

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.

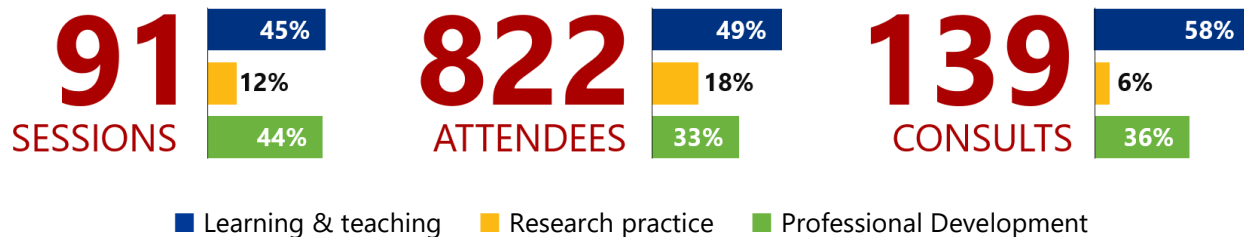
“

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

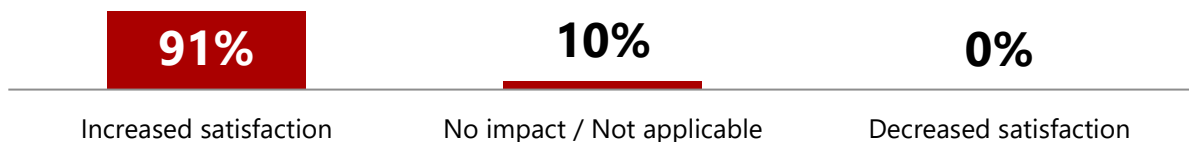


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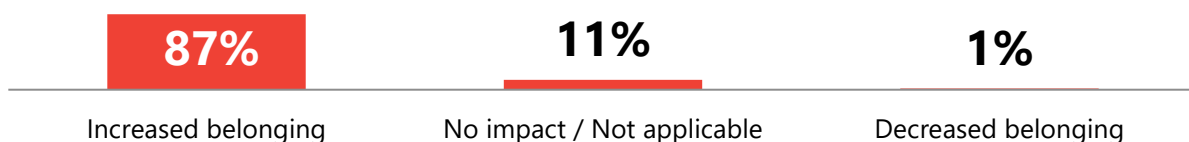
The CFD is a place where I feel so cared for. Connecting with them through their programming this year has been almost therapeutic.

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



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



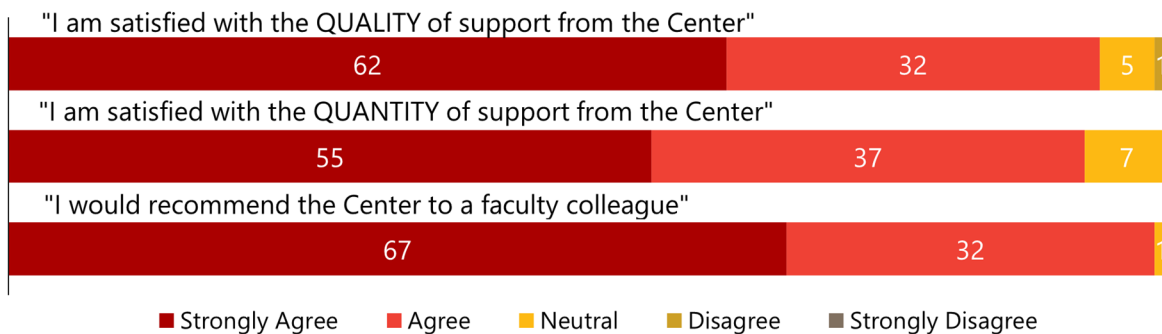


Faculty rely on these services not just for growth, but connections.



END-OF-YEAR FACULTY EVALUATIONS

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

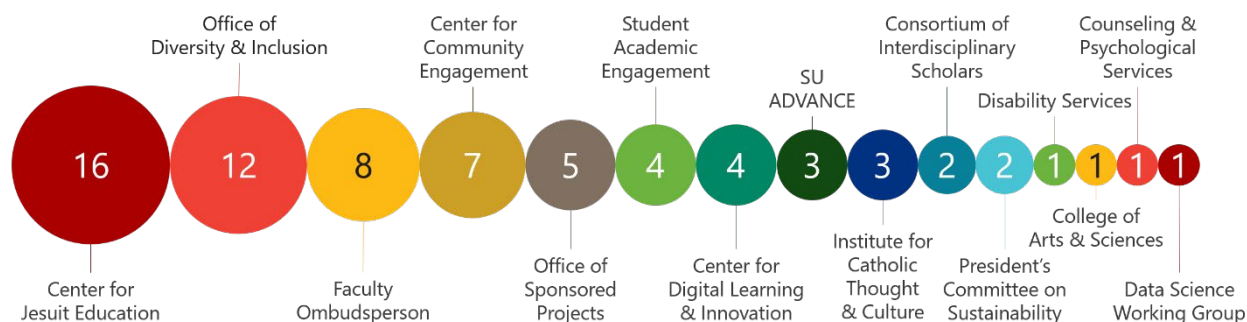


The center's directors have managed to maintain the quality of their programming during the pandemic.



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.



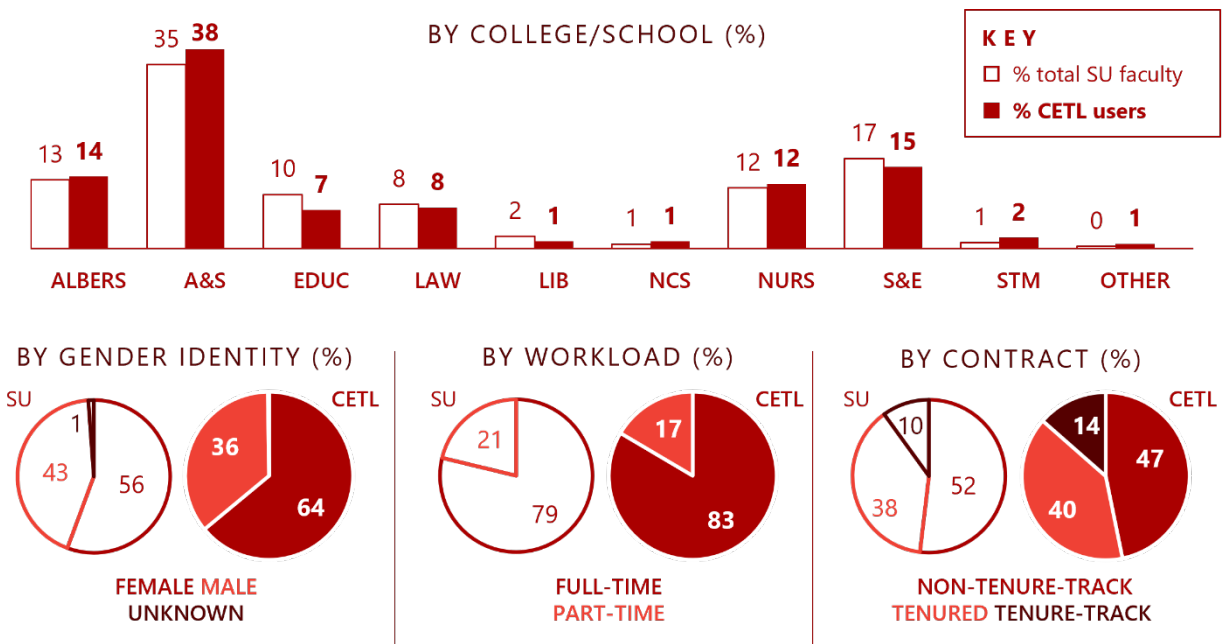
The Center for Faculty Development offers invaluable opportunities to enhance faculty life at SU. I've personally benefitted immensely by the programming and one-on-one consultations.



WHO WORKS WITH US?

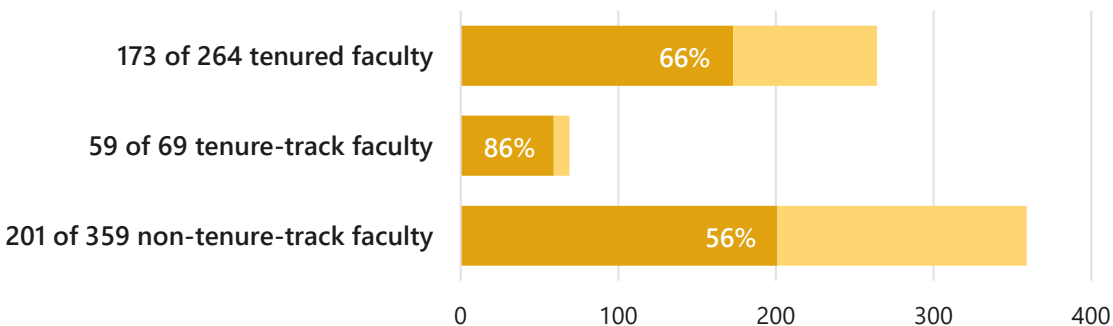
In 2020–21, CETL worked with 504 individuals, 433 of whom were faculty and librarians; these individuals comprise **62.6% of the university’s 692 faculty and librarians**. We also worked with 15 professors emeriti and 56 staff members/administrators who are not included in our statistics here. Figure 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	<p>WORKSHOPS</p> <ul style="list-style-type: none"> ▪ 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) <p>ROUNDTABLES, PANEL DISCUSSIONS, POSTER SESSIONS, GUEST SPEAKERS</p> <ul style="list-style-type: none"> ▪ 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 <i>my</i> course? ▪ Teaching sustainability and the Ignatian tradition ▪ Embodied practices in teaching and research <p>LEARNING COMMUNITIES</p> <ul style="list-style-type: none"> ▪ Gannon (2020). <i>Radical hope: A teaching manifesto</i> (3)
RESEARCH PRACTICE	<p>WORKSHOPS</p> <ul style="list-style-type: none"> ▪ 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 <p>LEARNING COMMUNITIES</p> <ul style="list-style-type: none"> ▪ Reimagining the impact factor: The Ignatian Research Paradigm (3) <p>PANEL DISCUSSIONS</p> <ul style="list-style-type: none"> ▪ Many roads travelled: Reflections on research funding "roadmaps" ▪ Embodied practices in teaching and research <p>RESEARCH PRACTICE REBOOTS</p> <ul style="list-style-type: none"> ▪ Writing rocks
PROFESSIONAL DEVELOPMENT	<p>WORKSHOPS</p> <ul style="list-style-type: none"> ▪ Faculty Leader Series: How resistance can help bring about better organizational change (2) ▪ Thinking about resiliency practices: The why and the how <p>PANEL DISCUSSIONS, CANDID CONVERSATIONS, GUEST SPEAKERS</p> <ul style="list-style-type: none"> ▪ What we have lost/What we have found: A reflection ▪ Coping with COVID: Workplace burnout and resilience factors <p>LEARNING COMMUNITIES</p> <ul style="list-style-type: none"> ▪ Rosenberg (2015). <i>Nonviolent communication: A language of life</i> (4) <p>COMMUNITIES</p> <ul style="list-style-type: none"> ▪ 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