



EMORY UNIVERSITY

# **Institutional DEI Strategic Planning Communities**

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REPORT TO THE PRESIDENT

JANUARY 31, 2022

This process is indebted to the seventy-plus community members, co-chairs, and civic and community partners who spent more than eight months engaged in this process. Their names occupy space in this report. I am especially indebted to the co-chairs who diligently led each of these communities with attention to our community rules for the process: build bridges, not walls; exercise care and compassion; practice mindful listening; and try to be as inclusive of all statuses as you can in your communities. They did all this while facilitating timely and important conversations around the work being done and yet to be done in diversity, equity, and inclusion (DEI). I appreciate the goodwill of all our community partners, key stakeholders, change agents, and allies who lent their voices to this process by interview, pulse survey, informal conversations, and intimate gatherings.

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## **I. INTRODUCTION**

### Our Current Moment

The Emory Community begins this DEI strategic planning process at a pivotal moment in the life of our institution. Our goal is to consider how to put into practice what it truly means to be an inclusive and diverse campus community. What it truly means to embody the tenets of fairness, equity, and transparency as we hold ourselves accountable when we fall short of these goals. The urgency of this work is reflected in the principles that anchor it. Among these, the most important is that all people have the right to learn, work, teach, and thrive in a community that allows each of us to bring our full selves to our respective spaces.

We engaged this communal work during a major inflection point in our nation's history. Its import continues to be felt in the lifeblood of our collective ethos as we find ourselves in a global pandemic whose catastrophic reach amplifies the health, educational, and economic disparities in our society. It is this awareness that compels us to reconsider how we work, learn, teach, and innovate as an institution with an eye toward fairness, justice, and transformational impact. It is this same communal spirit that guides us through a sobering recognition of work yet to be done as the brutal killings of Ahmaud Arbery, Breonna Taylor, George Floyd, Rayshard Brooks, and so many others encouraged us to examine our own policing practices at Emory through the insistence of the Coalition of Black Organizations and Clubs and their allies. The national and global escalation of antisemitic, anti-Asian, anti-Black, and homophobic violence and hatred necessitated that we have introspective conversations about our own institutional history and its gaps and omissions, as we reimagine our community of care.

Our current moment asks us to be resolute in our journey ahead, to gather courage to do the necessary work for change, and to exercise grace toward one another. For it is in restoring others' humanity that we restore our own. This moment asks us to build bridges and not walls because this work is exhaustive enough without having to climb over them. It asks us to be intentional amid the tension of this work because getting proximate to it requires ongoing engagement and commitment to our institutional values and the principles of equity-mindedness. And in all we do, we must remember that transformation is daily, everyday work. This is how inclusive eminence is activated for the benefit of the greater good.

## **II. CHARGE**

How we practice the values of equity, diversity, and inclusion—how we interweave them into the very fabric and infrastructure of the Emory enterprise—will take vision, community participation and guidance, and a resolute commitment to actualize this work. These efforts have taken a number of iterations at Emory University including the Advisory Council on Community and Diversity, Emory's Commission on Racial and Social Justice, the Transforming Community Project, the Committee on

Class and Labor, and the Faculty Advisory Committee on Excellence and Diversity. The [Office of Diversity, Equity, and Inclusion](#) has been a stalwart champion of this work. It is committed to promoting a fair, equitable, and accessible campus environment for the Emory University community in collaboration with its university partners.<sup>1</sup> The four pillars of the [One Emory Strategic Framework](#)—Faculty Eminence, Academic Community of Choice, Innovation through Scholarship and Creative Expression, and Atlanta as a Gateway to the World—are a welcome guide to situating this current institutional effort. Our current endeavor builds upon and extends these efforts to consider the evolving landscape of social justice, equity, and inclusion.

Part of realizing a path forward toward a more inclusive and equitable Emory is to establish common-ground principles and values that guide this work. Institutional definitions for diversity, equity, inclusion, and equity-mindedness were developed by Emory community members and adopted by campus leadership in November 2020, as was an institutional statement for diversity. These ideals, as well as Emory’s mission and motto, anchor the work of the strategic planning process. Emory’s motto, “The wise heart seeks knowledge,” portends that our collective experiences as individuals and as a community are important threads that bind these efforts to Emory’s operational excellence. It is not just our intellectual and research prowess we must harness—it is our collective humanity that we must also put to use for regenerative change. The true measure of our success will be evident in how we think about our responsibility as a higher education institution whose mission is “to create, preserve, teach, and apply knowledge in the service of humanity.” In acknowledging the different dimensions of our diverse and vibrant community, we promote and ensure the general welfare and the success of all, regardless of title, position, status, or station. We also strengthen our civic and community partnerships, as we cultivate an academic environment both within Emory’s boundaries and beyond that is built on mutual respect, supportive interaction, and flourishing.

### **III. PROCESS**

In the beginning of the institutional DEI strategic planning phase, a process was created, in partnership with the Office of the Provost, the Council of Deans, the President’s Office and key governance and campus stakeholders, to assemble seven communities that would collectively become the strategic planning committees (SPCs). In fall 2020, co-chairs and community members were selected through a nomination process and their roles in campus governance to serve in these groups. In January 2021, the SPCs were charged with creating stretch goals for their respective communities that would be shared with Emory President Gregory L. Fennes in January 2022. These objectives allow for charting, implementing, and measuring progress toward achieving our vision for diversity, equity, and inclusion at Emory. In the end, this process involved more than seventy community members.

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1. <sup>1</sup> In 2007, the Office of Community and Diversity was created and led by Senior Vice Provost [Ozzie Harris](#). On May 1, 2014, the Office of Community and Diversity became the Office of Institutional Equity and Inclusion and, finally, the Office of Equity and Inclusion in September 2014.

To develop their strategic goals, SPCs were asked to:

- a) Inventory what exists and has already been done for each assigned community to the best of their abilities, and within the limited time frame. Assess usefulness and effectiveness of existing programs and determine gaps.
- b) Develop specific, measurable, achievable, relevant, and time-specific (SMART) goals for achieving excellence in the three thematic areas listed for each of the seven communities specified in the following time frames: short-term (immediate), midterm (within two years), long-term (beyond two years).
- c) Evaluate the objectives listed in the charge; modify, expand, or deprioritize them based on conversations and solicited input from campus partners, key stakeholders, and community members from the Oxford and Atlanta campuses.
- d) Create DEI targets that align with Emory's institutional mission and values, and best or promising practices in the field.
- e) Consider other relevant resources, experts, and archival materials that assist each community in building upon, evaluating, or strengthening goals already activated.

#### **IV. THEMES**

To make this strategic planning process manageable, and to have it work in concert with other DEI strategic initiatives ongoing in our campus community, the activities of the SPCs focused on the following three themes consistent in the many conversations with key stakeholders and community members at Emory that occurred during the previous eighteen months and continue to find resonance in our community's continuing conversations on DEI:

1. *Professional Development, Education, and Awareness* advances learning opportunities for administrators, faculty, staff, students, both formal and informal, that use various modes of engagement to enhance knowledge, proficiency, skills, and effectiveness in implementing and practicing the principles and values of diversity, equity, and inclusion. As we create opportunities for self-discovery and perspective taking, it will allow each of us to understand our communal impact on others and to understand how our own diversity helps to shape community practices, work and learning engagement, and environment and culture.
2. *Climate and Culture* reflects the collective attitudes, values, beliefs, and behaviors of faculty, staff, students, and administrators. It is demonstrated in our corporate community of engagement, expressed in the ways in which we interact with and among one another, and felt in the sense of belonging and true investment in our ability to thrive and bring our whole selves with us each day in order to realize our truest and highest potential as individuals and as a collective.

3. *Accountability* means evaluating, correcting, and eradicating systemic issues, barriers, and/or practices embedded in institutional and educational policies, protocols, and procedures that impede fairness, access, equity, and equality in our learning, living, working, scholarly, and teaching environments across the Emory enterprise. In holding ourselves accountable, we help to create those building blocks of transformation that lead to measurable change. We keep in mind our institutional statement on diversity, which affirms and appreciates the intersectional realities of our lived experiences. This statement speaks of gender identities; sexual orientations; abilities and disabilities; and ethnic, cultural, socioeconomic, religious, national, and international backgrounds as germane to our institutional mission. These are the values interwoven into the fabric of these recommendations.

We wrestled with how to present such vast information from these reports to the Emory community given the various perspectives and diversity within each community. In total, there were more than 200 recommendations proposed from all seven community groups combined. These recommendations spanned the spectrum of ideas, from localized work in specific areas, units, and schools to division-level proposals for change. Thus, the following listing is an attempt to curate these recommendations into a feasible document that will allow us to achieve our DEI objectives in a measured and sustainable cadence. It is not an exhaustive list. We are aware of that. We hope to do this work in phases to sustain these efforts into the foreseeable future. We also are aware that there is currently ongoing work across the enterprise that serves as a complement to some of the proposed initiatives here. With that in mind, we have focused our DEI efforts on goals that have a wider impact across the Emory enterprise and have them in one of the four pillars of the One Emory: Engaged for Impact Strategic Framework for strategic expediency.

## V. INSTITUTIONAL RECOMMENDATIONS

### **Pillar One: Faculty Excellence**

*Foster a culture of eminence that attracts and inspires scholars of the highest order*

- Sustain intellectual leadership across all programs and research disciplines while elevating the competitive position of targeted areas.
- Cultivate world-class faculty scholars committed to enriching and engaging the Emory community and beyond.
- Achieve excellence as an intellectual community built on a diverse faculty and an inclusive culture.

Academic eminence requires that we have a diverse faculty. Our institutional data demonstrates we have not met this objective consistently. Our faculty does not represent the rich diversity of our global community, our surrounding region, our student body, or Atlanta. Data also demonstrates that inclusion must be a sustained area of focus, as does clarity of career pathing for faculty members. Mentoring, intercultural competency development for chairs, deans, directors, managers, and other leaders is a

constant refrain in cultivating environments of thriving for diverse faculty members, postdocs, and graduate and professional students who may be considering academic or research careers.

The following recommendations speak to the life cycle of faculty members and the experiences of scholars who seek to improve pathways into the professoriate, research, and other adjacent academic, scholarly, and professional fields.

## Faculty

*To fulfill Emory's mission and vision, the university commits to:*

- Hire, retain, support, and promote an increasingly diverse faculty and works to increase the number of faculty members from historically underrepresented and other marginalized groups.
- Examine the hiring, career path, benefits, professional development, and participation in decision making of faculty in nontraditional tracks (such as Clinical, Research, and Teaching) to ensure fairness and equity and to enable them to participate robustly in Emory's academic life.
- Provide learning opportunities and training (both intramural and extramural) beyond implicit bias for all Emory faculty members to create sensitivity to multiple dimensions of DEI (intercultural fluency, cultural competency, inclusive pedagogy, and anti-oppressive and anti-racism training) and trauma-informed responses.
- Create and implement professional development, leadership, and mentoring programs in all academic units, as well as university-wide, for all faculty members. Provide material and non-material incentives and rewards for faculty mentors to acknowledge and reward their contributions as mentors.
- Distribute more equitably faculty members' roles and responsibilities for service to ensure better balance, recognition, and reward of workload, greater inclusiveness, and greater fairness. Record and recognize information about service workload.
- Increase transparency about tenure and promotion processes and standards to eliminate hidden rules or concealed knowledge that can negatively impact career progression of any faculty member, including BIPOC (Black, indigenous and people of color), first-generation, and other underrepresented or marginalized groups. Create formal mentorship programs that connect and support faculty members in nontraditional tracks across schools and units.
- Support leadership and faculty to develop more equitable and attainable expectations, particularly for BIPOC. These faculty members often take on informal or additional responsibilities without consideration for other burdens people in the groups face. This uncompensated, undervalued work may include mentoring of BIPOC students, assignments to committees in the interests of "diversity," and running programs related to DEI. Their work must be acknowledged and considered for retention and promotion. Moreover, Asian Americans and Pacific Islanders are often neglected as an underrepresented group, and the university should address the needs and concerns of this faculty community.



- Develop and promote formal and secure mechanisms by which individual faculty members are protected and emboldened to speak out against, report, and document instances or practices of discriminatory or derogatory behavior antithetical to Emory's DEI mission. Aggregate data on incidents should be shared with the faculty on a regular basis.
- Provide institutional support to interrogate and remedy systemic barriers that maintain inequities, particularly salary disparities and salary compression as well as hostile work and learning environments, across all faculty groups.
- Maintain salary equity within and across units. Create salary equity committees in each academic unit and use salary benchmark data when available to ensure that salaries and salary adjustments are competitive with those at peer institutions and across DEI categories. Establish mechanisms for salary comparisons where such data are not available. Provide feedback about salary assessment to faculty.
- Make school and unit leaders responsible for collecting data on DEI metrics as well as for sharing data with faculty members, university leadership, and other stakeholders on an annual basis. Authorize school and unit leaders to revise policies, handbooks, and practices to meet these goals.
- Establish a faculty governance mechanism such as a standing committee within the University Faculty Council to work with the Office of the Provost, leaders of academic units, and other leadership groups to establish DEI metrics with respect to the above goals, and to monitor performance on these metrics across the university on an ongoing basis. DEI metrics can include trend reports about toxic work environment, sexual harassment, recruitment, retention, and leadership appointments. The standing committee can oversee a formal evaluation with involvement from all stakeholder groups on a regular basis.
- Improve relationships with communities with which Emory faculty engage for community-based research and service learning. Reward faculty members who engage with, learn from, and contribute to various diverse communities.
- Raise funds to create named/ended professorships that reward a faculty member's efforts at creating an inclusive environment. Otherwise recognize faculty and staff efforts to create inclusive environments.

#### Postdoctoral Fellows/Associates

*Building a collective community and institutional memory for postdoctoral fellows and associates is critical to creating a sense of belonging in the greater Emory community. To this end, we recommend:*

- Centralizing postdoc events and resources by establishing a Postdoctoral Fellow Office, an Emory-hosted website, and institutional support for professional development and personal well-being.
- Hire a full-time employee in an advocacy role for postdoctoral fellows.

- Establish an institutional structure that connects liaisons with representatives within each discipline/school.
- Appoint a person within each unit, department, or school who is responsible for working with postdoctoral scholars. This person would be a formal liaison to the proposed campus-wide postdoc office and develop expertise in supporting postdoctoral needs.
- Develop a standardized system for handling grievances, including managing disputes with advisers or mentors, perhaps modeled on systems in place for graduate students. Specific examples of such harm include bullying, abuse of power, or sustained hostile behavior including ridiculing, threatening, blaming, invasion of privacy, verbal abuse of mentees, career sabotage (e.g., holding “hostage” recommendation letters and/or visa status), sexual assault, or quid pro quo sexual relationships.
- Address discrimination based on race, nationality, gender identity/expression, sexual orientation, disability, language, or socioeconomic status by having a dedicated or assigned staff member within the Ombuds Office and the Office of Equity and Inclusion that focuses on the unique status of postdocs.
- Create a mechanism and adjudication process whereby faculty members who commit repeated instances of discrimination, abuse, sexual harassment, and/or attempts to limit career opportunities of mentees are held professionally accountable.
- Create a fund to support moving expenses/relocation costs for incoming postdocs targeted at those who have demonstrated financial need and are first-generation and/or from an underrepresented background.
- Evaluate and adjust compensation, benefits, and other HR-related policies to ensure adequate support for postdocs, particularly given the temporary nature of postdoc positions and other needs common among them.
- Develop a university-wide bridge program, Postdoc to Faculty.
- Standardize method (e.g., forms) for setting job and role expectations between postdoctoral fellows and mentors (e.g., work hours, mentoring).
- Create resources for postdoctoral fellows interested in entering non-academic positions and/or working within the broader Atlanta community.
- Provide a physical space for community building, academic advancement, professional advancement, and connections to the broader university community.

## **Pillar Two: Academic Community of Choice**

*Cultivate a thriving campus and a compelling student experience*

- Offer the most inclusive and financially accessible higher education experience among the nation's top universities.

- Transform Emory's undergraduate campus life experience to create a connected, living, impact-oriented intellectual community.
- Become the most influential institution in our students' lives by cultivating affinity for Emory.

The student experience is at the heart of the work we do at Emory. We are committed to cultivating transformative opportunities for students to realize their full potential. Our student body is now more diverse than ever at the undergraduate, graduate, and professional levels. Our attention to the student experience has not always met the expectations of thriving for historically underrepresented and underserved communities. The following recommendations ask us to examine our institutional environment to identify domains in our climate and culture, curricular, co-curricular, and student services that may create barriers to student success:

### Undergraduate

- As part of its policy toward recognition and reconciliation of displaced Indigenous persons, the university should develop specific and sustainable policies for the recruitment and matriculation of Indigenous students.
- Increase support for first-generation students and students from economically disadvantaged backgrounds by increasing connections between existing First-Generation, Low-Income initiatives.
- Reconvene and reconstitute the Committee on Class and Labor, revisiting the recommendations of the report for the contemporary social and political moment. The subcommittee recommends that the committee's work include considerations of wealth disparity among students (e.g., the effect of legacy status in the admissions process on economic diversity) given significant student concern about inequality of resources at Emory.
- Increase investment in professional staff hiring to connect students from less economically resourced backgrounds with support resources at Emory (e.g., first-generation students).
- Continued development of funds to support the recruitment, matriculation, and promotion of students from less economically resourced backgrounds.
- Create greater awareness of issues faced by neurodiverse students; hire professors with ASD (autism spectrum disorders) or professors with neurodiversity training; hold lessons during PACE lectures or orientation groups sessions that teach students about neurodiversity; promote safe spaces for students with learning differences.
- All faculty members should include university resources for students on their Canvas course pages to promote equitable access and awareness of Emory University resources for supporting students who encounter challenges.
- Move away from forced disclosure of pronouns. The university should promote a pronoun disclosure policy that gives students the opportunity but not the requirement to disclose their pronouns.

- Develop formal mentorship opportunities for non-STEM career pathways (e.g., law, graduate school).
- Create a funding mechanism to support students' professional development for non-STEM pathways. The university should strive to create equity in awareness of these funding opportunities.

#### Graduate and Professional

- Develop education modules for both educators and students to lessen occurrence of micro-aggressive behaviors in the classroom. Training modules should also train on use of pronouns, discrimination, implicit bias, cultural humility, etc.
- Provide academic content in graduate and professional programs that is more representative of the intersectional diversity in the student body.
- Include mandatory statements on Emory applications.
- Include direct pipelines to research and job opportunities, increased funding support, and guarantees for reasonable/limited workload in recruitment, retention, and advancement efforts (in and beyond graduate school) of BIPOC and/or underrepresented graduate students.
- Engage in cluster hires of BIPOC faculty and students.
- Work toward prompt, impactful administration responses to address systemic barriers.
- Allow students to participate in the hiring process for faculty and professional staff.
- Invite student and student leaders to discuss best practices for educators and staff to further engage students outside of DEI committee meetings.
- Strengthen opportunities for cross-institutional engagement in the metro Atlanta area and region.

### **Pillar Three: Innovation through Scholarship and Creative Expression**

#### *Harness imagination and discovery to address 21st-century challenges*

- Be a top-ranked global leader in health science research to drive societal impact.
- Be the preeminent destination for innovative arts leaders.
- Become an innovative research leader in the humanities as well as natural and social sciences.

Addressing the challenges of the 21st-century requires us to be inclusive, equitable, and diverse in how we imagine our impact in the world. Our research, scholarship, and creative enterprises offer wonderful opportunities to mine our manifold resources such as the archives, libraries, and museums, as well as theater, poetry, and music programs for inspired ways to discuss historical legacies and trauma, resilience, healing as well as social, human, and restorative justice. Such activities serve as building blocks of transformation, strengthening our communal connections as we wrestle with the complex human condition in pursuit of the greater good.

- Emory must express its stated goal to truly be a partner to the broader Atlanta community and to allow everyone to reach their potential by addressing racial, economic, environmental, and health injustice.
- Research the history of student activism and develop a mechanism for memorializing the diverse history of student activism, including student demands, student protests/counterprotests, and resultant university responses.
- Emory must develop a community certification when civic and community organizations partner with research professionals.
- Create a university-wide day of community and volunteer service dedicated to understanding racial and social injustice.
- Provide a university-wide speaker series to inform and celebrate the lived experiences of DEI, preferably tapping into the stories of our alumni and/or current staff.
- Create student research fund for BIPOC, LGBTQ+, and other students from marginalized backgrounds.
- Increase civic and community engagement opportunities in academic coursework that ties academic disciplines to service work in those areas.
- Extend the ECS100 experience to create touch points that promote the diversity of a liberal arts education throughout students' academic experience.
- Promote greater awareness and support for students from rural backgrounds.
- Promote greater awareness and support for the diversity of the international student community and their experience as college students at Emory.
- Develop a DEI initiatives symposium for students to share work regarding DEI and to inspire new ideas.

#### **Pillar Four: Atlanta as a Gateway to the World**

*Unleash Emory and Atlanta's shared future to mobilize change for the world*

- Unlock Emory and Atlanta's shared potential as an engine for inclusive growth.
- Realize Emory as a core part of the civic fabric of Atlanta.
- Serve Atlanta and global communities by bringing to bear strengths as a top-tier research institution in partnership with dynamic and innovative Atlanta institutions.

Emory is one of the leading employers in the region, and its economic impact is evident. Our civic and community partners, alumni, and campus community call on us to honor our commitment to “create, teach, preserve, and apply knowledge in the service to humanity” in ways that are more inclusive, transparent, and reciprocal. The following recommendations reflect these values.

Civic and Community Partners:

- Address the trauma caused by its past actions and legacy in furthering white patriarchy. This will include acknowledging our blind spots and negative actions; publicly apologizing for those actions; and creating a plan for truth, healing, and transformation.

- Commit to financially compensate the community for community knowledge extraction (e.g., research conducted by faculty and students where the results were/are taken only by the university with little/no support for the community).
- Include non-academic acknowledgment of involvement/stipend in academic pursuits/papers/POVs/grants, and work with the community thereafter on items such as providing human capital and developing publications.
- Demonstrate an openness where our assets and resources (e.g., university spaces, special collections, etc.) are shared with the community, and visitors are invited and welcomed.
- Create transparency in what we do: where money is spent (e.g., supplier diversity, investment, hiring) and where opportunities to partner are offered by developing communications tools (e.g., website, community co-developed scorecard, dashboard), including tracking and measuring participation and effectiveness of all management/leadership professional development opportunities both for internal and external participants.
- Ensure that business operations (e.g., procurement, HR, campus master planning) are aligned with our DEI principles. Prioritize community support/partnership/engagement with a goal of 25% participation of diverse vendors and ensure all aspects of the vendor and partner lifecycle integrate unconscious bias, antiracist, and cultural literacy competencies and capabilities into standards and expectations.
- Ensure that fund development activities (e.g., advancement campaigns) are aligned with our DEI principles and prioritize community support and engagement.
- Establish an ongoing task force and/or leadership group (e.g., Community Advisory Board) to solidify targets, ensure transparency, and evaluate progress with periodic updates to the community and a way for the community to provide feedback.
- Improve the people of color leadership and executive representation by 50% over the next five years in every salary grade category for salaries \$75,000 and above. This includes faculty (research and clinical) and staff executive level, administrative level, academic deans, etc.
- Make strategic and inclusive investments (e.g., endowment management and retirement funds) using, where possible, diverse financial investment instruments and DEI and environmental, social, and governance (ESG) screens and that strengthen the endowment and generate economic capital for the region.
- Include a strong community benefits agreement in Emory's Campus Master Plan and other real estate ventures.

#### Staff

- Require all academic and administrative departments to develop a multiyear DEI strategic plan in partnership with Emory's Office of Diversity, Equity, and Inclusion.
- More clearly define each staff subgroup (i.e., ensure front-line/essential staff feel included in staff language).

- Determine DEI success factors (e.g., staff thriving, advancement, career pathways) and how to measure.
- Provide more transparency around promotions and staff reclassifications; review current guidelines to ensure equity across departments/schools to include reviewing time in position and experience.
- Tie DEI goals to performance management goals for the university, which should be consistent for all staff members regardless of position. Establish DEI-related competencies in performance reviews.
- Expand opportunities to provide DEI competency feedback on leaders/peers.
- Report on specific efforts made to recruit and retain staff members from underrepresented communities (race, ethnicity, gender, disability, neurodiversity, etc.)
- Examine all current departmental policies, i.e., Human Resources recruitment and promotion practices, through an equity and inclusion lens, revising as needed. Ensure an inclusive community and a consistent experience among staff members across the university.
- Set up metrics or measurements to ensure equity in job promotions and leadership opportunities across the university. Have a diverse committee for staff leadership recommendations to help remove barriers.
- Consider a “relaunch” of Emory’s mission, vision, and values to ensure all staffers are trained on and knowledgeable about them. Reward staff members who “walk the talk.”

#### Alumni

- Review the admission recruitment and outreach process to ensure the high schools visited include diverse (geography, racial/ethnic, and socioeconomic) populations, and clarify the alumni volunteer role in this outreach.
- Create a focused admission outreach effort in Atlanta-area high schools to recruit students who would qualify for the MLK scholarship and expand the alumni volunteer role in meeting this goal.
- Ensure the Alumni Admission program creates a positive experience for alumni volunteers and students. The program should include intentional recruitment of diverse volunteers, a review of training, and a feedback process for alumni interviewers to create a welcoming and inclusive experience for all prospective students.
- Offer annual workshops and training on DEI-related issues through the Emory Alumni Board, school/unit alumni boards, and network groups.
- Create a plan to ensure a personal and warm connection between student-based and alumni-based identity/affinity groups so that new alumni feel welcomed and connected to the alumni community.

- Study the need for the creation of identity/affinity groups and programs for Emory alumni who are Asian and Asian American.
- Identify and/or create accessible and welcoming meeting spaces on campus for alumni groups.
- Conduct annual reviews of the current leadership, membership, and pipeline of the Emory Alumni Board, school/unit alumni boards, and alumni network groups to ensure diversity of all kinds is reflected and that the body represents the alumni population they serve.
- Assess the current Emory admission process to ascertain whether the legacy status of prospective students creates an unfair advantage over those who are unaffiliated with the university, particularly those from marginalized communities.
- Diversify vendor list for Emory alumni events and consider providing equity for small caterers who meet dietary needs yet struggle to afford Emory’s requirements.

## VI. COMMUNITY REPORTS

Community	Link to Report
Alumni	<a href="#">Report</a>
Civic and Community Partners	<a href="#">Report</a>
Faculty	<a href="#">Report</a>
Postdoctoral Fellows/Associates	<a href="#">Report</a>
Staff	<a href="#">Report</a>
Students: Graduate and Professional	<a href="#">Report</a>
Students: Undergraduates	<a href="#">Report</a>

## VII. NEXT STEPS

In the weeks since the completion of the draft of the *Institutional DEI Strategic Planning Communities Report*, there have been active conversations with leadership about the best way to move forward. The



Office of Diversity, Equity, and Inclusion (ODEI) is sharing the recommended approach as we continue to identify pathways to achieve institutional eminence with diversity, equity, and inclusion as guiding principles for Emory University.

**First, we want to give the broader Emory community time to read and reflect on the many recommendations made here.** The report will be on the ODEI website for review and comment until March 30, 2022, to encourage feedback that we will consider during the implementation development period.

**Second, signal institutional priorities for operational effectiveness and efficiency.** The institutional diversity, equity, and inclusion (DEI) strategic planning communities process has at its foundation diversity, equity, inclusion, equity-mindedness, and the three pillars that anchor that communal work—professional development, education, and awareness; climate and culture; and accountability. The following themes and priorities resonate across all seven community reports:

1. **Faculty Diversity:**
  - a. Lifecycle of faculty—recruitment to retirement (i.e., T&P guidelines for Tenure Track, Clinical, Research, Teaching faculty); pipeline development; postdoc bridge to faculty program.
2. **Transparency and Accountability**
  - a. Meeting institutional DEI goals and expectations regarding demographic profiles of unit (i.e., leadership, students, staff, faculty); tie to performance management process.
  - b. Hiring and promotion practices and processes; admissions processes (recruitment; pre-college programming) at undergraduate level; admissions processes and pipeline development for graduate and professional levels.
  - c. Mentorship and career pathing (staff, faculty, students).
  - d. Trend reporting and education prevention (i.e., bullying, sexual harassment, bias, and discrimination). Process evaluation and quality review are key to strengthening these efforts.
3. **Belonging and Success**—There are communities that are underserved in our efforts to create a more diverse, equitable, and inclusive Emory. Finding ways to capture these experiences; affirming and acknowledging the needs of these communities; and creating meaningful engagement, a sense of belonging, and accountability for all community members is a constant refrain.
  - a. Professional development, education, and awareness anchored in DEI and affirmation of communities (e.g., honoring traditions, cultures, affinity days).
  - b. Emory’s mission, vision, and values campaign launch that ties to unit goals and institutional mission for achieving educational eminence in DEI.

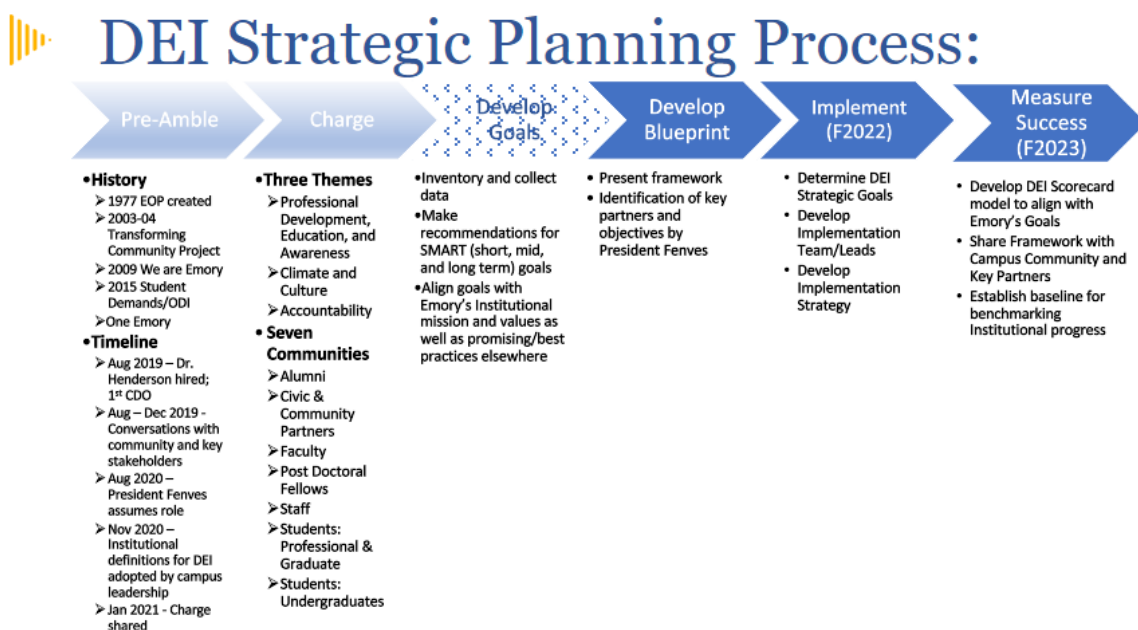
During the *implementation planning period*, we will identify key metrics and performance indicators for measuring institutional progress. We can also integrate this work into ongoing workstreams that align these priorities with other institutional efforts. Our goal is to develop an institutional DEI scorecard by

the end of *summer 2022*. *We will then share the framework with the university students, faculty, and staff in fall 2022 for implementation.*

*Third, identify leads, key governance, civic and community, and institutional campus partners to create an infrastructure on both the Atlanta and Oxford campuses.* These leads will be responsible for meeting institutional DEI goals and other recommendations acknowledged in the community reports. A tentative list of recommended leads (or designees) and lead areas is currently being developed and will be shared with the campus community during *spring 2022*, once it is approved.

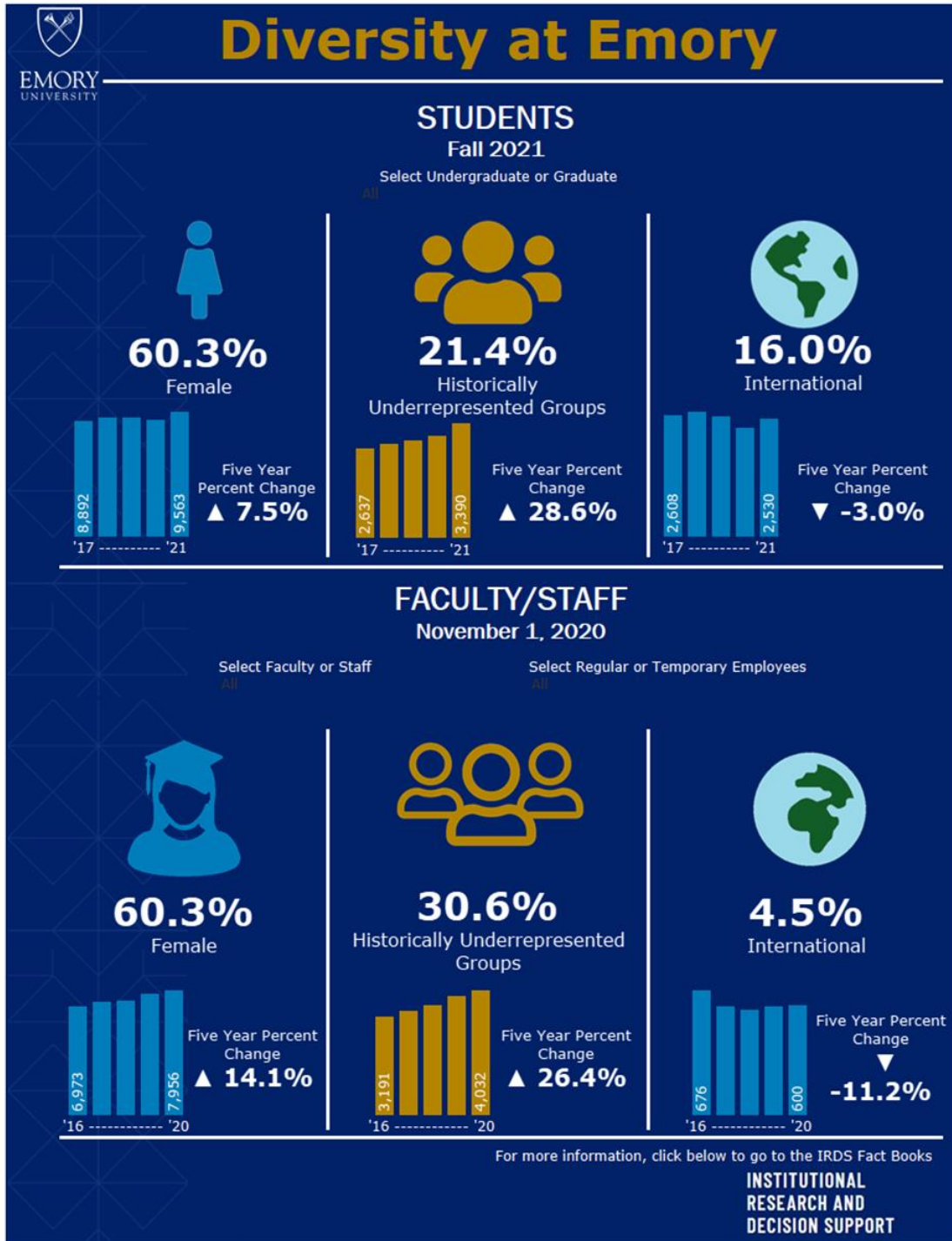
We will continue to share our progress with the Emory community as we continue to work to celebrate the fullness of our human experiences. \* We are inspired by the many community members who continue to invest their time, treasure, and talents in the educational mission of Emory. May the journey ahead be as bright as the future of those we serve.

\*I will be engaging our DEI network and attending department, divisional, and other standing meetings to share where we are and what our goals will be going forward starting February 2022. I will be sure to keep a running list so that we can communicate where I've spoken this semester.



## APPENDICES

1. EMORY DEMOGRAPHIC PROFILE SNAPSHOT: This profile does not adequately capture the nuanced intersectional identities of all members of the Emory community. There are ongoing conversations about improving this process of data collection. *(The following infographic is used by Emory's Office of Institutional Research and Decision Support.)*



## 2. WHAT THE DATA TELLS US

### Diversity Report of the Atlanta Metropolitan Statistical Area

**2020 Atlanta Metropolitan Statistical Area Diversity Report** | 20 Counties  
Barrow, Bartow, Carroll, Cherokee, Clayton, Cobb, Coweta, DeKalb, Douglas, Fayette, Forsyth, Fulton, Gwinnett, Hall, Henry, Newton, Paulding, Rockdale, Spalding, Walton

	Total Population		Total Minorities		American Indian or Alaska Native*		Asian*		Black or African American*		Hispanic or Latino		Native Hawaiian or Other Pacific Islander*		Two or More Races		White		Female	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Atlanta MSA	6,073,485	100.0%	3,314,489	54.6%	31,552	0.5%	389,860	6.4%	2,142,618	35.3%	721,517	11.9%	5,448	0.1%	143,699	2.4%	2,758,996	45.4%	3,138,923	51.7%

\*May or May Not include Hispanic/Latinx who Reported Other Race/Ethnicities

### Emory Faculty Diversity Compared with Peer AAUDE (Association of American Universities Data Exchange) Institutions

**2021 Emory University Faculty Availability Analysis** | All Schools, by Tenure Status

#### All Schools, Total

Select Tenure Status		Total Faculty		Total Minorities		American Indian or Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian or Other Pacific Islander		Two or More Races		Female	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Total	Composition	53	100.0%	19	35.8%	-	< 5	12	22.6%	< 5	-	-	-	-	-	-	-	18	34.0%
	Availability	207	100.0%	42	20.3%	-	6	2.9%	30	14.5%	< 5	-	< 5	-	< 5	-	< 5	94	45.4%
Candler School Of Theology	Composition	53	100.0%	19	35.8%	-	< 5	12	22.6%	< 5	-	-	-	-	-	-	-	18	34.0%
	Availability	207	100.0%	42	20.3%	-	6	2.9%	30	14.5%	< 5	-	< 5	-	< 5	-	< 5	94	45.4%
Emory College	Composition	561	100.0%	142	25.3%	< 5	59	10.5%	37	6.6%	38	6.8%	-	-	5	0.9%	-	251	44.7%
	Availability	35,151	100.0%	6,712	19.1%	75	0.2%	3,443	9.8%	1,345	3.8%	1,523	4.3%	14	0.0%	312	0.9%	13,541	38.5%
Goizueta Business School	Composition	98	100.0%	29	29.6%	-	20	20.4%	< 5	< 5	< 5	< 5	< 5	< 5	< 5	< 5	< 5	34	34.7%
	Availability	5,997	100.0%	1,295	21.6%	< 5	930	15.5%	148	2.5%	174	2.9%	< 5	< 5	37	0.6%	< 5	1,684	28.1%
Oxford College	Composition	80	100.0%	15	18.8%	< 5	5	6.3%	7	8.8%	< 5	< 5	< 5	< 5	< 5	< 5	< 5	43	53.8%
	Availability	3,923	100.0%	709	18.1%	9	0.2%	249	6.3%	203	5.2%	183	4.7%	< 5	< 5	62	1.6%	1,869	47.6%
School Of Law	Composition	52	100.0%	12	23.1%	-	-	9	17.3%	< 5	< 5	< 5	< 5	< 5	< 5	< 5	< 5	21	40.4%
	Availability	3,522	100.0%	570	16.2%	12	0.3%	212	6.0%	200	5.7%	114	3.2%	< 5	< 5	30	0.9%	1,402	39.8%
School Of Medicine	Composition	2,621	100.0%	954	36.4%	< 5	605	23.1%	218	8.3%	100	3.8%	< 5	< 5	25	1.0%	< 5	1,151	43.9%
	Availability	46,936	100.0%	12,216	26.0%	61	0.1%	8,778	18.7%	1,364	2.9%	1,714	3.7%	36	0.1%	263	0.6%	19,596	41.8%
School Of Nursing	Composition	183	100.0%	56	30.6%	< 5	14	7.7%	35	19.1%	5	2.7%	-	-	-	-	-	165	90.2%
	Availability	2,922	100.0%	487	16.7%	18	0.6%	154	5.3%	195	6.7%	98	3.4%	< 5	< 5	19	0.7%	2,610	89.3%
School Of Public Health	Composition	181	100.0%	51	28.2%	-	32	17.7%	9	5.0%	7	3.9%	-	-	< 5	< 5	< 5	95	52.5%
	Availability	2,981	100.0%	755	25.3%	10	0.3%	450	15.1%	169	5.7%	106	3.6%	< 5	< 5	19	0.6%	1,558	52.3%

- Composition is less than availability
- Composition is less than 80% of availability

**Highlight**  
No items highlighted

**Highlight Race/Ethnicity Category**  
No items highlighted

**Notes**

Emory University total composition counts include all regular, full- and part-time faculty. Track distributions subject to change for School of Medicine once school submits final data file (Spring 2021).

Total minorities include faculty from the following race or ethnicity groups: American Indian, Asian, Black/African-American, Hispanic, Native Hawaiian or Other Pacific Islander, and Multiracial.

Available faculty includes only those regular faculty members at specified AAUDE institutions and Oxford peer institutions who are associated with an academic department similar to an Emory University department.

REPORT BY INSTITUTIONAL RESEARCH & DECISION SUPPORT | JUNE 2021  
Data or methodology questions may be sent to [oir@emory.edu](mailto:oir@emory.edu)

## Emory Research Faculty Diversity Compared with Select Set of Peer Institutions

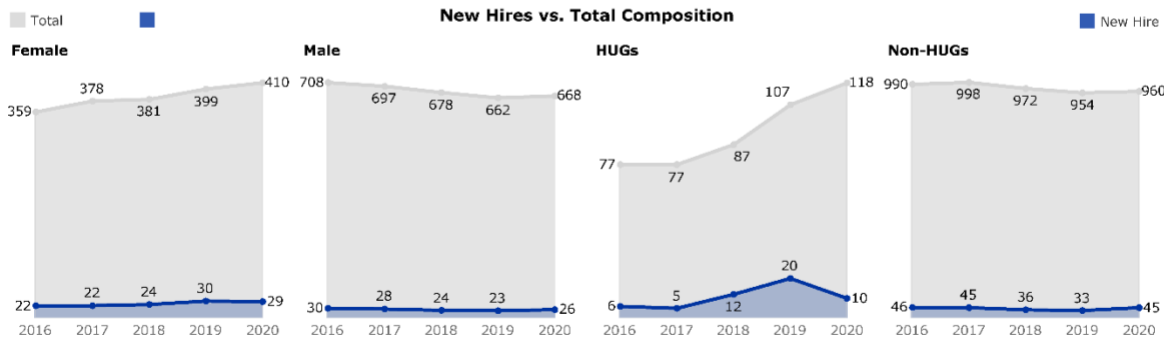
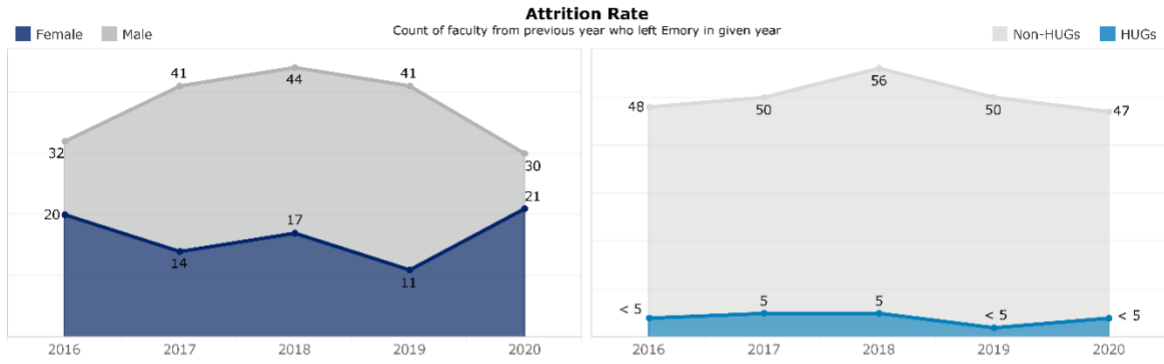
### 2020 Research Faculty Diversity Dashboard | All Research and Instruction/Research/Service Faculty

#### All Universities, Total

	Total Faculty		Total Minorities		American Indian or Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian or Other Pacific Islander		Two or More Races		Female	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Duke University	6,916	100.0%	2,396	34.6%	6	0.1%	1,672	24.2%	305	4.4%	329	4.8%	5	0.1%	79	1.1%	2,945	42.58%
Emory University	4,882	100.0%	1,522	31.2%	10	0.2%	914	18.7%	343	7.0%	202	4.1%	< 5		49	1.0%	2,257	46.23%
Emory University-Oxford College	97	100.0%	19	19.6%	< 5		6	6.2%	7	7.2%	< 5		< 5		< 5		49	50.52%
Johns Hopkins University	5,974	100.0%	1,840	30.8%	15	0.3%	1,213	20.3%	286	4.8%	240	4.0%	< 5		82	1.4%	2,825	47.29%
Northwestern University	4,585	100.0%	962	21.0%	< 5		604	13.2%	138	3.0%	169	3.7%	< 5		46	1.0%	1,916	41.79%
University of Pennsylvania	7,651	100.0%	2,130	27.8%	< 5		1,448	18.9%	278	3.6%	309	4.0%	< 5		92	1.2%	3,358	43.89%
Vanderbilt University	1,985	100.0%	327	16.5%	< 5		172	8.7%	78	3.9%	64	3.2%	< 5		10	0.5%	944	47.56%
Washington University in St Louis	5,122	100.0%	1,709	33.4%	5	0.1%	1,276	24.9%	167	3.3%	193	3.8%	8	0.2%	60	1.2%	2,066	40.34%

# Emory Faculty Composition, New Hires, and Leavers Trend Over 5 Years

## Emory University Faculty Composition, Hires, and Leavers - Five Year Trends Includes all Full-Time, Tenure-Line Faculty on Regular Appointments



Office of Institutional Research and Decision Support



\*HUGS – Historically Underrepresented Groups

# Emory Faculty Counts Trend Over 5 Years

## EMORY UNIVERSITY FACULTY Five-Year Trends

### Tenure/Track

	2016	2017	2018	2019	2020
Clinical, Research, Teaching	2,504 (69.5%)	2,577 (70.0%)	2,393 (68.8%)	2,602 (70.7%)	2,753 (71.6%)
Tenure-Track	267 (7.4%)	274 (7.4%)	278 (8.0%)	270 (7.3%)	289 (7.5%)
Tenured	832 (23.1%)	828 (22.5%)	806 (23.2%)	807 (21.9%)	802 (20.9%)
Grand Total	3,603 (100.0%)	3,679 (100.0%)	3,477 (100.0%)	3,679 (100.0%)	3,844 (100.0%)

### Rank

	2016	2017	2018	2019	2020
Assistant Professor	1,654 (45.9%)	1,708 (46.4%)	1,596 (45.9%)	1,671 (45.4%)	1,750 (45.5%)
Associate Professor	691 (19.2%)	719 (19.5%)	667 (19.2%)	734 (20.0%)	779 (20.3%)
Professor	828 (23.0%)	833 (22.6%)	827 (23.8%)	834 (22.7%)	856 (22.3%)
Other Ranks	430 (11.9%)	419 (11.4%)	387 (11.1%)	440 (12.0%)	459 (11.9%)

### Historically Underrepresented Groups (HUGs)

Includes Black/African American, Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Other Pacific Islander

	2016	2017	2018	2019	2020
HUGs	389 (10.8%)	409 (11.1%)	394 (11.3%)	470 (12.8%)	503 (13.1%)
Non-HUGs	3,214 (89.2%)	3,270 (88.9%)	3,083 (88.7%)	3,209 (87.2%)	3,341 (86.9%)

### Gender

	2016	2017	2018	2019	2020
Female	1,610 (44.7%)	1,691 (46.0%)	1,547 (44.5%)	1,698 (46.2%)	1,783 (46.4%)
Male	1,993 (55.3%)	1,988 (54.0%)	1,930 (55.5%)	1,981 (53.8%)	2,061 (53.6%)

### Race/Ethnicity

	2016	2017	2018	2019	2020
American Indian or Alaska Native	9 (0.2%)	12 (0.3%)	11 (0.3%)	11 (0.3%)	10 (0.3%)
Asian	639 (17.7%)	670 (18.2%)	636 (18.3%)	692 (18.8%)	741 (19.3%)
Black or African American	268 (7.4%)	286 (7.8%)	279 (8.0%)	315 (8.6%)	331 (8.6%)
Hispanic or Latino	110 (3.1%)	107 (2.9%)	102 (2.9%)	142 (3.9%)	160 (4.2%)
International	151 (4.2%)	106 (2.9%)	104 (3.0%)	105 (2.9%)	129 (3.4%)
Multi-Racial	22 (0.6%)	23 (0.6%)	24 (0.7%)	33 (0.9%)	37 (1.0%)
Native Hawaiian or Pacific Islander	n < 5	n < 5	n < 5	n < 5	n < 5
Unknown	n < 5	n < 5	n < 5	n < 5	n < 5
White	2,401 (66.6%)	2,470 (67.1%)	2,318 (66.7%)	2,377 (64.6%)	2,430 (63.2%)

### Notes

Emory University total composition counts include all regular, full- and part-time faculty (tenured, tenure-track, and non-tenure track as identified by Human Resources). For the purposes of this report, faculty are defined as staff with emplclass 0, 1, or A. 15 faculty appear in this report that do not appear on the Availability Analysis due to non-comparable matches to benchmark institutions.

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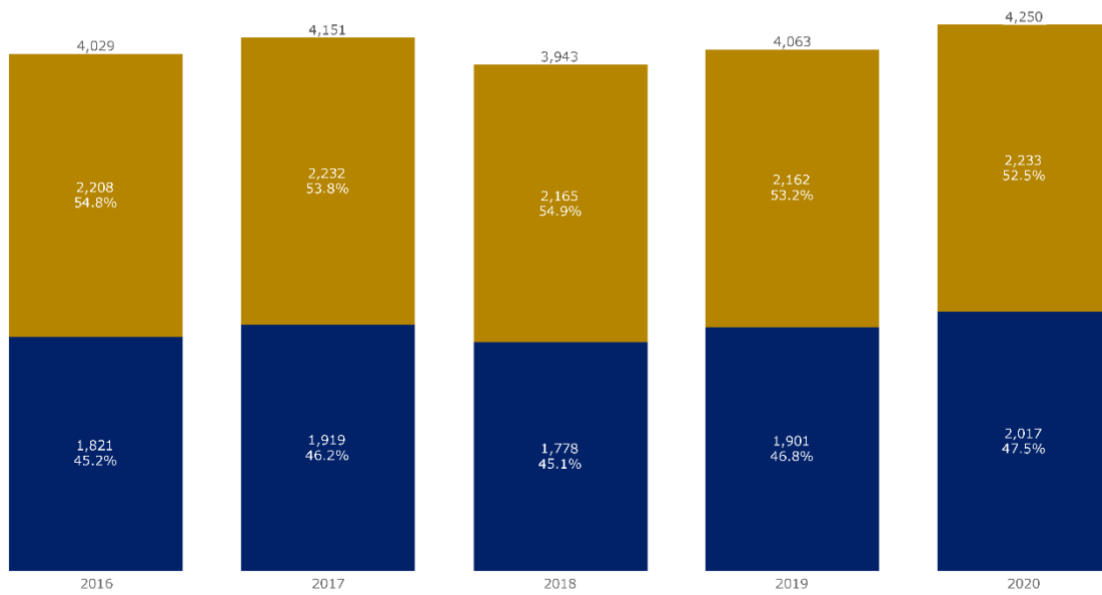


# Emory Faculty Gender Trend Over 5 Years

## EMORY UNIVERSITY EMPLOYEE HEADCOUNT By Gender

Faculty/Staff: **Faculty**. Employment Status: **All**. Regular/Temporary: **All**. Division: **All**. Department: **All**. Tenure Status: **All**.

Fall 2016 Female	Fall 2020 Female	Gender Percent Change
1,821	2,017	10.8%



OFFICE OF INSTITUTIONAL RESEARCH AND DECISION SUPPORT (IRDS)





# Emory Faculty HUGs (Historically Underrepresented Groups) Trend Over 5 Years

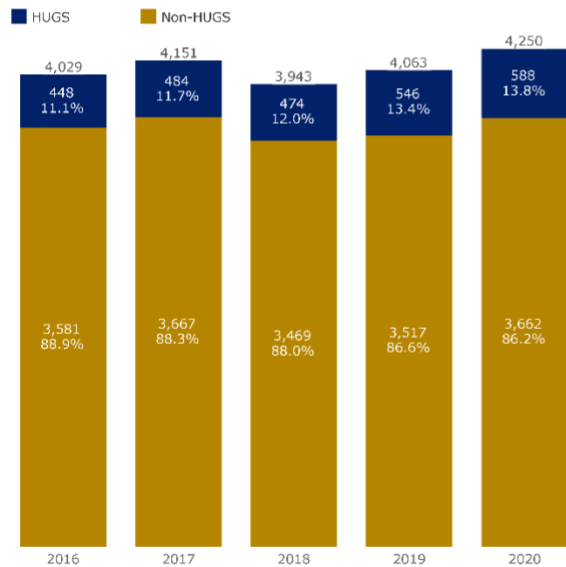
## EMORY UNIVERSITY FACULTY HEADCOUNT Historically Underrepresented Groups

Faculty/Staff: **Faculty**. Employment Status: **All**. Regular/Temporary: **All**. Gender: **All**. Division: **All**. Department: **All**. Tenure Status: **All**.

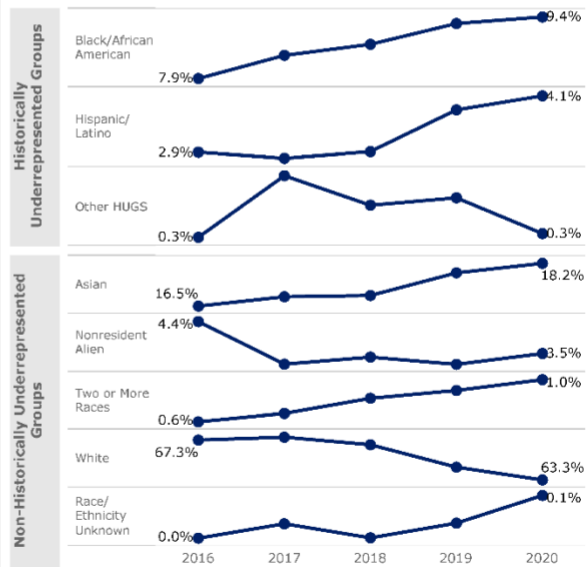
Historically Underrepresented Groups (HUGs) employees are defined as employees who identify as Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, or American Indian/Alaskan Native.

Fall 2016 HUGs	Fall 2020 HUGs	Percent Change HUGs
448	588	31.3%

### Historically Underrepresented Groups Trends Over Time



### Race/Ethnicity Trends Over Time



OFFICE OF INSTITUTIONAL RESEARCH AND DECISION SUPPORT (IRDS)



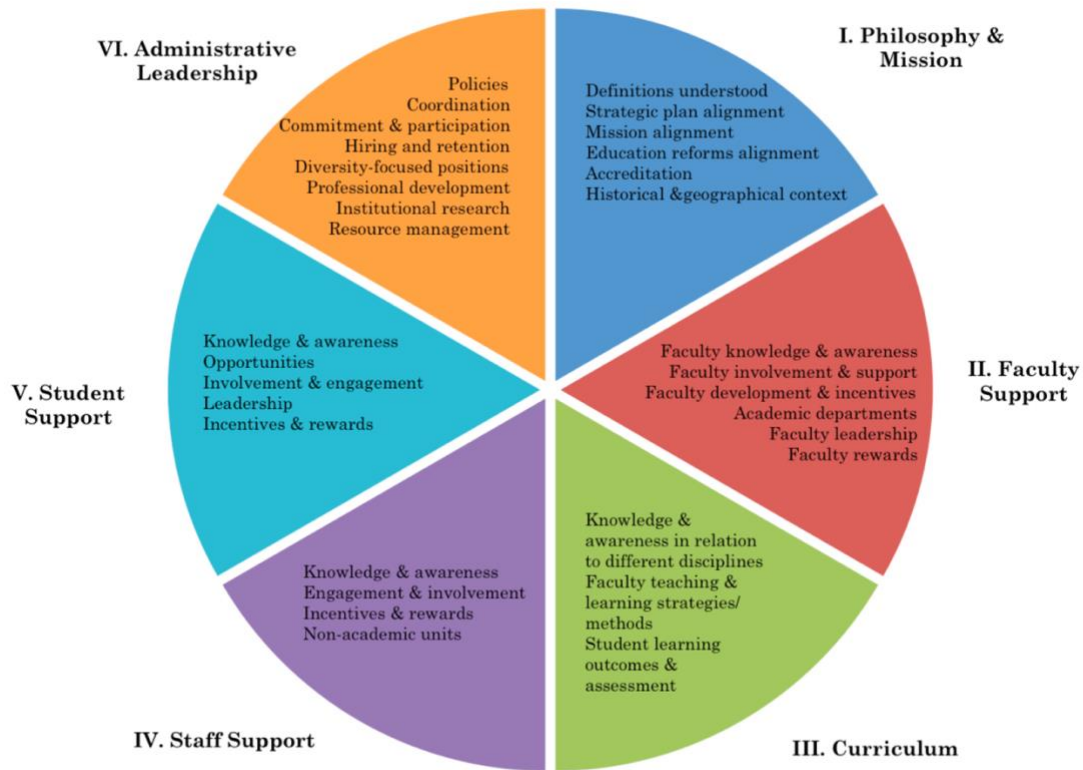
# Diversity Report of the Emory Student Population

## 2021-2022 Emory University Student Diversity Dashboard | All Schools

### All Schools, Total

	Total Students		Total Minorities		American Indian or Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian or Other Pacific Islander		Two or More Races		Female	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Candler School of Theology	474	100.0%	212	44.7%	< 5		22	4.6%	174	36.7%	< 5				12	2.5%	257	54.22%
Emory College of Arts & Sciences	5,901	100.0%	2,822	47.8%	< 5		1,398	23.7%	488	8.3%	664	11.3%			269	4.6%	3,470	58.80%
Goizueta Business School	1,731	100.0%	622	35.9%	< 5		299	17.3%	143	8.3%	127	7.3%	< 5		50	2.9%	688	39.75%
Laney Graduate School	1,931	100.0%	568	29.4%	6	0.3%	163	8.4%	175	9.1%	158	8.2%	< 5		65	3.4%	1,123	58.16%
Oxford College	1,067	100.0%	543	50.9%			303	28.4%	90	8.4%	108	10.1%	< 5		41	3.8%	567	53.14%
School of Law	922	100.0%	304	33.0%			82	8.9%	108	11.7%	83	9.0%			31	3.4%	517	56.07%
School of Medicine	1,319	100.0%	540	40.9%	< 5		208	15.8%	201	15.2%	81	6.1%	< 5		48	3.6%	803	60.88%
School of Nursing	1,182	100.0%	571	48.3%	< 5		149	12.6%	238	20.1%	125	10.6%	< 5		56	4.7%	1,074	90.86%
School of Public Health	1,321	100.0%	664	50.3%	< 5		203	15.4%	294	22.3%	109	8.3%			57	4.3%	1,066	80.70%

### 3. Measuring Institutional Success with Diversity, Equity, and Inclusion: Administrative Template



For each component, three-stages of development have been established: emerging, developing, and transforming; Progression through the stages suggests the institution is moving closer to fully institutionalizing diversity, inclusion, and equity on its campus. For each component, there also must be accompanying indicators provided, which are evidence of change in policy, practices, structures, culture, and climate. Emory will develop its own indicators to chart this journey.

*Stage One: Emerging*—At this stage, a campus is beginning to recognize diversity, inclusion, and equity as strategic priorities and is building a campus-wide constituency for the effort.

*Stage Two: Developing*—At this stage a campus is focused on ensuring the development of its institutional and individual capacity to sustain the diversity, inclusion, and equity effort.

*Stage Three: Transforming*—At this stage a campus has fully institutionalized diversity, inclusion, and equity into its fabric and continues to assess its efforts to ensure progress and sustainability.

Lewis, W., Wade, M., Diaz, A., & Kirmsee, J. (n.d.). *NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education 2*. [https://www.wpi.edu/sites/default/files/Project\\_Inclusion\\_NERCHE\\_Rubric-Self-Assessment-2016.pdf](https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf). Retrieved January 27, 2022.

4. [STRATEGIC PLANNING CHARGE](#)
5. [INSTITUTIONAL DEI STRATEGIC PLANNING COMMUNITY REPORT TEMPLATE](#)
6. [EMORY HISTORY AND TIMELINE FOR DEI INITIATIVES](#)
7. [EMORY ORAL HISTORY PROJECT: Underrepresented Voices at Emory](#)
8. GLOSSARY OF TERMS:
  - a. **BIPOC** is an acronym that stands for Black, Indigenous, and People of Color.
  - b. **Diversity** is foundational to educational excellence and critical to a transformative academic experience. It helps to foster dynamic spaces of engagement where innovation, critical thinking, creativity, and understanding reside, and it helps to cultivate intellectual communities rooted in a mutual respect for individuals whose identities, experiences, gifts, and talents mirror the communities that surround our campus and better reflect the diversity of our world. Such efforts bind the value proposition of diversity to our institutional principles and ideals as we seek to create space for students, faculty, and staff to navigate an increasingly complex and diverse society, establishing models of practice that generate new knowledge and deeper human connections as we move from inclusive excellence to inclusive eminence. Thus, diversity is understood broadly to mean race, ethnicity, gender, disability, national origin, age, health status, religion, sexual orientation, gender identity, gender expression, socioeconomic standing, immigration status, family background, neurodiversity, intersectional identities, and the broad representations of human existence.
  - c. **Equity** is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The guiding principle of equity acknowledges that there are undeserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist in the provision of effective opportunities to all groups.
  - d. **Equity-mindedness** calls attention to patterns of inequity in outcomes for students, faculty, and staff. Practitioners of equity-mindedness are willing to take personal and institutional responsibility for the success of their students, faculty, and staff and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American higher education.
  - e. **Inclusion** in action is about creating an environment in which faculty, staff, and students can thrive, where they feel appreciated and can see themselves in the images, traditions, and culture of the campus community. Thus, inclusion is the active, intentional, and ongoing engagement with the principles of diversity—in our scholarship, in our curriculum, co-curriculum, business operations, and infrastructure of our institution. Inclusion is interwoven into the intellectual, social, cultural, geographical, local, regional, and institutional communities with which individuals might connect—in ways that increase awareness, content knowledge, perspective taking, and empathetic understanding of the complex ways individuals interact within societies, organizations, and institutions and systems.
  - f. **Institutional Statement on Diversity:** The Emory community is open to all who have a commitment to the highest ideals of intellectual engagement, critical inquiry, and integrity. We welcome a diversity of gender identities; sexual orientations; abilities and disabilities; and ethnic, cultural, socioeconomic, religious, national, and international backgrounds, believing that the academic and social energy that results from such diversity is essential to advancing knowledge, addressing society’s most pressing issues, and attending to the full spectrum of human needs in service to the common good.

**Note:** These definitions (a–e) are excerpted from a proposed glossary of terms that was created, vetted, and shaped by the work of the Intercultural Education Advisory Group in spring 2020, work guided by the efforts of the American Association of Colleges and Universities, the University of Southern California’s Center for Urban Education, and the Association of American Universities around diversity, equity, and inclusion, and expanded, where applicable, to more fully incorporate Emory’s ethos around this work.

Emory University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce and complies with all applicable federal and Georgia state laws, regulations, and executive orders regarding nondiscrimination and affirmative action in its programs and activities. Emory University does not discriminate on the basis of race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, and veteran's status. Inquiries should be directed to the Department of Equity and Inclusion, 201 Dowman Drive, Administration Bldg, Atlanta, GA 30322. Telephone: 404-727-9867 (V) | 404-712-2049 (TDD).