

## 2020–21 Annual Report of the Center for Faculty Development and Excellence

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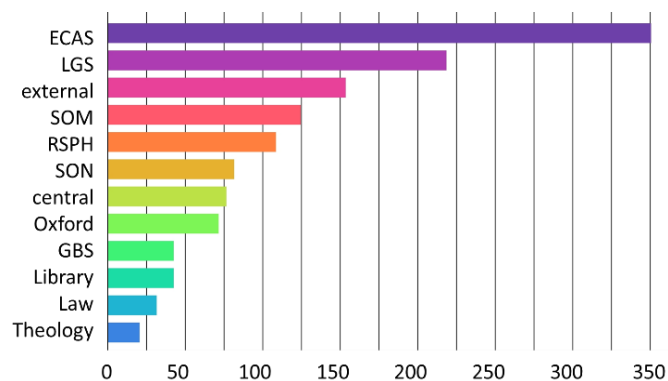
### 1. Introduction

This report has seven sections, plus an appendix. Section 2 offers a demographic overview of the faculty we have served during this past year. Sections 3 and 4 discuss the impact of the multiple crises of 2020-21 on the CFDE and faculty practices more broadly. Sections 5 through 7 discuss three significant activities of the CFDE this past year. Section 8 provides an update on the Spring 2019 external review. Finally, the appendix (starting on page 15) 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

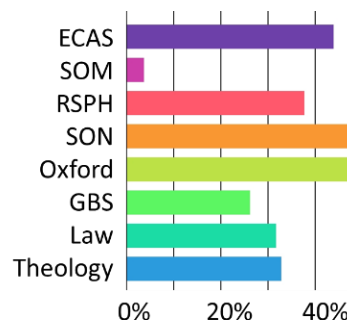
Throughout the year the CFDE tracks who we engage with: people attending our events, requesting teaching consultations, etc. Many people interact with us in multiple ways, so we analyzed the data to identify the number of unique users: this figure totals 1316 people between June 7, 2020 and June 6, 2021, a 45% increase over last year. This number includes 550 regular, full-time faculty; 207 graduate students; and 105 adjunct faculty, emeriti faculty, and instructors. Other people include administrators, staff, and postdoctoral scholars.

The affiliation of our users is shown in the bar chart. Here, each school includes faculty, students, staff, and administrators. "LGS" is almost entirely graduate students. "Central"



includes administrators and staff not affiliated with a particular school (e.g., Campus Life).

Some of these bars are longer 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 at right shows the percentage of full-time faculty in each school who engaged with CFDE. Thus, while Oxford ranks 8<sup>th</sup> on our chart of unique users, it ranks 1<sup>st</sup> as far as percentage of faculty engaging with the CFDE.



The charts only include faculty engaged through our general programming for which we could track attendance. It does not include our engagement with the TATTO program (~100 unique graduate students attending two presentations). It also excludes, for example, a workshop that Donna Troka provided on anti-racist pedagogy to 30 people in the Law School, and an online unconscious bias event Donna held for Emory alumni with ~ 100 people attending. Note also that 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 350 unique users who interacted with us and 1024 participants in our programs.

Additionally, the CFDE co-constructed the Teaching Toolkit and hosted it on our website, along with CFDE-written FAQ's on in-person and online teaching. Presumably, those resources reached a larger audience than is reflected in the numbers above. The Toolkit landing page had 1,365 unique page views from July 18, 2020 – July 18, 2021.

### 3. 2020 Vision series

In spring 2021, prompted by Tim Holbrook and others, the CFDE launched our “2020 Vision” series of programming. The goal was to look for how the pandemic, social injustice, and other crises from the year 2020 should inform faculty practices for 2021 and beyond. For example, what lessons have we learned from the shift to online courses that are applicable in Fall 2021 when we return to in-person courses? Key workshops and seminars that were organized in the 2020 Vision series are:

- In May, Allison hosted a structured conversation via Zoom on “Pandemic Productivity and Beyond: Tools, Priorities, and Spaces,” to unpack the ways Emory faculty adapted their work to the limitations of the pandemic – and what adaptations they might want to keep as we approach a post-pandemic era. The program was moderately successful. While we had a solid registration of 14 people, many of them left the Zoom program

<sup>1</sup> The data on the OPB website are specified for November 1, 2020.

right before the small group discussions in the breakout rooms. From this we concluded that such topics may be more effectively explored with our faculty through other means and tools.

- At the beginning of March, Donna and Elena worked with postdoctoral fellows Laura Avila and Karen Nguyen to facilitate a session on how to write DEI statements. The panel consisted of two scientists (Miguel Reyes and Nic Vega) and a humanist (Katherine Young). It was a program for graduate students, was very well attended (48 attendees), and can be reprised for faculty if there is a need.
- In early March, Liesl hosted a faculty panel called “Discussion Boards Can and Should be More Than Busy Work,” featuring faculty from several schools who discussed how they came to successfully use discussion boards for the online classes and how the boards will continue to be a prominent tool when they return to face-to-face teaching.
- At the end of March, Elena facilitated a discussion on Trauma Informed Pedagogy. It was fairly well attended (18 attendees) including faculty and staff (she did a separate session for graduate students, sponsored by the LGS).
- In April, Vialla and Emmy facilitated a session on "Continuing Community Engagement During Community (Di)Stress," featuring faculty recipients of community engaged learning grants. Panelists represented diverse schools and areas of expertise: Letitia Campbell (CST), Quyen Phan (SON), Bridgette Gunnels (OC, Spanish), and Leila Rieder (ECAS, Biology) with her student Greg Kimmerer (ECAS). There were fifteen participants total, including a representative from the University of Toronto's Centre for Community Partnerships. The presentations offered a range of creative ways that faculty and students met the challenges of working with partners in a pandemic; they were well received and sparked a lively discussion.
- In May Liesl ran a 4-week hybrid program called “It’s About Flipping Time,” which had about 50 enrollments altogether and 30 regular weekly attendees. The focus was on how to continue to rethink course structure for student engagement as they move out of the online environment while keeping what is best in both environments (online and face-to-face) to support student learning.

#### 4. 2020 Vision for the CFDE

The 2020 Vision series just described is focused on helping faculty and graduate students prepare for 2021 and beyond, using lessons learned during the pandemic. In addition to preparing faculty and others at Emory for the future, we at the CFDE are preparing ourselves for the future and learning lessons for our own operations. This section describes our lessons learned and plans for the future.

##### Summer Teaching Intensive

This two-day program is offered annually in early August and consists of eight workshops each lasting 1.5 hours. For Summer 2021, the STI will be held online (as was done last summer). However, this summer we are offering the option of participants collecting a box lunch and then eating lunch together outdoors on campus. In general, offering our events virtually

increases accessibility, so even once we are all back in person on campus, we will always offer a Zoom option for faculty who are on the Oxford campus or at Grady or Johns Creek and don't want to fight traffic for an hour-long session. This will require us to always have two facilitators, one to manage the in-person discussion and one to manage the online chat, hand raising, etc.

#### Writing groups

The most positive innovation in the CFDE Writing Groups to come out of the constrictions of the pandemic era was the retooling of the program into the CFDE Writing Support Program, with an expanded menu of options:

1. Writing Discussion Groups via Zoom
2. Writing Accountability Groups via [Slack](#)
3. Writing Coach Message Service – emails with practical writing tips and support, plus optional individual writing coaching session.

Based on the resoundingly positive feedback we received in the post-semester assessment of the Writing Support Program *and* on the continued activity with several of the writing groups (including those on Slack), we plan to offer this same set of options in Fall 2021, along with the reinstatement of an in-person writing group option.

#### Effective practices for online courses are effective practices for all courses.

A major silver lining of the intense online course design and pedagogy training needs of last year is that many faculty now see that effective practices for online courses are often effective practices for all courses, and faculty collectively now have a higher baseline for what course design, class engagement, and quality assessment can do for the students. This evolution gives us the opportunity to develop specific programming around the pieces that make up a course in more detail. This programming will include writing and evaluating clear learning outcomes, choosing content in multiple forms of representation from the universal design for learning principles, scaffolding assignments, flipping classes, and more. We have already started this transition with a very successful program on flipping the class (May 2021), and we project that we will be able to continue offerings like this annually and develop communities of practice to support faculty in their new endeavors. To ensure that we can continue this cycle, we plan to offer introduction to course design programming annually (likely in the fall semester) to keep all new faculty up to speed on the principles that were highlighted this past year. We'll also continue to facilitate the Course Site Development Working Group that was created this year to support best practice in Canvas course site organization and structure.

#### Community Engaged Learning

The Community Engaged Learning program will continue to support faculty as they navigate the evolving parameters of community partners, in response to the pandemic and to social justice movements and pressures.

While some of the academic community engagement planned for fall 2021 will continue to be virtual, other aspects will function well in person. One positive outcome of the pandemic pivot with several partners was that faculty members and community partners became more comfortable with planning sessions being held virtually, avoiding the complications of travel between campus and partner sites, thus making it possible to meet more frequently if needed. As noted in a separate section (Sec. 5 of this report), Emory faculty and student engagement with the Latino Youth Leadership Conference pivoted to consultation about creating a virtual conference as well as creating virtual content for the event. The Latin American Association has already approached Violla about partnering with Emory to hold a virtual event again in fall 2021, but incorporating lessons learned, and possibly with an in-person component for a very limited number of participants. For example, we would plan to depend less on teachers at middle and high schools across Georgia (recognizing how overwhelmed they can be), and create more direct engagement through Emory students and faculty who have relationships with specific schools.

We will review the multiple good points of reflection by the panelists in the "Continuing Community Engagement During Community (Di)Stress" 2020 Vision session, access emerging good practices from other institutions nationally, and create a resource guide with suggestions for faculty. For example, it is useful to think about pedagogical activities that better prepare students for engagement with community partners as part of the community engaged learning experience; not everything has to happen in the physical space of the community setting. In fact, some ongoing community partnerships that did not depend on physical meetings were successfully maintained this past year via CFDE Community Engaged Learning grants. It is also helpful to realize that smaller numbers of students assigned to several partners may be more productive in certain situations than trying to engage a large number of students with fewer partners. Finally, we are contemplating faculty workshops to explore the new terrain of community engagement post-pandemic and in the wake of social justice activism.

#### Feast of Words

We expect this celebration of faculty books published in the previous academic year to be held in person in December 2021.

#### Transitioning from online-only programming to in-person programming

We anticipate that fall programming will likely be a mixture of in-person and online-only webinars; although as noted above, we would hope our Zoom skills have gotten buffed during the pandemic so that any in-person events can more easily have a Zoom option. We will monitor attendance at our events and see which option—in-person or online—seems more useful to faculty. At the time of this writing (late July 2021) it is as yet unclear as to how people will feel about in-person events by the start of the fall semester, although one hopes that the health situation continues to improve and people are more comfortable with in-person events. Assuming attendance is good, we expect that more than half of our fall programming will be in-person. Certainly, we anticipate that by Spring 2022 we'll have nearly all of our events in-person as usual.

As one “lesson learned,” we realized that Zoom at times helps with anonymity. Allison plans to offer a “From Writing Blocks to Building Blocks” workshop online-only in Fall 2021, to preserve anonymity of participants. Historically, we occasionally offer workshops such as this where participants may feel more self-conscious, and it is good to have Zoom as an option.

In 2019-20 the CFDE instituted some “CFDE alumni lunches” in which we gathered former participants from some of our programs. This was in part to help build community, and in part to get feedback about the long-term impacts of our programs. The lunches were described in Sec. 12 of the 2019-20 CFDE Annual Report. We would love to bring these lunches back at some point in 2021-22.

## 5. Engaged Learning Program: Latino Youth Leadership Conference

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 Latinx communities in Georgia. The CFDE’s director of engaged learning has led efforts to engage faculty and students in academically focused aspects of the partnership, especially in the annual Latino Youth Leadership Conference (LYLC). After hosting the conference on four occasions -- each year gathering more than 1200 middle and high school students, along with more than 100 teachers and as many parents on the campus -- in fall 2020, in response to COVID-19, Emory and the LAA collaborated to create the first ever virtual LYLC. In planning the 2020 LYLC, we adopted barometers advanced by Imagining America, which identifies six values of community-university partnering: **full participation, co-creation, rigor, practicability, resilience, generativity**. Naming these values specifically and clearly helped us to be frank with each other while also very creative as we engaged faculty, staff, and students from across the university in the LYLC.

The steering committee included from Emory: Vialla Hartfield-Méndez, Karen Andes (RSPH), Alan Anderson (OGCA<sup>2</sup>), Karen Stolley (ECAS), Emmy Corey (CFDE graduate assistant for engaged learning); from the LAA’s Youth Services Program: Eli Velez, Diana Pitcher, Luis Andino, sometimes joined by other LAA staff members. Vialla and Eli were co-chairs. The committee met several times in summer 2020, then weekly in the fall, leading up to the conference in November, themed “Create the World We Want to Live In.” We kept elements from the in-person LYLC: an opening ceremony with a motivational speaker, age-appropriate activities with experiential and interactive learning, and content for parents. We chose to not create content for teachers, realizing that they were overwhelmed by their duties in response to COVID. Emory faculty provided consultation regarding online learning environments. With a draft plan for a three-week event, Vialla worked with Emory faculty, staff, and students to create and film online workshops and brokered a partnership between the LAA and Atlanta Science Festival, resulting in an additional activity supported by Emory students. The staff in

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<sup>2</sup> Emory’s Office of Government and Community Affairs



Teaching and Learning Technologies (Woodruff Library), especially Shannon O'Daniel and Lindsay Narbeth, were very helpful in creating video content.

Workshops by Emory faculty, staff, students, postdoctoral scholars, and admissions officers:

1. [Exploring the Carlos Museum: Art of the Americas](#) (directed by faculty member Megan O'Neil, as part of Art History 225, Ancient Mesoamerican Art and Architecture); additional videos created by her students as part of their community engaged learning: [Batten](#), [Maize God Vessel](#), [West Mexican Figure Pair](#), [Turquoise Earspool](#).
2. [Trying on the Cape: Careers as Nursing Superheroes](#), spearheaded by SON Assistant Dean for Diversity, Equity and Inclusion Lisa Muirhead, with Emory alumna and postdoctoral scholar in nursing Roxana Chicas, who recounts her own first experience at Emory as a participant in the LYLC; additional videos created by nursing students: [Becoming a Nurse](#), [SBAR](#), [NeLL](#).
3. [Discovering and Creating Your Story](#), led by Mario Becerra Alemán, Emory undergraduate who also first came to Emory as an LYLC participant. Three digital stories created by Emory students as part of a research project were provided as examples.
4. "So You Want to Go to College," by Emory Admissions Office: existing videos selected for the LYLC context: [Holistic Review Process](#), [Types of Colleges](#), [Application Plans and Platforms](#), [Writing the Essay](#), [The Intangibles of Your College Search](#); four new videos for parents created for the LYLC by assistant dean Lupe Monterroso, "El camino a la universidad."
5. "Stories on a Line, in a Circle, out in the World," created by community member Aline Mello and history graduate student Xanda Lemos: [Stories on a Line I](#); [Stories on a Line II](#).
6. For all participants: "Journeys to Education," featuring a conversation between Prof. Timothy Dowd and Emory alumna Marisela Martínez-Cola (created previously as part of the CFDE's Coursera Teach-Out).
7. Emory welcome by Carlos del Río (RSPH, SOM; Executive Associate Dean for Emory at Grady).

An important element of the in-person conference is the role of mentor-guides, university students who are near-peers of the secondary school students. This role for university students during the three-week active period of the conference turned out to be difficult to coordinate. However, we successfully integrated mentor-guides at a few points, as in a virtual college fair, where they answered questions about their own college experiences. In a few instances, university students organized viewing events and conversations with students from their own alma mater schools. For example, Antonio Vázquez-Herrera (Emory senior) and his sister, Dalila (Emory alumna) connected with their former high school teacher in Brunswick, Georgia.

Following this collaboration, Eli and Vialla, with Karen Stolley and Emmy Corey, will present at the annual conference of the American Association of Teachers of Spanish and Portuguese on

“Advocacy Through Partnership: Expanding the Role of University Programs in Latinx Youth Leadership Development.” With support of TLT colleagues, the filmed session is available [here](#).

The LAA staff has requested that Emory partner with them again for a virtual conference in fall 2021. The 2020 steering committee's debrief produced a list of lessons learned. For example, we cannot rely on teachers in the middle and high schools to be the main connector points for the students; rather, we must cultivate existing strong relationships with school administrators and some teachers and focus on connecting university student (and alumni) mentor-guides with their alma mater schools. A virtual conference also means the reach can be regional or even national, making it possible for Emory students from across the country to participate in this way. Another positive lesson that was reinforced is that creation of content can be woven into Emory courses and learning experiences very productively. Finally, we may be able to fashion a hybrid experience that would allow for some in-person interactions and possibly a small related event on campus.

## 6. CFDE Diversity, Equity, and Inclusivity Activities

While the CFDE has offered DEI-related programming for many years, we and the Office of the Provost recognized a need for an even more intentional focus because of the increasing demand for such work from faculty across campus. Accordingly, Donna Troka was promoted to Director of Diversity and Inclusive Pedagogy in October 2020. In this new position, Donna not only oversaw the DEI work of the CFDE, she also mentored our Dean's Teaching fellow Elena Lesley in the area, as well as collaborated across campus on various DEI projects.

As has been true with all Teaching and Pedagogy work, the DEI work for this year was both proactive and reactive. Much of the work we did addressed the impact of a year of COVID, the continued violence against people of color (and global resistance to that violence) as well as a tumultuous political environment. At the same time, we continued to research and develop strategies and resources for topics like universal design in online and in person teaching and having challenging conversations across difference. Our Inclusive Pedagogy/DEI work fell into four main categories:

1. **Inclusive Pedagogy:** this was most often general strategies to be more inclusive, such as Universal Design, working against microaggressions, trauma informed pedagogy, getting to know your students, showing you care, and being flexible.
2. **Anti-Racist Pedagogy + Decolonizing/Decanonizing the Curriculum:** this specifically focused on what anti-racism is and how to be an anti-racist person and create an anti-racist environment in your classroom (lab, department meeting). This work also focused on how faculty and graduate students can re-think the material they are teaching and have conversations about how disciplines are created and what is left out.
3. **Implicit Bias work:** this focused on what implicit bias is, how it shows up on campus, and what we can do to identify it and work against it.



4. **Miscellaneous discussions:** these included how to have difficult conversations, how to manage the outcome of the election in your classroom and on campus (tumultuous political environment), and what allyship is and how to best be an ally to people of color. These were developed in collaboration with the school or department to meet their specific needs.

Our Summer Teaching Intensive in August 2020 focused heavily on supporting faculty who were struggling with teaching through a pandemic. This meant bringing in folks from Emory's Counseling and Psychological Services and the Faculty Staff Assistance Program to suggest ways that faculty take care of themselves and their students. We also had a session on First Generation College Students as the numbers of first gen students admitted to Emory continue to rise.

While faculty, departments, and schools did request sessions on implicit bias and general Inclusive Pedagogy (with LOTS of interest in trauma informed pedagogy so we were very grateful for our Dean's Teaching Fellow Elena Lesley's expertise), the largest number of sessions we conducted addressed anti-racist pedagogy and decolonizing the curriculum. This interest was in response to the murders of George Floyd, Breonna Taylor, and Ahmaud Arbery (among others), and the global response to violence targeted at Black and Brown people in the United States. These resistance movements were on students' minds as the semester started, and they wanted to see how their faculty were going to respond to and engage with the socio-political moment. With each iteration of these sessions, we added new material and updated strategies and resources. Because we were getting so many requests on these topics, we decided to focus on them for our Inclusive Pedagogy Reading Group. We titled the group Social Justice Pedagogies.

The Social Justice Pedagogy reading group took place in the Spring. About 40 faculty, staff, graduate students, and postdoctoral scholars signed up for the group; over the six meetings we averaged about 25 participants per session. Many more folks were added to the Canvas site and therefore have access to the readings and resources. We broke the six sessions up into three topics. The first two sessions were on trauma informed pedagogies. The next two sessions were on becoming anti-racist and anti-racist pedagogies. And the final two sessions were on decolonizing or decanonizing the curriculum. Overall, this group was successful and has spawned a local reading group in the School of Nursing (they are reading la paperson's *A Third University is Possible* this summer, and Donna Troka will participate in the discussions). Our hope is that this is the first of many local or discipline-specific discussions of these types of pedagogies.

The last arena in which Donna Troka did DEI work was both as a member of Chief Diversity Officer Carol Henderson's "Intercultural Development Advisory Board," where she engaged with mostly staff (but a few faculty) from across the campus that do DEI work, and as part of the hiring committee for the new Human Resources/Learning and Organizational Development Director of Diversity and Inclusion Education and Outreach. As a member of the advisory

board, Donna worked with colleagues to develop glossaries of DEI terms and talked about curriculum and competencies. On a few occasions, she was also able to workshop an idea or problem she was working through with other DEI folks on campus. The search committee lasted the entire year because they had to do two rounds of interviews (the first round was a failed search), which put Donna in constant conversation with folks who do DEI work in very different spaces from her own. These conversations helped broaden the way she thinks about DEI work and to get a better sense of the mission and vision for DEI work across campus. Russell Griffin accepted the job and began on May 17<sup>th</sup>, and since then Donna has remained in contact with him via email and bi-weekly Zoom meetings. We look forward to this partnership.

The concerns of DEI work overlap with community engaged scholarship and teaching in ways that may seem obvious but are not always well articulated. The very issues that sparked the Social Justice Pedagogy reading group permeate local communities and community-based organizations who engage with faculty and students in CEL courses. Vialla is exploring the intersection of these two strands of CFDE work, and as a first iteration, she and CFDE graduate student Emmy Corey will facilitate a session in the August 2021 Summer Teaching Intensive, "Full Participation: Linking Community Engagement and Diversity, Equity, and Inclusion." We expect to enrich the faculty development offerings in both Inclusive Pedagogy and Community Engaged Learning through collaborative exploration within the CFDE of this overlap.

## 7. A decade of public scholarship support for Emory faculty

Since 2012, the CFDE has been supporting a "pipeline" of emerging expert voices from our faculty in the media and other public venues. Many of the faculty now being called on for the work of public scholarship have been prepared for that moment in large part by the CFDE, in partnership with a number of other campus collaborators. Our goal with these endeavors has always been to help interested faculty learn how to engage public conversations that are informed by or about their research and scholarship.

### Funding, Programs, Resources

**2012:** First "Write to Change the World" two-day workshop with the Op Ed Project, which trains under-represented experts to take thought leadership positions in their fields.

**2012-15:** Two cohorts of two-year Public Voices Fellowships, a collaboration with the Op Ed Project, in partnership with the Center for Women at Emory and several other entities around campus.

**2013-15:** Supplementary one-off workshops open to all faculty, also in partnership with Center for Women, such as "Building a Book Platform," "Dealing with Trolls on Social Media," "Public Scholarship as Professional Capital," "Managing a Public Intellectual Profile," "Talking to the Media About Science." Most of these programs remain available as videos or podcasts on our website.

**Spring 2018:** Public Scholarship Academic Learning Community: Explored the variety of modes in which Emory scholars connect with non-academic thinkers, readers, collaborators, and audiences. These discussions helped guide our planning for future public scholarship opportunities from the CFDE.

**Fall 2018:** Public Scholars Institute (in partnership with Communications and Public Affairs): Four-session curriculum for faculty interested in engaging more deeply with various forms of traditional and new media. Topics included Communicating to a General Audience, Online Identity and Social Media, Live Media Training, and Alternative Facts, Fake News, and Your Scholarship.

**2018-19:** Launched the Public Scholarship Advancement Fund to support faculty members interested in moving their research and writing into the realm of public influence. For example, grants have supported hiring a media coach, hiring an editor to help draft a crossover trade book proposal, attending a training opportunity.

**Spring 2019:** Return of the “Write to Change the World” 2-Day Op-Ed Project Workshop (in partnership with Emory College Communications).

**2020-21:** “Public Scholarship Short Takes” video series: in lieu of live, in-person programming during the pandemic year, we curated our community's best advice for faculty who want to take their scholarship public. This effort resulted in a series of seven videos, 3 to 5-minute each, posted on the CFDE website. Topics include top tips for talking science, advice on live media appearances, imagining different kinds of readers for different kinds of writing, and more.

### Impact

Over these nearly ten years, we have trained or resourced 128 faculty (and counting) to varying degrees to engage public audiences and readerships with their scholarship, research, and expertise. Some faculty come to these opportunities just to test the idea: is this kind of public engagement something they want to do? Does their work lend itself to it? And some know they want to do this and come seeking a deeper dive into a particular topic: writing op-eds, media training, writing for non-academic audiences, using social media to inform public discourse with their research and scholarship.

- Reached nearly 130 faculty.
- Of those, 22 have participated in more than one activity.
- 39 currently engage with national media outlets.



Because of those trainings, you see faculty members such as **Ben Lopman** (epidemiology), who was a Public Voices Fellow, a Public Scholars Institute participant, and an Op Ed Workshop participant. Ben was very prepared when COVID19 hit, and suddenly he was on the *Today Show*, The Weather Channel, NPR, *PBS NewsHour*, and *CBS News*, and in the *Washington Post*,

*AJC, Wall Street Journal, US News & World Report, USA Today, Times of London, AP, Popular Science, WIRED, and Scientific American.*

**Eri Saikawa** (environmental science) participated in the 2018 public scholarship ALC and the two-day Op-Ed Workshop. Eri was thus ready for the moment when the story broke about her team's discovery of lead contamination in Atlanta's West End, *and* she was able to make a pivot from that topic to other topics – the Paris Climate accord, air pollution levels during COVID, and more.

**Bernard Fraga** (political science) received a Public Scholarship Advancement Fund grant to help him professionalize his website to serve as a public-facing resource that highlights both recent research and media appearances. Bernard needed a website that met the moment. His request came in conjunction with his participation in various public-facing efforts coordinated by media relations, related to the 2020 U.S. elections, including televised and streamed appearances on local, national, and international media, as well as several op-eds in published outlets including the *New York Times* and *Washington Post*.

#### Up-and-Coming Public Scholars

**Kylie Smith** (nursing, history): Public Scholars Institute. Her forthcoming book on “Jim Crow in the Asylum,” on race and mental health institutions in the US, is already getting a lot of attention and it isn't due out until next year. In addition to writing a *Washington Post* Op-Ed, Kylie has been interviewed for multiple history podcasts.

**Dianne Stewart** (religion and African American studies): Public Scholarship Advancement Fund, Op Ed Workshop. She is an emerging voice on Black women, love, and marriage, with appearances on *Marketplace* and other broadcast media and an Op Ed in the *Washington Post*.

**Jen Heemstra** (chemistry): Public Scholars Institute. Jen leveraged her Twitter presence to establish a niche in academic career advice for scientists in particular. She is frequently interviewed in media and has a regular advice column.

**Joel Zivot** (anesthesiology): Public Scholars Institute. Joel was looking for ways to sharpen his message about the death penalty and the drugs used for lethal injection. His work has been featured in *New York Times* and on NPR.

#### AY 2021-22 Activities in Support of Public Scholarship

Spring 2021: We will once again offer the Public Scholars Institute, which this time will culminate with a half-day **Dad's Garage Theater Workshop**, using theater techniques to help faculty learn to speak compellingly about research to non-expert/non-academic audiences.

Spring ~~2020-2021~~ 2022: Two-day **Alan Alda Center for Communicating Science Workshop**, using improvisational techniques to help scientists talk about their work with a variety of different constituencies.

## 8. Spring 2019 External Review update, two years later

In April 2019 the CFDE underwent an external review, followed by a recommendations memo from the Office of the Provost (August 26, 2019). Subsequently we had two changes of Provost, a pandemic, and related budgetary turmoil. Nonetheless, in the 2019-20 academic year we made significant progress on several of the recommendations (Coursera, Emory Conference Center Subvention Fund, Academic Leadership Program, etc.), which was discussed in last year's CFDE Annual Report. This year, we reprise some of the recommendations which are still open items. Quoted material below is from the August 26, 2019, memo.

**Teaching Mini-Grants program:** This summer there are ongoing discussions between Vice Provost Tim Holbrook and the relevant school deans. As of July 12, nothing has been decided, but it looks promising that the schools can take this on for Fall 2021.

**Support for STEM faculty pedagogy:** "There is a need to invest more in supporting modern and innovative pedagogies for STEM areas." We drafted a job description for this position in December 2019, and it would be straightforward to revive that if the budget allows. We see this as an important priority. It has become a bit more pressing with Donna Troka's shifted focus now that she is the Director of Diversity and Inclusive Pedagogy, which reduces her availability to work on teaching and pedagogy. While this shift has been the right decision regarding CFDE priorities, it does mean there's plenty more we could be doing to support faculty in teaching and pedagogy if we could hire a new person.

**Additional 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." The existing resources were documented, and we were given a green light to draft a job description in December 2019. Due to the pandemic this did not get posted. We also held a very successful "Grant-Seekers Institute" in Spring 2021 which we anticipate offering again in Fall 2021, so we have been working on reshaping our support for Research and Scholarship within the current CFDE resource constraints. That said, there is have plenty more we could do with another person in this area.

**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. To the positive, we have consolidated many university-wide resources related to teaching on our website under the "Flexible Teaching Toolkit," and we recently invested in a Trumba "publisher" account for the CFDE. It is conceivable that part of that Toolkit webpage could include a common faculty development calendar.

**Increasing grant size for Fund for Innovative Teaching (FIT):** These grants were increased to \$5000 starting Fall 2019. For 2021-22 we are funding seven FIT grants, only two of which asked for the full \$5000. 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. Currently we don't see this as a top priority, although it's still worth consideration. The idea behind expanding the budget was to allow for projects with a bigger scope: "Larger grants may attract more faculty and more substantial proposals." If we can find the bandwidth for this – perhaps by hiring a new person to focus on Teaching and Pedagogy as per the above recommendation – then we could follow the August 26, 2019, memo recommendation to "collaborate with associate deans for faculty and others charged with faculty development in the schools to generate a proposal for a revised program that would provide awards at higher amounts."

**Expand the CFDE Teaching Fellows Program:** This program was suspended during the initial stage of the pandemic but restarted with a new cohort of Fellows selected for Spring 2021 – Spring 2022. It's unclear how we can expand this program without more staff, especially with Donna Troka spending more time working on Diversity and Inclusive Pedagogy initiatives. On the other hand, one suggestion made by Provost Bellamkonda was to consider a cohort of Inclusive Pedagogy Fellows, which is a great idea and fits with Donna's current focus.

**Overall staffing changes:** 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 (both in early spring 2020), and then the pandemic and associated budgetary uncertainty, our staff size has remained constant.



## Appendix: Demographic School by School Snapshots of CFDE Engagement

### Emory College of Arts and Sciences

Total unique people interacting with the CFDE: 350 (27% of our total)

- 46 Assistant professors
- 62 Associate professors
- 73 Full professors
- 28 Lecturers
- 29 Senior lecturers
- 12 Professors of Pedagogy / Practice / Performance
- 17 other faculty (adjunct, visiting, emeritus)
- 18 instructors
- 23 undergraduates, through CFDE's Engaged Learning Program
- 42 other (staff, administrators, ECAS-affiliated postdoctoral researchers)

This total does not include graduate students who are affiliated with ECAS departments. In the numbers above, the 181 tenure-track faculty represent 41% of the total tenure-track faculty in ECAS, and the 69 lecture-track faculty represent 50% of their total.<sup>3</sup> These numbers are larger than last year, in part due to large interest in our Summer 2020 webinars on in-person teaching plans for Fall 2020 (147 ECAS-affiliated people attended one of those webinars).

We examined the faculty breakdown by division<sup>4</sup>:

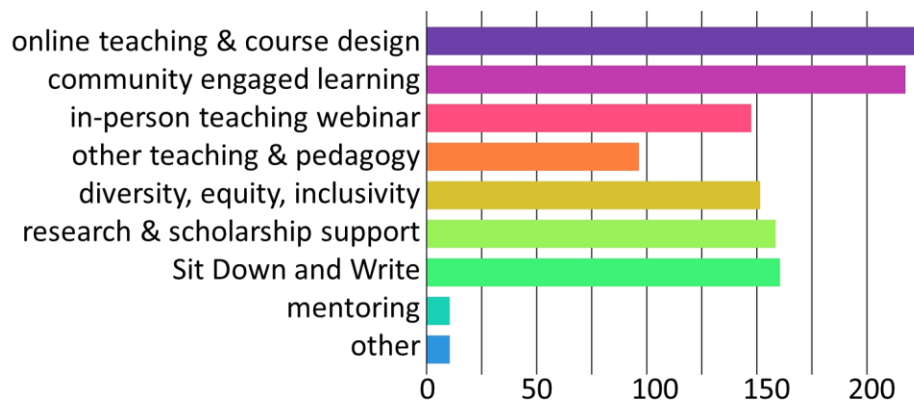
- 106 humanities faculty, which is 45% of the total humanities faculty
- 57 natural sciences faculty, which is 37% of the total natural science faculty
- 87 social sciences faculty, which is 45% of the total social sciences faculty
- 250 faculty total, which is 43% of the total regular, full-time ECAS faculty

This year we erased the prior differences between divisions. Over 2018-2020, social sciences had significantly lower participation than the other divisions. (For 2018-19 the percentages were 39%, 29%, and 18% [Hum, NS, SS]. For 2019-20 the percentages were 39%, 31%, and 24%.) We're happy to see these numbers up. This year there were no obvious differences in which programs were engaged in by which divisions. Overall, we had 1024 ECAS contacts total for 2020-21, split between the following areas:

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<sup>3</sup> Data on numbers of TT and LT faculty provided by Lane DeNicola.

<sup>4</sup> 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.



Sit Down and Write is a bi-weekly activity (held on Facebook this past year). 13 ECAS people attended at least five times this past year.

Our DEI work in ECAS included seven separate webinars/meetings with different ECAS groups, at their request. We did not track attendance at those meetings so those are not included in our count of unique ECAS persons above.

Also not part of our demographics details above, but part of our ECAS involvement:

- Eric was on the panel of an August 17, 2020 ECAS webinar for instructors who were teaching in-person in Fall 2020.
- Eric is a member of the ECAS Working Group on Teaching Evaluation
- Eric gave a presentation to the LTF group on CFDE funding programs (April 2021)

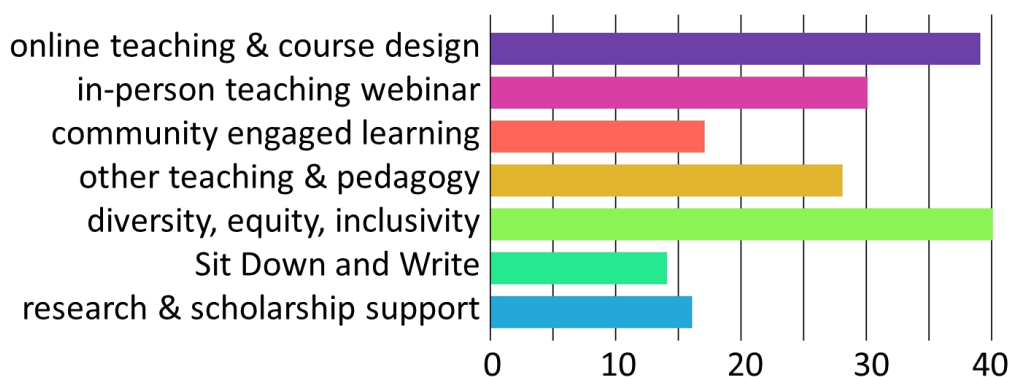
## Oxford College

Total unique people interacting with the CFDE: 71

- 17 Assistant professors
- 12 Associate professors
- 3 Full professors
- 8 Lecturers / Senior lecturers
- 1 Professor of Pedagogy
- 11 Other teachers (instructors, visiting faculty)
- 19 Other (staff, librarians, administrators)

Of the 41 regular faculty, this is 49% of the total Oxford faculty.

Areas of interaction with CFDE along with number of participants:



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. The DEI numbers are from an anti-racism allyship discussion led by Donna Troka for Oxford College faculty. We do not have a record of who attended that discussion, so those numbers are not reflected in the “unique people” count above.

Nell Hodgson Woodruff School of Nursing

Total unique people interacting with the CFDE: 81

31 Assistant professors

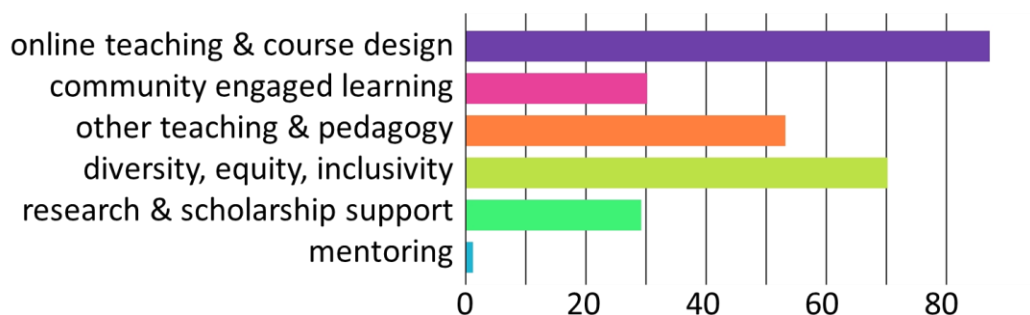
11 Associate professors

7 Professors

19 Instructors

13 other (staff, administrators)

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



As usual, online teaching & pedagogy is the most popular category for SON folks, although this year the attendance at those events was dramatically higher across Emory due to the pandemic. The DEI work was two seminars presented specifically to SON faculty by Donna Troka in Fall 2020. We did not track attendance at those meetings so those are not included in our count of unique persons above.

## Rollins School of Public Health

Total unique people interacting with the CFDE: 108

23 assistant professors

24 associate professors

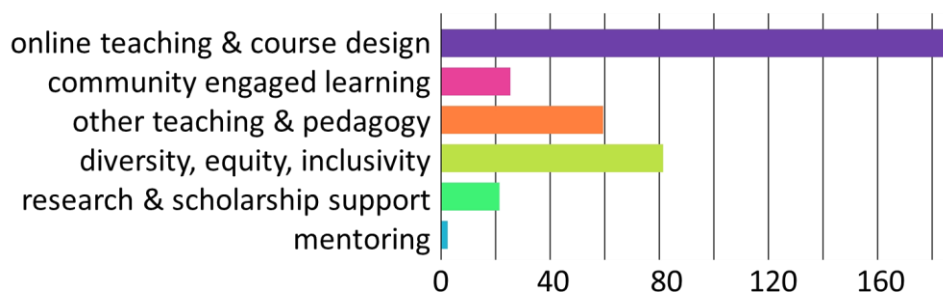
15 full professors

17 adjunct faculty

5 instructors

24 other (staff, administrators, postdoctoral researchers)

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



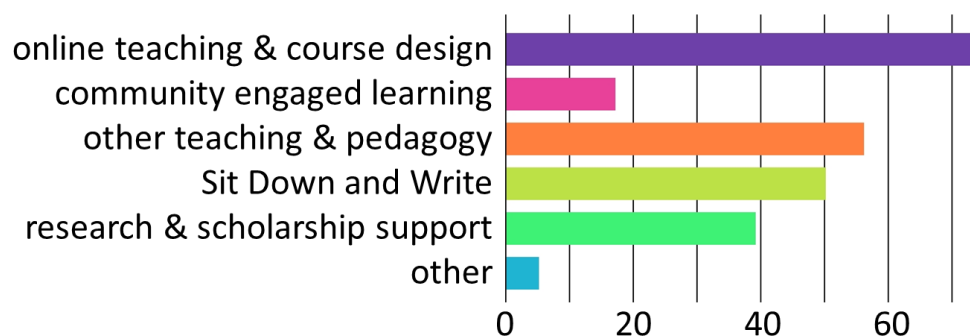
The DEI work was four separate webinars with RSPH departments and groups, at their request. We do not have a record of who attended so they are not counted in the unique persons count above.

## School of Medicine

Total unique people interacting with the CFDE: 124

- 28 Assistant professors
- 25 Associate professors
- 24 Full professors
- 8 Instructors
- 14 Postdoctoral researchers
- 25 Other (staff, administrators)

The bar chart shows the proportion (and number) of SOM participants in various CFDE activities.



Sit Down and Write met bi-weekly on Facebook last year, to encourage people to form regular writing habits. The 50 counts for Sit Down and Write are divided between five people who attended regularly.

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



### Candler School of Theology

Total unique people interacting with the CFDE: 20

15 faculty

5 other (staff, administrators)

The Candler School of Theology engagement with the CFDE was in the areas of research and scholarship (111 contacts, 78 of which were the ongoing engagement of J. Ayers and E. Ott Marshall with the “Sit Down and Write” program), and teaching and pedagogy (40 contacts, including online education and community engaged pedagogy).

## Goizueta Business School

Total unique people interacting with the CFDE: 42 (2.9% of our total)

- 25 faculty

- 17 staff, administrators

This is more than double last year's number of faculty (12). Much of the increase was related to our support of online teaching and in-person teaching under pandemic conditions.

We had 70 "contacts" with GBS people this past year, in the following categories:

- 18 – online teaching & course design

- 13 – community engaged learning

- 25 – attended webinar on in-person teaching for Fall 2020

- 12 – other teaching and pedagogy

- 3 – other

## School of Law

Total unique people interacting with the CFDE: 31. Of these 15 were regular faculty, and the others were staff and adjunct faculty.

These people interacted with a wide variety of CFDE programs:

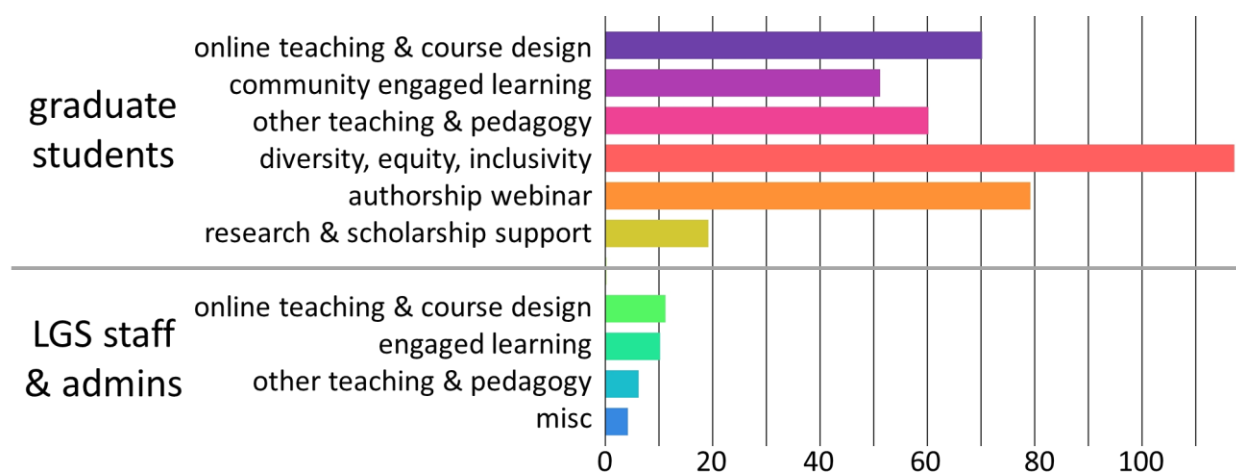
- Online pedagogy & course design (17)
- Community engaged learning (4)
- Other teaching & pedagogy support (22)
- Research & Scholarship support (16)
- Other support (2)

In addition to the above listed people and programming, on April 21, 2021 Donna Troka facilitated a workshop on Anti-Racist Pedagogy for the Law School, with about 30 people attending. We do not have a record of who attended so they are not counted in the unique persons count above.

## Laney Graduate School

Total unique graduate students interacting with the CFDE: 207, not counting TATTO or DEI programming.

In the past we hadn't offered services specifically for graduate students, other than Donna Troka's steadfast support for the TATTO program. However, our engagement has been increasing, in part because when Liesl Wuest joined the CFDE in Spring 2020, an explicit part of her job description was a goal to spend up to a third of her time working with the LGS. Both Donna and Liesl helped with the August 2020 TATTO program. Additionally, graduate students are welcome at many of our events. This past year we counted 427 different times we interacted with graduate students and LGS staff, not counting our involvement with TATTO. The interactions were in the categories shown below; we have broken this out by students and others affiliated with LGS:



The authorship webinar was a Jones Program on Ethics webinar given by Eric Weeks. The description of this webinar was:

In many fields of scholarship, one writes articles with multiple authors. This requires determining who should be a co-author and the proper order to list the authors. This presentation will discuss the ethical questions about assigning credit, and how to resolve authorship disputes and dilemmas.

The DEI programming was 5 separate events, typically webinars or meetings with groups that had requested specific DEI programming from Donna Troka. We do not have a record of who attended these events, so they are not counted in the unique persons count above.

### Other CFDE Contacts

We had an additional 341 contacts with 118 unique Emory staff and administrators who are not directly affiliated with a particular school of Emory. Some prominent categories of people include

- 42 Librarians. Their interests were evenly distributed between online teaching and pedagogy, in-person teaching information, and community engaged learning.
- 12 Campus Life staff. Not surprisingly, much of their interest was in Community Engaged Learning.

We also engaged with 153 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  $118 + 153 = 271$  unique people account for 21% of the people who engaged with the CFDE this past year.

Not counted in the above numbers are several events related to diversity, equity, and inclusivity, for which we have attendance counts but not a record of who was there. Between five events we had 167 attendees. For example, Donna Troka led an "Emory Community Conversation" on Unconscious Bias for ~100 Emory alumni. These five events were not directly affiliated with any particular school of Emory, which is why they are listed on this page of the demographics information.