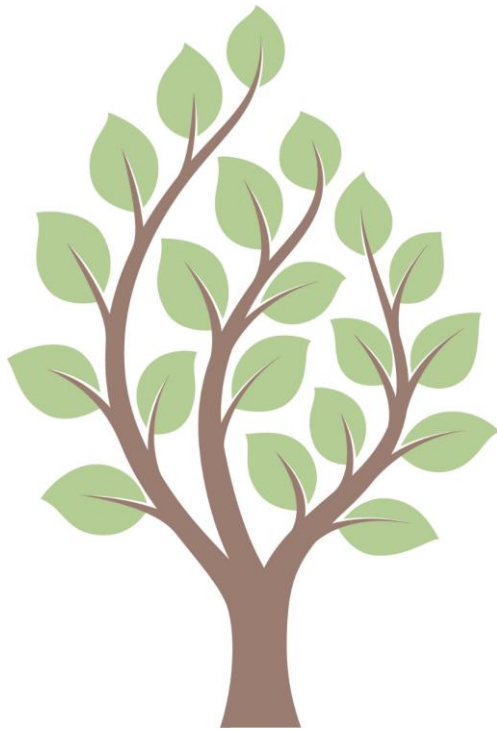


2022-23 Annual Report

of the

Center for Faculty Development and Excellence

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1. Introduction

This report contains 6 sections, plus an appendix. It aims to present a summary of what was new and particularly impactful in the scope of CFDE activities in 2022-23, 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. Subsequent sections describe new or revised activities from each area of CFDE work in the past year. The final section provides a retrospective look at our portfolio of Community Engaged Learning from 2015 to the present. Finally, the appendix starting on page 14 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

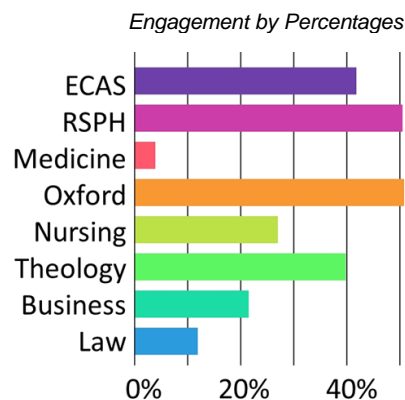
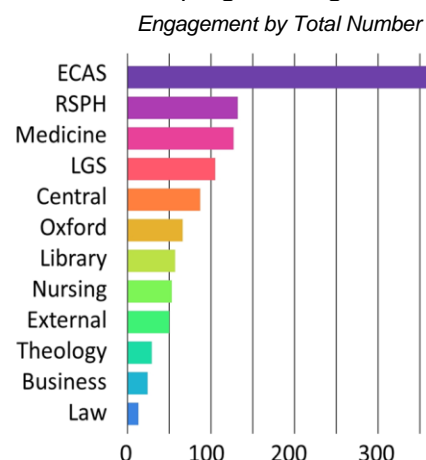
Each year the CFDE tracks who we engage with: people attending our events, teaching consultation requests, etc. Many people interact with us in multiple ways, so we analyzed the data to identify the unique users: this figure totals 1,107 people between June 7, 2022, and June 6, 2023. This figure represents a 30% drop over last year, although last year was 21% higher than previous years, likely due to our pandemic-related programming that year.

This year's number includes 550 regular, full-time faculty; 90 graduate students; and 85 adjunct faculty, emeriti faculty, and instructors. Others include administrators, staff, and postdoctoral scholars. The affiliation of our users is shown in the top bar chart. Here, each school includes faculty, students, staff, and administrators. "LGS" is almost entirely graduate students. "Central" includes administrators and staff not affiliated with a particular school (for example, Campus Life).

Some of those bars are longer because of differences in school size. The graph below right shows the percentage of full-time faculty in each school who engaged with CFDE. Thus, while Oxford ranks 6th on our chart of unique users, it ranks 1st 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. 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](#).

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 57 unique people who interacted with us and 230 contacts.



3. New Hires Expand CFDE Expertise and Offerings

Our Spring 2019 external review recommended that we hire two new staff members, a move the Office of the Provost approved in Fall 2019. In Spring 2020, however, the pandemic put a halt to our two searches. Happily, these positions were re-approved in Summer 2022, leading to the hiring of two new people in Spring 2023.

Hiring Dr. Cecilia Gomez

In February 2023, Dr. Cecilia Gomez joined our team as the associate director of teaching and learning at the CFDE. Cecilia came to us from UC-Davis, where she was a senior education Specialist and online education faculty development program manager at the Center for Educational Effectiveness. She has a B.A. in public relations, an M.A. in applied linguistics, and a Ph.D. in education (with a focus on language, literacy, and culture). We hired Cecilia because of her deep experience in faculty development, course design, and the scholarship of teaching and learning, as well as her subject matter expertise in education. Cecilia brings years of experience specifically serving STEM faculty in small and large classes, using evidence-based practices and strategies. In the three months since she has arrived, she has co-facilitated our new DEI Teaching Fellows program, has conducted teaching consultations individually and in groups, and researched, developed, and delivered several presentations. This summer she has been working with Donna Troka, the CFDE's director of diversity and inclusive pedagogy, to review all teaching and pedagogy programs and revise those that need updating. At our Summer Teaching Intensive in August 2023, she delivered a session on group work and co-facilitated sessions on inclusive teaching and classroom uses of ChatGPT. In Fall 2023, she will research, develop, and deliver a session on translinguaging as well as one on scaffolding. She is also in the process of redesigning our CFDE Teaching Fellows to focus more on course design, active learning, and effective assessment. We are thrilled to have Cecilia as part of our team.



Hiring Dr. Carol Colaninno

In April 2023, Dr. Carol Colaninno joined our team as the associate director of research and scholarship at the CFDE. Previously, Carol was a research associate professor in the Center for STEM Research at Southern Illinois University Edwardsville. She has a B.A. and a Ph.D. both in anthropology. We hired Carol because of her strong background in working with a broad variety of faculty on grant writing. She hit the ground running, taking over the design of our first NSF CAREER Academy (described below). While the Academy had four facilitators, Carol was the lead among this group and did the work of designing the weekly curriculum, organizing the Canvas site, and staying in touch with the participants. This fall she is offering several workshops related to NSF grant-writing and general faculty productivity; the first workshop on productivity already had 30 registrations as of August 21.



Overall

As subsequent sections of this report show, hiring these two new people has already led to new programs for the CFDE. We particularly hired Cecilia and Carol for their expertise that complemented existing expertise in the CFDE. Being able to hire at the associate director level, rather than assistant director, meant that we could recruit these two senior people who are already experienced faculty developers. Rather than needing to develop our new hires, we have been able to focus on supporting their enthusiasm and ideas so that they can do the amazing work we have hired them to do.

4. Research and Scholarship

New Activity: NSF CAREER Proposal Academy

The CFDE, in partnership with ECAS, provided an unparalleled opportunity for eligible early career faculty to participate in the National Science Foundation (NSF) CAREER Academy. The prestigious NSF CAREER award, recognized as one of the Foundation's most esteemed accolades, offers substantial support for both research and educational endeavors for promising early career faculty. Recipients have the potential to become scholarly role models and contribute significantly to the advancement of scientific knowledge.

The CFDE and ECAS offered the NSF CAREER Academy from May 17th to July 19th. This comprehensive program featured weekly sessions that encompassed information on each key section of the CAREER proposal. Additionally, participants had dedicated time to write collaboratively or receive individualized support from one of the expert facilitators. Twenty-four faculty initially enrolled, and 13 faculty consistently attended multiple sessions. To further enhance the experience, CFDE and ECAS faculty and staff provided personalized consultations with participants as they prepared their proposals. In total, 8 faculty sought personalized consultation and the expertise of the CFDE as they prepared their proposal.

Overall, the CAREER Academy resulted in the submission of 10 proposals from early career faculty (up from 5 submissions in 2022). Additionally, one faculty member was not able to make the July 26th CAREER deadline but converted the draft of their CAREER proposal into an Innovative Technology Experiences for Students and Teachers proposal requesting \$1.3 million over three years, with the support of CDFE staff. Faculty who successfully submitted proposals engaged in the CAREER Academy both synchronously and asynchronously, which speaks to the intentional course design structure that prioritized flexibility and that structure's ability to meet the needs of faculty's summer schedules.

This is the inaugural offering of this professional development opportunity to eligible Emory's early career faculty. Throughout the Academy, we assessed faculty's perceptions regarding the effectiveness and quality of the content delivered. This information will guide us in enhancing the Academy for its next iteration, potentially scheduled for summer 2024. Overall, we have gotten a lot of positive feedback. Eric received one unsolicited testimonial via email: "Without the Academy, I don't know that I would have been able to get everything together this cycle, and even if I did, I am sure the submission would not have been anywhere near as good." Another post-Academy survey respondent wrote, "This was my first grant, so all information presented was super-helpful. Also, Carol was an amazing resource for broader impacts, and was extremely helpful! I'm sure that portion of my proposal would not have been anywhere near as good with her help."

On the ECAS side, our collaborator was Anita Corbett, Senior Associate Dean of Research. We also collaborated with Julianne Chung, a recently hired ECAS associate professor of math who went through a similar CAREER

academy at Virginia Tech (her previous institution). On the CFDE side, Allison Adams and Eric Weeks worked with Anita on preliminary planning, and Carol Colaninno arrived in mid-April to take the reins. Carol led most of the sessions and organized the Canvas site. The other facilitators (Anita, Julianne, Eric) also assisted at several of the sessions.

New Activity: Writing Group Mini-Grants

In Fall 2022, we reallocated some funds in the research and scholarship programming budget away from an annual program that had met its saturation point after some 15 years. We moved those resources into an experimental new endeavor to offer CFDE-organized writing groups modest grants to support activities related to the group's shared writing practice. We invited the writing groups to apply for up to \$75 per group member (for instance, a group of 5 participants may apply for up to $\$75 \times 5 = \375) and encouraged them to think creatively about how the grants might be used to support their shared writing practices.

Here are a few examples of how the grants were used:

- Instead of meeting weekly for their writing group sessions, one group opted to schedule 4 “mini-writing retreats” of several hours each during the semester. They used their grant to purchase lunches and secure a meeting space on campus for these sessions.
- Two groups scheduled full-day writing retreats *in addition to* their regular meetings throughout the semester. One used their funds to secure a space, breakfast, and lunch at the Hatchery on the Emory campus, and the other gathered at the Bellyard Hotel.
- One group decided to hold all 13 of their sessions throughout the semester in a coffee shop. They used their grant to pay for their coffee at each session.
- One group used their grant to pay for breakfast for several of their meetings and purchase each member of the group a book that would help them in their writing progress (including *The Book Proposal Book* by Laura Portwood-Stacer, *On Revision* by William Germano, *The Elements of Academic Style* by Eric Hayot, and *Stylish Academic Prose* by Helen Sword, among others)
- One group used their grant to pay for a lunch gathering for the group and purchase each member a copy of *The Book Proposal Book* by Laura Portwood-Stacer.

We awarded all the mini-grant funds allocated. We have planned to build the offering into the budget permanently. We saw a significant increase in the number of writing support program participants from typically 50 to nearly 90 in the spring semester, which may be a result of the growing popularity of this new feature of the program. In our post-program assessments, 97% of the respondents said that the mini-grant enhanced their group's experiences, along with comments such as

- “The mini-grants are SO great. Will that be a permanent thing? Hope so!”
- “Love the addition of the mini grant!! It was so lovely to see everyone in person and have some fun. Being able to connect in person with colleagues has really gone down since the pandemic (academia is an isolating place in general; pandemic pushed that further along) so it's really necessary to have something to motivate you to get out of the house and be social. Thank you!!”

Photos provided from two of the writing groups are below.



Revised activity: OpEd Virtual Workshop Passes/Sponsorships

In keeping with our practice of offering one major opportunity annually for faculty development in the area of public scholarship, in 2022-23 we once again partnered with The OpEd Project. Rather than bringing them to campus to conduct the two-day in-person “Write to Change the World” workshop, as we have in the past, we instead purchased 20 passes (the minimum possible) for faculty to attend the online virtual workshops at their own convenience. We also partnered with ECAS, Oxford College, the School of Medicine, the School of Nursing, and Goizueta Business School to sponsor fixed numbers of faculty from each of those schools in the virtual workshops. The CFDE then sponsored five additional faculty university-wide who applied through a selection process. All twenty passes have been claimed, and faculty have either already attended the workshops or are scheduled to do so before the end of the summer.

Because several of the participants had not yet taken the workshop as of this writing, we have not been able to conduct a full assessment, but the preliminary respondents to the post-program survey reported high satisfaction with the workshop in this new model and said they would recommend the opportunity to colleagues. The cost savings offered by this alternative, as well as the cost-sharing approach in partnership with other schools, also contribute to its success.

Here is a list of the faculty who participated:

| First name | Last Name | School | Department | Title |
|------------|---------------|----------|--------------------------|---------------------|
| Erika | Hall | Business | | Associate Professor |
| David | Prologo | Medicine | Interventional Radiology | Associate Professor |
| Khaliah | A Johnson | Medicine | Palliative Care | Associate Professor |
| Chelsea | Hagopian | Nursing | | Assistant Professor |
| Cassidy | Puckett | ECAS | Sociology | Assistant Professor |
| Rachel | Hall-Clifford | ECAS | Human Health | Assistant Professor |
| Debjani | Sihi | ECAS | Environmental Science | Assistant Professor |
| Erin | Ferranti | Nursing | | Assistant Professor |

| | | | | |
|----------|--------------|----------|---------------------|-----------------------|
| Irene | Yang | Nursing | | Assistant Professor |
| Leslie | Johnson | Medicine | Family Medicine | Assistant Professor |
| Jennifer | Romig | Law | | Professor of Practice |
| Sangmi | Kim | Nursing | | Assistant Professor |
| Wesley | Longhofer | Business | | Associate Professor |
| Angela | Dixon | ECAS | Sociology | Assistant Professor |
| Melissa | Hage | Oxford | | Assistant Professor |
| Paul | Kelleher | ECAS | English | Associate Professor |
| Brenda | Harmon | Oxford | | Teaching Professor |
| Kim | Dupree Jones | Nursing | | Professor |
| Yami | Rodriguez | ECAS | History | Assistant Professor |
| Jay | Varkey | Medicine | Infectious Diseases | Associate Professor |

4. Teaching and Pedagogy

Ad hoc webinars on ChatGPT

In November 2022, Open AI released ChatGPT, an artificial intelligence chatbot that students could use to write papers and/or develop computer code. Between Thanksgiving Break and Winter Break, discussions of the use and prevalence of this technology on college campuses exploded on the POD (Professional and Organizational Developers in Higher Education) Network listserv as well as in the *Chronicle of Higher Education* and *Inside Higher Ed*. We at the CFDE reached out to Teaching and Learning Technologies and the Office of the Provost, to find out if any kind of discussion or training on ChatGPT was in the works. Since there wasn't, we brought together a panel of three people: Kim Braxton, senior director and associate university librarian in Academic Technology Services; Jason Ciejka, associate dean and director of the Honor Council in ECAS; and Laurie Gaydos, associate professor in the Rollins School of Public Health. The February 27th panel, titled "Classroom Considerations around AI/ChatGPT," was facilitated by Donna Troka, director of diversity and inclusive pedagogy in the CFDE. Kim gave participants an understanding of what the tool is; Jason addressed how this tool may impact cheating, the honor code, and academic integrity; and Laurie gave a few examples of how she used ChatGPT in her classroom. Nearly 100 people participated in the Zoom discussion, and it became clear this was a topic we needed to continue discussing.

On March 24, we presented a second session that focused on AI and research. Titled "Artificial Intelligence and the Future of Higher Education.," this panel was co-sponsored by the ECAS Honor Council and AI.Humanity. The panelists were Lauren Klein, associate professor of English and QTM; Fei Liu, associate professor of computer science; Matthew Sag, professor of law, artificial intelligence, machine learning, and data science; and Phillip Wolf, professor of psychology. Eric Weeks facilitated the panel, and Provost Ravi V. Bellamkonda delivered opening remarks. More than 150 people attended this event and engaged in a robust discussion of how AI might

impact scholarly research. Many participants also still had questions about the impacts of ChatGPT on teaching, so we planned a third session.

Our third session, titled “ChatGPT and Classroom Considerations, Part 2” brought together the CFDE and the Writing Center to talk more deeply about how to design courses and assignments with ChatGPT in mind. The discussion was led by Cecilia Gomez and Donna Troka, alongside Melissa Yang, director of the Writing Center in ECAS, and Levin Arnsperger, associate director of the Writing Center. Here the panel talked specifically about how to frame your syllabus, assignments, and assessments if you plan to use ChatGPT in your class—and what to do if you did not want students using it. Nearly 40 participants attended this May 2nd session.

Videos, handouts, and other resources from these sessions are available both on the CFDE Knowledge Hub Canvas site and on the CFDE website. We offered a hands-on session in our Summer Teaching Intensive in August 2023, in which participants practiced prompts on Chat GPT and Bing to get a better sense of what Large Language Models can produce.

New activity: DEI Fellows

In January 2023, we piloted a new Diversity, Equity, and Inclusion (DEI) Teaching Fellowship program that aims to help faculty build competencies in DEI/Inclusive Pedagogy and then develop a training that will share those competencies with a broader audience. In the first semester, Fellows complete a curriculum of five modules:

- *What Inclusive Instructors Do*
- *Microaggressions/Microinterventions*
- *Anti-Racist Pedagogy/Abolitionist Teaching*
- *Working Across Difference/Navigating Difficult Conversations*
- *Culturally Sustaining/Indigenous Pedagogies.*

Fellows also develop an annotated bibliography on their topic. In the second semester (Fall 2023), they will research and develop a training or discussion session and practice delivering that session with CFDE staff. In the final semester (Spring 2024), Fellows will deliver their session to a group of their peers. Each Fellow receives a \$4000 stipend over the fellowship. This format will repeat annually.

The first cohort (Jan '23-May '24) has eleven Fellows:

- Anna Errore, assistant professor in the practice of information systems and operations management, Goizueta Business School. Her project is on universal design.
- Devon Goss, assistant professor of sociology at Oxford College. Her project is on diversifying the canon to include work by Asian American and Latino scholars.
- Jennifer Grant, assistant professor of psychiatry, School of Medicine. Her project is on developing DEI psych case studies.
- Alex Grizzell, assistant teaching professor, neuroscience and behavioral biology, ECAS. His project is on best practices for serving neurodiverse students.
- Harshita Kamath, Visweswara Rao and Sita Koppaka Associate Professor in Telugu Culture, Literature, and History, MESAS, ECAS. Her project is on caste.

- Christina Lee, associate teaching professor of mathematics, Oxford College. Her project is on inclusive STEM teaching.
- Simba Nkomo, assistant professor of chemistry, Oxford College. His project is on inclusive STEM teaching.
- Alix Olson, assistant professor of women's, gender, and sexuality studies, Oxford College. Her project is on alternatives to decolonization.
- Angela Porcarelli, lecturer in Italian studies, ECAS. Her project is on decolonizing Italian studies.
- Tehila Sasson, assistant professor of history, ECAS. Her project is on dialogue across difference.
- Cristy Tower-Gilchrist, assistant professor, School of Nursing. Her project is on best practices for serving neurodiverse students.

Updated Focus: Indigenous Pedagogies

As part of our Inclusive Pedagogy Initiative, we have presented several sessions on decolonizing your syllabus and/or curriculum. Scholars Eve Tuck and K. Wayne Yang critique this use of the word “decolonization” because it often has nothing to do with indigenous people or “land back” movements but is instead about how diverse one’s field or course is. To address this critique, our AY 2022-23 Dean’s Teaching Fellow, Kelly Duquette, developed a session titled “Decolonizing and Indigenous Pedagogies.” In this session, we discussed two major concepts in decolonizing pedagogies: (1) Lenape-Potawatomi scholar and educator Dr. Susan Dion’s concept of the “perfect stranger;” and (2) Eve Tuck (Unangax) and Wayne Yang’s “settler moves to innocence,” both of which describe the belief that settler/non-Indigenous folks are “off the hook” when it comes to Indigenous activism and issues. We asked, *what can we as instructors do to disrupt this positioning? How can we center Indigenous worldviews and ways of knowing in our classrooms?* We also spent time learning together about the Transformational Indigenous Praxis Model and relational Indigenous leadership philosophies in higher education. To continue this work, for 2023-24 we will be sponsoring a two-semester Academic Learning Community on Indigenous Ways of Knowing, or specifically, how to operationalize relational accountability.

(Mostly) New Activity: Teaching Tables

In Spring 2022 we hosted our first two teaching tables, and they continued in the 2022-23 academic year. Each month we organized a lunch at the Dobbs Common Table, the student cafeteria in the Student Center. Anyone teaching was invited to come to lunch, and while the attendees were mostly faculty, the group often included a graduate teaching assistant or two, and a postdoctoral instructor came fairly often. Typical attendance size was 12 to 15, although there is room for up to 30 people. We reserved a private room in the back of the cafeteria. There was no agenda for these lunches, other than to talk informally with one another about teaching. People met across departmental and school boundaries, and the conversation generally stayed on teaching related topics. It was always interesting when people from quite different areas of Emory found similarities in their teaching experiences. One day there was an extensive discussion of ChatGPT, in part because there was a computer science professor attending who works on AI research.

There was one exception to the agenda-less design: we had one teaching table with the announced topic of community engaged teaching, arising from a suggestion at the August 2022 Summer Teaching Intensive. This

session was attended by faculty with experience in this area and also several who were looking for advice on how to begin.

One or more CFDE staff attended these lunches: Liesl was the lead organizer, and often Cecilia and Eric would attend when their schedules permitted. We have judged these events to be well worth the relatively minimal costs and will continue them in the upcoming year.

5. Course Development

New Activity: Learning Design Lab

The Learning Design Lab was launched in June 2022 by Liesl Wuest, the CFDE's associate director for learning design and technology. This new consultancy focuses on supporting departments and programs as they redesign high-enrollment courses, multi-section courses, or curriculums. We advertised this via our listserv, and three ECAS projects opted in to this consultancy. The three main projects that were supported this year were 1) the collaborative redesign of PSY 200W, a core course that involves three faculty; 2) the collaborative redesign of FILM 107, a core course that may be taught by seven different faculty, including some at Oxford; and 3) facilitation and proposal support for the development of the AI.Humanity minor proposal for the ECAS Curriculum Committee. Faculty involved in the redesigns appreciated the support in bringing collaborators together to discuss course goals and objectives, and students should benefit by having a more consistent experience regardless of who teaches the course. We will send a new call for projects in Fall 2023, and additionally plan to do outreach specifically to ECAS Directors of Undergraduate Studies to identify projects of these types planned for 2023-24 that might fit into this work.

New Activity: New Faculty Teaching and Pedagogy Workshop

In an aim to better support new faculty in course development and teaching at Emory, in August 2022 Liesl proposed and developed a 3-hour morning session called "The Nuts and Bolts of Teaching and Learning" and included Eric and Donna as expert speakers. Topics included an overview of course design in which faculty worked on their own courses, quick tips on effective teaching strategies, using Canvas effectively, and fostering an inclusive learning environment. Fourteen faculty registered and about ten attended. We ran the workshop again in August 2023 with Liesl, Donna, and Cecilia as presenters, and with about twenty-five new faculty in attendance.

6. Community Engaged Learning: A Retrospective

For academic years 2019-2021, it was unclear whether the Community Engaged Learning (CEL) work would stay in the CFDE or move to another unit on campus. In Summer 2021, it was decided to keep this work in the CFDE. Two years later, we feel it is worthwhile to summarize the history of this work in the CFDE and highlight the ways the work fits into the CFDE's portfolio of faculty support.

History: 2015 – Present

The position of director of engaged learning (DEL) moved to the Center for Faculty Development and Excellence in 2015 upon the closing of the Center for Community Partnerships. The initial transition appointment of DEL for Professor Vialla Hartfield-Méndez was for one year, followed by a 3-year appointment. The 3-year term (2016-2019) allowed for coherent planning and programming to support faculty in their efforts to develop pedagogical skills related to community engagement. During this time, working with graduate assistants, Vialla

- administered the community-engaged learning grants program to support faculty, a continuation of a similar grant program in the Center for Community Partnership and essentially the backbone of the Engaged Learning Program in the CFDE
- led faculty development programming, working with faculty from across the university
- initiated the collaborative University-Partner Learning Communities (working with the Center for Civic and Community Engagement in Campus Life)
- led Emory's return to hosting the Latin American Association's Latino Youth Leadership Conference with significant faculty, student, and staff participation (Emory had previously hosted in 2013)
- supported Emory's engagement with national organizations such as Campus Compact, The Research University Community Engagement Network, and Imagining America, and established strong links with the Cultural Agents Initiative at Harvard University.

Vialla helped faculty connect pedagogical approaches derived from community organizing settings and actual work with community partners. Examples of programming during these years:

- The CEL program co-hosted Harvard Professor Doris Sommer for a two-day visit with a lecture and intensive pedagogy workshop using the arts-based Pre-Texts method inspired by community-based practices in Latin America.
- The CEL program was a strong campus partner in Emory Telling and Hearing Our Stories (ETHOS), using story circles in multiple settings across campus.¹
- Community-engaged pedagogy workshops for faculty.

At the end of this 3-year term, with Emory in leadership transition, it was unclear where support for community-engaged faculty work should reside, and in 2019 and 2020 the position was renewed for one year only. Following the report of a task force created to make recommendations about the location of this work (the task force strongly recommended that this work remain in the CFDE), Vialla was appointed for another 3-year term (2021-2024). One-year appointments made continuity and planning challenging, though robust grant support and programming did continue, including support for community-engaged learning experiences throughout the pandemic. The graduate assistant position also continued to be funded and is a critical piece of the program.

¹ This initiative was related to the story circle work of the national consortium Imagining America: Artists and Scholars in Public Life and from the Appalachia-based Roadside Theater.

Current Work

The current 3-year term (beginning in Fall 2021) has allowed for better continuity of planning and renewed focus on support for faculty in collaboration with other efforts across campus. During this time, the Community Engaged Learning Program has continued to administer the CEL grants program and related teaching consultations. These grants of up to \$1500 may be awarded for stipends, transportation, supplies, and similar costs. They support faculty in creating and continuing to teach courses that involve students in meaningful engagement with Atlanta community partners, and there are no other similar grants in the campus landscape. Additionally, the CEL program has emphasized the value of collaboration and co-creative work with partners across campus and with community partners. This allows the program to reach a broader range of faculty in settings relevant to their work. Examples:

- Emory's hosting of the Latino Youth Leadership Conference (LYLC) continued as we emerged from the pandemic. This partnership is fully co-creative between Emory entities and the Latin American Association (LAA), with Vialla co-chairing a steering committee with a colleague from the LAA and support from graduate assistant Jareka Dellenbaugh-Dempsey. Over the last two years, Emory participation has fully incorporated the Office of Race and Cultural Engagement in Campus Life as an essential planning partner. The Fall 2022 LYLC had robust programming provided by the Michael C. Carlos Museum, the Rose and Woodruff Libraries, the School of Nursing, and the Planetarium. More than 50 Emory students acted as mentor-guides during the day for approximately 700 middle and high school students. This [Emory Report story](#) highlights the role of professors and students. The CEL program either initiated all the faculty-led activities or supported their development.
- Vialla has served on a Community and Partnerships working group within the School of Medicine's Committee on Education Transformation. Worth noting: a pillar of this community and partnerships area in SOM is the Community Learning and Social Medicine requirement that grew from a course that Professor Maura George (one of the current collaborators) helped to create a decade ago, working with Vialla as a faculty fellow in the Center for Community Partnerships. These long-term efforts are not always visible in university-community engagement work, but they deserve recognition.
- As a member of the Advisory Committee for Public Humanities (emerging from the original Mellon funding for Ph.D. Interventions in the Laney Graduate School), Vialla worked closely with professors Tom Rogers (history) and Ben Reiss (English) to shape the Public Humanities Course Development workshop in May 2023 with 10 faculty members and eight graduate students. She attended all the workshop sessions, led a story circle component, and led a community-engaged learning session, which generated multiple conversations about courses that will be supported through the CEL program in the next two years, either through CEL grants or teaching consultations or both. At the intersection of her roles as faculty member and as DEL, Vialla is slated to co-teach the LGS 700 Public Humanities course in spring 2024.
- Vialla has been a member of the planning committee for the Exploring Interdisciplinary Teaching and Scholarship workshop for graduate students offered through the Institute for the Liberal Arts (ECAS). In its fourth year, this workshop generates multiple avenues for graduate students to teach interdisciplinary courses or modules, including community-engaged teaching, sometimes co-teaching with faculty members. She leads a community-engaged learning session in the workshop.
- Vialla has advised multiple members of the Carlos Museum staff on implementation of the museum's new strategic plan that includes robust community engagement and transformation of the museum into

a community space. A major first step is an upcoming special exhibition, “You Belong Here: Place, People, and Purpose in Latinx Photography.” Vialla helped to organize and facilitate a lunch meeting with key faculty and staff from across the university to advise the museum on approaches to the exhibit, community connections, and integration into courses. Additionally, she just facilitated a meeting on May 19 at the Latin American Association with four key museum administrators, an intern, and a faculty member, which has queued up multiple community-engaged collaborations around this exhibit.

- As a member of the planning committee for the Rose Library’s Raymond Danowski Poetry Reading series and a linked 12th Night Revelry, Vialla was an advisor for poet laureate Ada Limón’s visit in February 2023, which partially coincided with a visit by two other renowned poets, Fernando Valverde and Carolyn Forché. Vialla helped to organize and facilitate a session for students and faculty with the three poets and advised the Rose Library on community engagement during Limón’s visit.
- As a member of the leadership group for the Civic and Community Engagement Roundtable, Vialla helps to set the agenda for monthly meetings of this pan-university grass-roots organization, including this group’s conversations with university leaders, such as Provost Bellamkonda and President Fenves.

The CEL grants are the underlying bread-and-butter of the program. Over the past two years, we have tweaked the application to elicit more focused planning for the community-engaged components. The applications often become the starting point for a conversation and additional teaching consultations. To support faculty in their reflection about their own community-engaged learning courses, in addition to requiring a written report, the CEL program hosted a Pre-Texts (arts-based) workshop for grantees in spring 2023, which demonstrated a fully participatory approach to reflection for students as well.

Appendix: Demographics by School

Emory College of Arts and Sciences

Total unique people interacting with the CFDE: 373 (34% of our total)

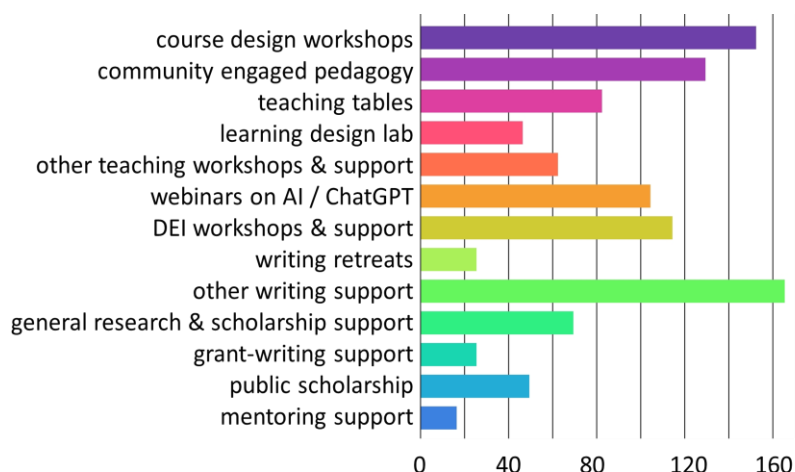
- 57 Assistant professors
- 51 Associate professors
- 62 Professors
- 27 Assistant teaching professors
- 38 Associate teaching professors
- 11 Teaching professors
- 34 Other faculty (adjunct, visiting, emeritus, instructors)
- 34 Undergraduates
- 59 Other people (staff, administrators, ECAS-affiliated postdoctoral researchers)

This total does not include graduate students who are affiliated with ECAS departments. In the numbers above, the 170 tenure-track faculty represent 38% of the total tenure-track faculty in ECAS, and the 76 teaching-track faculty represent 56% of their total.²

We examined the faculty breakdown by division³:

- 128 humanities faculty, which is 55% of the total humanities faculty
- 49 natural sciences faculty, which is 33% of the total natural science faculty
- 69 social sciences faculty, which is 35% of the total social sciences faculty
- 246 faculty total, which is 43% of the total regular, full-time ECAS faculty

Overall, we had 1018 ECAS contacts total for 2022-23, split among the following areas:



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

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

The teaching tables are monthly lunches sponsored by the CFDE in which everybody teaching (including graduate teaching assistants) is invited to a meal at the Student Center to informally talk about teaching with no set agenda or program. The Learning Design Lab was a new program in which Liesl Wuest worked on curriculum development with three separate groups: the AI.Humanity program, the film and media department, and the psychology department. The category “other teaching support” includes teaching consultations about individual classes and requests for classroom observations. Some of the classroom observations were conducted by CFDE staff, and other observations were done by faculty arranged by the CFDE. “Other writing support” includes attendance at the twice-weekly “Sit Down and Write” sessions hosted by the CFDE, as well as other organized writing groups.

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

- Eric meets every fall with the ECAS new faculty to tell them about the CFDE
- Eric was one of the ECAS senior mentors to a group of ~10 assistant professors

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

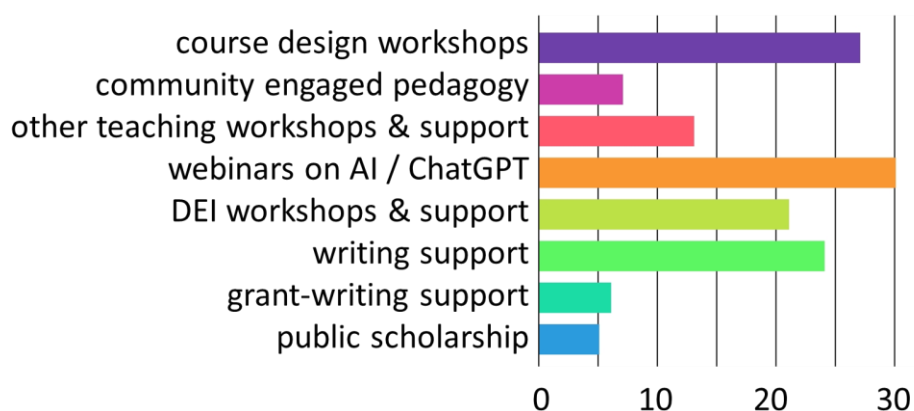
- Eri Saikawa (environmental science) and Justin Burton (physics) were panelists at a workshop on community engaged pedagogy for STEM outreach activities.
- Lauren Klein (English/QTM), Fei Lui (computer science), and Phillip Wolff (psychology) were panelists at a webinar on “AI and the Future of Higher Education.”
- Julianne Chung (mathematics) and Anita Corbett (biology and ECAS administration) supported the facilitation of an NSF CAREER professional development series for Emory’s early career STEM faculty.
- Joyce Ho (computer science) and Lars Ruthotto (mathematics) participated in a panel for the NSF CAREER professional development.
- Iliana Yamileth (Yami) Rodríguez (history), Katherine Ostrom (Spanish and Portuguese), Leda Lozier (Spanish and Portuguese, and Alissa Bans (physics) led sessions for the Latino Youth Leadership Conference, through the Engaged Learning Program.
- Bree Ettinger (math), Kim Loudermilk (ILA), Tom Rogers (history), and Peter Wakefield (ILA) all co-led sessions at the August 2022 Summer Teaching Intensive.
- Jason Ciejka (Office of Undergraduate Education) presented at our February 2023 webinar on ChatGPT and the classroom, in particular focusing on honor code implications.
- Devin Stewart (MESAS) and Tanine Allison (film and media) both participated in a “mock review panel” session of the Grantseekers’ Institute in Fall 2022.
- Bobbi Patterson (religion) and Steve Nowicki (psychology), both emeriti faculty, were panelists at a “Reimagining Retirement” event in collaboration with the Emeritus College in October 2022.
- Tom Rogers (History), Mark Risjord (philosophy), Michelle Armstrong-Partido (history), George Staib (dance), Susan Gagliardi (art history), Christina Crawford (art history), and Jim Hoesterey (religion) all served as mentors in the Fall 2022 Grantseekers’ Institute.

Oxford College

Total unique people interacting with the CFDE:

- 21 Assistant professors
- 3 Assistant teaching professors
- 9 Associate professors
- 2 Associate teaching professors
- 4 Professors
- 2 Teaching professors
- 13 Other teachers (instructors, visiting faculty)
- 11 Other (staff, administrators)

Areas of interaction with CFDE along with number of participants:



There were three webinars on AI/ChatGPT: two focused on teaching and pedagogy issues, and one focused on implications for research. Grant-writing support included two Oxford faculty who attended our first-ever NSF CAREER grant-writing workshop.

From time to time, Oxford faculty serve as presenters or panelists at our events. This past year, they included

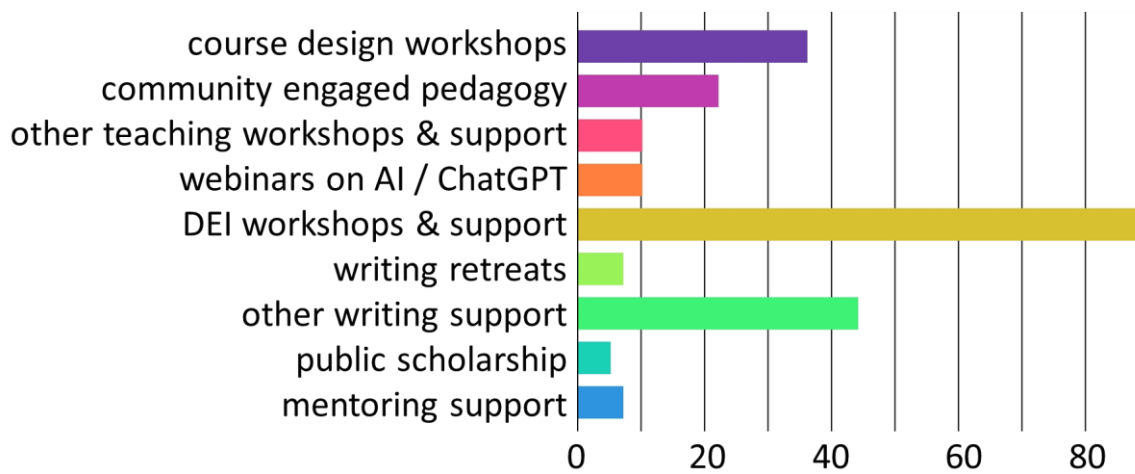
- Sarah Higinbotham (English), Molly McGehee (OCTS/English), and Michael Martin (biology) were presenters during the August 2022 Summer Teaching Intensive.

Nell Hodgson Woodruff School of Nursing

Total unique people interacting with the CFDE:

- 23 Assistant professors
- 8 Associate professors
- 11 Professors
- 9 Instructors
- 6 Other (staff, administrators, emeritus faculty)

The chart shows the number of School of Nursing participants in CFDE activities.



The DEI workshops include four workshops specifically for nursing faculty, with attendance generally about 20 faculty each time. These were done in collaboration with Lisa Muirhead and Benjamin Harris. Those workshops were

- Mental Health (October 20, 2022)
- Difficult Discussions (December 8, 2022)
- Gender Diversity (January 26, 2023)
- Indigenous Pedagogies (March 16, 2023)

From time to time, Nursing faculty serve as presenters or panelists at our events. This past year, they included

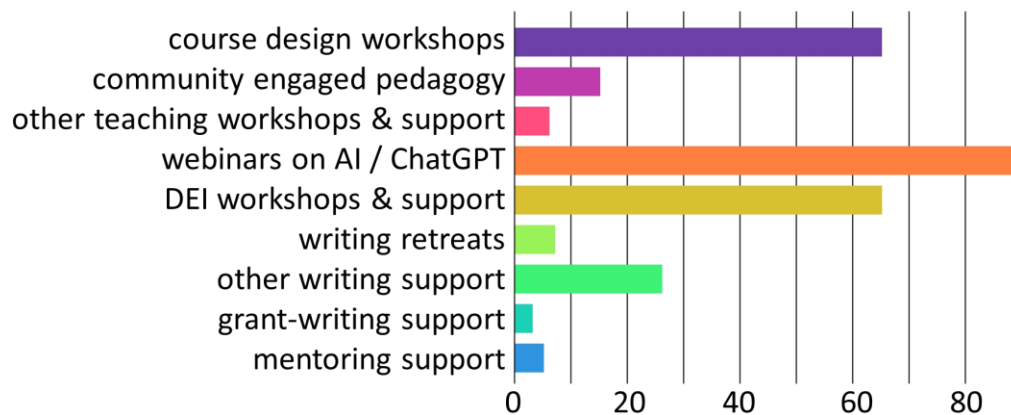
- Roxana Chicas, Lalita Kaligotla, and Lisa Muirhead organized sessions that were then facilitated by nursing students for the Latino Youth Leadership Conference, through the Engaged Learning Program.
- Jeannie Rodriguez was a presenter at the August 2022 Summer Teaching Intensive.
- Helen O'Shea, an emerita faculty, served as a panelist for a "Reimagining Retirement" event in collaboration with the Emeritus College in October 2022.

Rollins School of Public Health

Total unique people interacting with the CFDE:

- 41 Assistant professors
- 22 Associate professors
- 26 Professors
- 16 Adjunct faculty
- 26 Other (staff, administrators, postdoctoral researchers)

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



There were three webinars on AI/ChatGPT: two focused on teaching and pedagogy issues, and one focused on implications for research.

From time to time, public health faculty and staff serve as presenters or panelists at our events. This past year, they included

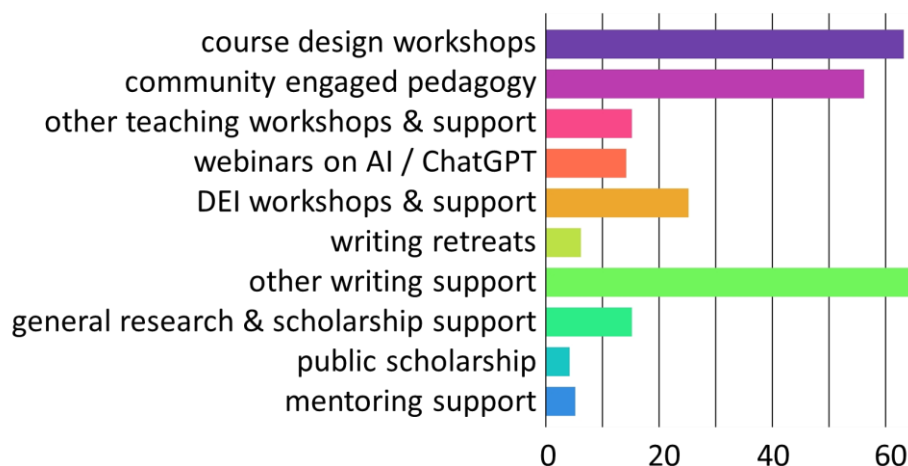
- Noni Bourne (epidemiology staff) and Alison Cammack (postdoctoral fellow in epidemiology) presented at our November 2022 webinar “COVID-19, Masking, Disability, and Inclusion”
- Laurie Gaydos (health policy and management) presented at our February 2023 webinar on ChatGPT and the classroom

School of Medicine

Total unique people interacting with the CFDE:

- 39 Assistant professors
- 28 Associate professors
- 18 Professors
- 7 Instructors
- 6 Postdoctoral researchers
- 28 Other (staff, administrators, emeritus faculty)

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



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

From time to time, School of Medicine faculty and staff serve as presenters or panelists at our events. This past year, they included

- Hugh Stoddard (Department of Medicine) was a panelist at our August 2022 Summer Teaching Intensive to discuss the topic “What does ‘rigor’ mean while teaching during a pandemic?”
- Jennifer Spangle (radiation oncology) served as a panelist for the NSF CAREER Academy.

Candler School of Theology

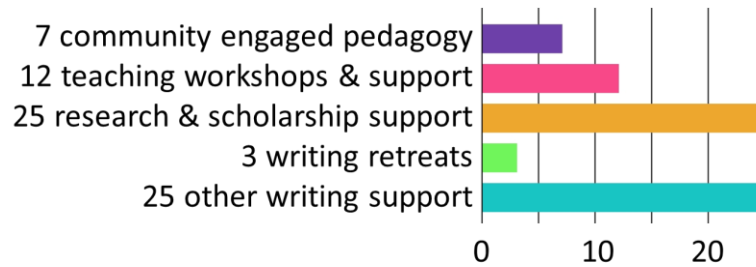
Total unique people interacting with the CFDE:

21 Faculty

5 Other teaching professionals (instructors, adjunct faculty)

2 Staff

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



From time to time, Candler faculty and staff serve as presenters or panelists at our events. This past year, they included

- Helen Jin Kim, who participated in a “mock review panel” session of the Grantseekers’ Institute in Fall 2022
- Ted Smith, who served as a mentor in the Fall 2022 Grantseekers’ Institute.

Goizueta Business School

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

- 21 Faculty

- 2 Staff, administrator

We had 35 “contacts” with Goizueta people this past year:

- 27 – various teaching workshops and other teaching support

- 8 – research, scholarship, and writing support

We note that one Goizueta faculty member, Wes Longhofer, served as a mentor in the Fall 2022 Grantseekers’ Institute.

School of Law

Total unique people interacting with the CFDE: 12. Of these, 7 were regular faculty, and the others were administrators, staff, and adjunct faculty.

We had 16 “contacts” with people from the School of Law this past year:

- 11 – teaching workshops and other teaching support
- 5 – research, scholarship, and writing support

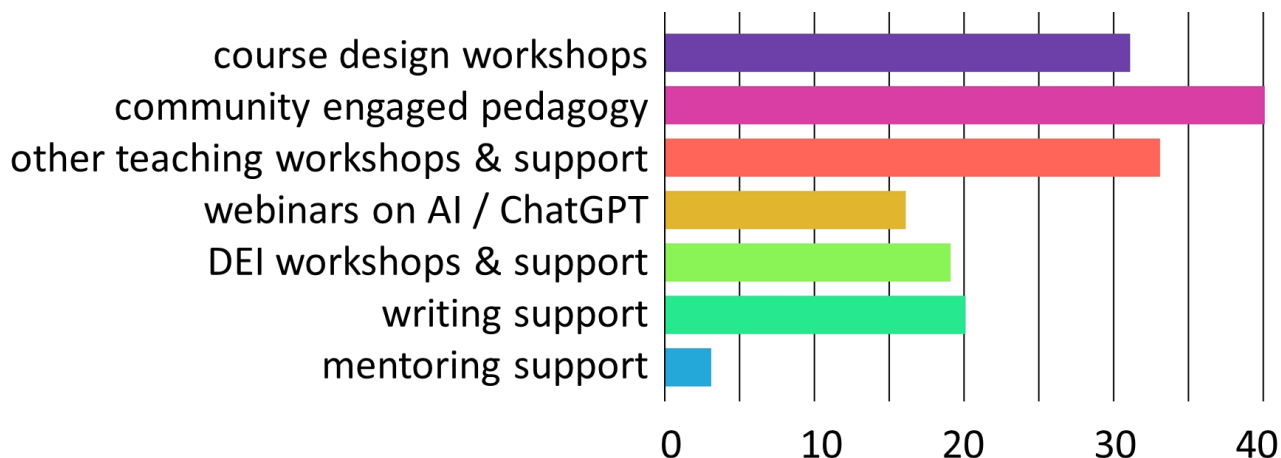
We note that one law professor was a panelist at a CFDE event this past year:

- Matthew Sag was one of our four panelists at our webinar “AI (Squared): Academic Integrity, Artificial Intelligence, and the Rise of Chat GPT” held on March 24, 2023. 147 people registered for this event, and attendance was just above 100 people.

Laney Graduate School

Total unique graduate students interacting with the CFDE: 90. An additional 14 Laney-affiliated administrators and staff interacted with the CFDE this past year.

Graduate students are welcome at many of our events, and we usually explicitly identify that they are welcome in the email advertisements we send out. This past year we counted 163 different times we interacted with graduate students and Laney staff, not counting our involvement with TATTO. The interactions were in the categories shown below:



In August 2022, Donna Troka and Kelly Duquette spoke to nearly 600 graduate students during the TATTO teacher training. The focus of this presentation was anti-racism, alternatives to decolonization, and culturally sustaining pedagogy, with a gesture to Kelly's expertise in indigenous pedagogies. For the August 2023 TATTO sessions, Donna and Cecilia Gómez talked to roughly 450 graduate students about active learning and group work as universal design with considerations of research on how group work can be challenging for students with disabilities and LGBTQIA+ students.

Liesl Wuest 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 and Teaching) is a course development and teaching program in which graduate students spend the fall semester developing an undergraduate 1-credit experiential course around academic research in labs. In the spring semester, they team teach the course to undergraduates. Six graduate students participated in 22-23 with Liesl continuing to facilitate the program.

Emory Libraries

We had 138 contacts with 57 people who work in the Emory Libraries. These contacts were in the following areas:

- 69 – Community Engaged Pedagogy discussions and workshops, including Violla Hartfield-Mendez’s support of 12th Night/Poet Laureate Ada Limón visit
- 30 – Course design workshops
- 11 – DEI workshops and support
- 22 – AI/ChatGPT webinars
- 6 – Writing support

We note several areas of engagement with the Emory Libraries:

- We collaborate occasionally with Emory’s Center for Digital Scholarship, in particular related to their annual Foundations of Online Teaching course.
- The Emory Libraries are also an annual partner and co-sponsor of the Feast of Words, 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.
- We regularly partner with Matthew Aron (Teaching and Learning Technologies) and Kim Braxton (Academic Technology Services) on CFDE/library joint programming for faculty. Additionally, Matthew is a co-developer with the CFDE of the [Teaching Toolkit](#), hosted on the CFDE website. We know that ATS/TLT is no longer formally affiliated with the Libraries, but since they are housed in the Woodruff Library and used to be part of the libraries, we want to at least mention them here.

Other CFDE Contacts

We had an additional 196 contacts with 87 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

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

Of these 196 contacts, the largest category was Community Engagement (153 contacts, many of them coming from multiple meetings with Campus Life, Advancement and Alumni Relations, and Office of Government and Community Affairs staff), followed by attending various CFDE webinars and workshops on teaching related topics.

We also engaged with 49 unique people who aren't affiliated with Emory. This group included faculty at other schools and community members participating in our Community Engaged Pedagogy programs.

These $87 + 49 = 136$ unique people account for 12% of the people who engaged with the CFDE this past year.