

EMORY

L A N E Y
GRADUATE
S C H O O L

eDgE

EMORY DIVERSIFYING
GRADUATE EDUCATION

2021-2022 Diversity, Equity & Inclusion Annual Report



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letter from the dean



CREATING, SUPPORTING, AND SUSTAINING AN INCLUSIVE, FLOURISHING ACADEMIC COMMUNITY

One of the most important goals for LGS is to ensure that it is a place where diverse scholars see themselves. It is a goal shared by everyone at LGS and reflects our deep commitment to diversity, inclusion, and community engagement. We are committed to helping our scholars flourish. We are committed to creating and sustaining a graduate student-centered educational experience. This approach to graduate education requires an enhanced effort to foster supportive environments to ensure academic success alongside overall personal well-being and growth – or what we consider a state of flourishing.

Under the leadership of Dean Amanda Marie James, Laney's Office of Diversity, Inclusion, and Community Engagement focuses on recruiting, retaining, and seeing students from historically underrepresented groups through to graduation. Ours was among the first of such offices on campus, and it is dedicated to diversifying our student body, helping to create an equity-minded culture, and promoting inclusive excellence. Through Laney's Emory Diversifying Graduate Education (EDGE) initiative, we continuously demonstrate to potential and current students their value here at Emory. Ensuring a sense of community and belonging is essential in the pathway to success for all scholars but takes greater intentionality for diverse scholars because of the history of exclusion.

You will learn more about the work LGS is doing to create, sustain, and support diversity, inclusion, and community engagement in this report. While we are proud of the progress we have made, we understand that there is more to be done. Part of working toward a more diverse, inclusive, engaged community means accepting that the work will never be "done," and that progress can take time.

When I think back to my own time as a student – at Emory and other institutions – I remember how clear it was to me that there were not enough people on campus who looked like me. I understand how it feels to not see myself represented. But I also know how it feels to see things change, for the better. Progress is being made thanks to coordinated efforts to create, sustain, and promote diversity, inclusion, and community engagement as evidenced by this report and those of the other schools.

As I wrap my first year as Dean of Laney Graduate School (LGS), I am struck by the many accomplishments of our students, faculty, staff, and alumni. I am also reflecting on the goals I had when I came into the role and examining how they are progressing and coming to life. Here at LGS, we remain committed to diversity, inclusion, and flourishing because we understand that having a diverse group of scholars allows for a richer experience for all. We understand that building community benefits us all. This work is necessary, vital, and ongoing, and it is an honor to be part of it at Emory.

KIMBERLY JACOB ARRIOLA, PHD, MPH

A handwritten signature in black ink that reads "K. Arriola".

Introduction

VISION The James T. Laney School of Graduate Studies at Emory University is a nationally and internationally recognized leader in advancing academic excellence through innovative scholarship, research, teaching, and programming that prepares a diverse and inclusive student body for success as leaders and in service to the global good.

MISSION The James T. Laney School of Graduate Studies is committed to graduate education that provides students with deep and broad expertise in their chosen fields, creativity to cross-discipline boundaries, courage to challenge convention, and confidence to ask unexpected questions and articulate bold new perspectives.

- Collaborate with our partners in other schools and units at Emory to provide broadly based, excellent graduate education that supports the research and scholarship of students, faculty, and the university as a whole;
- Foster an environment of inclusion to ensure the range of educational benefits that can only come from diversity across the academic community;
- Complement the world-class education our faculty offer by preparing our graduates for success in competitive national and global economies through contemporary professional development and career planning resources and programming;
- Increase the visibility of graduate education nationally and internationally through advocacy that emphasizes the critical role of graduate education to the mission of the research university, to the competitiveness of the United States, and to the global good.

ONE LANEY

Laney Graduate School's alignment with the One Emory Engaged for Impact:

Faculty Excellence. Laney appoints graduate faculty who have primary appointments throughout the enterprise and work to uphold, support and advance the academic mission. Laney leverages this platform to support graduate student teaching, learning, and research, and is committed to excellence in student mentoring and advising.

Academic Community of Choice. Laney provides financial packages for doctoral students. Additionally, Laney invests in our graduate students, by providing and having dedicated resources for professional development, diversity and inclusion, health and wellness, and academic program innovation and expansion.

Innovation through Scholarship and Creative Expression. Laney's academic model is centered on interdisciplinary work with an emphasis on the establishment of rich and deep expertise in students' chosen areas of study. Laney holistically trains our graduate students to be leaders that acknowledge the greater good and the societal impact of their research and scholarship.

Atlanta as a Gateway to the World. Laney recruits nationally and internationally with a focus on attracting excellent, diverse graduate students. By ensuring we have a diverse and dynamic graduate student community Laney can guide our graduate students as they interlace



LANEY STRATEGIC GOALS

In 2022, Emory launched a plan that imagines a bold vision for the future of the University: **2036**. The campaign strives to inspire investment in people for the benefit of the people, calling the Emory community to action in the spirit of building upon the mission serve humanity through knowledge.

Each signpost below signifies one element of the strategic framework Laney Graduate School uses to guide and support the One Emory pillars.



Commitment to Diversity

STATEMENT ON DIVERSITY Diversity and community are of the highest priority to Emory University and the Laney Graduate School. Diversity and community are fundamental to our commitment to graduate education that provides students with deep expertise in their chosen fields, creativity to cross disciplinary boundaries, and courage to take on the most important and complex problems of our time.

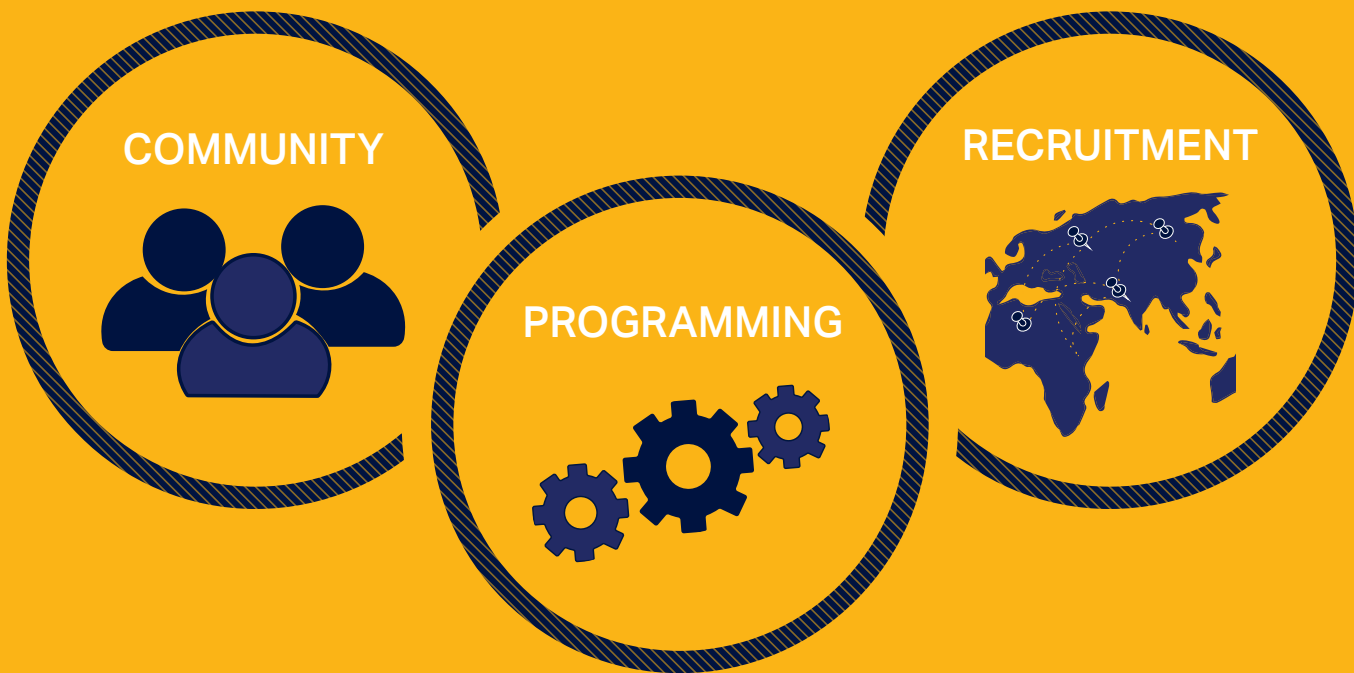
We strive to create and strengthen an inclusive, respectful, and intellectually challenging environment that embraces individual differences. We are committed to proactively cultivating and sustaining an academic community that engages diverse intellectual capacity and that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence — the driving forces that enrich and enhance innovative research and scholarship.



EMORY DIVERSIFYING GRADUATE EDUCATION (EDGE) EDGE

promotes diversity, belonging and a community of inclusiveness. Belonging begins by creating an environment where racial, ethnic, religious, socioeconomic, or experiential background and/or gender, sexual orientation, disability, or veteran status is valued. EDGE aims to increased recruitment, admission, enrollment, and graduation of diverse scholars. EDGE builds community within the Laney Graduate School and facilitates discussion about diversity within our program and the University as a whole.

The purpose of the EDGE Initiative is to promote and engage graduate diversity at Emory. The initiative is achieved using a three-themed schematic that is interconnected and interdependent:



Laney has strategically aligned our themes and goals into the framework supported by the university's DEI Strategic Plan which focuses on:



Laney at a Glance

Annually, Laney Graduate School compiles and releases admissions, enrollment, and outcome data for Laney degree students. Over the last 5 years there have been a series of initiatives and programs focused on the recruitment and retention of our students. As we move forward in the spirit of excellence, Laney is focused on the diversification of our community. Below highlights the applicant, admission, enrollment, and successful matriculation trends for our community:

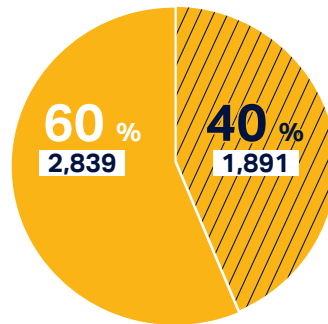
APPLICATIONS TRENDS

MASTERS VS DOCTORAL		
Applications	2016	2021
Masters	239 (5.1%)	350 (6%)
Doctoral	4,491 (94.9%)	5,437 (94%)
Total	4,730	5,787

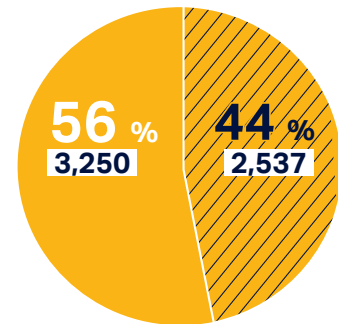
CITIZENSHIP

 International
 US Cit/Perm Resident

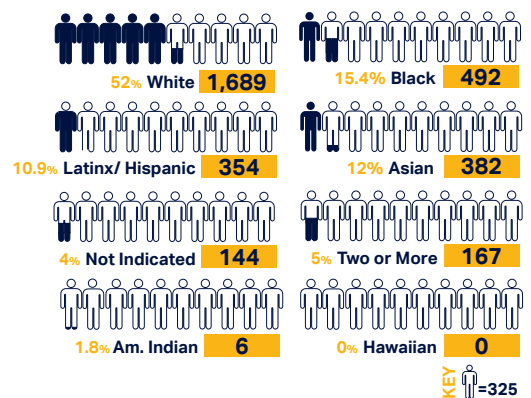
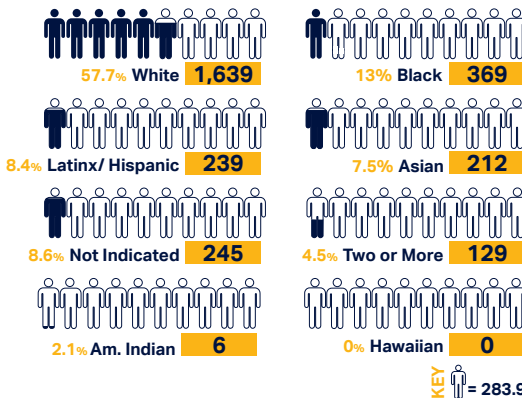
2016



2021



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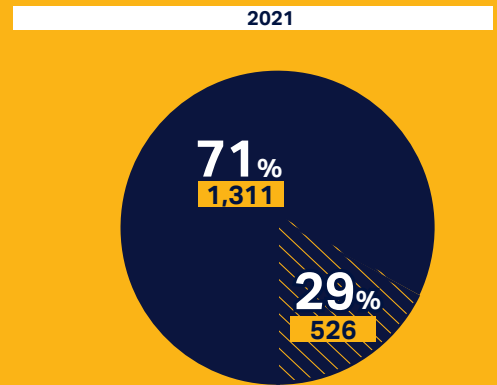
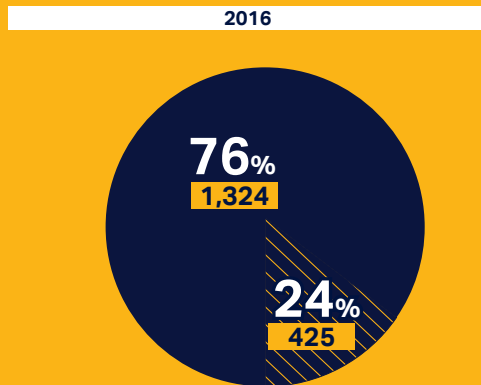
ADMISSIONS AND ENROLLMENT TRENDS

MASTERS VS DOCTORAL

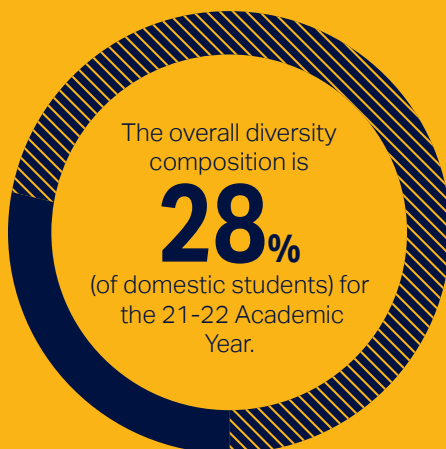
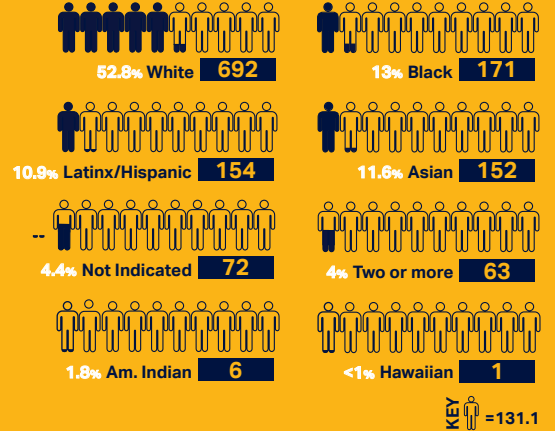
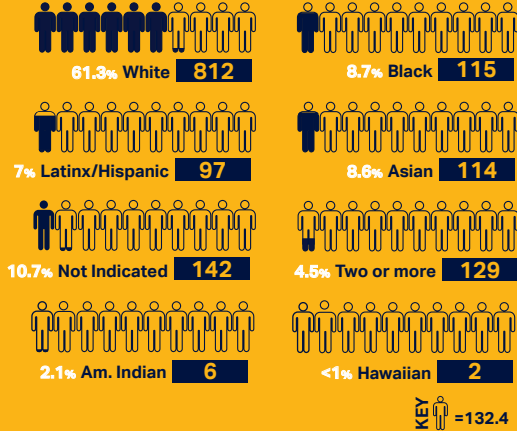
Student	2016	2021
Masters	117 (6.7%)	118 (6.4%)
Doctoral	1,632 (93.3%)	1,719 (93.6%)
Total	1,749	1,837

CITIZENSHIP

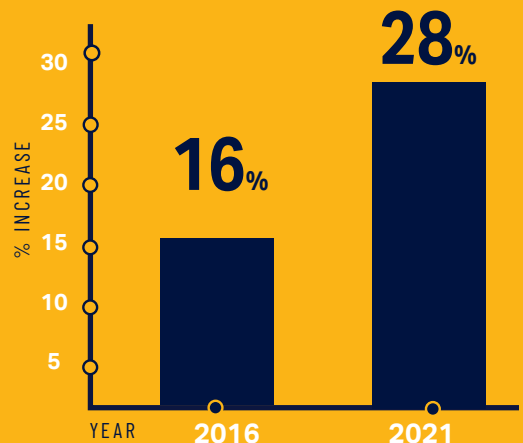
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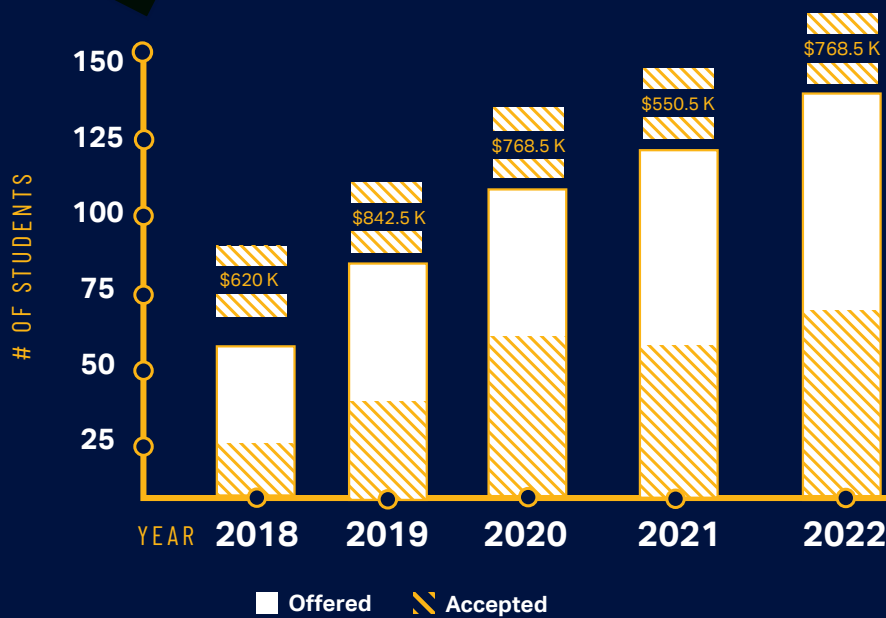


Over the last 5 years, a series of recruitment efforts to diversify our student populations reflected an increase of **12** percentage points or a **75%** increase in our historically underrepresented scholars in graduate educated based on their race, ethnicity and gender.





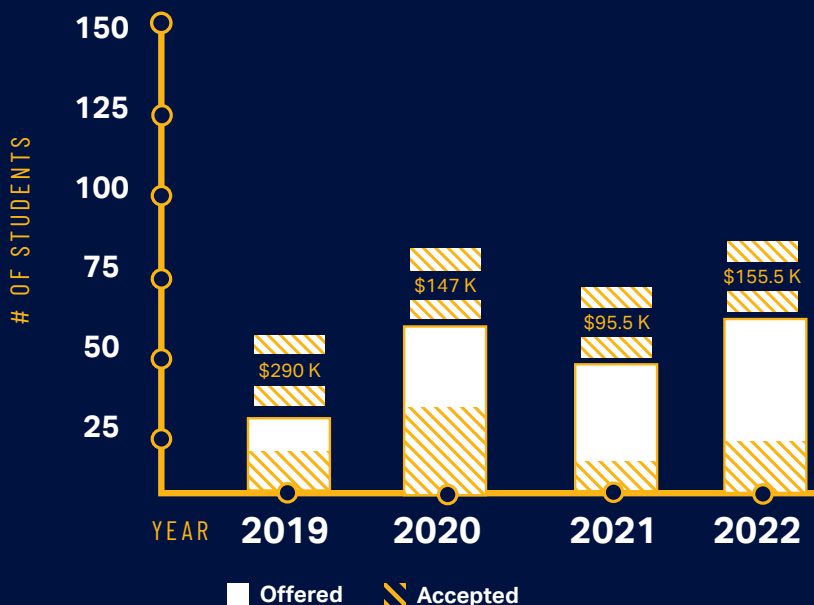
The Centennial Scholars (CS) Fellowship and the Women in Natural Sciences (WiNS) Fellowship contributed to the increase in diversity. These admissions fellowships, the CS Fellowship and WiNS Fellowship, which began in 2018 and 2019 respectively, are dedicated to providing resources and community to the fellows.



CENTENNIAL SCHOLARS

The CS Fellows are admitted applicants who are from groups historically underrepresented in higher education based on race and ethnicity, that have demonstrated outstanding academic achievement, and who will contribute to the development of a richly diverse student body.

506 offered 238 accepted
\$3.56 M in funding committed
 over 5 years

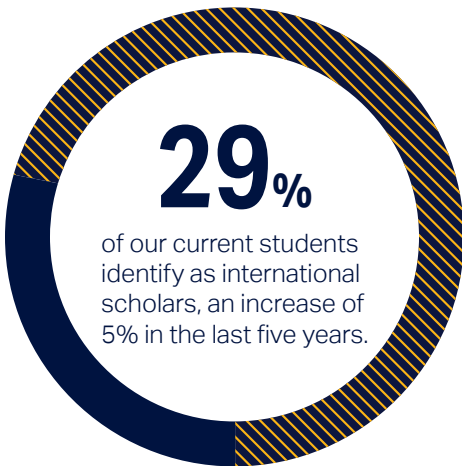


WINS FELLOWS

The WiNS Fellows are incoming female students who demonstrate outstanding academic achievements and will contribute to the increase in women in natural sciences programs where women are underrepresented (45% or less of enrollment) in graduate studies to help establish a more gender-diverse academic community at Emory.

200 offered 85 accepted
\$688 K in funding committed
 over 5 years

ADVANCING THE NEXT GENERATION OF GLOBAL LEADERS



In addition, Laney has continued our commitment to educating the new generation of global leaders. Twenty-nine percent (29%) of our current students identify as international scholars.

During the last 5 years, international doctoral scholars have continued to increase by 5 percentage points or 21% in all academic division. Our diverse scholars are matriculating through the programs at the same rates as their peers is to evaluate cohort data.

As our community diversifies, Laney evaluates and monitors enrollment and matriculation rates to ensure the success of all scholars. A proxy measurement to determine if our diverse scholars (Historical Underrepresented Groups of Students (HUGS) or international scholars) are matriculating through the programs at the same rates as their peers is to evaluate cohort data.

CURRENT STATUS OF DOCTORAL STUDENTS, 2016 COHORT

Student Type	All	HUGS	International
PhD Completed	58%	38%	62%
Currently Enrolled	26%	42%	19%
Not Enrolled	10%	16%	10%
Mastered Out	6%	4%	9%

ENROLLMENT & MATRICULATION

LGS-EDGE, the Student Affairs group at Laney and the English Language Support Program Team provide comprehensive support services to all scholars.

CURRENT STATUS OF DOCTORAL STUDENTS, 2021 COHORT

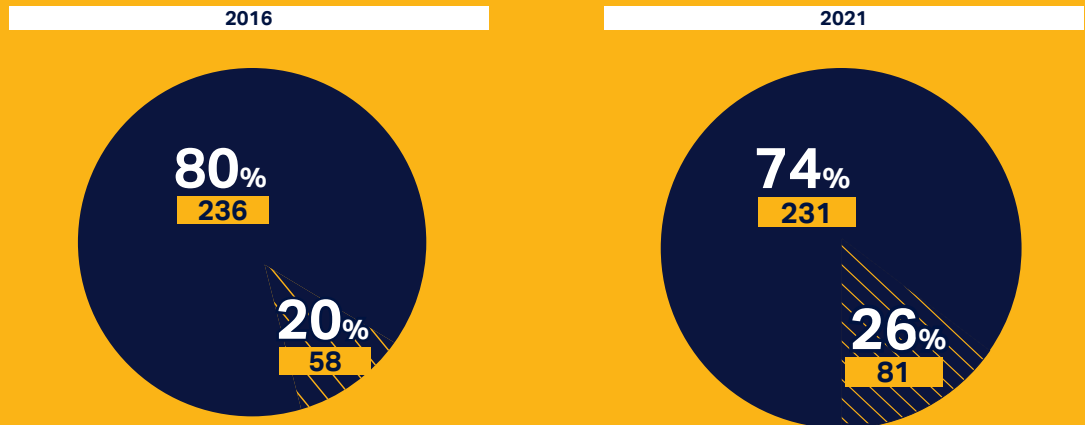
Student Type	All	HUGS	International
Currently Enrolled	99%	96%	99%
Not Enrolled	1%	4%	1%

PERCENTAGE OF MASTERS VS DOCTORAL APPLICANTS

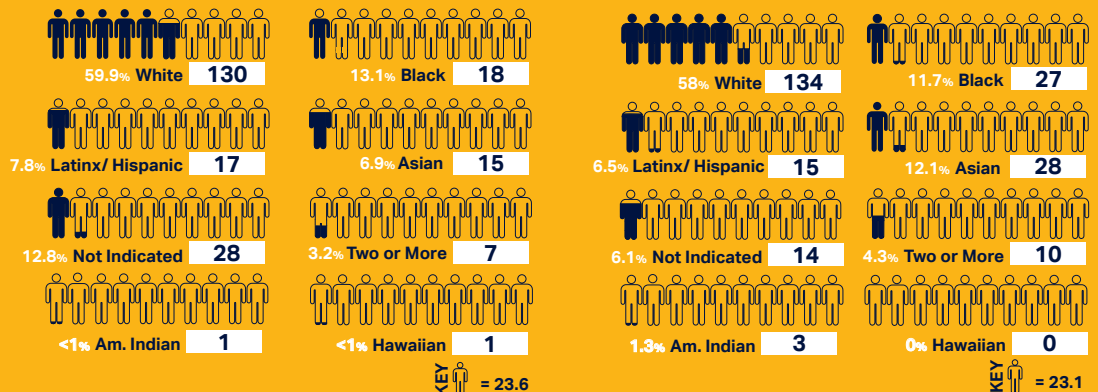
Applications	2016	2021
Masters	54 (18.4%)	51 (16.3%)
Doctoral	240 (93.3%)	261 (83.7%)
Total	294	312

CITIZENSHIP

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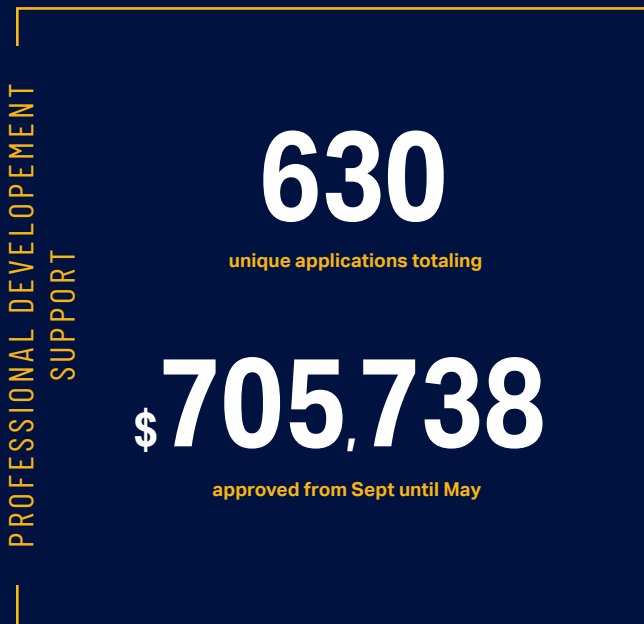
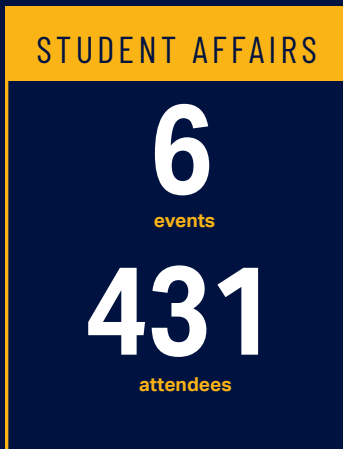
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Professional Development, Education & Awareness

Through formal and informal opportunities, Laney offers learning opportunities to enhance knowledge, proficiency, skills, and effectiveness in implementing and practicing the principles and values of justice, equity, diversity, and inclusion. These opportunities are open to the entire community with an emphasis on the social-, economical- racial- and ethical issues that are challenging our community.

Many formal and informal opportunities from Laney are designed to both celebrate and educate the community about our unique differences. These opportunities are open to the entire community with an emphasis on the social-, economical- racial- and ethnical issues that are challenging our community. These experiences enhance our community's knowledge and skills surrounds the values of justice, equity, diversity, and inclusion.



ONGOING ACTIVITIES

- Introduction of a Hi-flex Model for TATTO 600
- Increase in the diversity and breadth of JPE offering
- Largest representation of LGS- EDGE Ambassadors and Fellow.
- Continued partnership with the Campus Life Office of RACE for P2P Grad Connect: Peer-to-Peer BIPOC Mentoring Program

Climate & Culture

Inclusion is established when all constituents know each other's worth and appreciate each part of the organization. Therefore, community and belonging are essential. Laney is determined to ensure historically underrepresented or underserved communities interact with the community before applying and hopefully keep the engage through acceptance, successful matriculation, and becoming alumni.

PROSPECTIVE STUDENT ENGAGEMENT & OUTREACH

72

prospective students visited

28

different doctoral programs

34

prospective students in SOAR on campus

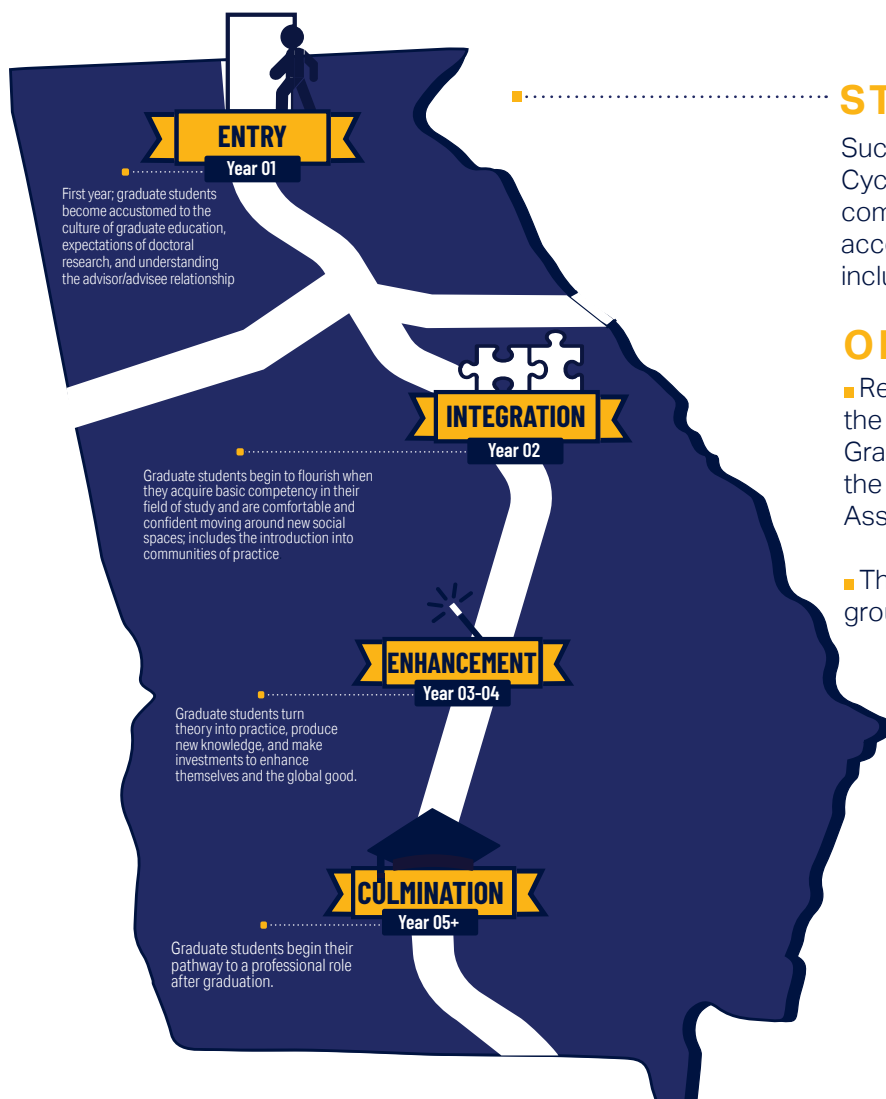
24

recruitment fairs/conferences

- Learning about Laney: Preview Visitation

- LGS-SOAR Program (Laney Graduate School Summer Opportunities for Academic Research)

- Recruitment Fairs and Conferences



STUDENT LIFE CYCLE

Success throughout the Student Life Cycle requires the support of the entire community and a commitment to accessibility, justice, equity, diversity and inclusion.

ONGOING ACTIVITIES

- Regularly established meetings with the Leadership of both the Laney Graduate Student Council (LGSC) and the Graduate Student Government Association (GSGA)
- The establishment of DEI Advocacy groups within academic programs

Accountability

Laney is committed to ensuring the well-being of our community. Collaboration between Laney leadership and each academic program allow for both qualitative and quantitative assessments. Consistent evaluation of our processes and policies ensure inclusivity while also being equitable.



HANDBOOK

Sr. Associate Dean Jeff Staton and Assistant Dean Jennifer Cason guided programs to update their handbooks and make them readily available. Future plans: LGS handbook is being reviewed for accuracy and its ability to be equity-minded.



MEETINGS

Program Review - A comprehensive review of each program based on each phase of the student life cycle is discussed.

Recruitment - Conversation about the applicant pool, application evaluation to ensure they are equity-minded, and then the acceptance rate with a deep dive into who declines us to determine ways we can be more appealing and holistic.

Directors of Graduate Studies/Program Directors - a reoccurring meeting (5 times a year) of the leadership of each program led by Laney Leadership to ensure important information is shared and best practices are discussed.

Program Administrators - A biannual meeting to update this community on new policies and procedures along with best practices.

ONGOING ACTIVITIES

Laney is dedicate to ensure a community that is without harassment of any kind. Harassment is any unwelcome oral, written, or physical conduct that interferes with or affects an individuals' pursuit of an education or well-being.

Procedures outlined in LGS Handbook guide our community to report any acts that are: Dishonesty, Personal Abuse, Malicious Damage/Breaking or Entering, Disorderly Conduct/ Disruption of Class or Research Space or Disruptive Behavior, Harassment, Recording without Consent, Refusal to Comply, Failure to uphold appropriate professional standards and Other Conduct Offenses.

Next Steps

PROFESSIONAL DEVELOPMENT, EDUCATION, AND AWARENESS

Establishing a tailored "Brown Bag Series" for faculty, staff and students that enhances the ideals of inclusiveness and equity-mindedness to ensure belonging for our increasingly diverse student body.

CLIMATE AND CULTURE Building a Toolkit to be used by the entire community that promotes belonging and wellness. Increasing student interaction with Laney Leadership through luncheons and office hours.

ACCOUNTABILITY Assessing the student life cycle to identify the gaps in support services to ensure a student-centric experience.

Laney enhancing and sustaining an inclusive community, where students from diverse backgrounds feel welcome, respected, and engaged; a true sense of belonging. Laney is focused on diversity beyond the numbers and we are preparing for the future now.



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Prepared by the Office of Amanda Marie James, PhD
Associate Dean, Diversity, Inclusion and Community, Engagement

Designed by Holly Summers
Communications Specialist

[#DiversityisExcellence](#) [#DiversityBeyondtheNumbers](#)



LaneyEDGE



LaneyEDGE