DAVID A GREEN, PhD

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Director | CENTER FOR FACULTY DEVELOPMENT
Clinical Professor | INTERNATIONAL STUDIES, COLLEGE OF ARTS AND SCIENCES

EDUCATION

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

POSITIONS

SEATTLE UNIVERSITY | Seattle, WA, USA

Director	Center for Faculty Development (previously CETL)	2011–present
Clinical Professor	International Studies, College of Arts and Sciences	2019–present
Associate Director	Center for Excellence in Teaching and Learning	2006–10
Senior Instructor	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

Birmingham City Business School:

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

TEACHING: UNDERGRADUATE AND GRADUATE

TEACHING AT SEATTLE UNIVERSITY

UNDERGRADUATE COURSES
- Nation, identity, and the Eurovision Song Contest (University Core Curriculum)
- Culture clash (University Core Curriculum/International Studies)
- Intercultural transgression (International Studies)

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)

GRADUATE COURSES FOR FACULTY (MA EDUCATION)
- Learning and teaching in higher education [Accredited by SEDA]
- Enhancing the quality of academic programmes in higher education [Accredited by SEDA]
- Designing academic programmes in higher education [Accredited by SEDA]

FURTHER FACULTY COURSES ACCREDITED BY SEDA
- Preparing postgraduate researchers to teach in higher education
- Supervising master's degree research

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 honours 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
- Self-organization for research projects

TEACHING: SELECTED EDUCATIONAL DEVELOPMENT SEMINARS AND WORKSHOPS FOR FACULTY

IGNATIAN PEDAGOGY SERIES
- Active learning
- Inclusive pedagogies
- Reflective practice

COURSE DESIGN
- Fewer assignments, less grading, deeper learning: A miracle of course design?
- Learning outcomes: Always for good, never for evil

Retention, belonging, and achievement: Transparency in learning and teaching
Using threshold concepts to redesign courses

APPROACHES TO TEACHING

Infantilizing our students? Attendance, surveillance, and the degradation of learning
Justified, unjustified, unjust? Challenging faculty preconceptions of students
Professional formation in the age of entitlement
Reframing your courses for students – without changing a thing: Curriculum mapping for skills

DIVERSITY, EQUITY, AND INCLUSION

Canaries in the coalmine? International students and a thriving classroom
Candor and compassion: Strengthening our relationships through nonviolent communication
Microaggressions and incendiary acts: Constructive responses in the moment

RESEARCH PRACTICE

Navigating scholarship in a teaching-intensive university
The "Personal Intellectual Project:" Capturing, focusing, and (re)inventing your scholarly agenda

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. (2022). A credibility framework in educational development: Trustworthiness, expertise, and identification. *Higher Education Research & Development*, *41*(3), 804–819. [*HERD* 2022 Article of the Year.]

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

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

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.)

PEER-REVIEWED PRESENTATIONS

Raichle, K. A., Ferraro, H. S., & Green, D. A. (2022, November 19). *The impact of identity on using active learning strategies*. [Conference session.] Professional and Organizational Development Network in Higher Education (henceforth POD Network) 47th Annual Conference, Seattle, WA.

Green, D. A., & Little, D. (2022, November 18). *Recentering integrity in a time of instability.* [Conference session.] POD Network 47th Annual Conference, Seattle.

Green, D. A. (2022, October 21). *Encapsulating and (re)inventing your scholarly agenda as an educational developer: The "Personal Intellectual Project."* [Webinar.] PODLive. POD Network. https://podnetwork.org/encapsulating-and-reinventing-your-scholarly-agenda-as-an-educational-developer/

Green, D. A., & Little, D. (2022, June 2). *Integrity for educational developers: Can the centre hold?* [Paper presentation.] International Consortium for Educational Development (henceforth ICED) 13th Biennial Conference, Aarhus, Denmark.

Raichle, K., & Green, D. A. (2022, June 1). *Barriers to implementing a key tool for student equity: Promoting active learning*. [Paper presentation.] ICED 13th Biennial Conference, Aarhus, Denmark.

Green, D. A. (2021, November 9). *Encapsulating and (re)inventing your scholarly agenda: The "Personal Intellectual Project."* [Conference session.] POD Network 46th Annual Conference, Online.

Green, D. A., & Raichle, K. (2019, November 16). *The invisible barrier: Facilitating active learning requires instructor self-efficacy*. [Paper presentation.] POD Network 44th Annual Conference, Pittsburgh, PA.

Little, D., & Green, D. A. (2019, November 15). *A credibility framework for the "cultural work" of building community.* [Conference session.] POD Network 44th Annual Conference, Pittsburgh, PA.

Green, D. A., & Little, D. (2018, November 17). *Nonpositional leaders facilitating change: A framework for trust and credibility*. [Conference session.] POD Network 43rd Annual Conference, Portland, OR.

Little, D., & Green, D. A. (2018, October 26). *Sustaining a culture of learners: A framework for educational developers*. [Paper presentation.] International Society for the Scholarship of Teaching and Learning (henceforth ISSOTL) 15th Annual Conference, Bergen, Norway.

Moore, J. L, Mårtensson, K., Roxå, T., Little, D., Felten, P., Sutherland, K. A., Green, D. A., Marquis, E. (2018, October 26). *What encourages academic staff to engage in systematic, sustained change in teaching practices?* [Panel presentation.] ISSOTL 15th Annual Conference, Bergen, Norway.

Green, D. A., & Little, D. (2018, June 8). *Contextual educational development: Leveraging positionality to build trust locally*. [Conference session.] International Consortium for Educational Development (henceforth ICED) 12th Biennial Conference, Atlanta, GA.

Moore, J. L., Roxå, T., Little, D., Sutherland, K., & Green, D. A. (2018, June 7). *Understanding and fostering faculty change in teaching*. [Panel presentation.] ICED 12th Biennial Conference, Atlanta, GA.

Little, D., & Green, D. A. (2017, October 12). *Risk, change, and cognitive authority: Educational developers supporting SoTL*. [Paper presentation.] ISSOTL 14th Annual Conference, Calgary, AB.

Miller, J., & Green, D. A. (2016, November 25). *More than a teacher: Educational development for the whole person.* [Paper presentation.] ICED 11th Biennial Conference, Cape Town, South Africa.

Green, D. A., Little, D., & Hoption, C. (2016, November 23). *True to our pasts, true to our present? Educational developers' integrity and identities.* [Paper presentation.] ICED 11th Biennial Conference, Cape Town, South Africa.

Green, D. A., & Little, D. (2015, December). *Mirrors, models, and merits: Educational developers' credibility and leadership*. [Conference session.] Society for Research into Higher Education (henceforth SRHE) Annual Conference, 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?* [Conference session.] AAC&U STEM Conference, Seattle, WA.

Ruppert, B., & Green, D. A. (2015, November). *Email bootcamp: Evidence and strategies from organizational communication*. [Conference session.] POD Network 40th Annual Conference, San Francisco, CA.

Green, D. A., & Little, D. (2015, November). *Whose theory, which practices? Disciplinary identity and educational developers*. [Conference session.] POD Network 40th Annual Conference, San Francisco, CA.

Ruppert, B., & Green, D. A. (2014, November). *Craft without graft: Evidence and practice in rapport-building email*. [Poster presentation.] POD Network 39th Annual Conference, Dallas, TX.

Green, D. A., & Little, D. (2014, October). *Academic baggage? The influence of prior disciplines on academic developers' engagement with research*. [Conference session.] ISSOTL 11th Annual Conference, Québec, QC.

Ruppert, B., & Green, D. A. (2014, October). *When less is more: Instructor availability, student ratings, & the promotion of self-efficacy*. [Conference session.] ISSOTL 11th Annual Conference, 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 presentation.] Threshold Concepts 5th Biennial Conference, Durham, UK.

Green, D. A., & Little, D. (2014, July). *The ghost of disciplines past: Educational developers and intersecting identities.* [Paper presentation.] Academic Identities 4th International Conference, Durham, UK.

Green, D. A., & Little, D. (2014, June). *"I come from research:" Educational developers' identities as academics.* [Conference session] ICED 10th Biennial Conference, Stockholm, Sweden.

Green, D. A., & Little, D. (2013, November). *Finding your comfort zone in the scholarship of educational development*. [Conference session.] POD Network 38th Annual Conference, Pittsburgh, PA.

Little, D., & Green, D. A. (2013, October). *SoTL around the edges: Marginality, disciplinarity, and the difficulty of "fit."* [Conference session.] ISSOTL 10th Annual Conference, 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*. [Conference session.] American Chemical Society 245th National Meeting & Exposition, New Orleans, LA.

Green, D. A., & Little, D. (2012, December). *Negotiating competing visions: Educational development in the strange middle ground*. [Paper presentation.] SRHE Annual Conference, Newport, UK.

Little, D., & Green, D. A. (2012, October). *Take up your pen: Deepening the Scholarship of Educational Development*. [Conference session.] POD Network 37th Annual Conference, Seattle, WA.

Popovic, C., & Green, D. A. (2012, October). *"A successful student is…?" Using vignettes to challenge faculty preconceptions*. [Conference session.] POD Network 37th Annual Conference, Seattle, WA.

Green, D. A. (2012, July). *Challenging our preconceptions of students: Models, methods, musings*. [Conference session.] ICED 9th Biennial Conference, Bangkok, Thailand.

Little, D., & Green, D. A. (2012, June). *Marginal gains: Identity and academic development*. [Conference session.] Academic Identities 4th International Conference, Auckland, Aotearoa New Zealand.

Green, D. A., & Huston, T. (2011, October). *All for one and one for all: Action learning sets*. [Conference session.] POD Network 36th Annual Conference, Atlanta, GA.

Little, D., & Green, D. A. (2011, October). *Betwixt and between: How developers navigate institutional tensions*. [Conference session.] POD Network 36th Annual Conference, Atlanta, GA.

Green, D. A., & Little, D. (2010, November). *Life on the margins: Fruitful territory for faculty developers?* [Conference session.] POD Network 35th Annual Conference, St. Louis, MO.

Popovic, C., & Green, D. A. (2010, November). *Out of the rut: Dispelling faculty preconceptions of their students*. [Conference session.] POD Network 35th Annual Conference, St. Louis, MO.

Popovic, C., & Green, D. A. (2010, June). *How well do we know our students?* [Conference session.] ICED 8th Biennial Conference, 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.] ICED 8th Biennial Conference, Barcelona, Spain.

Green, D. A. (2009, October). *Educational gobbledygook: Does language discourage faculty from becoming faculty developers?* [Conference session.] POD Network 34th Annual Conference, Houston, TX.

Huston, T. A., & Green, D. A. (2009, October). *Teaching what you learned yesterday*. [Conference session.] POD Network 34th Annual Conference, Houston, TX.

Huston, T. A., & Green, D. A. (2008, October). *"I hate this course!" How useful are student evaluation comments?* [Conference session.] POD Network 33rd Annual Conference, Reno, NV.

Green, D. A. (2008, June). *Border control: Does scholarship keep academic "migrants" out?* [Conference session.] ICED 7th Biennial Conference, Salt Lake City, UT.

Sorenson, D. L., & Green, D. A. (2008, June). *Finding common terminology in academic development: Esperanto for educational developers*. [Roundtable session.] ICED 7th Biennial Conference, Salt Lake City, UT.

Green, D. A., & Huston, T. A. (2007, October). *Benevolent subversives: Transforming learning and teaching into an institutional priority*. [Conference session.] POD Network 32nd Annual Conference, 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*. [Conference session.] ISSOTL 3rd Annual Conference, Washington, DC.

Green, D. A., & Huston, T. A. (2006, June). *Lost in Translation? Developing an inclusive approach to the language of academic development*. [Conference session.] ICED 6th Biennial Conference, Sheffield.

Green, D. A., & Pilkington, R. (2006, June). *Threshold concepts in educational development*. [Conference session.] Staff and Educational Development Association (henceforth SEDA) Spring Conference, Liverpool.

Mortiboys, A., & Green, D. A. (2004, November). *Teaching with emotional intelligence: Evaluating a new course*. [Conference session.] SEDA 9th Annual Conference, Birmingham, UK.

Staley, A., MacKenzie, N., Green, D. A., & Söntgens, K. (2001, September). *Computer-supported experiential learning*. [Symposium.] Improving Student Learning 9th International Conference, Edinburgh.

Green, D. A. (2000, March). *Using information technology in traditionally "soft" subjects.* [Paper presentation.] International Conference on Learning with Technology. Temple University, Philadelphia.

PRESENTATIONS: KEYNOTES AND PLENARIES

Green, D. A. (2017, April). *Short-circuiting the mind: Student success and faculty preconceptions*. [Plenary address.] Pacific Northwest Section of the American Society for Engineering Education 86th Annual Conference, Seattle, WA.

Green, D. A. (2016, February). *Intentionally in tension: Educational developers leading from the middle*. [Keynote address.] Canadian national Educational Developers Caucus 12th Annual Conference, Windsor, ON.

Green, D. A. (2014, August). *Front-row seats: Lifting the veil on faculty preconceptions of undergraduates*. [Keynote address.] Elon University's 11th Annual Teaching and Learning Conference, Elon, NC.

Green, D. A. (2014, May). *Fair judgment? Faculty preconceptions of student success*. [Keynote address.] 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.] Otterbein University "Great Expectations: General Education" Conference, Columbus, OH.

Green, D. A. (2013, February). *Behind the fig leaf? Faculty preconceptions of student achievement*. [Keynote address.] 30th Georgia Conference on College and University Teaching, Kennesaw, GA.

Green, D. A. (2012, July). *Faculty preconceptions: The hidden underbelly of educational environments*. [Plenary address.] 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.] SEDA 15th Annual Conference, Chester, UK.

PRESENTATIONS: INVITED

Green, D. A., & Little, D. (2023, November 16). Re-visioning POD's Ethical Guidelines to navigate our changing landscape. POD Network 48th Annual Conference, Pittsburgh, PA.

Green, D. A. (2023, May 23). *Using threshold concepts to reshape STEM courses*. Invited presentation for STEM faculty at Fairleigh Dickinson University, Hackensack, NJ. [NSF-funded]

Green, D. A. (2023, May 23). *Our preconceptions of our students*. Invited presentation for STEM faculty at Fairleigh Dickinson University, Hackensack, NJ. [NSF-funded]

Green, D. A. (2023, May 22). *Creating strong, flexible courses through "constructive alignment."* Invited presentation for STEM faculty at Fairleigh Dickinson University, Hackensack, NJ. [NSF-funded]

Green, D. A. (2022, May 6). *Teaching Eurovision in the USA: An empty box?* [Invited online panel presentation.] Second annual (Thunder and) Lightning Talks. Hosted by University of Southern Queensland and The University of Queensland, Australia.

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*. 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*. [Conference session.] POD Network 42nd Annual Conference, 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 session.] ICED 10th Biennial Conference, 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 session.] ICED 9th Biennial Conference, 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.* [Conference session, via video.] Birmingham City University 3rd Learning and Teaching in Higher Education conference, 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

Co-chair, Ad hoc committee to revise the Ethical Guidelines, POD Network 2024–present
Board & Council member, International Consortium for Educational Development (charity) 2024–26
Advisory board member, *International Journal for Academic Development* (*IJAD*) 2023–25
Ad hoc committee member, review of IJAD's publishing model, ICED 2024–present
Editorial board member, *IJAD* 2014–2022
PhD external examiner, Yoko Mori, University of Otago, New Zealand 2023
Global Advisory Group member, ICED 2022 conference, Aarhus, Denmark 2021
Judge, Article of the Year award, *IJAD* 2018–22
Board & Council member, International Consortium for Educational Development (charity) 2015–19
Co-editor, *IJAD* 2011–14
Associate editor, *IJAD* 2010–11
Manuscript reviewer
Higher Education Research and Development (member of College of Reviewers); *International Journal for Academic Development*; *Studies in Higher Education; To Improve the Academy*
Conference proposal reviewer
Biennial conferences of the International Consortium for Educational Development 2012–present
Annual conferences of the POD Network 2008–15, 2017–2022
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–present
Co-chair, Clinical Professor Series Task Force 2018–19
Director, New Faculty Institute 2012–17
Member, University Strategic Planning Council 2020–21
Member, University Non-Tenure-Track Steering Committee 2019–20
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." (Annual application process.) 2017–25

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). "Experiential Learning using Information and Communications Technology." PI: David A. Green. £46,000 (c. $80,000 at the time) 1999–2002

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 2002–2012

LANGUAGES

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