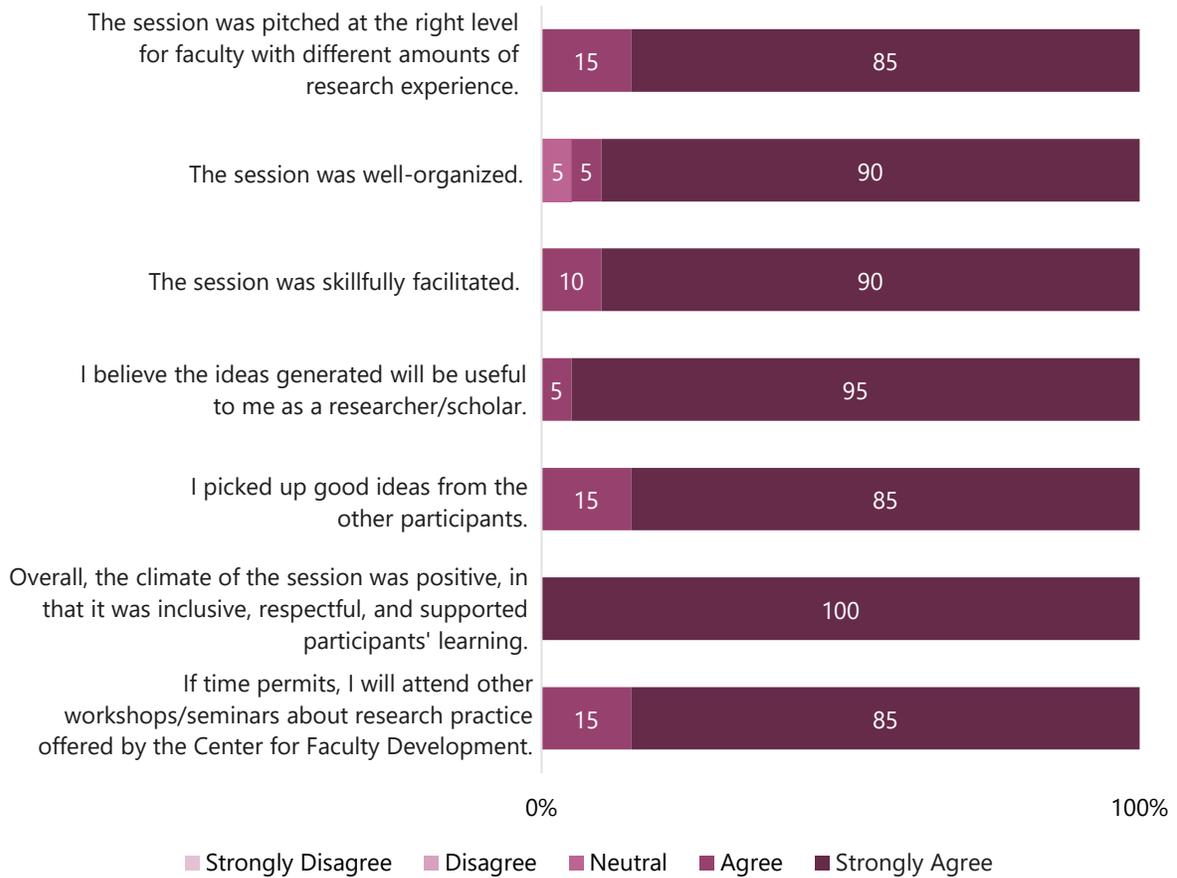


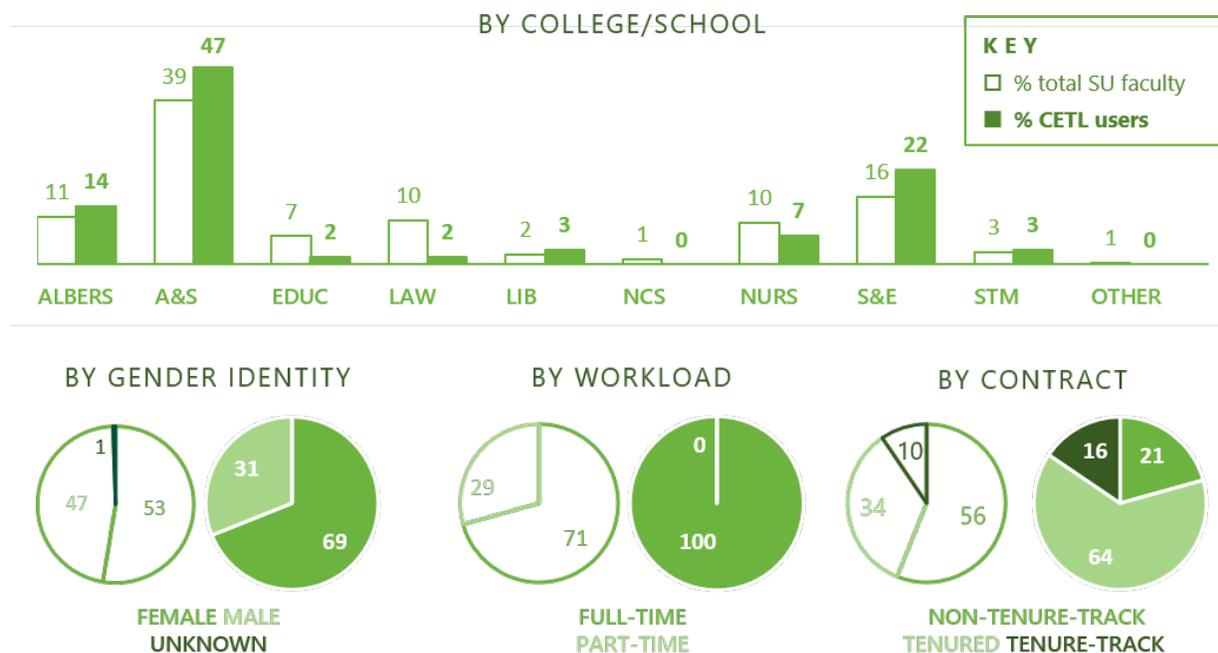
Figure 12. The number of research practice events and services offered this year was...



Research practice is notably the only area where a larger proportion of faculty respondents would like us to offer more events. We are investigating new avenues and formats for research practice events for 2019–20.

PROFESSIONAL DEVELOPMENT

Figure 13. Faculty participation in Professional Development sessions 2018–19 compared to total faculty



In 2018-19, we organized 21 professional development sessions with 157 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 13 provides a full breakdown of attendances at our Professional Development events by college/school, gender, rank, and workload, while Figure 16 below 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; 60 total attendees; 18 individual faculty served
- Group members choose the topic for each gathering of department chairs and program directors with personnel responsibilities. Topics in 2018-19 included salary equity, reviewing NTT faculty, handling student complaints, process improvement, and developing curriculum and pedagogy for Generation Z.

FACULTY LEARNING COMMUNITIES

- Buller (2012). *The essential department chair* | Facilitated by Jacquelyn Miller | 6 sessions; 33 attendees; 8 individual faculty served

WORKSHOPS

- Faculty Leader Series Session I: Leadership style self-assessment | Facilitated by Colette Hopton (Management) | 1 session; 13 individual faculty served

OPEN PROGRAMS (INTERNAL)

PANEL DISCUSSIONS

- The short straw? Pros and cons of becoming a department chair | Facilitated by Jacquelyn Miller | 1 panel session; 5 individual faculty served
- Putting yourself on the map: Fulbright awards for international research or teaching | Facilitated by Jacquelyn Miller | 1 panel session; 8 individual faculty served

FACULTY LEARNING COMMUNITIES

- Bridges, E. M. with Bridges, B. D. (2010). *The prudent professor: Planning and saving for a worry-free retirement from academe* | Facilitated by Jacquelyn Miller | 4 sessions; 31 attendees; 8 individual faculty served

OPEN PROGRAMS (EXTERNAL)

NCFDD INSTITUTIONAL MEMBERSHIP

- National Center for Faculty Development and Diversity (NCFDD) | 239 faculty served

CETL continued to fund institutional NCFDD membership in its entirety in 2018-19. 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.

NCFDD WEBINARS

- So you're thinking of retiring: Imagining life after the academy | Facilitated by Jacquelyn Miller | 1 session; 3 individual faculty served
- Academic life: What's mindfulness and compassion got to do with it? | Facilitated by Jacquelyn Miller | 1 session; 4 individual faculty served

Figure 14. The number of professional development events and services offered this year was...



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

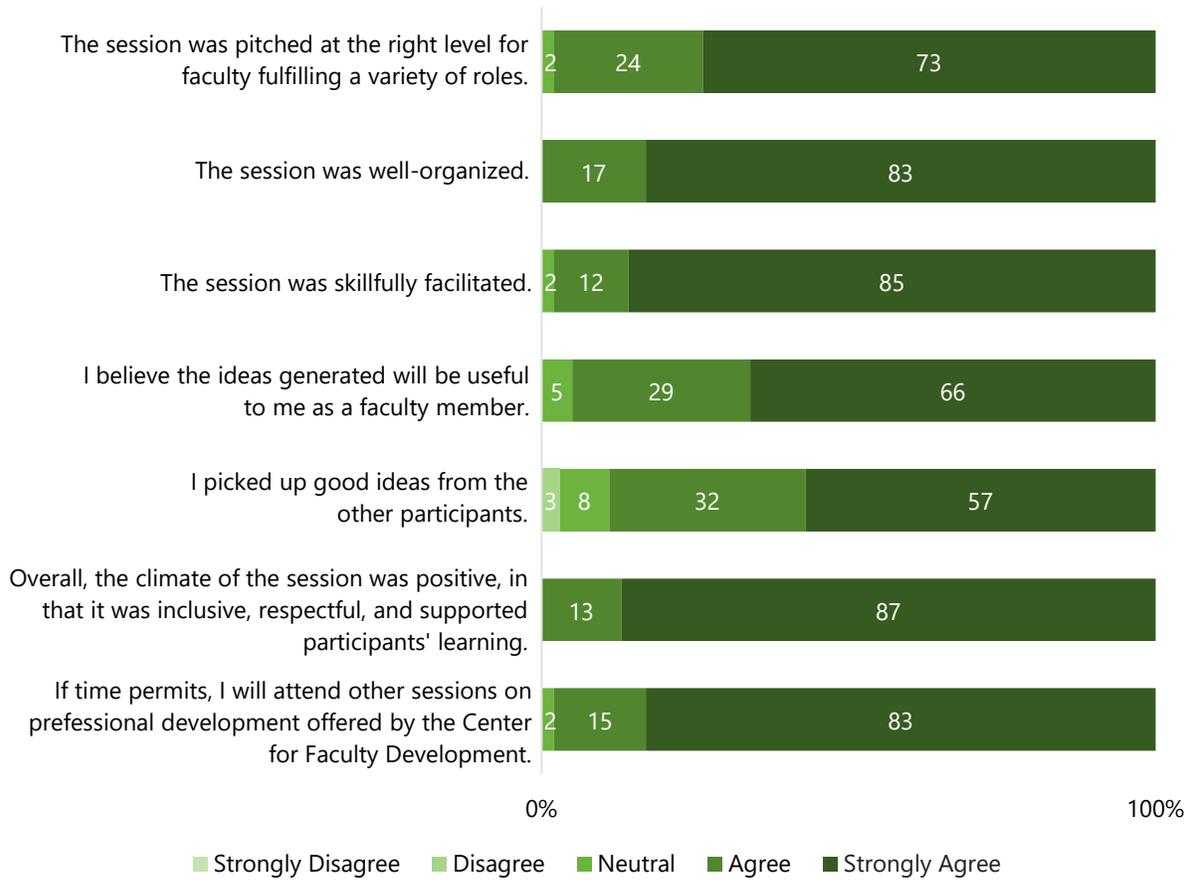
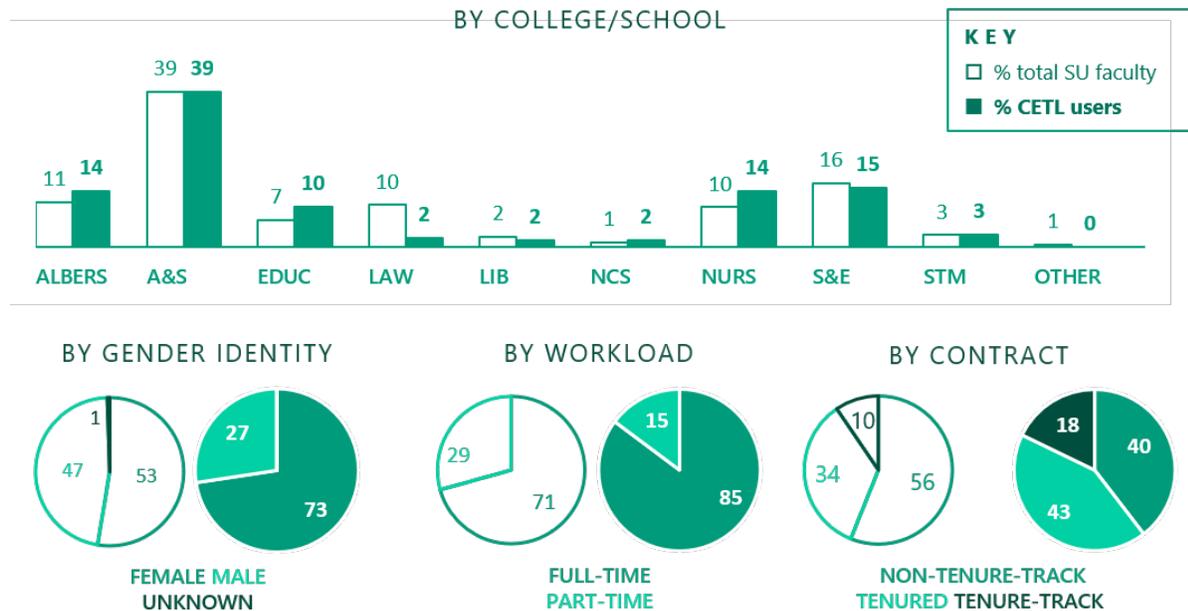
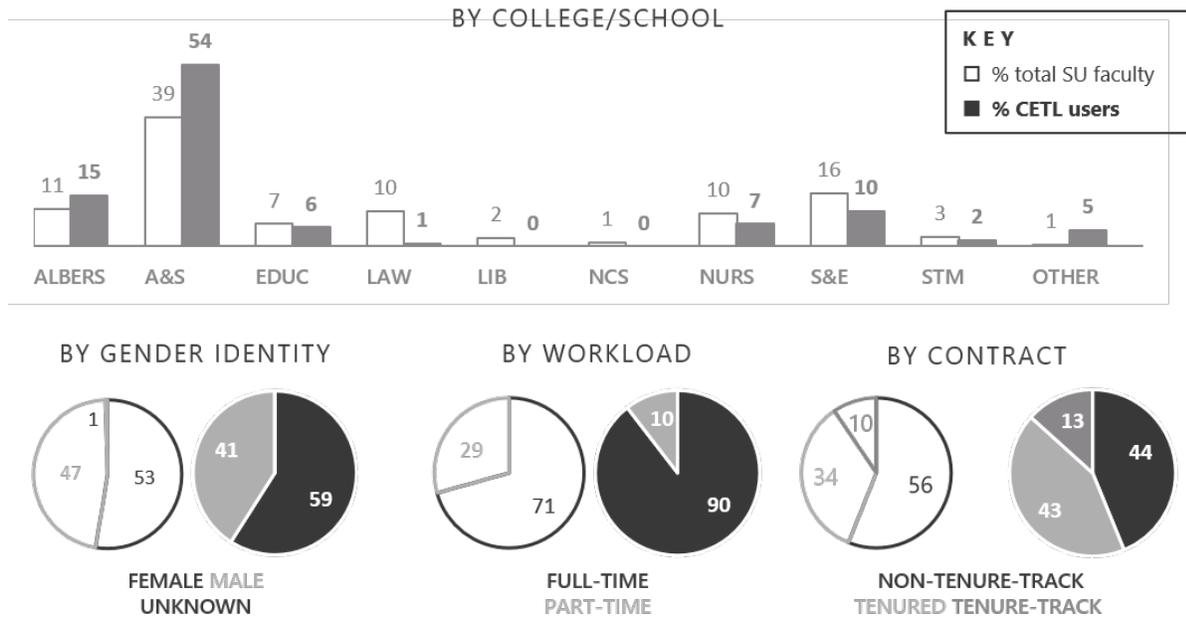


Figure 16. Faculty participation in NCFDD 2018–19 compared to total faculty



CONSULTATIONS

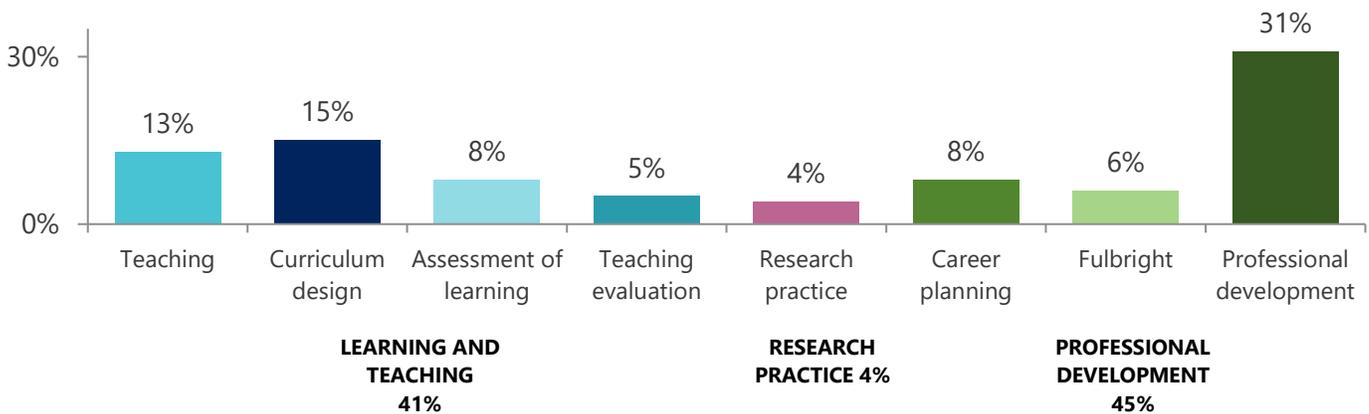
Figure 17. Faculty consultations 2018–19 compared to total faculty



Providing meaningful and useful consultation on faculty-driven issues continues to be one of the Center’s top priorities. During 2018–19, Holly Slay Ferraro, David Green, Jacquelyn Miller, Katherine Raichle, Therese Huston (Faculty Development Consultant), and Sven Arvidson (Senior Faculty Fellow) provided 134 consultations to 111 different consultees, totaling 212.75 hours and averaging 1.9 hours per individual.

Figure 18 shows a breakdown of consultation 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, this chart also captures multiple topics within the same consultation.

Figure 18. Percentage of all consultation topics by broad topic area and main sub-topics, 2018–19



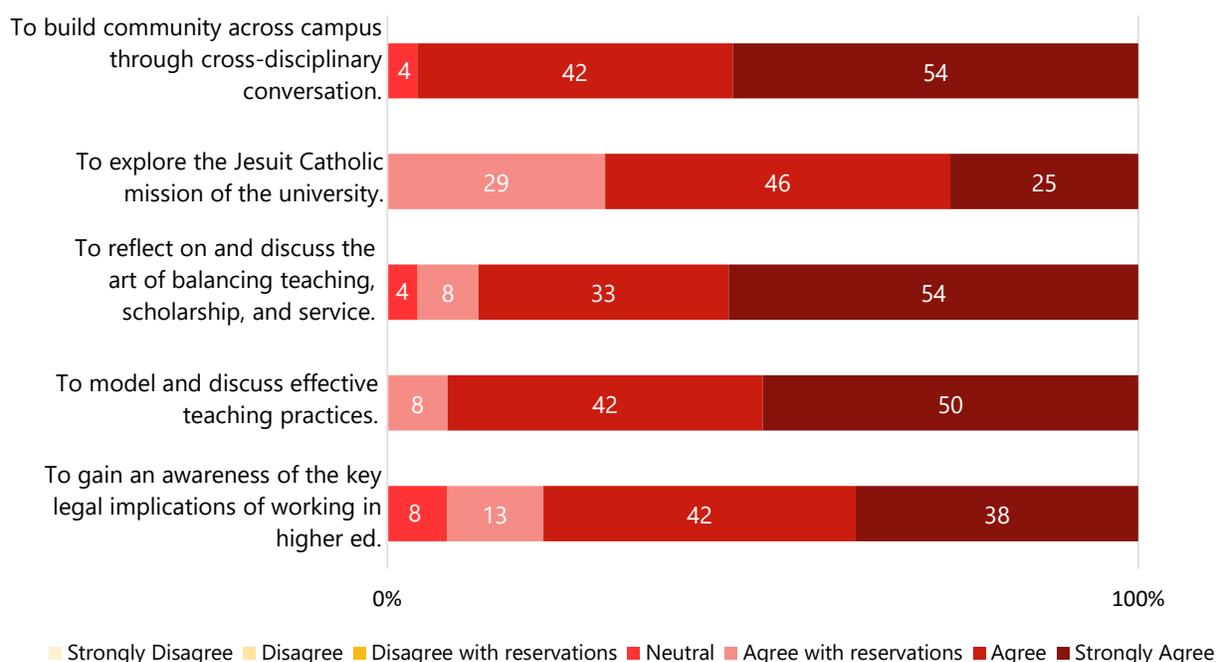
SERVICE TO THE UNIVERSITY

NEW FACULTY INSTITUTE 2018

The Center successfully directed its twelfth New Faculty Institute (NFI) in September 2018, with 30 participants. New faculty were able to network with colleagues from across the campus, including the President and 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 seven members of the Planning Team coordinated a further 23 presenters (14 faculty/staff and 9 students) for the two-day event.

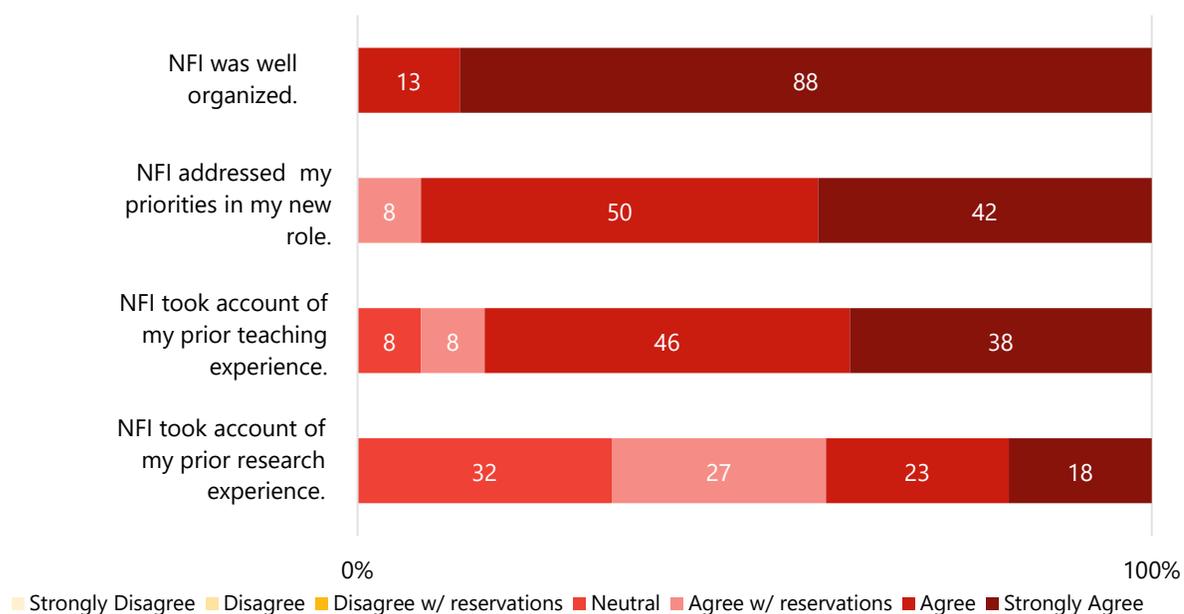
The Provost's Office set the following goals for NFI. The extent to which participants felt each of these goals was achieved is shown in Figure 19, based on quantitative feedback we gathered alongside qualitative data.

Figure 19: To what extent do participants agree that we met the NFI 2018 goals?



(A final goal relates to the University Rank and Tenure process and relates to a follow-up event in Fall Quarter, and so is not evaluated here.)

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 20 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 20: NFI 2018 To what extent do you agree with the following statements?

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.

UNIVERSITY SERVICE WORK

In 2018/19, Jacquelyn served as acting director of the Office of Sponsored Projects in Fall 2018 and as acting associate dean in the College of Arts and Sciences for one quarter's sabbatical cover. She also continues to be a member of the university ADVANCE grant project team.

David continued to co-chair the working group on the Clinical Professor Series with Mary Kay Brennan (Social Work). Later in the year, both Mary Kay and David became members of the Non-Tenure-Track faculty committee established by the provost. In addition, David ran an open session for faculty and staff on the topic of microaggressions with Colette Taylor (Education) for the Office of Diversity and Inclusion.

Meanwhile, Katherine became a member of the university's Strategic Planning working group, involving many cross-campus and targeted listening sessions, plus unprecedented collaboration with the university's Board of Trustees.

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 2018–19 group members were

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

In particular this year, the group helped shortlist and select its new associate director for faculty professional development.

STAFFING

Staffing changes in the Center were notable in 2018–19.

SENIOR ADMINISTRATIVE ASSISTANT

Shortly after September's New Faculty Institute, our part-time senior administrative assistant, **Jennifer Fernandez**, left the university to complete her PhD dissertation at the Graduate Theological Union in Berkeley. We are so grateful for Jennifer's focused and thoughtful work with us for 13 months – including two New Faculty Institutes, which are incredibly demanding on our administrative staff.

After a two-month gap, we successfully hired **Rachel Olson** as our new full-time senior administrative assistant. An Oregonian with a Bachelor's degree from the University of British Columbia, Rachel brings with her strong administrative experience in the medical sector; what impressed us in interview – and has been born out in this first year – is Rachel's great attention to detail and her care around confidentiality that make an enormous difference to our work with faculty. Already in this first year, Rachel has been able to streamline elements of the NFI registration process for faculty and to review and revise all faculty records in our confidential database for historical accuracy and completeness so that we can be fully confident in our reporting data. We're excited to continue these revisions.

ASSOCIATE DIRECTOR FOR FACULTY PROFESSIONAL DEVELOPMENT

After 25 years at Seattle University, **Jacquelyn Miller, PhD**, our first ever Associate Director for Faculty Professional Development, retired from the university and became Professor Emerita. Although Jacquelyn's departure was carefully planned, with a three-year phased retirement, we will still miss her warmth and skill immensely.

Jacquelyn joined Seattle University's academic community in 1994 as an assistant professor in the History department, gaining tenure and promotion in 2000. Since then, she has served as an inimitable academic leader on campus. Much of this work has been in academic administration, whether for her home department, for the College of Arts and Sciences, or for the university more broadly. Nobody on campus has accepted-and excelled at-so many academic leadership roles.

Jacquelyn was chair of the History Department from 2001–06 and Director of both Women Studies (2001–02) and the Diversity, Social Justice, and Citizenship track of the University Core Curriculum (2003–06) before becoming Associate Provost for Faculty Affairs (2006–12), during which time she co-chaired the Engaging Our Diversity Task Force and was one of the three campus Title IX coordinators. From 2012 to

Spring of 2019, Jacquelyn served as our inaugural Associate Director for Faculty Professional Development in the Center for Faculty Development, working with faculty in all colleges and schools on their professional development and academic leadership. Much of this work involved mentoring department chairs, and Jacquelyn was able to demonstrate her ongoing deep capabilities in this area by taking on the responsibility of Acting Chair for three separate, and in some cases complex, departments in the College of Arts and Sciences: International Studies (2013–14), Communication (2014–15), and Political Science (2015). While on phased retirement, Jacquelyn also accepted the role of Interim Associate Dean in the College of Arts and Sciences (2018), and in this final year at SU, became Acting Director of the Office of Sponsored Projects while the administration sought a new full-time director.

All these roles indicate the degree to which Jacquelyn has been an indispensable and utterly dependable academic leader for Seattle University. Her 25 years of service to the institution have been extraordinarily generous, unwaveringly principled, and wide-reaching. From my (David Green's) own perspective, I cannot imagine our Center still existing as it does today were it not for Jacquelyn's advocacy to support us while she was Associate Provost and her subsequent deep wisdom and assured application of ethics and goodwill in navigating new terrain when our Center's purview expanded, and she joined us to spearhead faculty professional development for the university. We are so fortunate to have benefited from Jacquelyn's presence – and her welcome good humor – for so long. We will miss working with her daily and know we will continue a deep friendship.

In Spring 2019, we were fortunate to have some additional faculty stipend funding to provide one quarter's overlap between Jacquelyn and her successor in the role. After a rigorous internal application process in fall and winter, we were delighted to appoint **Holly Slay Ferraro, PhD**, Associate Professor of Management, to become the new part-time Associate Director for Faculty Professional Development. As a scholar focused on careers, leadership, inclusion, and equity and a director of the university's Professional MBA program, Holly brings a wealth of disciplinary and experiential expertise to the role. We are thrilled that she has joined us and that she and Jacquelyn were able to work alongside one another for one term.

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. (2018). The field of consciousness and extended cognition. *Human Studies: A Journal for Philosophy and the Social Sciences*, 41(1), 21–40.

Ferraro, H. S., Prussia, G., & Mehrotra, S. (2018). The impact of age norms on career transition intentions. *Career Development International*, 23(2), 212–229.

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

Little, D., **Green, D. A.**, & Hoption, C. (2018). A lasting impression: The influence of prior disciplines on educational developers' research. *International Journal for Academic Development*, 23(4), 324–338.

Marrone, J. A., **Ferraro, H. S.**, & **Huston, T.** (2018). A theoretical approach to female team leaders' boundary work choices. *Group & Organization Management*, 43(5), 825–856.

OTHER PUBLICATIONS/PUBLIC WORKS

Newell, W. H., & **Arvidson, P. S.** (2018). Integrity in Education: William H. Newell in conversation with P. Sven Arvidson. *Issues in Interdisciplinary Studies*, 36(2), [Special Volume], 14–44.

PEER-REVIEWED CONFERENCE PRESENTATIONS AND POSTERS

Arvidson, P. S. (2018, October). *Administering Interdisciplinary Programs*. Presented at the Association for Interdisciplinary Studies Conference. Detroit, MI.

Ferraro, H. S., & Mahsud, R. (2018, July). *Strategically sustainable: Linking strategic leadership and HRM to human thriving*. Presented at the International Association of Jesuit Business Schools World Forum and Colleagues in Jesuit Business Education. Seattle, WA.

Green, D. A., & Little, D. (2018, November). *Nonpositional leaders facilitating change: A framework for trust and credibility*. Paper presented at the 43rd annual conference of the Professional and Organizational Development Network in Higher Education (henceforth POD Network): Leading in times of change. Portland, OR.

Little, D., & **Green, D. A.** (2018, October). *Sustaining a culture of learners: A framework for educational developers*. Paper presented at the 15th annual conference of the International Society for the Scholarship of Teaching and Learning (henceforth ISSOTL): Toward a learning culture. Bergen, Norway.

Moore, J. L., Mårtensson, K., Roxå, T., Little, D., Felten, P., Sutherland, K. A., **Green, D. A.**, Marquis, E. (2018, October). *What encourages academic staff to engage in systematic, sustained change in teaching practices?* Panel presentation at the 15th annual conference of ISSOTL: Toward a learning culture. Bergen, Norway.

KEYNOTES AND PLENARIES

Huston, T. (2019, March). *How gender bias shapes the feedback you receive and what you can do*. Keynote for Cameron University, Lawton, OK.

Huston, T. (2018, November). *Hello, risk-taker*. Keynote for Northwest Ministry Network, Issaquah, WA.

INVITED SESSIONS

Green, D. A. (2019, May). *Course design: Creating strong, flexible courses through "constructive alignment."* Invited presentation for STEM faculty at St Peter's University, Jersey City, NJ.

Green, D. A. (2019, May). *In the nick of time: Course design that increases students' preparation, participation, and higher-order thinking*. Invited presentation for STEM faculty at St Peter's University, Jersey City, NJ.

- Green, D. A.** (2019, May). *Less grading, deeper learning: A miracle of course design?* Invited presentation for STEM faculty at St Peter's University, Jersey City, NJ.
- Huston, T.** (2019, July). *Champions of excellence: Giving feedback to diverse colleagues.* Talk at Microsoft's Inspire Conference, Las Vegas, NV.
- Huston, T.** (2019, March). *Keeping feedback fair.* Workshop for ONEOK, Tulsa, OK.
- Huston, T.** (2018, December). *Making feedback fair.* Workshop for Gilead Sciences, Inc., Foster City, CA.
- Huston, T.** (2018, November). *Women's confidence advantage.* Talk for Northwest Ministry Network, Issaquah, WA.
- Huston, T.** (2018, September). *Truly helpful feedback: Building mastery and community through classroom observations.* Workshop for Lewis & Clark College, Portland, OR.

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.

JOURNAL EDITING & PROFESSIONAL SERVICE

- Arvidson, P. S.** Co-editor (2017–present). *Issues in Interdisciplinary Studies*.
- Arvidson, P. S.** Editor (2018). Special Volume, *Issues in Interdisciplinary Studies*, 36(2), William H. Newell Festschrift, (219 pages). Editor's Introduction, pp. 7–13.
- Arvidson, P. S.** Board Member, *Association for Interdisciplinary Studies*, 2017–present.
- Arvidson, P. S.** Director, Interdisciplinary Liberal Studies, 2010–present.
- Green, D. A.** Board and Council member, International Consortium for Educational Development (charity), 2015–present.
- Green, D. A.** Editorial board member, *International Journal for Academic Development*, 2014–present.

David A Green, PhD | Director

Jacquelyn Miller, PhD | Associate Director for Faculty Professional Development (outgoing)

Katherine Raichle, PhD | Associate Director for Learning and Teaching

Holly Slay Ferraro, PhD | Associate Director for Faculty Professional Development (from Spring 2019)

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