

DAVID A GREEN, PhD

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SEATTLE UNIVERSITY

Director | CENTER FOR FACULTY DEVELOPMENT ("CETL")**Clinical Professor** | INTERNATIONAL STUDIES, COLLEGE OF ARTS AND SCIENCES

EDUCATION

University of Birmingham, UK	PhD in German Studies	1998
Birmingham City University, UK	MA in Education & Professional Development	2005
University of Birmingham, UK	BA (Honours) in German Studies Includes one year at Johannes Gutenberg-Universität Mainz, Germany	1991
Birmingham City University, UK	Certificate in Education (Higher Education)	1998

POSITIONS

SEATTLE UNIVERSITY | Seattle, WA, USA

Director Center for Faculty Development (CETL)	2011–present
Associate Director Center for Excellence in Teaching and Learning	2006–10
Clinical Professor International Studies, College of Arts and Sciences	2019–present
Affiliated Faculty International Studies, College of Arts and Sciences	2010–19
Adjunct Faculty International Studies, College of Arts and Sciences	2006–09

BIRMINGHAM CITY UNIVERSITY | Birmingham, UK

Staff and Student Development Department [LINGUISTIC NOTE: UK "staff" = US "faculty & staff"]:

"Associate Professor+"/Chair of Educational & Staff Development [UK: Principal Lecturer]	2004–06
Associate Professor/Tutor for Educational Development [UK: Senior Lecturer]	2002–04
<i>Birmingham City Business School:</i>	
Associate Professor/Chair of Languages and International Business [UK: Senior Lecturer]	1999–2002
Associate Professor in German and Cross-Cultural Studies [UK: Senior Lecturer]	1998–2002
Assistant Professor in German/International Affairs Officer [UK: Lecturer]	1996–98

PREVIOUS ROLES INCLUDE

Political lobbyist Stonewall Immigration Group, London [LGBTQ organization]	1992–94
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TEACHING: UNDERGRADUATE AND GRADUATE

TEACHING AT SEATTLE UNIVERSITY

UNDERGRADUATE COURSES

- Nation, identity, & the Eurovision Song Contest (UCOR)
- Culture clash (UCOR/INST)
- Intercultural transgression (INST)

INVITED SESSIONS

- Educational development: Definitions and assessment conundrums (MA Student Development Administration)
- Editing an academic journal (MA Education)
- Being a productive scholar: What the academic research tells us (BA Sociology)

TEACHING AT PRIOR UNIVERSITIES (Birmingham City University, UK; University of Birmingham, UK)

UNDERGRADUATE COURSES

- Cultural diversity
- German (*ab initio* to advanced levels)
- Consumer behaviour [cross-cultural components; team-taught]
- Business communication
- Presentation skills for effective business communication
- Undergraduate honors final-year thesis supervision: BA (Hons) European Business & Languages, BA (Hons) International Business Management

INVITED UNDERGRADUATE SESSIONS

- Ethics and culture in marketing & management
- Business English
- Postwar German narrative fiction

GRADUATE COURSES FOR FACULTY (MA EDUCATION)

- Learning and teaching in higher education [Also accredited by SEDA]
- Enhancing the quality of academic programmes in higher education [Also accredited by SEDA]
- Designing academic programmes in higher education [Also accredited by SEDA]

FURTHER FACULTY COURSES ACCREDITED BY SEDA

- Preparing postgraduate researchers to teach in higher education
- Supervising master's degree research

TEACHING: SELECTED EDUCATIONAL DEVELOPMENT SEMINARS AND WORKSHOPS FOR FACULTY

IGNATIAN PEDAGOGY SERIES

- Active learning
- Reflective practice
- Anti-racist/Inclusive pedagogies

COURSE DESIGN

- Retention, belonging, and achievement: Transparency in learning and teaching
- Fewer assignments, less grading, deeper learning: A miracle of course design?
- An A to take pride in: Helping students push themselves

“But the test had nothing to do with the class!” Redesigning courses to match assignments, outcomes, and teaching methods

Learning outcomes: Always for good, never for evil

APPROACHES TO TEACHING

Infantilizing our students? Attendance, surveillance, and the degradation of learning

Mindset: How realizing your potential is about hard work, not talent

Justified, unjustified, unjust? Challenging faculty preconceptions of students

Professional formation in the age of entitlement

DIVERSITY

Microaggressions and incendiary acts: Constructive responses in the moment

Globalization in the classroom: Making the most of multinational student groups

RESEARCH PRACTICE

The “Personal Intellectual Project:” Capturing, focusing, and (re)inventing your scholarly agenda

Navigating scholarship in a teaching-intensive university

INSTITUTES, RETREATS, AND PROGRAMS

New Faculty Institute	2007–present
New Chair and Director Institute	2014–17
Writing Retreat for the Scholarship of Teaching and Learning	2007–12
Peer Consulting Program	2009–11

SCHOLARSHIP

PEER-REVIEWED ARTICLES

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

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.

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*, 37(7), 1401–1417.

Green, D. A., & Little, D. (2016). Family portrait: A profile of educational developers around the world. *International Journal for Academic Development*, 21(2), 135–150. [IJAD 2016 Article of the Year.]

Loertscher, J., Green, D. A., Lewis, J. E., Lin, S., & Minderhout, V. (2014). Identification of threshold concepts for biochemistry. *CBE–Life Sciences Education*, 13(3), 516–528.

Green, D. A., & Little, D. (2013). Academic development on the margins. *Studies in Higher Education*, 38(4), 523–537.

Little, D., & Green, D. A. (2012). Betwixt and between: Academic developers in the margins. *International Journal for Academic Development*, 17(3), 203–215.

- Ruppert, B., & Green, D. A. (2012). Practicing what we teach: Credibility and alignment in the business communication classroom. *Business Communication Quarterly*, 75(1), 29–44.
- Green, D. A. (2010). Words fail us: How academics view language and ideas in higher education research. *International Journal for Academic Development*, 15(1), 47–59.
- Green, D. A. (2009). New academics' perceptions of the language of teaching and learning: Identifying and overcoming linguistic barriers. *International Journal for Academic Development*, 14(1), 33–45.
- Green, D. A., & Söntgens, K. (2002). Computer-supported experiential learning for intercultural studies and foreign languages. In Rust, C. (Ed.), *Improving student learning using learning technology: Proceedings of the 2001 conference* (pp. 386–395). Oxford, UK: OCSLD.
- Green, D. A. (2000). Authoritarians and chamchas: Social milieux and politics in Grass's *Die Blechtrommel* and Rushdie's *Midnight's Children*. In S. Stark (Ed.), *The novel in Anglo-German context: Cultural cross-currents and affinities* (pp. 357–368). Amsterdam/Atlanta, GA: Rodopi.

BOOKS

- Popovic, C., & Green, D. A. (2012). *Understanding undergraduates: Challenging our preconceptions of student success*. New York & London: Routledge.

BOOK CHAPTERS, EDITORIALS, PUBLISHED KEYNOTES, PROCEEDINGS

- Hall, J., & Green, D. A. (2016). Leading an academic development unit within an institution. In Baume, D., & Popovic, C. (Eds.), *Advancing practice in academic development* (pp. 245–257). New York & London: Routledge.
- Green, D. A. (2013). Academic development in the evolution of higher education. [Editorial]. *International Journal for Academic Development*, 18(3), 205–207.
- Green, D. A. (2012). The shifting lenses of academic development: On identities, careers, and programmes. [Editorial]. *International Journal for Academic Development*, 17(2), 93–95.
- Green, D. A. (2011). Constructive re-alignment? UK educational development from the outside. *Educational Developments*, 12(1), 14–16.
- Green, D. A. (2001). Case study: European Culture and Diversity. In A. Staley & N. MacKenzie (Eds.), *Computer-supported experiential learning* (pp. 94–103). Birmingham, UK: UCE Learning Methods Unit.
- Green, D. A., & Staley, A. (2000). Using information technology in traditionally "soft" subjects. International Conference on Learning with Technology 2000. Temple University, Philadelphia, PA. March. Previously published online as part of conference proceedings at www.temple.edu/iclt2000/

PEER-REVIEWED CONFERENCE PRESENTATIONS

- Green, D. A., & Raichle, K. (2019). *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.

- Little, D., & Green, D. A. (2019). *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.
- 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 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.
- Green, D. A., & Little, D. (2018, June). *Contextual educational development: Leveraging positionality to build trust locally*. Paper presented at the 12th biennial conference of the International Consortium for Educational Development (henceforth ICED): Institutional change: Voices, identities, power, and outcomes. Atlanta, GA.
- Moore, J. L., Roxå, T., Little, D., Sutherland, K., & Green, D. A. (2018, June). *Understanding and fostering faculty change in teaching*. Panel presentation at the 12th biennial conference of ICED: Institutional change: Voices, identities, power, and outcomes. Atlanta, GA.
- Little, D., & Green, D. A. (2017, October). *Risk, change, and cognitive authority: Educational developers supporting SoTL*. Paper presented at the 14th annual conference of ISSOTL: Reaching new heights. Calgary, AB.
- 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 ICED: 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 ICED: Ethics, care, and quality in educational development. Cape Town, South Africa.
- Green, D. A., & Little, D. (2015, December). *Mirrors, models, and merits: Educational developers' credibility and leadership*. Paper presented at the annual conference of the Society for Research into Higher Education (henceforth SRHE): Converging concepts in global higher education research. Newport, UK.
- Minderhout, V., Green, D. A., Loertscher, J., & Lewis, J. (2015, November). *Improving STEM courses by focusing on threshold concepts: What should we teach and how can we decide?* Session presented at the 2015 AAC&U STEM Conference: Crossing boundaries. Seattle, WA.

- Ruppert, B., & Green, D. A. (2015, November). *Email bootcamp: Evidence and strategies from organizational communication*. Paper presented at the 40th annual conference of the POD Network: Back to the future. San Francisco, CA.
- Green, D. A., & Little, D. (2015, November). *Whose theory, which practices? Disciplinary identity and educational developers*. Paper presented at the 40th annual conference of the POD Network: Back to the future. San Francisco, CA.
- Ruppert, B., & Green, D. A. (2014, November). *Craft without graft: Evidence and practice in rapport-building email*. Poster presentation at the 39th annual conference of the POD Network: Leverage. Dallas, TX.
- Green, D. A., & Little, D. (2014, October). *Academic baggage? The influence of prior disciplines on academic developers' engagement with research*. Paper presented at the 11th annual conference of ISSOTL: Nurturing passion and creativity in teaching and learning. Québec, QC.
- Ruppert, B., & Green, D. A. (2014, October). *When less is more: Instructor availability, student ratings, and the promotion of self-efficacy*. Paper presented at the 11th annual conference of ISSOTL: Nurturing passion and creativity in teaching and learning. Québec, QC.
- Green, D. A., Lewis, J. E., Loertscher, J., & Minderhout, V. (2014, July). *Signification: Unlocking threshold concepts in natural sciences with a key from the humanities?* Paper presented at the 5th biennial Threshold Concepts conference: Threshold concepts in practice. Durham, UK.
- Green, D. A., & Little, D. (2014, July). *The ghost of disciplines past: Educational developers and intersecting identities*. Paper presented at the 4th Academic Identities conference: Screaming in a 20-mile zone. Durham, UK.
- Green, D. A., & Little, D. (2014, June). *"I come from research:" Educational developers' identities as academics*. Workshop presented at the 10th biennial conference of ICED: Educational development in a changing world. Stockholm, Sweden.
- Green, D. A., & Little, D. (2013, November). *Finding your comfort zone in the scholarship of educational development*. Workshop presented at the 38th annual conference of the POD Network: Freedom to Connect—Freedom to Risk—Freedom to Learn. Pittsburgh, PA.
- Little, D., & Green, D. A. (2013, October). *SoTL around the edges: Marginality, disciplinarity, and the difficulty of "fit."* Workshop presented at the 10th annual conference of the ISSOTL: Critical Transitions in Teaching and Learning. Raleigh, NC.
- Minderhout, V., Loertscher, J., Lewis, J., & Green, D. A. (2013, April). *Using threshold concepts to improve learning and drive curriculum reform in biochemistry*. Session presented at the 245th American Chemical Society national meeting and exposition: Chemistry of Energy and Food. New Orleans, LA.
- Green, D. A., & Little, D. (2012, December). *Negotiating competing visions: Educational development in the strange middle ground*. Paper presented at the annual conference of SRHE: What is higher education for? Shared and contested ambitions. Newport, UK.
- Little, D., & Green, D. A. (2012, October). *Take up your pen: Deepening the Scholarship of Educational Development*. Workshop presented at the 37th annual conference of the POD Network: Pencils and Pixels. Seattle, WA.

- Popovic, C., & Green, D. A. (2012, October). *"A successful student is...?" Using vignettes to challenge faculty preconceptions*. Workshop presented at the 37th annual conference of the POD Network: Pencils & Pixels. Seattle, WA.
- Green, D. A. (2012, July). *Challenging our preconceptions of students: Models, methods, musings*. Workshop presented at the 9th biennial conference of ICED: Across the Globe Higher Education Learning and Teaching. Bangkok, Thailand.
- Little, D., & Green, D. A. (2012, June). *Marginal gains: Identity and academic development*. Workshop presented at the 3rd international conference on Academic Identities: Thinking, researching, and living otherwise. Auckland, Aotearoa New Zealand.
- Green, D. A., & Huston, T. (2011, October). *All for one and one for all: Action learning sets*. Workshop pre-sented at the 36th annual conference of the POD Network: Create · Collaborate · Engage. Atlanta, GA.
- Little, D., & Green, D. A. (2011, October). *Betwixt and between: How developers navigate institutional tensions*. Workshop presented at the 36th annual conference of the POD Network: Create · Collaborate · Engage. Atlanta, GA.
- Green, D. A., & Little, D. (2010, November). *Life on the margins: Fruitful territory for faculty developers?* Workshop presented at the 35th annual conference of the POD Network: Gateways to new directions. St. Louis, MO.
- Popovic, C., & Green, D. A. (2010, November). *Out of the rut: Dispelling faculty preconceptions of their students*. Workshop presented at the 35th annual conference of the POD Network: Gateways to new directions. St. Louis, MO.
- Popovic, C., & Green, D. A. (2010, June). *How well do we know our students?* Workshop presented at the 8th biennial conference of ICED: Enhancing strategies for global quality learning in higher education. Barcelona, Spain.
- Manathunga, C., Holmes, T., Green, D. A., Little, D., Wuetherick, B., Rathbun, G., Turner, N., & Hamilton, B. (2010, June). *The political geographies of academic development: neutral, non-neutral and/or marginal*. Symposium presented at the 8th biennial conference of ICED: Enhancing strategies for global quality learning in higher education. Barcelona, Spain.
- Green, D. A. (2009, October). *Educational gobbledygook: Does language discourage faculty from becoming faculty developers?* Workshop presented at the 34th annual conference of the POD Network: Welcoming change—Generations and regeneration. Houston, TX.
- Huston, T. A., & Green, D. A. (2009, October). *Teaching what you learned yesterday*. Workshop presented at the 34th annual conference of the POD Network: Welcoming change—Generations and regeneration. Houston, TX.
- Huston, T. A., & Green, D. A. (2008, October). *"I hate this course!" How useful are student evaluation comments?* Workshop presented at the 33rd annual conference of the POD Network: Weaving Patterns of Practice. Reno, NV.

- Green, D. A. (2008, June). *Border control: Does scholarship keep academic "migrants" out?* Workshop presented at the 7th biennial conference of ICED: Towards a global scholarship of educational development. Salt Lake City, UT.
- Sorenson, D. L., & Green, D. A. (2008, June). *Finding common terminology in academic development: Esperanto for educational developers.* Roundtable session at the 7th biennial conference of ICED: Towards a Global Scholarship of Educational Development. Salt Lake City, UT.
- Green, D. A., & Huston, T. A. (2007, October). *Benevolent subversives: Transforming learning and teaching into an institutional priority.* Workshop presented at the 32nd annual conference of the POD Network: Purpose, Periphery, and Priorities. Pittsburgh, PA.
- Green, D. A., & Huston, T. A. (2006, November). *Language as the lock and key: Developing more inclusive approaches to the language of SoTL.* Workshop presented at the 3rd annual conference of ISSOTL: Making a Greater Difference: Connecting to Transformational Agendas. Washington, DC.
- Green, D. A., & Huston, T. A. (2006, June). *Lost in Translation? Developing an inclusive approach to the language of academic development.* Workshop presented at the 6th biennial conference of ICED: Enhancing Academic Development Practice: International Perspectives. Sheffield, UK.
- Green, D. A., & Pilkington, R. (2006, June). *Threshold concepts in educational development.* Workshop presented at the 2006 SEDA Spring Conference: Advancing Evidence-Informed Practice in H.E. Learning, Teaching and Educational Development. Liverpool, UK.
- Mortiboys, A., & Green, D. A. (2004, November). *Teaching with emotional intelligence: Evaluating a new course.* Workshop presented at the 9th annual SEDA Conference: Questioning the Impact of Staff and Educational Development. Birmingham, UK.
- Staley, A., MacKenzie, N., Green, D. A., & Söntgens, K. (2001, September). *Computer-supported experiential learning.* Symposium presented at the 9th Improving Student Learning International Conference: Improving Student Learning Through Learning Technology. Edinburgh, UK.
- Green, D. A. (2000, March). *Using information technology in traditionally "soft" subjects.* Paper presented at the International Conference on Learning with Technology. Temple University, Philadelphia, PA.

PRESENTATIONS: 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.
- Green, D. A. (2016, February). *Intentionally in tension: Educational developers leading from the middle.* Keynote address at the Annual Conference of the Canadian national Educational Developers Caucus: Educational developers without borders. Windsor, ON.
- Green, D. A. (2014, August). *Front-row seats: Lifting the veil on faculty preconceptions of undergraduates.* Keynote address at Elon University's 11th annual Teaching and Learning Conference: Student engagement: The view from their seats. Elon, NC.

- Green, D. A. (2014, May). *Fair judgment? Faculty preconceptions of student success*. Keynote address at the 2014 University of Calgary Conference on Postsecondary Learning and Teaching. Calgary, Canada.
- Green, D. A. (2013, May). *Of blindfolds and fig leaves: Faculty preconceptions of our undergraduates*. Keynote address at the Otterbein “Great Expectations: General Education” conference, Otterbein University, Columbus, OH.
- Green, D. A. (2013, February). *Behind the fig leaf? Faculty preconceptions of student achievement*. Keynote address at the 30th Georgia Conference on College and University Teaching, Kennesaw State University, Kennesaw, GA.
- Green, D. A. (2012, July). *Faculty preconceptions: The hidden underbelly of educational environments*. Plenary address at the 2012 POGIL (Process-Oriented Guided Inquiry-Based Learning) Northwest Regional Workshop. Seattle, WA.
- Green, D. A. (2010, November). *Constructive re-alignment? UK educational development from the outside*. Keynote address at the 15th Annual Conference of the UK Staff and Educational Development Association: Developing ourselves—A conference for educational developers, by educational developers. Chester, UK.

PRESENTATIONS: INVITED

- Green, D. A. (2020, July). *Sturdy and flexible course design in the age of COVID-19 and beyond*. Invited virtual presentations for all 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.
- 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, 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). *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. (2019, May). *Course design: Creating strong, flexible courses through “constructive alignment.”* Invited presentation for STEM faculty at Saint 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 Saint 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 Saint Peter’s University, Jersey City, NJ.
- Green, D. A. (2018, May). *Using threshold concepts to reshape STEM courses: How we decide what we teach*. Invited presentation for STEM faculty at Saint Peter’s University, Jersey City, NJ.

- Green, D. A. (2018, May). *Our preconceptions of our students*. Invited presentation for STEM faculty at Saint Peter's University, Jersey City, NJ.
- Green, D. A. (2018, May). *Learning outcomes: Cure-all for our course ills?* Invited presentation for STEM faculty at Saint Peter's University, Jersey City, NJ.
- Hawkins, G., Smentkowski, B., Linder, K., Little, D., & Green, D. A. (2017, November). *Getting started or going further in the scholarship of educational development*. Workshop presented at the 42nd annual conference of the POD Network: Defining what matters: Understanding and enhancing the impact of educational development. Montréal, QC.
- Green, D. A., & Little, D. (2015, June). *International survey of educational developers*. Invited presentation to the Council of ICED. Victoria, BC.
- Green, D. A. (2014, July). *Serendipity and opportunism in educational research*. Invited presentation at Durham/Newcastle Universities of Postgraduate Research Conference in Education. Durham, UK.
- Green, D. A., Sutherland, K., Leibowitz, B., & Mårtensson, K. (2014, June). *Publishing in the International Journal for Academic Development*. Pre-conference workshop presented at the 10th biennial conference of ICED: Educational development in a changing world. Stockholm, Sweden.
- Green, D. A. (2013, March). *The fig leaf in the mind: Uncovering our preconceptions of students*. Invited presentation for the University of South Carolina Upstate, Spartanburg, SC.
- Green, D. A. (2012, December). *Who do we think they are? Challenging our preconceptions of students*. Invited presentation for the Universitetspædagogisk Netværk of Aarhus University. Aarhus, Denmark.
- Green, D. A. (2012, December). *Who do we think we are? Challenging our preconceptions of ourselves and "others" as academic developers*. Invited presentation for the Universitetspædagogisk Netværk of Aarhus University. Aarhus, Denmark.
- Green, D. A., Leibowitz, B., & Sutherland, K. (2012, July). *Publishing in the International Journal for Academic Development*. Pre-conference workshop presented at the 9th biennial conference of ICED: Across the Globe Higher Education Learning and Teaching. Bangkok, Thailand.
- Green, D. A. (2010, November). *Managing incivility in the classroom: Supporting millennial learners*. Invited presentation for Roehampton University, London, UK.
- Green, D. A. (2010, November). *Millennial learners and their impact on the classroom*. Invited presentation for Birmingham City University, Birmingham, UK.
- Popovic, C., & Green, D. A. (2010, July). *How well do we know our students? An international research project*. Presented (via video) at the third Birmingham City University Learning and Teaching in Higher Education conference: Engaged and employed. Birmingham, UK.
- Green, D. A., Kruczek, K., & McNulty, J. (2010, April). *How to run effective discussions both online and in-class*. Invited panel discussion for the Pacific Northwest Section of the Mathematical Association of America. Seattle, WA.

SERVICE

SERVICE TO THE PROFESSION

Board & Council member , International Consortium for Educational Development (charity)	2015–19
Editorial board member , <i>International Journal for Academic Development</i>	2014–present
Co-editor , <i>International Journal for Academic Development</i>	2011–2014
Associate editor , <i>International Journal for Academic Development</i>	2010–2011
Manuscript reviewer	
<i>Higher Education Research and Development</i> (member of College of Reviewers); <i>International Journal for Academic Development</i> ; <i>Studies in Higher Education</i> ; <i>To Improve the Academy</i>	
Conference proposal reviewer	
Biennial conferences of the International Consortium for Educational Development	2012–present
Annual conferences of the POD Network	2008–15, 2017–present
Annual and Spring conferences of SEDA, UK	2004–06
Conference Evaluation Team member , POD Network	2008
Conference Committee member , Staff and Educational Development Association, UK	2003–06

SERVICE TO THE UNIVERSITY

Co-director , Ignatian Pedagogy Series	2017–present
Co-director , New Faculty Institute	2007–11, 2020
Co-chair , Clinical Professor Series Task Force	2018–19
Director , New Faculty Institute	2012–17
Member , University Strategic Planning Council	2020–present
Member , University Non-Tenure-Track Steering Committee	2019–2020
Member , New Faculty Institute Planning Team	2018–19
Member , Core Teaching Circle on Inquiry Seminars	2017–18
Member , University Climate Study Working Group	2014–15
Member , University Strategic Planning Council	2012–13
Member , Albers Graduate Education Task Force	2012
Member , Investing in the Excellence of our Faculty and Staff Committee	2011
Member , Core Honors Committee	2008–09
Member , Core Assessment Committee	2007–08
Member , Intergroup Dialogue Working Group	2007–08
Member , Internationalization Working Group	2006–07

GRANTS

Seattle University Endowed Mission Fund. "Ignatian Pedagogy Series for Faculty."	\$5,000	2019–20
Seattle University Endowed Mission Fund. "Ignatian Pedagogy Series for Faculty."	\$4,400	2018–19
Seattle University Endowed Mission Fund. "Ignatian Pedagogy Series for Faculty."	\$3,870	2017–18
National Science Foundation (NSF). Transforming Undergraduate Education in STEM (TUES), Type 2, "Transforming undergraduate biochemistry education: A community approach linking learning, assessment and curricular innovation."	\$539,000. PIs: Jenny Loertscher & Vicky Minderhout. Senior Personnel: David A. Green & Jennifer Lewis.	2012–15

Birmingham City University Learning & Teaching Strategy fund (UK government funding). 1999–2002
“Experiential Learning using Information and Communications Technology.” PI: David A. Green. £46,000 (c. \$80,000 at the time)

MEMBERSHIP OF PROFESSIONAL BODIES

International Consortium for Educational Development	2002–present
Professional and Organizational Development Network in Higher Education, USA	2007–present
Staff and Educational Development Association (SEDA), UK	2002–present
International Society for the Scholarship of Teaching and Learning	2006–present
Society for Research into Higher Education	2012–present
Higher Education Research & Development Society of Australasia	2013–20

LANGUAGES

English (native), German (fluent), Swedish (advanced), French (intermediate). Also previous study of Spanish, Polish, and Russian at elementary level.