ANNUAL REPORT 2022–23

EXECUTIVE SUMMARY

FACULTY FORMATION FOR STUDENT SUCCESS

> The work of the Center for Faculty Development is a major support that makes SU an even more attractive employer. The support is real and I've seen the impact again and again.

The Center for Faculty Development (CFD) engages faculty holistically across the three areas of (1) learning and teaching, (2) research practice, and (3) professional development, reflecting Seattle University's Jesuit model of whole-person education. Grounded in evidence-informed practice and with focused attention to our context at SU, we provide spaces for faculty to connect, grow, verbalize, and discern. Following national ethical guidelines, our work with faculty is voluntary, formative, and confidential.

2022–23 CENTER ACTIVITY ACROSS ITS THREE BROAD AREAS

> The Center for Faculty Development is an incredible resource for all faculty. Whether you are just starting your career, or you are a veteran, there are workshops, trainings, and consulting opportunities to help navigate all aspects of your work.

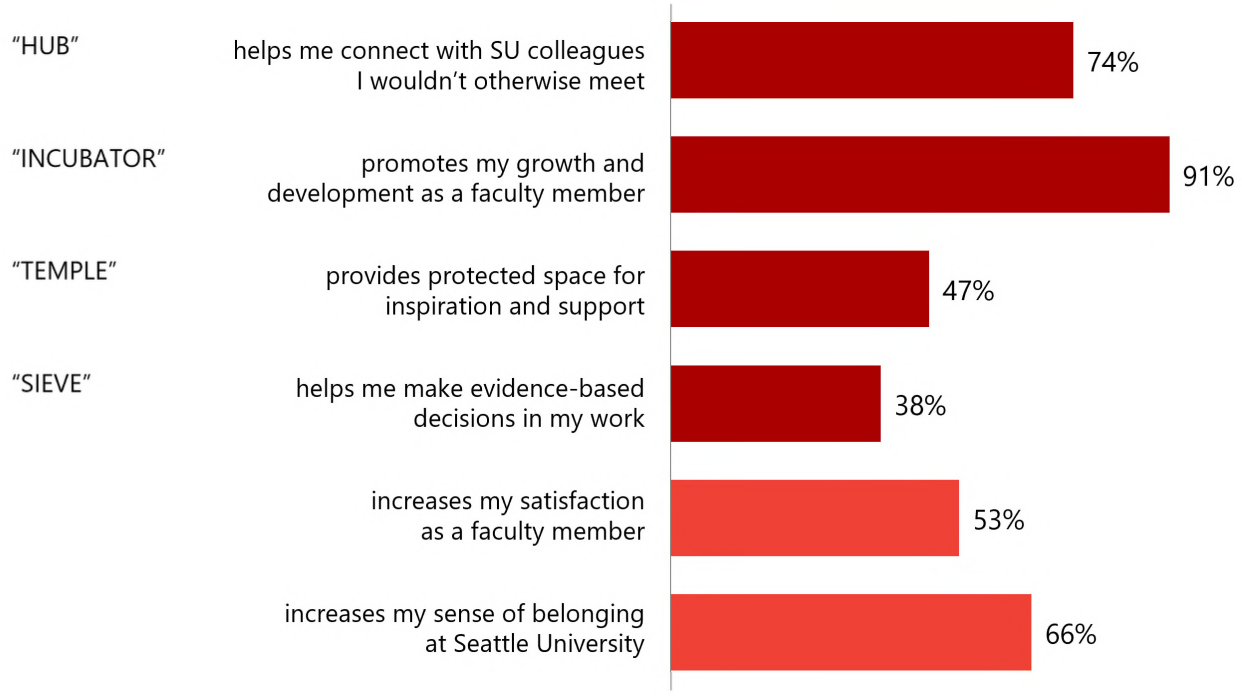
2022–23 ALIGNING WITH THE REIGNITED STRATEGIC DIRECTIONS

We've organized our programming to align with the five SU strategic goals pertaining to faculty:

11 sessions	23 sessions	69 sessions	19 sessions	29 sessions
FOUNDATION	**GOAL 1**	**GOAL 2**	**GOAL 3**	**GOAL 4**
Remain anchored in our Jesuit and Catholic character	Reimagine and revise our curriculum	Strengthen professional formation for all	Enhance the student experience	Promote inclusive excellence

2022–23 WHAT ROLES ARE WE PLAYING FOR FACULTY?

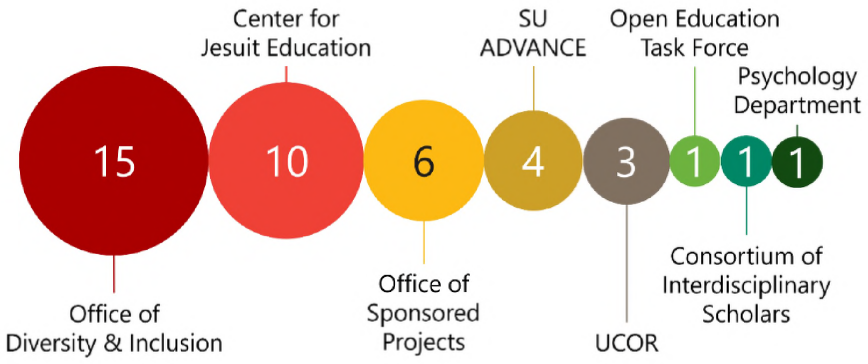
Using a framework from Stevens, Armstrong, and Arum (2008), we asked faculty in our annual survey to let us know which of four roles the Center plays for them: hub, incubator, temple, and sieve:



Here we see the Center particularly plays the role of "incubator" (91%), promoting individuals' growth and development, followed by "hub" (74%) – connecting colleagues across campus. In addition, two thirds of respondents say CFD boosts their sense of belonging at SU, while just over half say it increases their satisfaction as faculty.

2022–23 CONNECTING ACROSS CAMPUS

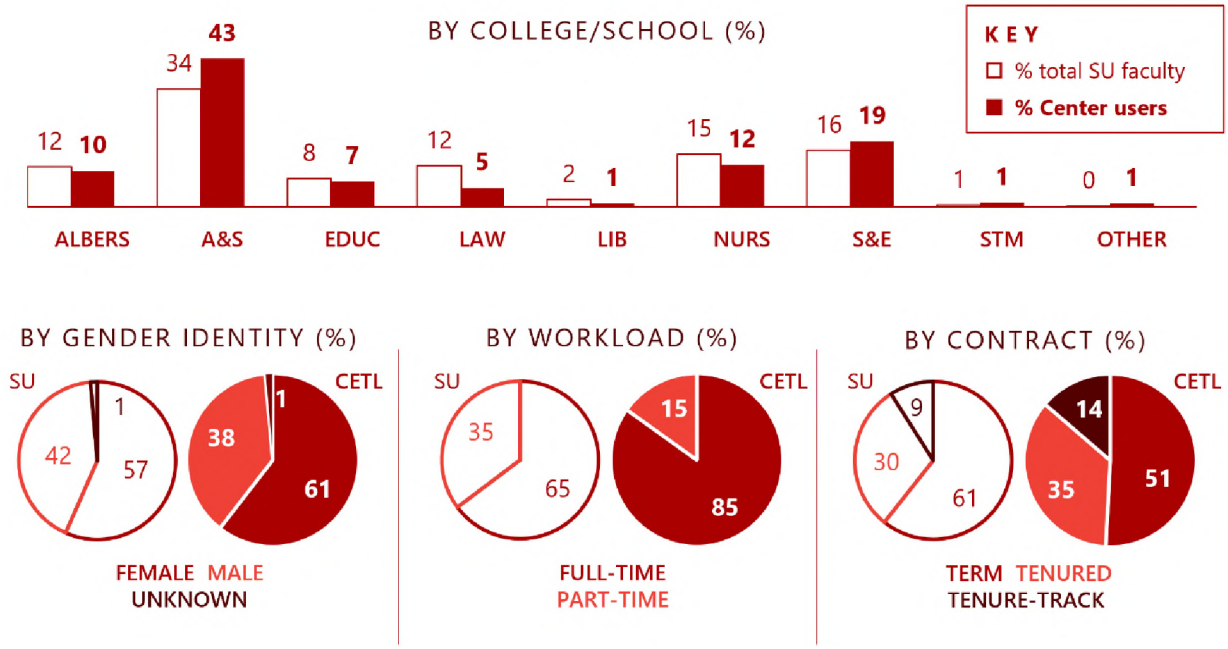
The Center continues to act as a boundary-spanner across campus; this year, we brought together colleagues from eight different areas of campus to connect with faculty in meaningful ways. The most notable of these partnerships have been with the Office of Diversity and Inclusion and the Center for Jesuit Education, involving not only co-sponsorship but also joint creation and facilitation of sessions.



WHO WORKS WITH US?

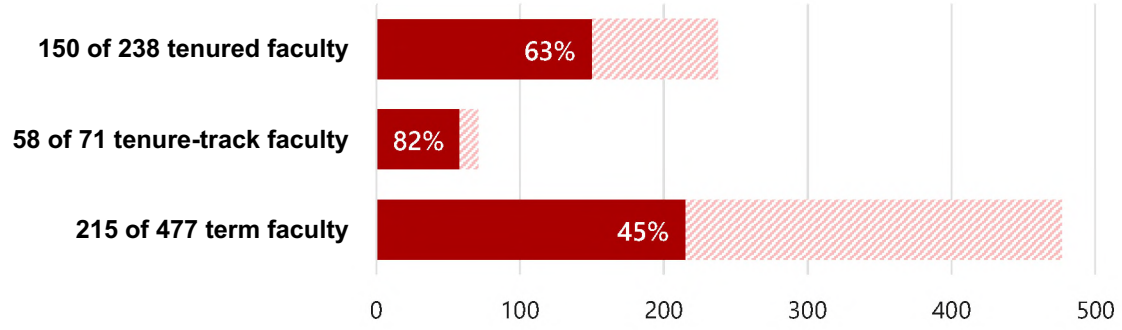
In 2022–23, CFD worked with 466 individuals, 423 of whom were faculty and librarians; these individuals comprise **53.8% of the university's 786 faculty and librarians**. We also worked with 21 professors emeriti and 22 staff members/administrators who are not included in our statistics here. Figure 1 shows a percentage breakdown of the Center's faculty users by college/school, gender identity, workload, and contract for 2022–23 (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 term faculty numbers throughout this report.

Figure 1. Center's faculty users 2022–23 compared to total faculty at Seattle University



Overall in 2022–23, we see proportional overrepresentation (by 5% or more) from the College of Arts and Sciences, full-time faculty, tenured and tenure-track faculty, with underrepresentation from the School of Law, part-time faculty, and term faculty. Law operates on a different calendar from the rest of campus and also offers its own discipline-specific development opportunities, so may partly explain these data. Part-time faculty, all of whom are also term faculty, also have greater limits on their availability to participate, so their underrepresentation here does not surprise us.

Figure 2. Percentage of Center users from each faculty rank in 2022–23 (indicated in darker shade).



PROGRAMS & EVENTS: 2022–23 OVERVIEW

Table 1. 2022–23 programs & events (abridged titles), linked to Reignited Strategic Directions (RSD) goals.
Number of sessions in parentheses if more than one.

Foundation	Remaining anchored in our Jesuit & Catholic character	Goal 3	Enhance the student experience
Goal 1	Reimagine & revise our curriculum	Goal 4	Promote inclusive excellence
Goal 2	Strengthen professional formation for all	Goal 5	Reposition for growth

F	1	2	3	4	5	
						LEARNING & TEACHING: WORKSHOPS
F	1	2	3	4		Teaching in the Jesuit Tradition (2)
F	1	2	3	4		Ignatian Pedagogy Series: Inclusive Pedagogies (4)
	1	2	3	4		Microaggressions & classroom learning: Interventions, recognizing missteps, & time to practice (2)
F	1	2	3	4		Ignatian Pedagogy Series: Whole-Person Education (3)
	1	2	3			Small yet meaningful: Micro-strategies to enhance students' attention, motivation, and well-being
	1	2	3	4		Transparency in learning and teaching (TILT) (2) (for UCOR faculty)
	1	2	3	4		Transparency in learning and teaching (TILT) (for MATH faculty)
	1	2	3	4		TILT: Boost retention and belonging through minor adjustments (2)
	1	2	3	4		Open Educational Resources: Ensuring equitable student access to course material
						RESEARCH PRACTICE: WORKSHOPS
		2				The "personal intellectual project": Capturing, focusing, and (re)inventing your scholarly agenda (2)
F						RESEARCH PRACTICE: RECEPTIONS
		2				Some swings are misses: A celebration of risk-taking in the Academy
						RESEARCH PRACTICE: LEARNING COMMUNITIESE
		2				Sword (2017). *Air & Light & Time & Space: How successful academics write* (3)
						RESEARCH PRACTICE: WRITING GROUPS
		2				Faculty Writing Groups launch event (3)
						PROFESSIONAL DEVELOPMENT: WORKSHOPS
	1	2	3	4		Designing and delivering RRC workshops for faculty (for Provost Fellows)
		2				Faculty Leader Series: Leadership styles self-assessment
		2		4		Pathways and challenges toward promotion to full professor as a faculty of color
		2				Faculty Leader Series: Difficult Conversations: Communicating openly and honestly with confidence
		2				Writing workshop for faculty applying for promotion to full professor in 2023-24
		2		4		How to say No: Because 'just say no' isn't that helpful
						PROFESSIONAL DEVELOPMENT: PANEL DISCUSSIONS, Q&A SESSIONS
		2				Informational session for faculty applying for promotion to full professor in 2023-24
		2				Performance, work, and play in the university
		2				Your Holistic Faculty Development Plan and preparing for promotion and tenure
						PROFESSIONAL DEVELOPMENT: LEARNING COMMUNITIES
	1	2				Nordgren & Schonthal (2021). *The Human Element: Overcoming the resistance that awaits new ideas* (4)
		2				Pope-Ruark (2022). *Unraveling Faculty Burnout: Pathways to reckoning and renewal* (3)
						PROFESSIONAL DEVELOPMENT: COMMUNITIES
		2				Affinity group for faculty parents (9)
		2		4		Affinity group for tenure-track faculty of color (9)
		2				Chairs' Community of Practice (6)
						NEW FACULTY INSTITUTE
		2				An ounce of prevention: Advice from the Office of the University Counsel
		2				Thriving at SU as a term faculty member (open to past NFI term faculty participants)
		2				University Rank and Tenure panel (open to past NFI tenure-track faculty participants)
F		2				NFI Winter Reception

THIS REPORT

This annual report outlines the work of the Center for Faculty Development over the 2022–23 academic year. It provides data from our end-of-year survey of faculty, as well as end-of-session evaluations, supplemented by faculty members' anonymous comments in our yearly evaluation.

Details about our events and programs are divided into the three areas of our purview, color-coded for ease: teaching and learning – blue; research practice – yellow/brown; professional development – green. In each, we include information on the kinds of changes faculty have seen in their work and in their students' learning as a result of engaging with the Center.

> CFD is an incredible resource – through their consultations, workshops, and other events, they create non-judgmental spaces where faculty can talk honestly about professional challenges, learn best practices, and find solidarity with colleagues. The breadth of their programs, across teaching, scholarship, leadership, and work–life balance, offers something for everyone.

OVERVIEW OF SESSIONS

As shown on the first page of the Executive Summary, the Center ran 71 sessions covering 31 topics in 2022–23, in addition to the New Faculty Institute before the start of Fall Quarter 2022. Ten 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.

Of these sessions, 25% were on learning and teaching, 13% on research practice and 62% on professional development. Those professional development events included affinity groups that meet regularly throughout the year, as well as the Chairs' Community of Practice and various faculty learning communities. Over those 71 sessions, we had 629 attendees – 36% for learning and teaching sessions, 7% for research practice, and 57% for professional development.

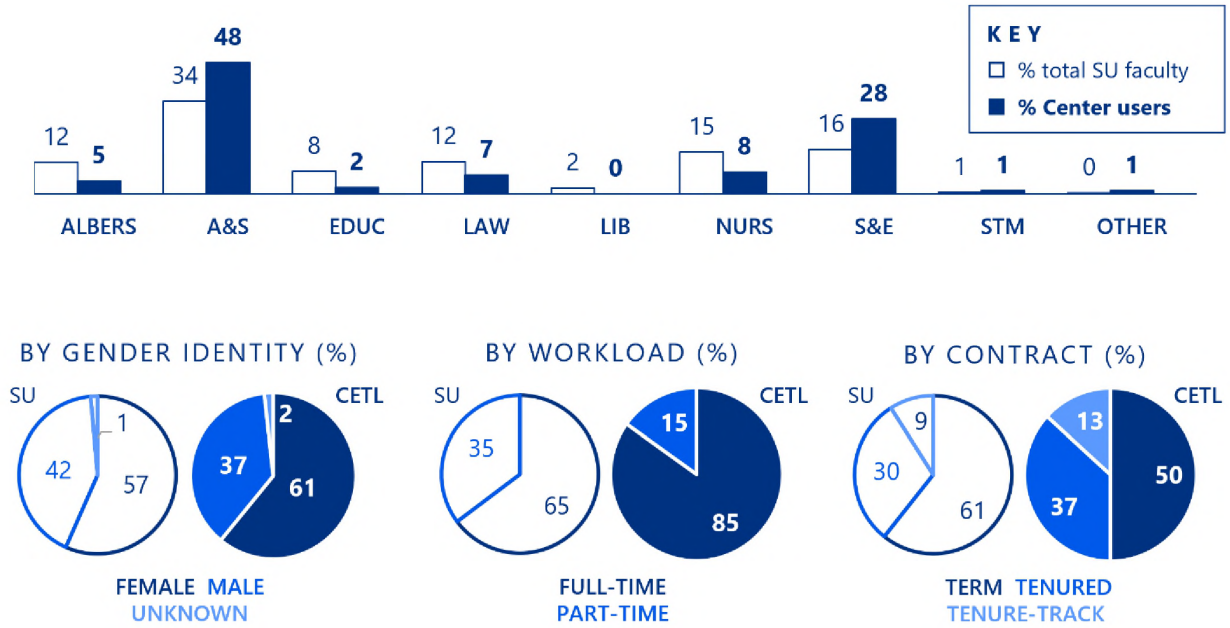
> I love the amount of thought and care that goes into development of CFD's offerings and have found it invaluable during my first year at SU in helping me get settled as a new faculty and build community

A FOCUS ON STUDENT SUCCESS

Alongside broader work on supporting the Reignited Strategic Directions, as shown on the first page of this report, we have focused on how faculty can best promote student success and retention. The Covid-19 pandemic has impacted learning for students all across the country and has required us all to make adjustments to how we teach and how we acculturate students for success in academia. This demanding environment for faculty has led us to increase programming on TILT (transparency in learning and teaching) to boost student success in assignments, on inclusive teaching to enhance a sense of community, and a guest session on strategies for student attention, motivation, and well-being. We have also worked to increase faculty well-being through events, knowing that student success is more likely to ensue if faculty are taking care of themselves.

LEARNING AND TEACHING

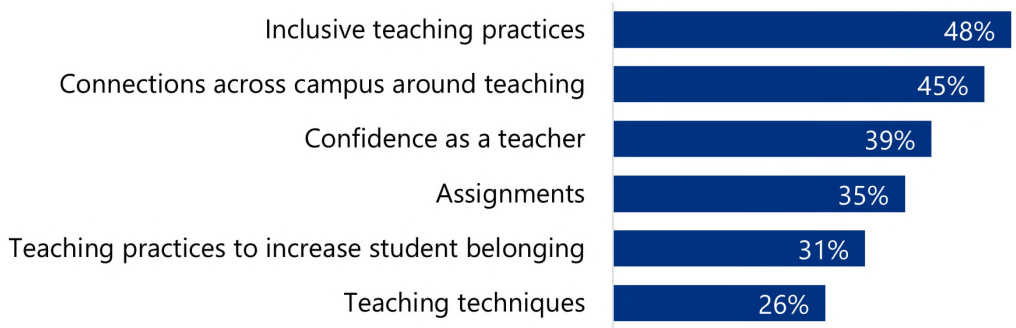
Figure 3. Faculty participation in Learning and Teaching sessions 2022–23 compared to total faculty (%)



In 2022–23, we organized 18 learning and teaching sessions with 224 total faculty attendees, comprising 25% of our sessions and 36% of attendees over the year. (See Appendix for full session details.) We see high representation from the Colleges of Arts and Sciences (14% above its proportional size) and Science and Engineering (12% above). The gender balance is more representative than in previous years, while term faculty and part-time faculty are both underrepresented here.

> The Center for Faculty Development helped me expand my thinking around inclusive teaching. The facilitated discussions with other faculty members brought new and practical practices that enhanced the classroom experience for my students.

Figure 4. Changes in learning and teaching: "I made or observed improvements in my…" (%)



Facilitating change is a central function of educational development, and Figure 4 highlights the changes noted by at least 25% of our survey respondents who engaged with us around learning and teaching. Just under half of these respondents (48%) cite improved inclusive teaching practices in the past year as result of engaging with CFD, with 45% noting improved connections across campus – a key contributor to faculty retention and success.

Meanwhile, Figure 5 shows responses specifically from our four-part Ignatian Pedagogy Series on inclusive pedagogies, co-sponsored with the Center for Jesuit Education (CJE). Here we see among the participants an increased understanding of the Ignatian Pedagogical Paradigm (IPP) and how it intersects with research on inclusive teaching practices. In our conception of the IPP, for any pedagogical approach to be geuinely Ignatian in spirit, it must be inclusive of all students. The series focuses on how inclusive pedagogies align with both the Context and Experience elements of the IPP.

(CJE led a separate Ignatian Pedagogy Series on Whole-Person Education, open to both faculty and staff participants, since CJE's purview serves a wider audience than CFD's. Evaluations from that series have not been included here, since the survey questions were reframed to be meaningful to a wider group of participants and cannot readily be combined with the inclusive pedagogy series.)

Figure 5. Responses from the Ignatian Pedagogy Series (%)

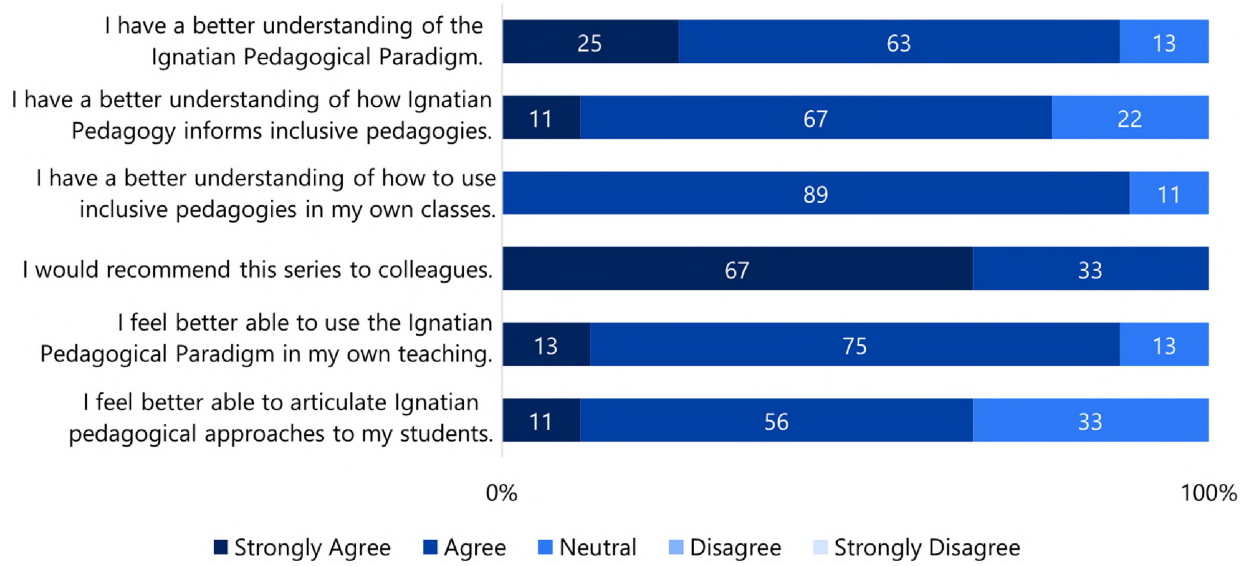
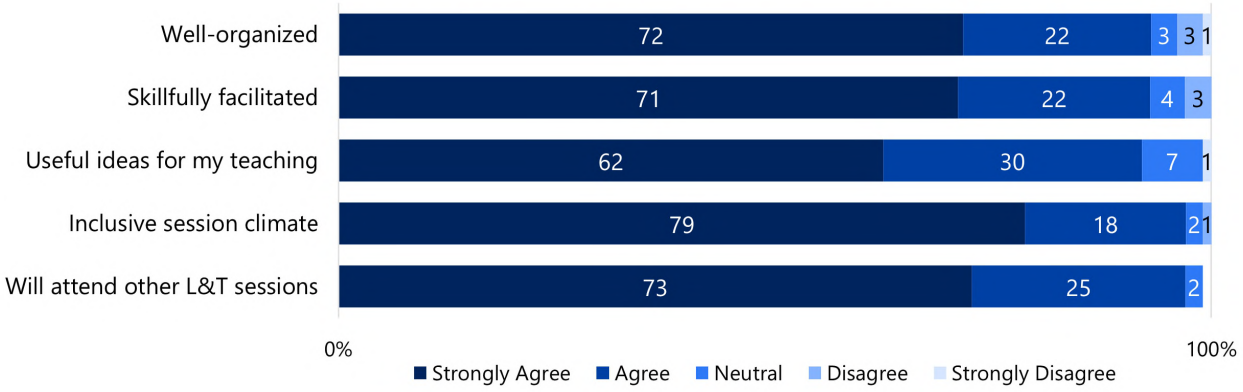
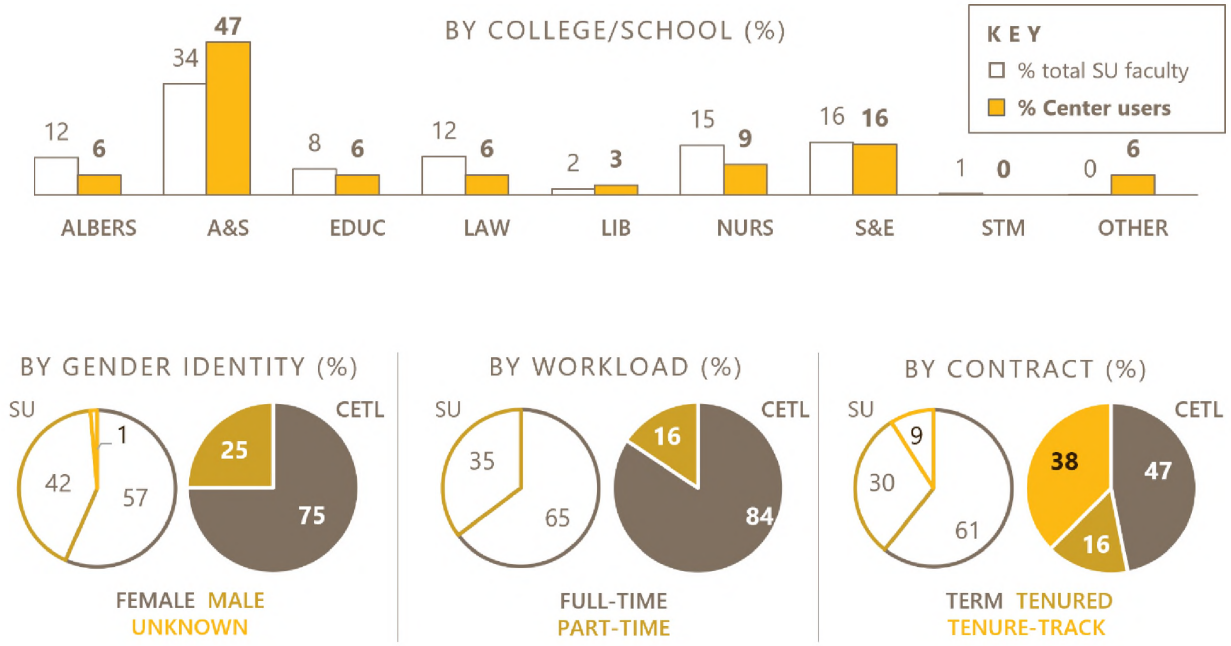


Figure 6. Cumulative survey responses for all learning and teaching sessions (%)



RESEARCH PRACTICE

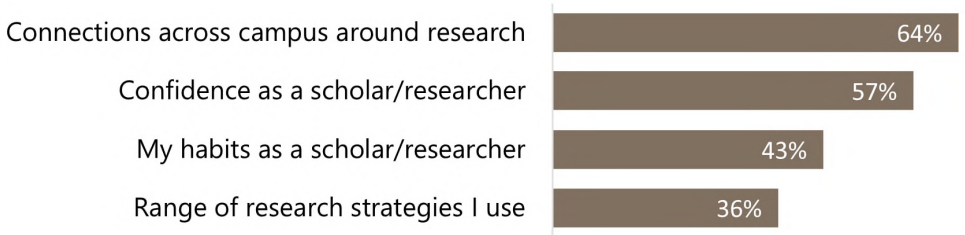
Figure 7. Faculty participation in Research Practice sessions 2022–23 compared to total faculty (%)



In 2022–23, we organized 9 research practice sessions with 45 total faculty attendees. (See Appendix for full session details.) Of the colleges and schools, the College of Arts & Sciences is especially well represented (13% above its proportional size), as are female faculty (18% above), and tenure-track faculty, who are a full 29% more present than their numbers would predict. This is unsurprising, given the need for them to meet their scholarship goals before submitting their tenure applications. What is particularly noticeable, though, is that 47% of faculty attending research practice sessions are term faculty, most of whom do not conduct research as part of their contracts. These figures remind us that scholarly activity is for many term faculty an essential part of their academic identities and that many of them are indeed doing the same work as their tenure-track colleagues.

> I am so grateful for the support I've received:
> my productivity and publications have increased significantly

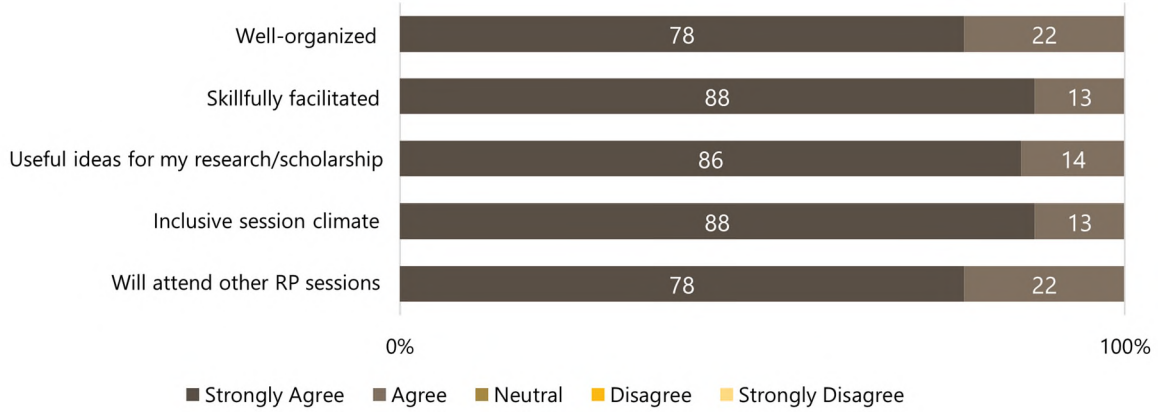
Figure 8. Changes in research practice: "I made or observed improvements in…" (%)



Depending on disciplinary norms, research and scholarship can be a comparatively solitary activity, so it's encouraging to see that participants in these research practice events most notably built connections and

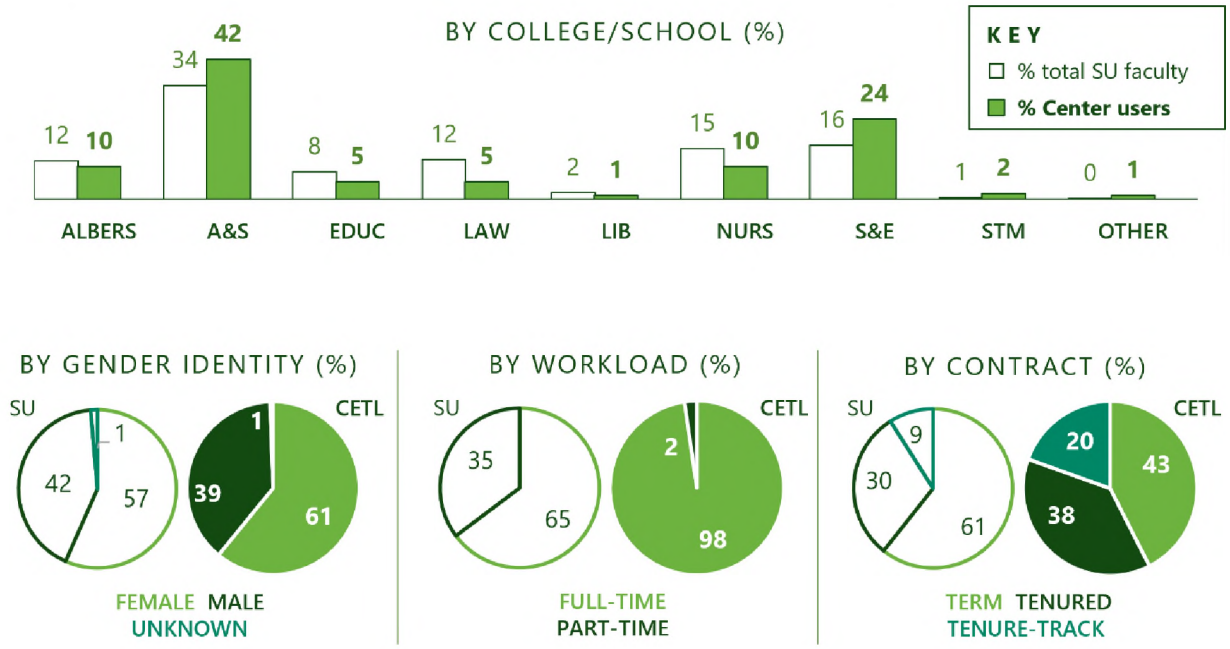
community (64%) and felt more confident as scholar (57%). Given that these events are about how we conduct our research and scholarship – in other words, the process rather than the product – we also note that our respondents reported improvements in both their scholarly habits (43%) and the range of research strategies they use (36%).

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



PROFESSIONAL DEVELOPMENT

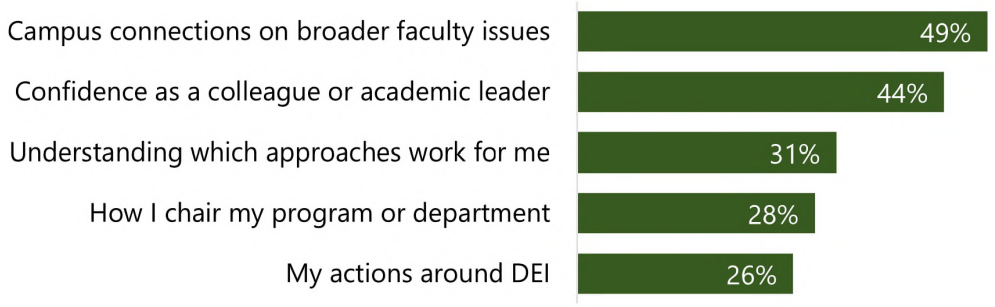
Figure 10. Faculty participation in professional development sessions 2022–23 compared to total faculty



In 2022–23, we organized 44 professional development sessions with 360 total faculty attendees. (See Appendix for full session details.) Many of these sessions have specific audiences: academic leaders (chairs, directors, and future chairs, through the Chairs' Community of Practice and the Faculty Leader Series), faculty of color and faculty parents (through affinity groups), and tenure-track faculty seeking promotion to full professor (through SU-ADVANCE sessions). The data in Figure 10 show that both the College of Arts & Sciences and the College of Science & Engineering are well represented (8% above their proportional size); these are notably both colleges with a large number of department chairs, unlike Law, Nursing, and Theology & Ministry. Education and Albers also both have much smaller numbers of chairs. The strong presence of tenured faculty also reflects the audience for the ADVANCE sessions, as well as the fact that most chairs and directors are also tenured, while tenure-track faculty (9% above their proportional size) may relate more to affinity groups and to developing broad strategies for success in the academy.

> I love these communities. I've made a few connections from CFD workshops that met multiple times (so relationship-building could start to happen). It's so great to have such a meaningful way to meet new people from across campus.

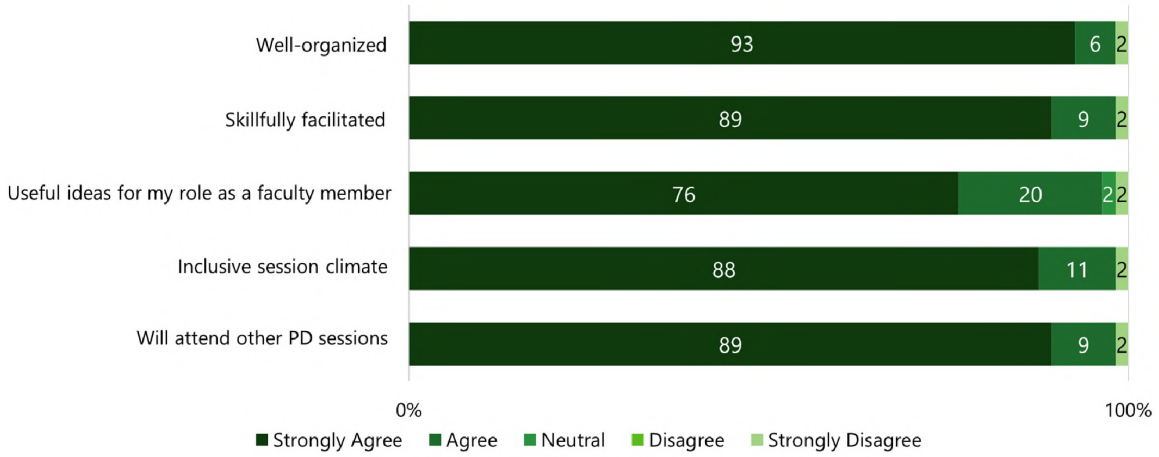
Figure 11. Changes in professional development: "I made or observed improvements in…"



As with our work on teaching and research, our function as a hub that helps faculty build connections across campus is most apparent in improvements that faculty notice (49%), while confidence in the faculty role, whether as a colleague or a leader, is also high (44%).

> I am so grateful for the Chairs' Community of Practice. As a new chair, this programming was integral to helping me build my confidence, learn from the experience of others and find effective leadership strategies.

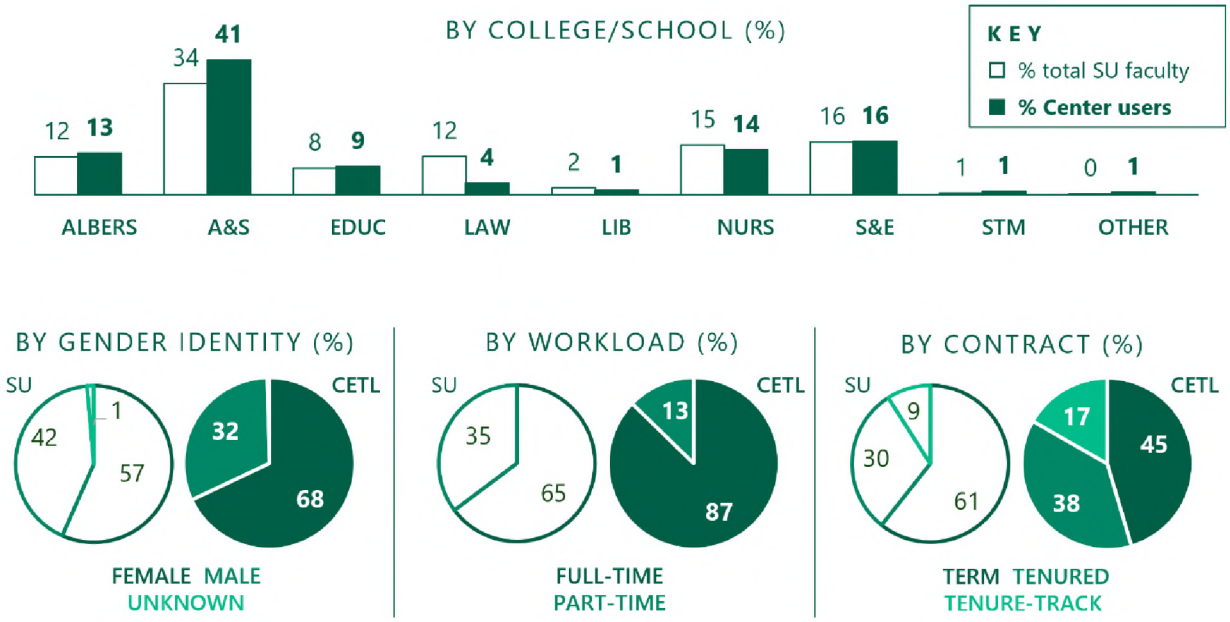
Figure 12. Cumulative survey responses for all professional development sessions (%)



> "I found the faculty of color affinity group to be very valuable as a place to build community.

NATIONAL CENTER FOR FACULTY DEVELOPMENT AND DIVERSITY (NCFDD)

Figure. 13. Faculty participation in NCFDD 2022–23 compared to total faculty

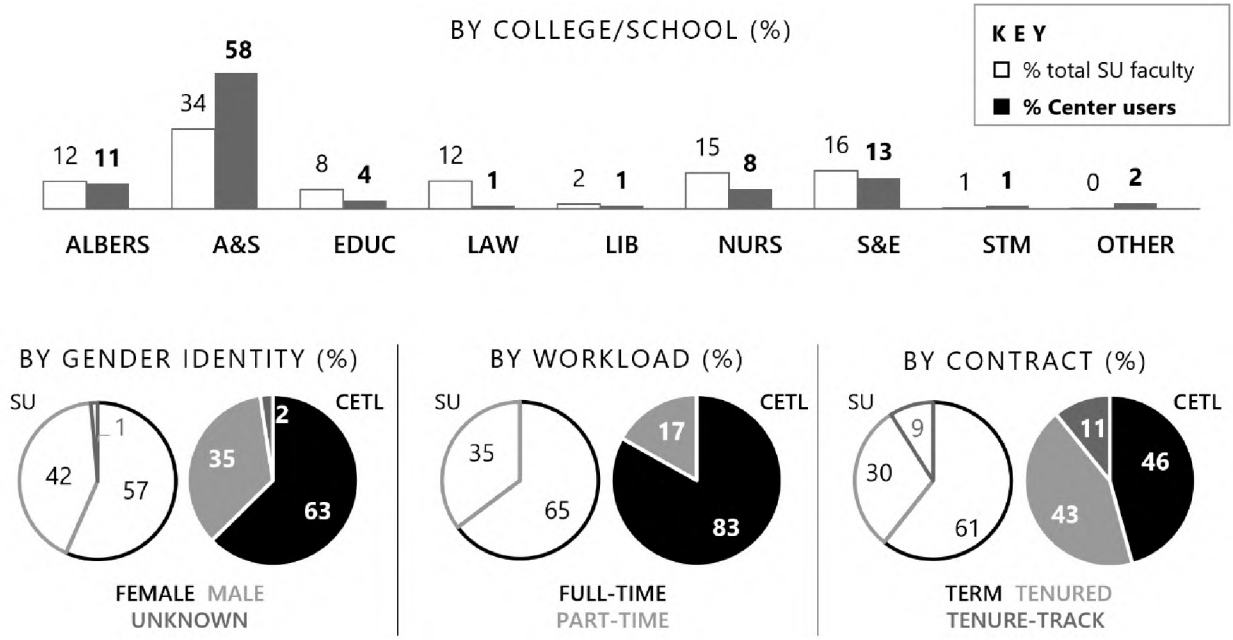


Our institutional membership to NCFDD allows all SU faculty and graduate students access to NCFDD's resources, events, and services. These complement the center's own offerings, and primarily enable a just-in-time approach, in particular to professional development and to research practice. Compared with our charts for CFD events around teaching, research, and professional development, Figure 13 shows much more proportional representation from the Albers School, the College of Education, and the College of Nursing; we might infer from this that faculty in these areas appreciate the ability to pick and choose their own times for engaging in their professional development, rather than attending in-person or online sessions from the center at specific times.

> I love NCFDD and participate in their writing challenges and some online lectures

CONSULTATIONS

Figure 14. Faculty consultations 2022–23 compared to total faculty



Providing meaningful and useful consultation on faculty-driven issues continues to be a priority for the Center. During 2022–23, David Green, Colette Hoption, Katherine Raichle, and Andrea Verdan provided 85 consultations to 85 different consultees (of whom two were staff or administrators), totaling 89 hours. Some of these consultations were conducted with entire departments or groups.

Figure 15. Proportional word cloud of consultation topics, 2022–23

The word cloud above shows topics that arose in at least five percent of consultations. It reveals that the most common topic was teaching writ large (19%), followed by assessment (14%), and curricular design and theory (13%). Other common topics around learning and teaching were assignment design (7%) and teaching evaluations (6%). Research practice topics made up 7% of consultations and were best captured in a single, broad category; more granular topics here included academic publishing and strategies for greater research productivity. On professional development, the most common topic was leadership (10%), followed by DEI questions (7%; often these related to both professional development *and* learning and teaching), career-stage issues (6%), with politics and career planning both at 5%. As the figure in the

executive summary indicates, overall 62% of consultations were about learning and teaching, 29% about professional development, and 8% about research practice.

Once again, we see that faculty in the College of Arts & Sciences are especially keen to engage in the center's consultation services, making up 58% of consultees – 24% higher than their proportion on campus. Tenured faculty are also well represented (13% above their proportional size).

> I love the work that Faculty Development does for SU.
> I find it very meaningful and always very helpful and innovative.

SERVICE TO THE UNIVERSITY

NEW FACULTY INSTITUTE 2022

The Center directed its sixteenth New Faculty Institute (NFI) on behalf of the Provost's Office in September 2022, with 60 participants. This was the largest participant group since the center started running NFI in 2007. In part, the size reflected increased hiring post-pandemic, as well as some revisions to the criteria for attending NFI. This was our first in-person NFI since 2019 and involved two half-days in-person in the LeRoux Room, followed by one half-day over Zoom. The reason for the two modalities was that we wanted new faculty to experience both contexts before starting the academic year, so that they'd feel more comfortable in either environment should the need arise to return to remote teaching.

During the institute, new faculty were able to meet colleagues from across campus, including the President, Provost, Vice President for Diversity and Inclusion, President of the Academic Assembly, and the Special Assistant to the Provost for Faculty Development. In addition, participants met current faculty in online breakout sessions around specific themes: Life/Work Balance, Faculty of Color, Research & Scholarship, and Term Faculty. Each breakout room was staffed by a Planning Team member and guest faculty, and participants were able to visit two of the rooms during the session. The NFI Planning Team also facilitated the four primary interactive workshop sessions (on Jesuit education, misconceptions in teaching, building an inclusive class environment, and establishing life–work balance) during the three days of the event.

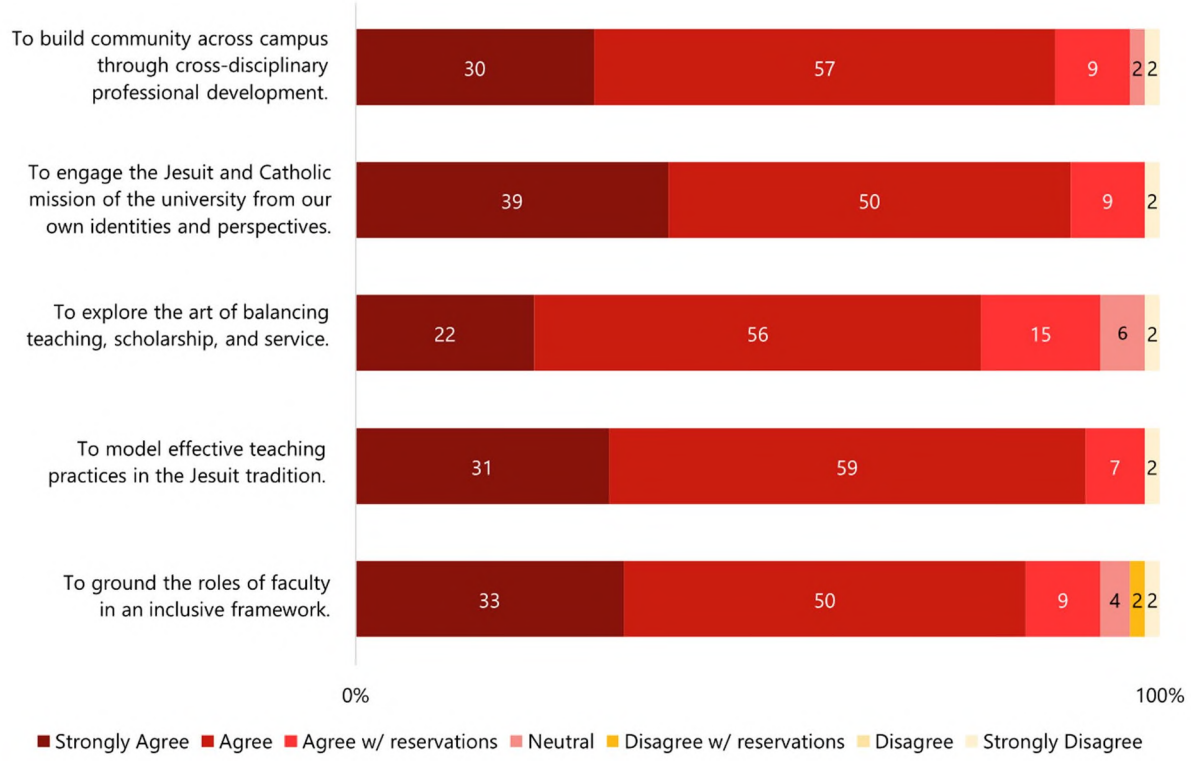
> "Extremely grateful for all the hard work so many people put into this. I was very impressed by everyone's contributions and just how genuinely supportive and caring all the organizers and presenters were. It has made me feel affirmed and excited about joining the faculty here and I look forward to getting to know better many of the people from this experience."

NFI 2022 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
- Rachel Olson (NFI Program Coordinator) | Faculty Development
- Colette Hoption | Faculty Development/Management, Albers
- Ajay Jamora | Nursing
- Doug Latch | Chemistry, Science and Engineering
- Ana Margarita Rivero Arias | K–12 Teaching, Learning, & Social Justice, Education
- Jen Tilghman-Havens | Jesuit Education/Theology & Religious Studies, Arts and Sciences
- Andrea Verdan | Faculty Development/Chemistry, Science & Engineering

The Provost's Office set eight goals for NFI 2022, the last three of which are met in follow-up sessions. The extent to which participants felt goals 1–5 were achieved is shown in Figure 16, based on quantitative feedback we gathered alongside qualitative data.

Figure 16: To what extent do participants agree that we met the NFI 2022 goals? (%)



> The on-boarding workshops were very good and carried me through the year.

Figure 17: NFI 2022 To what extent do you agree with the following statements? (%)

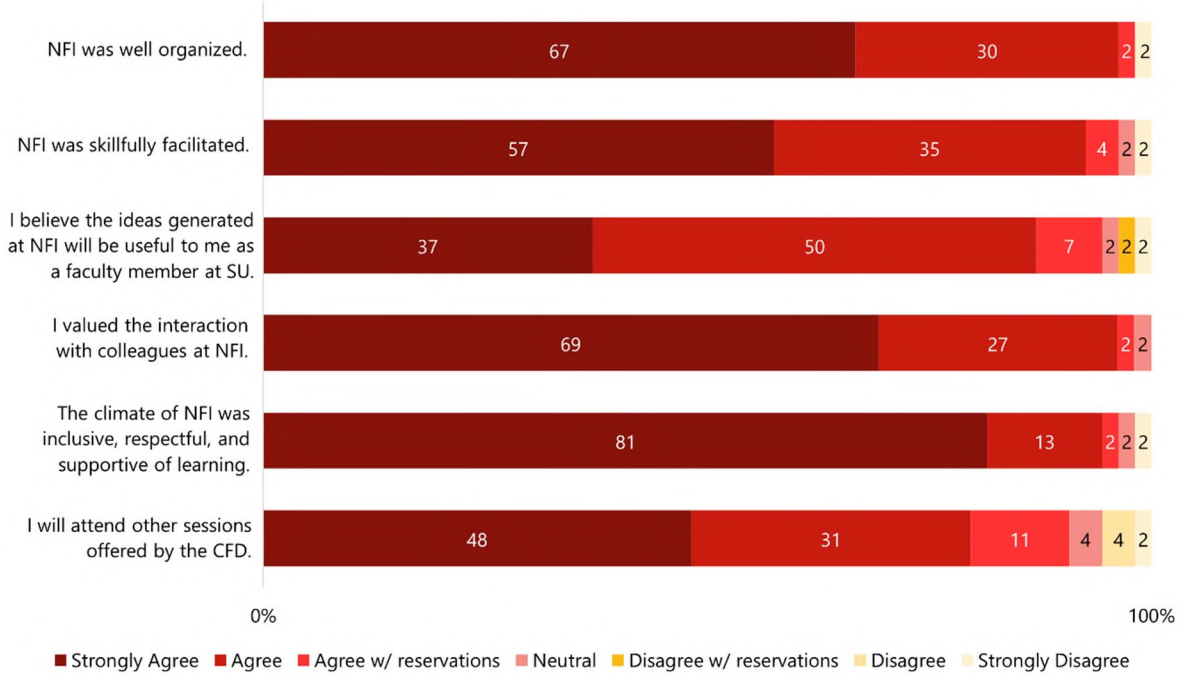
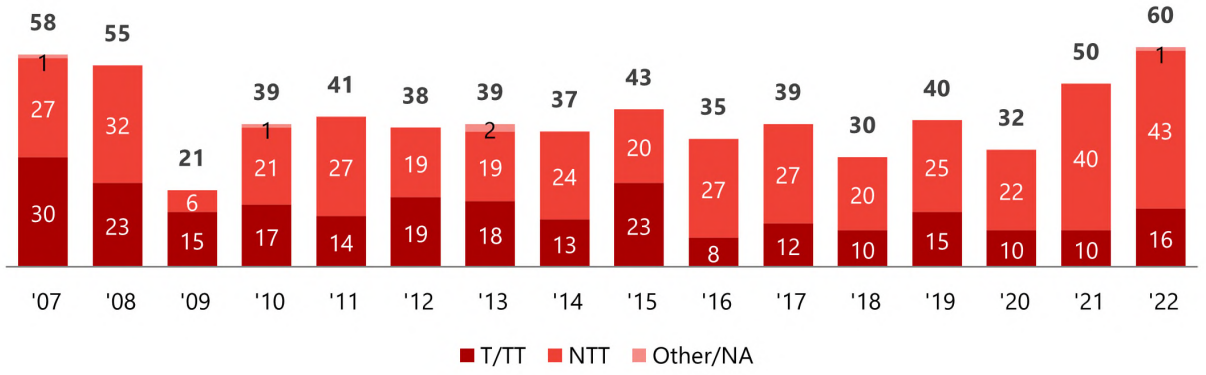


Figure 18. Number and contract type of New Faculty Institute participants, 2007–2022



> I was extremely impressed by the quality of all of the NFI sessions. In addition to being meticulously organized, the NFI program provided valuable, substantive information and successfully modeled many of the practices discussed in the individual sessions. I am extremely grateful to be at an institution that is so clearly committed to its faculty development as a means of ensuring that students receive an engaged, high-quality education.

The Center also coordinated two NFI follow-up sessions during fall quarter: one on thriving as a term faculty member, and one on university-level rank and tenure. A further NFI panel session on legal issues in higher education was coordinated by the University Counsel.

Later in the year, the Associate Provost for Faculty Affairs sponsored a Winter Reception for NFI participants – an opportunity at the halfway point in the academic year for participants from the past three years of NFI to gather, reconnect, and build community. In some cases, this was the first time Planning Team members were able to meet NFI participants from 2020 and 2021 in person, after two years of fully online institutes.

> The CFD staff are a truly kind, smart, and inclusive group of people who have done so much to help me feel connected and supported on campus as a newer faculty member.

ORGANIZATION

WITHIN THE PROVOST'S OFFICE

The Center continues to report to Dr Jodi O'Brien, now in her formalized role as Vice Provost for Faculty Affairs, and we are grateful for her consistent support and her own deep understanding of educational development work in general; as this field is unfamiliar to many colleagues across higher education, Jodi's first-hand knowledge and ability to clarify and explain have been invaluable.

We have also been working extensively with Dr Charles Tung, Special Assistant to the Provost for Curriculum, in support of Goal 1 of the Reignited Strategic Directions (RSD) – Reimagine and Revise the Curriculum, where in the last year we have particularly been supporting Provost Fellows as they begin their work on the key curricular topics and pedagogies in RSD. We expect this work to deepen in the next year as program teams move into the "revision" phase of their work.

> "CFD is possibly the most responsive center on campus. Each workshop, interaction, and piece of learning is met with a fair solicitation for feedback that translates to improvement."

STRATEGIC PLANNING FOR THE CENTER

The Center relies on the divergent thinking of our strategic planning group. This group helps the Center use its resources thoughtfully, offering collegial counterarguments and alternative perspectives to lead to better decision-making. The 2022–23 group members were:

- PJ Alaimo | Chemistry, College of Science & Engineering
- Joyce Allen | University Registrar
- Rashmi Chordiya | Institute of Public Service, College of Arts & Sciences
- David Green | CFD/International Studies, College of Arts & Sciences
- Colette Hoption | CFD/Management, Albers School of Business & Economics
- Katherine Raichle | CFD/Psychology, College of Arts & Sciences
- Christina Roberts | English, College of Arts & Sciences
- Lindsay Whitlow | Biology, College of Science & Engineering
- Andrea Verdan | CFD/Chemistry, College of Science & Engineering

STAFFING

Center staffing this year remained stable with everyone continuing in their roles. Alphabetically, those are: David Green as Director; Colette Hoption as Associate Director for Faculty Professional Development; Therese Huston as Faculty Development Consultant; Rachel Olson, as Program Coordinator; Katherine Raichle as Associate Director for Learning and Teaching; and Andrea Verdan as Associate Director for Term Faculty.

This year, Rachel Olson completed her MBA, for which her final assignment involved a large project examining full- and part-time faculty onboarding practices at the university to help the Provost's Office make decisions about revised structures and processes.

In addition, Andrea Verdan received the Provost's Award for Excellence in Teaching for Term Faculty, which was presented to her at a celebration event in Spring Quarter. This award recognized the deep care and attention students receive from Dr Verdan, as well as the highly engaged and research-informed pedagogy she uses in all her chemistry courses.

NEW LOCATION

At the end of Fall 2022, the staff of the center moved out of our longstanding location in the Hunthausen 120 suite – along with our colleagues in the Office of Sponsored Projects (OSP) and English Language Learning Center (ELLC) and all of us relocated to the second floor of Loyola Hall. This means we're now physically located with our frequent partners, the Center for Jesuit Education. In addition, Facilities is repurposing a room on the second floor where the centers and offices there will be able to run smaller events. We expect that space to become available sometime in the middle of 2023–24 and look forward to it allowing us all to work more efficiently. Our new location also means that we are now more centrally situated on campus and that all of us have natural light and openable windows, so we are thrilled to move after 15 enjoyable years in Hunthausen Hall.

> "CFD is vital to both new and experienced faculty at SU – I always learn something at each session, and they are facilitated in such a way that I always make meaningful connections with others on campus."

David A Green, PhD | Director
Colette Hoption, PhD | Associate Director for Faculty Professional Development
Rachel Olson, MBA | Program Coordinator
Katherine Raichle, PhD | Associate Director for Learning and Teaching
Andrea Verdan, PhD | Associate Director for Term Faculty

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Stevens, M. L., Armstrong, E. A., & Arum, R. (2008). Sieve, incubator, temple, hub: Empirical and theoretical advances in the sociology of higher education. *Annual Review of Sociology*, *34*, 127–151.

APPENDIX: TOPICS AND PROGRAMMING

LEARNING AND TEACHING

WORKSHOPS

- *Teaching in the Jesuit Tradition* | Co-sponsored by the Center for Jesuit Education (CJE) (2 sessions) and University CORE (1 session) | Led by Jenny Loertscher (Chemistry/CJE) with co-facilitation by Jen Tilghman-Havens (CJE) (1 session), Jeff Philpott (Communication/University CORE) (1 session), Stephanie Lewis (University CORE) (1 session), and Kerry Von Esch (K–12 Teaching, Learning, & Social Justice) (1 session) | 2 sessions (1 specifically for Adjunct faculty)
- *Ignatian Pedagogy Series: Inclusive pedagogies* | Co-sponsored by the Office of Diversity and Inclusion (ODI) and the Center for Jesuit Education (CJE) | Co-facilitated by David Green, Katherine Raichle, Andrea Verdan, and Jen Tilghman-Havens (CJE) | 4 sessions
- *Microaggressions and classroom learning: Interventions, recognizing missteps, and opportunities to practice* | Co-sponsored by the Office of Diversity and Inclusion (ODI) | Co-facilitated by David Green, Andrea Verdan, Katherine Raichle, and Colette Taylor (Office of the Provost/College of Education) | 2 sessions
- *Ignatian Pedagogy Series: Whole Person Education: Strategies for cultivating competence, compassion, and connection* | Workshop series for faculty and staff | Co-sponsored by the Center for Jesuit Education (CJE) | Co-facilitated by Jenny Loertscher (Chemistry/CJE), Audrey Hudgins (Matteo Ricci Institute), Carol Lwali (Career Engagement), and Jen Tilghman-Havens (CJE) | 3 sessions
- *Small yet meaningful: Micro-strategies to enhance students' attention, motivation, and well-being* | Co-sponsored by the Department of Psychology | Facilitated by Rachel Turow (Psychology) | 1 session
- *Transparency in learning and teaching (TILT)* | Workshop for UCOR faculty | Co-sponsored by University CORE | Co-facilitated by Katherine Raichle and Andrea Verdan | 2 sessions
- *Transparency in learning and teaching (TILT)* | Workshop for MATH faculty | Co-facilitated by Katherine Raichle and Andrea Verdan | 1 session
- *TILT: Boost retention and belonging through minor adjustments* | Co-facilitated by David Green and Andrea Verdan | 2 sessions
- *Open educational resources: Ensuring equitable student access to course material* | Co-sponsored by the Open Education Task Force | Co-facilitated by Lydia Bello (Lemieux Library), Kathryn Bollich-Ziegler (Psychology), and Heather Brown (Biology) | 1 session

RESEARCH PRACTICE

WORKSHOPS

- *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 | 2 sessions

RECEPTIONS

- *Some swings are misses: A celebration of risk-taking in the Academy* | Co-sponsored by the Office of Sponsored Projects (OSP) and the Center for Jesuit Education (CJE) | Co-facilitated by David

Green, Katherine, Raichle, Andrea Verdan, Jenna Isakson (OSP), Sarah Bricknell (OSP), and Jen Tilghman-Havens (CJE) | 1 session

FACULTY LEARNING COMMUNITIES

- Sword, H. (2017). *Air & Light & Time & Space: How successful academics write* | Facilitated by David Green | 3 sessions

FACULTY WRITING GROUPS

- *Faculty Writing Groups launch event* | Co-sponsored by the Office of Sponsored Projects (OSP) | Co-facilitated by Andrea Verdan and David Green | 3 sessions

PROFESSIONAL DEVELOPMENT

WORKSHOPS

- *Designing and delivering RRC workshops for faculty* | Workshop for SU Provost Fellows | Co-sponsored by the Special Assistant to the Provost for Curriculum | Facilitated by David Green | 1 session
- *Faculty Leader Series: Leadership styles self-assessment* | Designed for incoming and established chairs and directors, but open to all faculty | Facilitated by Colette Hoption | 1 session
- *Pathways and challenges toward promotion to full professor as a faculty of color* | Co-sponsored by the SU ADVANCE Program | Facilitated by Angelique Davis (Political Science/ADVANCE) | 1 session
- *Faculty Leader Series: Difficult Conversations: Communicating openly and honestly with confidence* | Designed for incoming and established chairs and directors, but open to all faculty | Facilitated by Colette Hoption | 1 session
- *Writing workshop for faculty applying for promotion to full professor in 2023–2024* | Co-sponsored by the SU ADVANCE Program | Co-facilitated by Colette Taylor (Provost/ADVANCE/College of Education) and Jodi O'Brien (Provost/ADVANCE/College of Arts & Sciences) | 1 session
- *How to say No: Because 'just say no' isn't that helpful* | Facilitated by Therese Huston | 1 session

PANELS AND Q&A SESSIONS

- *Thriving at SU as a term faculty member* | Facilitated by Andrea Verdan | 1 panel session
- *University rank and tenure panel* | Facilitated by Colette Hoption | 1 panel session
- *Informational session for faculty applying for promotion to full professor in 2023–2024* | Co-sponsored by the SU ADVANCE Program | Co-facilitated by Colette Taylor (Provost/ADVANCE/College of Education) and Jodi O'Brien (Provost/ADVANCE/College of Arts & Sciences) | 1 Q&A session
- *Performance, work, and play in the university* | Co-sponsored by the Consortium of Interdisciplinary Scholars (CIS) | Facilitated by Alic Shook (Nursing/CIS) | 1 panel session
- *Your Holistic Faculty Development Plan and preparing for promotion and tenure* | Co-sponsored by the SU ADVANCE Program | Co-facilitated by Colette Taylor (Provost/ADVANCE/College of Education) and Jodi O'Brien (Provost/ADVANCE/College of Arts & Sciences) | 1 Q&A session

RECEPTIONS

- *New Faculty Institute Winter Reception* | Co-sponsored by the Associate Provost for Faculty Affairs | Co-facilitated by David Green, Colette Hoption, and Andrea Verdan | 1 session

FACULTY LEARNING COMMUNITIES

- Nordgren, L. & Schonthal, D. (2021). *The Human Element: Overcoming the resistance that awaits new ideas* | Designed for the SU Provost Fellows, but open to all faculty | Facilitated by David Green | 4 sessions
- Pope-Ruark, R. (2022). *Unraveling Faculty Burnout: Pathways to reckoning and renewal* | Co-facilitated by Katherine Raichle and Andrea Verdan | 3 sessions

AFFINITY GROUPS

- *Affinity group for tenure-track faculty of color* | Co-sponsored by the Office of Diversity & Inclusion (ODI) | Facilitated by Colette Hoption (22FQ & 23WQ) and Gabriel Saucedo (23SQ) | 9 sessions
- *Affinity group for faculty parents* | Facilitated by Katherine Raichle | 9 sessions

COMMUNITIES OF PRACTICE

- *Chairs' Community of Practice* | Open to chairs and directors with faculty reporting to them | Co-facilitated by David Green, Colette Hoption, and Katherine Raichle | 6 sessions
    - Group members choose the topic for each gathering of department chairs and program directors with personnel responsibilities.

NCFDD INSTITUTIONAL MEMBERSHIP

- National Center for Faculty Development and Diversity (NCFDD) | 275 individual faculty, 21 individual emeriti faculty, and 9 individual staff + administrators served