

VICE PROVOST FOR FACULTY AFFAIRS REPORT: THREE AND A HALF YEARS OF THE VPFA

FACULTY LIFECYCLES

We support faculty transitions to DU and their success at different career stages.

FACULTY DEVELOPMENT

We support faculty career decisions so that they can thrive across their career.

FACULTY RELATIONS

We support individual faculty as well as faculty voice so all faculty thrive and belong.

TEACHING & LEARNING

We support faculty pedagogical growth so they cultivate their craft and catalyze student learning.

2019 – 2023

duvpfa.du.edu/annual-report

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CREATING THE OFFICE OF THE VICE PROVOST FOR FACULTY AFFAIRS: A LETTER FROM KATE WILLINK

I am incredibly proud of our collective accomplishments over the last few years and want to express my deepest gratitude to staff in the VPFA's office, the Office of Teaching and Learning, and the Provost's Office. I also thank the many faculty with whom we have collaborated and who have participated in our programming over the years.

Since its inception, the VPFA's office has been driven by eleven core beliefs and animating questions that inform our work:

1. **Faculty are lifelong learners. Our office should support faculty development, career advancement, and pedagogical growth across the faculty lifecycle and in each faculty series.** As faculty develop and grow in their careers, their needs and interests change. We are committed to developing tailored and intentional programming to support faculty across stages that draws on existing data and scholarly literature.

How can we build on research-informed practice, adapt best practices from other universities, and scale successful models from within DU academic units, departments, and programs?

2. **Faculty-driven solutions promote faculty thriving. Institutional change should be led by faculty, providing authentic opportunities for agency.** Faculty know best the pain points and challenges they face as individuals, and within their identity and affinity groups. Faculty are significantly impacted by day-to-day work climate, and often make decisions about staying or leaving based on the

culture of their home departments or programs; therefore, initiating and scaling culture change at the department and programmatic levels has the greatest and most immediate impact.

What national models exist for implementing faculty-led and department-level culture change?

3. **Change matters most when it can be scaled and sustained.** Meaningful and research-based change occurs within an ecosystem and is best approached from a systems perspective—with choreographed attention at the micro, meso, and macro levels.

How do we create a scalable and sustainable ecosystem for faculty thriving? Within this ecosystem, how do we attend to thriving at the micro, meso, and macro levels, while rewarding and incentivizing necessary work?

4. **Equity is achieved through equitable policies, processes, and practices.** Only with clear, consistent, and collectively decided guardrails to guide decision-making can we ensure that our rhetoric aligns with our reality.

Do policies, processes, and practices align across the university, and in units and departments/programs? Where could alignment be improved? How do we address equity issues and ensure that all faculty work is visible and valued?

5. The quality of our processes is essential to equity, authenticity, belonging, and trust. Trust and ethical deliberation are especially important in high-stakes decisions such as curriculum change; policy and bylaw creation and revision; and hiring, promotion, and reappointment. High-functioning groups implement structures to guide these decisions, such as discussing criteria before deliberation, designing interactional norms and practices that mitigate informal power dynamics, and attending to facilitation, process monitoring, and feedback.

Have we created inclusive decision-making processes that ensure consistency, clarity, transparency, and equitable actions regardless of who is making the decision?

6. Shared governance and cross-functional teams of faculty, administrators, and staff are essential to finding solutions in the academic enterprise. Thoughtful partnerships between Faculty Senate, academic leaders (e.g., associate deans, chairs, directors), and university committees are essential for connection, coordination, and collaboration. Such collaborations ensure that equitable policies are developed through iterative and consultative processes that achieve outcomes and avoid harmful unintended consequences.

How can we align multi-year initiatives and committee work that allows for consistent stakeholder engagement, organizational learning, piloting within the DU context, and sequential shared-governance deliberation and successful implementation within a reasonable period of time?

7. Connections, relationality, and collegiality create and sustain an academic community and a sense of belonging at DU. Opportunities for connection and collaboration among colleagues help mitigate the academic, neoliberal, and competitive norms that inhibit inclusive or equitable climates. Working together needs to be part of our collective muscle memory sustained by rituals, practices, and rhythms that require cultivation and sustenance.

How do we create networks of colleagues as basins of attraction that bring us to campus for collective gatherings? How do we create a culture where we participate generously in mentoring and support of colleagues?

8. Transparent, data-driven decision-making is essential for responsive programming, policies, processes, and practices. VPFA and OTL programming should be informed by data on faculty satisfaction and consistent faculty engagement across campus. This requires consistent surveying with validated research designs, paired with data sharing and data-informed change. Faculty need to be part of data governance to make sure data is clean, accurate, and equity minded. Collecting data comes with an obligation to share it with campus communities and implement change in response to what we learn.

How do we build a culture of trust and transparency in faculty surveys and data, and a concomitant responsiveness by leaders to addressing identified growth areas? How can consistent stakeholder engagement be designed into

programming and initiatives, so that our office and programming is also informed by these dialogic encounters?

- 9. A culture of care and appreciation supports colleagues and portends more success.** Responsive systems that promote a culture of care and support among colleagues are essential to creating a welcoming and affirming climate. Much faculty work relies on deferred gratification; thus, finding and ritualizing opportunities to celebrate milestones matters a great deal.

How do we design responsive networks of care and meaningful events that celebrate and reflect diverse forms of accomplishment and recognition?

10. Good communication supports inclusion.

Newsletters from the VPFA and OTL, and responsive and timely web content allow faculty to be informed and learn about opportunities, initiatives, and goings-on around campus. Highlighting faculty voices and perspectives invites broader participation and sharing.

How do we boost the signal on opportunities, policies, processes, best practices, and initiatives, and celebrate our colleagues' success across campus in a way that penetrates the faculty email deluge?

These core ideas have driven our work for the last three and a half years and shaped the vision of the VPFA position. The following report highlights but a few examples of the impact and implementation of this critical work.

Best,



Kate Willink
Vice Provost for Faculty Affairs



FACULTY LIFECYCLES

BY THE NUMBERS

85

first-year faculty completed the "Teacher Scholar" Faculty Learning Community since Fall 2019

284

adjunct faculty attended the Part-Time Faculty Orientation since its launch in 2021

670

unique page views were captured for new web resources on preparing for and experiencing retirement since their creation in 2021

44

Teaching and Professional faculty attended the "Pathways to Promotion for TPF" panels in 2021 & 2022

200+

different faculty members attended one or more events in the "faculty lifecycles" series

66

retired and current faculty attended two retirement-focused events hosted by Chancellor Emerita Rebecca Chopp and Chancellor Emeritus Robert Coombe

IMPACT

- Over 50% of participants in the 2021–2022 new faculty "Teacher Scholar" FLC showed statistically significant gains in measures of belonging, fit, and transparency at DU.
- Overall, faculty who attended a faculty lifecycles event and completed an evaluation agreed or strongly agreed:
 - *The information shared in the event connected to my professional and personal values (76%).*
 - *I would recommend this event or similar events to others (86%).*

*additional program attendance & assessment data available in the appendix.

OVERVIEW

Moving beyond one-size-fits-all faculty development means taking account of how faculty experiences and needs differ across their careers. Prospective faculty wonder what life is like at DU. Early-career faculty need to develop navigational capacity and experience a sense of belonging to thrive at DU. Those in mid-career may reflect on how their career connects with their values and potential leadership skills. Faculty in the later stages of their careers have questions about legacy and retirement, and may want to continue to share their intellectual gifts with the campus after they become emeriti. The VPFA provides intentional support customized for the different stages of the faculty lifecycle and in times of transition.

Career experiences also differ by appointment type and series. The VPFA deliberately designs purposeful resources for Teaching and Professional lines, part-time faculty, and tenure-track faculty. Intentional work across the faculty lifecycle contributes to DU's Strategic Initiative #3, helping "cultivate an exceptionally diverse, inclusive, equitable, and welcoming community," where all faculty can succeed. It aligns with goal three of the university's DEI Action Plan, which includes a commitment to "Advance Faculty Diversity & Retention," and connects to the "Pursuing Careers & Lives of Purpose" dimension of the 4D Experience. Finally, focus on the faculty lifecycle helps the VPFA meet the goal of seeing and valuing each faculty member for the gifts they bring to the DU community.

SIGNATURE PROGRAMS

NEW FACULTY ONBOARDING

With leadership from the Office of Teaching and Learning (OTL) and the VPFA, new faculty onboarding efforts have expanded considerably. Since summer 2019, new faculty are welcomed with staggered letters from campus leaders and relevant offices, and with a newly created asynchronous Canvas Course containing resources on campus policies; support for teaching excellence and growth; research, scholarship, and creative activity; and equity, diversity, and inclusion efforts. In addition, faculty attend a half-day orientation session hosted by the Provost's Office and are invited to join a year-long faculty

learning community (FLC) and other stand-alone workshops through the OTL, the Diversity, Equity, and Inclusion (DEI) division, the Office of Research and Sponsored Projects (ORSP), and more. In the future, the faculty onboarding experience will extend through the first three years of employment and provide more opportunities for community and collaboration.

FACULTY LEARNING COMMUNITY: TEACHING AND PROFESSIONAL FACULTY TOOLS FOR SUCCESS

This FLC explores areas essential to the success of teaching and professional faculty, including community building, effective instruction, DU culture, promotion and academic careers, national trends, and TPF roles. Sessions offered in AY 20–21, 21–22, and upcoming in 22–23 FLC include the text, *Inclusive Collegiality and Nontenure-Track Faculty: Engaging All Faculty as Colleagues to Promote Healthy Departments and Institutions*.

CAREER ADVANCEMENT WORKSHOPS

The processes of promotion, reappointment, and tenure are consistent drivers of faculty stress, consternation, and insecurity. The “Pathways to Promotion for Teaching & Professional Faculty” workshop, offered yearly since 2018, opens space for teaching and professional faculty across campus to share resources and experiences about the promotion process outlined in the *Policies and Procedures Relating to Faculty Appointment, Promotion, & Tenure* guidelines approved by the Board of Trustees in 2015. Likewise, “Crafting the Narrative Arc,” offered yearly since 2019, offers strategies for shaping myriad faculty accomplishments into a cohesive statement structure that will present a strong case for tenure, promotion, or reappointment. Over 150 faculty members have attended at least one of these workshops.

CROSS-IDENTITY MENTORING COMMUNITY OF PRACTICE

In early 2022, Faculty Fellow of Mentoring Initiatives and Teaching Professor, Heather Martin, convened 15 faculty-mentoring leaders from across faculty lines for an in-depth exploration of cross-identity mentoring at DU. The Community represented nine schools and colleges, including three department chairs and five full professors. Over nine months, faculty explored mentoring approaches happening across DU and engaged mentoring approaches discussed in the literature that attend to intersections of gender, race, and identity. The Community is currently developing an institutional guide to mentoring best practices, while using a train-the-trainer approach to develop events, activities, and resources for use in departments and programs across campus. The goal of the Community and other mentoring programming is to build an inclusive culture of mentoring across campus.

SPOTLIGHT EVENT

“If I Knew Then What I Know Now” Panel

Starting at a new institution is nearly always daunting, but especially during a global pandemic that has upended research trajectories, reconfigured teaching modalities, and taxed both student and faculty bandwidth. This 2021 panel featured faculty in their second through fifth year, offering perspectives on how to approach teaching, research, and service at DU.

Panelists included Jack Buffington, Assistant Professor of the Practice, Daniels College of Business; Kerstin Haring, Assistant Professor, Ritchie School of Engineering and Computer Science; Mike Nguyen, (former) Assistant Professor, Morgridge College of Education; Kathryn Fox, Assistant Professor, College of Arts, Humanities, and Social Sciences; and Ashley Hamilton, Assistant Professor, College of Arts, Humanities, and Social Sciences.



Event attendees and panelists, April 2021

PEOPLE

LAURA E. SPONSLER, PH.D., RESIDENT SCHOLAR FOR TEACHING AND PROFESSIONAL FACULTY

Clinical Associate Professor of Higher Education at the University of Denver, Laura Sponsler, serves as the Resident-Scholar for Teaching and Professional Faculty. As the Resident Scholar for Teaching and Professional faculty, Sponsler's research and work supports faculty off the tenure track—the Teaching and Professional Faculty (TPF)—through faculty development initiatives and organizational change to institutionalize a respectful, inclusive, and collegial culture for all faculty.



HEATHER N. MARTIN, PH.D., FACULTY FELLOW OF MENTORING INITIATIVES

Heather Martin is a Teaching Professor of Writing and the Faculty Director of the First-Year Seminar program at DU. As Faculty Fellow of Mentoring Initiatives, Martin's mission is to collaborate with faculty mentors from across ranks and series on research-based mentoring initiatives that enrich faculty experiences, cultivate community, and promote faculty wellbeing. Since joining the VPFA team, Martin has been invited to speak on mentoring in higher education at various national convenings, including the University of New Mexico's Mentoring Institute and the Conference on Writing and Wellbeing, and she has work forthcoming in the *Chronicle of Mentoring & Coaching*.





FACULTY DEVELOPMENT

BY THE NUMBERS

20

workshops offered
in 2019–2020

27

workshops offered in
2020–2021

42

workshops offered
in 2021–2022

84

faculty members
participated in
WAGs since fall 2020

200+

full-time faculty
members attended
one or more events
in the “faculty
development”
series

54

faculty members
participated in WIPs
since Fall 2021

IMPACT

- Faculty who participated in the Writing Accountability Program have a greater awareness of their own writing practice, see positive connections between their writing and their teaching, and are better able to teach writing to students.
- Faculty engaged 2,312 NCFDD sessions in 2021–2022, including 470 faculty who registered for the 14-day writing challenge.
- Thirteen faculty members completed the NCFDD faculty success program, with a 97% satisfaction rate.

OVERVIEW

Faculty are lifelong learners at DU, and the VPFA supports faculty growth in all areas of their work. VPFA faculty development work encompasses programs and initiatives that advance individual faculty goals and build community. Faculty development is essential to the University’s Strategic Imperative #1: “focus on recruiting, retaining and supporting talented faculty and staff.” The VPFA provides campus leadership, intentional programming and training, and web resources designed to help DU faculty thrive, while also reaching their goals for scholarly and creative endeavors, teaching, and service at DU and in the community. This programming facilitates the student-focused work of the 4D Experience (S1 #2: Create a unique, global, holistic, 4D student experience) and advances our campus DEI goals (S1 #3: Cultivate an exceptionally diverse, inclusive, equitable, and welcoming community).

SIGNATURE PROGRAMS

WRITING SUPPORT FOR FACULTY

Originally created to promote scholarly community during the pandemic, the Writing Accountability Program offers two types of support for faculty writers. Writing Accountability Groups (WAGs) provide a structured community for faculty to focus on and make progress toward their writing goals. At DU, these groups engage with the NCFDD core curriculum as a basis for discussing their experiences as DU faculty members. Write-in-Place (WIP) sessions offer minimal facilitation and provide faculty with the opportunity to write independently in a supportive community environment.

The Writing Accountability Program Coordinator develops and updates the curriculum, advertises the program to faculty across campus, schedules group meetings, supports facilitators, and assesses the program. Teaching Associate Professor Libby Catchings was the inaugural Coordinator, followed by Teaching Professor Megan Kelly.

PROFESSIONAL DEVELOPMENT ON DEMAND

The VPFA maintained membership with the National Center for Faculty Development and Diversity (NCFDD) and successfully

advocated for a campus-wide membership with Academic Impressions. Both subscriptions offer on-demand and tailored professional development opportunities for faculty at all levels.

MID-CAREER FACULTY SUPPORT

Research shows that associate-level faculty are the least satisfied rank in the professoriate—often facing heavy service burdens and lacking a sense of purpose. To combat this, the VPFA hosted two half-day NCFDD workshops for mid-career faculty, building up to a 2023 full-program launch. The VPFA facilitated two focus groups with Teaching and Professional faculty at the Associate and Full levels in spring 2022 and two reflective events in fall 2022. Informed by this work, the VPFA is launching the Pathways of Purpose leadership cohort in winter 2023 to focus on creativity, wellbeing, and efficacy, capped off with project-based work.

SPOTLIGHT EVENT

Sustainable Strategies Series

To help faculty maintain connections with each other and advance scholarly goals despite pandemic disruptions, the VPFA arranged the Sustainable Strategies series with Dr. Brandy Simula. Consisting of six scaffolded workshops in winter and spring 2021, the series explored faculty boundaries, power, and values. Simula guided faculty in new ways of thinking about workload, including mentoring networks and using tools from project management to improve research, scholarship, and creative activity.

PEOPLE

LIBBY CATCHINGS, PH.D., COORDINATOR FOR FACULTY WRITING SUPPORT, 2020–2022

Libby Catchings is a Teaching Associate Professor in the University Writing Program and an Advisory Board member for the Denver Prisons Arts Initiative. She created and revised the curriculum for the Writing Accountability Groups and expanded programming to include write in-place opportunities as well.



MEGAN J. KELLY, COORDINATOR FOR FACULTY WRITING SUPPORT, 2022–PRESENT

Megan Kelly is a Teaching Professor in the University Writing Program and Assistant Director of the Writing Center. She has been teaching at DU since 2010. Her teaching and research interests include environmental communication, with an emphasis on the narrative and rhetorical strategies of student activists in the climate justice movement, and training peer tutors of writing. In her role as Program Coordinator for the Writing Accountability Groups, Kelly organizes and facilitates writing groups and retreats for faculty. She is passionate about supporting faculty in becoming more aware of their writing process and in establishing a healthy work/life balance.





FACULTY RELATIONS

BY THE NUMBERS

50+

faculty requested one-on-one consultations with the Director of Faculty Development & Career Advancement since January 2021

5

units completed a deliberative decision-making training with VPFA Willink and Professor Darrin Hicks, which is now available asynchronously to all Academic Impressions members

100+

STEM faculty from NSM and RSECS attended events engaging IChange equity-planning principles

100+

faculty members attended one more Academic Impressions or NCFDD workshops related to inclusivity, equity, diversity, and inclusion

IMPACT

- DDM training was offered to five departments (Art and Art History, Sociology and Criminology, Political Science, Communication Studies, and Media, Film, and Journalism Studies), as well as chairs and college-level promotion and tenure committees.
- As a continuing endeavor, the Chair Advisory Board (CAB) offers peer-to-peer solution-seeking clinics, provides updates to the (VPFA supported) chair handbook, and supports the work of chairs and directors through new and continuing training and programming.
- Since launching in 2019, VPFA newsletter open/read rates remain steady at 43%.

OVERVIEW

The VPFA seeks to improve faculty wellbeing by improving processes and offering tools to produce a better climate, particularly for historically excluded faculty. This includes training and collaborative opportunities for faculty leaders, such as department chairs, program directors, and associate deans. The VPFA uses research-informed, intentional change models to engage stakeholders and faculty leaders in shared governance and committee leadership across the university. To cultivate a culture of engagement, VPFA initiatives also celebrate faculty growth and achievement in areas that are often invisible. Furthermore, the VPFA mediates challenging faculty situations in departments, schools, and colleges across campus; and works to change campus culture to proactively address known challenges and improve outcomes for all faculty.

SIGNATURE PROGRAMS

FACULTY STAFF SUPPORT NETWORK

The Faculty-Staff Support Network (FSSN) allows campus community members to express concern about faculty members and connect them anonymously with campus resources. Created pre-pandemic as a collaboration between VPFA, the Department of Human Resources and Inclusive Community, and other campus stakeholders, the FSSN has helped support faculty during the COVID-19 pandemic crisis and beyond.



WORKLOAD EQUITY COMMITTEE

Created by the VPFA and the Faculty Senate, the Workload Equity Committee (WEC) seeks to bring greater clarity and transparency to three-interrelated areas: (1) faculty responsibilities and expectations, (2) the decision-making processes by which department and unit heads assign faculty responsibilities and set faculty expectations, and (3) the standards by which faculty responsibilities and expectations are measured, assessed, and rewarded. WEC aims to ensure all faculty have a clear, explicit, and transparent understanding of their job responsibilities and expectations to avoid workload distributions that disproportionately burden some faculty over others and enable “invisible labor” inequities. VPFA Willink chaired the committee for two years, culminating in the [2021 Workload Equity Report](#).

YOU ROCK! AWARDS

Peer-to-peer recognition matters for cultivating a culture of celebration. Based on a successful program in the Morgridge College of Education, You Rock! awards recognize excellence among faculty and staff based on peer nominations. From the pool of more than 850 winners since spring 2020, ten are drawn monthly to receive a special treat. In spring 2021, the VPFA hosted a We Rock! event to celebrate the campus community's collective accomplishments during a difficult year.



ICHANGE NETWORK

DU was selected as one of 19 universities to join Aspire's Institutional Change (IChange) initiative in 2020. IChange is a three-year institutional change effort to develop inclusive faculty recruitment, hiring, and retention practices, and ensure that all STEM faculty implement inclusive teaching, advising, and research mentoring. In fall 2022, Associate Professor Robin Tinghitella and Professor Sarah Watamura took leadership roles in IChange.

CROSS-CAMPUS LEADERSHIP DEVELOPMENT

In response to 2019 COACHE study data suggesting the need for more leadership and advancement opportunities, the VPFA created faculty huddles for Faculty Affairs Associate Deans (FAAD) and the Chairs Advisory Board (CAB) to support the growth and development of campus leaders. In 2021, the VPFA partnered with CAB to offer the first ever university-wide chairs training.

PEOPLE

NANCY SASAKI, PH.D., COVID IMPACT STATEMENT FACILITATOR

Nancy Sasaki is a Teaching Professor in Biological Sciences and has been at DU for 14 years. Sasaki has led efforts to improve the culture and environment for women across campus and in areas of STEM; improved opportunities for successful advancement for all faculty but focusing on the Teaching and Professional lines; and provided resources and opportunities for underrepresented students in STEM to increase degree attainment.



founding member of the Latinx Center at DU, and director of the Latinx Center. Her scholarship focuses on the inequity and dehumanization that affects marginalized people and communities.



LISA MARTINEZ, PH.D. COVID IMPACT STATEMENT FACILITATOR

Lisa M. Martinez is Professor in the Department of Sociology & Criminology and currently serves as the CAHSS Director of Diversity, Equity, and Inclusion. She is also a core faculty member of the Latinx Center @ DU and co-directs the Center for Immigration Policy & Research (CIPR). Her research and teaching interests include immigration, racial/ethnic politics, Latina/o/x sociology, and social inequality.



DEB ORTEGA, PH.D., COVID IMPACT WORKSHOP FACILITATOR

Deb Ortega is a Professor in the Graduate School of Social Work, a faculty member in the DU-Iliff JDP, a

SPOTLIGHT EVENT

Accounting for Covid-19 Disruptions in the Review Process: Workshops for Faculty & Evaluators

In response to extended support from the Faculty Senate and Provost's office for faculty navigating Covid-19 disruptions, the VPFA created two faculty facilitator positions to help faculty navigate and use these supports, especially the Covid-19 impact statement. Thirty-two faculty members attended at least one workshop on crafting an impact statement and 38.9% of faculty submitted an impact statement in 2021-2022. Chairs, Associate Deans, and Deans also underwent scenario-based training on interpreting Covid-19 impact statements for annual and consequential review processes.



TEACHING & LEARNING

BY THE NUMBERS

1,200

faculty interactions, representing 523 unique faculty in one six-week period in 2020, while OTL transitioned to remote operations while supporting faculty in preparing for a completely online spring

445

faculty members served by the OTL in 2020–2021, including 200 unique one-on-one consultations and 355 event participants

2021

founding of the “Spring Showcase” to honor faculty teaching excellence and growth

465

unique faculty members served by OTL in 2021–2022, 313 unique faculty attended OTL events and 488 attended consultations

211

faculty participants in the Course Design Institute since 2017

SPOTLIGHT EVENT

Neurodiversity Institute

In summer 2021, the OTL offered the first-ever Neurodiversity Institute, through a collaboration with the Learning Effectiveness Program and featuring Lauren McGrath. In line with the OTL’s increased focus on universal design and accessibility for all learners, summer and winter institutes were held in 2022.



Winter 2022 Neurodiversity Institute

OVERVIEW

The Office of Teaching and Learning (OTL) is part of Faculty Affairs, with the Director reporting directly to the VPFA. The OTL works to improve and advance teaching excellence and build community. The teacher-scholar model is essential to DU, and the work of improving the student experience—while helping faculty grow in the classroom—is essential. For a complete account of OTL programming, mission, goals, and values, please see their [annual reports](#). The following section specifically highlights teaching and learning collaborations between the OTL and VPFA.

SIGNATURE PROGRAMS

EXPANSION OF INSTRUCTIONAL DESIGN SUPPORT

The OTL supported five additional instructional designers to assist faculty in creating effective courses across modalities in 2020–2021 and 2021–2022.

FACULTY INSTITUTE FOR INCLUSIVE TEACHING

The Faculty Institute for Inclusive Teaching (FIIT) is an interactive, self-paced, asynchronous online program. Developed through the OTL, the course employs various instructional methods to invite faculty into the collective work of improving success, belonging, and fit for all students. In August 2020, the Chancellor made a historic announcement, formally requiring all faculty to complete the course by the first day of the academic quarter. While continuing to offer its pre-Covid programming, the OTL supported FIIT as it became the first required course in OTL history. The program consists of eight content modules, each exploring a specific topic, and provides a definition, inclusive teaching content, pedagogical tools, and a critical self-reflection prompt. Through FIIT, faculty revitalize their teaching abilities to ensure the academic success of an increasingly diverse, dynamic, and vibrant student body.

TEACHING EXCELLENCE TASK FORCE

The 2018 COACHE findings indicated a need for improvement in areas related to teaching evaluation and service. In May 2020, the Faculty Senate responded with [a motion](#) creating the Teaching Excellence Task Force. The motion conceived the Task Force as “the first step in a multi-year and likely multi-

committee process. We seek to move the institution beyond the use of student evaluations as a primary mode of evaluating teaching performance for merit, promotion, and reappointment.” Initially co-chaired by Kate Willink and Senate President Sarah Pessin, OTL Director Leslie Alvarez became chair starting in 2021–2022.

FACULTY LEARNING COMMUNITIES

The OTL supports a range of faculty learning communities (FLCs), wherein faculty engage deeply with a set of texts, questions, and each other. Recent and upcoming offerings include:

- The Heart of Higher Education
- Parenting and Productivity
- Scholarship of Teaching and Learning
- White Fragility
- Trans* in College
- Cohort Engagement with FIIT (all modules)
- White Allyship
- Scholarship of Teaching and Learning

PEOPLE

LESLIE CRAMBLET ALVAREZ, PH.D., DIRECTOR OF THE OFFICE OF TEACHING AND LEARNING

Teaching and learning are at the heart of Leslie Alvarez’s work. As director of the OTL, she strives to bring the office’s mission to life: “To support faculty in the advancement of transformative, inclusive, and impactful teaching and learning across all disciplines and modalities to actualize DU’s educational promise to all students.” After over a decade as a faculty member, Alvarez came to DU to engage in the work of faculty education full-time. The OTL serves as the central resource for faculty in reaching their teaching goals. The OTL team envisions their work as that of curator, collaborator, ideas incubator, and sanctuary for all who care deeply about teaching and learning.



IMPACT

- In the shift to emergency remote teaching, the OTL facilitated widespread Canvas adoption in courses across campus—from 44% to 100% between 2019 and 2020.
- The OTL delivered additional pandemic-era services through the Institutional Investment in Teaching and Learning initiative, which dedicated \$676,000 to expanding teaching supports through instructional design, classroom assistants, peer-faculty networks, and training for graduate teaching assistants.
- The OTL has grown with additional staff dedicated to instructional design and accessibility/Universal Design for Learning support.
- The OTL offered the first-ever Teacher Scholar Lecture, featuring Professor of Law Roberto Corrada.
- Over the past three years, the OTL has become increasingly data-informed, using surveys and focus groups to guide programming, modalities, and services.
- Data from 2020–2022 indicate that the OTL serves faculty at all ranks and series across campus with tenure-line faculty comprising one-third of participants annually.

JARED DEL ROSSO, PH.D., OTL FACULTY FELLOW, TEACHING AND LEARNING

Jared Del Rosso is Associate Professor in the Department of Sociology & Criminology, faculty chair of Faculty Senate’s Teaching Excellence Task Force, and Faculty Fellow of Teaching and Learning in the OTL. In these roles, Del Rosso supports the Faculty Senate, OTL, and individual faculty members in their efforts to develop holistic, reflexive, and formative approaches to course and faculty evaluation.



BARBEKKA HURTT, PH.D., OTL FACULTY FELLOW, TEACHING AND LEARNING

Barb Hurtt is an Associate Teaching Professor in Biological Sciences at DU. As an OTL Faculty Fellow, Hurtt aims to collaboratively and purposefully improve the faculty experience for those in the Teaching and Professional Faculty series, and promote meaningful conversation and positive change around the development, implementation, and evaluation of teaching experiences.

**PAUL MICHALEC, PH.D., OTL FACULTY FELLOW, TEACHING & LEARNING**

Paul Michalec is a Clinical Professor in Teaching and Learning Sciences and brings to his teaching an affinity for ecological thinking, interdisciplinary knowledge, holistic models of teaching and learning, and transformative learning. As a fellow, Michalec has hosted regular faculty engagements through the “heart of higher education,” facilitated peer-to-peer conversations, and supported deep reflection on the practice of teaching.





INITIATIVES

In addition to programming and direct support for faculty facing challenges now, the VPFA works towards creating a better DU and professoriate through strategic and collaborative initiatives. Drawing on the expertise of faculty leaders, these efforts are driven by ecosystem approaches to institutional change and learning.

DU SYMPOSIUM & SYMPOSIUM IMPLEMENTATION

In the summer of 2019, the VPFA and the Faculty Senate hosted a summer symposium, wherein thirty-four faculty from across campus came together for two days to engage in collective problem-solving around an issue of shared concern: creating collaborative department cultures and chairs. This was a new opportunity for faculty, bringing together colleagues from across disciplines and ranks to discuss big ideas, possibilities, and opportunities. Faculty gathered with the shared purpose of improving the lives of faculty members in their department. Truly fair and fundamentally just department cultures and climates are among the most important interventions for quality of faculty life. Indeed, quality of faculty life predicts the affective commitment to institutional goals and challenges that require innovations across boundaries and disciplines. The presence of open, fair, and transparent departmental deliberation and decision-making processes, alongside departmental leaders who see it as their primary responsibility to safeguard the integrity of the process are necessary conditions of a collaborative climate. Such a climate both requires and generates faculty commitment and belonging, and results in greater professional success and satisfaction. At the end of the symposium, faculty teams pitched change-initiative ideas to the provost. Several of these ideas were funded as part of symposium implementation and have

been institutionalized as vital faculty-led change initiatives.

ADVANCING EQUITY IN FACULTY WORKLOAD AND REWARDS

Faculty workload, especially in teaching and service, is often underrecognized and under-rewarded, even as it advances DU's mission to be a great private institution dedicated to the public good. Workload is complex, as it varies across rank and series. Equity in faculty evaluation and career advancement is an area that requires greater institutional attention, so that DU can recruit, retain, and ensure the success of a diverse faculty. This project advances DU's ability to count what matters—not simply what is easiest to count—through multilevel engagements emerging from shared governance. The Workload Equity Task Force had been advancing this work in relation to service, while the Teaching Excellence task force challenges the University to rethink how it values teaching. Additionally, the Covid task force put together a slate of measures to recognize disparate experiences during the pandemic and modify evaluations in response.

The VPFA also supported this work by engaging Deans, Associate Deans, Chairs and Directors, and faculty with national experts, like Joya Misra from University of Massachusetts–Amherst, KerryAnn O'Meara of the University of Maryland–College Park, and Kim Case from Virginia Commonwealth University to share their research on workload equity.

R1 OUR WAY: TEACHING AND FACULTY SATISFACTION INITIATIVES

Five initiatives were funded with over \$650,000 in January 2022 to support teaching and faculty success during the transition to “Very High Research Activity Institution” (R1) status. VPFA

and OTL leadership proposed these programs to maintain our distinctive “teacher scholar model,” support leadership and mentoring for all faculty series, address workload and burnout, and enhance the student experience.

1. Teaching Excellence Department Action Teams.

Led by the OTL and the Teaching Excellence Task Force, this multi-year project guides departments to consider current practices in order to better ensure the voices of self, student, and peer are reflected in teaching evaluation for annual and consequential review. Funding expanded faculty, staff, and student stipends, and supported three years of successive cohorts to participate in this transformative, equity-minded work. Three teams have completed DAT work in cohort one, and cohort two is underway.

2. Leadership Training and Support. Focus on Teaching and Professional Faculty Chairs, Directors, Associate Deans, and other faculty leaders are essential supports for faculty as they navigate change, especially in relation to the promotion process. These one-time funds support faculty leaders such as chairs and directors, as they administer and analyze results from the University of Southern California’s Pullias Center’s survey instrument, implement the [TPF faculty mentoring model](#) developed by the TPF Mentoring and Onboarding Across Ranks and Series symposium group, and make their results public.

3. Workload Equity Cohort: Department Equity Action Planning Teams. These funds expand the reach of the planned pilot at DU, fund three years of Department Equity Action Planning (DEAP) cohorts of five departments per year, along with national experts to lead workshops, administration of evaluation and self-study tools, and stipends for participating faculty who will undergo training on workload equity and implicit bias; create a department dashboard to catalyze conversations about workload; draft and revise a department equity action plan; and publicly present their work to the DU community.

4. Adjunct Teaching Excellence Program. This program provides a pathway for DU’s adjunct faculty to demonstrate their teaching skills and earn a certification of their teaching excellence. Faculty choose from a set of curated professional development opportunities offered through the OTL, including asynchronous opportunities tailored for part-time instructors, and receive a \$250 stipend upon completion.

5. Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey. The COACHE survey offers unique insights into the faculty experience, capturing faculty sentiment regarding teaching, service and research, tenure and promotion, departmental engagement and collegiality, and other aspects of the academic workplace. As we live into RI, it is essential to understand faculty experience and priorities, and benchmark them as compared to our 2018 survey and to our peers. The COACHE survey will be administered again in 2023.

NEXT STEPS IN INSTITUTIONALIZING A CULTURE OF RESPECT FOR TPF

Building on the release of Laura Sponsler’s white paper, “[Institutionalizing a Culture of Respect for Teaching and Professional Faculty](#),” the VPFA has continued to advance support for the teaching and professional faculty series. Along with workshops, FLCs, and other supports to help faculty understand pathways to promotion, the VPFA works at the policy level to bring transparency and equity to promotion and renewal processes. In recognition of this work, the University won the 2021 Pullias Center Delphi Award for supporting faculty off the tenure track. This led to presentations at the AAC&U annual conference, national visibility as a leader in this area, and intensive engagement with peer institutions around culture change that centers respect for all faculty.

FACULTY DATA & DASHBOARDS

An important VPFA priority has been to improve faculty data governance and collection practices. The VPFA and the Faculty Senate co-created a data governance policy committee to improve transparency and constituent agency, such that any faculty survey administered internally or externally should allow for faculty voice in the process. The VPFA also brought together colleagues from Budget & Finance, IT, and IR to collaborate on a data-cleaning project that will result in reliable faculty data. This will allow the building of dashboards and other instruments to help DU community members make data-driven decisions, and to work to understand and ameliorate equity gaps.

VPFA WEB PRESENCE

The VPFA website was originally launched in spring of 2020 with about a dozen key pages and posts. It now hosts five major microsites ([Chairs & Directors Handbook](#), [COACHE](#), [Teaching and Professional Faculty Lifecycle](#), [RI Our Way/Advancing Equity in Faculty Workloads & Rewards](#), and [Investing in Faculty: Supporting Teaching Enhancements](#)); numerous interactive infographics and innovative information display modules; over 300 blog posts; and over 50 additional pages of relevant, frequently updated content. In its first few months of existence, the website saw only a handful of daily visitors. Since then, readership has nearly doubled from around 900 to an average of 1,700 monthly visitors. The website sees more consistent weekly visits over a much wider range of pages each month, showing that efforts over time to develop content that is useful, relevant, and engaging have been worthwhile to readers.

PEOPLE

BOBBIE KITE, PH.D., FACULTY FELLOW FOR FACULTY ACADEMIC INFORMATICS AND ANALYTICS

Bobbie is a Professor, Associate Dean of Academic Operations and Affairs at University College, and Director of the Healthcare Programing there. In conjunction with the OTL and VPFA, she works to design outcome metrics—building conceptual frameworks, piloting projects, analyzing preliminary data, and creating dissemination material for the VPFA portfolio. Kite is also a member of the COACHE Executive Committee, presenting unit-level results to parallel the academic areas identified by COACHE. These analyses will pave the way for unit-level actions on areas of concern, while laying the framework for future COACHE surveys.

PROVOST CONFERENCES

Provost Conference 2020: Summit on Shared Governance

[“Shared Governance: History and Principles,”](#) Brendan Cantwell (Michigan State University) February 21, 2020

[“Faculty Governance: When Things Go Badly Wrong,”](#) Jeni Hart (University of Missouri), Brendan Cantwell (Michigan State University), Adrianna Kezar (University of Southern California) February 21, 2020

[“Teaching and Professional Track Faculty,”](#) Adrianna Kezar (University of Southern California) February 21, 2020

Provost Conference 2021: The Post-Pandemic Professoriate

[“Equity-Minded Faculty Workloads by Design,”](#) KerryAnn O’Meara (University of Maryland—College Park), April 15, 2021.

[“Evaluating the Impacts of Covid-19 on Faculty Careers.”](#) Joya Misra, Dessie Clark, and Ethel Mickey (University of Massachusetts—Amherst), May 3, 2021

[“Advancing Teaching Excellence: A Conversation about Recognizing, Evaluating and Rewarding Teaching across Rank and Series,”](#) Noah Finklestein (University of Colorado—Boulder), Dr. Gabriela Weaver (University of Massachusetts—Amherst), and Dr. Andrea Follmer Greenhoot (University of Kansas), May 18, 2021

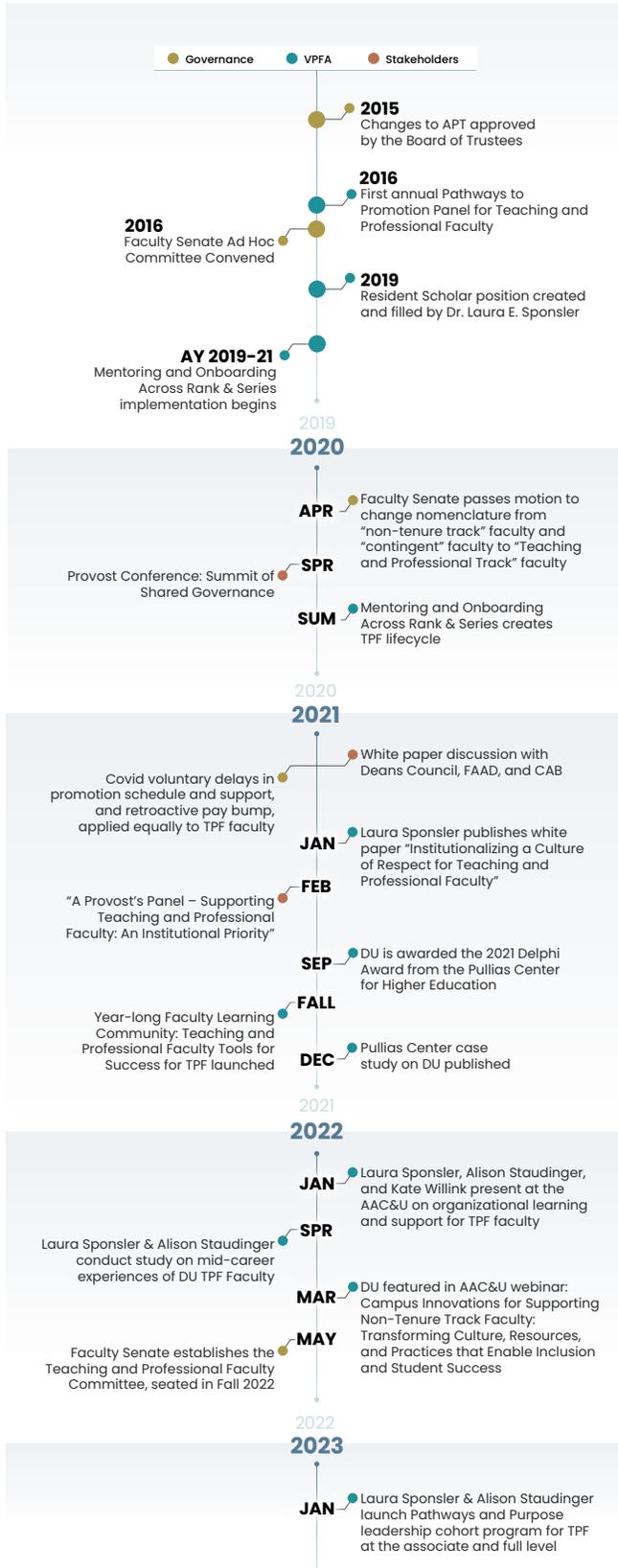
Provost Conference 2022: Next Steps in Advancing Equity in Faculty Workload and Rewards

[“Advancing Equity in Teaching Excellence: A Celebration and Launch of Departmental Action Teams,”](#) Noah Finklestein (University of Colorado—Boulder), Sarah Andrews (University of Colorado—Boulder), April 1, 2022

[“Making the Invisible Visible and Valued: Understanding the Intersections of Faculty Workload Equity and DEI,”](#) Kim Case (Virginia Commonwealth University), April 14, 2022

[“Recognizing and Rewarding Inclusive Teaching in the Evaluation Process,”](#) Kim Case (Virginia Commonwealth University), April 15, 2022

TEACHING & PROFESSIONAL FACULTY



See page 5 for more info

PROVOST CONFERENCES (CONT.)

["Journey to RI: Now What?"](#) Corinne Lengsfeld, April 18, 2022.

["Understanding and Acting to Advance Workload Equity,"](#) KerryAnn O'Meara (University of Maryland—College Park), May 2, 2022.

["Next Steps in Institutionalizing A Culture of Respect for Teaching & Professional Faculty: An Interactive Conversation and Luncheon,"](#) Laura Sponsler, Alison Staudinger, Kate Willink, May 12, 2022.

["Advancing Teaching Evaluation: An University Wide Effort,"](#) Noah Finklestein (University of Colorado—Boulder), Sarah Andrews (University of Colorado—Boulder), May 17, 2022.

["Webinar for Faculty: Representing your DEI work for tenure and promotion,"](#) Kim Case (Virginia Commonwealth University), June 6, 2022.

["Tools for Advancing Workload Equity: Creating Faculty Work Activity Dashboards,"](#) Joya Misra (University of Massachusetts—Amherst), August 26, 2022.

Provost Conference 2023: Faculty Thriving and Student Learning

["Faculty Matter: Thriving as a Teacher-Scholar in Times of Burnout,"](#) Nancy Chick (Rollins College) and Peter Felten (Elon University), February 2, 2023

["Relationships Matter: Teaching for Learning, Equity, and Well-Being,"](#) Peter Felten (Elon University) February 2, 2023

["Teaching Matters: Capturing Moments of Hope in Your Work as Teacher-Scholar,"](#) Nancy Chick (Rollins College), February 3, 2023

["Yes...And: Sustainable and Scalable Approaches to Equitable Workload Reform,"](#) KerryAnn O'Meara (University of Maryland—College Park), February 3, 2023

WORKLOAD EQUITY TIMELINE



See page 9 for more info

TEACHING EXCELLENCE TASKFORCE TIMELINE



See page 14 for more info



VPFA STAFF

KATE WILLINK, VICE PROVOST FOR FACULTY AFFAIRS, ASSOCIATE PROFESSOR OF COMMUNICATION STUDIES

Kate Willink is the inaugural Vice Provost for Faculty Affairs and an Associate Professor of Communication Studies. The Vice Provost for Faculty Affairs (VPFA) works closely with the Provost and Executive Vice Chancellor and faculty members across the university to support the continued excellence of DU faculty by enhancing faculty development initiatives, increasing faculty diversity, and building a strong, inclusive, and collaborative faculty community. Through collaboration and innovation, Kate works closely with deans and department heads to recruit and retain high-quality faculty, support faculty career advancement, and to create collaborative department cultures that support transparency, equity, trust, and belonging.

ALISON STAUDINGER, PH.D., DIRECTOR OF FACULTY DEVELOPMENT & CAREER ADVANCEMENT

Alison Staudinger joined DU in January 2021, after serving as Associate Professor of Political Science and Women's and Gender Studies, and department chair of the Democracy and Justice Studies program at the University of Green Bay. Aside from the VPFA, she is the only full-time, permanent staff member in Faculty Affairs. Staudinger supports faculty through one-on-one consultations, designing and offering professional development opportunities and web resources, and collaborating with VPFA fellows and graduate students on policy and institutional-change measures. She leads the first year faculty learning community, the workload equity DEAPs project, and is a leader in the DU-MERISTEM grant-based program.



TERESE RAINWATER, PH.D., PROJECT MANAGER, R1 OUR WAY TEACHING & FACULTY SATISFACTION INITIATIVES

Terese Rainwater joined the VPFA in April 2022 on a one-year appointment to guide implementation and development of DU's five R1 Our Way faculty satisfaction and success initiatives. With a doctorate in higher education administration and the foundations of education, Rainwater brings high-level change-management experience from multiple national and state educational initiatives. Since 2000, her career has been dedicated to expanding access, equity, and opportunity for students from preschool through college and to leading national efforts and managing complex projects to achieve these goals.



REAGAN STOHLER, EXECUTIVE ASSISTANT TO THE VICE PROVOSTS

Reagan is a recent Denver transplant. She is the executive assistant to the vice provosts here at DU, where she supports four wonderful examples of extraordinary leadership. Reagan has especially enjoyed working with the VPFA team during her time here. Prior to DU, she lived and studied in the Midwest. She attended Saint Mary's College of Notre Dame, Indiana, where she earned her bachelor's degree in music education. Next, she obtained her master's degree in vocal performance and literature from the University of Illinois at Urbana Champaign. Reagan spends her free time exploring the outdoors, singing in ensembles and operas, and teaching voice to her wonderful students.



ELISE ROSADO, WEB CONTENT DEVELOPER

Elise Rosado joined the OTL and VPFA in fall 2022 to manage and support web development, communications strategy, and user experience.



LOOKING FORWARD

A FINAL WORD FROM INAUGURAL VPFA

DR. KATE WILLINK

As DU faculty, we are at an interesting moment in higher education, especially at our tuition-driven, predominantly white, private university. In their book *Leadership on the Line*, Ronald Heifetz and Marty Linski argue that people don't fear change; they fear loss. At neoliberal universities in this moment of late-stage capitalism, it is worth considering as a faculty: What losses are we afraid of? Are those fears real? And are those losses the ones we should really be worrying about, if we care about the future of higher education and the nature of our work as faculty? These are living questions, worthy of our full attention and best minds. I suspect the pandemic brought more change and loss—both personal and professional—than we can yet fully integrate. As the value of higher education faces greater skepticism, and changes to student demographics and enrollments continue, figuring out what really matters to DU faculty is a critical imperative. Our answers will inform our strategic approaches and day-to-day work to support the conditions of our labor, the way we value it, how we treat each other, and the academic community we co-create.

The future of faculty affairs is in the hands of the next VPFA, their capable staff, and the continuing efforts of all DU faculty, staff, and administrators. The VPFA and OTL staff represent a brilliant, collaborative team. And we are in great hands under the leadership of Drs. Leslie Cramblet Alvarez and Alison Staudinger. My departing words of support would be to keep going and wishing you great success!

Here are some low-hanging fruit for future VPFAs and faculty leaders to consider:

- **Create a bylaws bootcamp.** Department/program and unit bylaws are essential agreements that provide guardrails to living into our shared values. They are the bedrock of shared governance and support chairs and directors in their discretionary decisions, ensuring consistency, equity, and transparency across leaders. We should all have them, and we can make lighter work of the process by providing a supportive structure and work time.
- **Attend to the career needs of full professors and how we support them through retirement.** We prioritized early VPFA programming by developing resources for those who needed it most urgently: faculty seeking career-advancement support and contingent faculty workers. We are now ready to turn our attention to full professors and their needs.
- **Create a faculty handbook so that all core information, policies, and processes are centralized and easy to find and navigate.** As we have more first-gen faculty, this will be a basic equity need.
- **Continue to build and support our mentoring programming centrally and within units.** Mentoring should be an experience offered to teaching and professional-track faculty as well as tenure-track faculty at each rank.

- **Continue to build an equitable ecosystem.** Policies, processes, and practices that foster institutional cultures, recognize and value inclusivity and diversity broadly, and in the context of STEM faculty work specifically.
- **Partner with Faculty Senate to make some revisions to APT documents,** both to value and reward faculty work related to advising and mentoring, and to revise and elaborate some of the guidance on teaching and professional faculty now that we collectively have more experience in promoting and reappointing these newer faculty lines. Also consider the advancement relative to opportunity framework from Monash University and how it might inform promotion, tenure, and reappointment policies and processes to increase equity and faculty thriving.
- **Recognize onboarding participation.** Partner with deans to provide funding or a course release for new faculty to participate in the new faculty FLC.
- **Create more policies, processes, and practices around faculty conflicts and behavior issues for fairness, consistency, accountability, and support of functional departmental and program climates.** Conflicts and bad actors can harm and sometimes poison ecosystems for years causing valued colleagues to leave and degrading the quality of our daily lives and collegial communities.
- **Formalize faculty leadership development opportunities and pathways.** Without institutionalization, growth opportunities may be distributed inconsistently or based on existing social networks, which create equity issues that limit the next generation of higher education leadership.
- **Create an associate professor dashboard.** Dashboards provide a clearer line of sight on equity issues and highlight obstacles to timely advancement. Consider associate professor cohorts like those implemented at University of Massachusetts–Amherst.
- **Fund more staff support around accessibility and neurodiversity.** Expand the Neurodiversity Institute and programming for universal design for learning. Consider how to support neurodiverse faculty going forward.

Finally, I believe DU faculty members are an amazing resource for the institution and remarkable teacher scholars. My greatest hope for our future rests in the quality of our faculty and staff colleagues, their talent, dedication, and heart. When I interviewed for this role, one of my slides included the following Marcel Proust quote: “Let us be grateful to people who make us happy, they are the charming gardeners who make our souls blossom.” Thanks to all the charming gardeners I have crossed paths with during this leadership journey. May we all continue to blossom and thrive at DU. My departing words of support would be to keep going. I wish you great success!

With gratitude,



Kate Willink
Vice Provost for Faculty Affairs

APPENDIX: EVENT ATTENDANCE DATA

WORKSHOPS & PROGRAMS

Event Title	Registration Count	Attended Count	Event Date	Location
Promotion to Full: Debunking Myths and Envisioning Advancement	20		2/27/20	
Planning Your Quarter: Teaching, Grading and Writing	16	16	9/3/20	Online
Getting to Know ORSP: Grant Support, Human & Animal Subject Research, Biosafety, & Intellectual Property– Oh my!			10/15/20	Online
Pathways to Promotion for Teaching and Professional Faculty		29	10/15/20	Online
New Teaching and Professional Virtual Faculty Coffee Hour Hosted by the Symposium MOARS Teaching and Professional Faculty Committee	18		10/22/20	Online
Virtual Day of Wellness			10/23/20	Online
Introduction to Library Programs and Resources: Virtual Coffee Hour for Faculty			10/26/20	Online
The Narrative Arc: Mapping Your Tenure, Promotion, or Reappointment Statement	6		10/26/20	Online
How to Write a Winning Book Proposal	24		12/4/20	
Every Term Needs a Plan	16		12/17/20	
Seasonal Scholarship Retreat	16		1/6/21	
Winter New Faculty Onboarding	8		1/8/21	
Symposium Celebration: Creating Collaborative Department Cultures and Chairs	-		1/8/21	
Approaching Retirement Faculty Panel: Emerita/us Faculty	38		1/21/21	
Supporting Teaching and Professional Faculty: An Institutional Priority	76		2/5/21	
A Workshop for Department Chairs: Productively Resolving Conflict			3/5/21	
Seasonal Scholarship Retreat	16		3/29/21	
Seasonal Scholarship "Refresher"	13	4	3/30/21	Online
Every Term Needs a Plan		10	3/31/21	
Extended Deans Council: How to Promote Equitable Faculty Workloads in Academic Units			4/1/21	
If I Knew Then What I Know Now... (New Faculty)	10	13	4/6/21	Online
Extended Deans Council: Faculty Work Activity Dashboards			4/15/21	
Virtual Provost Luncheon: The Post-Pandemic Professoriate: Equity-Minded Faculty Workloads by Design	164		4/15/21	
Scenario-Based Virtual Training: Creating Inclusive Campus Climates for Chairs and Directors			4/20/21	
Crafting the Narrative Arc	4	17	4/22/21	Online
Spring Provost Conference Virtual Luncheon Series: Evaluating the Impact of Covid-19 on Faculty Careers		101	5/3/21	
Spring Provost Conference Virtual Luncheon Series: Advancing Teaching Excellence: A Conversation About Recognizing, Evaluating, and Rewarding Teaching Across Rank and Series		138	5/18/21	
Intellectual Life Beyond the Academy: Identity & Community	4	28	6/3/21	Online
Strategic Plan Summer!	2	6	6/8/21	Online

Event Title	Registration Count	Attended Count	Event Date	Location
New Faculty Campus Walk	6	5	7/21/21	Outside
New Faculty Orientation	21	24	8/24/21	CCOM 1600
Adjunct Orientation and Social	13		9/9/21	Online
New Chairs and Directors Welcome & Orientation	8	7	9/23/21	
Every Term Needs a Plan	4		9/14/21	Online
Dean's Council: Preparing for Consequential Reviews in Light of Covid-19		13	10/21/21	
All-Faculty Senate & Provost Reception: Next Steps in Advancing Equity in Faculty Workloads and Rewards	146		10/25/21	
Faculty Workshop: Preparing for Reviews in Light of COVID-19 Impacts	7		10/22/21	
Faculty Affairs Associate Dean's Meeting Preparing for Consequential Reviews in Light of Covid-19			10/28/21	
Department & Program Director Training #1: Preparing for Consequential Reviews in Light of Covid-19	8		11/2/21	
Strategic Plan Summer!	2	6	06/08/21	
New Faculty Campus Walk	6	5	7/21/21	
New Faculty Orientation	21	24	8/24/21	
Adjunct Orientation and Social	13		9/09/21	
New Chairs and Directors Welcome & Orientation	8	7	9/23/21	
Every Term Needs a Plan	4		9/14/21	
Dean's Council: Preparing for Consequential Reviews in Light of Covid-19		13	10/21/21	
All-Faculty Senate & Provost Reception: Next Steps in Advancing Equity in Faculty Workloads and Rewards	146		10/25/21	
Faculty Workshop: Preparing for Reviews in Light of COVID-19 Impacts	7		10/22/21	
Faculty Affairs Associate Dean's Meeting Preparing for Consequential Reviews in Light of Covid-19			10/28/21	
Department & Program Director Training #1: Preparing for Consequential Reviews in Light of Covid-19	8		11/2/21	
Department & Program Director Training #2: Preparing for Consequential Reviews in Light of Covid-19	9		11/4/21	
Unit Level Committee Training: Preparing for Consequential Reviews in Light of Covid-19	27		11/6/21	
Unit Level Committee Training: Preparing for Consequential Reviews in Light of Covid-19 #1	34		11/9/21	
The Narrative Arc: Mapping Your Tenure, Promotion, or Reappointment Statement	7		11/11/21	
Pathways to Promotion for Teaching & Professional Faculty	15		11/19/21	
Post-Promotion Pathfinders (NCFDD Half Day Workshop)	9		12/02/21	
Every Term Needs a Plan	2	2	12/16/21	
New Faculty Winter Welcome	4		1/07/22	
Adjunct Orientation & Social	61		2/25/22	
New Faculty: Finding Funding for your Research, Scholarship, and Creative Activity – or Teaching	5		2/24/22	

Event Title	Registration Count	Attended Count	Event Date	Location
Faculty Workshop: Writing a Covid-19 Impact Statement	15		2/25/22	
Chairs Professional Development: Letter Writing	5	4	4/7/22	
Faculty Workshop: Writing a Covid-19 Impact Statement	9	6	3/4/22	
Every Term Needs a Plan	5	3	3/15/22	
Every Term Needs a Plan	6	6	9/1/22	
New Faculty Welcome & Teaching @ DU	42	38	9/7/22	
Part Time (new) Faculty Orientation (x2)	5	8	9/8/22	
Tips and Tricks for Part Time Faculty	12	10	9/9/22	
Peer Review as a Key Tool for Scholarly Teaching Evaluation Workshop	38		9/19/22	
Meeting Wise Workshop: Making the Most of Collaborative Time	26	24	9/28/22	
Identifying and Responding to Bias in Promotion and Tenure Decisions Workshop	29		10/6/22	
DAT Celebration and Luncheon: Transforming Teaching Evaluation at the Department Level:	33			
New Faculty Campus Tour & Hot Drinks		11	10/14/22	
Celebrating Teacher Scholars: An Evening with Provost Mary Clark & Professor of Law Roberto Corrada	37		10/18/22	
Faculty Resource Reception	31		10/20/22	
Is this it? Aligning Path and Purpose after Promotion for TPF- Brunch	15	14	10/27/22	
Valuing DEI/Inclusive Teaching in Promotion and Tenure	45		11/4/22	
Faculty Promotion & Tenure Celebration: Associate Professor	25		11/4/22	
Faculty Promotion & Tenure Celebration: Full Professor	30		11/7/22	
Is this it? (#2) Aligning Path and Purpose for TPF	18	14	11/9/22	

SERIES OR FLCS

Series Title	Period	Registration Count	Attended Count	Dates	Location
Faculty Learning Community (FLC): Teaching and Professional Faculty Tools for Success	Fall 2020		20, 14, 20	9/25/20, 10/30/20, 11/30/20	Online
Faculty Learning Community (FLC): Teaching and Professional Faculty Tools for Success	Winter 2021		18, 5, 3, 5, 2, 10	1/22/2021, 2/05/2021, 2/05/2021, 2/05/2021, 2/19/2021, 3/05/2021, 3/19/2021, 4/02/2021	Online
New Faculty First Fridays at Five	Winter, Spring 2021		5, 5, 3, 2	2/5/2021, 3/5/2021, 4/2/2021, 5/7/2021, 6/4/2021	Online
Sustainable Strategies Series	Winter, Spring 2021				Online
Cultivating Personal and Professional Flourishing as an Academic		17	30	2/17/21	Online
Creating and Sustaining Your Mentoring Network		15	17	2/22/21	Online
Developing and Running a Research Agenda and Publication Pipeline		23	15	3/31/21	Online
Project Management for Academics		14	23	4/12/21	Online
Preparing and Revising Academic Manuscripts		17	14	5/10/21	Online
Academic, Organize Thyself: Tools and Tips for an Organized Scholarly Life		6	4	6/16/21	Online
"Think & Drink" Faculty Conversations	Spring 2021				
Think and Drink Event 1: What Are Core Workload Issues?				3/31/21	
Think and Drink Event 2: How Does Workload Inequity Develop?				4/2/21	
Think and Drink Event 3: What Are Concrete Strategies for Addressing Workload Inequity?				4/7/21	
Think and Drink Event 4: What Could Addressing Workload Look Like at DU?				4/9/21	
Think And Drink 5: How Do Workload Inequities Connect to Institutional Responses to COVID			22	4/28/21	
Think and Drink 6: How Can and Is DU Responding to the "Long-Tail" of COVID			19	4/30/21	
Think and Drink 7: How Can Departments Transform How We Evaluate Teaching and Why Might They Want To?				5/12/21	
Think and Drink 8: How Can We Go Beyond Student Evaluations to Gather Evidence of Teaching Excellence?				5/14/21	

Series Title	Period	Registration Count	Attended Count	Dates	Location
Find Joy in Your Writing Series	Spring 2021				
Writing		10	14	5/26/21	Online
Writing Identity		9	10	6/2/21	Online
Find Joy in Your Writing Retreat			9	6/22/21	Online
Teacher/Scholar (New Faculty) FLC	2021-2022		36		
# Faculty who attended at least one FLC meeting			15		
# of Faculty who completed the FLC					OTL Conference Room (Anderson Academic Commons 345)
Teacher/Scholar (New Faculty) FLC	2022-2023				
# Faculty who attended at least one FLC meeting			32		