

# 2018 – 19 Annual Report of the Center for Faculty Development and Excellence

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## 1. Introduction

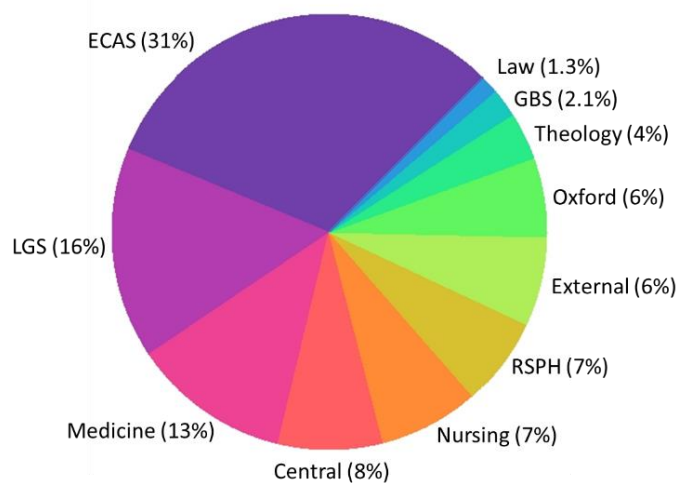
This annual report has several major parts, plus an appendix. Section 2 offers a demographic overview of the faculty we have served during this past year. Sections 3 through 9 report on major *new* activities of the CFDE. For the most part, these are activities that were started in the past year, or one-off activities. Section 10 reports on 2018-19 Coursera course development activity. In section 11, we explore one aspect of our practice: an intentional focus on building intellectual communities among Emory faculty. Finally, the appendix provides 1) a school-by-school snapshot of CFDE engagement, which we intend to share with deans of faculty of each school, and 2) an examination of gender among faculty who engage with CFDE.

## 2. Demographic Data Across the University

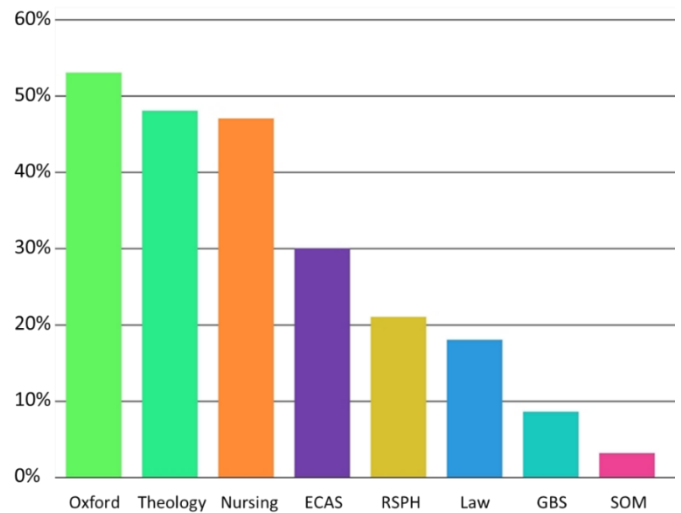
Throughout the year the CFDE tracks who we engage with: people attending our events, requesting teaching consultations, engaging with us online, *etc.* Many people interact with us in multiple ways, so we analyzed the data to identify unique people: this is a total of 849 people between June 6, 2018 and June 6, 2019.

The figure below includes 388 regular, full-time faculty and 20 adjunct or emeriti faculty. Other people include students, administrators, staff, postdoctoral researchers, and other members of the Emory community.

The affiliation of our users is shown in the pie chart at right. Here, each school includes faculty, students, staff, and administrators. “LGS” is primarily graduate students. “Central” includes librarians, administrators, and staff associated with Campus Life.



Of course, some of these pie wedges are larger simply because of differences in school size. We wished to know what fraction of faculty from each school engaged with the CFDE. For this question, we used the faculty numbers from <http://opb.emory.edu/academic-profile.html><sup>1</sup>. The graph below shows the percent of full time faculty in each school who engaged with CFDE. This chart only includes faculty engaged with CFDE through our general programming. This excludes, for example, a workshop that Donna Troka provided on inclusive pedagogy to the entire Candler School of Theology faculty. Two similar workshops were provided to RSPH faculty.



The data on this page relate to *unique* people; many of them participated in multiple CFDE programs. In the appendix, we also provide numbers for *participants*, which counts each time someone engages with the CFDE and thus has higher numbers. For example, ECAS had 265 unique people who interacted with us and 774 participants in our programs.

### 3. New Activity: Teaching Fellows

The CFDE offers several programs and services for face to face teaching. We provide resources, instruction, and best practices for teaching in our Teaching Consultations, Inclusive Pedagogy Initiative, and various teaching workshops and events. We develop intellectual community across campus through our Academic Learning Communities and our University Courses. We achieve both of these goals (discussion of best practices for teaching while building intellectual community around pedagogy) in our **Teaching Fellows Program**.

The **Teaching Fellows Program** supports teaching in the undergraduate curriculum as part of wider effort to bolster the undergraduate academic experience at Emory. This year-long program starts in summer and is open to all fulltime faculty teaching in undergraduate schools (Oxford College, Emory College, School of Business, and School of Nursing). Each of the fellows receives \$2500 dispersed in three payments over the year to develop a project and share it with their colleagues.

Fellows are selected at the end of the Spring semester. Expectations are as follows:

*Spring-Summer:* financial support to do research on their topic in Scholarship of Teaching and Learning (SoTL) and/or Educational Research and write up an annotated bibliography on that topic that will be included in the CFDE Knowledge Hub.

<sup>1</sup> The data on the OPB website are as of November 1, 2017, so a bit out of date.

*Fall Semester:* financial support to develop and deliver the project they proposed to the audience they identified (could be their department, division, or school).

*Following Spring:* financial support to assess the presentation and write up a report of the process of developing and delivering the project.

AY 18-19 brought us six Teaching Fellows. They were

- **Rowena Elliott**, Associate Clinical Professor, Nursing whose project focused on using public service announcements as teaching tools for an older adult population.
- **Davide Fossati**, Lecturer of Computer Science, Emory College whose project focused on an evaluation of peer evaluations.
- **Ann Horigan**, Assistant Clinical Professor, Nursing whose project focused on teaching with case studies to develop clinical reasoning.
- **Joyce Ho**, Assistant Professor of Computer Science, Emory College whose project focused on building a positive learning community in large computer-based classes.
- **Linda Merrill**, Senior Lecturer of Art History, Emory College, whose project focused on rethinking the introductory survey course.
- **Florian Pohl**, Associate Professor of Religion, Oxford College, whose project focused on teaching for leadership and civic engagement in Religious Studies.

Interest in this program has grown and in an effort to accommodate this growing interest, we have selected nine teaching fellows for AY 19-20, our largest cohort to date.

## 4. New Activity: Teach-Out

### 4.1 Introduction

A Teach-Out is a free, 2-week online public educational event that culminates in a call-to-action around an issue of societal importance. Participants are presented with videos, discussion questions, and resources for further inquiry. Originally developed and shared by the University of Michigan, Emory was supported by U-M in our efforts to contribute to this social impact and public scholarship project.

### 4.2 Development

The CFDE led the development and creation of Emory's first "Teach-Out" titled "Making Progress," which launched on April 15, 2019. This innovative event was hosted on Coursera and instruction was led by Prof. Pablo Palomino of Oxford College. Pablo created several videos and other materials, as well as collaborated with many members of the Emory and Atlanta

community. The development took about six months and roughly cost \$10,550. CFDE's leadership was essential to the success of this project, taking the lead on the production, instructional design, and marketing.

#### 4.3 Residential Connection

The Teach-Out topic was chosen in connection with Pablo's University Course, "Progress: An Interdisciplinary Reflection" and some of the guest speakers for the face-to-face course were also featured in the Teach-Out video interviews. Pablo's students were asked to participate in the Teach-Out by posting, monitoring, and propelling discussion, as well as complete the call-to-action as a graded assignment. Additionally, Stephanie led discussion on the students' experience with the Teach-Out during the face-to-face course, focusing on the conversations they were having with others around the world on the topic of progress. The Teach-Out connected Emory students with participants from the Atlanta community, but also from Mexico, Malaysia, India, Finland, Egypt, UK, Italy, China, Argentina, Columbia, Nigeria, Cameroon, and many more. With the Teach-Out, students were able to make connections and explore ideas of progress with individuals outside of Emory and Atlanta.

#### 4.4 Results

The Teach-Out yielded several positive results:

- More than 600 individuals enrolled in the Teach-Out. About 26% were actively engaged, which is much higher than most MOOCs Emory has on Coursera. This indicates that using the Coursera platform in this new innovative way (as an event and not a course) promotes more discussion and learner activity than the course format.
- The Teach-Out was featured in several places in the media
- Associate Director, Stephanie Parisi was invited back to University of Michigan Teach-Out Academy as a panelist presenter (with Notre Dame and Davidson) to discuss Emory's journey and results with new Teach-Out participants including Princeton, Johns Hopkins, Dartmouth, and Arizona State.
- Emory used a completely new approach to the Teach-Out by integrating it with a residential course. Emory also worked with our Director of Community Engaged Learning, which was a new contributor role to the Teach-Out. Potentially influenced by our approach, U-M hired and included someone specializing in community engagement in their future Teach-Outs.
- In a post-Teach-Out survey, the majority of participants taking the survey agreed that
  - The Teach-Out increased interest in public history in their own community.
  - The Teach-Out provided a supportive environment to share perspectives.
  - They feel more prepared to discuss issues with people holding opinions other than their own.

- Their perception of Emory improved after participating in this Teach-Out.
- Their interest in the city of Atlanta has increased because of this Teach-Out.

One of the major challenges we observed was the limitations of the Coursera platform. The discussion boards prevented more interaction from occurring due to their lack of notifications and poor threading. This feedback has been communicated to Coursera.

The Teach-Out was a collaborative opportunity that not only bridged the areas of the CFDE (teaching, community engagement, and online education), but connected the Emory, Atlanta, and global community that ultimately resulted in more people learning about their own communities, reflecting on public history, and having conversations of social and personal impact.

## 5. New Activity: University-Partner Learning Communities

### 5.1 Introduction

For the past three years, the CFDE Engaged Learning Program and Campus Life's Center for Civic and Community Engagement have co-sponsored an innovative model for academically-oriented community engagement and community-oriented academic engagement. A UPLC includes students, faculty, staff, and community partners interested in learning together how to create excellent and resilient community-campus partnerships. Projects that emerge from this process reflect community needs, interests, and on-the-ground knowledge and are supported by the academic inquiry and expertise of Emory participants.

### 5.2 Buford Highway Corridor (2017-19)

The pilot UPLC focused on the Buford Highway Corridor in spring 2017. In 2018-19, we facilitated a Phase II Buford Highway UPLC with a faculty director, Karen Andes (RSPH), a participant in the pilot program.

As a result of the pilot Buford Highway UPLC (with the theme of Arts and Social Change), Emory students, faculty and staff participated in numerous projects, some of which are listed below with updates on activity in the current Phase II:

- Mapping the linguistic landscape of a key area of the Buford Highway area, in collaboration with local residents (faculty partner: Hiram Maxim, ECAS)
- Collaborating with the DeKalb County Library system on the Living Library project in which community members tell their stories (faculty partner: Kim Loudermilk, ECAS)
- Working with Cross Key High School students through theater as they learn to tell their personal stories effectively (faculty partner: Elva González, ECAS). This project

continued in spring 2019 with a course that González taught, supported by a community-engaged learning grant, and will be further developed in spring 2020 in the same course.

- Developing and implementing a participatory arts-based project for health awareness in an after-school youth project at Cross Keys High School (faculty partner: Karen Andes, RSPH). This has inspired ideas in Phase II for a similar project with a different age group.
- Renewal of partnership between Emory and the Latin American Association for Emory to host the Latino Youth Leadership Conference in fall 2019 and engage in conversations about how to deepen that relationship (faculty partners: Vialla Hartfield-Méndez; Karen Stolley, ECAS; Karen Andes, RSPH; Imelda Reyes, SON). This project holds great potential for meaningful engagement by dozens of Emory students and faculty – the current steering committee includes a former valedictorian from Cross Keys High School and a Nursing Ph.D. student whose first experience with Emory was through an earlier iteration of this youth leadership conference.
- Submission of an ALCS-Mellon Scholars & Society grant application for continued partnership with the Latin American Association (submitted by faculty partner Karen Stolley with support from Vialla Hartfield-Méndez in fall 2018; proposal made it to the final round of consideration and Prof. Stolley has been invited to re-apply).

Participants in Phase II of this UPLC include

- 6 faculty (from ECAS, RSPH, SON, and Theology)
- 3 staff (CCE, ECDS)
- 5 students (ECAS, GBS, LGS)
- 5 community partner organizations

### 5.3 Expanding to South DeKalb (2018-19)

A second UPLC was convened this year in South DeKalb County. This responded to an earlier request from President Sterk that we investigate ways to be more involved in that part of the county and reflected a growing level of partnership by the CBSC Fellows program with community activists in that area. It also coincided with new efforts at community building there by the Atlanta Regional Collaborative for Health Improvement or ARCHI (archicollaborative.org). This UPLC's theme emerged from conversations with community partners and dovetailed with ARCHI's focus: Living Well for the Long Term. Unlike the previous Buford Highway UPLC, faculty participants were selected from faculty who responded to a call for applications.

Participants included

- 4 Faculty (ECAS, Center for Ethics, GBS)

- 3 Staff (CCE, Emory Scholars Program, Government & Community Affairs)
- 6 Students (ECAS, LGS)
- 5 Community Partners from four organizations

Two strong project proposals emerged from this process:

- A collaborative mindfulness program for middle school children, co-created by Nikki Graces (GBS) and community partners Giovanni Sturgis, and Victoria Anglin, at the Boys and Girls Club and involving Emory volunteers; while not yet at the stage of a community-engaged learning course yet, we want to work toward that.
- A related project to involve youth in S. DeKalb in a litter campaign and one-day clean-up, co-created by Prof. Kathleen Leuschen and three undergraduates. One of Leuschen's classes in fall 2019 will work with this project as an engaged writing course. The three student leads will help to facilitate the involvement of students in Leuschen's class.

One challenge we observed was that, while the UPLC model can work in settings with less well-developed community-based organizations (the case in S. DeKalb), working with individual community members who are activists and just building their organizations is very difficult. It also requires more preparation for faculty who have not done this kind of pedagogy previously. Additional challenges were related to unforeseen difficulties in attending meetings. In the end, we had three meetings, not the planned four, and we facilitated small group meetings for the projects that resulted in Engaged Learning grant proposals. This UPLC will likely produce further results but the path is less clear than for the Buford Highway work.

#### 5.4 Public dissemination of results

In October 2018, Hartfield-Méndez was invited to speak at the University of Virginia's Institute of World Languages on "University and Community Partners Learning and Leading Together," about the UPLC model. She is currently completing a book chapter on the use of arts- and humanities-based strategies for convening people from different backgrounds in these learning communities. The chapter was invited by the Cultural Agents Initiative at Harvard for a book on the use of the "Pre-Texts" pedagogical approach. In March 2019, Hartfield-Méndez, Kate Grace and Prof. Andes presented to the Emory community about this model in the CFDE's "Innovative Pedagogies" series.

#### 6. New Activity: Journal Article Writing Workshop and Writing Groups

On September 14, 2018, the CFDE partnered with the Department of Spanish and Portuguese and the Laney Graduate School to bring **Wendy Laura Belcher**, the author of the workbook *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*, to campus to present a daylong workshop for faculty and graduate students, titled "Successfully



Publishing Journal Articles in the Humanities and Social Sciences.” More than 100 people enrolled (we capped registration at 100 and kept a waiting list), and 58 people attended. 67 of the registrants were either graduate students or post-doctoral students. The workshop also launched a program of faculty writing groups for the fall semester based on the 12-week program outlined in Belcher’s book. Twenty-five people enrolled, and we formed five writing groups.

### 6.1 Journal Article Workshop

In the evaluation survey conducted after the day-long workshop, 78% of the respondents indicated that the workshop achieved/very much achieved its aim of sharing strategies for achieving success in the academic writing arena. An average of 83% of respondents said the workshop met or exceeded expectations for its relevance, breadth, depth, and format. 74% said the workshop shaped/very much shaped their plans and intentions for journal article writing.

This workshop is one of the first high-value, intensive programs the CFDE has offered in collaboration with the Laney Graduate School, specifically geared to both faculty and graduate students. This approach is proving to have both advantages and drawbacks. On the one hand, having multiple co-sponsors for this program enabled us to bring in a relatively high-dollar speaker, Wendy Belcher, and to have a broad impact on a large group of faculty and future faculty. On the other hand, some of the post-workshop evaluation responses showed us that not all “faculty development” and “future faculty development” are alike. For example, one comment from a faculty participant: “[I] think it might be useful to have one just for grad students who are publishing for the first time — the advice would be somewhat different I think.” One graduate student participant noted that Belcher “somewhat assumed that an article was already somewhat written, or that the data was already collected and analyzed,” – a situation that would not necessarily be the case for a student.

### 6.2 Journal Article Writing Groups

In the evaluation surveys conducted at the end of the faculty-only 12-week writing groups, respondents reported that all met regularly or somewhat regularly with their groups throughout the semester. 83% reported that they “somewhat” adhered to the program outlined by Belcher’s book. As one respondent noted, “Our regular meetings were wonderfully organic discussions, often spurred by Belcher’s weekly topics but more likely focused on the immediate needs of our personal writing goals and requirements for the week.”

70% of respondents said they made progress on a journal article in the twelve weeks. 17% said they completed a journal article. Several noted in the comments that they intended to complete and submit full manuscript drafts within a few weeks after the end of the program. One also noted that two new articles were submitted and one article was revised during the group period.



The writing group had ripple effects beyond the immediate program. According to one participant, “Belcher's book provided an excellent framework for our discussions and support. Many of us used recommendations in the book outside of the writing group to support our students, colleagues, and co-authors.”

Several respondents noted that to accommodate the scattered locations of the group participants, they used Zoom meeting technology to meet. This is a great idea that we can easily build into options for future writing groups.

## 7. New Activity: Impostor Syndrome Programs

In 2018-19, after three years of discussion and planning with the Office of the Provost, the CFDE Advisory Board, and the Women in Science at Emory group, the CFDE presented two programs on the topic of “impostor syndrome.” One of our main goals was to “break the silence” around this topic. It took as long as it did to bring the programs into existence because in many ways, the topic has typically been hard to discuss in the academy. That is why we presented the programs under the heading “Claiming Your Expertise.”

The first was a **September 19 panel discussion**, co-sponsored by the Goizueta Business School (Kristy Towry), focused on the professional schools. Four accomplished faculty from Emory's professional schools spoke about their own experiences of impostor syndrome and how they found their way out of it. A total of 64 people registered for the program, and 32 people attended. The second program was a **January 30 onstage conversation about impostor syndrome with Valerie Sheares Ashby**, Dean of Trinity College of Arts and Sciences, Duke University, who delivers talks around the country about ten strategies she uses to identify and resist impostor syndrome. 100 people registered for the event, and 75 attended. The CFDE also hosted an informal afternoon coffee/conversation for the Women in Science at Emory group with Dean Ashby, who is a chemist.

Significantly, for both events, 25% of the registrants were graduate students. Their presence at the programs was evident in the post-program evaluation surveys. For example, while 87% of respondents rated the Valerie Ashby conversation as “excellent” and 93% said that the program did achieve its aim of offering strategies for overcoming impostor syndrome, one asked for “more discussion of how this plays out for people who are not on the tenure track, especially since there were a number of graduate students who are entering a professional world where tenure track jobs/tenure are by no means a guaranteed scenario.”

Similarly, while 95% of the post-event survey respondents for the fall panel discussion said that the program achieved its aims and 96% said they were satisfied to very satisfied overall with the program, one respondent said that the “least beneficial aspect” of the program was that “it was mostly directed toward faculty.” Another graduate student noted “The disparity of

the panelists' experience and my own. I was ashamed how much worse I felt about my own experience, and I was not able to speak.”

As with the journal article writing group workshop, this feedback also raises some interesting questions about the CFDE’s recent commitment to open as many of its programs as possible to graduate students. While we absolutely believe programming of this nature is essential to the training of future faculty, we wonder to what degree the CFDE might, consciously or unconsciously, be susceptible to shifting its programming emphasis to accommodate the needs and interests of graduate students, and whether in doing so, we shift emphasis *away* from the primary needs and interests of current faculty. We suspect this might be how “mission creep,” an issue raised in our recent external review (and the previous review), can begin to happen in some cases.

To continue CFDE-hosted conversations about faculty life cycles over the long arc of a career, next year we intend to present a program co-sponsored with the Emory University Emeritus College titled “Retirement Reimagined: A Vibrant Intellectual Life Continued.”

#### 8. New Activity: Public Scholarship

In November 2017, the Office of the Provost funded a CFDE proposal for a two-year slate of activities designed to support public scholarship among Emory faculty. The two-year period of funding, which totaled \$16,000, is now concluded (a full, more detailed report on this funding was submitted in May 2019). Through Spring 2019, the CFDE offered five programming and resource opportunities for faculty interested in bolstering their practice of public scholarship:

1. Talking with the Media about Science Panel Discussion
2. Academic Learning Community on “The Many Faces of Public Scholarship.”
3. The Emory Public Scholars Institute
4. The Public Scholarship Advancement Fund
5. The Op-Ed Project Two-Day Workshop

As a result of these two academic years’ worth of endeavors to support public scholarship among Emory faculty, we now have a growing cohort of more than 120 scholars who are developing a set of skills and gaining experience with translating their work to non-specialist audiences. We are tracking their training and outcomes individually, given that in many ways, the participants in these programs are sustaining the life and impact of programming. Most of those who have been through one program or activity have then felt ready to move into another opportunity – for example, from the Public Scholars’ Institute to the Op Ed Project Workshop; from the Academic Learning Community to the Public Scholarship Advancement Fund. Our intention now is to draw on that growing body of expertise and experience to help us

train and advise other faculty in these areas and to ask these faculty to serve as mentors to other faculty making their first forays into public scholarship.

From the post-program assessment surveys, it seems clear that the longer-format training opportunities (Public Scholars Institute, Op-Ed Project Two-Day Workshop, etc.) have more lasting and meaningful impacts than the short, “one-off” programs, such as the panel discussion on talking with the media about science. These single programs are usually very easy and inexpensive to organize and present, and they are great for introducing a new concept into ongoing conversations or having an intensive training or discussion on a single, focused topic (“Twitter 202”). That said, our energies and resources may be more strategically invested in longer format programming.

With that assessment in mind, we would like to offer a systematic rotation of “deep dive” training and development opportunities to faculty; for example, a Public Scholars Institute one year, followed by an OpEd Project Two-Day Workshop the second year, followed by an Alan Alda Center for Communicating Science Workshop the third year. We feel this would be the most effective use of the costs of these programs and create a broad and balanced slate of opportunities, along with strategically deployed smaller impact/lower-cost programs. We have included both in our plans for next year.

Our programming plans and goals for the next academic year include the following:

1. **“Twitter 202: Tweetorials, Timeliness, and Trolls.”** – Fall 2019. A lunch workshop with three faculty who are using Twitter in advanced, high-impact ways, as well as dealing with online hostility and harassment. We are drawing on faculty who have participated in the programs outlined in this report to be our presenters for this session. (Projected Cost: \$600)
2. **Public Scholarship Advancement Fund** – Entering year two, as noted above.
3. **Emory Public Intellectual Award** – Launching 2019-20, as noted above.
4. **Alan Alda Center for Communicating Science Two-Day Workshop** – Spring 2020. Allison Adams is currently talking to several potential partners on campus to fund bringing the Alda Center to Emory to conduct their two-day workshop specifically for scientists. (Projected Cost: \$16,500)

## 9. New Activity: Faculty Mentoring Network

To expand the CFDE’s capacity to help faculty, in Fall 2018 we sent out a survey to faculty asking them if they would be willing to help other faculty in various ways. We received 176 positive responses. Volunteers ranged from first-year faculty to emeritus faculty. The most volunteers came from ECAS (71), representing 13% of the ECAS faculty. Schools with higher participation included Theology (24% of their faculty opted in) and Oxford (21%). Schools

with lower participation were the School of Nursing (10%) and the School of Medicine (1.6%, although that's 38 people).

Faculty are willing to do a wide range of activities. The number in parentheses is the total number who expressed interest in each option:

- Delivering a guest lecture in someone's class (105); [see the website for list](#)
- Observe someone teaching and write up observations (100)
- Advice on balancing teaching, scholarship, and service (46)
- Read a draft of a manuscript and/or grant proposal (42)
- Giving feedback on research to a colleague (40)
- Read a draft of an op-ed (38)
- Providing a safe space for faculty in under-represented groups (37)
- Advice on Scholarship of Teaching and Learning / educational research (25)
- Advice to newly promoted associate professors on their next career stage (24)
- Advice on talking to the media (13)

For the guest lectures, we posted the information publicly on the website listed above, and asked faculty to contact potential guest lecturers directly. Thus, we do not have any data on how frequently that occurred. The other mentoring options are [listed on a different webpage](#). The requests for those mentors go through Eric Weeks, so we have that information. In total, we handled 20 mentoring requests:

- 11 requests for a teaching observation
- 7 requests for career advice
- 2 requests for research advice

We prioritize inter-school mentoring when the person requesting assistance was open to the possibility. Almost half of our mentor pairs have been cross-school.

Eric additionally followed up with every person requesting a mentor to find out how their experience had gone. The majority were very positive. One person had requested two different teaching observations, and responded:

The written and verbal feedback was incredibly helpful. Plus, it was as refreshing to have a dialogue with colleagues outside my own Department and get their perspective on teaching. It was a great experience for me, so thank you again for the opportunity!

The one negative report was a situation where the mentor had agreed to do a teaching observation, but then was unable to find time to visit the class. The two of them have agreed for a raincheck, to conduct the teaching observation in Fall 2019.

For 2019-20, we are considering how to implement the advice from Provost McBride, to expand the idea of cross-generational mentoring networks (not only do faculty mentor students, but also “you’re never too old to need mentors”) and to reduce faculty concerns that asking for a mentor indicates weakness.

## 10. Ongoing activities: Coursera

This list of 2018-19 Coursera development is ordered by progress (completed courses first, new courses that started development this summer last).

- Pablo Palomino, Oxford Assistant Professor, led Emory’s first Teach-Out titled “Making Progress.”
- Sharon Horesh Bergquist, SOM Assistant Professor, launched a MOOC 2/18/19 titled “Weight Management: Beyond Balancing Calories.” The course has 3,294 enrolled as of 7/24/19.
- Kristin Wendland, ECAS Professor of Pedagogy in Music, launched a 2 week mini-MOOC in July 2019 titled “So You Think You Know Tango.”
- Michelle Lampl, ECAS Professor in Anthropology, continues to develop a MOOC titled “Origins of Health” in collaboration with University of Amsterdam, Emory’s first international MOOC collaboration.
- Tom Smith, GBS Associate Professor of Practice, continues to develop a MOOC titled “Math for MBA and GRE Prep.”
- Karen Andes, RSPH Assistant Professor in Global Health, has continued development on a 5-course specialization titled, “Qualitative Research Design and Methods for Public Health.”
- Sandy Jap, GBS Sarah Beth Brown Professor in Marketing, begin development on a 4-course specialization titled “Marketing Channel Strategy and Routes to Market.”
- Anthony Martin, ECAS Professor of Practice in Environmental Science, began development on his 2019 MOOC titled “Extinctions: Past, Present, and Future.”

## 11. CFDE’s Approach to Community-Building

“The human connections we make through the CFDE have been significant for me. The tradition in academic life is that over the course of your work you will form friendships that are not only important, but enriching. In our day and age we cannot take these friendships for granted.”

Arun Jones, Candler School of Theology

This year the CFDE celebrated our ten year anniversary, and as part of that we interviewed faculty who we’ve worked with, including Prof. Jones. A theme that arose was the intellectual

community that the CFDE creates. In our discussions we realized that this is indeed something that we value, and intentionally strive for in much of our programming. Beyond just the numbers of participants in our activities, we take pride in the number of long-term relationships among faculty that we build, even if that's harder to quantify. We especially value the opportunities for faculty from different Emory schools to interact. In this final section of our annual report we describe our methods and results.

Our academic community building works in two ways: through convening a small group of colleagues who work together over a period of time; and through collaboration with other parts of the university for events.

Primarily we build intellectual community in the context of activities that meet over a period of time. While focusing on a particular topic, skill, or challenge, these are activities that also have in their design such aspects as

- Convening of participants across school, disciplinary, departmental, or other boundaries;
- Clear expectations of collaborative and co-creative outcomes OR individual outcomes supported by the group;
- Multiple meetings among the same group of people for a defined amount of time;
- Initial or ongoing facilitation by a member of the CFDE staff;
- Meaningful assessment and reflection.

As faculty development professionals have explored at some length, facilitating faculty community building in this way can help to accomplish goals like helping faculty feel less isolated and fostering a sense of belonging, building ongoing and productive scholarly linkages across institutional lines, exchanging ideas and practices to improve teaching, and even at the institutional level “building organizational capacity.”<sup>2</sup>

Among the CFDE activities in this category are Academic Learning Communities, the Inclusive Pedagogy Reading Group, Sit Down and Write sessions, the conventional annual Writing Groups, Between Books summer discussion groups, Emory Foundations for Online Teaching (EFOT), and the University-Partner Learning Communities (UPLC). We'll discuss a few examples.

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<sup>2</sup> Eib, B. J., & Miller, P. (2006). Faculty Development as Community Building - An approach to professional development that supports Communities of Practice for Online Teaching. *The International Review of Research in Open and Distributed Learning*, 7(2). <https://doi.org/10.19173/irrodl.v7i2.299>.

### 11.1 Writing groups

The CFDE-supported writing groups often sustain themselves after the one year of CFDE support has concluded. CFDE Associate Director Allison Adams recently received this email: “Our fall writing group is still successfully meeting every Monday afternoon- now for 2.5 hour writing sessions. We are a diverse feminist trio that crosses anthropology, theology and school of nursing. If you are interested in doing a follow-up about these writing groups, i.e, a success story for the CFDE website and for the Provost’s office, I think we would have excellent results to report by the end of the year in terms of publications submitted.”

### 11.2 Academic Learning Communities

We helped organize five ALCs in 2018-19. As an example, one was entitled “Mass Incarceration in the Southeast.” This was convened by Jennifer Sarrett, James Hughes, and Donna Troka. The ALC brought together faculty, graduate students and staff from Emory College, Theology, Oxford College, Laney Graduate School, Nursing, Public Health, Business, Medicine, and Advancement and Alumni Relations. It also included an external speaker on the juvenile justice system. This ALC was quite productive, resulting in a website, white paper, op-eds, and an application to host a faculty forum on the topic. Feedback on this ALC included the comment: “This was the ALC’s greatest strength, I think, letting us know who else was doing this work at Emory and helping us to build connections and momentum and start working together more.”

### 11.3 Inclusive Pedagogy Reading Group

This was convened by Donna Troka and Jennifer Hayward (Spring 2019). This year the reading group focused on the topic of Addressing Microaggressions. It brought together faculty, graduate students, and staff from Emory College, Nursing, Public Health, Rose Library, Campus Life, Continuing Education, and the Laney Graduate School. Many members called for continued discussions in 2019-20 of related topics (justice, inclusivity, diversity, etc.) with the specific people in this group. It was a very transformative coalescing of minds. In our end of semester survey of the participants, we received the comments “I am working on a possible collaboration this summer with a faculty member from another school as a result of being paired with her at our second meeting! We have met three times outside of the group!”; “It was an amazing opportunity to connect with others in various schools and departments, job functions, etc. who are all interested in diversity and inclusion issues. This group fulfills a real need, as I am not aware of any other opportunities on campus that foster that kind of cross-campus dialogue.”

We knew that the topic of “Addressing Microaggressions” was going to be challenging for some. Our objective was to introduce participants to a body of scholarship, to have robust conversations about how this scholarship played out in our specific environments, and then, as a community to talk about how we could integrate these discussions and inquiries at all levels



and in all places across campus. We employed a framed but flexible structure that allowed participants to learn, to disagree, and to take action on a topic that so many Emory community members have encountered in one way or another.

The goals of these programs, in the simplest terms, is to build intellectual community on a topic across the university. When we listen to faculty about their struggles in the classroom (in the case of addressing microaggressions) or identify areas where we have a critical mass of faculty and graduate students researching, writing, and teaching about a similar topic (as is the case in the Mass Incarceration in the Southeast ALC) we are able to create space for our faculty and graduate students to dream about what our university could be and what we as a community could do. And by bringing together these great minds several times a semester (with sustenance for their bodies—snacks—and their minds—readings and scholarship)—we are able to begin map out how to transform our campus, our city, and our region.

#### 11.4 Emory Foundations for Online Teaching (EFOT)

EFOT is a series of five short online courses covering best practices in online teaching. These courses are offered to faculty and academic staff in any school. CFDE Associate Director, Stephanie Parisi, has offered EFOT courses for the past three years. In that time, 63 faculty and staff have participated, each year enrolling more participants than the last. In each course (offered in Canvas), faculty are immersed in an online classroom. A cornerstone of this experience are the class discussions. With each prompt, faculty share challenges, solutions, ideas, and experiences in their respective disciplines. The results are rich conversations and new connections to faculty they may otherwise not know. Oftentimes, a cohort will naturally form across these offerings and the faculty come to know each other quite well and our community grows closer. At the end of the courses, faculty are asked to reflect upon their experience in the final group discussion. Additionally, in two of the five modules, a guest co-instructor joins. The guest instructors have been instructional designers or staff leaders in the digital learning space. This allows faculty the opportunity to interact and consult with other teaching and learning professionals from different schools and departments.

## Appendix 1: Demographic School By School Snapshots of CFDE Engagement

Emory College of Arts and Sciences

Total unique people interacting with the CFDE: 265 (31% of our total)

- 37 Assistant professors
- 37 Associate professors
- 40 Full professors
- 45 Lecturers / Senior lecturers
- 9 Professors of Pedagogy / Practice / Performance
- 8 other faculty (adjunct, visiting, emeritus)
- 11 instructors
- 50 undergraduates, through CFDE's Engaged Learning Program
- 28 other (staff, administrators, postdoctoral researchers)

This does not include graduate students who are affiliated with ECAS departments.

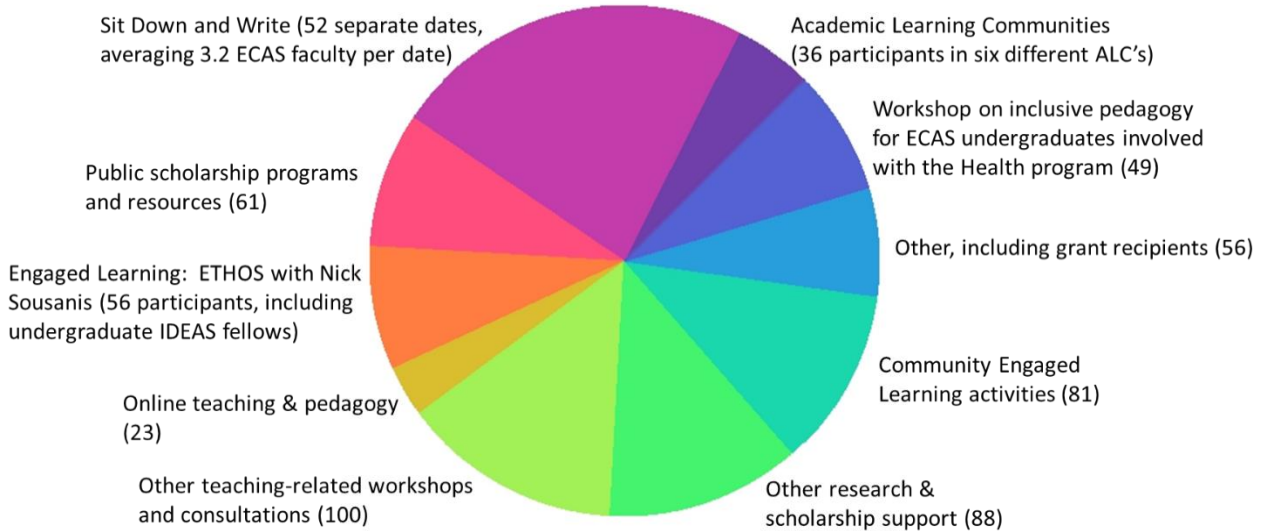
We examined the faculty breakdown by division<sup>3</sup>:

- 92 humanities faculty, which is 39% of the total humanities faculty
- 41 natural sciences faculty, which is 29% of the total natural science faculty
- 34 social sciences faculty, which is 18% of the total social sciences faculty
- 167 faculty total, which is 30% of the total regular, full-time ECAS faculty

The areas of engagement are categorized in the pie chart on the following page, along with the number of participants in each activity (in parentheses).

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<sup>3</sup> Faculty division was assessed by home department (using ECAS bylaws to classify). Total faculty per division is data provided by Lane DeNicola and Carla Freeman. 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.



71 ECAS faculty registered for our Faculty Mentoring Network database, offering to guest lecture in classes, conduct teaching observations, read manuscripts by other faculty, and mentor faculty in other ways. These volunteers range from first year faculty (Carolyn Keogh/ENVS) to emeriti faculty (Holly York/French & Italian, George Hentschel/Physics). 11 mentoring requests from ECAS faculty have been fulfilled thus far; three of these requests were filled by faculty from schools other than ECAS.

45% of our Teaching Consultations this year were with Emory College faculty. Two consultations were about online teaching and the rest were about face to face instruction focusing on lecturing, managing large classes, course design and development, and how to encourage discussion.

In the area of scholarly writing and research support, of the 16 Scholarly Writing and Publishing Fund awards made so far in 2018-19, 9 of them went to Emory College faculty. Also, there is a consistent community of Emory College participants in the twice-weekly Sit Down and Write with the CFDE program, and they tend to be early-career scholars and lecture-track faculty.

Three faculty from Emory College have completed or are developing MOOCs for the Coursera platform in this past year (Kristin Wendland/Music, Tony Martin/ENVS, and Michelle Lampl/Human Health).

Faculty from Emory College who have participated in our public scholarship programs and resources are nearly all post-tenure.

Of note, the Academic Learning Community on Inclusive Excellence (funded through HHMI and convened in collaboration with the Institute for the Liberal Arts) was open only to Emory College faculty, which is not the usual practice for the ALCs. However, in this case, the make-up of the ALC corresponded to the terms of the HHMI grant and was focused on faculty culture change within Emory College.

Emory College faculty are quite active in Engaged Learning activities, especially through the engaged learning grants. A total of 11 grants supported ECAS courses in 2018-19; these included three grants related to the University-Partner Learning Communities. Another collaboration between the Engaged Learning program and the Emory College Language Center resulted in a series of events and workshops on community engaged pedagogy and modern languages, open to the entire university faculty but attracting principally faculty in ECAS who are familiar with the ECLC.

## Oxford College

Total unique people interacting with the CFDE: 53 (6% of our total)

23 Assistant professors

9 Associate professors

5 Full professors

10 Lecturers / Senior lecturers

1 Professor of Pedagogy

5 other (staff, one undergraduate through CFDE's Engaged Learning Program)

The faculty listed above include 9 faculty who are listed as "Visiting". Of the 39 regular faculty, this is 57% of the total Oxford faculty.

Major areas of interaction with CFDE along with number of participants:

- Teaching and Pedagogy workshops (74)
- Research and Scholarship (34)
- Online Teaching and Pedagogy (9)
- Community Engaged Learning (5)

In 2018-19, Allison Adams continued her monthly "office hours" held on the Oxford campus. Faculty usually want to talk with her about their writing practices and project ideas. This was the primary factor for Molly McGehee's invitation to Allison to conduct her "Finding Time: Intellectual Self-Care for Faculty" workshop for Oxford faculty this year. The CFDE staff conducted 4 workshops at Oxford this past year, accounting for many of the participant counts listed above.

We'll report on one Oxford based CFDE super-user: Prof. Pablo Palomino, Assistant Professor of Latin American & Caribbean Studies. In Spring 2019 Pablo taught the CFDE's University Course, titled "Progress: An Interdisciplinary Reflection." He also agreed to create and teach Emory's first "Teach-Out" on the same topic, an online version of a "Teach-In." This innovative event was hosted on Coursera and involved Pablo creating several videos, two of which were facilitated through the CFDE's Engaged Learning program, and other materials including a call-to-action. It was quite successful (judging by the large number of participants who completed the Teach-Out modules, and survey feedback). We've really enjoyed working so closely with Pablo this past year.



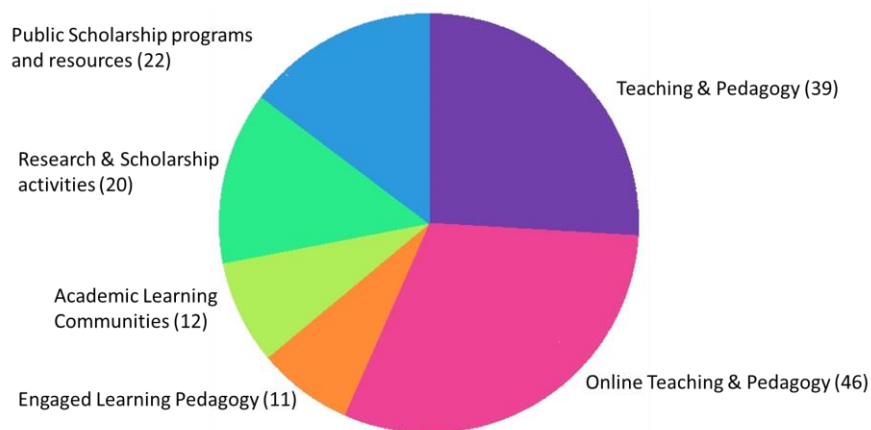
Three Oxford faculty signed up for teaching consultations. One worked with Stephanie Parisi on online teaching and the other two had face to face teaching questions, so we sent them to Molly McGehee at the (then) CAE.

Total unique people interacting with the CFDE: 63 (7% of our total)

- 24 Assistant professors
- 12 Associate and full professors
- 9 Clinical track faculty
- 10 Instructors
- 8 other (staff, administrators)

The first three categories (regular faculty) total to 45 faculty, 47% of the School of Nursing regular faculty.

The chart shows the proportion (and number) of SON participants in CFDE activities.



20% of our teaching consultations were with Nursing faculty. Two were about online teaching, two were about community engaged teaching, and the rest were about face-to-face teaching with topics that included creating new courses, engaging students in large classes, and improving lecturing skills.

41% of participants enrolled in Emory Foundations for Online Teaching (EFOT) were Nursing faculty. EFOT is a series of online courses the CFDE offers on Canvas about online teaching best practices. Faculty become better prepared to teach in the online environment, and also network with faculty from other schools.

Several nursing faculty took advantage of grant information workshops with Fulbright and the Social Science Research Council. They also participated in writing groups and the “Meet the Editor and Agent” consultation opportunities. In 2018-19, Nursing faculty represented a strong showing in the Public Scholars Institute, in the Op Ed Project Two-Day Workshop “Write to Change the World,” and in the Public Scholarship Advancement Fund.

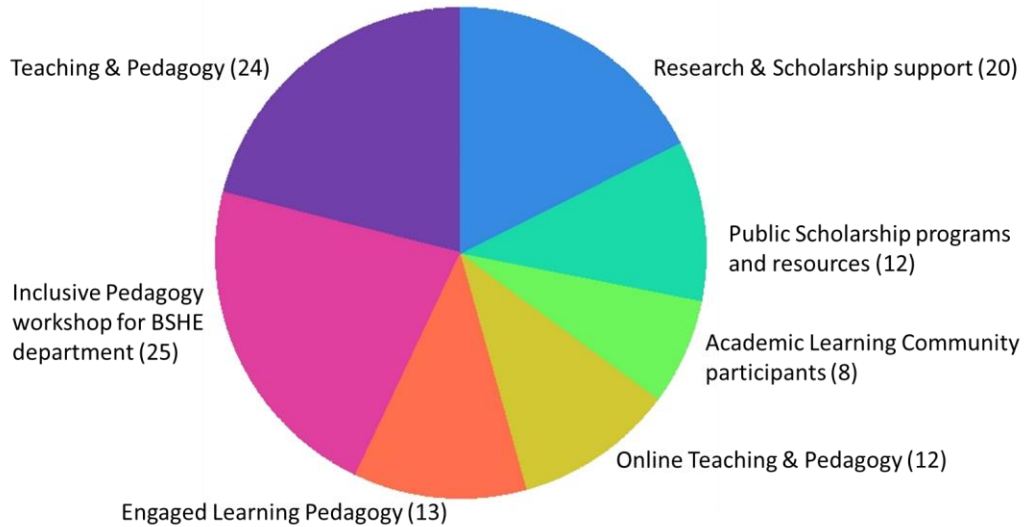
Total unique people interacting with the CFDE: 56 (7% of our total)

33 faculty

12 graduate students

11 other (staff, adjunct faculty, postdoctoral researchers)

The 33 faculty represent 21% of the total regular RSPH faculty. The pie chart shows the proportion (and number) of RSPH participants in various CFDE activities.



15% of our teaching consultations were with Public Health faculty. One was about online teaching and the rest were face to face teaching. Topics included converting large classes to smaller classes, course organization, course development when taking over someone else's course, how to manage large courses (discussions, assignments and lecturing), as well as course observation.

Faculty from the School of Public Health were interested in our programming series around "Impostor Syndrome," as well as our writing groups, especially the 12-week journal article writing group program in the fall. Several also took advantage of grant information workshops with Fulbright and the Social Science Research Council. There was also a particular interest in public scholarship programming, including the Public Scholarship Advancement Fund (the first applicant was from Rollins) and the Op-Ed Project Two Day Workshop "Write to Change the World."

In the area of Engaged Learning, RSPH faculty member Karen Andes has been a critical participant, serving in 2018-19 as the faculty coordinator for the Buford Highway University-Partner Learning Community, Phase II.

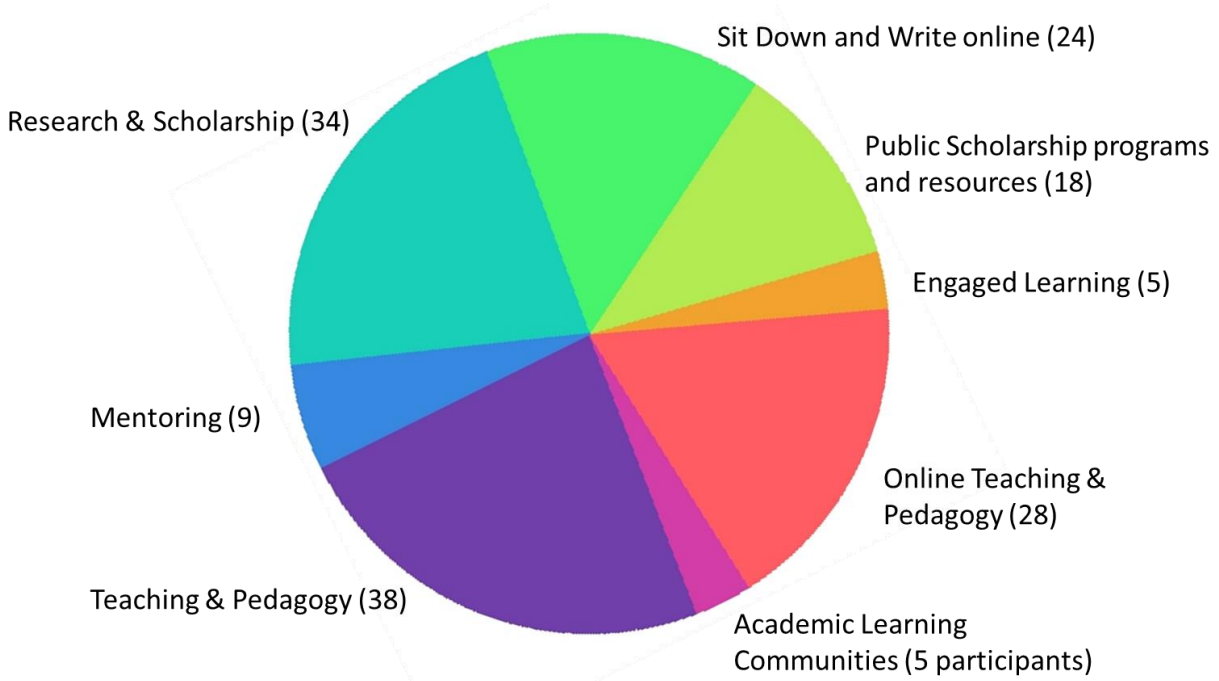


School of Medicine

Total unique people interacting with the CFDE: 106 (13% of our total)

- 43 Assistant professors
- 20 Associate professors
- 14 Full professors
- 3 Instructors
- 26 Other (staff, postdoctoral researchers)

The 77 professors represent 3.2% of the School of Medicine faculty. The pie chart shows the proportion (and number) of SOM participants in various CFDE activities.



10% of our teaching consultations were with School of Medicine faculty. One consultation was about online teaching and the other three were about face to face teaching with topics including teaching style, peer evaluation, engaging students more.

38 SOM faculty registered for our Faculty Mentoring Network database, offering to be guest lecturers in classes, offer advice on research questions, and mentor faculty in other ways. So far the CFDE has received 18 mentoring requests, and 5 of these have been fulfilled by SOM faculty. For example, Prof. Douglas Ander visited a chemistry class to do a teaching observation, which was enjoyed both by him and the teacher who requested the visit.

Eric Weeks (CFDE Director) and Donna Troka (Senior Associate Director) are members of the Woodruff Health Educators Academy (WHEA) steering committee. Donna helped with the planning and development of the academy, and Eric is working directly with four SOM faculty on their WHEA Fellowship projects.

It is interesting to note that several School of Medicine faculty attended the program series we offered this year on the topic of “Impostor Syndrome.” Several more also sought out writing support in the form of a writing group (usually for grants and journal articles) and our “Meet the Editor and Agent” consultation opportunities for book ideas. The number of books published every year by medical faculty is surprisingly high. In 2018, 23 medical faculty had books published, second only to Emory College (54).

Engaged Learning has a natural affinity with some of the community-based initiatives connected to the School of Medicine, such as the Urban Health Initiative. Dr. Charles Moore, representing both the SOM and the UHI, attended one of the engaged learning events, for example. Vialla Hartfield-Méndez also served on an internal advisory committee for grant proposal between Alabama State University and Emory University’s Winship Cancer Institute for a Comprehensive Cancer Center Partnership to Enhance Cancer Health Equity.

## Candler School of Theology

Total unique people interacting with the CFDE: 30 (4% of our total)

20 faculty

5 graduate students

5 other (staff, adjunct faculty)

The 20 regular faculty represent 48% of the total regular Candler faculty.

Much of the Candler School of Theology engagement with the CFDE was around the areas of research and scholarship (30 participants), teaching and pedagogy (24, including online education and community engaged pedagogy), and public scholarship (11 participants).

Additionally, Donna Troka led two workshops on inclusive pedagogy: one for the entire faculty and one for the entire staff of the Candler School of Theology.

Theology faculty showed strong interest in the Scholarly Writing and Publishing Fund (four out of the 16 awards made so far in 2018-19). Theology faculty tend to participate in programs that offer a sense of camaraderie and community in their research: writing groups and research discussion groups (such as the summer "Between Books" group). There is also a strong interest among theology faculty in writing retreats. At least one member of the faculty has attended a week-long retreat on her own initiative, and there have been other inquiries. Finally, Karen Scheib was also one of the first recipients from the newly established Public Scholarship Advancement Fund this year.

Total unique people interacting with the CFDE: 18 (2.1% of our total)

- 8 faculty
- 8 staff, administrators
- 2 graduate students

The 8 faculty represent 9% of the total GBS faculty.

These 18 people participated in a wide variety of CFDE activities, including:

- University Partner Learning Communities
- Emory Foundations of Online Teaching
- Coursera course development (Sandy Jap, Tom Smith)
- Attendance at events related to Research and Scholarship
- Academic Learning Communities
- Teaching-related consultations and workshops
- Public scholarship events

13 GBS faculty registered for our Faculty Mentoring Network database, offering to be guest lecturers in classes, conduct teaching observations, read manuscripts by other faculty, and mentor faculty in other ways. So far we have not yet called upon any of these mentors, although we hope to do so in the future, simply to get GBS faculty more involved. With regards to this database, we are delighted at the response rate of the GBS faculty (14%) which is similar to ECAS (13%), RSPH (12%), and Law (12%).

A few Goizueta faculty have been regular and consistent participants in our offerings. For example, marketing professor Sandy Jap has been a Scholarly Writing and Publishing Fund grant recipient, a writing group participant, a “Meet the Editor and Agent” participant, and this year a participant in our public scholarship programming, in particular the Op Ed Project Two-Day “Write to Change the World” workshop. She credits these programs with her success in book publishing and reaching broader audiences with her work. We have also been grateful for a positive working partnership with associate dean Kristy Towry in support of our 2018-19 “Claiming Your Expertise: Overcoming Impostor Syndrome” series. Thanks to Dean Towry, we presented a very successful program that focused on professional school faculty in particular, held in the Goizueta Business School.

## School of Law

Total unique people interacting with the CFDE: 11 (1.3% of our total). Of these 11, 10 were faculty (including one Adjunct) and the other person is an administrative assistant. The 9 full-time faculty represent 18% of the faculty of the School of Law.

These 11 people interacted with a wide variety of CFDE programs:

- Emory Foundations for Online Teaching
- Teaching Consultations (one person looking for general assistance, one interested in redesigning a course)
- Public Scholarship programs
- Writing groups
- Meet the Editor
- Summer Teaching Intensive
- Fulbright Workshop
- “Building University Communities” workshop
- “Creative Collaborations in the Humanities” workshop

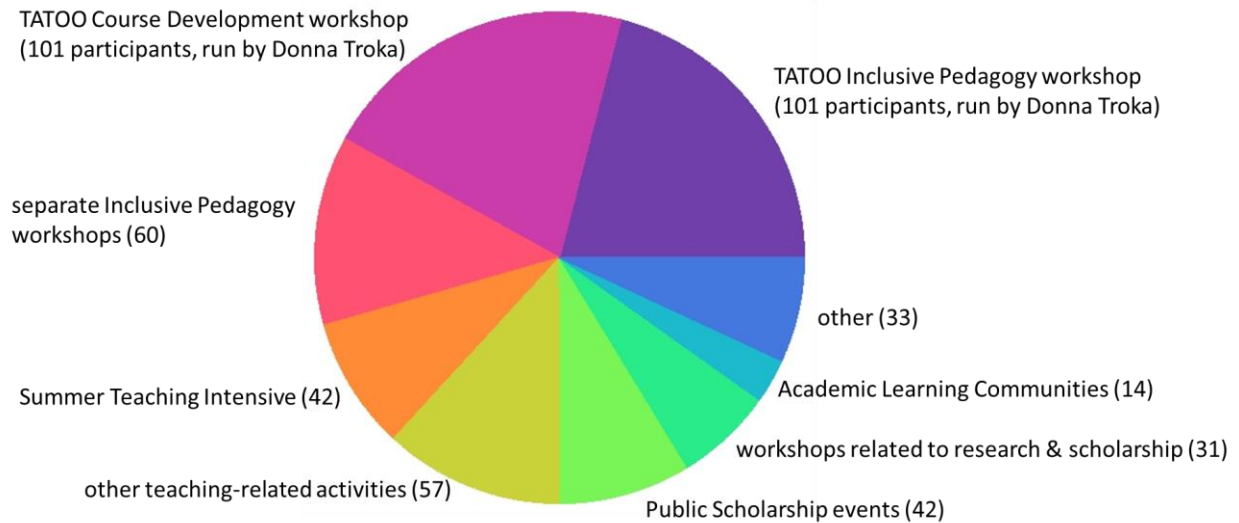
It’s hard to discern a pattern in these contacts, so it’s hard to know how we might grow our engagement with the School of Law.

The CFDE worked with Dean Hughes to develop an inclusive pedagogy training for the Law School faculty, intended for early in the Fall 2018 semester. Unfortunately, this training had to be cancelled.

A few law faculty have been repeat participants in our program offerings, such as writing groups, public scholarship workshops, grant opportunity consultations (such as Fulbright), and “Meet the Editor and Agent.”

Total unique graduate students interacting with the CFDE: 153 (16% of our total).

We do not generally offer services specifically for graduate students, other than Donna Troka's support for the TATOO program and her visits to various graduate pedagogy classes (Tara Doyle in Religion, Andrew Mitchell in Philosophy, Kate Nickerson in English, Elizabeth Wilson in WGSS). However, graduate students are welcome at many of our events. We counted 481 different times we interacted with graduate students. The interactions were in the categories shown below; not surprisingly, about 75% of this is teaching related.



We were pleased to partner with LGS in fall 2018 to bring Wendy Belcher to campus for a day-long workshop on “Successfully Publishing Journal Articles,” which was heavily attended by graduate students. And we are excited about our partnership for fall 2019 to bring higher education leadership and ethics consultant C.K. Gunsalus to campus for a session for faculty on “Healthy Working Relationships Between Faculty and Graduate Students.”

## Other CFDE Contacts

We had an additional 65 contacts with unique Emory staff and administrators. Some prominent categories of people include

- 18 Librarians / LITS staff. Their interests were evenly distributed between online education, engaged learning, and research and scholarship. Eric Weeks also met with a group of ~20 Emory librarians who were starting a “librarian development program” and wanted to hear how the CFDE does faculty development.
- 12 Campus Life staff. Not surprisingly, much of their interest was in Community Engaged Learning, but they also attended a fair number of Research and Scholarship events. There were also a fair number of Campus Life staff in the Addressing Microaggressions Reading Group.
- 7 Advancement & Alumni Engagement staff. Most of their engagement was with the CFDE’s Research and Scholarship events.

We also engaged with 50 people who aren’t affiliated with Emory. This group included

- 30 Faculty and students from other schools. Some of these had questions about the CFDE operations, some were participating in our online Sit Down and Write, and a few were at Atlanta-area institutions and participated in our Engaged Learning programs.
- 19 Community members, participating in our Community Engaged Learning programs
- 1 Prospective student who had questions about engaged learning

These 65 + 51 = 116 unique people account for 14% of the people who engaged with the CFDE this past year.



## Appendix 2: Gender: More women than men use CFDE services

For many years we at CFDE would comment on how mostly women would utilize our services and attend our programs. Early in her tenure, former CFDE Director Pamela Scully suggested we start tracking gender as part of the demographic data we capture when participants sign up for our programs and services. That next year we added a question to our Google form asking participants to identify their gender. Their choices were “male,” “transgender,” “female,” or “other.” After several participants emailed to ask why we were asking this, we added “do not wish to identify” as a choice.

While we would prefer to analyze data in which participants self-identify their gender from a list of choices (so that is it comparable across years), up until this year not all of our programs or services required sign in through a Google form prior to participation (i.e. some just have a sign in sheet on the day of) and therefore the gender data is missing. From here on out, all demographic data will be gathered prior to participation via Google form so that we have complete data for all events. That being said, from the data we collected from Google forms, we know we have worked with several people who identified as transgender. For example, one Academic Learning Community had two transgender participants out of a total of 34 participants.

We believe that more cisgender women than cisgender men interact with the CFDE. We analyzed some of the data in our contacts database to try to verify this fact. We selected some subsets of the names in the contacts database and identified their gender either by name, or through their official Emory webpage where the name was ambiguous. When looking at a webpage, when possible we looked for pronouns in the faculty description (“Her research involves...”) rather than just going by a photo. We recognize that social identities are complex, and these methods are imperfect; nonetheless, this at least approximates the trends in our users. The subsets of the data were chosen to be ones where the numbers were large enough to provide a good sampling, but small enough to be analyzed by hand.

What the data below show is that our “hunch” (read: hypothesis based on anecdotal data) was right, that is more cisgender women use our services than cisgender men. And because the data analyzed below was not gathered from our Google form collection, trans\* and non-binary folks were not recorded.

### *ECAS faculty*

We randomly selected 40% of unique CFDE users who are full-time regular faculty from ECAS (68 people):

63% female

37% male

As a casual observation, it seems that the lecture track faculty in our database are more likely women. Examining just tenured professors from ECAS (30 people):

57% female  
43% male

#### *Sit Down and Write*

These events occur weekly during the summer, and twice a week during the school year. From the 31 people who attended two or more sessions, we have

90% female  
10% male

Of the 7 Sit Down and Write super-users (those who attended 10 or more sessions), 6 of them are women.

#### *Emory Foundations of Online Teaching*

There were six sessions this past year. Counting the 43 people who participated in one or more EFOT session, we have

84% female  
16% male

As noted elsewhere in the report, the School of Nursing had the most interest in our online teaching & pedagogy activities, so they are a bit over-represented in EFOT and thus may be pushing the numbers higher.

#### *Inclusive Pedagogy Reading Group*

Counting the 31 participants who attended at least one session:

74% female  
26% male

#### *Faculty Mentoring Network*

Out of 175 faculty who have volunteered to be mentors:

61% female  
39% male