

2022 Year-End Report: Oxford College

Office of Diversity, Equity, and Inclusion's Executive Leadership Council

Report produced by Wade Manora, Jr. (Director of Student Diversity, Equity, and Inclusion, Campus Life), Molly McGehee (Associate Dean for Faculty Development), & Susan Newborn (Director of Human Resources)¹

Introduction

We are pleased to report that we were able to make progress in realizing our goals for diversity, equity, inclusion, and belonging at Oxford during 2021-2022. In particular, the hiring of Wade Manora, Jr. as director of student-facing DEI initiatives within Campus Life in spring 2022, the formation of a faculty and staff group dedicated to craft a vision statement and goals for diversity, equity, inclusion, and belonging at Oxford, and several faculty hires that resulted in increased racial diversity among our faculty and increased curricular diversity for our students indicate that Oxford is on the path to further creating the community that faculty, staff, and students know it can be.

It is also worth noting that in recent months we have been in the midst of multiple transitions within senior administrative leadership at Oxford. Former Dean Doug Hicks is now president of Davidson College, with Dr. Ken Carter assuming the role of Interim Dean for this academic year. A search for the Dean position will commence this fall. Dr. Ken Anderson stepped down as Dean of Academic Affairs this summer, and in mid-July, Dr. Kristin Bonnie began her role as Senior Associate Dean of Academic Affairs. In addition, several key staff members across the college have left Oxford for new opportunities, and we are in the process of filling their positions. Even with these significant departures and changes, we continue to move towards putting diversity, equity, inclusion, and belonging at the center of all that we do at Oxford College.

Oxford College Demographic Snapshots

We offer the following demographic information about students, staff, and faculty in terms of race/ethnicity, gender, and national origin as well as religious diversity and first-generation status among students.

¹ *Our thanks to the many individuals who contributed to this report: Regina Barrett, Travis Culver, Paige Crowl, Leigh Elion, Laura Gafnea, Gary Glass, Michele Hempfling, Ami Hernandez, Katherine McGuire, Valerie Molyneaux, Daphne Orr, and Lyn Pace.*

Students

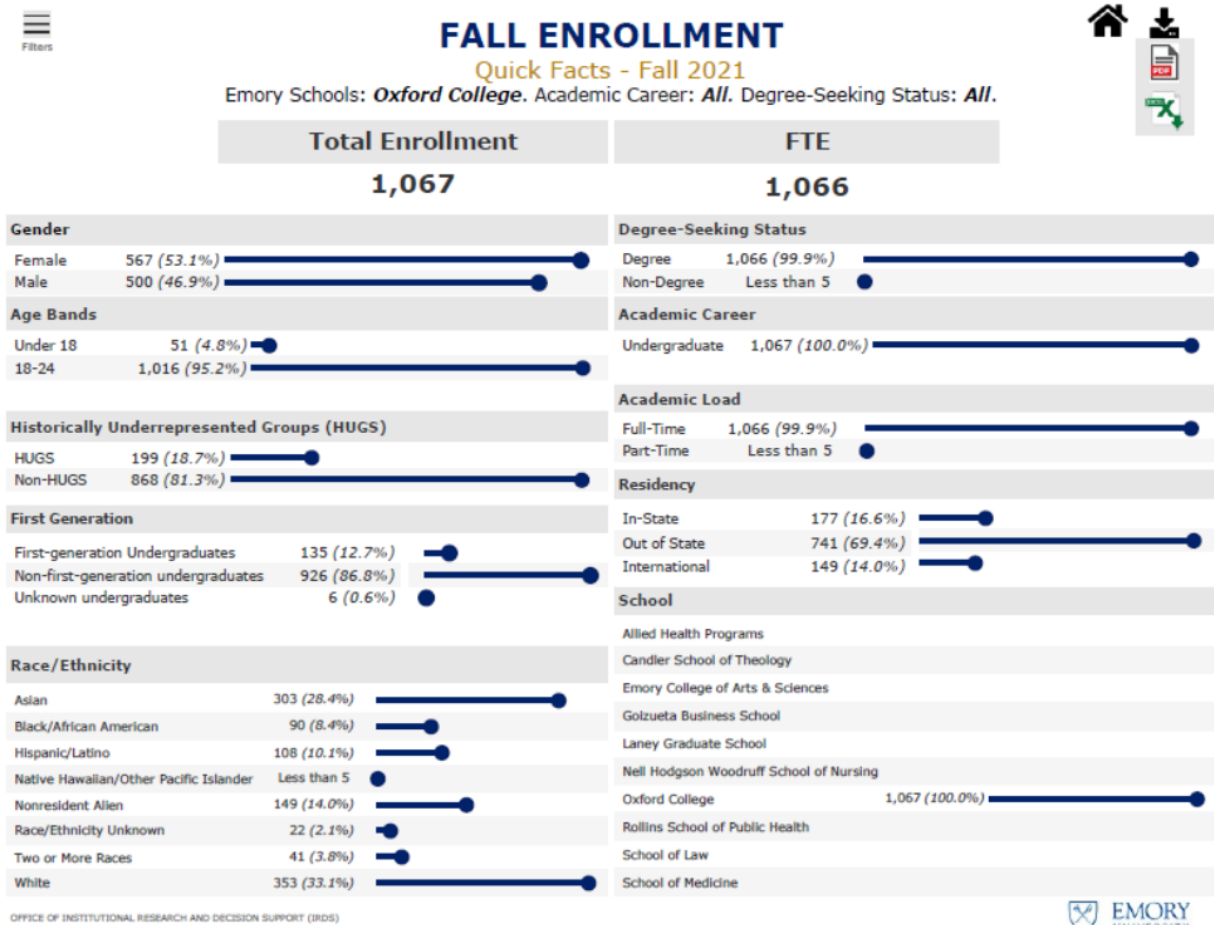
Fall 2021 Student Enrollment Data

Race/Ethnicity	1 st Year	2 nd Year	All Students
Black	56	34	90
Hispanic	64	44	108
Native	0	0	0
Asian	155	148	303
White	211	141	352
Other/Unknown	32	32	64
International	75	74	149

Sex	1 st Year	2 nd Year	All Students
Male	283	216	499
Female	310	257	567

	1 st Year	2 nd Year	All Students
First Generation *	52	46	98

*First generation definition in admissions differs from that used by IPEDS. A first-generation college student is defined as a student for whom neither parent graduated from a 4-year undergraduate institution.





FALL ENROLLMENT Five-Year Trends

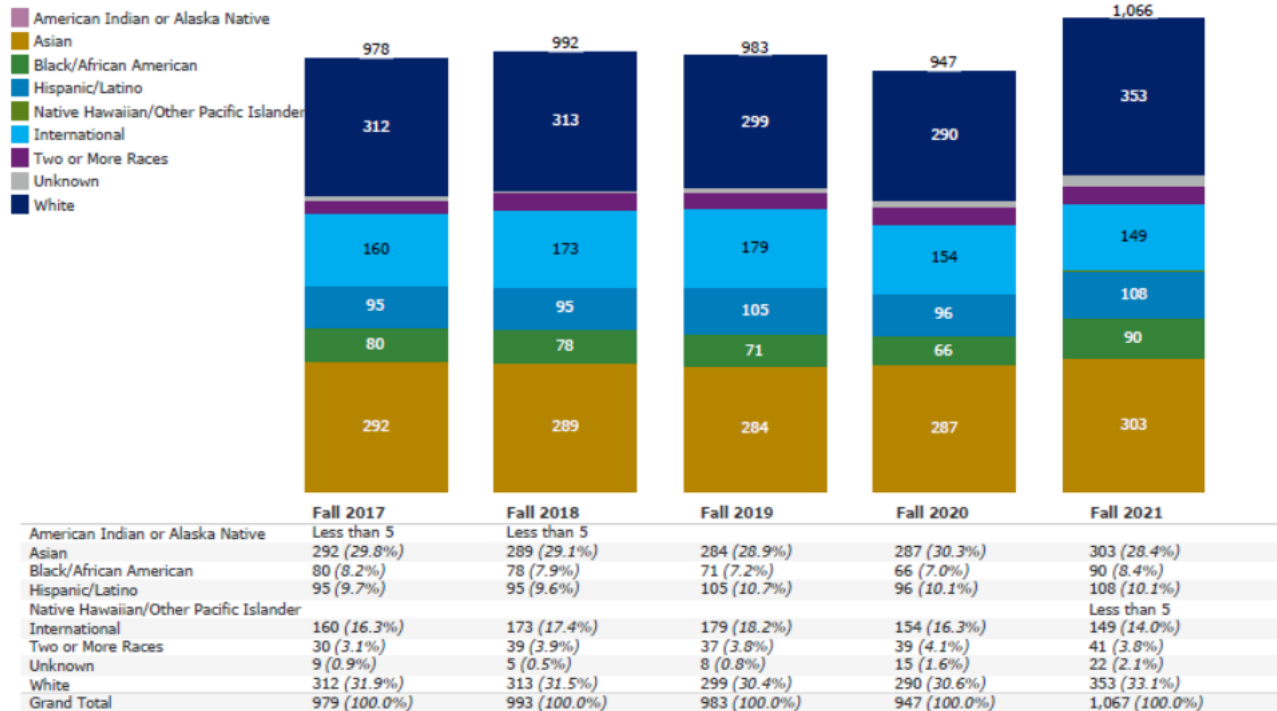
Selected Demographic: **Race/Ethnicity**
Click on the filters in the upper left-hand corner to view different demographics



Click to Select a View:



Emory Schools: **Oxford College**. Academic Career: **All**. Degree-Seeking Status: **All**.



OFFICE OF INSTITUTIONAL RESEARCH AND DECISION SUPPORT (IRDS)



FALL ENROLLMENT

International Student Enrollment by Country of Citizenship

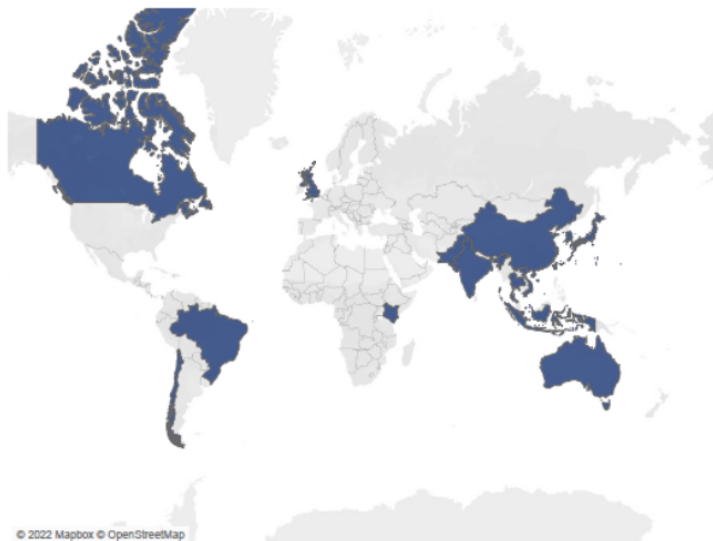
Year: **Fall 2021**. School: **Oxford College**. Academic Career: **Oxford College**. Degree-Seeking Status: **All**.



Number of Countries

16

Zoom in to view country names on the map.



China	116	77.9%
Canada	5	3.4%
India	5	3.4%
Hong Kong	Less than 5	
Sth Korea	Less than 5	
Taiwan	Less than 5	
Thailand	Less than 5	
Brazil	Less than 5	
Viet Nam	Less than 5	
Australia	Less than 5	
Chile	Less than 5	
Indonesia	Less than 5	
Japan	Less than 5	
Kenya	Less than 5	
Pakistan	Less than 5	
UK	Less than 5	
Grand Total	149	100.0%

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OFFICE OF INSTITUTIONAL RESEARCH AND DECISION SUPPORT (IRDS)



Religious Identity of Oxford Students, Fall 2021

Adventist, Seventh Day	5	0.5%
Agnostic	9	0.8%
Anglican-Catholic	6	0.6%
Atheist	13	1.2%
Bahai	2	0.2%
Baptist	29	2.7%
Buddhist	20	1.9%
Christian	71	6.7%
Christian Scientist	1	0.1%
Church of Christ	14	1.3%
Congregationalist	3	0.3%
Eastern Orthodox	1	0.1%
Episcopal Church	3	0.3%
Evangelical Church	1	0.1%
Greek Orthodox	1	0.1%
Hindu	51	4.8%
Jewish	54	5.1%
Lutheran	8	0.7%
Methodist	26	2.4%
Methodist - United Methodist	3	0.3%
Mormon	1	0.1%
Muslim	33	3.1%
Non-Denominational Protestant	1	0.1%
None, No Preference	555	52.0%
Other	9	0.8%
Pentecostal	4	0.4%
Presbyterian	25	2.3%
Presbyterian Church of Korea	1	0.1%
Quaker (Rel. Soc. of Friends)	1	0.1%
Roman Catholic	101	9.5%
Sikhism	1	0.1%
Unitarian Universalist Assoc.	2	0.2%
Unknown, Not Stated	12	1.1%
TOTAL	1067	100%

Staff Diversity

HUGS=Historically Underrepresented Groups

EMORY EMPLOYEES

Five-Year Trends

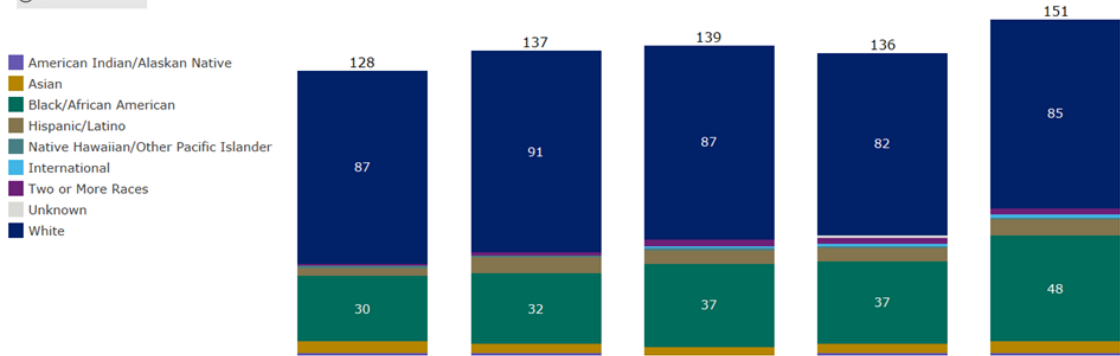
Selected Demographic: **Race/Ethnicity**

Additional demographics can be selected using the filters in the upper left-hand corner

Employee Class: **Staff**. School: **Oxford College**. Full/Part-Time Status: **All**. Regular/Temporary Status: **All**. Race/Ethnicity: **All**. Gender: **Female & Male**

Select a View:

- BAR CHART
- LINE CHART

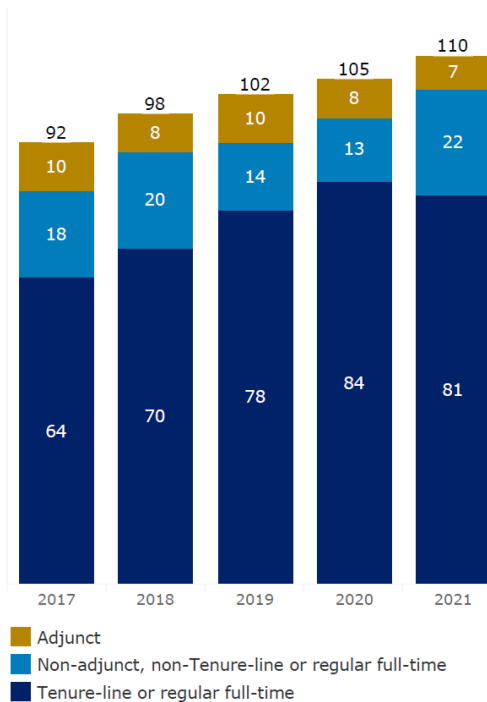


	2017	2018	2019	2020	2021
American Indian/Alaskan Native	1 (0.8%)	1 (0.7%)	1 (0.7%)	1 (0.7%)	1 (0.7%)
Asian	5 (3.9%)	4 (2.9%)	4 (2.9%)	4 (2.9%)	5 (3.3%)
Black/African American	30 (23.4%)	32 (23.4%)	37 (26.6%)	37 (27.2%)	48 (31.8%)
Hispanic/Other Pacific Islander	3 (2.3%)	7 (5.1%)	6 (4.3%)	6 (4.4%)	7 (4.6%)
Native Hawaiian/Other Pacific Islander	1 (0.8%)	1 (0.7%)	1 (0.7%)	1 (0.7%)	1 (0.7%)
International	1 (0.8%)	1 (0.7%)	1 (0.7%)	1 (0.7%)	1 (0.7%)
Two or More Races	1 (0.8%)	1 (0.7%)	3 (2.2%)	3 (2.2%)	3 (2.0%)
Unknown	87 (68.0%)	91 (66.4%)	87 (62.6%)	82 (60.3%)	85 (56.3%)
Grand Total	128 (100.0%)	137 (100.0%)	139 (100.0%)	136 (100.0%)	151 (100.0%)

OFFICE OF INSTITUTIONAL RESEARCH AND DECISION SUPPORT (IRDS)



Faculty Diversity



- Adjunct
- Non-adjunct, non-Tenure-line or regular full-time
- Tenure-line or regular full-time

OFFICE OF INSTITUTIONAL RESEARCH AND DECISION SUPPORT (IRDS)

Total Faculty

	2017	2018	2019	2020	2021
Number of Faculty	92	98	102	105	110
Total FTE	85.3	93.6	97.1	101.8	106.7
Total Adjunct Headcount	10	8	10	8	7
Adjunct FTE	3.3	4.2	5.1	5.3	4.3

Tenure-Line or Regular Full-Time Faculty

	2017	2018	2019	2020	2021
Number of Faculty	64	70	78	84	81
Total FTE	64.0	70.0	78.0	84.0	81.0
Total Tenure-Line Faculty	50	56	62	65	62
Percent Tenure-Line	78.1%	80.0%	79.5%	77.4%	76.5%
Total Lecturers	11	13	14	17	17
Percent Lecturers	17.2%	18.6%	17.9%	20.2%	21.0%
Other Regular Faculty	3	1	2	2	2
Percent Other Regular Faculty	4.7%	1.4%	2.6%	2.4%	2.5%
Female	34	39	44	44	43
Percent Female	53.1%	55.7%	56.4%	52.4%	53.1%
HUGS	4	5	7	10	13
Percent HUGS	6.3%	7.1%	9.0%	11.9%	16.0%
Black/African-American	3	4	6	7	7
Percent Black/African-American	4.7%	5.7%	7.7%	8.3%	8.6%
Hispanic/Latino	1	1	1	2	5
Percent Hispanic	1.6%	1.4%	1.3%	2.4%	6.2%
Two or More Races	0	0	0	0	0
Percent Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%
International	2	3	3	2	2
Percent International	3.1%	4.3%	3.8%	2.4%	2.5%

Vision and Mission

Vision

We envision an Oxford College community in which all students, staff, and faculty see themselves fully reflected in all aspects of the community and have equitable access to resources and support mechanisms that will allow them to grow and flourish within their academic and professional lives.

We are currently in the process of revising a **Diversity, Equity, Inclusion, & Belonging Vision Statement** for Oxford College—a statement formulated by a small group of faculty and staff late last spring semester. So far, the Dean’s Council has reviewed it and offered suggestions. The faculty also have reviewed the statement and offered suggestions—with time dedicated to doing so during the recent Academic Retreat. Next, staff members and students will have an opportunity to share feedback on the statement. Once the statement is finalized, each unit will be asked to articulate annual goals as related to the vision and plans for implementation. This statement will also be added to our DEI-focused webpage—which we also intend to revise and expand throughout the year.

Mission

Oxford’s embrace of diversity, equity, and inclusion is multidimensional. We pride ourselves on the mix of people, beliefs, values, and identities that make up our campus, and on the opportunities we create to support, uplift, and care for each other. Our community is comprised of a variety of ethnicities, races, religions, socioeconomic backgrounds, gender identities, sexualities, and abilities.

The primarily student-facing Office of Diversity and Inclusion—in collaboration with the Office of Academic Affairs, Human Resources, Campus Life, the Office of International Student Programs, the Office of Religious and Spiritual Life, and many other offices on campus—provides programming and services that deepen the understanding of justice, diversity, and inclusion, support identity and cultural-based organizations, and foster community across campus, particularly for marginalized students. The office is here to help students achieve success, to educate the campus community, and foster a sense of belonging so that all students see themselves reflected at the institution in terms of curriculum, co-curricular opportunities, traditions, and mission.

The primarily faculty-facing Oxford Center for Teaching and Scholarship (OCTS) and the office of the Associate Dean for Faculty Development similarly provides a range of programming and support (financial and otherwise) to faculty to assist them in enhancing their teaching, pursuing and reaching their scholarly goals, and successfully progressing through the promotion process. Central to the efforts of OCTS is a commitment to bringing practices of inclusive teaching to the attention of all faculty, collaborating with the Center for Faculty Development and Excellence (CFDE) on such initiatives, working towards full realization of an anti-racist academic culture at Oxford, and developing plans in consultation with administrators and faculty colleagues for continued diversifying of the faculty and curriculum.

The Office of Human Resources at Oxford College works with both staff and faculty concerns regarding recruiting, hiring, and retaining the workforce. We offer our own programming, training and speakers as well as partnering with the student- and faculty-facing DEI offices to address DEI and belonging issues at Oxford and looking at promotion, salary and job content and responsibility to ensure equity.

As representatives from these three entities, our collective mission is to work collaboratively, thoughtfully, and intentionally to provide programming, resources, support, and community building opportunities to members of the Oxford community. Furthermore, we seek to ensure that all Oxford

students, staff, and faculty may gain awareness and knowledge of equity-minded, justice-based, and inclusion-driven practices and develop the skills needed for implementing such practices at and beyond Oxford College.

Professional Development/ Education & Awareness

Please find below an overview of the professional development and educational, awareness-building initiatives that we pursued for students, faculty, and staff during AY 21-22.

For students:

The **Office of Diversity, Equity, and Inclusion under Oxford's Campus Life Department** became operational in February 2022, when Wade Manora, Jr. started as the Director of the Office. The Office focused on rebuilding a solid operational foundation. The Office also gathered institutional knowledge before developing programs through focus groups and meeting with the First Year Council to pitch ideas. After collecting those data sets, the Office developed the following:

- A Seat at Oxford
 - A series program that is panel-based where students, faculty, alums, and community constituents gather to speak on their lived experience regarding specific DEI topics.
- Diversity Diplomats
 - An ambassador program is for students that are dedicated to serving and representing the office, our programs, and our mission of assisting and supporting in all efforts to recruit and retain underrepresented students by providing special assistance with personal, social, or academic concerns, as well as other guidance.
- Dooley Diversity Dialogue
 - A diversity education program for students that are interested in learning about the many educative concepts that fall under diversity.
- DiversiTEA Chats
 - A series of individual workshops where the workshop is focusing on one speaker with one topic
- Peer-to-Peer Mentoring Program
 - A peer mentoring program that is designed to support both first-year students and second year-students from diverse backgrounds of the Oxford College campus community.

Additionally, the Office also reestablished **Safe Space** at the Oxford Campus by identifying and training facilitators. Wade also created the **Campus Life DEI Advisory Board**, which consists of Staff across campus that have either shown an interest in increasing DEI competencies or whose campus work directly relates to DEI.

In the midst of reestablishing the Office, students and ODEI staff were able to solidify two partnerships last spring:

- **Queer POC Discussion Group**
- **Black Girl Processing Space Brunch**

For the past two years, Oxford has included a **DEI Module as a part of New Student Orientation**, which is a collaborative effort with constituents on the Atlanta Campus including the Office of LGBT Life, The Center for Women, and the Office for Racial and Cultural Engagement. This module included an overview of a "Community of Care," our shared values of diversity, equity and inclusion, the benefits of an inclusive education, an introduction to common language, and information on resources and getting involved at Emory and in Atlanta. The module also included John Lewis' last essay, "Together, You Can

Redeem the Soul of Our Nation,” and offered students a chance to reflect on the module’s content. In addition, a session at Orientation focused on the history of Oxford/ Emory and the resources that Oxford’s ODEI offers.

The ODEI looks forward to the upcoming academic school year to the students can see the many changes that the office has made to increase student belonging. This also extends to the Office having 6 second-year mentors in the Peer-to-Peer Mentoring Program and 6 Diversity Diplomats.

The **Office of Religious and Spiritual Life**, led by chaplains, Rev. Dr. Lyn Pace and Alex Miller-Knaack, provided an impressive number of opportunities for education and awareness-building for the Oxford community, including the following: an MLK program (moved to virtual due to Emory’s spring semester start and response to the Omicron variant) with The Reverend Kim Jackson who is a Candler graduate, state senator, and vicar of Church of the Common Ground in Atlanta; providing a faculty and staff processing space weekly during the spring semester; programming on sexual assault awareness and religion; hosting a 30th anniversary reunion and celebration of our Muslim Student Association; assisting in the planning and hosting a session at Oxford’s inaugural College Summer Experience Program with students from Newton and Putnam Counties.

In terms of the **Oxford Curriculum** for students:

- We have approved 21 courses for fulfillment of the Race and Ethnicity general education requirement established by Emory College and we continue to solicit and review course applications.
- Last year’s faculty hiring process led to the hiring of six tenure-track faculty members, two with specializations in African American music and one with a specialization in African Studies.
- Oxford underwent a significant reform to its overall curriculum in 2017, which led to the implementation of an Experiential Learning (E) requirement. Many “E” opportunities come from Community Engaged Learning (CEL) courses—formerly known as Theory-Practice-Service Learning (TPSL)—in which students collaborate with local institutions (especially schools and afterschool programs) and make connections between their course material and their experiences. Dr. Bridgette Gunnels now serves as Director of Community Engaged Learning & Internships. The continued formalization of this program and the contributions of Laura Gafnea, director of Community Relations, to finding opportunities for CEL for students is a significant step in breaking down historic town-gown barriers and for Oxford playing a role in serving historically underserved populations beyond its campus borders.
- Additionally, travel courses also provide students with “E” credit This program builds upon Emory’s fourth pillar: Atlanta—in our case, exurban Atlanta—as a “gateway to the world.” Dr. Adams also has worked tirelessly to make sure that any student can access and afford the global travel opportunities.

The **Office of Student Involvement and Leadership**, under the direction of Veronica Roman, supported the Student Government Association’s Black History Month Showcase, which raised awareness about the Twin Memorial initiative, the conception of Black History Month, and highlighted notable Black figures in the Atlanta and Covington communities. SGA also hosted Pride Month Celebration, which featured a drag show and highlighted LGBTQ+ trailblazers. For New Student Orientation, SIL facilitated the addition of a DEI session led by Wade Manora to the schedule. This session introduced first-year students to the Office of Diversity, Equity, and Inclusion, campus-wide DEI resources, and the range of cultural and identity-based student organizations chartered by our Student Government Association.

The **Office of Student Involvement and Leadership, the Director of Community Relations, and the Director of Community Engaged Learning and Internships** work collaboratively to foster relationships with numerous community organizations throughout Newton County and the region. These agencies primarily partner with students through **Oxford College's Service Corps, Community Engaged Learning (CEL), and Volunteer Oxford** programs. Oxford Service Corps participants receive financial compensation from the College and work approximately eight hours a week in a setting in the community that matches their interests and schedules. Students enrolled in CEL courses partner with local organizations to serve and learn by relating the content of CEL courses to experiences in the real world. Volunteer Oxford is the liaison between service agencies in the local community and willing Oxford student volunteers for short-term service projects in their identified focus areas of social justice, immigration outreach, hunger/homelessness/poverty, education and youth, healthcare, environmental sustainability, and senior citizens. Volunteer Oxford student coordinators find initiatives, let students know about them, and then facilitate a volunteer matchup. Partner organizations include the Covington Housing Authority, the Newton County School System (Flint Hill Elementary School, Clements Middle School, Fairview Elementary School, and Mainstay Academy), the Covington Family YMCA, and the Covington First Methodist Church Food Ministry among many others. This deep engagement with local community partners helps to meet many of our partners' needs for direct service and capacity-building, while providing Oxford College students with an understanding of the context of their community, the perspectives of others, and their sense of belonging within the larger community. Nurturing communication and reciprocity between Oxford College and community partners provides opportunities for individuals who may have differing belief systems, backgrounds, and perspectives to learn from one another.

Faculty and staff members went above and beyond to offer significant and meaningful evening programming for students through our **Oxford Studies and Lyceum programs**. In the Fall of 2021, food scholar and chef Michael Twitty spoke about the Intersection of Culture and Cuisine, and Julien Salgado, an undocumented immigrant whose art is in the Smithsonian, offered a lecture entitled *I Exist: My Journey as an Undocumented and Queer Artist*. In the Spring of 2022, we started our events calendar with a wonderful MLK celebration; in March Dr. Eddie Glaude presented *Freedom as Practice* in a conversation with Dr. Tameka Cage Conley; and in April Judge Clint Rucker spoke on *Justice for the New Millennium*. The Southern Circuit film series offered several films that helped raise awareness about diversity, equity, and inclusion in the U.S, including *Proper Pronouns*, *My Name is Pauli Murray*, and *The Neutral Ground*.

In fall 2021, Oxford students had an opportunity to present at the university's **Symposium on Slavery and Dispossession** to highlight the history of slavery at Oxford and the local community, current implications of that history, and connect literature to the implications of slavery in America.

The **Oxford Writing Center** continues to be animated by a commitment to anti-racist pedagogy. Leigh Elion, the Director of the Writing Center, continues to create opportunities for Oxford Writing Center Consultants and Writing Fellows to learn about the connections between writing pedagogy and power, reflect on their own positionality as students and educators, and develop their own inclusive pedagogies. The following list represents a few Writing Center-related activities and changes from the past year:

- Ongoing revision of the English 202E Writing Center Practicum syllabus to represent the most current research by diverse scholars and schools of thought, with a focus on interrogating

racialized myths of "standard" English and the racialized experiences of writers and Writing Center staff in the academy; a joint staff meeting with the Emory College Writing Center in fall 2021 with a visit from Asao Inoue, a high profile scholar specializing in anti-racist writing assessment, who helped Writing Center staff learn to identify implicit racial bias in their reading and judgment of student drafts; a visit in spring 2021 by scholar Talisha Haltiwanger Morrison to talk with students about the experiences of Black women in Writing Centers.

- Throughout 2021-22, the Writing Center adopted a focus on wellness and mental health, recognizing that following a return to campus, Oxford student writers experienced heightened emotions around their academic performance and that Writing Center staff needed support in the crucial care and mentorship work they provide to their peers. With the aim of making the Writing Center a space to support students as full people - and of making it an inclusive and supportive place to work - Dr. Elion coordinated multiple professional development meetings with Dr. Gary Glass and Ami Hernandez from Counseling and Career Services. Following these meetings and Dr. Morrison's visit, students began an initiative to draft internal "script" documents for Consultants and Fellows to use to engage in conversations with writers who were struggling, or to respond to those whose writing (usually unknowingly) perpetuates racism.
- The Writing Center continues to operate in multiple modalities, offering both in-person and Zoom-based appointments, in order to enact UDL-driven values for both student writers and student staff. Based on internal assessment from the previous year, Dr. Elion continues to work to improve the diversity of the staff and to ensure the Writing Center is inclusive of as many students as possible. She updated hiring practices to allow for applicants to solicit recommendations from students and staff, in addition to faculty, in recognition that students of color, international students, and disabled students sometimes don't share the same kind of close relationships with faculty as others. She is also working with her student staff to identify how the Writing Center can work to support writing activities already being done by students of color on campus and is pursuing potential event collaborations with the Black Girl Processing Space and Revision, a gender-inclusive student organization.

For faculty/staff/administrators:

The **Oxford Center for Teaching & Scholarship** (OCTS) continues to offer annual programming/development opportunities for faculty and staff focused on inclusive teaching. This past year, often in collaboration with CFDE, we offered a range of workshops and discussions on topics such as ungrading, addressing students' emotional and mental health needs (with Dr. Gary Glass and Dr. Jane Yang), and more. We had excellent attendance and participation at all sessions (30-40 attendees per session). In addition, OCTS led a discussion group among faculty and student-facing staff members related to anti-racist pedagogy.

At the annual academic retreat in August 2022, HR led a session on best practices for faculty searches, with particular attention given to ensuring a diverse pool of candidates and creating equitable evaluative rubrics.

For staff:

Search committee members participate in training on how to conduct a fair and compliant search and implicit bias awareness training. During the selection process, committees are asked about the candidates they advance and why they have chosen those candidates relative to others. We ask committees to develop a standardized rubric that allows them to objectively rank and select candidates to encourage selection on tangible measures rather than "gut feelings" and "fit."

The efforts described above are intended to build on Emory's first pillar of faculty excellence, especially in terms of building an inclusive intellectual community, and on the second pillar of Emory as academic community of choice. The impact of all of these efforts is somewhat difficult to gauge, and we would welcome assistance in determining how best to do so. Individual student course evaluations may speak to impact to some extent (although research points to the biases therein and shows they are not a completely reliable instrument). Recent student surveys regarding climate can be interpreted as reflective of a generally positive impact of these and other efforts and yet also suggest additional avenues for us to consider further. The recent COACHE survey administered to faculty can also provide some insight into impact and areas for improvement. However, we will need to engage more fully with our director of institutional research and perhaps others at the university familiar with impact assessment to gauge the effects of our efforts and to connect those to our goals regarding climate/culture and accountability.

The pursuit of social justice remained a core priority for the **Oxford College Library**, as reflected in the varied DEI work library staff engaged in this year. Staff continued to actively engage in professional development and community conversation to increase their awareness and understanding of DEI-related topics. Many of these professional development opportunities were coordinated by the Emory Libraries Diversity, Equity, and Inclusion Committee, of which Oxford librarian Paige Crawl is a co-chair. These institutional efforts included the Coffee and Critical Conversations series, in which library staff discussed AAPI Librarianship, LGBTQ+ Activism in the Library, Student Mental Health, and Neurodiversity and Ableism. Oxford Library staff also attended two Anti-Racism Forums in the fall of 2021 and spring of 2022, where employees heard from Dr. Carol Henderson, Vice Provost for Diversity and Inclusion, and heard from colleagues about anti-racism initiatives in collection development, metadata, and using library data for social justice.

For all:

Notably, the **Oxford College Library** was a key participant in the symposium, *In the Wake of Slavery and Dispossession*, co-chaired by Yolanda Cooper, former Dean and University Librarian, which took place on the Atlanta and Oxford campuses in October 2021. The library continued the conversation about the university's past relationship with slavery and systemic racism with the new exhibit *The Work Is Never Finished: Building an Inclusive Archives*. Featuring material from the library archives, the exhibit challenges visitors to explore Emory's history and reckon with the institution's past. Visitors are encouraged to reflect on whose stories have traditionally been left out of Oxford's history and how they can work for a more just future for their community.

Professional Development, Education, and Awareness Goals:

Our overarching goals are indeed many of those suggested in the template provided to us by the ODEI: to make available to the Emory enterprise and campus community learning opportunities that will encourage intercultural fluency around the principles of diversity, equity, and inclusion; to create opportunities for self-discovery and perspective taking that allows one to understand their communal impact on others, and to understand how their own diversity helps to shape community practices, work and learning engagement, environment and culture; to acknowledge that the different dimensions of diversity create a dynamic and complex campus community and enterprise that requires continuous learning, reflection, and examination of practices, policies, cross-cultural principles and institutional infrastructures so that those practices promote and ensure the common good and the success of all regardless of title, position, status or station; to strengthen organizational diversity competencies in

ways that interrogate and remedy systemic barriers that promote inequities and/or hostile work and learning environments; and to maintain and provide an institutional web of care for all employees, students, faculty, and staff that promotes cultural literacy in ways that collaboratively builds a community of excellence centered on the holistic well-being of others, their dignity, traditions, histories and cultures.

To realize these aims more fully, we have set some specific goals/ tasks for AY 2022-23 and beyond:

- Continue to support DEI-related faculty and staff development through programming
- Continue to consider how to diversify and expand our curriculum and faculty, especially in terms of race/ethnicity
- Collaborate with Communications Team to develop a webpage (or series of pages) devoted to DEI initiatives at Oxford
- Discuss pursuing dedicated funding for DEI initiatives (e.g., to allow each year for 2-3 major speakers on topics related specifically to race and ethnicity versus continuing the current practice of soliciting contributions from multiple offices to cover speaker fees)
- Continue previous trainings and development of tailored trainings for student leaders (e.g., Resident Advisors, Orientation Leaders, iMentors)
- Explore opportunities to expand the implicit bias awareness trainings to help committees mitigate their biases and to have frank conversations among themselves about the selection process, especially regarding issues of race

Climate and Culture

As suggested above, we have put a great deal of energy this past year into providing opportunities for development, education, and awareness raising among faculty, staff, and students. We intend to find ways to facilitate honest and productive dialogue about campus climate and culture among our respective constituencies, a climate and culture that is in many ways decades in the making—and then responding to what emerges from such conversations to transform that climate and culture for the better. While many efforts were made for students, thanks to Wade’s leadership, we did not engage in as much of this type of dialogue among faculty and staff during the past year as we would have liked. We are optimistic about the coming year, especially given Interim Dean Carter’s focus on belonging and creating community.

For students:

Development of the Oxford Principles

The initiative known as the Oxford Principles began in 2019 as a result of a collaboration between students, staff, and faculty who wanted to address toxic norms and mindsets operational on the Oxford campus. These collaborators brainstormed ways to address the concerns head-on, they developed a resource that would help craft a common language for campus conversations, and they helped establish a sense of community accountability both inside and outside the classroom. The Principles (Belonging, Care, Identity, Accountability, Learning, and Presence) have been co-authored by a cross-section of educators and students who represent a wide range of lived experiences including, but not limited to, persons of color, persons who identify as LGBTQIA+, and international students. From the inception of this initiative, we have remained purposefully aware that what was emerging from our work was an initiative steeped in values-based language. Because values are encountered and defined differently across histories, lived experiences, and geographies, we remain in conversation with our students and ourselves to regularly interrogate the values that we highlight through this effort and the ways that we are engaging with them for the purpose of our collective learning. Meant to catalyze culture change for

students, staff, and faculty, the Oxford Principles require a commitment to respecting the intersectionality that defines our many identities as individuals as well as members of a community. They also require the community to act as a trustworthy environment for growth and learning together.

For the past several years, **Oxford's Residential Education and Services office** has participated in the Skyfactor Benchworks' (formerly EBI) Residential Life and Housing Survey. Since 2015, Oxford College's results on diverse interactions have ranked #1 amongst both similarly classified institutions, as well as all participating schools nationally. In July of 2021, Oxford received the [2021 Assessment & Impact Award in Housing and Residence Life](#) from Skyfactor for this work.

Oxford's Counseling and Career Services Center (CCS), under the direction of Dr. Gary Glass, has promoted an understanding of mental health that explicitly integrates a social justice framework that locates student struggle in the context of systemic oppression and toxic norms. They incorporate elements of students' intersecting identities and how they experience the campus environment in their assessments of students' experience, when meeting with individual students seeking their services. Outreach from this office includes providing programs that direct attention to intersections of social justice concerns and student distress, providing support and/or training to student organizations hosting such programming, and engaging with student leaders of various affinity groups and identity-based communities.

The **Office of International Student Programs (ISP)** hosts a variety of programs to support international students on campus. The International Student Welcome (ISW), led by iMentors (student leaders), builds community, connects international students to resources, and eases their transition to the Oxford community. ISW also includes a Parents' Program, which features welcome remarks from the Dean of Campus Life as well as a community dinner with families, students, and available faculty and staff. The iMentor program equips current international students with leadership skills and resources to welcome new international students to campus. In addition, ISP hosts an International Student Advisory Board, supports cultural clubs, and facilitates an International Education Week. These initiatives cultivate additional programming for international students, offer advising support for student organizations, and celebrate international education, respectively. Prior to the pandemic, ISP also organized the NAFSA Advocacy Event in Washington, DC. This program is no longer available through NAFSA due to the pandemic. However, ISP intends to bring a group of students to Washington for a tour of the nation's capital and an exploration into the city's vibrant food and cultural scene.

The **Office of Religious and Spiritual Life**, led by Rev. Dr. Pace, offered a number of morale-building opportunities for students this past year. Take a Break Tuesdays (snacks, swag, and support provided outside our Student Center every Tuesday, in collaboration with various offices to feature special programming on voter registration, international education week, academic advising and support, the Center for Healthful Living and Black Girl Processing Space – to name a few) took place on 14 Tuesdays in Fall 2021, with 150-200 students attending each time, and on 14 Tuesdays in Spring 2022, with 200+ students attending each time.

ORSL also held a number of spaces for the community to process trauma, grief, and healing during the year. They partnered with the Faculty Staff Assistance Program and Oxford's Human Resources to hold a session and out of that session determined we needed to offer consistent space for faculty and staff to continue to process. The assistant chaplain, Alex, convened 6-7 sessions for the remainder of the academic year with an average of 15-20 faculty and staff in attendance each time. In the fall, **ORSL** held an event, "Translating Soul Care" where all of our religious groups set up stations outside the student

center displaying an activity or ritual from their tradition that could offer care to the community. Faculty, staff, and at least one hundred students attended this and learned about prayer beads, painted pots in which to grow plants, experienced healing through music, and more.

ORSL also coordinates 11 religious and spiritual life groups (and their religious affiliates/campus ministers if applicable), resources and advises them, and supports their efforts throughout the year. These groups offer regular and diverse weekly practice as well as episodic holy days and holidays observed. Part of the richness of our campus diversity is displayed in our religious and spiritual diversity, and the regular practices of these groups are robust and meaningful. The groups embody inclusive practices by welcoming in those from other traditions and no tradition to observe and participate in many of their practices or events. Many of them hold discussions following their practices for deeper conversation and to give those visiting an opportunity to ask questions. They strengthen our community through their regular practices of worship, prayer, study, and holiday observances and even more so through these discussions.

The **Oxford College Library** aims to reach students and show them that not only does the library hold social justice values paramount, but that library staff also want to support them as they take these values out into the world. Library staff created monthly book displays themed after affinity months and incorporated the input of library student employees. Displays this year included: Women's History Month in collaboration with the African Caribbean Student Union, Black History Month, Native American History Month, LGBTQ+ History Month, and National Hispanic Heritage Month. Students were also invited to engage with the library at pop-up events celebrating International Pronoun Day and World Day of Social Justice.

For faculty/staff/administrators:

Former Dean Doug Hicks, Dr. Molly McGehee, Dean Joe Moon, and Oxford alumna Dr. Avis Williams participated last year in the **Task Force on Untold Stories and Disenfranchised Populations**. McGehee, Moon, and Williams are continuing this work as part of the **Twin Memorials Working Group**. Dr. Salmon Shomade (Political Science) participated in the University Committee on Naming Honors, which led to the renaming of Oxford's Language Hall in honor of the late Honorable Horace J. Johnson, Jr., a longtime judge in Covington and an Oxford alumnus. Dr. Jack Hardy (Linguistics) serves on the **Indigenous Language Path Task Force**.

At the **Academic Retreat** in August 2022, we facilitated three sessions on diversity, equity, inclusion, and belonging at Oxford. We solicited feedback on the Oxford College DEI Vision Statement and asked colleagues to generate ideas about how to realize the goals laid out in the statement draft. This fall, we will circulate the feedback from these sessions to faculty and staff for further conversation as related to DEI goal setting for the year.

For staff:

We actively seek opportunities for a diverse group of staff to participate in the Emory Learning and Organizational Development programs. We know that there is visibility and status inherent in participation and know that development is valuable to advance the staff careers. Excellence Through Leadership, Aspiring Leaders, Emerging Leaders can provide valuable exposure for those selected and we are intentional about providing opportunity and access to diverse staff. Currently, there is no formal career pathing happening. We have advocated that "time in position" and solid performance be a driver for reclassifications and promotions to elevate positions. This creates

advancement opportunities within departments and Oxford. In spring 2021 we re-evaluated positions in Enrollment Services. In fall 2021 we did the same in Student Involvement and Leadership (SIL) and HR.

Last year we elevated the DEI coordinator position to a director level position to signal to the campus, students, faculty and staff the value Oxford places on the position and on DEI within the institution.

The **Oxford College Library** believes that DEI should be integrated into the day-to-day operations of every staff member and team at the library. To commit to this principle, the library formed a DEI Task Force to evaluate four documents: the *Emory Libraries Systemic Racism Action Plan* from Summer 2020, the *Space Audit Task Force Final Report* from Summer 2021 (Emory Libraries), the *EUL DEI Committee Recommendations for FY22-25* from Spring 2021 (Emory Libraries), and the *Oxford College ODEI Report* from Spring 2021. The Task Force also conducted a space audit of the library and will share these findings with library leadership. Because work at the Oxford College Library is largely team-based, the DEI Task Force decided that the recommendations based on these documents will be shared with each library team. While building their goals and plans for AY22-23, each team will consider the recommendations of the DEI Task Force. Each team leader will be responsible for follow-through on these recommendations, ensuring accountability.

Climate and Culture Goals

As with the professional development, education, and awareness goals shared above, our overarching goals for climate and culture mirror many of those shared in the report template. We will continue to foster an inclusive, equitable, and diverse campus community that promotes intellectual engagement, learning, and working in productive and impactful ways; to evaluate, correct, and eradicate systemic issues, barriers, and/or practices that impede fairness, access, equity and equality embedded in institutional policies, practices, protocols, and procedures; to advocate for equal employment opportunity for all employees and applicants without regard to race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran's status, or any other factor that is a prohibited consideration under applicable law; to promote and advocate for the recruitment and retention of accomplished and talented faculty, staff, undergraduate students, and employees from diverse backgrounds, experiences, and identities to fulfill our institutional mission to “create, preserve, teach, and apply knowledge in the service of humanity.”

With these goals in mind, we offer the following specific goals/tasks for the 2022-23 AY and beyond.

For students:

- Coordinate advisory group to gain insight into issues, concerns, and ideas that the Office of DEI could address
- Fortify collaborative efforts amongst Oxford campus departments to continue creating meaningful DEI program for students
- Facilitate transportation to the Atlanta campus for DEI-related programs and events

For faculty/ staff:

- Continue to work with administrators and faculty colleagues to develop a plan for recruiting and retaining faculty of color in particular and continue to evaluate curricular offerings and to identify what fields of study need to be added or enhanced

- Continue to provide educational opportunities for faculty and staff on inclusive pedagogical and antiracist pedagogical approaches to teaching

Accountability

Now that we have the beginning of a more formalized structure for DEI efforts, we believe that we are better poised at Oxford to ensure accountability going forward, especially with purposeful collaboration among the three of us as representatives of student, staff, and faculty arenas. Currently, accountability for/ on behalf of various constituencies typically emerges from the following formal mechanisms.

For students:

- [Oxford Speak UP](#)
- Various surveys administered by the Office of Institutional Research
- Title IX Office and Coordinators
- Title IX, DEI, and Bystander onboarding for new students
- SGA open forums and Student Concerns Committee

For faculty:

- Oxford Faculty Advisory Council (body of elected tenured professors who are available to receive confidential concerns from faculty colleagues and share those with administrative parties as deemed necessary/ appropriate). As any concerns expressed to FAC are confidential, the authors of this report do not know of trends or themes that have emerged or if any faculty colleagues approached FAC with DEI-related concerns last year).
- Annual reviews of faculty, including the submission of review portfolios (including student evaluations) by untenured and lecture-track faculty members
- COACHE survey and other surveys administered by the college/university
- Implicit bias training for faculty involved in searches; HR protocols to ensure equity within searches

For staff:

- Human Resources mechanisms for addressing complaints related to discrimination and harassment
- Performance management reviews
- Exit interviews

Having mentioned such mechanisms, we do think it important to highlight that student course evaluations (delivered through the primarily quantitative IDEA form) do not include a significant number of questions related specifically to DEI *and* that much research has pointed to the flaws with course evaluations, especially in terms of demonstrated racial and gender biases towards female professors and professors of color. Additional documentation figures into the evaluation of faculty members' excellence in teaching, of course, but we would like to have further conversations among faculty about the evaluative instrument we use (including in comparison to ECAS's evaluation forms) and the best ways to obtain feedback from students regarding DEI approaches within our classes. (In fact, we feel this is a topic worth discussing across the undergraduate units.)

Additionally, we would welcome further conversations with various units regarding pay equity among staff across the university. In terms of promotion opportunities, creating career ladders within a department or division that are based on time in service and performance will help raise rates of pay and standards of living for staff and provide advancement opportunities without having to leave Oxford.

The existing performance management instrument asks employees and managers to rate the employee on their approach to diversity, equity, and inclusion. However, managers may not be equipped to rate this competency. There may not be opportunities for these conversations and there may be a degree of discomfort with these conversations. Along with the new performance management system the University plans to implement in the spring semester and the newly required DEI training for Emory Human Resources professionals, it will be helpful to discuss with the new director of DEI in central HR how they can help divisions approach DEI conversations within the context of performance management.

Oxford rates well with employees related to exit interviews as a place that they would recommend family and friends to work. The interview questions could be revised to ask one or two more detailed questions about the employee experience regarding DEI and belonging--so that we have a more valid measure of how our actions are impacting staff--and then to make adjustments accordingly.

Accountability Goals

Again, as with the other goals identified above, Oxford's goals for accountability mirror several of the goals suggested within the report template, and in fact, public scholarship is already deemed a worthy evaluative category within our promotion guidelines for faculty. The general accountability goals include: to conduct prompt, unbiased review and adjudication of discrimination and harassment complaints; to create interventions for and to promotion/career ladders at all levels of the campus for staff *and* faculty; to see mentoring of historically underrepresented and underserved students, first generation, and students in general as more than service but teaching as well; and to promote equity within service, salary, and teaching reviews. **To realize these aims, we offer several specific goals/tasks for AY 2022-23 and beyond.**

For students:

- Center accountability in DEI student leader trainings (e.g. RAs, Orientation Leaders, iMentors, etc.)
- Integrate accountability in student staff development, educational awareness activities, and programmatic endeavors

For faculty:

- Work with Oxford academic leadership to determine how best to revise the Oxford Faculty Handbook to pay more attention to and give credit to faculty for contributing to DEI work at the college and university levels (including incorporating, as ECAS has already done, a DEI-focused section within Facet, the faculty annual review online platform)
- Begin conversations with faculty about Oxford's student course evaluation tool both in terms of potential bias and in terms of DEI-related assessment

For staff:

- Discuss with the new director of DEI in central HR how to help divisions approach diversity conversations within the context of performance management
- Revise exit interview questions to include more detailed questions about the employee experience regarding DEI
- Hold vendors accountable in the representation of leadership on our campus

For all:

- Finalize the Vision Statement for the college
- Collect unit goals and follow up with each unit in May to see what progress has been made

We are looking forward to the year ahead and to further collaboration with the Emory Office of Diversity, Equity, and Inclusion.