

2021–22 Annual Report of the Center for Faculty Development and Excellence

Allison Adams, Director of Research & Scholarly Writing

Clarissa Blackmon, Senior Program Coordinator

Emmy Corey, 2021-22 Dean's Teaching Fellow

Jareka Dellenbaugh-Dempsey, Graduate Assistant, Engaged Learning

Kelly Duquette, Graduate Assistant Editor

Vialla Hartfield-Méndez, Director of Engaged Learning

Alicia Lane, Graduate Assistant, Learning Design and Technology

Savannah Post, Graduate Assistant, Learning Design and Technology

Donna Troka, Director of Diversity & Inclusive Pedagogy

Eric R. Weeks, Director

Liesl Wuest, Associate Director of Learning Design & Technology

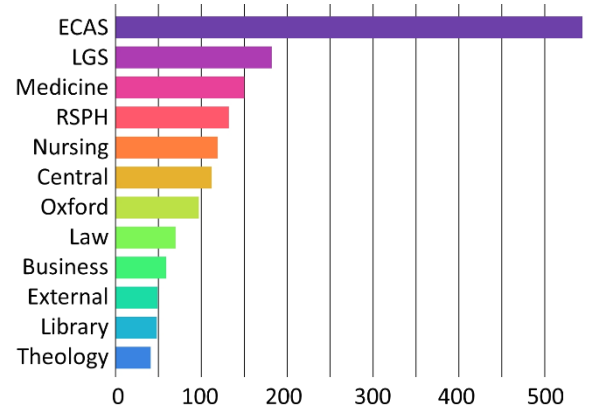
1. Introduction

This report contains 11 sections, plus two appendices. It aims to present a summary of what was new and particularly impactful in the scope of CFDE activities in 2021-22, rather than a comprehensive review of all the center's endeavors. Section 2 offers a demographic overview of the faculty we have served during this past year. Sections 3 and 4 offer a look at the changing environmental conditions of our work supporting faculty in all of their efforts. Sections 5 through 9 feature five significant new initiatives in the CFDE this past year. Section 10 discusses a multi-year shift in our programming focus from "online education" to "learning design and technology," and section 11 previews new activities planned for 2022-23. Finally, the appendix starting on page 12 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.

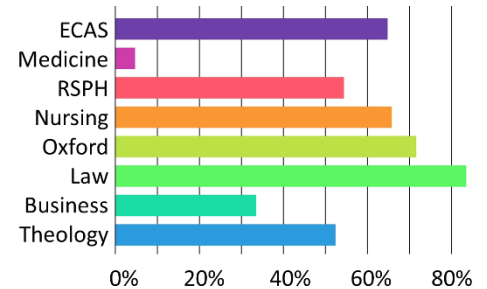
2. Demographic Data Across the University

Each year the CFDE tracks who we engage with: people attending our events, teaching consultation requests, etc. Many people interact with us in multiple ways, so we analyzed the data to identify the unique users: this figure totals 1,591 people between June 7, 2021, and June 6, 2022, a 21% increase over last year.

That number includes 805 regular, full-time faculty; 161 graduate students; and 128 adjunct faculty, emeriti faculty, and instructors. Others include administrators, staff, and postdoctoral scholars. The number of unique users has been rising dramatically; we are engaging 87% more people now as compared to 2018-19. Much of this increase is due to our support for pandemic-related teaching (online courses, classroom safety). For example, more than 800 people registered for our August 17, 2021, webinar on classroom safety. The affiliation of our users is shown in the top bar chart. Here, each school includes faculty, students, staff, and administrators. “LGS” is almost entirely graduate students. “Central” includes administrators and staff not affiliated with a particular school (e.g., Campus Life).



Some of those bars are longer because of differences in school size. The graph at right shows the percentage of full-time faculty in each school who engaged with CFDE. Thus, while Oxford ranks 7th on our chart of unique users, it ranks 2nd as far as percentage of faculty engaging with the CFDE. Participation from the Law School is unusually high this year, as the CFDE led an inclusive pedagogy discussion at one of their faculty meetings.



The charts only include faculty engaged through our general programming for which we could track attendance. We did not track individual people for some of our diversity, equity, and inclusivity programming. Additionally, we have several online resources on our website that reach a large audience, such as the Teaching Toolkit and our FAQs about teaching during the pandemic. From July 18, 2021, until July 17, 2022, the Toolkit had 1,749 unique pageviews, and the Fall 2021 FAQ had 2,823 unique pageviews.

Note also that the data on this page relate to *unique* users; many people participated in multiple CFDE programs. In the appendix, we also provide numbers for *contacts*, which counts each time someone engages with the CFDE and thus has higher numbers. For example, Nursing had 119 unique users who interacted with us and 317 contacts.

3. The New Normal: Hybrid Programming

During the first phase of the pandemic in 2020 and 2021, the CFDE shifted most of its programming to remote models. In 2021-22, as “hybrid” work conditions became increasingly the norm universally, so did “hybrid” conditions for CFDE programs. With few exceptions, we now offer a remote option for our in-person programs as the standard. For example, we are offering our August 2022 Summer Teaching Intensive both in-person and via Zoom. Of the 36 people who have RSVP’d to date, roughly 60% are opting for Zoom rather than in-person. Intriguingly, some people are opting for a mixture: they plan to attend some sessions in-person and some sessions via Zoom.

We have additionally reconfigured the CFDE’s physical space in Woodruff Library to accommodate this model by creating a small gathering space for those who would like to attend our programs in person, including a webcam and large monitor to include those participating via Zoom. There’s now room for up to 20 participants in the CFDE space.

4. The New Abnormal: Burnout

Many of us in the CFDE who work closely every day with faculty have observed that burnout has significantly affected our efforts in 2021-22. The unpredictability of COVID; pivots to online teaching, then back to in-person teaching, then back to online, then back to in-person again; the stress of parenting in the midst of that unpredictability; working on a university campus under the increasing threat of random gun violence; undermined reproductive rights and health; the uncertainty and impact of the war in Ukraine; continuing concerns about serious diversity, equity, and inclusion issues in our midst — all of these stresses have exacerbated concerns about the purpose of higher education to the point of existential crisis. This “new abnormal” has made teaching harder. It has made engagement with students harder. It has made it harder to sustain a program of research and a productive writing practice – not to mention a healthy work-life balance.

Indeed, much has been made recently in higher education media not only of [student disaffection](#) but also [faculty disengagement from their work in academe](#), as well as [faculty leaving even tenured positions in higher education](#) as part of the larger “great resignation” trend in the U.S. As two writers in a *Chronicle* opinion piece in early 2022 put it,

[Faculty] are withdrawing from certain aspects of the job or, on a more emotional level, from the institution itself. Faculty members are not walking away in droves, but they are waving goodbye to norms and systems that prevailed in the past. They are still teaching their courses, supporting students, and trying to keep up with basic tasks. But connections to the institution have been frayed. The work is getting done, but there isn’t much spark to it.

No doubt this burnout results in large part from the sheer exhaustion of the past 2 ½ years of living and working through a pandemic. But to some degree, the pandemic masks the fact that many faculty (and staff, for that matter) were working in ways and at a pace that was not sustainable *before* March 2020.

The CFDE has begun some small efforts to try to address these phenomena and to counteract the burnout. For example,

- **Faculty Writing Retreats:** Launched in Summer 2021 as part of the Office of the Provost’s pandemic impact mitigation efforts; now will be offered as a part of the CFDE’s regular programming (see Section 5, below).
- **“Parenting While Professoring”:** The CFDE and the Emory [Caregiver Support Program in the Work-Life Resource Center](#) teamed up to provide a [“hybrid” menu of support](#) for faculty parents of young children, including an online support group, an in-person walking group, and a Facebook discussion group (see Section 7, below).
- **New “mini grant” feature for writing groups:** Beginning in Fall 2022, using reallocated funds, writing groups may apply for modest grants to support their endeavors as a community of writers, such as a “do-it-yourself” day-long writing retreat or childcare for writing group sessions.
- **Discussions on “humanized learning”** or how faculty can navigate flexibility, caring, and accountability during the continued challenges of living through a pandemic and national and global political tumult.
- **Discussions of what “rigor” means** across campus and how our definitions of rigor in a teaching context may shift as we continue to work through the ongoing pandemic.
- **Discussions about rethinking grading**, including upgrading, labor-based grading, and specifications grading.
- **“Teaching Table” lunches:** We hosted two informal lunches during which faculty could discuss teaching; much of the discussion was around teaching-related stresses. For example, one humanities professor commented that it was reassuring to hear that STEM faculty were having similar stressful experiences with teaching this past year.

We are also grateful for a recent conversation between CFDE director Eric Weeks and Provost Bellamkonda on broader actions that might relieve some of the pressure on faculty and enable them to reconnect with the passion that drew them to this work to begin with. We shared with the provost a list of ideas developed in the past 6 to 8 months in talking with faculty about what would help them with productivity (see Appendix 1). We hope that the CFDE can continue as a catalyst to help faculty through this particularly challenging passage.

Finally, as part of his service on the advisory board for the Faculty-Staff Assistance Program (FSAP), this past year Eric was on a subcommittee that was focused on outreach to faculty and helped brainstorm potential new FSAP programming aimed at faculty as well as ways to connect more faculty with the FSAP. Much of this subcommittee’s discussions focused on the topic of faculty burnout.

5. New in 2021-22: Faculty Writing Retreats

In March 2021, the Office of the Provost announced a set of measures intended to mitigate the major difficulties facing faculty across the university resulting from the pandemic. These measures included writing retreats, to be sponsored by the Office of the Provost to aid faculty as they jump start (or restart) their scholarship during and

after the pandemic. The retreats were organized and facilitated by Allison Adams, director of scholarly writing and research in the CFDE.

The first retreat was 3 nights/four days in early August, at the Dahlenega Spa Resort, about a 1.5 hour drive northeast from the Emory campus. Based on the initial response to the provost's announcement in March, we anticipated low interest and planned for 12 participants. After the announcement began to circulate, however, it quickly became clear that we needed to expand the size of the group, so we more than doubled it to 25.

The structure of the retreat was flexible to allow participants to "take what they need" from the four days: long stretches of writing/focus/deep concentration time and little else; work with a writing coach to develop a sustainable and productive writing practice; or focus on building a community of faculty writers and establish a writing group. Allison also offered her workshop on "building a sustainable writing practice" that she has conducted both at Emory and on other campuses around the country since 2016. The group ate all meals together, and participants were encouraged not to sequester themselves in their rooms to write, but to situate their workspaces within the community of writers they had joined for these days.

The second retreat took place over fall break, 2 nights/3 days at the same location. Due to concerns about the Delta variant of COVID, the group ended up being slightly smaller. The structure of the retreat was very similar.

Survey respondents after both retreats have overwhelmingly said the experience jump-started their productivity, that it influenced their plans and intentions for their writing practice going forward, and that they would absolutely recommend it to colleagues. Nearly a year after the first retreat, we are also beginning to see outcomes directly related to faculty productivity. For example, we learned recently that one participant from the School of Public Health was awarded both grants he was drafting during the retreat, and another from the School of Medicine has landed a contract for the book he was working on. Further, the retreats have had a phenomenal impact on participants' writing practices beyond the retreat. A key aspect of that success is connecting with a vibrant intellectual community, consistently one of the top benefits participants cite:

"Building a writing community with colleagues from other parts of the university; discussing writing as its own form of 'retreat' from the grind of the job and the past year; talking to peers about their projects, their writing struggles and their ways to overcome those. The time and quiet to write and the energy of being with colleagues with the same aim."

Beginning in 2022-23, these retreats will become a regular part of CFDE programming for faculty. Our aim is to offer four retreats per year in a variety of formats and locations, to accommodate varying faculty needs and circumstances (for instance, faculty with children at home may prefer the two-day nonresidential model closer to home).

6. New teaching support in 2021-22

Support for teaching and pedagogy has always been a top priority for the CFDE. Typically, this support includes seminars on a variety of teaching topics as well as one-on-one teaching consultations. New topics in teaching

and learning workshops this year included designing and developing rubrics, a series on the science of learning featuring expert faculty members, inclusive assessment practices/rethinking grading, and student engagement. In addition to our seminars and consultations, the CFDE introduced several new teaching-related supports over the past year or two:

- **FAQs:** In Fall 2020 we created a webpage for Frequently Asked Questions about teaching, motivated by the large number of questions related to classroom safety during the pandemic and a similar number of questions about online courses. Each semester since, we update the FAQs as the conditions change. New questions this year related to the January 2022 shift to remote learning and visa status for international students; updates related to the omicron COVID variant; and the lifting of physical distancing requirements. This summer we'll update the FAQ for Fall 2022 teaching (we've already received some suggested FAQs from Amir St. Clair).
- **Teaching Toolkit Update:**
 - New resources this year included a syllabus template and language, information on universal design for learning, additional content on rubrics and grading, and easy-to-access infographics on a variety of topics.
 - We sent out an annual survey this spring to all identified instructional designers, educational technologists, and program developers to collect feedback on the Toolkit, and we received 19/70 responses. The feedback was overwhelmingly positive, and people indicated that they used many of the resources on the website. One take-away was that there is a lot of great information there, but we need to continue to promote it and increase awareness about this resource. Steps we've taken this year to increase awareness are sponsoring a promotional fair last fall, running a series of pre-semester workshops last January, and mailing postcard calendars to all faculty (except medical school faculty) in January. We will continue to work with the CFDE advisory board to identify additional pathways for promotion.
- **Teaching Table Lunches:** At the suggestion of a faculty member, we have hosted two informal discussions around teaching during the lunch hour and invited all faculty to attend to meet and talk with other faculty. We hosted one lunch in April with 15 attendees, and one lunch in May with 12 attendees. The attendees were very engaged in the discussion, including several faculty members who came to both lunches. We will continue to offer these monthly get-togethers when the fall semester begins.
- **Designated pronoun webpage:** In Summer 2022, Emory is upgrading OPUS so that students can indicate their pronouns and have this information appear on course rosters. We have created [a webpage to teach faculty](#) how to find this information and more importantly, how to use pronouns properly now that this information is available. That is, we are supporting inclusive teaching (as we have done in the past), with a particular focus on this new tool. We are also working with the Emory College Language Center to develop similar resources for faculty who teach in languages other than English.
- **Webinars:** We presented four webinars this year focusing on teaching during the pandemic. These sessions specifically addressed faculty concerns about COVID safety in the classroom and the January 2022 pivot to remote teaching for the first few weeks of the spring semester. There were a total of 1,058 participants split among the four webinars.

7. New in 2021-22: Support for Faculty Parents of Young Children

In the spring 2022 semester, it was becoming increasingly apparent that faculty who are parents of young children were struggling to maintain a sustainable writing practice. During the first year of the pandemic, this group broadly [reported a disproportionate loss of research time](#) – the effects of which we have yet to fully grasp. Their challenges did not abate with lower rates of COVID infection, however. And the experiences of Emory faculty were right in line with those of [faculty parents nationwide](#). As one author of a review essay in the *Chronicle of Higher Education* wrote in April 2022,

As everyone over the age of 5 became eligible for vaccination, our institutions moved on. Mask mandates and other protections slowly eroded. Those of us with children who either are too young to be vaccinated or are immunocompromised were left behind, our obstacles unseen by all except those in the same tenuous position. And given who we are — mostly women and junior faculty members, a more diverse group than our tenured colleagues — this failure will have implications for the future of academe.

Beyond questions of scholarly productivity, however, faculty parents – especially those who became parents *during* the pandemic – have reported continued struggles with the impacts of lockdown and isolation. The close support networks that parents of young children might depend on with friends and colleagues who share or have shared their experiences have been difficult to come by.

Beginning in April, The [Center for Faculty Development and Excellence](#) partnered with the Emory [Caregiver Support Program in the Work-Life Resource Center](#) to try to address that support gap. We developed a “hybrid” menu of programs for faculty parents of young children. The menu features a Zoom-based monthly support group, a monthly in-person campus walking group, and a new Facebook support group for Emory faculty parents. The CFDE also maintains [a web page](#) with links to other resources, including Emory Work-Life Resources for Children and Family, a National Center for Faculty Development and Diversity multi-session webinar course on “Parenting and Productivity,” and a long list of additional local social media groups aimed at parents of young children.

8. New in ~~2019-20~~ ~~2020-21~~ 2021-22: Alan Alda Workshop on Science Communication

In 2019-20, we selected a cohort of 16 STEM faculty to participate in a two-day Alan Alda Center for Communicating Science Workshop, scheduled for May 2020. It’s an experience that only works in person, since it involves using improvisational theater techniques to help scientists talk about their work to various types of non-expert audiences. After postponements in 2020 and again in 2021, we finally were able to host the workshop in May 2022. The post-workshop assessments were very positive, and we hope to bring the experience back to Emory for another cohort of faculty in 3 or 4 years.

9. New in 2021-22: Growing Reach of Diversity, Equity, and Inclusion (DEI)

In addition to continuing discussions on humanized learning, empathy, and flexibility in teaching; microaggressions; anti-racist teaching; and decolonizing the curriculum, this year also brought discussions of how to navigate difficult conversations, how to implement microinterventions (in reaction to microaggressions), and gender diversity.

Continued discussions on gender diversity motivated us to pull together the research we had been presenting across campus into a resource toolkit that [has its own webpage](#) as well as being included in our Inclusive Pedagogy Handbook. We also partnered with the Counseling and Psychological Services on the Atlanta and Oxford campuses to discuss student mental health in a session titled “Between Therapy and the Classroom.” Finally, this year we saw an increase in requests for DEI work that were specific to schools or departments (Navigating Difficult Conversations in Law; Inclusive Pedagogy in Business). These requests helped us to build out our general DEI and Inclusive Pedagogy resources to include how this work plays out specifically in various fields and schools.

Beyond the CFDE offerings focused specifically on DEI resources, we also offered a session to explore the intersection of community-engaged learning and questions of diversity, equity, and inclusion. Elements of this session were also presented in two CFDE-supported workshops: EITS – Empowering Interdisciplinary Teaching and Scholarship (for graduate students) and LINC – Learning through Inclusive Collaboration (for faculty), both offered through the Institute for the Liberal Arts in Emory College.

10. Completing the CFDE transition from “online education” to “learning design and technology”

In December 2019 Stephanie Parisi, Associate Director of Online Education, left the CFDE, and Liesl Wuest joined as the Associate Director of Learning Design & Technology. Stephanie’s focus was nearly entirely on online courses, for example, support for Coursera. When Liesl joined the CFDE, it was unclear exactly how her work scope would evolve – especially as support for pandemic-related remote learning took an immediate priority so quickly after Liesl’s start. Now that Liesl has been part of the CFDE for two and a half years and Emory’s classes are back in-person, it’s easier to see how our programming has shifted away from Stephanie’s focus on online teaching.

In her position in the CFDE, Liesl works to broaden online learning training and support to encompass learning design and technology holistically. Support for remote learning in 2020/21 took immediate priority, but as faculty returned to the classroom, Liesl provided ways for faculty to bring what they learned in their training on remote teaching back into the classroom to continue to foster an active, inclusive learning environment.

The primary way that Liesl is working to expand learning design and technology support to all faculty is by providing a variety of pathways for faculty to identify where learning design principles connect to their teaching work. Such connections can emerge through the use of educational technology tools like Canvas, PollEverywhere, or Zoom; course design and development workshops; best practices in teaching and pedagogy; faculty development programming; or curricular/departmental program development projects. Learning design extends beyond the CFDE, and Liesl also helps faculty connect with other central resources that provide learning and instructional design support with a variety of experts like Teaching and Learning Technologies in Academic Technologies, and the Emory Center for Digital Scholarship. Emory's Teaching Toolkit evolved out of such collaborations and is a repository of resources for teaching and learning that span the CFDE, Teaching and Learning Technologies, the Libraries, Accessibility Services, and more.

The most notable programs that are no longer a part of the CFDE with this transition are Coursera, now in Emory Continuing Education (which is appropriate since the target audience of the MOOCs is outside of Emory) and the 4-module online course Emory Foundations for Online Teaching (EFOT). Many of the topics that were covered in EFOT are now found in other resources in the spectrum of support (educational technology, course development, teaching, and learning). Emory College continues to run their own version of EFOT, ECOT, for College faculty, and ECDS runs a version of EFOT for graduate students that the CFDE provides support to as needed.

To date, this change in approach to learning design and technology support has proven to be effective in bringing graduate students, post-docs, and faculty from a variety of disciplines with disparate teaching and learning needs into workshops and trainings where they can learn from one another as they hone their skills in effective teaching and learning practices.

11. New activities planned for 2022-23

- **DEI faculty fellows:** this is a pilot program to support and develop faculty who want to build competencies in Diversity, Equity, and Inclusion and apply those competencies in the classroom, lab, and/or clinical settings.
- We are considering hosting a **teaching celebration event** at the end of the spring 2023 semester, analogous to how the Feast of Words celebrates scholarship.
- **Return of University Courses:** We have not organized University Courses the past two years due to the pandemic, but we're excited to bring them back for 2022-23. In Fall 2022, we will host "Pandemic Reflections" with Jodie Guest (Public Health). In Spring 2023 we plan two University Courses: "Immoral Medicine" with Jonathan Crane (Center for Ethics), and "Ethics in Literature: Representing Responsibility and Care" with Laura Otis (Emory College) and Paul Wolpe (Center for Ethics).
- Return of **University Partner Learning Communities**, within the Engaged Learning program. These are learning communities that include faculty, staff/administrators, students (undergraduate and graduate/professional school), and community partner representatives, organized usually in a particular geography in the Atlanta metro area, with the purpose of creating community-based learning and

research opportunities that are guided by partner needs. The UPLC model was in place before the pandemic and in its new proposed format will be a collaborative effort with the new assistant vice president for university partnerships (that is, the person replacing Alan Anderson).

- **Return of Academic Learning Communities (ALCs):** These programs were on hold for 2021-22 due to our limited bandwidth. In Fall 2022 we will host “Models of Science Lab Instruction” with Doug Mulford (Emory College), “Mental Health and Well Being” with Susan Gagliardi (Emory College), and “Data Driven DEI” with Nosayba El-Sayed (Emory College) and Dorian Arnold (Emory College). In Spring 2023, we will host “Ethics and Community Engagement” with Kt Leuschen (Emory College) and “Health Inequity” with Corinne Abraham (Nursing), Bethany Robertson (Nursing), and Nate Spell (Medicine).
- **Learning Design Lab:** The CFDE is piloting a new consultancy that focuses on supporting departments/programs as they redesign high-enrollment courses or curriculums. We will focus on student-centered needs like transparency, engagement, equitable assessment, and accessibility. We will also partner with faculty who are offering interdisciplinary courses with multiple instructors.
- **Return of in-person Feast of Words:** In December 2022, pandemic conditions permitting, we are planning on returning to an in-person event to celebrate the Feast of Words to honor faculty books published in the previous year. For the past two years, in lieu of the reception, we have produced a video to celebrate the honorees. This year’s event will incorporate that video into the festivities. And in partnership with the Emory Libraries, we will also shine a spotlight on the subject librarians who have played an important part of the research behind the books published. The library also has plans for a joint exhibit based on some of the books featured in the Feast of Words.

Appendices

Appendix 1: Ideas suggested to Provost Bellamkonda on “Helping faculty become happier and more productive”

Submitted May 2022 in response to provost’s request

What follows is a list of ideas that have come up in the past 6 to 8 months in talking with faculty about what would help them with productivity.

1. **Course Releases.** This is a consistent message from faculty in ECAS, at Oxford, and in Candler: they want more time to write, think, and research. Course releases to allow faculty to devote more time to their research would be impactful. This should include tenure-track and lecture-track faculty. As we discussed on Wednesday, ECAS has an associate professor completion leave to allow someone to make a research push to get them promoted to full; this is the sort of idea that should be extended more widely.

Faculty in soft money fields (public health, medicine, *etc.*) have said that financial support to help offset course buyouts would be meaningful. This might look like gap funding for course buyouts as someone writes the next external grant. For example, if that’s a 20% income loss, even 10% to help cover that buyout would make a difference.

Which reminds us, what is the status of the postdoctoral program and the TA’s that were part of the pandemic mitigation plan in March 2021? (“Deans of schools and colleges with intensive classroom teaching obligations may request resources to support hiring postdoctoral fellows to provide additional teaching resources that can be used to reassign faculty time from teaching to research. Postdoctoral fellows may also provide research support that can enhance faculty research productivity. The university will support up to 14 postdoctoral positions each year, beginning in 2021. The Office of the Provost is working with deans’ offices to implement this program.”) As teaching demands grow in certain programs, it seems like resources such as these will become increasingly needful.

2. **Fewer service requirements.** We have heard repeatedly that the 40% teaching 40% research 20% service balance does not reflect the current reality: women and faculty of color are doing well more than 20% service, and don’t feel empowered to say “no.” (This phenomenon has been discussed by the COACHE steering committee.)
3. **Childcare, childcare, childcare.** This solution comes up in several contexts.
 - a. Travel. Some faculty have said they would appreciate support for bringing children and caregivers along on working trips, including conferences and research travel.
 - b. Childcare for writing time. The CFDE has the SWAP grant to hire editorial support for writing projects; we’d love to have an analogous grant to support childcare to free up writing time.

- c. Childcare at writing retreats. Faculty with family responsibilities, especially with young families, have appreciated the two-day non-residential retreat format. That said, some participants still had to leave early or arrive late due to childcare responsibilities. We had several inquiries about providing childcare *at* the residential retreats as well.
4. **Greater support for lab staffing.** A young faculty member in a bench science field in the medical school noted at a writing retreat that if she had the resources to hire a more experienced lab director, she would be freed from much of the work she is doing in that area and would be able to redirect those energies into research and writing. This might just mean better startup packages.
5. **More substantial support for graduate student writing.** We have heard this from several faculty in the sciences in particular: as mentors, they spend an inordinate amount of time reading and editing graduate student writing because those students are not getting support elsewhere to improve their writing. Faculty mentors end up reviewing and revising drafts 6 or 7 times when they ought to see only one or two drafts. There are some basic writing skills that students might be able to develop in other contexts, so that by the time the faculty mentors see their writing, some of the fundamental issues would be resolved, requiring less of their time and attention that could be devoted to research and writing.
6. **Monthly day-long writing retreats.** Writing Fridays, which require an application process and for participants to block the time on their calendars and go somewhere else to write for a day, with a facilitator, snacks and meals, etc.

Appendix 2: Demographics by School

Emory College of Arts and Sciences

Total unique people interacting with the CFDE: 543 (34% of our total)

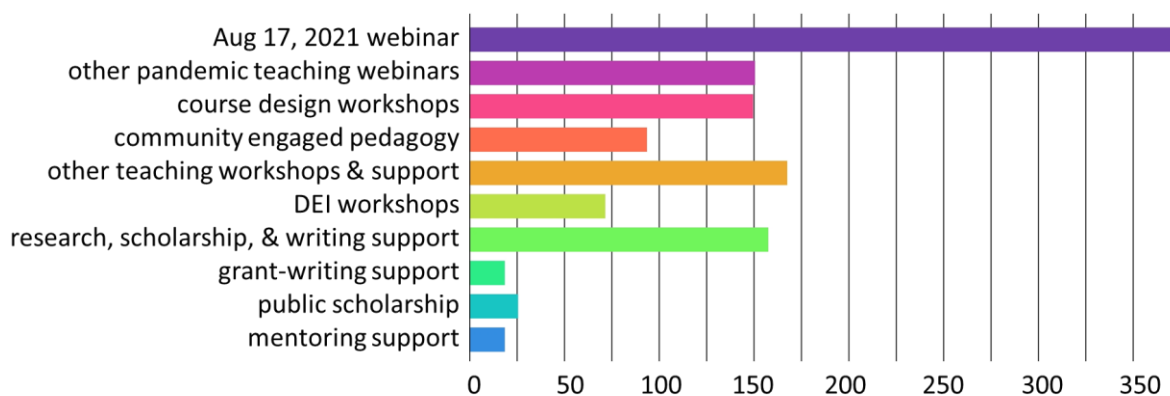
- 79 Assistant professors
- 74 Associate professors
- 108 Full professors
- 33 Lecturers
- 56 Senior lecturers
- 17 Professors of Pedagogy / Practice / Performance
- 23 other faculty (adjunct, visiting, emeritus)
- 34 instructors
- 4 undergraduates
- 115 other people (staff, administrators, ECAS-affiliated postdoctoral researchers)

This total does not include graduate students who are affiliated with ECAS departments. In the numbers above, the 261 tenure-track faculty represent 59% of the total tenure-track faculty in ECAS, and the 106 lecture-track faculty represent 78% of their total.¹ These numbers are larger than last year, in part due to large interest in our Fall 2021 webinars on classroom safety.

We examined the faculty breakdown by division²:

- 149 humanities faculty, which is 65% of the total humanities faculty
- 104 natural sciences faculty, which is 69% of the total natural science faculty
- 115 social sciences faculty, which is 58% of the total social sciences faculty
- 368 faculty total, which is 63% of the total regular, full-time ECAS faculty

Overall, we had 1266 ECAS contacts total for 2021-22, split among the following areas:



¹ Data on numbers of TT and LT faculty provided by Lane DeNicola.

² 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.

The August 17, 2021, webinar addressed classroom safety for in-person teaching in Fall 2021. The other pandemic teaching webinars were conducted in Fall 2021 and January 2022; that bar also includes 39 classroom safety questions emailed from ECAS faculty and staff to Eric Weeks. The category “other teaching support” includes teaching consultations about individual classes and requests for classroom observations. Some of the classroom observations were conducted by CFDE staff, other observations were done by faculty arranged by the CFDE.

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

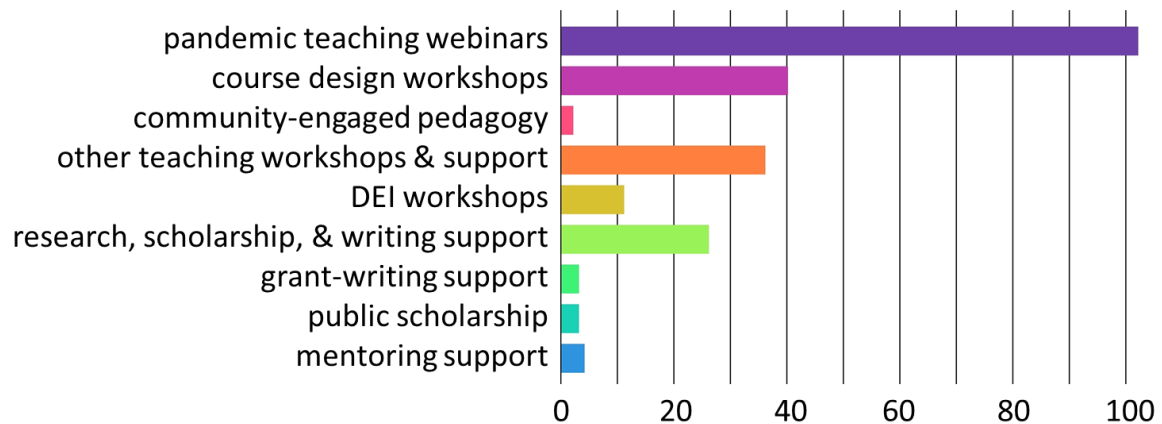
- Eric was a member of the ECAS Working Group on Teaching Evaluation
- Eric meets every fall with the ECAS new faculty to tell them about the CFDE
- Eric was one of the ECAS senior mentors to a group of ~15 assistant professors
- Vialla is on the steering committee for two programs in the ILA: EITS (Empowering Interdisciplinary Scholarship and Teaching – for graduate students) and LINC (Learning through Inclusive Collaboration – for faculty). As part of this, Vialla helped to run those workshops.
- Vialla was on the selection committee for the new director of experiential learning (which led to the hiring of Ed Goode)

Oxford College

Total unique people interacting with the CFDE: 96

- 26 Assistant professors
- 10 Associate professors
- 5 Full professors
- 16 Lecturers / Senior lecturers
- 3 Professor of Pedagogy
- 15 Other teachers (instructors, visiting faculty)
- 21 Other (staff, librarians, administrators)

Areas of interaction with CFDE along with number of participants:



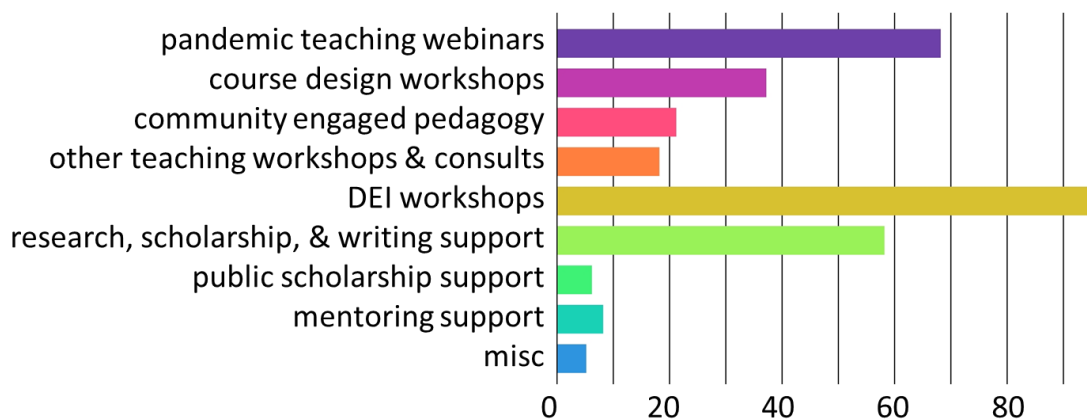
The “pandemic teaching webinars” addressed covid classroom safety, and the pivot to online courses for January 2022. In general, the support the CFDE offers to Oxford faculty are in areas complementary to those provided by OCTS, so this bar chart looks different from that of ECAS, for example.

Nell Hodgson Woodruff School of Nursing

Total unique people interacting with the CFDE: 118

- 51 Assistant professors
- 14 Associate professors
- 15 Professors
- 22 Instructors
- 16 other (staff, administrators)

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



The “pandemic teaching webinars” addressed covid classroom safety, and also the pivot to online courses for January 2022.

The DEI contacts (96 total) include 21 attendees at university-wide CFDE webinars on DEI topics, and also three School of Nursing specific workshops on Diversity, Equity, and Inclusivity:

- 9/30/2021: Decolonizing Your Curriculum
- 10/14/2021: Anti-Racist Pedagogy
- 2/17/2022: Navigating Difficult Conversations

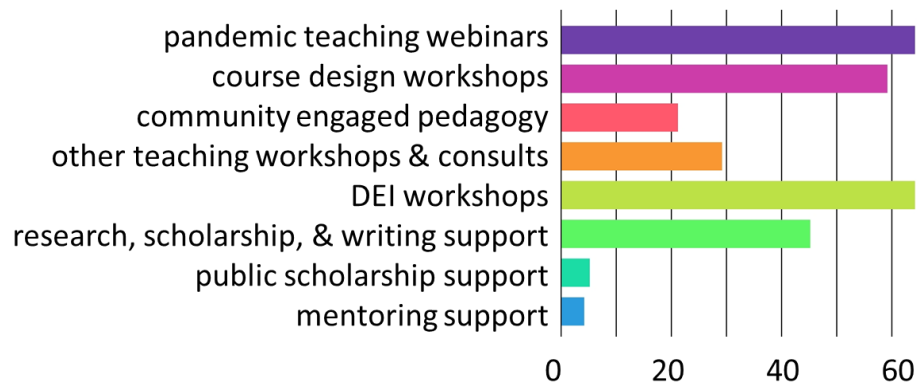
Additionally, the CFDE collaborated with the School of Nursing on content creation for the Latino Youth Leadership Conference (Fall 2021). The Emory welcome at the in-person LYLC was given by SON Prof. Roxana Chicas. SON also worked with Vialla in recruiting Latinx undergraduates for the summer program in south Georgia.

Rollins School of Public Health

Total unique people interacting with the CFDE: 131

- 38 assistant professors
- 22 associate professors
- 31 full professors
- 10 adjunct faculty
- 5 instructors
- 25 other (staff, administrators, postdoctoral researchers)

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



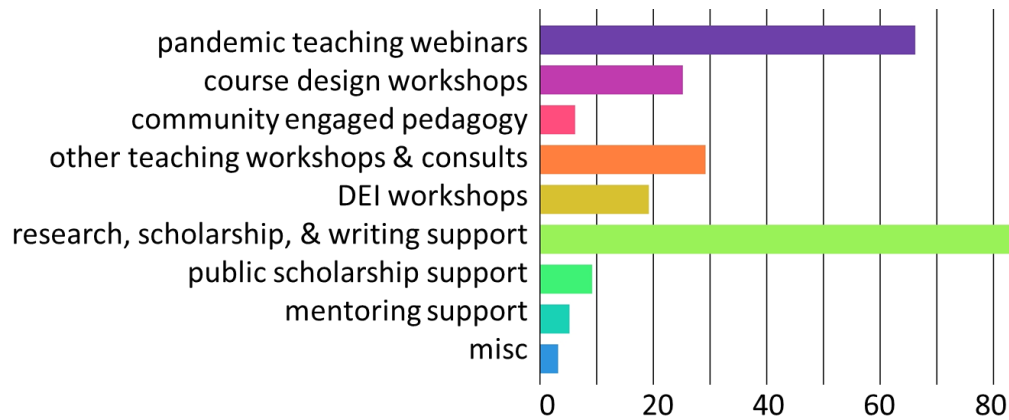
The “pandemic teaching webinars” addressed covid classroom safety, and also the pivot to online courses for January 2022. The DEI workshops included one workshop on Anti-Racist Pedagogy specifically for the Epidemiology Department (45 participants) along with participation on other CFDE university-wide DEI workshops.

School of Medicine

Total unique people interacting with the CFDE: 149

- 67 Assistant professors
- 25 Associate professors
- 12 Full professors
- 6 Instructors
- 4 Postdoctoral researchers
- 35 Other (staff, administrators, emeritus faculty)

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



The “pandemic teaching webinars” addressed covid classroom safety, and also the pivot to online courses for January 2022. Research, scholarship, & writing support includes participation in our online writing support program, participation in workshops on copyright & permissions or other writing topics, and participation in writing retreats (sponsored by the Office of the Provost/Faculty Affairs, organized by Allison Adams of the CFDE).

In addition to the above activities, Eric Weeks (CFDE Director) is a member of the Woodruff Health Educators Academy (WHEA) steering committee and also a member of the SOM Faculty Development Advisory Committee. Eric also collaborated with Nigel Pedersen and Yoland Smith on a webinar entitled “Getting the Most from Zoom” presented to the Brain Health Center on February 23, 2022.

Candler School of Theology

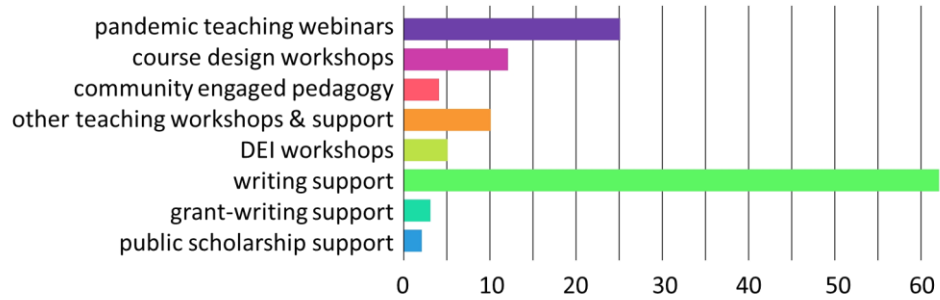
Total unique people interacting with the CFDE: 40

24 faculty

4 other teaching (instructors, adjunct faculty)

12 other (staff, administrators)

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



The “pandemic teaching webinars” addressed covid classroom safety, and also the pivot to online courses for January 2022.

Goizueta Business School

Total unique people interacting with the CFDE: 58 (3.6% of our total)

34 faculty

24 staff, administrators

This is an increase from last year (42). Much of the increase was related to our pandemic teaching webinars.

We had 95 “contacts” with GBS people this past year, in the following categories:

48 – attended pandemic-related webinars (classroom safety, online teaching)

22 – DEI workshops, including a GBS-only session on Inclusive Pedagogy

11 – various teaching workshops & other teaching support

14 – research, scholarship, and writing support

School of Law

Total unique people interacting with the CFDE: 69. Of these 45 were regular faculty, and the others were staff and adjunct faculty.

We had 118 “contacts” with people from the School of Law this past year in the following categories:

- 32 – attended pandemic-related webinars (classroom safety, online teaching)

- 55 – DEI workshops, including a Law faculty meeting focused on Inclusive Pedagogy (March 16, 2022)

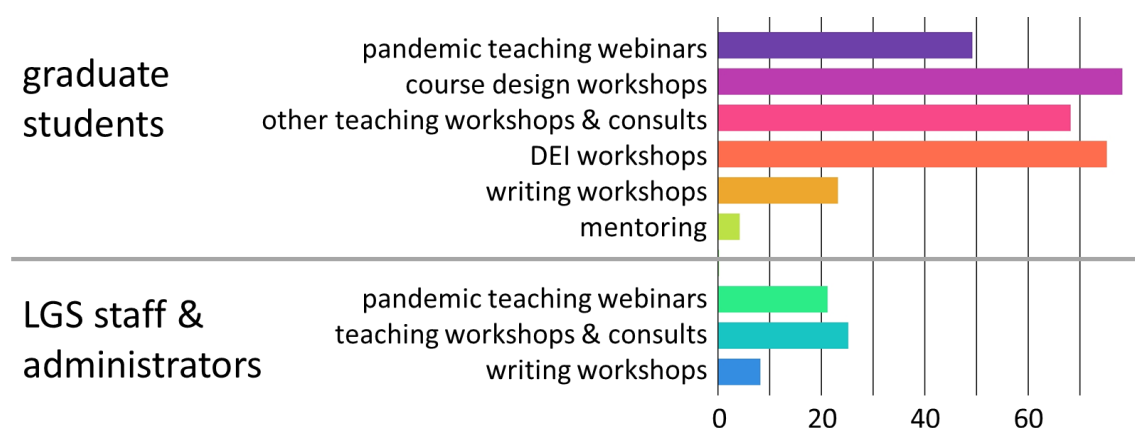
- 20 – various teaching workshops & other teaching support

- 11 – research, scholarship, and writing support

Laney Graduate School

Total unique graduate students interacting with the CFDE: 161. An additional 20 LGS-affiliated administrators and staff interacted with the CFDE this past year.

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. Liesl helped with the August 2021 TATTO program. Additionally, graduate students are welcome at many of our events. This past year we counted 351 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 “pandemic teaching webinars” addressed covid classroom safety, and also the pivot to online courses for January 2022. DEI workshops also included specific graduate courses where the professors invited the CFDE to present on a DEI topic to the class.

Liesl co-developed and piloted a teaching and training program, BPART, with Professor of Chemistry, Bill Wuest, in the Department of Chemistry in 21-22. BPART (Bilateral Path between Academic Research & Teaching) is a course development and teaching program where graduate students spend the fall semester developing an undergraduate 1-credit experiential course around academic research in labs and then they team teach it to undergraduates in the spring. Five graduate students participated in 21-22. The program will run again in 22-23 inviting Biology, Physics, Environmental Science, Psychology, Anthropology and GDBBS graduate students to participate.

Additionally, Eric Weeks gave a Jones Program on Ethics webinar on authorship ethics (JPE 610, April 1, 2022). 109 students registered for this webinar. 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.

Emory Libraries Contacts

We had an additional 117 contacts with 47 people who work in the Emory Libraries. These contacts were in these areas:

- 64 – Attended pandemic-related teaching webinars which addressed covid classroom safety, and also the pivot to online courses for January 2022.
- 21 – Community Engaged Pedagogy discussions and workshops.
- 4 – Inclusive Pedagogy workshops
- 17 – Various teaching-related workshops
- 11 – Writing support

We note several areas of engagement with the Emory Libraries:

- We regularly partner with Matthew Aron (Teaching and Learning Technologies) and Kim Braxton (Academic Technology Services) on CFDE/Library joint programming for faculty. Additionally, Matthew is a co-developer with the CFDE of the [Teaching Toolkit](#), hosted on the CFDE website.
- We also collaborate occasionally with Emory’s Center for Digital Scholarship, in particular related to their annual Foundations of Online Teaching course.
- We have co-developed several workshops with Jody Bailey (Scholarly Communications). For example, in early 2020 Jody and Eric Weeks (CFDE Director) co-led a workshop on “Increasing your Scholarly Impact” which surveyed academic social networks such as Google Scholar, ResearchGate, and Academia.edu.
- In 2019-20, librarians Sarah Morris and Jen Doty led one of the CFDE Academic Learning Communities on “Data Literacy.”
- Sarah Morris collaborated with Liesl Wuest (CFDE Associate Director of Learning Design & Technology) on several CFDE/Library joint workshops supporting faculty teaching during the pandemic (Spring 2020 – present).
- The Emory Libraries are also an annual partner and co-sponsor of the Feast of Words, including the years of a video-only celebration.
- Woodruff Library staff and Carlos Museum staff are annual partners with Engaged Learning Program to provide virtual content (during pandemic conditions) and experiential learning sessions for the Latino Youth Leadership Conference.

Other CFDE Contacts

We had an additional 357 contacts with 111 unique Emory staff and administrators who are not directly affiliated with a particular school of Emory nor with the Emory Libraries. Some prominent categories of people include

- 26 people from the Office of the Provost
- 18 Campus Life staff. Not surprisingly, much of their interest was in Community Engaged Pedagogy.

Of these 357 contacts, the largest category was Community Engagement (250 contacts, many of them coming from multiple meetings with Campus Life, Advancement & Alumni Relations, and Office of Government and Community Affairs staff), followed by attending various CFDE webinars on pandemic-related teaching questions (56 contacts spread between the four webinars).

We also engaged with 48 unique people who aren't affiliated with Emory. This group included faculty at other schools and community members participating in our Community Engaged Pedagogy programs. This does not include the ~60 faculty that Allison Adams presented to at Southwestern University in Texas; they invited Allison to give a short series of writing productivity workshops in August 2021.

Other examples of external engagement:

- Vialla consulted with Prof. Kathy McKnight (U. New Mexico) regarding career advice
- Vialla met with Prof. James Kennedy, the newly named director of community engaged learning at the University of Utrecht. They discussed directions for community engaged learning at institutions of higher education in a global context.

These $111 + 48 = 159$ unique people account for 10% of the people who engaged with the CFDE this past year.