

2019–20 Annual Report of the Center for Faculty Development and Excellence

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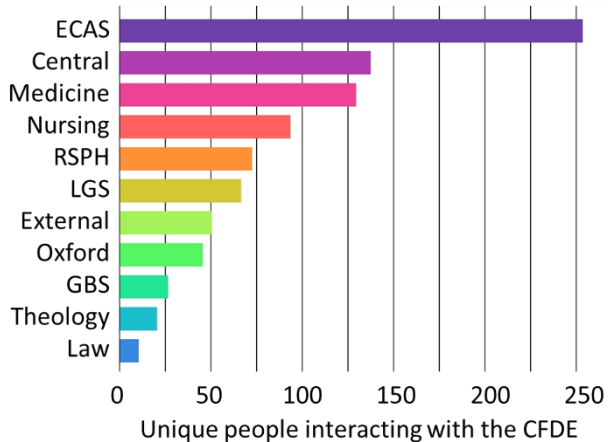
1. Introduction

This 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 and 4 provide two big pictures: the first about our pandemic response and the second an update on the Spring 2019 external review. Sections 5 and 6 discuss in more depth two specific updates related to the external review. Sections 7–14 report on major *new* activities of the CFDE. Finally, the appendix (starting on page 25) provides a school-by-school snapshot of CFDE engagement, which we will share with deans of faculty of each school as we did last year.

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 users: that number is a total of 904 people between June 7, 2019, and June 6, 2020, a 6% increase over last year. This number includes 450 regular, full-time faculty and 49 adjunct faculty, emeriti faculty, and instructors. Other people include students, administrators, staff, postdoctoral researchers, other members of the Emory community, and external attendees.

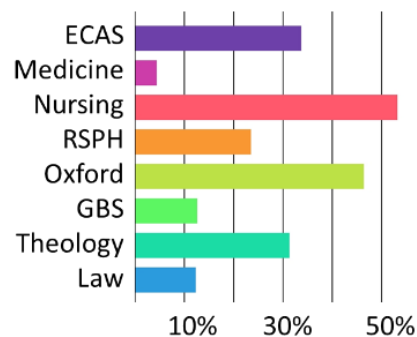
The affiliation of our users is shown in the bar chart. Here, each school includes faculty, students, staff, and administrators. “LGS” is primarily graduate students. “Central” includes librarians, administrators, and staff associated with Campus Life. “External” includes community members and faculty from other institutions.



Of course, some of these bars are longer 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>¹. The graph at right shows the percentage of full-time faculty in each school who engaged with CFDE. Thus, while Oxford ranks 8th on our chart of unique users, it ranks 2nd as far as

percentage of faculty engaging with the CFDE. This chart only includes faculty engaged with CFDE through our general programming. It does not include our engagement with the TATTO program (~100 unique graduate students attending two presentations). It also excludes, for example, two workshops that Donna Troka provided on inclusive pedagogy to 40 to 50 Nursing faculty each time, or a workshop on microaggressions Donna provided to some 50 Theology faculty.



The data presented here relate to *unique* users; many of them participated in multiple CFDE programs. In the appendix of this report, we also provide numbers for *participants*, which counts each time someone engages with the CFDE and thus has higher numbers. For example, ECAS had 254 unique users who interacted with us and 811 participants in our programs.

3. Providing Critical Support for Faculty During the COVID-19 Pandemic

Spring 2020

The morning of March 12, the CFDE Director emailed the CFDE staff to “invite and encourage” them to conduct their CFDE work from home. This step followed the Provost’s March 11 evening announcement about the spring break extension and move to remote learning. Earlier that week, we had already prominently posted on the CFDE website homepage a link to “Moving Classes Online.” On March 12, we also sent out an update on all our upcoming programming announcing which events would be held remotely (4) and which were cancelled (3). The period of March 9-20 had Allison rapidly developing and building a new set of pages on the CFDE website with new tools and resources for moving to online teaching and learning, with the support of everybody else providing that content.

We immediately began orienting our programming around the emergency shift to remote teaching. For example, the March 16 edition of *ThoughtWork* started with an article titled “Thoughts and advice from the CFDE on moving your face-to-face class online,” and continued with a list of links to web resources both internal and external to Emory. We added a weekly Zoom drop-in discussion group on Fridays for instructors to come and seek advice and share

¹ The data on the OPB website are specified for 2019-20.

their experiences. We leveraged our array of communications mechanisms (CFDE listserv, *ThoughtWork* newsletter, social media, website) to “push out” the content we generated. The home page of our website was shifted to entirely focus on remote teaching support.

Throughout the semester we continued using *ThoughtWork* as a way to reach faculty with advice and encouragement; Liesl, Allison, Vialla, and Eric all contributed articles. Donna and Audrey compiled lists of resources related to “Teaching in a time of uncertainty,” “Keeping calm as you move online,” and “Trauma informed teaching in a time of crisis” and sent these to our listserv (they continue to “live” on our website). Liesl developed a series of “just in time” tutorials for quick access to information about moving content, activities, and assessments online. People at other institutions have also picked up and used some of these resources.

We presented several webinars directly related to the pandemic during the spring semester:

- Reimagining assessment (when you can’t give in-person exams)
- Remote proctored exams
- Writing and scholarly productivity during the pandemic
- Faculty balancing student support and personal stress
- Building community and connecting online

Summer 2020

We are continuing webinars throughout the summer. In addition to reprising some of the ones listed above, we added

- Community engaged pedagogy during COVID-19
- Getting started with group work and research projects online
- Active learning (even online! even with social distancing!)
- Open educational resources (benefitting off-campus students)
- Revised Inclusive Pedagogy (for TATTO 600 & First Year Writing Fellow Orientation)
- Summer Teaching Intensive (several sessions included pandemic teaching strategies)
- Panel discussion about what Defunding the Police movement is (a result of our Incarceration ALC)

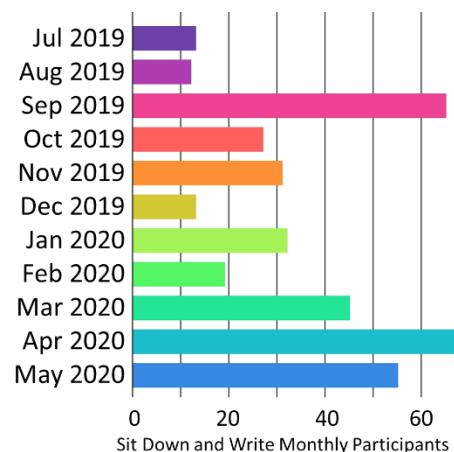
Besides webinars, we added Canvas-based courses for instructors who wished for more in-depth cohort experiences. An important example was “Preparing Your Flexible Fall Course.” We also partnered with the Video Production Services team to put together “Teaching with Video,” a comprehensive collection of information about finding, creating, and using instructional videos. The summer webinars and Canvas-based courses had 50+ people register per session, with several close to 80.

The Inclusive Pedagogy resources developed by Donna and Audrey in the spring were updated weekly throughout the summer to include new topics as they emerged. For example, after George Floyd was killed and protests across the country began, more faculty and graduate students requested resources on anti-racist pedagogy and how to talk about white supremacy. These became the “Racism/Anti-Racist Pedagogy” document. Additionally, as access issues became apparent, we developed a “Re-Thinking Accessibility during COVID-19” document.

Eric and Liesl both conducted sessions of Oxford’s OCOT training course for remote teaching.

Inspired by a suggestion at a May ECAS faculty meeting, the CFDE created a [database of faculty-contributed teaching suggestions](#), in part to collect best practices from the spring semester’s shift to remote teaching. This allows faculty to tag their contributions and then search the database based on these tags. We’ve had twelve contributions so far, and this database will be useful and easy to sustain even in non-pandemic times.

For years we’ve hosted twice-weekly “Sit Down and Write” events, organized by Allison. During the pandemic, these sessions have shifted online, and participation has increased, as shown by the chart for the right. There’s also been an emergence of an “early birds” group of daily writers who write 7:00-7:30 am, not counted in the chart.



We also collaborated with ECAS’s Institute for the Liberal Arts on a new [“Stories from the Pandemic”](#) website. 14 stories (written or recorded) have been contributed thus far from students, staff, and faculty. To quote from the website, “Stories from the Pandemic leverages the power of stories to create a shared personal and intellectual experience that will help the Emory community understand and cope with events during this time of crisis.”

The Office of the Provost asked Eric to lead a “Faculty Classroom Logistics Committee” this summer, investigating how in-person teaching could look for Fall 2020. As an outgrowth of this work, the CFDE hosted webinars on envisioning in-person teaching (3 identical webinars, June 26-30). Over 400 people registered for these webinars, and the recording has been seen by faculty at other institutions. In general, Eric has used the CFDE listserv to get out much of the work of the Classroom Logistics Committee to the Emory community.

Associate Vice Provost Paul Welty led a team this summer designing the [“Flexible Teaching Toolkit”](#), and Liesl is a key member of this team. Many of the resources Liesl personally developed are part of this toolkit, and have been used (for example) by the ECOTS summer training program. The toolkit is prominently featured on the CFDE’s website and has been promoted via the CFDE listserv.

Fall 2020 onward

The CFDE staff intend to work from home through the fall semester, and the CFDE does not anticipate any in-person events this fall. We plan to continue supporting instructors whether teaching in-person or remotely. Our annual Summer Teaching Intensive was online, which saved money (we didn't treat everybody to lunch) and enabled more participants (beyond the Jones Room capacity; the eight sessions each had an average of 71 registrants). The CFDE is continuing our usual engagement with the new faculty orientation and continuing (even increasing) our engagement with the TATTO program. Both of these events will be 100% remote in August.

We plan to offer a Canvas course this fall on "Preparing your Flexible Spring 2021 Course" as a reprise of our successful Fall 2020 version we're conducting this summer. We normally offer teaching consultations during the academic year, in which instructors can get in-depth, one-on-one advice for their course. We anticipate a decrease in interest for this during the fall semester, as we suspect instructors will be busy and focused on maintaining their remote classes. However, Liesl has already advertised two new services. First, she (or one of the CFDE graduate students) can inspect an instructor's Canvas course site and offer advice on improving the organization. Second, during the semester, one of us can attend a Zoom class session and offer advice on how to make that more effective — Donna has already started this work this summer. Both interventions should be useful for instructors. In particular, these are intended to be minimal interactions to provide a small dose of actionable advice, rather than the teaching consultations which require more work from the instructors and the CFDE staff.

Beyond teaching, we are strategizing to develop offerings that will be of maximum relevance while also maintaining safe social distancing. For example, instead of our planned four-session "Public Scholars Institute" in the fall semester, we plan to take the major topics that would have been covered in that cohort and develop a series of short videos and accompanying online resources that will be accessible to all faculty at any time via our website. We are also offering a special fall session of online only writing groups, for which 52 faculty have enrolled.

Extra: In addition to the pandemic-related activities listed above, the CFDE has continued several strands of traditional programming unrelated to the pandemic, albeit now conducted via Zoom rather than in-person. Happily, we have seen good attendance at these. As examples, the March 17 webinar on scholarly social networking had about 25 attendees; the May 15 webinar on STEM grants and community engagement had a similar number of attendees.

Postponed: The Alan Alda Center for Communicating Science Two-Day Workshop was originally scheduled for May 2020; it is now moved to Spring 2021. We also expect to conduct the DAAD Funding Application Workshop on campus at some point in the future.

4. Response to Spring 2019 External Review: Summer 2020 update

The external review committee visited the CFDE on April 7-9, 2019. We received their report on May 17 and discussed the report with the Office of the Provost that summer. This process culminated in a “recommendations” memo dated August 26, 2019, sent to the CFDE from the Office of the Provost. This memo resulted in some changes and some new activities, but also in the past twelve months there has been a change of Provost, a pandemic, and pandemic-related economic consequences. Here we review the current state of affairs. In this section, quoted material is taken from the August 26, 2019, memo.

Implemented recommendations: Moved out of the CFDE

- Coursera: has fully transitioned to Paul Welty as of June 2020.
- Emory Conference Center Subvention Fund: In September 2019, moved to the University Research Committee, under the direction of Vice Provost for Strategic Research Initiatives, Lanny Liebeskind. We worked closely with Lanny and his staff during the fall 2019 semester to train them on the process and adapt it to their needs, and the fund is now administered fully in that office.

Ongoing implementation of recommendations

- Community-engaged learning: “The Office of the Provost will... create a process to separately assess this activity.” Tim Holbrook convened a task force, co-chaired by Alan Anderson and Karen Andes. They delivered their report on March 5, 2020. They suggested several potential options for the Engaged Learning Program, including staying within the CFDE. Due to the pandemic, the Office of the Provost has not made a long-term decision about this program. The short-term decision extends the Engaged Learning Program for another year within the CFDE.
- Academic Leadership Program: It was recommended to keep the ALP with the CFDE for 2019-20, but then to move the program to the Office of Faculty Affairs. Planning for the 2021-22 ALP will need to start in January 2021.
- NCFDD: “Better utilize Emory’s institutional membership with the National Center for Faculty Development & Diversity.” Allison has been working on this. We are more intentional about incorporating NCFDD offerings into our organized programming. For instance, as part of two sessions to address writer’s block, we hosted a webinar viewing brown-bag lunch to watch NCFDD’s webinar on “Writing Through Writer’s Block.” Also, the CFDE was invited to develop [a three-part webinar series for NCFDD on preparing promotion and tenure materials](#). This summer, Eric recorded a webinar on teaching statements, Molly McGehee (director of Oxford’s Center for Teaching and Scholarship) recorded one on service statements, and Allison recorded a session on writing a powerful research statement. More than 900 people registered for these webinars!

- Preparing graduate students for teaching: The Recommendations Memo raised the question about the CFDE's potential role in working with graduate students. As noted below, this is now explicitly part of Liesl's position. Also, Eric, Allison, Liesl, and Donna all regularly talk with Rob Pearson (LGS Assistant Dean of Professional Development and Career Planning, and CFDE Advisory Board member) to promote CFDE events of interest to graduate students. As an example, graduate students were 30 out of 75 registrants for the July 17 CFDE/Library webinar on Open Educational Resources. We continue to support the LGS TATTO program, as we have done in the past. This summer, Donna and two dean's teaching fellows are developing a three-part Inclusive Pedagogy TATTO series, and Liesl developed three self-paced tutorials for TATTO.
- Teaching Mini-Grants program: has stopped within the CFDE. The recommendation was that "the Office of the Provost will provide block grants to the schools." and dramatically reduce the paperwork burden for faculty. Our understanding is that this transition has not fully happened, that it has been suspended until the 2020-21 University budget is in place. We note that we still receive questions about this program from faculty (even as recently as August 2020).
- It was recommended we collaborate with Carol Henderson (Chief Diversity Officer), Joel Baumgart (Assistant Vice Provost for Faculty Success), and Paul Welty (Associate Vice Provost for Academic Innovation and Faculty Affairs). These collaborations are ongoing as of Summer 2020. Carol and Donna have frequent conversations about collaborations. Joel, Allison, Eric, and Tiffany Worboy are now meeting regularly to develop new ways of supporting faculty in funding idea and proposal development. Paul and Liesl have collaborated on the Flexible Teaching Toolkit (including occasional consultations with Eric).

Postponed plans

- Support for STEM faculty pedagogy: "There is a need to invest more in supporting modern and innovative pedagogies for STEM areas." As requested, we drafted a job description including details about existing Emory resources supporting STEM pedagogy; this was submitted on December 5, 2019. This appeared to be moving toward posting the position but then was paused due to the pandemic. (All this being said, we had two Academic Learning Communities in 2019-20 explicitly about STEM pedagogy, and we offered two workshops related to National Science Foundation grant proposal broader impact statements and community engagement for science outreach.)
- Offer research support outside of book fields: "The Office of the Provost will commit to an additional 1.0 FTE to support this activity contingent on a specific proposal that documents existing university resources." We submitted a new FTE position proposal on December 5, 2019. While the hiring is paused, the CFDE is acting on what we learned about existing resources; this is discussed in Sec. 6 of this report.

- Common faculty development calendar: It was suggested that the CFDE could be the central coordinator of all faculty development activity across the university. We're interested, but do not have the bandwidth to take this on without any new staff.
- Decatur Book Festival (DBF): The Recommendations Memo suggested we consider moving the promotion of Emory authors at DBF to another unit. While some discussions occurred, this did not happen, and currently it is a moot point as DBF will be virtual for Fall 2020. We agree that this work should not belong to the CFDE.

Modified plans

- Feast of Words: The Recommendations Memo suggested we consider moving FoW to another unit. We clarified that FoW is already a collaboration with several units, and not taking up too much time from the CFDE. In fact, CFDE involvement is important for this event, as we often work with the same authors at the initial stages of their work and we wish to be clearly part of the final celebration. The event is evolving with the assistance of Tim Holbrook, but the CFDE involvement will be unchanged. Our plan is to move this event to early December, draw the author list from the data provided by the new Interfolio system, and partner with Emory Communications to promote both the event and the honorees more strongly.

Recommendations postponed

- Increasing grant size for Fund for Innovative Teaching (FIT): These grants were increased to \$5000 starting Fall 2019. The Recommendations Memo suggested increasing FIT grants to be substantially more than \$5000. We postponed working on this recommendation in Fall 2019; by Spring 2020 this recommendation appeared to be moot for budgetary reasons.
- Expand the CFDE Teaching Fellows Program: We postponed working on this recommendation in Fall 2019; by Spring 2020 our attention shifted to the pandemic. Due to budgetary uncertainty, we have not put out a call for 2020-21 Teaching Fellows, although we would love to have a cohort of Spring 2021-Fall 2021 Teaching Fellows. Regarding expansion of this program, it's unclear how much we can expand this program without more staff.
 - The Recommendations Memo also said, "the Provost has charged the deans with determining a uniform cost of participation for faculty to facilitate participation by faculty from all schools." Has this happened?
- SWAP grant budget: The Recommendations Memo requested the CFDE "make a proposal for further investment in this area." SWAP grant sizes were increased from \$2500 to \$3000 starting Fall 2019. We postponed making a more ambitious proposal regarding SWAP grants, instead focusing in Fall 2019 on developing a proposal for the new research support staff position. Further reconsideration of the SWAP grant budget is now postponed due to budgetary uncertainty.

Staff:

- Stephanie Parisi: Coursera moving out of the CFDE was meant to provide Stephanie with time to do other work. However, Stephanie moved to the GBS in January 2020.
- Liesl Wuest: The August 2019 Memo said that Liesl would be appointed 1/3rd time with the CFDE. After an intermittent and extended series of conversations with LGS, ECAS, and the Office of the Provost, it ended up that the CFDE directly hired Liesl on March 23, 2020 (retroactive to March 1). Liesl's offer letter specifies that she will be collaborating with the ECAS Office of Undergraduate Education and with the LGS. This has been true to an extent in Summer 2020, although the shape of those collaborations has been strongly affected by the pandemic. Everybody is flexible as to what is needed, and the CFDE is glad to have these direct ties to ECAS and LGS through Liesl's position. Section 5 has further discussion of the Stephanie/Liesl transition.
- "Shared 1.0 FTE to support Academic Assessment and curriculum design": this potential new investment was distinct from Liesl's position. To our understanding, this has not happened.
- Staff summary: The Recommendations Memo planned for a net increase of 2.33 FTE for the CFDE, along with a shared 1.0 FTE. With Liesl's hire and Stephanie's departure, and then the pandemic and associated budgetary uncertainty, our staff size has remained constant.

5. Evolution of Instructional Design and Online Education Support and Programming

In the CFDE's November 19, 2019, newsletter, we announced that Liesl Wuest had joined the CFDE. From an HR point of view, this was premature: Liesl's official start date ended up being March 1, 2020. From a practical standpoint, having Liesl working with the CFDE late Fall 2019 was fortuitous timing that allowed for a substantial overlap with Stephanie Parisi. Stephanie's last day as the CFDE's associate director for online learning was January 17, 2020 (to be clear, she has continued to be quite responsive to questions that have come up since her departure). The overlap between Liesl and Stephanie allowed the CFDE to carve a space for Liesl to be full-time in the CFDE while still supporting some needs of the LGS and ECAS.

In her new position as the Associate Director for Learning Design and Technology, Liesl is responsible for promoting and supporting comprehensive course and program design and the integration of academic technology to meet learning needs, both at the individual course level and potentially at a departmental curriculum level. Her work also supports particular program needs in the Laney Graduate School and Emory College of Arts and Sciences.

While superficially it may appear that we have replaced one person with another, Liesl and Stephanie have different expertise, interests, and approaches. Stephanie had been Emory's point person on Coursera, a role which has now transitioned fully to Paul Welty. Stephanie also created and delivered the "Emory Foundations of Online Teaching" (EFOT) course. EFOT was a

Canvas-based online-only course on online pedagogy, taught in five separate modules spread throughout the academic year. This course has always been popular and conceivably we could offer it again; we have all of Stephanie's materials. However, with Stephanie's departure, we have shifted our support of online education to one-off seminars/webinars and short online Canvas courses. This has allowed faculty to pick what they need to learn, to complement what they're getting from other sources (for example, ECOTS, OCOT, and GOTA – respectively, the ECAS, Oxford, and GBS Summer 2020 programs related to online pedagogy). While the current demands of the pandemic have shifted most of Liesl's focus to specifically supporting online course development, she anticipates including online course development practices in the course development offerings in general. While the external review report, Stephanie's departure, and Liesl's appointment reshaped the CFDE's approach to online education, the pandemic was a catalyst for rapidly developing and deploying the new materials.

Moving forward, Liesl plans to continue to offer a more à la carte approach to her CFDE programming. She collaborates closely with Matthew Aron and his team (LITS/Teaching & Learning Technologies) and with Sarah Morris (Head of Instruction and Engagement, Emory Libraries) to help facilitate connections between pedagogy, technology, and academic resources. Current CFDE programming includes workshops, faculty showcases, working groups, and webinars. She is also developing a series of "just in time" materials that are self-paced and accessible to faculty as needed. This includes interactive tutorials, Canvas-based asynchronous courses, getting started guides, etc.

This new, collaborative approach is designed to help faculty access resources that complement what they have learned elsewhere, address their specific needs, increase accessibility, and bridge faculty to other central resources. Liesl is also in close contact with Sara Wade (Emory College Online Programming), Rob Pearson (Laney Graduate School Professional Development Programming), and Paul Welty (Associate Vice Provost, Academic Innovation and Faculty Affairs) to support programming needs in Emory College, Laney Graduate School, and the Provost's Office as needed.

Liesl also serves as a Learning Design Consultant for the LGS TATTO program (professional development programming in teaching and learning). More generally, she will be able to develop and offer workshops and programming aimed at graduate students, although in many cases the CFDE's programming is already accessible to graduate students. For ECAS, our plan is for Liesl to work directly with departments on curriculum reform and on shaping introductory courses that enroll a large number of students. Prior to joining the CFDE, Liesl already did some of this work with ECAS: curricular reform with Chemistry, curriculum alignment with the new Film & Media Studies major, and introductory course work with the QTM department. The plan is for us to consult with the appropriate ECAS deans (Jason Ciejka and Joanne Brzinski) to identify where Liesl's help is most needed. This work has gotten put on hold as ECAS and the CFDE have focused on pandemic-related work, but we will explore these needs once the fall semester is underway.

6. New Activity: Identifying and Addressing Areas of Need for Faculty Seeking Funding

Following on the recommendations made by the external review committee after their visit to Emory to review the CFDE in spring 2019, we were pleased to receive approval to create a new position for an assistant director for research and scholarship. CFDE director Eric Weeks and associate director Allison Adams spent the fall semester consulting other relevant campus entities and officials to ensure non-redundancy and to specifically identify new ways we could help faculty who are not in book fields and those who need grant and foundation support for professional advancement. In addition to devoting a significant portion of the fall 2019 CFDE advisory board meeting to this topic, we spoke at length to the following individuals:

- Ron Calabrese, Emory College Dean of Research
- Carla Freeman, Emory College Senior Associate Dean of Faculty
- Stacy Heilman, Department of Pediatrics
- Holly Sommers, Research Administration
- Kathy Griendling, School of Medicine Office of Faculty Development
- Joel Baumgart, Office of the Provost
- Tiffany Worboy, Foundation Relations
- Kristin Anderson, Foundation Relations
- Todd Sherer, Research Administration
- Deborah Bruner, Office of the President

From those conversations, we were able to identify clear gaps in the support structures at Emory for faculty seeking external funding. We created a description for a position to report to the Associate Director for Research and Scholarship, to be responsible for shaping and facilitating a comprehensive program of support and resources for all Emory faculty in the areas of grant-seeking, idea development, and proposal development.

The COVID-19 pandemic and the ensuing hiring freeze put the brakes on that new position indefinitely. That said, in the process of developing the position, we mapped out new activities to enhance support currently offered to faculty through other offices and fill those voids in the array of resources available to them. So now our intention is to build some of those activities into our 2020-21 programming. Among those plans for 20-21:

- Coordinate Working Group with the Office of Foundation Relations and the Assistant Vice Provost for Faculty Success to identify and connect faculty to funding opportunities and provide idea and proposal development support. This group started meeting in June 2020.

- Develop and present training opportunities (workshops, webinars, tip sheets) on the fundamentals of finding funding.
- Build a set of resource pages on the new CFDE website that maps out the universe of funding for faculty and provides tools for grant seeking and grant writing.

7. Inclusive Pedagogy Evolution

The CFDE Inclusive Pedagogy Initiative began with a training in the department of Spanish and Portuguese in November 2016. Students in that department had approached faculty with their concerns about microaggressions that were taking place in various classes. That first discussion focused on microaggressions, unconscious bias, trigger warnings, safe space, and academic freedom. Sarah MacDonald, then the Dean's Teaching Fellow, and Donna Troka, then Associate Director of Teaching and Pedagogy, did the research, development, and delivery of the training. Donna and Sarah then spent Spring 2017 talking with faculty about these topics in teaching consultations as well as researching these topics further. As a result they created the [Inclusive Pedagogy Resource document posted online](#).

They also developed a day-long pilot workshop on Inclusive Pedagogy for faculty and staff in the School of Nursing and the School of Public Health in August 2017. This workshop laid a foundation for the Inclusive Pedagogy Initiative, engaging both the resources gathered the previous year along with the research of keynote speaker Dr. Becky Packard, who at the time was a Professor of Psychology and Education at Mount Holyoke College and the author of *Successful STEM Mentoring Initiatives for Underrepresented Students*.

The 2017-2018 academic year brought a swift increase in requests for inclusive pedagogy trainings. Topics expanded to include difficult conversations and conflict transformation (informed by the work of Ellen Ott Marshall [Theology]) and gender diversity (trainings delivered to Theology faculty and staff in separate trainings). Because we were finding that not all faculty and graduate students were familiar with the terms and theories we were using in our trainings, we developed an Inclusive Pedagogy Reading Group. The first year focused on stereotype threat (Claude Steele's *Whistling Vivaldi*, read Spring 2018), then microaggressions (Spring 2019), and finally neurodiversity (Spring 2020; cut short by COVID). At the end of each semester the Dean's Teaching Fellow would incorporate all new resources and scholarship that we encountered when developing trainings, reading groups, and teaching consultations into the Inclusive Pedagogy Resource document. Our audiences continued to increase and diversify as well. At the beginning most of our work involved faculty and graduate students, but as word got out, we began doing some trainings (time permitting) with undergraduates (health peer mentors) and staff (in Theology). We also made sure to have at least one session of our Summer Teaching Intensive focus on some aspect of inclusive pedagogy.

The 2018-2019 academic year brought this initiative to almost every school (while neither Medicine nor Business have invited us to come do trainings, many of their faculty and students have participated in reading groups, Summer Teaching Intensive sessions, and teaching consultations where these topics have been discussed). We also began working with departments, primarily in Emory College, on issues of departmental culture. This meant working with leadership in the department to develop climate surveys and focus groups to assess how departments were or were not addressing racism, sexism, homophobia, sexual harassment, etc. in their departments. These climate studies were done in conversation with the then Office of Equity and Inclusion (which focused primarily on compliance) as well as with the Laney Graduate School. That year Donna Troka also served on a committee that helped to develop a job description and org chart for the soon-to-be hired Chief Diversity Officer of the university. Finally, in 2018-19 Donna Troka presented on the Inclusive Pedagogy Initiative at the International Consortium for Educational Development.

In Fall 2019, we further expanded the topics we focused on to include the evolution from safe/safer spaces to brave spaces to accountable spaces, and we added more resources on neurodiversity and universal design. Trainings and teaching consultations continued, as did the requests for departmental climate surveys. Several of our Academic Learning Communities for this year addressed topics that fell under the umbrella of inclusivity. Shortly after Dr. Carol Henderson joined Emory on August 1, 2019, as the new Chief Diversity Officer, Donna Troka met with her and began to discuss all of the diversity, inclusivity, and equity work that was coming out of the CFDE and to begin to imagine what parts of that work might migrate or be done in collaboration with the Office of Diversity, Equity, and Inclusion. These conversations continue both formally (Donna serves on the Intercultural Development Advisory Group) and informally (to be discussed below).

Halfway into Spring 2020, COVID-19 hit Atlanta, and classes and all non-essential services were moved remote. Because no one had planned for this, requests for trainings were put on hold as faculty were just trying to survive the semester. At the same time, a series of high-profile murders of Black men and women at the hands of the police propelled anti-racist work into the mainstream. In response to both of these series of events, we developed a “living” document (updated weekly) on the CFDE website called [“Teaching in the Time of Uncertainty”](#) which houses resources on navigating remote/online teaching in a time of crisis, trauma-informed pedagogy, teaching about racism/anti-racist pedagogy, and best practices for teaching on Zoom. Once the semester ended and more faculty were looking toward another challenging teaching environment in the fall, requests for discussions, webinars, and trainings picked up. Here faculty and students were asking for sessions on Navigating Allyship, Unconscious Bias, and Inclusive Pedagogy in the time of COVID and Black Lives Matter. Our Summer Teaching Intensive, which took place in early August, had sessions about Students and Faculty in Distress as well as how to best serve First Generation College Students.

In four short years, the Inclusive Pedagogy Initiative has developed trainings and resources and facilitated discussions on a growing number of topics. It has offered twenty-minute trainings and day-long trainings, and it has served faculty in all schools at all levels as well as graduate students, staff, and undergraduates. Both COVID-19 and continued racial injustices have only increased the demand for this work across the campus. Because of this, we have been in conversation with Carol Henderson and the Office of Diversity, Equity, and Inclusion about developing a team of trainers, many of whom are already doing this work in Campus Life or in their schools or departments. This team would not only bring together the work that is already being done under one umbrella, it would also work both proactively and reactively to research, develop, and deliver trainings, facilitated discussions, and resources on diversity, equity, and inclusion to faculty, staff, and students. We hope to have these plans in place and activated before the Fall 2020 semester begins.

8. CFDE/Science ATL: Broader Impacts Symposium and Workshop

In November 2019, CFDE leadership and Science ATL co-executive director Jordan Rose and director of new initiatives Sarah Peterson began planning ways to collaborate. The parent organization for the Atlanta Science Festival, Science ATL has strong Emory roots in its founding and had secured modest funding from the current Emory administration to seed collaboration with faculty. The CFDE/Science ATL collaboration began in earnest in spring 2020, with Eric Weeks and Vialla Hartfield-Méndez taking the CFDE lead. We planned a faculty symposium on the National Science Foundation Broader Impacts requirements in grant proposals, intersections with community engaged learning, and specific proposals for fulfilling the broader impacts requirement through partnership with Science ATL. A sequential workshop was planned for members of science labs, including undergraduates, graduate students, and post-doctoral researchers.

On May 15, 2020, the [Broader Impacts for Faculty Symposium](#) was co-hosted by the CFDE and Science ATL via Zoom. Speakers and facilitators included Eric, Vialla, Jordan, and Sarah, and Emory faculty Justin Burton (ECAS), Eri Saikawa (ECAS), and Vice Provost for the Arts Kevin Karnes (who introduced Science Gallery Atlanta). Eleven Emory-affiliated faculty, staff, post-doctoral researchers, and graduate students attended; they and others who had expressed interest received follow-up material.

During the symposium, we polled attendees about interest in a follow-up workshop on community engagement for members of science labs. This workshop would orient lab members to community-based scholarship and teaching/learning best practices and could be listed in NSF and other grant proposals as a specific Emory resource for lab members to prepare them for engagement with community partners. There was interest in holding such a workshop in both June and in the fall. Accordingly, Vialla organized and facilitated a pilot Community Engagement and Broader Impacts workshop on June 25. There were ten

participants: a mix of faculty, graduate students, and staff. Additionally, one undergraduate student who registered late received the recording immediately afterward. Speakers were

- Eric Weeks
- Vialla Hartfield-Méndez
- Sarah Peterson (Science ATL)
- Carol Clark, Emory Senior Science Communicator

Similar workshops are planned for AY 2020-21. The existence of these workshops should enhance future NSF grant proposals, and attendance of lab members at these workshops can be included as part of annual NSF grant reports. Accordingly, we expect that these workshops will continue indefinitely. Eric worked with Science ATL staff to develop specific text that faculty can drop into grant proposals around partnerships with Science ATL and the CFDE workshops, which should make it as easy as possible for faculty to develop these activities and enhance their grant applications. Overall, the idea is for faculty to have a smooth path for their lab groups to engage in public outreach through Science ATL, rather than needing to invent their own community engagement activities.

9. Latino Youth Leadership Conference, Fall 2019

For more than 20 years, Emory University and the Latin American Association (LAA) have partnered on a wide range of issues to improve the education, health, and general well-being of Spanish-speaking and Latinx communities in Georgia. The CFDE's director of engaged learning has led efforts to engage faculty and students in academically focused aspects of this partnership. For example, Vialla co-facilitated the multi-year Buford Highway University-Partner Learning Community (UPLC) in which Emory faculty, staff, and students worked with community partners (including the LAA) to co-create community-based projects supported through Emory courses and directed studies.

Emory had previously hosted the LAA's Latino Youth Leadership Conference on the Emory campus on three occasions. (A number of excellent Latinx students who first set foot on Emory's campus during these prior events are now in undergraduate and graduate programs here because they began to imagine that possibility during their LYLC experience.) In discussions in the Buford Highway UPLC, the LAA requested that Emory return to hosting for Fall 2019. Vialla shepherded this request through multiple channels, receiving support from across the university. Vialla then chaired the steering committee that brought together Emory faculty, students, staff, administrators, and LAA staff and administrators to plan and implement the conference. Faculty involvement was key in shaping the conference through the steering committee; conversely, the experience of working closely with a community partner in this way also further developed faculty skills in community engagement, student mentoring, and community engaged pedagogy.

The LYLC brought more than 1200 middle and high school students to the campus, together with approximately 100 parents and 100 teachers and counselors, for a day-long event packed with age-appropriate learning activities, a college and career fair, training for teachers, and information sessions for parents – all designed to encourage students to create their own pathways to higher education. In addition to the CFDE, Emory units involved were

- Emory College of Arts and Sciences (multiple departments and programs)
- Emory Campus Life, especially Center for Civic and Community Engagement
- Nell Hodgson School of Nursing
- Goizueta Business School
- Rollins School of Public Health
- Emory Office of Admissions
- Michael C. Carlos Museum
- Emory Planetarium
- Emory Police Department

More than 150 Emory volunteers were involved. The Emory welcome at the opening ceremony was offered by Board of Trustees member Teresa Rivero, whose prior experience includes work at the Latin American Association early in her career. Emory University Media Relations was helpful in disseminating [information about the LYLC and its significance](#).

The LYLC also provided opportunities for scholarly engagement. Emory students and faculty linked this effort to their scholarly work, most notably in the form of a master's thesis, "[Our American Dream: Development of a Digital Storytelling Workshop for Immigrant Youth in Atlanta, Georgia](#)," researched and written by Arianna Gómez López under the direction of Prof. Karen Andes (RSPH), who was on the steering committee. This thesis incorporated digital storytelling sessions that she helped to lead during the LYLC. Vialla actively encouraged faculty to make these and other linkages between pedagogy and community engagement as part of the conference. She frequently met separately with faculty (both on the steering committee and others who organized sessions) to consult about how best to integrate involvement in the conference with Emory student academic work. For example, she consulted with Jan Barton (GBS) on how to work with Goizueta students to organize a design-thinking session for 10th-graders and in the process mentor the Emory students. Imelda Reyes (SON) involved nursing students and participated in a story circle with some of these students, facilitated by Vialla, to encourage reflection about the connection between their academic work and the activities they were designing for the LYLC. This kind of reflection pedagogy was new for Reyes, and she began thinking about how to use it in her classes.

The LAA and Emory are currently partnering to create the first virtual Latino Youth Leadership Conference for Fall 2020. As in the past, Emory faculty, staff, students, and administrators are

helping to shape the conference, create and deliver content, and provide mentoring for students, their parents, and their teachers. Two faculty members, Karen Stolley (ECAS) and Karen Andes (RSPH) are helping to lead the initial conversations that Vialla is co-leading with Eli Vélez at the LAA. Vialla is in consultation with other faculty members about how they and their students can be involved, for example through integrating filmed presentations for the conference into coursework. One such plan is a virtual exploration of objects in the Michael C. Carlos Museum that will be part of a course on ancient Mesoamerican art scheduled to be taught remotely this fall by Prof. Megan O’Neil (ECAS). This project is an example of the community engaged learning pedagogy that will enrich Emory student learning, even during a pandemic, while also creating aspirational content for the LYLC. The CFDE’s support for faculty engagement in this project makes these linkages possible.

10. Academic Leadership Program

The CFDE administered the 2019-20 Academic Leadership Program. This program is intended for faculty who are current and future leaders. Alumni of this program from prior years include Pamela Scully, Deb Bruner, Tim Holbrook, and Molly McGehee, to name just a few who have gone on to administrative roles since their participation. This year’s cohort included ten Emory faculty (representing every school except Theology) and five faculty from other Atlanta-area schools (Morehouse, Georgia State, Georgia Tech, Agnes Scott, and Clark Atlanta). ALP organizer/CFDE Director Eric Weeks also participated at each session.

The ALP had 11 of our intended 13 meetings this year; the other two were cancelled due to the pandemic. The two cancelled sessions were on presentation skills (Tim Kasper/ Pinnacle Performance Company) and the graduation ceremony. During the pandemic, we had one Zoom meeting (April 17), which included a panel discussion on crisis management. The panelists were Christa Acampora, Erika James, Enku Gelaye, and Steve Sencer; as it happened, they used the pandemic response as a concrete example of crisis management. This session was extremely well received by the ALP participants.

Novel activities this year included the crisis management discussion and a meeting held at Oxford campus (which included a campus tour). Both of these were successful, and I would keep these two features in future years.

The ALP participants were given the assignment of writing white papers in groups of five. Due to the pandemic, one group opted not to finish their white paper (having misunderstood a postponement of the due date of the white paper as a cancellation of the requirement). The two white papers that were received are:

- “Joint Appointments: An Overview and Recommendations for Best Practices”
- “Faculty Identification and Referral of Students for University Support Services”

We have let the participants know that they can and should share these white papers with administrators within their schools.

Feedback from the ALP participants on the overall program has been uniformly positive. While they liked the formal programming, they also frequently commented on the importance of getting to know one another. Each in-person meeting had an hour-long lunch period. At the end of each day, several people would remain and have informal conversations. Often these were brainstorming sessions around leadership problems that the participants were having.

The next ALP would normally occur 2021-2022, so preparations should start in January 2021. I would recommend two changes. First, we had two sessions on diversity this past year, which were a little repetitive. For the future, one of these two sessions can focus specifically on faculty hiring, and the other can focus on working with current faculty around issues of diversity, inclusion, and equity. This latter topic is currently (Summer 2020) undergoing a lot of change in higher education, and I am confident this will still be timely for the next ALP! The second change I recommend is considering expanding the cohort of external colleges and universities slightly. We had reached out to Spelman College but never heard back; for sure it would be good to have a participant from Spelman, as was the case in the 2017-18 ALP. It might also be worth inviting participation from Kennesaw State University, Oglethorpe University, and Mercer University. I'm unaware of how the initial external schools were selected in 2017-18, and if we need to keep the list at six schools, then the current six are fine. If there's room for expansion, that would be great.

The current plan is to shift responsibility for the ALP from the CFDE to the Office of the Provost, specifically Faculty Affairs. It would be good if the new organizer talks with me (Eric Weeks) in January 2021; I have advice on how to handle the organizational logistics.

11. Fostering Healthy Working Environments for Graduate Students

In October 2019, after a full year of careful planning and collaboration, the CFDE partnered with the Laney Graduate School and Campus Life for a week of intensive programming around forming, developing, and supporting communities of excellent professional practice, and working with colleagues who seem to have difficult working relationships with graduate students. Our aim was to illuminate and address the grey areas of behavior that fall outside the purview of official policies and standards of conduct, but that play out in power dynamics, professional ethics, and institutional culture. Such behaviors can negatively affect the success and wellbeing of students (as well as the institution) — bullying, belittling, microaggression, neglect, “replication” issues and authorship issues, etc.

To keynote the week, we brought to campus C.K. “Tina” Gunsalus on October 21 for a full day of programming and consultations. A nationally renowned and respected expert and speaker on

leadership and ethics in research universities, Ms. Gunsalus is the director of the [National Center for Professional and Research Ethics](#), Professor Emerita of Business, and Research Professor at the Coordinated Sciences Laboratory. During her day at Emory, she met privately with deans, associate deans, department leadership, and graduate students, and presented a 90-minute workshop for 72 faculty in an SRO crowd.

During the rest of the week, on October 22, 23, and 24, we followed up Ms. Gunsalus's visit with intense two-hour "break-out" workshops for directors of graduate studies: one session each for the humanities, the natural sciences, and the social sciences. Each of these sessions was co-facilitated by two to three faculty who are known and respected for the quality of their graduate teaching and mentorship: Anita Corbett, Kathy Griendling, and David Borthwick in the natural sciences; Kimberly Jacob Arriola and Jeffrey Staton in the social sciences; and Valerie Loichot and Dianne Stewart in the humanities. We in the CFDE worked closely with the co-facilitators to plan their sessions. They also had an opportunity to sit down as a group with Ms. Gunsalus while she was on campus. Participation in these sessions was high: 27 attended the session for the natural sciences, 21 for the social sciences, and 22 for the humanities.

Evaluation and Analysis

In the survey conducted after the day-long visit with Ms. Gunsalus, 64% of respondents said that the program did or very much did achieve its aims. However, 42% said that it did not or only "somewhat" achieved its aims. In the comments, several respondents noted that the workshop was "too general" and did not focus enough on graduate students. Others expressed a wish for more discussion time at the end.

That said, 83% said they came out of the discussion with better ideas of how to intervene and address problematic situations they may observe, such as bullying, belittling, neglect/not responding to students' work, implicit bias, and other inappropriate conduct.²

It was interesting to note that participants in this program reacted very strongly to Ms. Gunsalus, either embracing her presentation and ideas enthusiastically or, as one respondent commented, "I did not find the speaker useful or compelling and I do not understand why the Deans at Emory think so highly of her." Given the charged and complex nature of these issues, it is unlikely that we could have identified a presenter who would not strike such polarities. Our intention with this week of programming was to bring the conversations into the light and to begin to talk about them in institutionally sanctioned ways, rather than in whispers behind closed doors. The level of participation in all the events indicates that we achieved that goal.

² Laney Graduate School, the lead partner on the field-specific breakout sessions, did not conduct post-program assessments.

There was some effort initiated by the Laney Graduate School during the academic year to develop a leadership training component for all directors of graduate studies and program directors, but that got sidelined in March as the COVID-19 pandemic brought other priorities to the fore. As the dust settles, we may attempt to revisit this, at least to provide a more thorough training for those roles in on-boarding.

12. New activity: CFDE Lunches

We tried something new this year: inviting past participants from CFDE programs to come together for a lunch, hosted by the CFDE. These were either off campus at a restaurant in Emory Village, or on campus with box lunches provided. We had two goals for these lunches. First, it was a chance for these participants to get to know each other more informally — to facilitate cross-campus networking. Second, it was a chance for us to learn about the long-term impacts of some of our programming. As it turned out, these two goals were mutually exclusive: when we asked people to talk about the long-term impacts, that took the entire lunchtime to hear from all the participants, leaving little time for informal conversations. On-campus lunches were good for letting everybody take a turn speaking, whereas the off-campus lunches led to less formal conversation.

We organized 6 lunches this year:

- October 7, 2019: Emory Foundations of Online Teaching (EFOT) module I participants
 - 3 participants + 3 CFDE staff
- November 25, 2019: EFOT module II participants
 - 4 participants + 2 CFDE staff
- January 16, 2020: Fall 2019 Community-Engaged Learning grant recipients
 - 5 participants + 2 CFDE staff
- January 17, 2020: past three years Scholarly Writing and Publishing (SWAP) grant recipients
 - 15 participants + 2 CFDE staff
- January 24, 2020: 2018-19 Teaching Fellows
 - 8 participants + 2 CFDE staff
- January 27, 2020: Spring 2019 Microaggressions reading group reunion
 - 11 participants + 2 CFDE staff

Outcomes of these lunches are described below.

October and November 2019: EFOT participants

The EFOT lunches were held after completion of each module. EFOT is taught entirely online, so this was a chance for the participants to meet in person after having met via discussion

boards. These lunches achieved our first goal, of allowing people from across campus to get to know one another less formally. For example, the four non-CFDE participants at the second lunch were an assistant professor from RSPH, staff from GBS, a professor of practice from ECAS, and a postdoctoral fellow from SOM. The EFOT lunches resulted in conversations pertaining to the EFOT course content, expanding on the content, discussing new ideas, sharing experiences, and some socializing. Upon leaving, attendees at both lunches the attendees said they enjoyed getting to meet their colleagues and thanked the CFDE for facilitating. These lunches were held off campus, and that resulted in a more informal feel to the conversations.

January 16, 2020: Community-Engaged Learning grant recipients

We asked people to share their observations about their students' engagement with community partners, outcomes, and any recommendations. It was helpful to the people who were new to this pedagogy to hear from those with more experience and from one another, and for those who had more experience to understand new projects. Representation from different schools and disciplines (i.e., RSPH and ECAS) sparked conversation about different approaches to community engagement. A repeated comment was that it is helpful to have teaching consultations in tandem with the grants.

January 17, 2020: SWAP grant recipients

These 15 grant recipients from the previous three years of SWAP grants had many stories of successfully publishing their books or seeing a dramatic move forward on progress of a writing project toward publication. The conversation also became a chance for the group to share advice and wisdom on how to sustain their scholarly writing practices and work with editors.

January 24, 2020: CFDE Teaching Fellows

Eight CFDE Teaching Fellows across two cohorts attended this follow-up reunion lunch; we'll mention two outcomes we learned about. First, Linda Merrill focused her project on revising the two Introduction to Art History courses to emphasize depth of knowledge versus breadth of knowledge. After these revisions, the number of Art History majors went up, as did the ranking of these courses (by one whole point on course evaluations). Second, Eladio Abreu, whose project focused on developing small learning cohorts for students of color in STEM classes, has continued this project for three years (since he was a fellow). His department (Biology) financed the program after his CFDE money ran out. All in all, the meeting convinced us that we should continue the CFDE Teaching Fellows Program.

January 27, 2020: Microaggression Reading Group (Spring 2019)

We asked participants how the work we did together in this reading group was showing up in the work they were doing on campus. Some participants talked broadly about how exposure to

the materials helped them grow personally and raise awareness. This meant thinking about one's own positionality in their own research or how they frame questions while teaching a class. For others it meant material changes to their syllabi, or what they called "decolonizing" their syllabi and curriculum by adding more scholars of color. Still others brought the discussions and materials we engaged in to local diversity committees in their schools or areas. Overall, the participants of the Microaggression Reading Group found what they learned in the group to have shaped their present work, and they were excited about future related CFDE endeavors (the neurodiversity reading group, inclusive pedagogy work on safe spaces, brave spaces, and accountable spaces).

Summary

In the future, should we wish to emphasize the more informal interactions, a key point would be (for the larger gatherings) to have participants sit next to people they do not already know, and not focus on getting feedback from everybody. On the other hand, it is unclear when the pandemic will diminish to the point where people eat lunch together in groups, and also for budgetary reasons we aren't planning for any lunches for 2020-21.

13. Emory Civic and Community Engagement Roundtable

In January 2019, representatives from the Office of the Provost, select faculty and staff, and the Board of [Campus Compact](#), a national coalition of 1,000+ colleges and universities committed to building democracy through civic education and community development, met to discuss civic and community engagement efforts at Emory. Recognizing the abundance of practitioners and decision-makers across the enterprise, the Emory Civic and Community Engagement Roundtable launched as a grassroots initiative in August 2019 and was designed to be a regular forum for staff and faculty with administrative appointments to share information, collaborate, develop bold ideas, establish frameworks, and envision a truly connected engagement landscape at Emory. The executive leadership of the Roundtable includes these five people representing Emory's Office of Government Community Affairs, CFDE, and Campus Life:

- Alan Anderson (assistant VP for university partnerships in the Office of Government and Community Affairs)
- Tjuan Dogan (assistant VP for social impact and innovation in the OGCA)
- Violla Hartfield-Méndez (director of engaged learning in the CFDE)
- Johannes Kleiner (associate director of the Center for Civic and Community Engagement [CCCE] in Campus Life)
- James Roland (senior director of the CCCE in Campus Life)

While these three units are leading the Emory CCE Roundtable, the Roundtable convenes leaders from across the university and the enterprise. The CFDE has been a leader in the Emory

CCE Roundtable from its inception, with both Eric Weeks and Vialla Hartfield-Méndez in attendance at the Campus Compact event.

The Roundtable has met monthly over the last year, sharing information and resources across multiple units of the university and the enterprise (that is, both the academic and the healthcare sides of Emory). These meetings shaped a vision for future Emory engagement with metro Atlanta and beyond. The leadership team has drafted a statement about the Roundtable's activities and recommendations for Emory's new presidential and provostial leadership. CFDE representation on the Roundtable keeps the faculty perspective front and center. The Roundtable is university- and enterprise-wide, which allows for communication across all the divisions. The CFDE presence gives us a window onto activities in the rest of Emory (which inform our work with faculty), and it also helps shape the focus of the discussions, assuring that scholarship and teaching are central and that the academic mission of the university infuses other activities. As the only faculty member in the leadership of the Roundtable and as a member of the CFDE team supporting faculty development, Vialla works to maintain this academic focus in shaping meeting agendas and proposals.

In this context, Vialla, often joined by Eric, has met monthly with Alan Anderson, advising him on faculty and student engagement and strategizing opportunities for involvement in the metro Atlanta area through local partners. Vialla has also represented Emory and these efforts at the annual meeting of [The Research University Community Engagement Network \(TRUCEN\)](#), which functions under the umbrella of Campus Compact, and as campus liaison to the national consortium [Imagining America](#).

14. Academic Learning Communities 2019-2020

The CFDE hosted five Academic Learning Communities this year.

Fall 2019

- Artificial Intelligence and the Ethical Dimensions of Data Science (John Banja, David Benkeser, and Lance Waller)
- Mentoring Diverse Students in Lab Settings (Nicole Gerardo & Amanda James)
- Scholarship of Teaching and Learning (SoTL) (Jessica Barber & Bree Ettinger),

Spring 2020

- Data Literacy (Sarah Morris and Jen Doty),
- Creating Inclusive Educational Ecosystems for Minority STEM Students (Dorian Arnold, Audrey Henderson, Gillian Hue, and Donna Troka)
- Scholarship of Teaching and Learning (SoTL) (Jessica Barber & Bree Ettinger- this was both semesters).

Serendipitously, topics from the first semester connected to the second: Data Science linked to Data Literacy, and Mentoring Diverse Students linked to Inclusive Educational Ecosystems for Minority STEM Students. These continuities helped to solidify a cohort of faculty, staff, and students interested in these topics and helped us to build more robust resources on them. Even though COVID -19 pushed everything remote in the middle of March, all three ALCs continued via Zoom (though SoTL had one less meeting than originally planned).

Spring semester's Data Literacy ALC was so well received that conveners Sarah Morris and Jen Doty have summarized and built upon their group findings and discussions in a Summer Teaching Intensive session. Additionally, Creating Inclusive Educational Ecosystems for Minority STEM Students spent the semester reading and discussing Dr. Anthony Jack's book *The Privileged Poor* and have outlined next steps for drafting a plan (perhaps in collaboration with the ECAS Faculty Senate Anti-Racism Working Group). Further, Carol Henderson's office is running a reading group on *The Privileged Poor*, and they will be connected to the Canvas site we created for this ALC.

Continued outcomes from a Spring 2019 ALC

This year brought several outcomes from our Spring 2019 Mass Incarceration in the American South Academic Learning Community. The group completed the [Justice Involvement Website](#). Several members of the ALC met with lawyers at the Southern Center for Human Rights to discuss possible collaborations (pre-COVID), namely, a meet-and-greet during which people doing justice-involved work from across the greater Atlanta area could gather and discuss possible collaborations. Also pre-COVID, some ALC members took a tour of the Metro Re-Entry Facility to both get a sense of the local facilities and discuss ways that Emory faculty and staff can work with Metro staff and residents. Lastly, the Justice Involved Coalition hosted a panel titled "[Defund the Police: What Does It Mean](#)" which included Emory experts Liza Cobey, Darrin Sims, Chanel Craft Tanner, and Michael Leo Owens and was facilitated by Jennifer Sarrett. Over 400 participants signed up, and nearly 200 tuned in.

Appendix: Demographic School by School Snapshots of CFDE Engagement

Emory College of Arts and Sciences

Total unique users of the CFDE: 254 (28% of our total)

- 37 Assistant professors
- 49 Associate professors
- 50 Full professors
- 14 Lecturers
- 26 Senior lecturers
- 12 Professors of Pedagogy / Practice / Performance
- 8 other faculty (adjunct, visiting, emeritus)
- 6 instructors
- 13 undergraduates, through CFDE's Engaged Learning Program
- 39 other (staff, administrators, postdoctoral researchers)

This does not include graduate students who are affiliated with ECAS departments. In the numbers above, the 136 tenure-track faculty represent 31% of the total tenure-track faculty in ECAS, and the 52 lecture-track faculty represent 37% of their total.³

We examined the faculty breakdown by division⁴:

- 100 humanities faculty, which is 39% of the total humanities faculty
- 45 natural sciences faculty, which is 31% of the total natural science faculty
- 43 social sciences faculty, which is 24% of the total social sciences faculty
- 188 faculty total, which is 33% of the total regular, full-time ECAS faculty

The total numbers are up slightly over 2018-19, but the breakdown by faculty division is intriguingly quite similar to last year (which was 39%, 29%, and 18%). Last year Dean Elliott asked "is the gap between humanists and social scientists using the CFDE something meaningful, or just some noise in the data?" and apparently this gap is meaningful. We did a bit of investigation into the faculty usage data based on division. Some findings:

- Community Engaged Learning (CEL): Humanists participate a lot with the CFDE's CEL programs. Perhaps this is because these programs have strong connections to the ILA

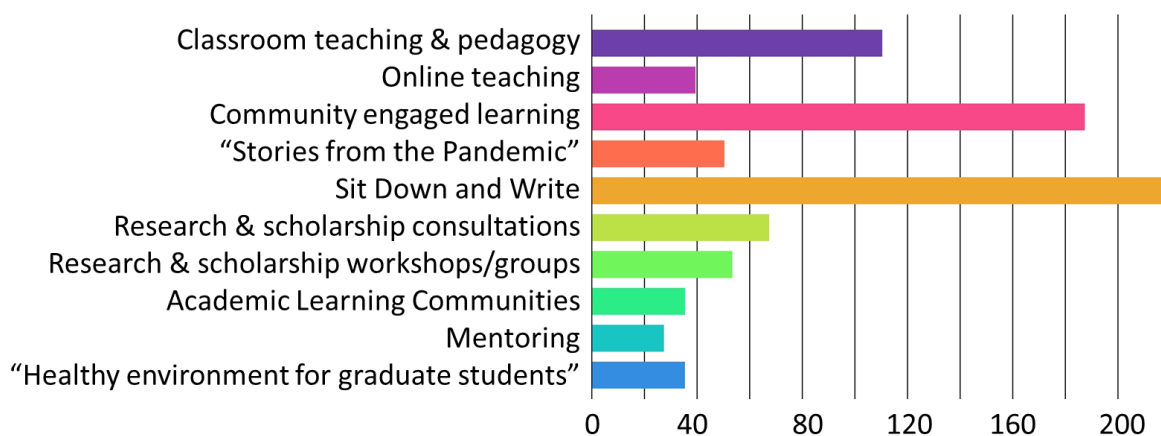
³ Data on numbers of TT and LT faculty provided by Lane DeNicola.

⁴ 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.

and to the language departments. Natural scientists were less involved, with one notable exception: the CFDE created new programming in collaboration with Science ATL, to provide NSF-funded scientists with an outreach partner, and this attracted a lot of interest from natural science faculty. Social scientists, on the other hand, were barely involved in the CEL programs.

- Teaching and pedagogy, including online education: Humanists were most engaged (especially related to online education), social scientists least engaged (especially related to online education).
- Academic Learning Communities: The natural scientists had the most participation in ALCs this past year by far, likely because three of our five ALCs were organized by natural scientists and related to and/or focused on STEM topics.
- Research and Scholarship (RS): the humanists were very strongly engaged with our RS programs, especially around various writing-related programs, but also including some funding-related programs. This was the area that the social scientists were most engaged with, especially around writing, although at about half the level of the humanists. Natural scientists were least engaged with our RS programming, with about a quarter of the interest of the humanists.

We had 811 ECAS contacts total for 2019-20, split between the following areas:



The 110 contacts for classroom teaching & pedagogy includes 30 participants in the Summer 2019 Summer Teaching Intensive. The 222 contacts for the Sit Down and Write weekly activity includes 6 "super-users" who attended this activity at least ten times. The University-wide super-user record was set by Cassidy Puckett, who accounts for 66 of those 222 contacts.

[Stories from the Pandemic](#) is a website collaboration with the Institute for the Liberal Arts. The "Healthy environment for graduate students" was the Tina Gunsalus event, focusing on how faculty can positively interact with graduate students – and how faculty can intervene if their colleagues interact negatively with graduate students. 35 ECAS faculty attended this event.

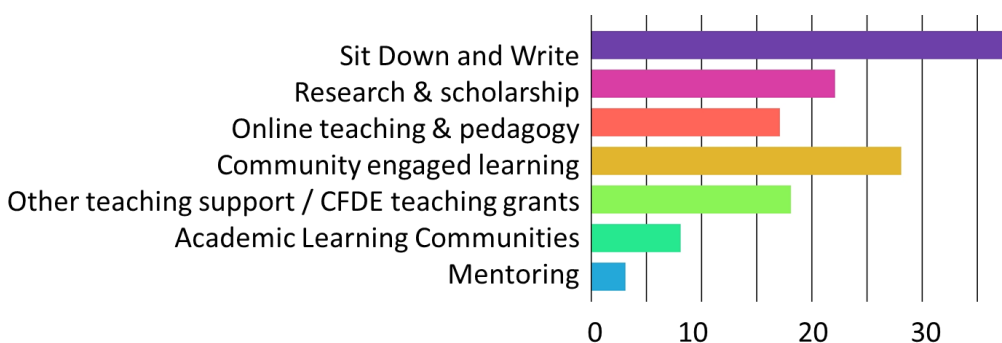
Oxford College

Total unique users of the CFDE: 45

- 13 Assistant professors
- 9 Associate professors
- 5 Full professors
- 8 Lecturers / Senior lecturers
- 1 Professor of Pedagogy
- 9 other (staff, administrators)

Of the 36 regular faculty, this is 46% of the total Oxford faculty.

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



Sit Down and Write is a weekly event, and of the 38 contacts shown in the chart, super-user Bridgette Gunnels accounts for 13. The 28 contacts for community engaged learning includes 19 people who attended a “Lunch & Learn” presented by Vialla. In general the support the CFDE offers to Oxford faculty are in areas complementary to those provided by OCTS, so this bar chart looks different from that of ECAS, for example, which has a long bar on “classroom teaching and pedagogy” not seen in this Oxford bar chart.

Liesl Wuest and Eric Weeks each helped facilitate one of the OCOT sessions in June 2020.

Nell Hodgson Woodruff School of Nursing

Total unique users of the CFDE: 94 (10% of our total)

- 38 Assistant professors
- 13 Associate professors
- 9 Professors
- 3 Adjunct faculty
- 17 Instructors
- 14 other (staff, administrators)

The first three categories (regular faculty) total to 60 faculty, 53% of the School of Nursing regular faculty.

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



Not only is online teaching & pedagogy the most popular category for SON folks, but in terms of sheer numbers, the School of Nursing has more participants in that program than any other Emory school.

Rollins School of Public Health

Total unique users of the CFDE: 72 (8% of our total)

19 assistant professors

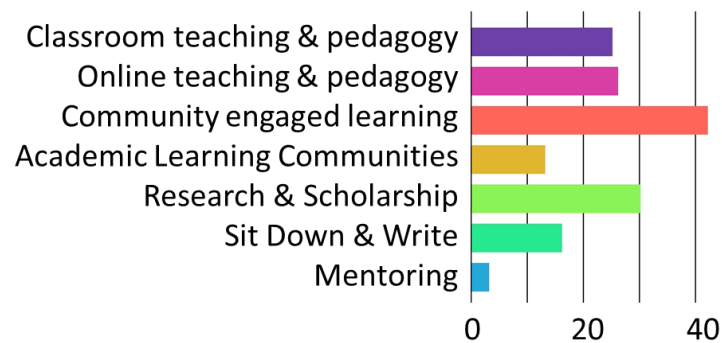
11 associate professors

10 full professors

4 graduate students

27 other (staff, adjunct faculty, postdoctoral researchers)

The 40 faculty represent 23% of the total regular RSPH faculty. The bar chart shows the number of RSPH participants in various CFDE activities.



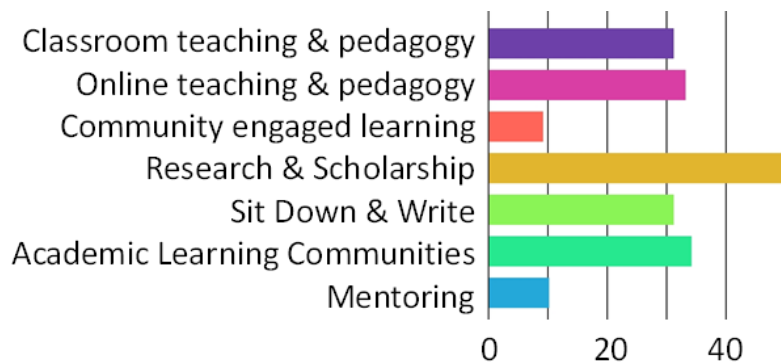
Classroom teaching & pedagogy included 16 attendees of the 2019 Summer Teaching Intensive program. Other teaching & pedagogy support included 7 different teaching consultations.

School of Medicine

Total unique users of the CFDE: 129 (14% of our total)

- 53 Assistant professors
- 14 Associate professors
- 24 Full professors
- 2 Instructors
- 12 Postdoctoral researchers
- 24 Other (staff, administrators)

The 91 professors represent 4.2% of the School of Medicine faculty. The chart shows the number of SOM participants in various CFDE activities.



Eric Weeks (CFDE Director) is a member of the Woodruff Health Educators Academy (WHEA) steering committee. He has also joined the SOM Faculty Development Advisory Committee, and as part of that committee, he's shared some of the CFDE's "best practices" with the SOM, and vice versa. For example, the SOM approach to supporting faculty in grant-writing efforts has directly inspired several of the CFDE plans for Fall 2020.

Candler School of Theology

Total unique users of the CFDE: 30 (4% of our total)

14 faculty

1 graduate student

5 other (staff, adjunct faculty)

The 14 regular faculty represent 31% 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 (41 contacts, 23 of which were the ongoing engagement of J. Ayers and E. Ott Marshall with the ongoing “Sit Down and Write” program), teaching and pedagogy (14, including online education), and community engagement (14 contacts).

Goizueta Business School

Total unique users of the CFDE: 26 (2.9% of our total)

12 faculty

14 staff, administrators

The 12 faculty represent 12% of the total GBS faculty.

We had 54 “contacts” with GBS people this past year, in the following categories:

25 – Online education, often assisted by Stephanie Parisi

21 – Community engaged learning

5 – Teaching and pedagogy

2 – Research and scholarship

1 – Academic Leadership Program (participation of Anandhi Bharadwaj)

While we miss Stephanie, we’re delighted she got a well-deserved promotion when GBS hired her in January 2020, and we have enjoyed collaborating with her in her new position.

School of Law

Total unique users of the CFDE: 10 (1.1% of our total). Of these 10, 9 were faculty and the other person is a law student who participated in one of our research and scholarship programs open to graduate students. The 9 full-time faculty represent 15% of the faculty of the School of Law.

These 10 people interacted with a wide variety of CFDE programs:

- Community Engaged Learning (5)
- Online education (4)
- Research & Scholarship support (4)
- Academic Learning Community participant (1)
- Academic Leadership Program (1 – Ani Satz)

Like what we wrote in last year's annual report, 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 most obvious potential growth area is in our support of teaching and pedagogy: we interact with faculty in all other schools much more in that area.

Laney Graduate School

Total unique graduate students interacting with the CFDE: 70 (7.7% of our total).

Historically we do not generally offer services specifically for graduate students, other than Donna Troka's steadfast support for the TATTO program. We expect that our engagement with graduate students will increase, given that Liesl Wuest has joined the CFDE with a goal of spending up to a third of her time working with the LGS. Additionally, graduate students are welcome at many of our events. This past year we counted 96 different times we interacted with graduate students, not counting our involvement with TATTO. The interactions were in the categories shown below.

Community engaged learning: 37
 Academic learning communities: 20
 teaching and pedagogy: 25
 research & scholarship: 18
 mentoring: 3

We enjoyed our partnership with LGS and Campus Life in Fall 2019 which brought C.K. Gunsalus, higher education leadership and ethics consultant, to campus for a session for faculty on "Healthy Working Relationships Between Faculty and Graduate Students." Community engaged learning contact with graduate students is often in the form of teaching consultations.

During Summer 2020, both Donna Troka and Liesl Wuest are working with Rob Pearson on the August 2020 TATTO program. This past year there's also been a lot of interaction in general with Rob, who helps us promote relevant activities to graduate students, including some research & scholarship activities.

We also work directly with graduate students who support our programming in the CFDE. This past year we worked with Dean's Teaching Fellow Audrey Henderson, along with graduate student employees Donahon Abdugafurova, Emmy Corey, Kelly Duquette, and Norah Elmagraby.

Other CFDE Contacts

We had an additional 135 contacts with unique Emory staff and administrators. Some prominent categories of people include

- 46 Librarians / LITS staff. Their interests were evenly distributed between teaching and pedagogy (both classroom and online topics), community engaged learning, and research and scholarship. Sarah Morris and Jen Doty (two libraries) led one of our Academic Learning Communities on “Data Literacy.”
- 19 Campus Life staff. Not surprisingly, much of their interest was in Community Engaged Learning. Three Campus Life staff were also participants in the neurodiversity reading group.
- 10 Advancement & Alumni Engagement staff. Most of their engagement was with the CFDE’s Community Engaged Learning activities.

We also engaged with 50 unique people who aren’t affiliated with Emory. This group included faculty at other schools and community members participating in our Community Engaged Learning programs.

These $135 + 50 = 185$ unique people account for 20% of the people who engaged with the CFDE this past year.