

2023-24 Annual Report



EMORY
UNIVERSITY

**Center for Faculty
Development and Excellence**

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1. Introduction

This report contains 9 sections, plus an appendix. It aims to present a summary of what was new and particularly impactful in the scope of CFDE activities in 2023-24, as well as a focus on some key approaches that help define and distinguish the center. This report does not provide a comprehensive review of all the center's endeavors in the past year.

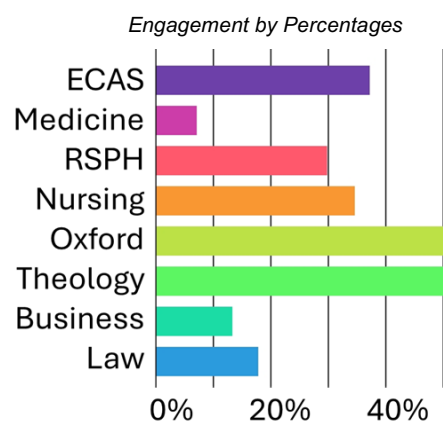
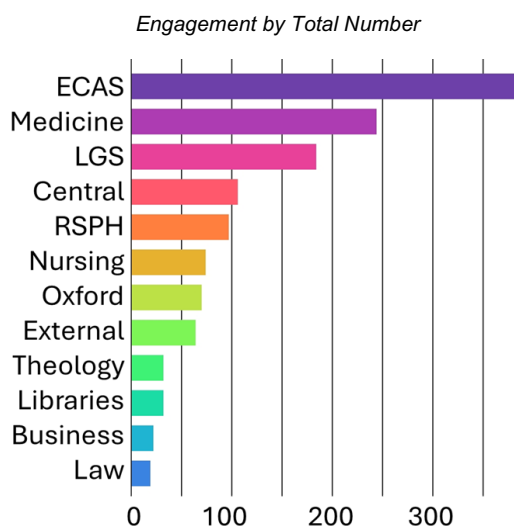
Section 2, below, offers a demographic overview of the faculty we have served during this past year. Subsequent sections describe both new and significant ongoing activities from the past year. Section 8 spotlights two particular “big picture” topics: 1) a retrospective look at our engagement with the National Center for Faculty Development and Diversity since Emory became a member in 2018, and 2) the CFDE's collaborative approach to programming. Section 9 offers further data on the impact of our most robust areas of programming. Finally, the appendix provides a school-by-school snapshot of CFDE engagement, which we will share with deans of faculty of each school.

2. Demographic Data Across the University

Each year the CFDE tracks who we engage with: people attending our events, teaching consultation requests, etc. Many people interact with us in multiple ways, so we analyzed the data to identify the unique users: this figure totals 1,326 people between June 7, 2022, and June 6, 2023 — a 20% increase over last year.

This year's number includes 648 regular, full-time faculty; 174 graduate students; and 114 adjunct faculty, emeriti faculty, and instructors. Others include administrators, staff, and postdoctoral scholars. The affiliation of our users is shown in the top bar chart. Here, each school includes faculty, students, staff, and administrators. “LGS” is almost entirely graduate students. “Central” includes administrators and staff not affiliated with a particular school (for example, Campus Life).

Some of the bars in the top graph are longer because of differences in school size. The bottom graph shows the percentage of full-time faculty in each school who



engaged with CFDE. Thus, while ECAS ranks 1st on our chart of unique users, it ranks 3rd as far as percentage of faculty engaging with the CFDE.

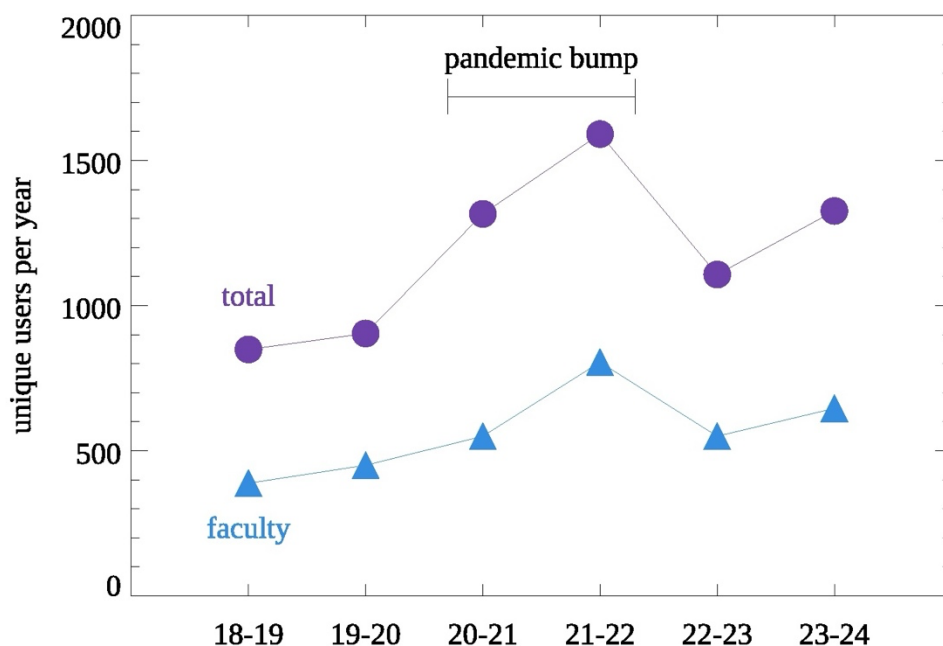
The charts only include faculty engaged through our general programming for which we could track attendance. Additionally, we have several online resources on our website that reach a large audience, such as the [Teaching Toolkit](#) and the [CFDE Canvas Knowledge Hub](#) (accessible with Emory credentials).

Note also that the data on this page relate to unique users; many people participated in multiple CFDE programs. In the appendix, we also provide numbers for contacts, which counts each time someone engages with the CFDE and thus has higher numbers. For example, Emory College had 388 unique people who interacted with us and 1,114 contacts.

3. Six Years of Contact Tracking

The CFDE has been tracking contacts since 2014-15. For the past six years the data has been analyzed in a consistent fashion by one person (Eric Weeks), so it is straightforward to compare the data across time. The following graph shows the total number of unique people who interacted with the CFDE in each year:

The top curve shows the total, and the bottom curve is just the regular, full-time faculty, which shows a trend similar to the total. The significant increase starting in 20-21 and peaking at 21-22 is likely due to the pandemic. During this period, the CFDE presented several webinars advertised to all of Emory on how to teach safely in-person before vaccines were available and how classroom safety protocol changed.



Skipping the pandemic bump, the overall trend is upward. This current year (2023-24) shows a marked increase that is likely due to our new hires, Carol Colaninno and Cecilia Gómez. They both led a significant number of workshops and seminars that drew in new people. For example, Carol created a series of programs about seeking funding from the National Science Foundation, a new area for the CFDE that attracted a lot of early-career natural scientists. And Cecilia created the new Course Design & Pedagogy Fellows program, which provides instructors with evidence-based, teaching practices and tools to engage in course (re)design and reflective teaching practice. In addition to obvious specific causes of an upward trend (pandemic, new hires), in the 2020-21 academic year Donna Troka was promoted to Director of Diversity and Inclusive Pedagogy. While we had offered DEI-related programming for many years prior to that, Donna's promotion increased the visibility and quantity of DEI-related offerings from the CFDE, and we have seen a lot of faculty engagement these past four years in this programming. We also note that our listserv has grown by 16% over the last six years (to nearly 1200 people). Each year we promote the listserv at New Faculty Orientation, which gains us quite a few subscribers. We also promoted the listserv during the pandemic period when we were reaching a lot of people who were not previously as engaged with the CFDE.

We also analyzed the above data by school. Our largest number of users come from ECAS (average 362 per year), LGS (147 per year), and Medicine (145 per year). The trends in the graph above are largely driven by the trends within these schools, given that their numbers dominate the total. In contrast, the three schools with the fewest CFDE interactions are business (31 per year), theology (28 per year), and law (25 per year). These latter schools have large fluctuations in their contact numbers. For example, in 2022 Theology had 40 faculty who interacted with the CFDE, representing 83% of their total faculty: this was a year when they requested several DEI workshops from the CFDE. That same year we interacted with 69 faculty from the Law School, representing 52% of their total faculty: likewise, this was due to a requested workshop on DEI training. In general, we find that for business, theology, law, and to a lesser extent public health, we see occasional spikes of interaction from these schools when they specifically request a workshop from us. In contrast, Emory College, Oxford, and the School of Nursing will occasionally also request workshops from us, but their faculty are much more likely to attend our programming that is open to everyone.

4. Teaching and Pedagogy

Ongoing and Growing: Three Faculty Fellows Programs

Diversity, Equity, and Inclusion (DEI) Fellows

Originally launched in 2022-23 and run by Donna Troka, the Diversity, Equity, and Inclusion (DEI) Fellowships included two overlapping cohorts in 2023-24. This is an 18-month-long fellowship for faculty who are selected based on a DEI project proposal. Fellows complete a DEI curriculum, develop an annotated bibliography on their topic, and then research, develop, and deliver a presentation/workshop to an audience of their choosing. The first cohort, who had completed their annotated bibliographies in Summer 2023, drafted and practiced their presentations/workshops in Fall 2023, and then delivered their final presentations/workshops in various formats (small faculty meetings to large hybrid events open to the whole university) in Spring 2024. Of the ten fellows in the first cohort, only two gave presentations that were open to the whole university. Harshita Kamath, associate professor of Middle Eastern and South Asian studies, delivered a talk titled “Teaching Caste at Emory” that had 25 attendees from Emory College, Laney Graduate School, Human Resources, theology, ISSS, business, Oxford, and the provost’s office. A talk by Alex Grizzell, assistant teaching professor in neuroscience and behavioral biology, on “Neurodiversity Today: Navigating Accessibility in Higher Education” drew 30 attendees from law, nursing, medicine, Emory College, Laney Graduate School, public health, Oxford, and the provost’s office. All materials from these final presentations are available on our Canvas Knowledge Hub and therefore accessible to anyone with Emory credentials.

The second cohort of DEI fellows worked through the pedagogical curriculum from January 2024 to May 2024. Modules consisted of readings, viewings of previous workshops and of videos that pertain to the topic, and Canvas discussion boards. This cohort is shown in this photo at their April 16 meeting outside of Woodruff Library. They discussed the readings on microaggression and microinterventions and began to map their plans for the summer bibliography project.



The six module topics were

- 1) What Inclusive Instructors Do and Equity-Based Teaching
- 2) Anti-Racist Pedagogy and Abolitionist Teaching
- 3) Alternatives to Decolonization
- 4) Culturally Sustaining Pedagogies
- 5) Accessible Pedagogy
- 6) Microaggressions/Navigating Difficult Conversations.

The fellows are

- Jess Barber, Associate Teaching Professor, Psychology, Emory College
- Lauren Christiansen-Lindquist, Associate Professor of Epidemiology, Rollins School of Public Health
- Nicholas Fesette, Assistant Professor of Theater, Oxford College
- Noelle Giguere, Associate Teaching Professor of French and Italian, Emory College,
- Hong Li Professor of Pedagogy in Russian and East Asian Languages, Emory College
- Yilang Tang, Associate Professor of Psychiatry and Behavioral Sciences, School of Medicine
- Miriam Udel, Associate Professor of German Studies, Emory College
- Justin L. Williams, Assistant Professor of Pediatrics, School of Medicine and Children's Healthcare of Atlanta
- Deanna Womack, Associate Professor of History of Religions and Interfaith Studies, School of Theology

These fellows will spend Summer 2024 researching and writing annotated bibliographies.

New in 2023-24: Course Design and Pedagogy Fellows Program

To continue supporting faculty with their teaching and learning goals, the CFDE launched a new fellowship program in Fall 2023, led by Cecilia Gómez. The **Course Design and Pedagogy Fellows Program** provides instructors with intensive professional development in learner-centered pedagogies, course (re)design best practices, instructional strategies, and reflective teaching practice. This program is especially useful for teaching projects that focus on developing or enhancing teaching practices in large-enrollment courses, engaging students in active learning (for example, collaborative learning, project-based learning), enhancing alignment between learning outcomes, learning assessments, and learning activities, scaffolding the learning process, and supporting learning experiences for diverse students (for example, first generation, English learners, and international students). New instructors, STEM instructors interested in active learning, and instructors

redesigning a course were especially encouraged to apply for this program. The program runs for two semesters, with additional work on course (re)design and annotated bibliographies on the scholarship on teaching and learning during the summer of 2024, and provides a \$2,000 stipend.

The fellowship curriculum consists of a focus book on evidence-based teaching, a Canvas program site with nine modules of readings, videos, and self-paced learning materials, five synchronous meetings on Zoom, and application activities that connect with each Fellow's course (re)design plans. The program also invited guest speakers that presented on particular topics and helped the fellows connect with other support resources at Emory (for example, DAS and their accessibility services.)

The five Zoom meetings focused on key topics of course (re)design and teaching effectiveness:

- 1) How students learn
- 2) Principles of course design
- 3) Assessing student learning
- 4) Designing learning activities and scaffolding instruction
- 5) Planning for active learning

The first cohort of CDP Fellows includes 11 faculty members from a variety of disciplines, from the Atlanta and Oxford campuses:

- Allison Cuttner, Assistant Teaching Professor, Quantitative Theory and Methods Emory College
- Leyla Eghbalzad, Assistant Professor of Psychology, Oxford College
- Andrea Fitzroy, Assistant Teaching Professor in the Center for the Study of Human Health, Emory College
- Elizabeth Kim, Associate Teaching Professor of Psychology, Emory College
- Jin Kim, Assistant Teaching Professor of Quantitative Theory and Methods, Emory College
- Sean Mo, Associate Teaching Professor of Chemistry, Oxford College
- Kenneth Mueller, Assistant Professor, School of Nursing
- LaDonia Patterson, Assistant Professor, School of Nursing
- Laurie Ray, Assistant Professor, School of Nursing
- Marta Rowh, Assistant Professor of Emergency Medicine, School of Medicine
- Marissa Terry, Assistant Professor, School of Nursing

New in 2023-2024: Purposeful Teaching Fellows Program

Working with a small team of faculty and administrators,¹ Liesl Wuest developed the new Purposeful Teaching Fellows Program to support both student and faculty flourishing.

This fellowship focuses on developing courses that support student learning and student flourishing using Purposeful Course Design. Purposeful Course Design is Course Alignment + Design for Learning + Design for Flourishing. The fellowship helps faculty consider what it means for students to flourish in a course and provides concrete strategies to promote flourishing. We begin with the general notion that students who flourish will feel empowered, confident, and a sense of belonging in their classes and the larger community of learning. Strategies include supporting their sense of autonomy, competence or “just-right challenge,” and belonging. To participate in the pilot cohort, faculty needed to be working on a course that they will teach in the Fall 2024 Semester.

The fellowship begins with six two- to three-hour in-person sessions. Topics include

- considering course goals for learning and course goals for flourishing
- examining how their course can help students connect the course to other experiences they have at Emory whether that’s a club, an internship, or a sports team
- identifying where and how learning happens
- writing weekly or module goals
- curating content that promotes purpose, accessibility, and equity
- designing equitable grading and an accessible syllabus.

Several guests were invited to share how they incorporate different aspects of student flourishing and purpose into their courses to help illustrate what this could look like in a class. Canvas was also introduced as a way to promote accessibility and transparency, and faculty are expected to have a complete Canvas site before their course is taught in the fall. The cohort will meet in the summer to share the complete course redesign and twice throughout the semester to provide ongoing support as they implement their updated course design. Student flourishing within each course is measured using a pre/post survey.

¹Team who was involved in the creation of the Purposeful Teaching Fellowship: Jennifer Frediani (Nursing, also a fellow), Antonio Braithwaite (Chemistry), Wes Longhofer (Business), Sarah Bogue (Candler), James Raper (AVP for health, well-being, access and prevention), and Ira Bedzow (Director of Purpose Project)

For students to flourish, faculty also need to flourish, and this fellowship is set up to provide a supportive, collaborative environment for faculty to flourish in their teaching practices at Emory. Though this is the pilot year, ideally this fellowship will provide a community of practice and support system that will help the fellows continue to promote purposeful course design within their own departments or in support of the next cohort of fellows.

The faculty will participate in an interview or focus group at the end of fall semester 2024 to determine the impact of the fellowship on their teaching experience and personal sense of flourishing in this work.

For the completion of the above-mentioned work, faculty will receive a \$1,500 stipend.

The first cohort of Purposeful Teaching Fellows includes 10 faculty members from a variety of disciplines, from the Atlanta and Oxford campuses:

- Michal Arbilly, Assistant Teaching Professor of Biology and Quantitative Theory and Methods, Emory College
- Jennifer Ayres, Professor, School of Theology
- Yuk Fai Cheong, Associate Professor of Psychology, Emory College
- Erica Davis, Assistant Professor, School of Nursing
- Jennifer Frediani, Assistant Professor, School of Nursing)
- Yun Kim, Associate Teaching Professor of Linguistics, Emory College
- Michael Martin, Associate Teaching Professor of Biology and Environmental Science, Oxford College
- Aaron Putt, Assistant Teaching Professor, Film and Media Studies, Emory College
- Marília Ribeiro, Associate Teaching Professor of Spanish and Portuguese, Emory College
- Erin Weinisch, Assistant Professor, Physician Assistant Program, School of Medicine

New in 2023-24: Disability and Accessibility Programming

Thanks to the expertise of (now) Dr. A.J. Jones, a Dean's Teaching Fellow working in the CFDE this year, we were able to research, develop, and deliver a four-part series on Disability and Accessible Teaching. The first session defined disability and outlined how it influences learning for students as well as shapes interactions in the classroom. The second addressed how to implement accessible practices into our classrooms and meet the needs of students with disabilities. The third session focused on how to ensure that

presentations (chiefly PowerPoints) are accessible to disabled students and engaging for all our students. And the last session, which was a partnership with Rashad Morgan, the Director of the Department of Accessible Services, focused on how instructors should navigate accommodation letter requests from students, from assessing the letter to meeting with students one-on-one to integrating changes into their courses. Donna and Cecilia also did a “greatest hits” of these four sessions for the Mellon Grant for Humanities Pathways fellows in May. This series served a total of 114 faculty, staff, and graduate students from Emory College, Oxford, business, law, nursing, medicine, public health, Oxford, Laney Graduate School, Human Resources, and the libraries.

New in 2023-24: Programming on GenAI and ChatGPT

The CFDE added new programming around GenAI and ChatGPT in 2023-24. These offerings included several workshops on *Exploring ChatGPT for Teaching*, a compilation of additional resources, and teaching consultations on these topics. All pedagogical resources around *AI in the Classroom* are now available at our CFDE Canvas Knowledge Hub. For 2024-25, the CFDE plans to offer a *Faculty Reading Circle* with a focus on using ChatGPT in the classroom.

Total number for 2023-24 ChatGPT workshops: 5 workshops on issues related to ChatGPT, 148 registered participants from across Emory (62 from Emory College, 19 from medicine, 19 from public health, 11 from Oxford, 11 from the libraries, 6 from nursing, 5 from Laney Graduate School).

New in 2024: Temporary Administrative Assistant, Sydnie Babb

Sydnie Babb supported the Teaching and Pedagogy team as a part-time administrative assistant for about 4 months in 2024. She made several important contributions, including improving teaching and pedagogy marketing materials, assisting with all programming logistics, creating a new “look and feel” for the CFDE Canvas Knowledge Hub (right), and adding important edits to the website and the Inclusive Pedagogy Handbook. In the short four months she worked with us, she completed projects that have been on the “back burner” for years because of

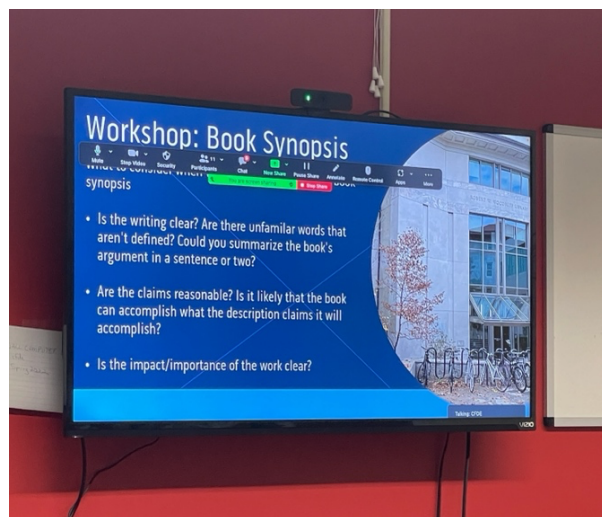


limited staff bandwidth. Having someone like this permanently on staff would greatly improve the impact of the Teaching and Pedagogy team.

5. Research and Scholarship

New in 2023-24: Book Proposal Working Group

In fall 2024, Allison partnered with John Morgenstern, Copyright and Scholarly Communications Librarian in the Woodruff Library's Office of Scholarly Communications, to offer an 8-week program through which faculty participants could develop a book proposal from start to finish (shown right). The program was hybrid; participants attended both in person and via Zoom. Twenty-five participants enrolled, and seventeen completed most or all of the program. Toward the end of the program, we offered participants the opportunity to have their book proposal drafts reviewed by acquisitions editors at Cambridge University Press, Oxford University Press, and Routledge for feedback, and eleven participants took us up on the offer.



By the end of the program, at least one participant had secured a contract for her book. In the post-program assessment, more than half of the respondents said that they planned to submit their book proposals in the next six to eight months. All said that they would recommend the program to a colleague. We have plans to offer another iteration of the working group in 2024-25, again partnering with John Morgenstern.



Four Years of the Grantseekers' Institute: Impact and Outcomes

The CFDE first offered the Grantseekers' Institute for Humanities and Interpretive Social Sciences in the Spring 2021 semester. By the end of 2023-24, nearly 60 faculty had gone

through one of the four six-session iterations of the institute designed to support the development of a proposal from idea to solid draft. While many of the program participants have successfully secured funding for their scholarship, the following awards in particular stand out for their prestige:

- Maren Jill Adams, Associate Teaching Professor, Interdisciplinary Studies, Oxford College: **Fulbright US Scholar Award, 2023**
- David Barba, Assistant Professor, Film and Media, Emory College: **Mellon Emerging Faculty Leaders, 2024**
- Adriana Chira, Associate Professor, History, Emory College: **NEH Summer Stipend, 2022, and NEH Collaborative Grant, 2023**
- Sarah Higinbotham, Assistant Professor, English, Oxford College: **Mellon Foundation Grant, 2023**
- Jinsook Kim, Assistant Professor, Film and Media, Emory College: **ACLS Fellowship, 2024**
- Craig Perry, Assistant Professor, Middle Eastern and South Asian Studies, Emory College: **NEH Summer Stipend, 2024**
- Devaka Premawardhana, Associate Professor, Religion, Emory College: **Fulbright, 2022**
- Cassidy Puckett, Associate Professor, Sociology, Emory College: **NSF Sociology Standard Grant, 2023**
- Chris Suh, Assistant Professor, History, Emory College: **Mellon Emerging Faculty Leaders, 2023.**
- Kristin Wendland, Teaching Professor, Music, Emory College: **NEH Collaborative Grant, 2024**
- Wei Wu, Assistant Professor, Religion, Emory College: **American Academy of Religion Individual Research Grant, 2021-22**

Two Years of the NSF CAREER Academy: Impact and Outcomes

In summers 2023 and 2024, the CFDE partnered with Emory College to offer a 10-week academy to support early career faculty preparing highly competitive National Science Foundation (NSF) CAREER proposals. The NSF CAREER program is a foundation-wide program that supports exceptional leaders in research and education in a tenure-track position who have not yet been promoted to associate professor. NSF considers the CAREER award to be among its most prestigious.



The summer of 2023 was the first time the CFDE offered the Academy. Although 24 faculty enrolled, the core group consisted of approximately 12 faculty who participated throughout the 10 weeks of programming. That dozen used the resources presented throughout the Academy, engaging asynchronously. Faculty have also noted that they are using the Academy to form a greater understanding of what it takes to prepare a highly competitive NSF proposal for future submissions. One person wrote to us about their Summer 2024 experience on the day they submitted their proposal: “It was a very good learning experience – I could not imagine two months ago I could get the version of my proposal as of today.”

We have seen success among those faculty who participated in 2023. In total, 11 faculty prepared a proposal for submission, and to date, five of those proposals have been awarded, resulting in \$3,088,356 grant dollars awarded to Emory. These faculty are

- Raphael Ribeiro, Chemistry, Emory College
- Jennifer Rieser, Physics, Emory College
- Nic Vega, Biology, Emory College
- Emily Wall, Computer Science, Emory College
- Yuanzhe Xi, Mathematics, Emory College.

The facilitators of the NSF CAREER Academy also collaborated to present the format, structure, and initial results of the CAREER Academy at the 2023 annual meeting of the American Society of Cell Biology.

In 2024, we partnered with Kim Eck and the Office of the Senior Vice President for Research (SVPR) to advertise the NSF CAREER Academy to Atlanta area universities and colleges, particularly Atlanta's Historically Black Colleges and Universities that have been systematically under-resourced since their founding. We also announced the CAREER Academy opportunity via the SVPR's *Funding Friday* newsletter. The combination of CFDE, Emory College, and SVPR outreach resulted in 41 faculty participants enrolling this year (almost double the number of enrollees from 2023), with six faculty from Atlanta area HBCUs in attendance. The meetings are held in a hybrid format so that the external faculty are not obligated to travel to Emory. Happily, many people chose to attend in person nonetheless, including from time to time the external faculty, and thus helping build community. As part of this, each week lunch was provided to the in-person participants, and we provided parking vouchers for those external faculty who joined us in person.

New in 2024, the CFDE also provided Emory faculty with funds to seek and receive an external review from an expert in the proposal writer's field of expertise. Eight Emory faculty used these funds to improve the quality and competitiveness of their submission. The deadline for proposal submission was July 24th, 2024. Outcomes from this year's Academy will be reported in the 2025 annual report.

6. Engaged Learning Programs

New in 2023-24: Carnegie Elective Classification for Community Engagement

The Engaged Learning (EL) program was incorporated into the Center for Faculty Development and Excellence in 2015 with Teaching Professor Vialla Hartfield-Méndez continuing in her appointment as Director of Engaged Learning. Previously housed in the Center for Community Partnerships (2009-2015), this program has continued to support community-engaged courses, faculty development, and community partnership development, while also acting as a campus liaison point for national community-campus organizations.

These activities are central to the Carnegie Elective Classification for Community Engagement. Managed through the Carnegie Foundation for the Advancement of Teaching and the American Council on Education, this designation is a highly respected, evidence-based recognition of an extraordinary commitment of institutions of higher education to collaboration with their broader communities. Emory University was among the first institutions to receive this elective classification in 2006, was re-classified in 2015, and is prioritizing re-classification for 2026.

At the invitation of Vice Provost Pearl Dowe and Provost Ravi Bellamkonda, Vialla has stepped into the role of Faculty Lead for the application process. This leadership is separate from the work of the CFDE *per se* but is fully grounded in the work of the EL program within CFDE over the last nine years. Classification requires evidence of ongoing and further developed structures for engagement with communities. The continued activities of the EL program constitute part of this evidence and will be cited in the application.

The application process is designed to span a year, leading up to the deadline of April 1, 2025. By design, the application requires a campus-wide and community-engaged process of self-evaluation. Not simply a report about existing data, it requires, rather, evidence of inquiry, reflection, and advancement toward the goals of the classification. As stated in the Carnegie/ACE framework:

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

There are several ways in which CFDE Engaged Learning activities have supported adherence to these principles since the last classification. These include:

- faculty development workshops (typically 1-2 per year)
- teaching consultations (4-5 per year, especially regarding community-engaged learning grants)
- community partnership development (advice to faculty on partnership agreements, connecting faculty to potential partners, occasionally facilitating conversations with faculty and partners, advising on faculty participation in groups such as the Greater Atlanta Science Collaboratory, advising on Public Humanities Mellon PhD Interventions program and community partnership development)
- collaboration across the university with colleagues and programs aligned with community engagement (especially through the university-wide Civic and Community Engagement Roundtable)
- community-engaged learning grants (see details below)

Ongoing: Community-Engaged Learning (CEL) Grants

The CEL grants from AY 23-24 are a specific example of an activity that directly links to the principles of Carnegie Classification and illustrates growing interest among faculty and students:

- **Application revision.** Beginning in the application cycle for spring 2023, we updated the application questions to reflect the Carnegie Classification principles more clearly. We have maintained those questions in AY 23-24 and have noticed a marked improvement in the alignment of the proposals with the goals of the grants in direct correlation with the more directed questions:

*What kinds of work will students do with your partner(s)? To what extent has the partner helped to define the student work? **Co-creation** is an important aspect of community-engaged pedagogy and partnership development. Please describe how you have worked with the partner to create the tasks assigned to the students.*

*How will you ensure that the experience is **mutually beneficial** for the students and their learning and for the partner(s)? How will the experience enhance the learning goals for the students? How will the experience move forward the work of the partner?*

*Being able to thoughtfully consider and articulate for others how and why an experience has unfolded as it has is a critical piece of the learning process. In community-engaged learning, this kind of reflection advances the students' awareness of changes in their own thinking but also can make them aware of others' perspectives. What kind of **reflection** will students do on their community-engaged work?*

*The most successful community-engaged learning **integrates** the ideas and concepts of a course into the work with the community partner – and the work with the community partner informs the ideas and concepts of the course. How does the community-engaged component of the class fit in with the rest of the course?*

- **Faculty development as part of the grant process.** The CEL grants are an adaptation of a grant program from the Center for Community Partnerships. Throughout the last nine years in the CFDE, Violla has continued a practice of working with individual faculty who submit proposals with the goals of developing excellent pedagogical approaches, considering activities that may not have occurred to the faculty member, and developing community partner relationships that are aligned with best practices of co-creation and mutual benefit. Sometimes these teaching consultations occur before the grant is submitted, but sometimes the proposals are a starting point for a conversation with Violla. These teaching

consultations can be almost like a mini workshop for the individual faculty member. An analogous process in the CFDE are the development conversations that Allison Adams has sometimes held with SWAP (Scholarly Writing and Publishing) grant applicants and recipients.

- **Increased interest and participation.** We have also noticed an increase in volume of proposals, an indication, we believe, of increasing faculty interest but also increasing student interest in community-engaged work (and a return to pre-pandemic capacities and conditions to do this kind of work). We have thus far been able to approve all aligned proposals and meet the demand. If the trend continues, the current budget will be insufficient to meet the demand.

Snapshot of funded grant proposals in fall 2023 and spring 2024 (strong demand continued in proposals submitted during spring 2024 for fall 2025 with 12 grants approved)

Semester	Number of grants approved <i>High rate of alignment with CEL principles in the proposals from both semesters</i>	Schools/Colleges represented <i>Increased reach across the university from fall 2023 to spring 2024</i>
Fall 2023	7 approved (all proposals submitted by deadline were approved; 2 had consultations with Vialla before final approval)	<ul style="list-style-type: none"> • Emory College (4) [One course taught by a faculty member in SOM but in Emory College] • School of Nursing (2) • School of Public Health (1)
Spring 2024	15 approved (of 16 submitted; one was not aligned; 12 of the 15 had consultations or detailed email exchanges with Vialla before final approval)	<ul style="list-style-type: none"> • Emory College (7) • Oxford College (2) • School of Medicine (2) • School of Business (1) • School of Public Health (1) • School of Theology (1) • School of Nursing (1)

7. Additional New CFDE Programming in 2023-24

Leadership Focus Groups

At the annual internal CFDE advisory board meeting, the CFDE asked if there was a need for more leadership development opportunities for Emory faculty. The board members liked this idea and were interested in the CFDE developing and offering on-going, accessible programming in this area. To guide the process and determine faculty needs, Liesl Wuest and Carol Colaninno organized faculty focus groups in the spring semester.

The aim of these discussions was to more fully understand faculty perceptions about leadership opportunities at Emory and the professional development that faculty would need to feel ready to step into those leadership positions. We conducted three focus groups in the late spring and early summer with 17 faculty participating.

From the focus groups, a few key themes emerged:

- 1) Interest in training for organizational skill sets like meeting facilitation
- 2) Interest in exploring leadership theories and strategies that closely relate to roles in higher education like inclusive and adaptive leadership
- 3) Increased clarity in how Emory chooses administrative leaders and transparency around how faculty can move into these positions
- 4) Interest in meeting with faculty in other departments with similar leadership roles, for example, director of undergraduate studies, undergraduate research lead, etc.

Centering the voices of faculty to be responsive to their needs as emerging leaders and leading from where you are, we are planning leadership development sessions in the fall of 2024 that directly address the faculty's expressed leadership needs listed above. In Spring 2025 we will offer a Leadership Community of Practice (CoP). In this leadership CoP, faculty will have the opportunity to more deeply engage in leadership theory, put that leadership theory into practice, and reflect with their peers on how the theory to practice translation has played out for them.

CFDE Social Media

In spring 2024, the CFDE created two new social media accounts to extend the reach of our programming and opportunities. Both accounts are still growing in followers and impact.

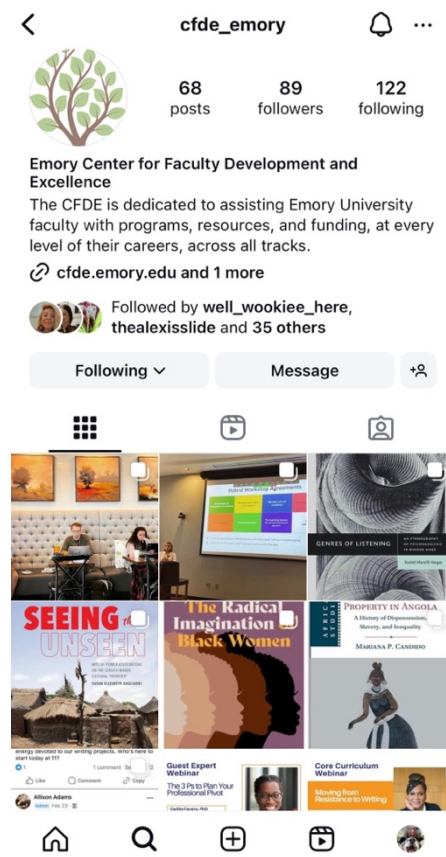
LinkedIn: 110 followers

<https://www.linkedin.com/company/emory-center-for-faculty-development-and-excellence/>

Instagram: 89 followers (shown right)

233 accounts reached between March 30 and June 27, including 68.6% non-followers.

https://www.instagram.com/cfde_emory/



8. Spotlight Topics

CFDE Use and Promotion of NCFDD Resources

The CFDE had advocated for Emory to enroll as an institutional member with the National Center for Faculty Development and Diversity before the university signed on in spring 2018. Since then, the CFDE has both drawn on the resources and expertise of the NCFDD and contributed to it. In 2020, director Eric Weeks, then-associate director Allison Adams, and then-OCTS director Molly McGehee presented a three-part NCFDD webinar on preparing tenure and promotion materials.

As of July 2024, 1,341 Emory faculty, graduate students, and post-docs have activated their free NCFDD accounts through Emory's membership. We regularly and systematically promote faculty use of these resources through a range of mechanisms:

- Promoting both specific NCFDD webinars, etc. and all NCFDD resources more generally on the CFDE Listserv
- Promoting all NCFDD resources in [ThoughtWork](#), our weekly newsletter
- Promoting all NCFDD resources in the CFDE newsletter
- Featuring both specific and all NCFDD resources on the CFDE website
- Promoting both specific resources (such as the 14-day writing challenge) and all NCFDD resources in the CFDE Writing Coach 2x/week messages
- Promoting specific resources in CFDE social media using the engagement toolkit provided by NCFDD
- Promoting all NCFDD resources to new faculty in targeted communications
- Providing personal referrals to specific NCFDD resources (Allison often directs faculty to webinars and opportunities that would help with particular questions or issues).

The CFDE's Collaborative Approach

The CFDE has 8 staff and 4 graduate student assistants. To increase our quantity, quality, and diversity of programming, we frequently collaborate with many other units across campus. We also frequently work with individual faculty members to help us deliver programming: faculty serve as panelists for some events; faculty often lead Academic Learning Communities; and faculty provide direct one-on-one mentoring to other faculty with the CFDE as the facilitator. Some examples of other types of collaboration are described below.

For the Teaching & Pedagogy team, collaborations can be broadly categorized into three types when it comes to programming and workshops. First, in instances when another unit or collaborator took the lead, we provided essential publicity, resources, and/or support. An example of this is our partnership with The Writing Program/Writing Across Emory. Second, there were collaborations where the CFDE took the lead, such as with a range of workshops on different aspects of accessible pedagogy, with some of them co-developed and co-led with the Department of Accessibility Services. Third and last, some projects were true joint efforts, characterized by a balanced 50/50 collaboration, like our work with the Emory College Language Center and Global Safety and Security, where both parties equally contributed to the project's success. These diverse forms of collaboration have significantly enriched our collective efforts and the CFDE reach and impact across Emory.

Liesl Wuest has collaborated with [the Emory Purpose Project](#) to develop and support the Purposeful Teaching Fellowship. The Purpose Project provided seed money to fund the fellows this year with very successful results. Ira Bedzow, Director of the Purpose Project, has committed to continue to support the expansion of the Purposeful Course Design within the fellowship and beyond.

Through the [Teaching Toolkit](#), Liesl continues to partner with Teaching and Learning Technologies and Emory Libraries. The toolkit has expanded to also partner with various writing centers within the Emory schools and Emory's Center for Digital Scholarship. In addition to the Teaching Toolkit webpage, this group also sponsors a Teaching Fair each fall and Spring Semester Prep workshop day each January.

The CFDE has been involved as a partner with the newly established [Center for Public Scholarship and Engagement \(CPSE\)](#), founded in 2023-24 under the leadership of Ken Carter, Candler Professor of Psychology at Oxford College, since before its launch. Ken consulted with CFDE director Eric Weeks and director of research and scholarship programs Allison Adams several times as the new center was taking shape. In addition to several co-presented programs in 2024, Allison serves on the advisory boards of both the CPSE as a whole and for the center's public scholarship festival, Ideas Festival Emory, and has been formative in program planning for both endeavors. The CPSE and the CFDE are planning to partner on a growing platform of co-sponsored and complementary offerings to Emory faculty in the 2024-25 year and beyond.

The Engaged Learning Program emphasizes the value of collaboration and co-creative work with partners across campus and with community partners. Two recent examples:

- Vialla's leadership in Emory's hosting of the Latino Youth Leadership Conference in partnership with the Latin American Association and with full collaboration with individual faculty members as well as Centro Latinx and the Center for Women in Campus Life, the Lillian Carter Center in the School of Nursing, the Center for Ethics, the Department of Spanish and Portuguese and the Latin American and Caribbean Studies Program in Emory College, Emory Arts, the Michael C. Carlos Museum, and the Rose Library. Additionally, this event requires collaboration with the Emory Police Department and Parking and Transportation. The Engaged Learning Program either initiated all the faculty-led activities or supported their development.
- The Civic and Community Engagement Roundtable continues to be an important space for collaboration. Vialla helps to lead the steering committee and set the agendas for this grass-roots organization that brings together community engagement practitioners from across the university. Many of the Roundtable members are now supporting Emory's application for the Carnegie Classification for Community Engagement.

9. CFDE Impact

Teaching and Pedagogy Impact for 2023-24

As of June 2024

CFDE Canvas Knowledge Hub	960 followers
CFDE LinkedIn page (new for 2024)	110 followers
2023 Summer Teaching Intensive	7 workshops 370 participants
TATTO (2023 Summer)	1 workshop 500 participants
Fall 2023 events	15 workshops and presentations 322 participants
Spring 2024 events	32 workshops and presentations 669 participants

Academic Learning Communities	6 (3 in Spring, 3 in Fall), 14 ALC Facilitators 89 participants
DEI Fellows 20 Fellows = 9 (2nd cohort) + 11 (1st cohort)	7 workshops 63 participants 1-1 meetings: 16 participants
Course Design and Pedagogy Fellows 11 Fellows (1st cohort)	5 workshops 55 participants 1-1 meetings: 14 participants
Purposeful Teaching Fellows 10 fellows (1st cohort)	6 workshops 60 participants 1-1 meetings: 3 participants
Teaching Consultations (D/L/C)	28 participants
FIT grants	13 faculty awarded
Learning Design Lab	29 participants; 5 groups
Pre-Semester Workshop	14 (3 Fall; 11 Spring) 64 participants Fall /92 participants Spring
Nuts and Bolts of Teaching and Learning (new faculty)	1 workshop 30 participants
Course Design Workshops	7 (5 Fall; 2 Spring) 106 participants in Fall / 70 participants in Spring
Teaching Table	9 (5 fall; 4 Spring) 90 participants
Emory's Teaching Toolkit Fair	30 participants
Total	Workshops, presentations, and programming: 116 Programming participants: 2,713 LinkedIn & Canvas Knowledge Hub followers: 1,070 All engagements (2,713 + 1070) = 3,783

Research and Scholarship Impact for 2023-24

As of June 2024

Writing Support Programs (Fall and Spring)	120 participants
Instagram (new in 2024)	89 followers

Grantseekers' Institute	6 sessions 14 participants
Book Proposal Working Group	8 sessions 25 participants
Feast of Words	82 honorees 70 attendees
Fall 2023 and Spring 2024 events	17 workshops and presentations 646 participants
Public Scholars' Institute	4 sessions (final session postponed from April 26 to August 23) 26 participants
NSF CAREER Academy	10 sessions, 41 participants
Reading Group + Michelle Boyd Workshop	6 sessions + 3-hour workshop, 25 participants
SWAP Grants	14 awarded
PSA Grants	6 awarded
Writing Retreats	4 retreats, 51 participants
Individual Consultations	106
Total	18 workshops and presentations, 6 multi-session programs. Participants: 1,344

Appendices: 2023-24 Demographic Data Across the University

The CFDE maintains a database to track our interactions with people attending our events, teaching consultations, grant recipients, etc. Many people interact with us in multiple ways, so we analyzed the data to identify the unique users in 2023-24. This figure totals 1,326 people between June 7, 2023, and June 6, 2024, a 20% increase from last year.

Emory College of Arts and Sciences

Total unique people interacting with the CFDE: 387 (30% of our total)

- 75 Assistant professors
- 29 Assistant teaching professors
- 46 Associate professors
- 33 Associate teaching professors
- 50 Professors
- 13 Teaching professors
- 25 other faculty (adjunct, visiting, emeritus)
- 8 instructors
- 38 undergraduates
- 70 other people (staff, administrators, Emory College-affiliated postdoctoral researchers)

This total does not include graduate students who are affiliated with Emory College departments. In the numbers above, the 171 tenure-track faculty represent 37% of the total tenure-track faculty in Emory College, and the 75 teaching-track faculty represent 46% of their total.²

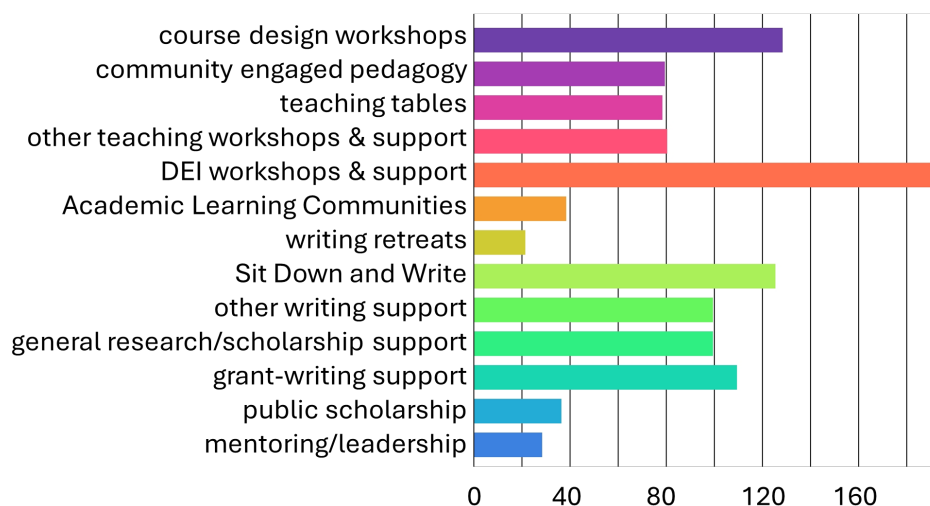
We examined the faculty breakdown by division³:

- 111 humanities faculty, which is 44% of the total humanities faculty
- 59 natural sciences faculty, which is 35% of the total natural science faculty
- 76 social sciences faculty, which is 37% of the total social sciences faculty
- 246 faculty total, which is 39% of the total regular, full-time ECAS faculty

² Data on numbers of TT and LT faculty provided by Lane DeNicola.

³ Faculty division was assessed by home department (using ECAS bylaws to classify). Total faculty per division is data provided by Lane DeNicola. We recognize that some faculty do not identify with the division assigned to their home department, but as an estimate our method should be adequate.

Overall, we had 1,114 Emory College contacts total for 2023-24, split among the following areas:



“Teaching Tables” is a monthly lunch for all current people teaching (including graduate instructors). The category “other teaching support” includes teaching consultations about individual classes and requests for classroom observations. Some of the classroom observations were conducted by CFDE staff, and other observations were done by faculty arranged by the CFDE. The weekly “Sit Down and Write” invites faculty twice a week to spend time at the CFDE writing with others, and/or to join virtually by checking in on Facebook. “Other writing support” includes other organized writing groups. Grant-writing support includes the NSF CAREER Academy (for STEM faculty) and the Grantseekers’ Institute (for humanities faculty).

Not part of our demographic details above, but part of our ECAS involvement:

- Eric meets every fall with the ECAS new faculty to tell them about the CFDE
- For the third year, Allison partnered with Emory College communications director Bev Cox to present the Public Scholars Institute in the spring semester.
- Allison presents a workshop every spring to the James Weldon Johnson Institute fellows on public scholarship best practices and concerns. Similarly, Cecilia and Donna gave a presentation to the JWJI fellows, and Eric was part of a separate panel discussion with the same group.
- Allison also presented at a reception for humanities postdoctoral scholars hosted in the fall by the Fox Center for Humanistic Inquiry.
- Carol worked with the Anthropology Department graduate students to present on creating research environments that are safe and inclusive for research teams.
- Cecilia and Donna were invited to present on Inclusive Pedagogy topics for several different ECAS faculty groups.
- Vialla has advised on the articulation between the Quality Enhancement Plan, “Connect-Integrate-Reflect” (linked to all four undergraduate schools) and Emory’s upcoming application for reclassification for the Carnegie Classification for Community Engagement.

While this is not an exhaustive list, we wish to give some sense of how ECAS faculty have been involved in helping deliver our programming this past year:

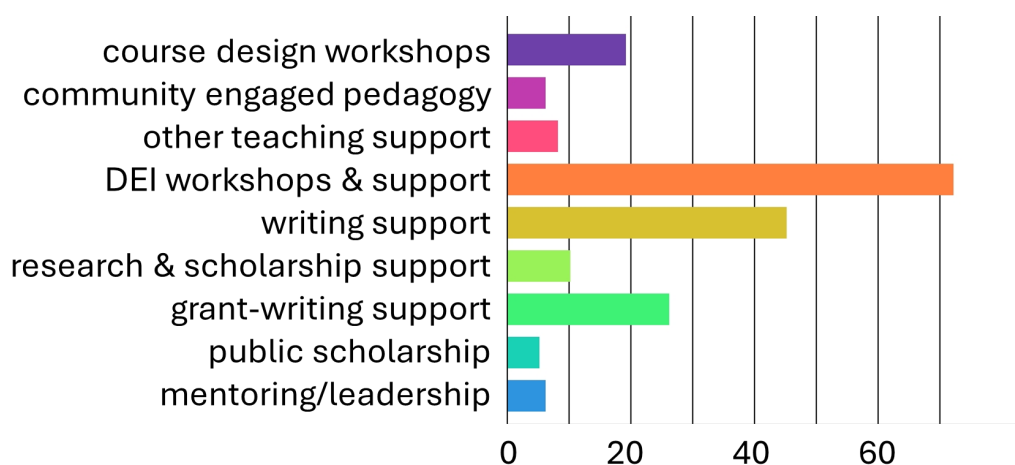
- Jaap de Roode and Tom Swink from the Department of Biology participated in a panel in March on academic podcasting.
- Clifton Crais and Mark Risjord both participated in a “mock review panel” as part of the Fall 2023 Grantseekers’ Institute. Both of them and eight additional ECAS faculty also served as mentors in the program.
- We had several DEI faculty fellows from ECAS, but we will especially highlight Harshita Kamath (MESAS) who went above and beyond. The DEI faculty fellows are required to give a public presentation about their DEI project, but Harshita did a presentation, did *several* teach ins, and curated an exhibit in the Woodruff Library about her topic (caste).
- Ileana (Yami) Rodríguez, Ana Teixeira, Bernard Fraga, Elva González, Leda Lozier, Alexander Escobar, Alissa Bans, Karen Stolley, and Persephone Hernández-Vogt all created and led sessions for Emory’s hosting of the Latin American Association’s Latino Youth Leadership Conference (under Violla’s leadership), thus providing the central academic structure for community-engaged event.

Oxford College

Total unique people interacting with the CFDE:

22 Assistant professors
 1 Assistant teaching professor
 16 Associate professors
 7 Associate teaching professors
 4 Professors
 2 Teaching professors
 6 Other teachers (instructors, visiting faculty)
 12 Other (staff, administrators)

Areas of interaction with CFDE along with number of participants:



The DEI workshops most popular with Oxford folks include three events held at the Oxford campus:

- March 4, 2024, workshop on Microaggressions and Microinterventions
- April 10, 2024, presentations by CFDE DEI Teaching Fellows Alix Olson and Devon Goss
- April 17, 2024, presentations by CFDE DEI Teaching Fellows Christina Lee and Simba Nkomo

Additionally, Cecilia and Donna led a session on “Difficult Conversations” at Oxford, not counted in the contacts listed above.

While this is not an exhaustive list, we wish to give some sense of how Oxford faculty have been involved in our programming this past year.

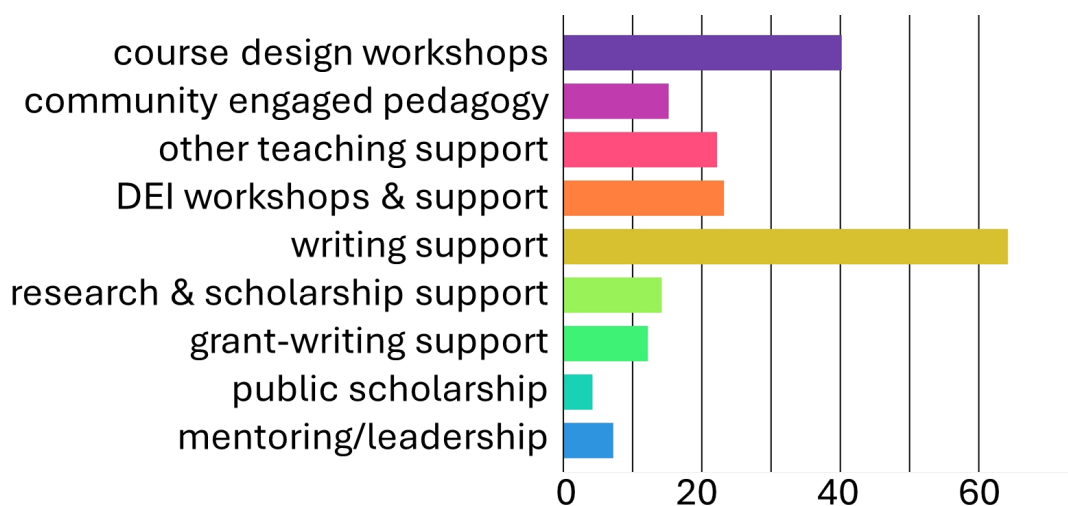
- Bamba Ndiaye participated in a panel in March on academic podcasting.
- Alicia DiNicola participated in a “mock review panel” as part of the Fall 2023 Grantseekers’ Institute and also served as a mentor in the program.

Nell Hodgson Woodruff School of Nursing

Total unique people interacting with the CFDE:

- 34 Assistant professors
- 8 Associate professors
- 11 Professors
- 13 Instructors, visiting faculty
- 8 other (staff, administrators, emeritus faculty)

The chart shows the number of SON participants in CFDE activities.



While this is not an exhaustive list, we wish to give some sense of how nursing faculty have been involved in our programming this past year.

- Roxana Chicas, Lisa Nuñez (staff member in the Lillian Carter Center) and Lalita Kaligotla organized sessions for Emory's hosting of the Latino Youth Leadership Conference, thus helping to provide the central academic structure for this community-engaged conference under Vialla's leadership.
- Jennifer Frediani was involved in the development of the Purposeful Teaching Fellows Program to support both student and faculty flourishing (and she was also a fellow).

Rollins School of Public Health

Total unique people interacting with the CFDE:

28 assistant professors

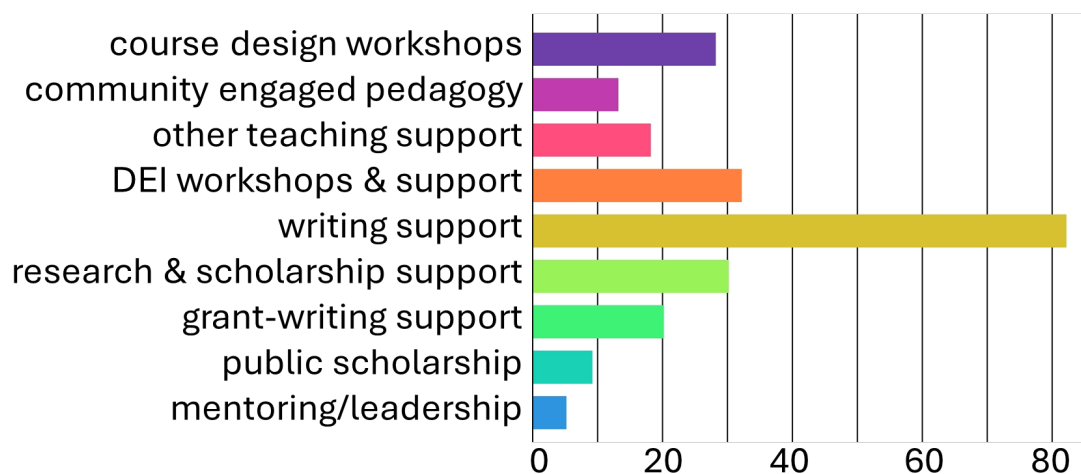
20 associate professors

8 professors

9 adjunct faculty

31 other (staff, administrators, postdoctoral researchers, emeritus faculty)

The bar chart shows the number of RSPH participants in various CFDE activities.

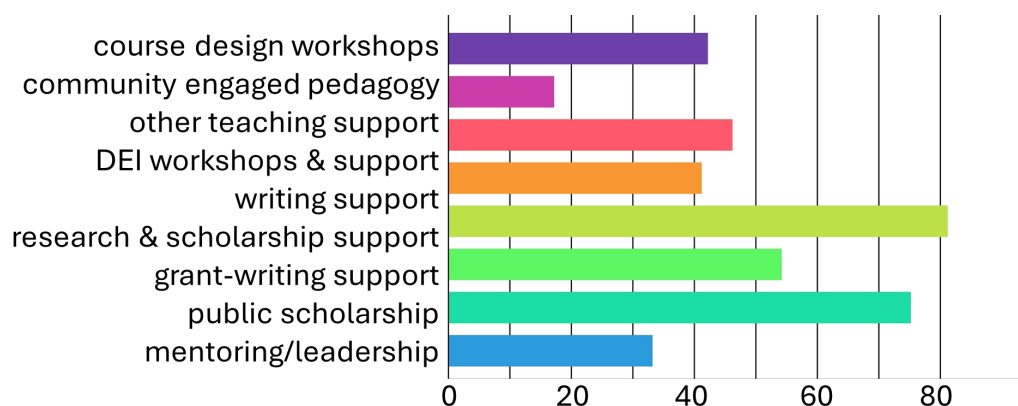


School of Medicine

Total unique people interacting with the CFDE:

- 104 Assistant professors
- 32 Associate professors
- 30 Professors
- 12 Instructors
- 20 Postdoctoral researchers
- 46 Other (staff, administrators, emeritus faculty)

The bar chart shows the number of SOM participants in various CFDE activities.



In addition to the above activities, Eric Weeks (CFDE Director) is a member of the Woodruff Health Educators Academy (WHEA) steering committee and a member of the SOM Faculty Development Advisory Committee.

The CFDE also partnered with Cassandra Quave, a faculty member in the School of Medicine, to bring microbiologist and science communicator Siouxsie Wiles to campus for a lecture on science communications lessons learned from the COVID-19 pandemic.

Carol worked with the SOM to present her research findings on developing research spaces free from sexual harassment and other forms of exclusionary behaviors.

Wendy Baer and Caroline Peacock of the Winship Cancer Center participated in a panel in March on academic podcasting.

Jen Grant was one of our DEI faculty fellows who went above and beyond the normal requirements. She publicly presented at Emory on her DEI work as required, but then also has continued to present locally and nationally on abolitionist frameworks in medical education.

Candler School of Theology

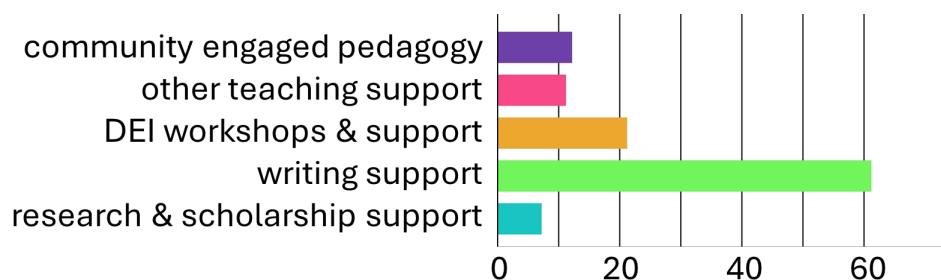
Total unique people interacting with the CFDE:

25 faculty

3 other teaching (instructors, adjunct faculty)

3 staff

The bar chart shows the number of Theology participants in various CFDE activities.



19 of the contacts for “writing support” are attendees at the weekly “Sit Down and Write” (in-person in the CFDE and virtual via Facebook).

While this is not an exhaustive list, we wish to give some sense of how Candler faculty have been involved in helping deliver our programming this past year:

- Jen Ayres served as a mentor in the CFDE’s fall 2023 Grantseekers’ Institute.
- Kyle Lambelet helped run the Environmental Justice Academic Learning Community, which had a number of administrative challenges. Kyle was great; he found a way to still make it happen despite these challenges.
- Jonathan Calvillo worked with the Emory Arts and the Praise House Project to create and lead a session for the Latino Youth Leadership conference, thus helping to provide the central academic structure of this community-engaged event under Vialla’s leadership.
- Letitia Campbell has served as a strong member of the steering committee of the Civic and Community Engagement Roundtable, which Vialla helps to direct, is a key advisor for community engagement, and was one of the first faculty members identified to serve on the advisory committee for the Carnegie Classification for Community Engagement.

Goizueta Business School

Total unique people interacting with the CFDE:

- 13 faculty

- 8 staff, administrators

We had 36 “contacts” with GBS people this past year:

- 10 – various teaching workshops and other teaching support

- 10 – DEI workshops

- 16 – research, scholarship, and writing support

From time to time, we partner with GBS faculty on some of our programming. This year, Professor Mike Lewis participated in a panel presentation in March on academic podcasting, and Assistant Professor of Practice Steve Savage presented on best communication practices in a session of the Public Scholars Institute in January 2024.

School of Law

Total unique people interacting with the CFDE: 18. Of these 9 were regular faculty, and the others were administrators, staff, and adjunct faculty.

We had 36 “contacts” with people from the School of Law this past year:

- 7 – various teaching workshops and other teaching support

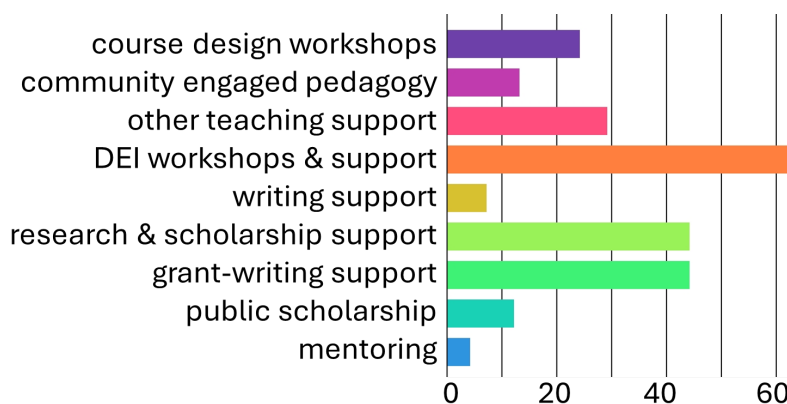
- 10 – DEI workshops

- 19 – research, scholarship, and writing support

Laney Graduate School

Total unique graduate students interacting with the CFDE: 174. An additional 8 LGS-affiliated administrators and staff interacted with the CFDE this past year.

Graduate students are welcome at many of our events, and we usually explicitly identify that they are welcome in the email advertisements we send out. This past year we counted 240 different times we interacted with graduate students and LGS staff, not counting our involvement with TATTO. The interactions were in the categories shown below:



Of the attendees of grant-writing workshops, the majority (38) were people who attended the workshop on how to write an NSF graduate research fellowship proposal, which we organized in collaboration with the LGS. For the research and scholarship support, 25 of the contacts were people who attended the “Tips from the other side” workshop where a former journal editor gave advice for submitting articles.

One of the best attended DEI events was a workshop on Disability and Accessibility which was requested by psychology graduate students and attended by 27 of them.

In addition to the contacts listed above, Donna and Cecilia gave a presentation at TATTO on “Managing Group Work” to an estimated audience of 500 graduate students. This coming year (August 2024), they will be offering two separate workshops as part of TATTO.

Emory Libraries

We had 65 contacts with 31 people who work in the Emory Libraries. These contacts were in these areas:

- 16 – Teaching workshops and consultations
- 22 – DEI workshops and support
- 22 – Support for research, scholarship, and writing
- 5 – Public scholarship

We note several areas of engagement with the Emory Libraries:

- We collaborate occasionally with Emory’s Center for Digital Scholarship, in particular related to their annual Foundations of Online Teaching course.
- The Emory Libraries are also an annual partner and co-sponsor of the Feast of Words.
- Woodruff Library staff and Carlos Museum staff are annual partners with Engaged Learning Program to provide experiential learning sessions for the Latino Youth Leadership Conference.
- We regularly partner with Matthew Aron (Teaching and Learning Technologies) and Kim Braxton (Academic Technology Services) on CFDE/Library joint programming for faculty. Additionally, Matthew is a co-developer with the CFDE of the [Teaching Toolkit](#), hosted on the CFDE website. We know that ATS/TLT is no longer formally affiliated with the Libraries, but since they are housed in the Woodruff Library and used to be part of the Libraries, we want to at least mention them here.
- We partnered with John Morgenstern, Copyright and Scholarly Communications Librarian in the Office of Scholarly Communications, to present an eight-session Book Proposal Working Group in the fall semester.
- Vialla was an advisor on community engagement and the “We Belong Here” special exhibition in the Michael C. Carlos Museum, working closely with Elizabeth Hornor to organize an Emory community (faculty and staff) advisory conversation about the special exhibition “You Belong Here,” community engagement and academic-community events related to the exhibition.
- Gaby Hale in the Rose Library and Katie Ericson, Elizabeth Hornor and Alice Vogler in the Michael C. Carlos organized and supported sessions in the Rose Library and in the Carlos Museum for the Latino Youth Leadership Conference, thus helping to provide the central academic structure for this community-engaged event under Vialla’s leadership.

Other CFDE Contacts

We had an additional 296 contacts with 105 unique Emory staff and administrators who are not directly affiliated with a particular school of Emory nor with the Emory Libraries. Some prominent categories of people include

- 59 people from the Office of the Provost
- 14 people from the Office of the President
- 13 Campus Life staff. Not surprisingly, much of their interest was in Community Engaged Pedagogy.

Of these 296 contacts, the largest category was Community Engagement (221 contacts, many of them coming from multiple meetings with Campus Life, Advancement and Alumni Relations, and Office of Government and Community Affairs staff), followed by 41 attendees of DEI workshops. Other contacts were attendance at other teaching or research related CFDE webinars and workshops.

We also engaged with 63 unique people who aren't affiliated with Emory. This group included faculty at other schools and community members participating in our Community Engaged Pedagogy programs.

These $105 + 63 = 168$ unique people account for 13% of the people who engaged with the CFDE this past year.

The CFDE had some additional engagement with "Central" Emory: Liesl was on three search committees for positions in the Center for Wellbeing within Campus Life (Executive Director, Associate Director for Collective Impact, Assistant Director for Substance Misuse Prevention).