CENTER FOR FACULTY DEVELOPMENT

SEATTLE UNIVERSITY.

ANNUAL REPORT 2020/21

EXECUTIVE SUMMARY

Reflecting the Jesuit value of care for the whole person, the Center for Faculty Development ("CETL"/CFD) provides professional development in all three broad areas of faculty members' lives as "whole" academics: (1) learning and teaching, (2) research practice, and (3) professional development.

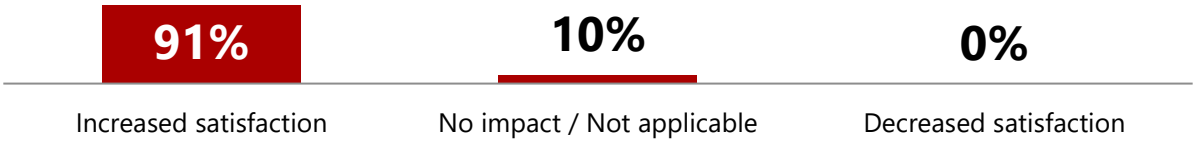
> This center is one of the things that to my mind really distinguishes SU in terms of supporting the faculty. I have taught elsewhere and never seen anything of its kind.

The Center's directors all engage in teaching, scholarship and service themselves, mirroring faculty activities and taking an interdisciplinary approach to promoting the professional formation of all Seattle University faculty. Following national standards, our work with faculty is voluntary, formative, and confidential – three factors that have been shown to produce the most positive outcomes for promoting change and growth in the professional lives of faculty.

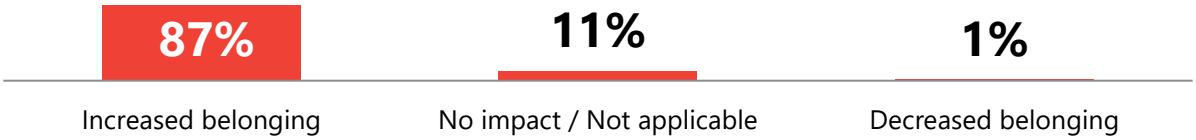
CENTER ACTIVITY ACROSS ITS THREE BROAD AREAS

> The CFD is a place where I feel so cared for. Connecting with them through their programming this year has been almost therapeutic.

IMPACT ON **SATISFACTION** AS A FACULTY MEMBER OR ACADEMIC LEADER AT SEATTLE UNIVERSITY



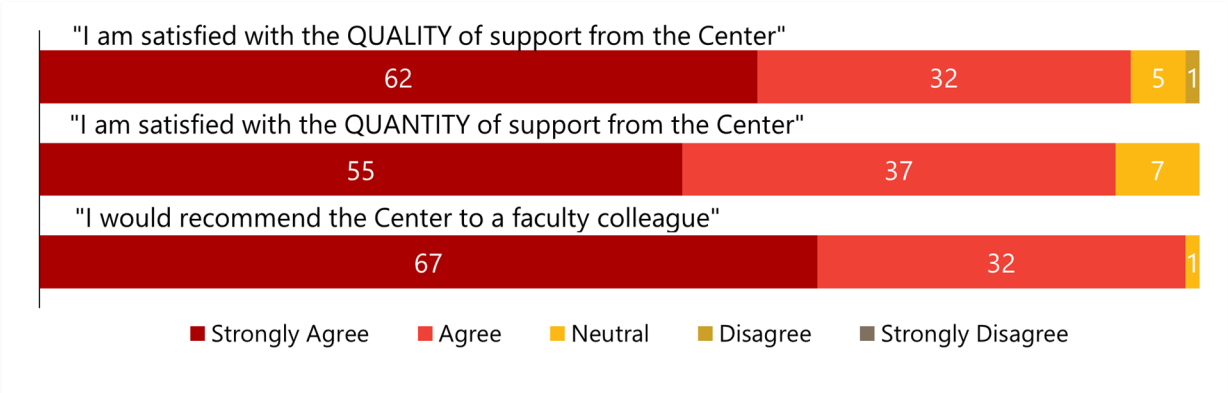
IMPACT ON SENSE OF **BELONGING** AT SEATTLE UNIVERSITY



> Faculty rely on these services not just for growth, but connections.

END-OF-YEAR FACULTY **EVALUATIONS**

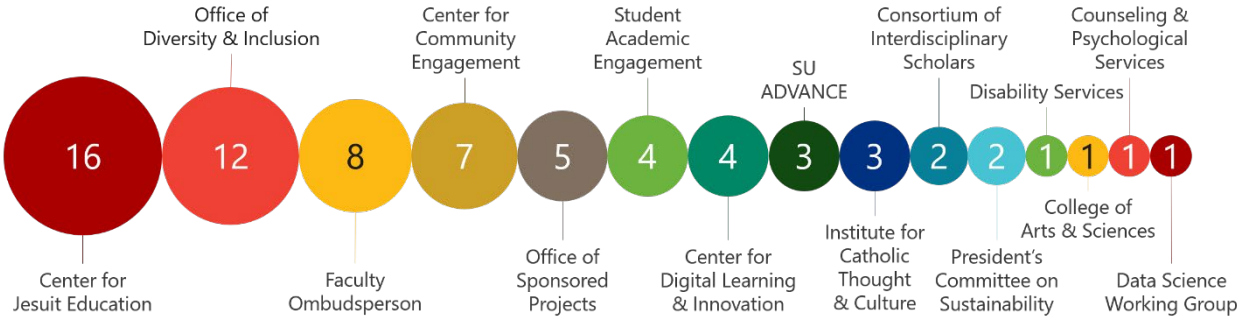
Faculty responses to global questions about the Center's work (nearest %)



> The center's directors have managed to maintain the quality of their programming during the pandemic.

CONNECTING ACROSS CAMPUS

This year we are grateful to have partnered with fifteen areas of the university for events, as indicated in the figure below. Many events with the Center for Jesuit Education, Faculty Ombudsperson, and Office of Sponsored Projects involved joint design and facilitation of sessions, as well as co-sponsorship.

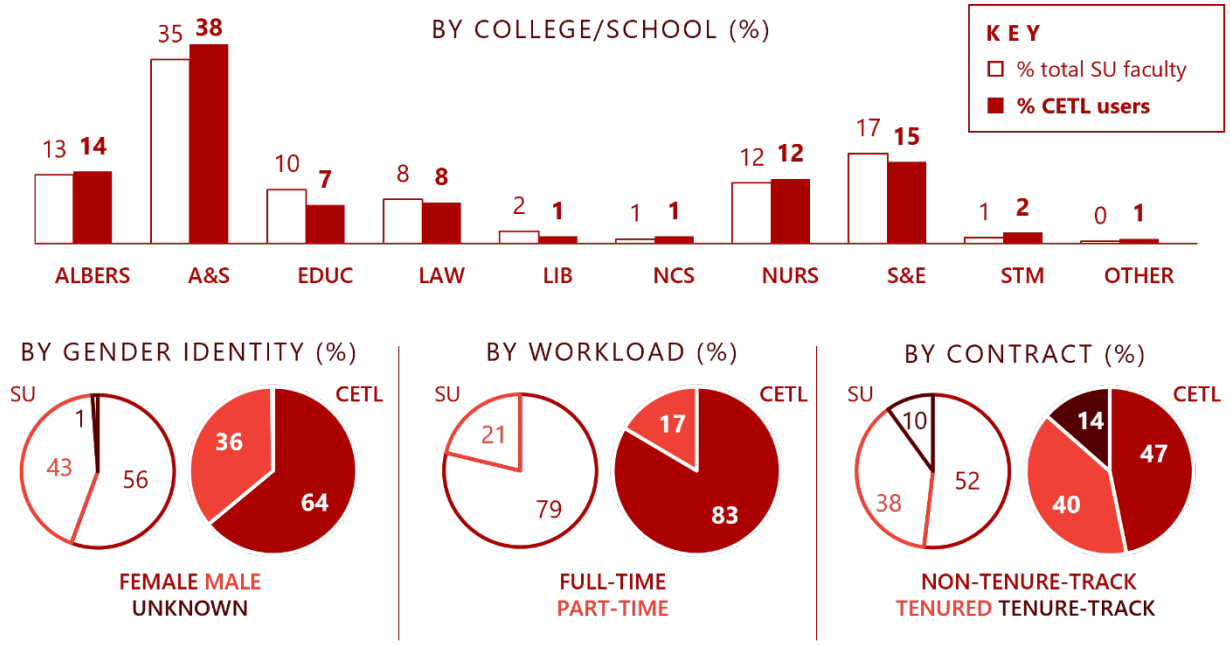


> The Center for Faculty Development offers invaluable opportunities to enhance faculty life at SU. I've personally benefitted immensely by the programming and one-on-one consultations.

WHO WORKS WITH US?

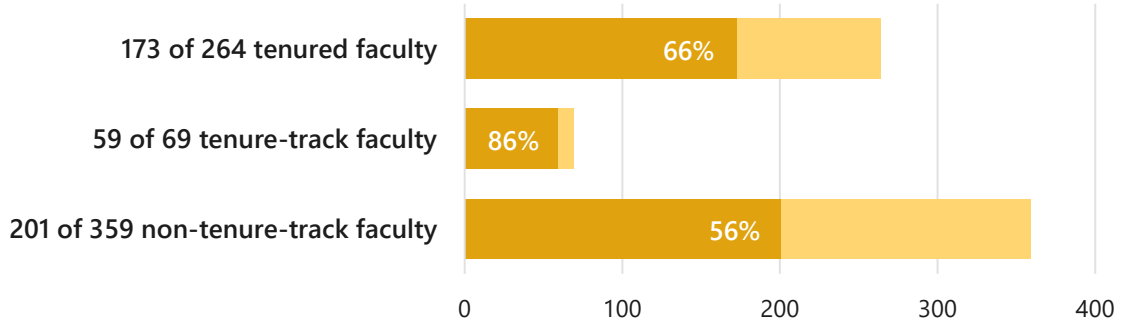
In 2020–21, CETL worked with 504 individuals, 433 of whom were faculty and librarians; these individuals comprise **62.6% of the university's 692 faculty and librarians**. We also worked with 15 professors emeriti and 56 staff members/administrators who are not included in our statistics here. Figure 1 shows a percentage breakdown of the Center's faculty users by college/school, gender identity, workload, and contract for 2020–21 (solid color) compared with the percentage breakdown for the entire faculty at Seattle University (outlined). Figure 2 shows the percentage of faculty we worked with for each contract type. Librarians are included among the non-tenure-track faculty throughout this report.

Figure 1. CETL's faculty users 2020–21 compared to total faculty at Seattle University



> All of my experience has been exceedingly positive. Diverse topics, excellent facilitation, very encouraging especially for newer faculty.

Figure 2. Percentage of CETL users from each faculty rank in 2020/21 (indicated in darker shade).



PROGRAMS AND EVENTS: 2020–21 OVERVIEW

Table 1. Programs and events (abridged titles), 2020–21. Number of sessions in parentheses if more than one.

LEARNING AND TEACHING	WORKSHOPS ▪ Retention, belonging, and achievement: Transparency in learning and teaching (TILT) ▪ Holding space for current events in any discipline (3) ▪ Teaching in the Jesuit Tradition (6) ▪ Transparency in learning and teaching (college-specific) ▪ Effectively using course evaluations (college-specific) ▪ Ignatian Pedagogy Series: Reflective practice (3) ▪ Ignatian Pedagogy Series: Inclusive pedagogies (3) ▪ Teaching community-engaged courses (6) ▪ A sense of belonging: Building relationship-rich class experiences (4) ▪ A sense of belonging: Adapting a pedagogical model to the SU student onboarding experience (for staff) ▪ Trauma-informed pedagogy: A teaching approach to enhance all your students' learning (3) ▪ Supporting classroom discussion through guidelines and agreements (college-specific) ROUNDTABLES, PANEL DISCUSSIONS, POSTER SESSIONS, GUEST SPEAKERS ▪ Connecting class content to what matters: Reflections on community-engaged service-learning courses ▪ Supporting students with anxiety and depression ▪ Teaching and sustainability: How can I include sustainability in *my* course? ▪ Teaching sustainability and the Ignatian tradition ▪ Embodied practices in teaching and research LEARNING COMMUNITIES ▪ Gannon (2020). *Radical hope: A teaching manifesto* (3)
RESEARCH PRACTICE	WORKSHOPS ▪ Unlocking my writing resistance ▪ An introduction to visualizing data using SPSS ▪ The "personal intellectual project:" Capturing, focusing, and (re)inventing your scholarly agenda (2) ▪ Planning an intentional summer LEARNING COMMUNITIES ▪ Reimagining the impact factor: The Ignatian Research Paradigm (3) PANEL DISCUSSIONS ▪ Many roads travelled: Reflections on research funding "roadmaps" ▪ Embodied practices in teaching and research RESEARCH PRACTICE REBOOTS ▪ Writing rocks
PROFESSIONAL DEVELOPMENT	WORKSHOPS ▪ Faculty Leader Series: How resistance can help bring about better organizational change (2) ▪ Thinking about resiliency practices: The why and the how PANEL DISCUSSIONS, CANDID CONVERSATIONS, GUEST SPEAKERS ▪ What we have lost/What we have found: A reflection ▪ Coping with COVID: Workplace burnout and resilience factors LEARNING COMMUNITIES ▪ Rosenberg (2015). *Nonviolent communication: A language of life* (4) COMMUNITIES ▪ Affinity group for faculty parents (9) ▪ Affinity group for tenure-track faculty of color (9) ▪ Chairs' Community of Practice (8) ▪ Nonviolent communication Community of Practice (2) ▪ Navigating overwhelm in uncertain times – a talking circle

NEW FACULTY INSTITUTE

- The well-rounded academic: Work/work balance
- Student perspectives on studying at SU
- Faculty perspectives on teaching at SU
- Thriving at SU as a non-tenure-track faculty member (open to past NFI term faculty participants)
- University Rank and Tenure panel (open to past NFI tenure-track faculty participants)

> The Center for Faculty Development is producing and offering training sessions, opportunities for dialogue about teaching pedagogy, and the significance of being a SU faculty member.

THIS REPORT

This year, we are producing a truncated report compared to previous years in the interests of ameliorating workload. We're still providing the data on the year, but we won't be devoting time to reflections in the way that we'd normally want to. Instead, we intersperse this report with the voices of faculty who completed our anonymous end-of-year survey in June 2021. Their first-hand experiences with the Center relay the impact of our often-hidden work better than we can.

> Always so helpful and generous.

Details about our events and programs are divided into the three areas of our purview, color-coded to ease skimming (teaching and learning – blue; research practice – yellow; professional development – green). At the end of the report, we discuss the Center's internal organization and its external profile.

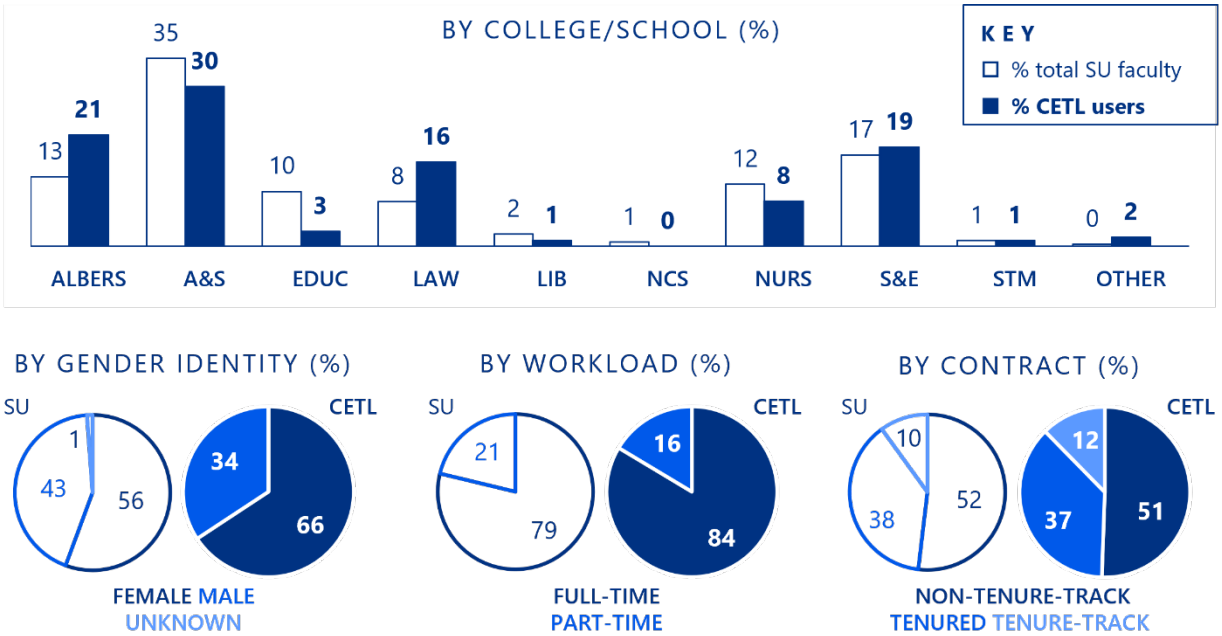
As indicated on page one, the Center ran 91 sessions covering 37 topics in 2020–21, in addition to the New Faculty Institute before the start of Fall Quarter 2020. Sixteen of those programs met on more than one occasion, either as part of a series or as a workshop with follow-up sessions to deepen participants' engagement with, and reflection on, the topic

> CFD's work with faculty and direct contributions to the SU strategy are central to our educational mission and especially important as we return to in-person teaching.

LEARNING AND TEACHING

> As faculty, we are often given minimal to no preparation for teaching and CFD has truly helped to cultivate these skills and I have seen tremendous growth in my teaching strategies as a result of attending workshops offered by CFD every quarter. I have learned SO much around pedagogy that was never taught to me during my graduate training that has been instrumental in my role as an educator.

Figure 3. Faculty participation in Learning and Teaching sessions 2020–21 compared to total faculty



> Attending workshops this year helped me feel less alone in my teaching struggles.

TOPICS AND PARTICIPANTS

In 2020–21, we organized 41 learning and teaching sessions with 401 total attendees (444 including staff).

WORKSHOPS

- *Retention, belonging, and achievement: Transparency in learning and teaching (TILT)* | Facilitated by Katherine Raichle and David Green | 1 session; 14 individual faculty served
- *Holding space for current events in any discipline* | Facilitated by Holly Slay Ferraro and Katherine Raichle | 3 sessions; 19 attendees; 11 individual faculty served
- *Teaching in the Jesuit Tradition* | Co-sponsored by the Center for Jesuit Education (CJE) | Led by Jenny Loertscher (Chemistry/CJE) with one-off co-facilitation by Jen Tilghman-Havens (CJE), Mary Kay Brennan (Social Work/CJE), Drea Verdan (Chemistry), Kristi Lee (Leadership and Professional Studies), Audrey Hudgins (Matteo Ricci Institute), Michelle Harper Kowalczyk (Center for Student

Involvement), and Ana Rivero (Teaching, Learning, and Social Justice) | 6 sessions; 53 faculty attendees (64 including staff); 30 individual faculty and 4 individual staff members served

- *Transparency in learning and teaching (TILT)* | Workshop for a specific college/school | Facilitated by Katherine Raichle | 1 session; 14 individual faculty served
- *Effectively using course evaluations* | Workshop for a specific college/school | Facilitated by David Green | 1 session; 14 individual faculty served
- *A sense of belonging: Building relationship-rich class experiences* | Co-sponsored by the Assistant Provost for Student Academic Engagement and the Center for Digital Learning & Innovation (CDLI) | Facilitated by David Green | 4 sessions; 57 attendees (59 including staff); 41 individual faculty and 1 individual staff member served
- *A sense of belonging: Adapting a pedagogical model to the SU student onboarding experience* | Workshop for staff | Co-sponsored by the Assistant Provost for Student Academic Engagement and Student Academic Services | Facilitated by David Green | 1 session; 17 individual staff members served
- *Ignatian Pedagogy Series: Reflective practice* | Co-sponsored by the Center for Jesuit Education (CJE) | Facilitated by David Green, Jenny Loertscher (Chemistry/CJE), Jen Schulz (Interdisciplinary Liberal Studies), and Jen Tilghman-Havens (CJE) | 3 sessions; 28 attendees; 10 individual faculty served
- *Teaching community-engaged courses* | Co-sponsored by the Center for Community Engagement (CCE) | Facilitated by Kristi Lee (Leadership and Professional Studies/CCE) and Elizabeth Seymour (CCE) | 6 sessions; 21 attendees; 7 individual faculty served
- *Trauma-informed pedagogy: A teaching approach to enhance all your students' learning* | Facilitated by Katherine Raichle | 3 sessions; 46 attendees (49 including staff); 39 individual faculty and 2 individual staff members served
- *Supporting classroom discussion through guidelines and agreements* | Workshop for a specific college/school | Facilitated by Holly Slay Ferraro and David Green | 1 session; 26 individual faculty served
- *Ignatian Pedagogy Series: Inclusive pedagogies* | Co-sponsored by the Center for Jesuit Education (CJE) and the Office of Diversity & Inclusion (ODI) | Facilitated by Holly Slay Ferraro, David Green, Katherine Raichle, and Jen Tilghman-Havens (CJE) | 3 sessions; 22 attendees; 9 individual faculty served

PANEL DISCUSSIONS

- *Connecting class content to what matters: Reflections on teaching remote and in-person community-engaged service-learning courses* | Co-sponsored by the Center for Community Engagement (CCE) | Facilitated by Kristi Lee (Leadership & Professional Studies/CCE) and Elizabeth Seymour (CCE) | 1 panel session; 6 individual faculty and 3 individual staff members served
- *Supporting students with anxiety and depression* | Co-sponsored by Disability Services (DS) and Counseling & Psychological Services (CAPS) | Facilitated by David Green, Kim Thompson (DS), and Aimée Coonerty-Femiano (CAPS) | 1 panel session; 24 individual faculty and 6 individual staff members served
- *Teaching sustainability and the Ignatian tradition* | Co-sponsored by the President's Committee for Sustainability (PCS) and the Center for Environmental Justice & Sustainability (CEJS) | Facilitated

by April Atwood (Marketing/PCS) and Yolanda Cieters (CEJS) | 1 panel session; 9 individual faculty served

- *Embodied practices in teaching and research* | Co-sponsored by the Consortium of Interdisciplinary Scholars (CIS) | Facilitated by Jen Schulz (Interdisciplinary Liberal Studies/CIS) | 1 panel session; 29 individual faculty and 1 individual staff member served [NOTE: This session straddles two areas of our work – learning & teaching and research practice]

VIRTUAL POSTER SESSION

- *Teaching and sustainability: How can I include sustainability in my course?* | Co-sponsored by the President's Committee for Sustainability (PCS) and the Center for Environmental Justice & Sustainability (CEJS) | Facilitated by April Atwood (Marketing/PCS) and Yolanda Cieters (CEJS) | 1 poster session; 14 individual faculty served

FACULTY LEARNING COMMUNITIES

- Gannon, K. M. (2020). *Radical hope: A teaching manifesto* | Facilitated by Katherine Raichle | 3 sessions; 13 attendees; 5 individual faculty served

> "Center for Faculty Development programming has had an indelible impact on my development as an educator. Because of their trainings and workshops, I am more confident in my teaching practice and am more able to ensure my learning objectives are met with each of my students."

Figure 4. "The number of learning and teaching events and services offered this year was…"

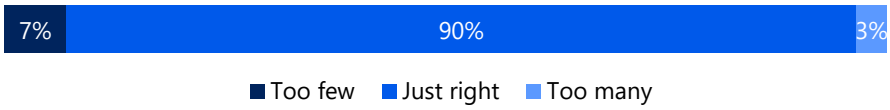


Figure 5. Cumulative survey responses for all learning and teaching sessions (%)

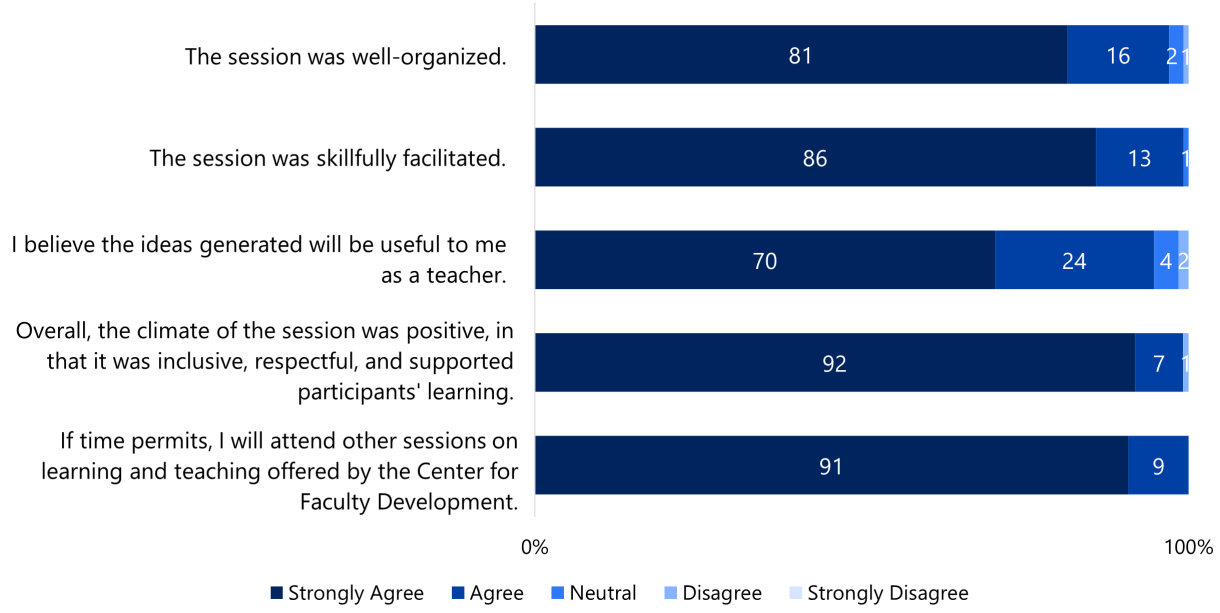
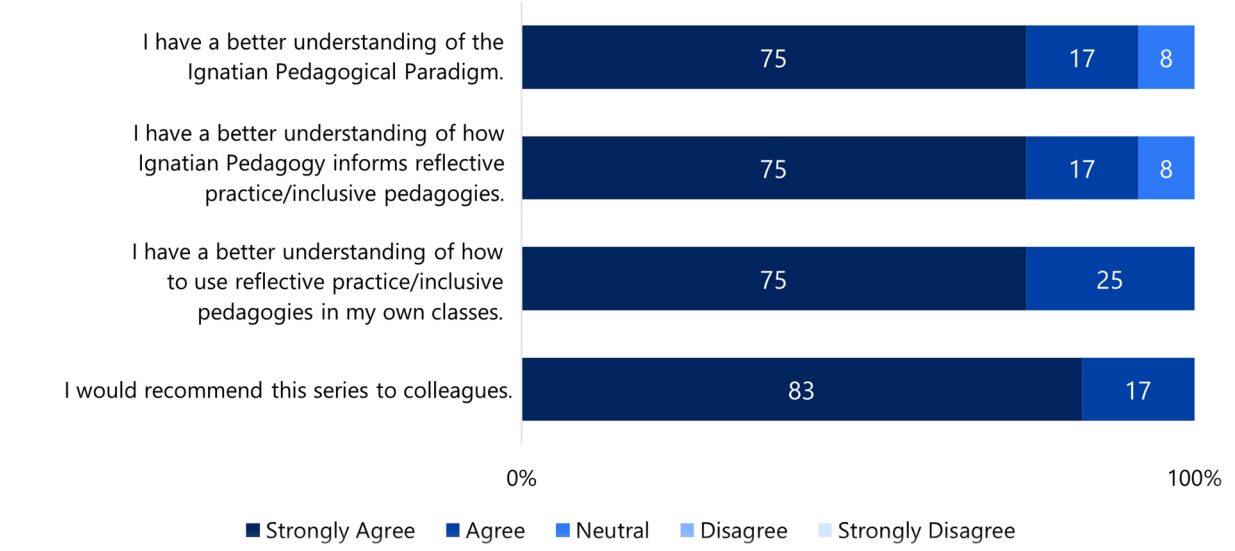


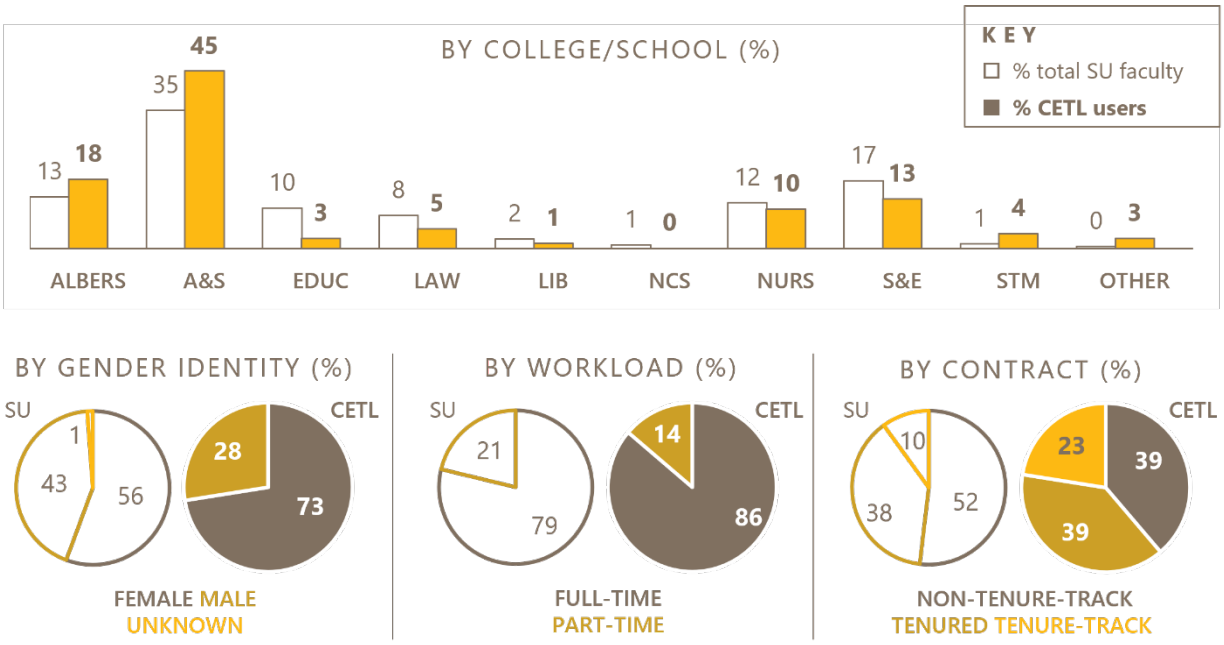
Figure 6. Additional feedback on the two Ignatian Pedagogy Series (reflective practice, inclusive pedagogies)



RESEARCH PRACTICE

> CFD has provided workshops that have taught me effective strategies that have helped me to organize my research projects.

Figure 7. Faculty participation in Research Practice sessions 2020–21 compared to total faculty



TOPICS AND PARTICIPANTS

In 2020–21, we organized 11 research practice sessions with 148 total attendees (151 including staff).

WORKSHOPS & PANEL DISCUSSIONS

- *Many roads travelled: Reflections on research funding "roadmaps"* | Co-sponsored by the Office of Sponsored Projects (OSP) | Facilitated by Kara Luckey (OSP) | 1 panel session; 11 individual faculty served
- *Unlocking my writing resistance* | Facilitated by Holly Slay Ferraro | 1 session; 15 individual faculty served
- *An introduction to visualizing data using SPSS* | Co-sponsored by the Data Science Working Group and the Office of Sponsored Projects | Facilitated by Erica Rauff (Kinesiology), McLean Sloughter (Mathematics), and AJ Stewart (Mathematics) | 1 session; 16 individual faculty and 1 individual staff member served
- *The "personal intellectual project:" Capturing, focusing, and (re)inventing your scholarly agenda* | Co-sponsored with the Office of Sponsored Projects (OSP) | Facilitated by David Green and Kara Luckey (OSP) | 2 sessions; 12 attendees; 7 individual faculty served
- *Embodied practices in teaching and research* | Co-sponsored by the Consortium of Interdisciplinary Scholars (CIS) | Facilitated by Jen Schulz (Interdisciplinary Liberal Studies/CIS) | 1 panel session; 29 individual faculty and 1 individual staff member served
- *Planning an intentional summer* | Co-sponsored by the Office of Sponsored Projects (OSP) | Facilitated by Holly Slay Ferraro | 1 session; 13 individual faculty and 1 individual staff member served

RESEARCH PRACTICE REBOOTS

- *Writing rocks* | Facilitated by Holly Slay Ferraro and David Green | 1 session; 6 individual faculty served

FACULTY LEARNING COMMUNITIES

- *Reimagining the impact factor: The Ignatian Research Paradigm* | Co-sponsored by the Center for Jesuit Education (CJE), the SU ADVANCE program, and the Institute for Catholic Thought & Culture (ICTC) | Facilitated by Kristi Lee (Leadership & Professional Studies/CJE) and Jen Tilghman-Havens (CJE) | 3 sessions; 46 attendees; 16 individual faculty served

Figure 8. "The number of research practice events and services offered this year was…"

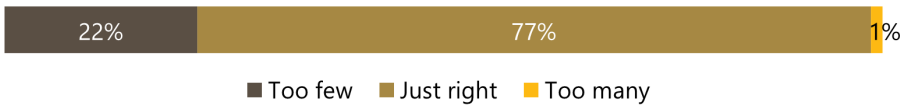
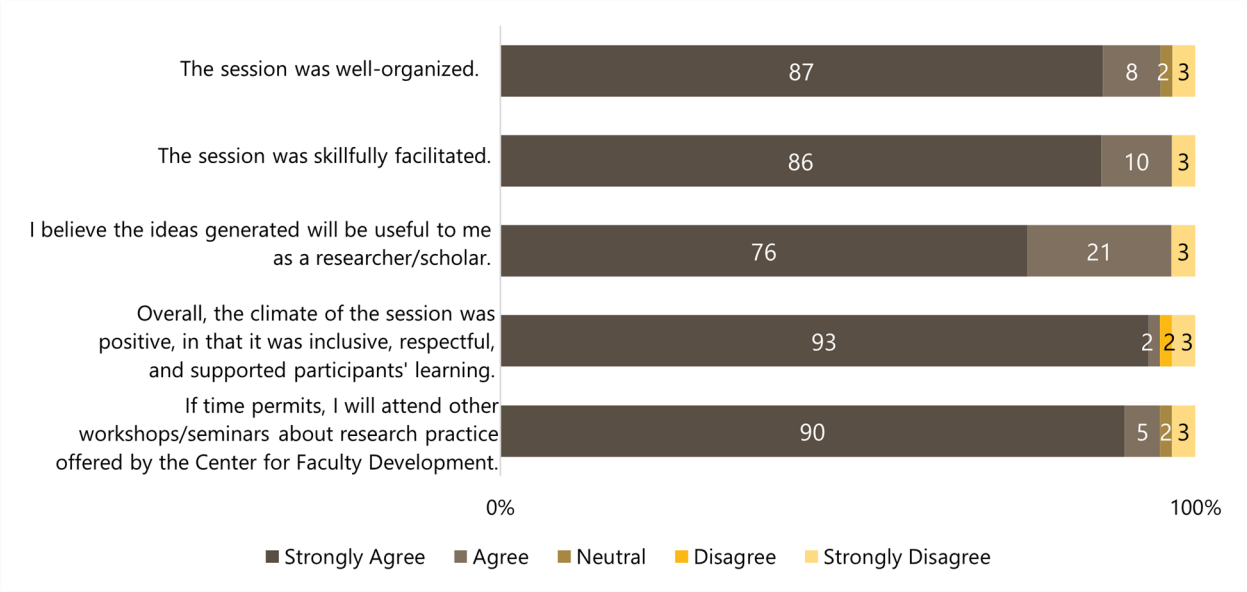


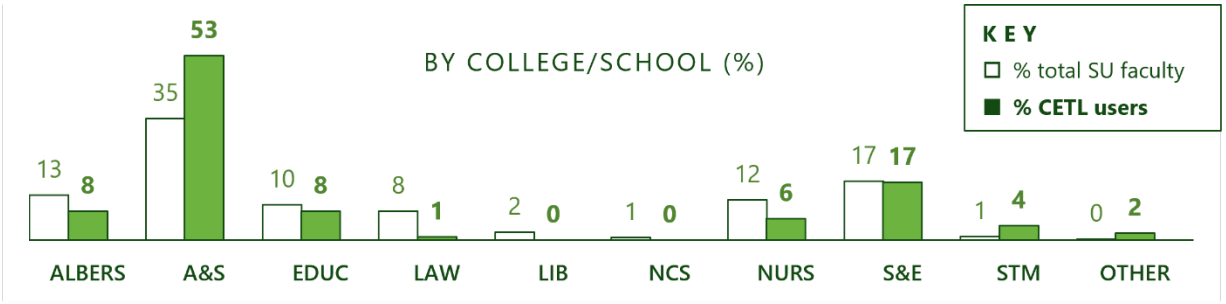
Figure 9. Cumulative survey responses for all research practice sessions (%)

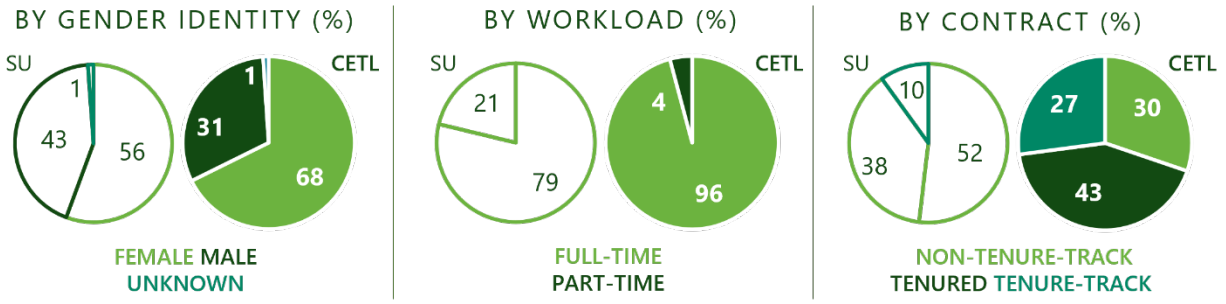


PROFESSIONAL DEVELOPMENT

> The Center for Faculty Development is an amazing asset for SU. It has improved my teaching and program leadership. I consistently turn to the center for advice if I am having challenges in my courses or in department leadership.

Figure 10. Faculty participation in professional development sessions 2020–21 compared to total faculty





In 2020–21, we organized 40 professional development sessions with 273 total attendees (282 including staff). Below we separate this element of our work into chair programs, open internal programs, and open external programs through the National Center for Faculty Development and Diversity (NCFDD). Figure 10 provides a full breakdown of attendances at our Professional Development events by college/school, gender, rank, and workload, while Figure 13 below provides the same breakdown for Seattle U subscribers to NCFDD, for which the center pays institutional membership.

CHAIR PROGRAMS

COMMUNITIES OF PRACTICE

- *Chairs' Community of Practice* | Facilitated by Holly Slay Ferraro and David Green | 8 sessions; 58 total attendees; 14 individual faculty served
    - Group members choose the topic for each gathering of department chairs and program directors with personnel responsibilities. In 2020–21, chairs chose areas such as responding to the COVID-19 pandemic, remote teaching, and institutional racism.

WORKSHOPS

- *Faculty Leader Series: Resistance or resource? How resistance can help bring about better organizational change* | Facilitated by Holly Slay Ferraro | 2 sessions; 12 attendees; 10 individual faculty served

> "The CFD has been an invaluable resource for me throughout my development as a faculty member at SU."

OPEN PROGRAMS (INTERNAL)

COMMUNITIES OF PRACTICE

- *Nonviolent communication* | Co-sponsored by the Office of the Faculty Ombudsperson | Facilitated by David Green and McKenna Lang (Faculty Ombudsperson) | 2 sessions; 14 total attendees; 9 individual faculty served

PANELS, CAMPUS TALKS, TALKING CIRCLES, WORKSHOPS, & CANDID CONVERSATIONS

- *Thriving at SU as a non-tenure-track faculty member* | Facilitated by David Green | 1 panel session; 7 individual faculty served
- *University rank and tenure panel* | Facilitated by Holly Slay Ferraro | 1 panel session; 7 individual faculty served
- *Coping with COVID: Workplace burnout and resilience factors* | Co-sponsored by the Psychology Department and College of Arts & Sciences | Facilitated by Kira Mauseth (Psychology) | 1 session; 23 individual faculty served
- *Navigating overwhelm in uncertain times: A talking circle* | Co-sponsored by the Office of the Faculty Ombudsperson | Facilitated by McKenna Lang (Faculty Ombudsperson) and Pamela Taylor (Teaching, Learning, and Social Justice) | 1 session; 2 individual faculty served

- *Thinking about resiliency practices: The why and the how* | Co-sponsored by the Office of the Faculty Ombudsperson | Facilitated by McKenna Lang (Faculty Ombudsperson) and Heather DePuydt (Nursing) | 1 session; 6 individual faculty and 1 individual staff member served
- *What we have lost/What we have found: A reflection* | Co-sponsored by the Consortium of Interdisciplinary Scholars (CIS) and the Center for Jesuit Education (CJE) | Facilitated by Jen Schulz (CIS/Interdisciplinary Liberal Studies), David Green, and Jen Tilghman-Havens (CJE) | 1 session; 11 individual faculty and 7 individual staff members served

AFFINITY GROUPS

- *Affinity group for tenure-track faculty of color* | Co-sponsored by the Office of Diversity & Inclusion | Facilitated by Holly Slay Ferraro | 9 sessions; 47 attendees; 15 individual faculty served
- *Affinity group for faculty parents* | Facilitated by Katherine Raichle | 9 sessions; 39 attendees (40 including staff); 9 individual faculty and 1 individual staff member served

FACULTY LEARNING COMMUNITIES

- Rosenberg, M. B. (2015). *Nonviolent communication: A language of life* | Co-sponsored by the Office of the Faculty Ombudsperson | Facilitated by David Green and McKenna Lang (Faculty Ombudsperson) | 4 sessions; 47 attendees; 14 individual faculty served

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

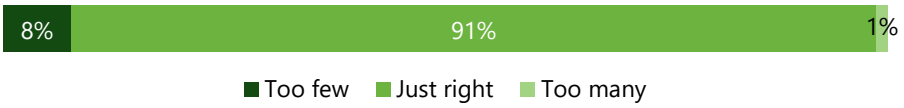
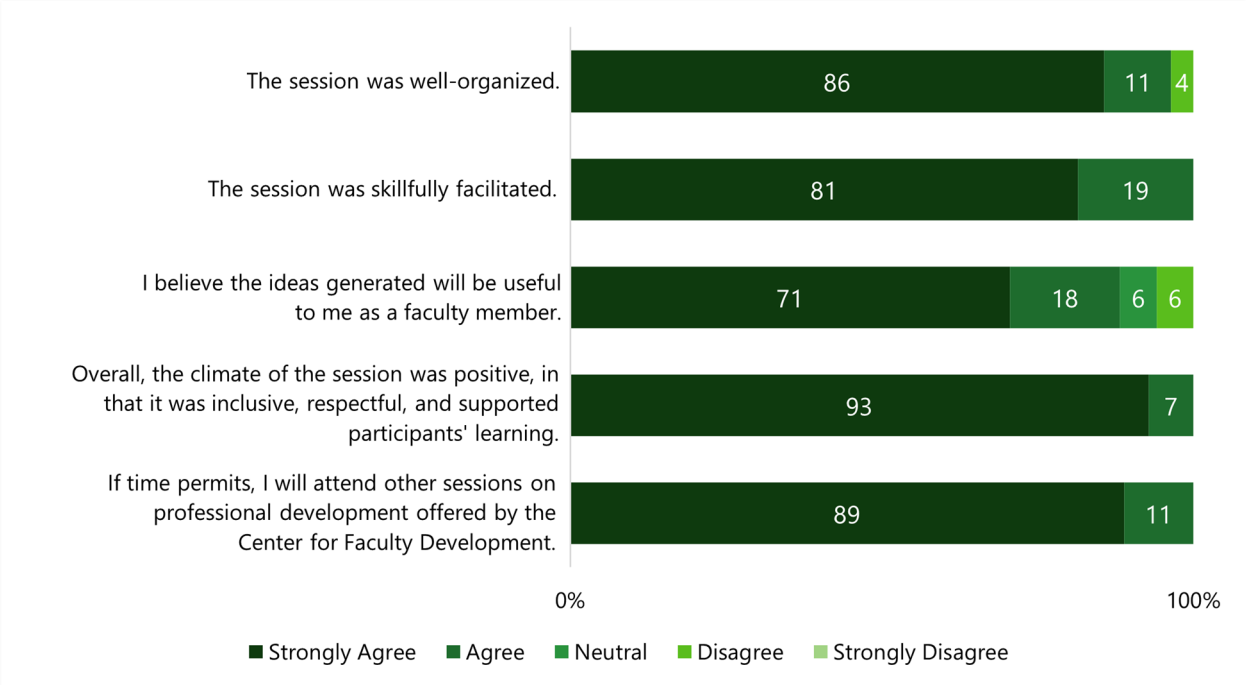


Figure 12. Cumulative survey responses for all professional development sessions (%)



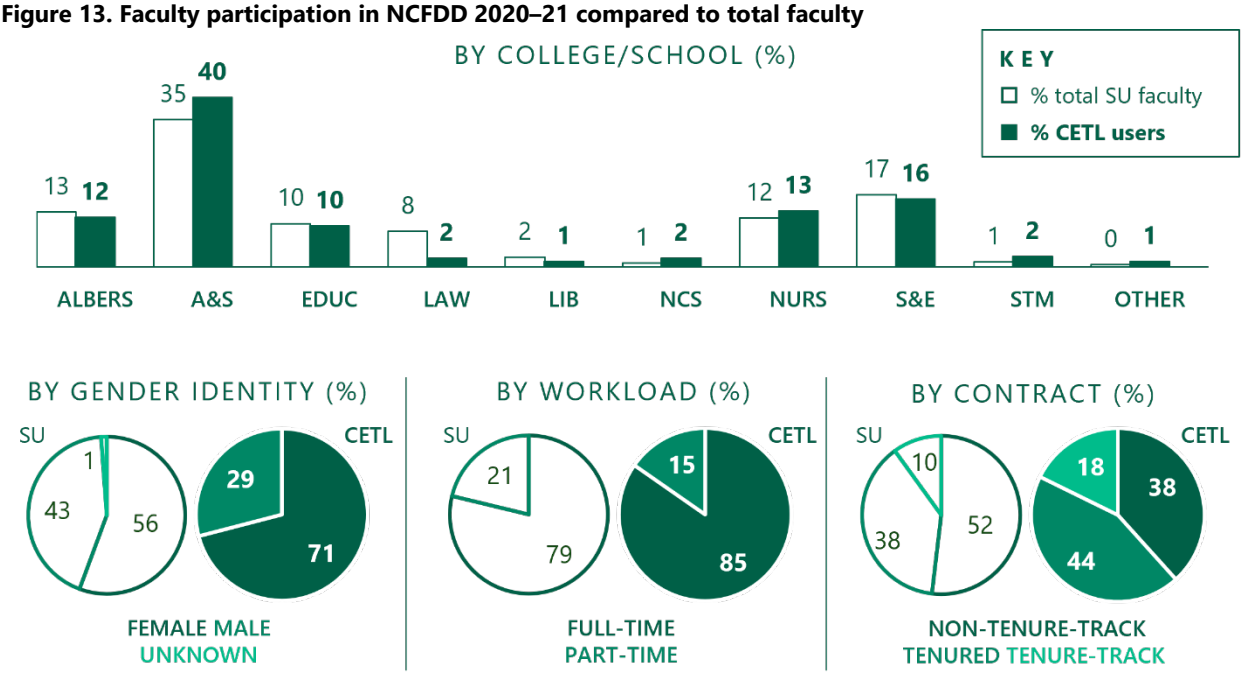
OPEN PROGRAMS (EXTERNAL): NATIONAL CENTER FOR FACULTY DEVELOPMENT AND DIVERSITY

NCFDD INSTITUTIONAL MEMBERSHIP

- National Center for Faculty Development and Diversity (NCFDD) | 277 faculty served

> The NCFDD, the Faculty Success Program and the Post-Tenure Pathway program have been some of the most positive and supportive programs I've participated in as an academic.

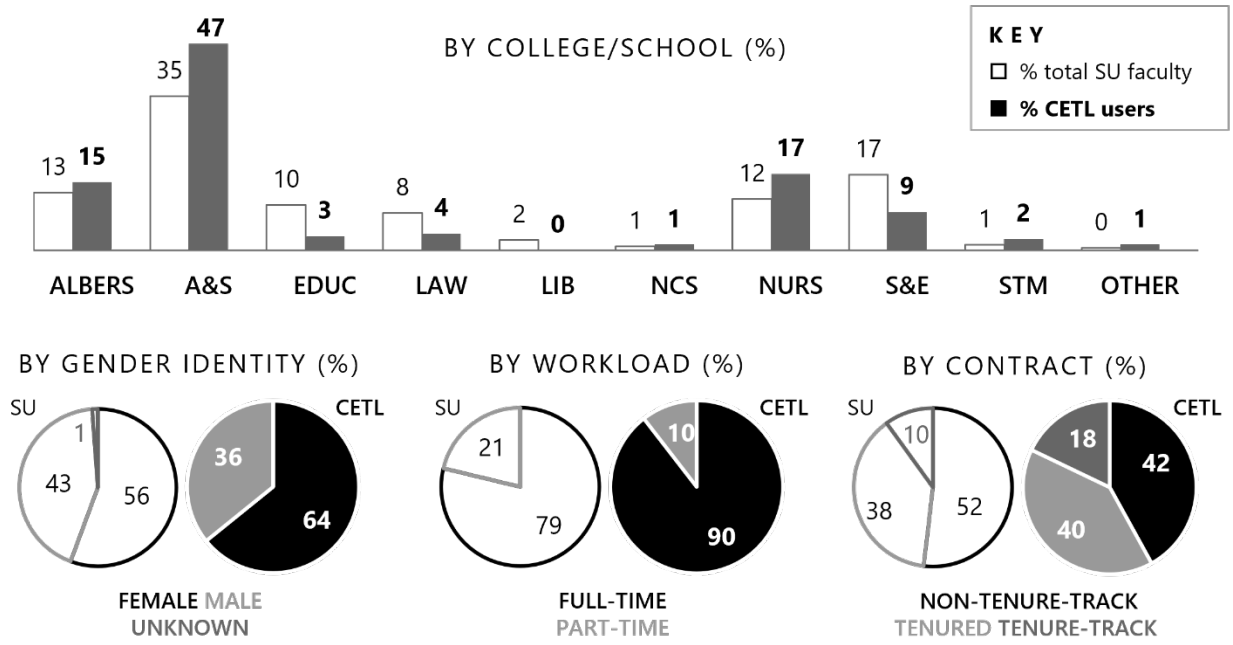
Figure 13. Faculty participation in NCFDD 2020–21 compared to total faculty



CONSULTATIONS

> I have done individual consults around course assignments/ rubric development and the support I received from the CFD was amazing and so helpful!

Figure 14. Faculty consultations 2020–21 compared to total faculty



During 2020–21, Holly Slay Ferraro, David Green, Katherine Raichle, and Therese Huston (Faculty Development Consultant and founding center director) provided 139 consultations to 170 different consultees (of whom eight were staff or administrators), totaling 130.25 hours.

Figure 15 shows consultation topics that made up 5% or more of total consultations, using the same color coding (Learning and Teaching – blues; Research Practice – yellows/browns; Professional Development – greens). Unlike the consultations bar graph in the executive report, where each consultation is recorded based on the *main* conversation topic, this chart also captures multiple topics in the same consultation.

> It feels like CFD genuinely cares about faculty and understands us (struggles, joys, etc.)

Figure 15. Proportional word cloud of consultation topics, 2020–21

SERVICE TO THE UNIVERSITY

> The Center for Faculty Development has been integral to both my success as new faculty and to my well-being! This is an invaluable resource at the institution that benefits not only our faculty, but ultimately our students, and actively supports the SU mission and values.

NEW FACULTY INSTITUTE 2020

The Center directed its fourteenth New Faculty Institute (NFI) on behalf of the Provost's Office in September 2020, with 32 participants. For the first time ever, NFI was delivered entirely remotely; due to the shortened timeframe between the beginning of new faculty contracts and the start of Fall Quarter, the "regular" institute itself was truncated to two half-days, with various preparatory and follow-up materials on Canvas, while other sessions we moved to Friday afternoons during the fall, including the student roundtables, featuring 21 current SU undergraduate, graduate, and law students. New faculty were able to meet virtually with colleagues from across campus, including the President, Provost, and Associate Provost for Faculty.

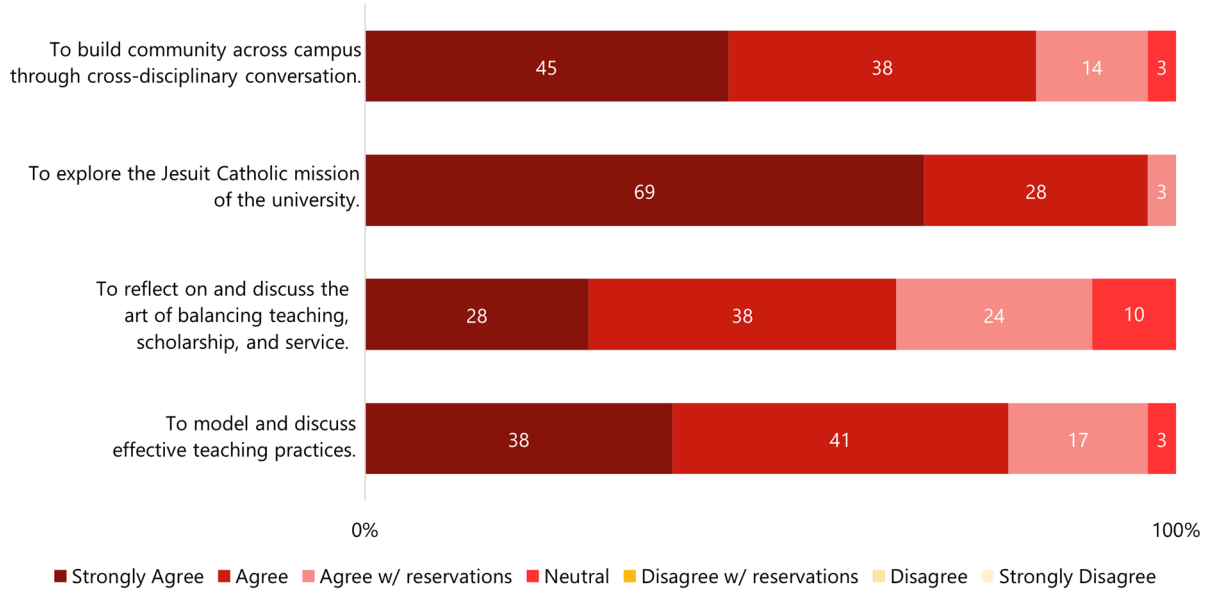
> Very valuable sessions, especially appreciated focus on whole person and fulfillment

NFI 2020 Planning Team members were:

- Katherine Raichle (NFI Co-Director) | Faculty Development/Psychology, Arts and Sciences
- David Green (NFI Co-Director) | Faculty Development/International Studies, Arts and Sciences
- Heather DePuydt | Nursing
- Holly Slay Ferraro | Faculty Development/Management, Albers
- Colette Hoption | Management, Albers
- Doug Latch | Chemistry, Science and Engineering
- Colette Taylor | Leadership and Professional Studies, Education
- Jen Tilghman-Havens | Jesuit Education/Theology & Religious Studies, Arts and Sciences

The Provost's Office set seven goals for NFI 2020, the first four of which are addressed in the initial event.

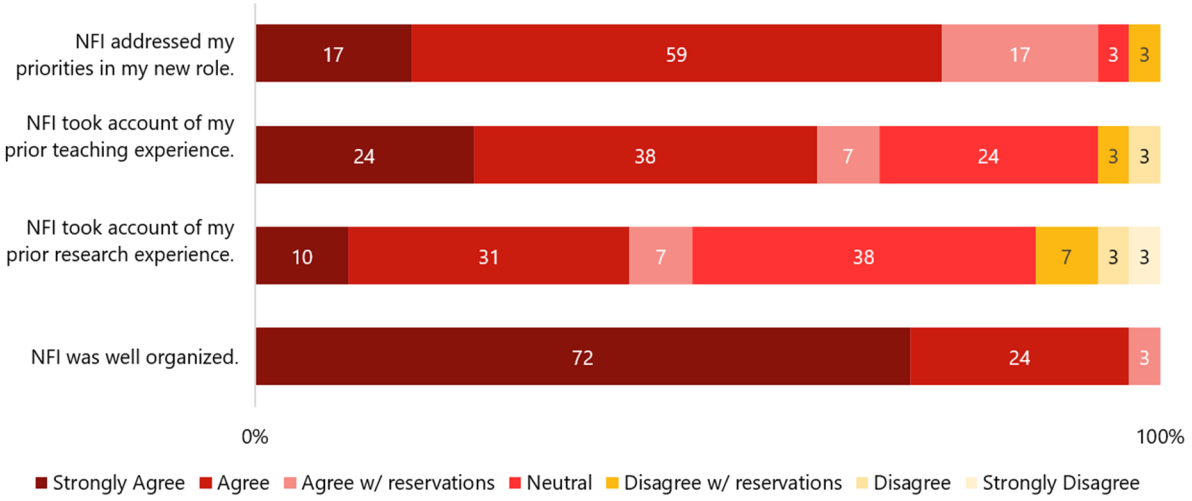
Figure 16: To what extent do participants agree that we met the NFI 2020 goals?



> I learned virtual strategies to use in my classroom (thanks to your modeling!)

Of note, 2020 was also the year in which the Provost's Office expanded the criteria for participating in NFI. Four further questions help us gauge how successfully we are managing the NFI process for faculty who are joining us with a variety of prior academic experiences, as shown in Figure 17.

Figure 17: NFI 2020 To what extent do you agree with the following statements?



> In a week of endless meetings, these were by far the most interesting, useful, and enjoyable. Really appreciate the hard work it took to put together the past couple of days—seamless!

UNIVERSITY SERVICE WORK

Holly Ferraro: Summer University Core Course Development Team (UCOR 2019: Pursuing a Just and Humane World); ADVANCE committee; Provost's Strategic Planning Council; Trustee Committee on Mission, Culture, and Identity.
David Green: New Faculty Institute Co-Director, Provost's Strategic Planning Council
Katherine Raichle: New Faculty Institute Co-Director
Rachel Olson: Administrative Staff Community of Practice

ORGANIZATION

> this center [...] is one of SU's Crown Jewels

WITHIN THE PROVOST'S OFFICE

The Center continues to report to Dr Kathleen La Voy, Associate Provost for Faculty Affairs, and we meet regularly to discuss issues we identify among the faculty, as well as being able to pass on faculty requests, concerns, or observations anonymously. Dr La Voy has been an immense source of wisdom, care, and kindness throughout the year, and we are grateful for her outstanding and understated leadership.

STRATEGIC PLANNING

Center's Strategic Planning Group continued to help us gather divergent perspectives to help our decision-making. 2020–21 group members were:

- PJ Alaimo | Chemistry, College of Science & Engineering
- Joyce Allen | University Registrar
- Sven Arvidson | Interdisciplinary Liberal Studies, College of Arts & Sciences/CETL
- Rashmi Chordiya | Institute of Public Service, College of Arts & Sciences
- Alfred Pérez | Social Work, College of Arts & Sciences
- Christina Roberts | English, College of Arts & Sciences
- Lindsay Whitlow | Biology, College of Science & Engineering

IMPACT ON HIGHER EDUCATION NATIONALLY AND INTERNATIONALLY

The Center continues to contribute to national and international dialogue around educational development topics. Not only does this keep us current in the field and engage us intellectually, it also helps us lift up Seattle University as an institution where faculty have the opportunity to be encouraged and supported holistically.

Because of our reputation, we are regularly contacted by other universities for advice and insights on our holistic structure, how we plan and implement our activities, our data gathering, our events, and our

research. Our annual reports appear to be read most often by educational developers and academic leaders at other institutions. This year, we responded to enquiries from:

- Brown University, RI
- Pacific Lutheran University, WA
- Saint Edward's University, TX
- Saint Martin's University, WA
- Santa Clara University, CA
- University of Richmond, VA
- University of San Francisco, CA
- University of Tromsø–The Arctic University Norway, Norway

2020–21 was also the fourth year in which the center director ran learning and teaching workshops for STEM faculty at Saint Peter's University in Jersey City, NJ, as part of the final year of their grant from the US Department of Education. This year's workshops were run remotely via Zoom, as were two further remote institution-wide workshops on course design for Saint Peter's University faculty in July 2020.

BOOKS

Huston, T. (2021). *Let's talk: Make effective feedback your superpower*. New York, NY: Portfolio/Penguin Random House.

PEER-REVIEWED ARTICLES AND BOOK CHAPTERS

Ferraro, H. S. (2020). Careers, identities, and institutions: The promise of narrative analysis. In J. Tosti-Kharas & W. Murphy (Eds.), *The Handbook for Research Methods in Careers* (pp. 267–282). Edward Elgar.

Little, D., & **Green, D. A.** (2021). A credibility framework in educational development: Trustworthiness, expertise, and identification. *Higher Education Research & Development*. Advance online publication. doi.org/10.1080/07294360.2020.1871325

ARTICLES

Huston, T. (2021, Mar. 23). The two kinds of praise we all need to get at work. *TED Ideas*. https://ideas.ted.com/2-kinds-of-praise-at-work-me-strength-we-strength/

Huston, T. (2021, Feb. 15). How to provide effective feedback by listening more and talking less. *Business Insider*. https://www.businessinsider.com/effective-feedback-should-be-a-two-way-conversation-2021-1

Huston, T. (2021, Jan. 26). Giving critical feedback is even harder remotely. *Harvard Business Review*. https://hbr.org/2021/01/giving-critical-feedback-is-even-harder-remotely

Huston, T. (2021, Jan. 26). Men and women receive different performance reviews: Here's how to fix that. *Entrepreneur*. https://www.entrepreneur.com/article/363485

Huston, T. (2021, Jan. 21). "He's like Tony Stark and she's like my mom:" How workplace praise diverges between men and women. *Fast Company*. https://www.fastcompany.com/90594770/hes-like-tony-stark-and-shes-like-my-mom-how-workplace-praise-is-diverges-between-men-and-women

Huston, T. (2021, Jan. 20). The simple way to make giving feedback easier. *MIT Sloan Management Review*. https://sloanreview.mit.edu/article/the-simple-way-to-make-giving-feedback-easier/

Huston, T. (2020, Oct. 8). When you need to give tough feedback, forget Zoom and pick up the phone. *Fast Company*. https://www.fastcompany.com/90560055/when-you-need-to-give-tough-feedback-forget-zoom-and-pick-up-the-phone

INVITED SESSIONS

Ferraro, H. S. (2021, January). Discussion facilitator for Martha Jones' *Vanguard: How Black women broke barriers, won the vote, and insisted on equality for all.* Seattle University Reading RedHawks. Seattle, WA.

Ferraro, H. S. (2021, January). *For such a time as this….* Virtual Keynote speaker and Q&A discussion facilitator. St. Martin's University Convocation for faculty and staff.

Ferraro, H. S. (2020, October). *Straight talk about DEI*. Albers Board & Mentor Convocation. Seattle, WA.

Ferraro, H. S. (2020, October). *Bias in marketing: Lessons to be learned* [panel]. Seattle University American Marketing Association. Seattle, WA.

Ferraro, H. S. (2020, September). *Fit as complicity with racism*. Washington Global Health Alliance. Seattle, WA.

Ferraro, H. S. (2020, August). *Why is it so difficult (for some of us) to talk about race at work (sometimes)?* Engaged Employers Symposium, Seattle, WA.

Green, D. A. (2021, June). *Consolidating our learning: Reflections and questions from four years of professional development work*. Invited virtual presentation for STEM faculty at Saint Peter's University, Jersey City, NJ.

Green, D. A. (2021, May). *Lessons learned from a year of pandemic teaching: What we can keep, what we can discard, and what new confounds to consider*. Invited virtual presentation for STEM faculty at Saint Peter's University, Jersey City, NJ.

Green, D. A. (2020, July). *Sturdy and flexible course design in the age of COVID-19 and beyond*. Two invited virtual presentations for all faculty at Saint Peter's University, Jersey City, NJ.

Huston, T. (2021, June). *Let's talk: How to give honest feedback in an effective way*. Virtual event for RALLY. Streamed out of Los Angeles, CA

Huston, T. (2021, June). *Let's talk: Make effective feedback your superpower*. Virtual event for Microsoft. Streamed out of Redmond, WA.

Huston, T. (2021, May). *Leading as women: Tackling two essential, unspoken challenges*. Virtual event for the Cleveland Clinic/Case Western Reserve. Streamed out of Cleveland, OH.

Huston, T. (2021, April). *Let's talk: Make effective feedback your superpower*. Virtual event for Noblis. Streamed out of Reston, VA.

Huston, T. (2021, March). *How to nail your annual appraisals*. Virtual event for AllBright Club. Streamed out of London, UK.

Huston, T. (2021, January). *Tackling unconscious bias in feedback and performance reviews*. Virtual event for Mother Attorneys Mentoring Association of Seattle. Streamed out of Seattle, WA.

Huston, T. (2020, November). *Penguin pro-tip series: In conversation with Therese Huston*. Virtual event for Penguin Random House. Streamed out of New York, NY.

Huston, T. (2020, September). *Better feedback, unbiased feedback*. Virtual workshop for Microsoft. Streamed out of Seattle, WA.

Huston, T. (2020, July). *Tackling unconscious bias in feedback at work*. Virtual talk for Albers Business School's MBA program. Streamed out of Seattle, WA.

JOURNAL EDITING AND PROFESSIONAL SERVICE

Ferraro, H. S. (2021–present). Associate Editor. *Journal of Managerial Psychology*.

Ferraro, H. S. (2017–present). Editorial Review Board. *Journal of Managerial Psychology*.

Green, D. A. (2014–present). Editorial board member, *International Journal for Academic Development*.

Green, D. A. (2018–20). Judge, Article of the Year award, *International Journal for Academic Development*.

Green, D. A. (2021). Global Advisory Group member, International Consortium for Educational Development 2022 conference, Aarhus, Denmark.

Green, D. A. (2021). Reviewer. *Higher Education Research & Development*; *Hungarian Education Research Journal* (special issue on "Catalyzing pedagogical change"); *International Journal for Academic Development*.

Raichle, K. (2021). Reviewer. *The Clinical Journal of Pain; Disability and Rehabilitation; Journal of Rehabilitation Research and Development; Pain Medicine*.

David A Green, PhD | Director
Holly Slay Ferraro, PhD | Associate Director for Faculty Professional Development
Katherine Raichle, PhD | Associate Director for Learning and Teaching
Rachel Olson | Senior Administrative Assistant

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