**Campus Life 2021 Year-End Report**

**Diversity, Equity, and Inclusion**

August 2020-2021

**Introduction**

Emory Campus Life promotes a healthy, sustainable environment where students live what they learn and learn what they live – for self and for society. Our hope is to catalyze a distinctive, caring, inquiry-driven, ethically engaged, polycultural, and socially just community of students, faculty, staff, alumni, families, and visitors. We envision a campus community that imagines, embodies, and leads positive transformation within and beyond Emory University. Campus Life’s mission is to cultivate a welcoming and dynamic community committed to developing the skills necessary for lifelong success and positive transformation in the world. [[1]](#footnote-1)

We build a welcoming and dynamic campus by placing marginalized and minoritized students at the center of our work and by striving to create an environment in which every student feels they belong to an Emory community that values equity and justice.

**Accomplishments and Impacts**

**A. Professional Development, Education and Awareness**

**GOAL 1: To increase access to DEI education broadly and enhance faculty and staff capacity to support diverse students.**

*Increased access to diversity, equity, inclusion, and racial and social justice education*

In an effort to expand virtual DEI engagement, Campus Life launched the *DEI Mini Hub* in fall 2021*.* This new online resource was housed on the *Community Hub*, which had been developed to connect the Emory community to virtual programming when classes were moved online. The [*DEI Mini Hub*](https://emory.sharepoint.com/sites/DUC/SitePages/Social-Justice.aspx)offered a central location for students to see co- and extra-curricular offerings related to racial justice and other DEI topics. During the summer of 2021, the *Community Hub* was replaced by [*The Hub*](https://emory.campuslabs.com/engage/), a central site for students to discover organizations, events, and activities. The Campus Life team added the capability to filter offerings by cultural events; spiritual events; and diversity, equity, and inclusion events.

In 2020 we also launched the *Campus Life Today* newsletter, which includes DEI content tailored specifically to Campus Life staff. Originally developed to help Campus Life staff remain connected and informed during remote work, we met our goal to feature racial justice content at least monthly.

*The Blue Folder*

Campus Life leadership created [*The Blue Folder*](https://campuslife.emory.edu/support/the-blue-folder/undergrad.html) in 2020-21 as a guide to aid university faculty and staff in supporting students experiencing a variety of difficulties, including support for students in crisis.[[2]](#footnote-2) This resource reflects Emory University’s commitment to creating a caring, student-centered campus environment that supports students’ learning, well-being, and sense of belonging and purpose.

In Fall 2021, Campus Life staff began presenting *The Blue Folder* material to select departments and schools. A common reaction among university staff faced with a struggling student is to refer the student to a mental health provider. However, supporting a student’s well-being does not always involve a clinical solution as much as a relational one. For many students, a connection with a trusted adult will be all the healing they need.

When more comprehensive support is needed, Emory offers an array of support resources which are included in *The Blue Folder*. Faculty and staff are reminded that students are often unaware of the range of available resources as they navigate our university’s complex systems. Raising awareness about support resources can positively affect students’ mental health and well-being.

Moreover, our diverse student community has diverse needs. Accordingly, perspectives about which resources are accessible or culturally appropriate can vary from student to student. Students’ intersecting identities and current sociopolitical events significantly impact how they experience daily life and engage university resources which, in turn, affects their overall well-being. Students thrive when faculty and staff demonstrate sensitivity to their viewpoints and experiences, provide trauma-informed support, and offer culturally appropriate resources.

*The Blue Folder*, therefore, aims to provide faculty with inclusive teaching and classroom tips to reduce student stress and promote well-being. Our Emory campus culture is impacted by its systems and protocols. *The Blue Folder* details ways in which syllabus statements, class attendance policies, access to resources, and unconscious bias can impact our students’ experiences. The guide also includes ways to recognize, relate to, and refer students who are struggling with various concerns, including alcohol and other drug use, bias, disability, financial concerns, harassment, hazing, and immigration status.

*Assistant Manager of Staff Development & Engagement*

We hired a new position in Campus Life, Assistant Manager of Staff Development & Engagement, in order to increase quality and quantity of Campus Life professional development trainings for staff. DEI competency will be core to the staff development curriculum managed by this new position in Campus Life HR. The Assistant Manager will also innovate an onboarding process for new Campus Life staff that includes baseline information and expectations related to diversity, equity, and inclusion.

**B. Climate and Culture**

**GOAL 2: To enhance non-police methods to respond to crisis and low-level violations of community standards.**

The community-led interventions described below allowed Emory to respond to crisis and low-level violations of community standards during the COVID-19 pandemic while also reducing student encounters with the police on campus.

*Social Compact Coordinators*

In response to Emory’s COVID-related compliance requirements, Campus Life created a non-police team (3 supervisors and 30 students) that worked collaboratively to create and maintain a safe community of care for students living on campus during the COVID-19 pandemic.

*Increased access to Student Case Management and Intervention Services (SCMIS) staff*

Case management and crisis response continue to be elevated as we respond to student needs during and after business hours.  As we lessen engagement of EPD in responding to crisis, we have expanded staff availability through Student Case Management and Intervention Services (SCMIS).  Student Intervention Services, which is part of SCMIS, now has a primary and secondary person on call to support the increase in mental health needs. CAPS, SCMIS, and Psychiatry work together to support students in crisis, and we hired a case manager in Psychiatry for added support in this web of care.

**GOAL 3: To build support for underserved student communities.**

Emory’s Black, Indigenous, and People of Color student communities on campus have been experiencing the disproportionate combined impact of COVID-19 and racism. This requires a campus response system that reflects the concerns of these underserved communities by providing response services that reduce reliance on the campus police. This also requires adding support services that address escalating student needs at the intersection of belonging and social justice.

We made the following investments to bridge the gap in support services and resources for Emory’s underserved communities:

*New spaces for Belonging and Community Justice (BCJ)*

Campus Life engaged over 100 undergraduate, graduate, and professional students in a planning process to refurbish existing BCJ spaces in the Alumni Memorial University Center (LGBT Life, Center for Women, Emory Black Student Union, and Centro Latinx) and to create for the first time a space for Asian Pacific Islander Desi American (APIDA) students. The unveiling ceremony for the refurbished spaces occurred on September 8, 2021. In addition, Campus Life engaged 35 student ambassadors in an in-depth planning process to create a new home for these spaces in Cox Hall, scheduled to be completed in Fall 2023. The ambassadors applied to participate and were paid to attend engagement sessions throughout the spring 2021 semester. Additionally, all Emory students were invited to participate in social media engagement, where students could comment on color palates, layouts, and furniture for each identity space. Student engagement will continue during the 2021-22 academic year.

The new space in Cox Hall will greatly enhance the functionality and aesthetics of these critical support centers and co-locate them with staff who directly serve these populations. Campus Life also created the Identity Spaces Project website to keep the community informed about project updates, increase transparency about the process, feature the student ambassadors, and detail ways students have been involved.[[3]](#footnote-3)

*Increased support for Student Case Management and Intervention Services (SCMIS)*

Given the disproportionate health and economic impact of COVID-19 on underserved communities, we are seeing an ongoing and elevated need for students in crises that includes housing, food insecurity, and interventions requiring emergency health and safety response. We have added staff to SCMIS, and SCMIS is building more relationships with Atlanta community resources as well as national resources.

*Increased support for First-Gen*eration*, Low-Income (FGLI) students*

In addition to changes in SCMIS that will increase direct support for low-income students, in fall 2020, Campus Life separated these services from FGLI student belonging support and programming. Now located in Belonging and Community Justice, first-gen programming is now supported by staff who have specific expertise in DEI, community building, student identity development, and belonging. The 1915 Scholars Program, an alumni mentoring program, invites first-gen first-years to apply to be part of a “family cluster” that includes older undergraduates, a grad student mentor, and an alumni mentor. In Fall 2021, the 1915 Scholars program invited all first-gen first-years to apply to the program and opened its monthly workshops to all first-gen students at Emory (not just those in the program) in order to share knowledge and resources with a greater number of students. Monthly workshops are on topics such as financial aid and housing, time management, and coping with stress. Campus Life hopes to significantly expand the 1915 Scholars Program in the coming years.

Also in fall 2020, our team reallocated responsibilities so that the Program Coordinator could devote 100% of their time to the 1915 Scholars and Mariposa Scholars. The departure of the Program Coordinator in August has provided an opportunity to rethink staffing support for FGLI students.

*First Gen Forward*

Emory applied for and was selected to participate in [First Gen Forward](https://firstgen.naspa.org/first-forward), a cohort of schools working to enhance their support of first-generation students. This program recognizes higher education institutions committed to first-generation student success and provides professional development opportunities aimed at advancing first-gen student success. In partnership with the Office of Undergraduate Affairs, we developed three First Gen Forward goals to meet by the end of 2022:

* + 1. Increase first-gen faculty-student engagement through a pre-matriculation call campaign between faculty and incoming 2021-2022 first-year first-gen students.
    2. Enhance Emory’s First-Gen Week schedule to include various activities (i.e. social media campaigns, in-person events, virtual panels) hosted by partners across campus. Promote at least one First-Gen Week activity, event, or opportunity in each of the following categories: community building, faculty engagement, campus information/resources, and recognition/celebration/storytelling.
    3. Open Campus Life’s 1915 Scholars Program to all first-gen students through an application process, make 1915 workshops available to all first-gen students, and secure permanent funding for first-gen resources.

*Increased support for Black first-year students*

The Black Men's Initiative (BMI) creates a community designed to support first-year Black men through academic and social support, access to campus resources, and professional development. This program, with a focus on the success of Black men, has become a critical institutional channel to support this vulnerable community as the COVID-19 pandemic and racism crises have unfolded.

The Black Women’s Initiative (BWI) was created in 2020 with similar goals to the Black Men’s Initiative. The initiative provides a space for first-year Black women living on campus at Emory to network with Black women students, faculty, and staff. As part of this community, Black women articulate a version of self-authorship with a focus on Black women's health, retention, and development through academic and social support.

Components of both programs include pre-orientation, theme housing, and programming throughout the year.

**GOAL 4: To support open expression and respond to bias incidents with diminished police intervention.**

In order to respond to explosive issues on campus and reduce reliance on police interventions, we have made the following changes.

*Expansion of the Office of Respect*

The Office of Respect’s mission is to work with key stakeholders to eradicate sexual assault, sexual harassment, stalking, and intimate partner violence. In order to capitalize on the Respect staff’s expertise in trauma-informed care and case management, we added bias support services to the office’s mission this year. The Bias Support Services team is comprised of staff who are trained to care for students from a trauma-informed lens to provide advocacy and support.  If needed, they can also work collaboratively to determine if additional community intervention is needed.

*Enhancements to the Open Expression Observers Program*

Open Expression Observers are charged by the senior vice president and dean for Campus Life to:

* Protect the rights of the community members to express their opinions in non-disruptive ways.
* Serve as resources to community members regarding the policy and policy violations.
* Act as liaisons between community members and Emory Police and/or university administrators.
* Protect the right of community members to pursue their day-to-day activities.
* Provide information on how to avoid violating the Open Expression Policy.

As we anticipated full density on Emory’s campuses for academic year 2021-22, Campus Life re-launched its application and training for open expression observers, who reduce Emory’s reliance on police to negotiate protest and open expression on campus. This year, observers will be paid for their services, and observers were engaged within each school given that many requests for observers are for school-based events or protests, and it is helpful if the observer is known and trusted by Emory students.

**C. Accountability**

**GOAL 5: To build a diverse staff that reflects the diversity of our current and future student body.**

In November 2019, Campus Life produced a staff diversity analysis, based on employee data from 2012-2018, that informs our current recruitment and hiring goals. By traditional affirmative action measurements, Emory Campus Life’s workforce had a diverse racial and gender composition in 2018: 53% underrepresented minorities and 63% women. However, Campus Life has an additional goal to better reflect the diversity of our current and future student body. Research suggests that having same-gender and same-race mentors and role models in the educational environment may result in positive outcomes for students, particularly underrepresented students.[[4]](#footnote-4) Moreover, studies of natural, as opposed to formal, mentoring relationships show that when young adults choose their own mentors, they tend to seek mentors of the same gender and same racial or ethnic background.[[5]](#footnote-5)

Campus Life has long trended with the current student body in its percentage of women with 59% women students and 63% Campus Life women staff in 2018. For this reason, race and ethnicity were the focus of the report and of our hiring goals. The following graph illustrates the gaps in student, ECL staff, and faculty representation.

Graph 1

A 2018 Pew Research Center analysis of Census Bureau data found that the post-Millennial generation is already the most racially and ethnically diverse U.S. generation: a slim majority of 6- to 21-year-olds (52%) are non-Hispanic whites. Asians account for 6% of the post-Millennial generation, up slightly from 4% of Millennials. The percent of post-Millennials who are Black (14%) remains nearly unchanged from Millennials and Gen-Xers who were Black at a comparable age (both 15%). One-in-four post-Millennials are Hispanic, significantly higher than the share of Millennials who were Hispanic at a comparable age (18%). The remaining 4% of post-Millennials are non-Hispanic youth with other racial identities, primarily multiracial.[[6]](#footnote-6)

The demographic trends for Black and Hispanic youth are reflected in Emory University’s first-year enrollment data from 2014-2019, shown in Graph 2.[[7]](#footnote-7) While the percentage of first-year Black students has remained stable, the percentage of Hispanic first-year students has grown by several percentage points (8.2% to 11.9%) and is expected to increase further over the next several years.

Graph 2

Over the past three years, Campus Life has presented staff, student, and faculty demographic data to senior staff, highlighted the need to recruit more Latinx and Asian staff in order to better reflect our student population, created a search committee guide to reduce bias in the hiring process, and provided unconscious bias training to all Campus Life staff.

As the table below illustrates, Campus Life today remains a majority-minority staff body and has increased its percentage of Asian, Hispanic, and Multiracial staff. Less than 1% of Campus Life staff identify as American Indian, Alaska Native, Native Hawaiian, or other Pacific Islander.

Table 1

Campus Life Staff Diversity Comparison, 2018 and 2021

|  |  |  |
| --- | --- | --- |
|  | 2018 | 2021 |
| Asian | 3% | 5% |
| Black | 44% | 44% |
| Hispanic | 4% | 5% |
| Multiracial | 1% | 3% |
| White | 47% | 43% |

**GOAL 6: Enhance staff training and improve staff accountability for upholding Campus Life’s vision of creating a distinctive, caring, inquiry-driven, ethically engaged, polycultural, and socially just community**.[[8]](#footnote-8)

*Staff Training*

In 2018, we partnered with ODEI to provide “Creating a Culture of Courtesy and Respect” training for all Campus Life employees. The training was customized for supervisors and general employees and provided interactive examples of behaviors that should be avoided in the workplace. Since the training, the number of referrals to ODEI has decreased overall. In a few isolated cases, ODEI has provided department-specific refresher training based on referrals to their office.

As previously mentioned, Campus Life hired an assistant manager of staff development and engagement in 2021. This position will be responsible for DEI competency training and accountability for Campus Life staff moving forward.

**GOAL 7:** **Enhance student education and accountability for upholding Emory community values.**

*Emory Essentials: The Wise Heart Seeks Belonging*

In spring 2020, Campus Life partnered with Emory College orientation to launch a DEI orientation module, The Wise Heart Seeks Belonging, for new students. As part of Emory Essentials, this orientation module sits alongside modules for academic and course registration and student life. Enhanced and repeated for 2021 orientation, the module has received excellent evaluations from students and praise from administrators and faculty. The aim of the module is to introduce students to Emory’s DEI values and orient students to the many opportunities on campus to build community around identity and to learn and engage across difference.

Table 2

Comparison of Wise Heart Seeks Belonging Evaluations, 2020 and 2021

|  |  |  |
| --- | --- | --- |
|  | **2020** | **2021** |
| # Students who completed the module | 1180 | 878 |
| **% Students who agree/strongly agree that the module “helped me understand the importance of Emory’s community of care.”** | 99.1% | 98.8% |
| **% Students who agree/strongly agree the module “delivery/design is effective.”** | 95.3% | 93.3% |
| **% Students who agree/strongly agree that this module “is an important part of my new student orientation experience.”** | 91.8% | 95% |

We will continue to improve the module and offer it again in 2021. We have also identified that the timing of the survey and fact that it was not mandatory (as other orientation modules are) likely contributed to lower rates of module completion in 2021 and are working with orientation to identify solutions.

*Required Alcohol and Sexual Violence Prevention Education for First-Year and Transfer Students*

Campus Life uses the company Vector Solution to provide education designed to equip students with knowledge and skills to make healthier decisions related to alcohol use (AlcoholEDU) and to prevent and report sexual assault and relationship violence as well as understand resource options for survivors (Sexual Assault Prevention for Undergraduates or SAP-U).

In order to hold students accountable for completing this education, Campus Life partnered with the undergraduate schools in 2021 to place a registration hold on students who did not complete the second (post-orientation) portion of the training (Table 3). Registration holds were not placed in the 2020-2021 academic year due to challenges with remote learning caused by COVID-19.

Table 3

First-Year & Transfer Student Academic Registration Holds for Incompletion of Fall 2021 Module(s)

|  |  |
| --- | --- |
| Number of Holds for Incompletion of Part 1 AlcoholEDU and/or SAPU | Number of Holds for Incompletion of Part 2 AlcoholEDU and/or SAPU |
| 110 | 137 |

In 2020-2021, 1,516 first-year and transfer students participated in AlcoholEDU. As a result of the implementation of AlcoholEDU to first-year undergraduate students, Emory saw marked increases in students’ knowledge and positive protective behavioral intentions in addition to changes in perceived drinking behaviors and norms (Table 4).

Table 4

AlcoholEDU Learner Impact 2020-2021

|  |  |
| --- | --- |
| Students agree AlcoholEDU… | Percentage |
| Helped them establish a plan ahead of time to make responsible decisions about drinking. | 96% |
| Prepared them to help someone who may have alcohol poisoning. | 93% |
| Prepared them to prevent an alcohol overdose. | 94% |
| Changed their perceptions of others’ drinking behavior. | 59% |

In 2020-2021, 1,472 first-year and transfer students participated in SAP-U. The SAP-U course focuses on measuring students’ awareness, attitudes, and behaviors related to sexual assault. Results from the modules given to students showed increases in student’s knowledge about topics around sexual assault and bystander intervention as well as an increase in knowledge about resources available for them at the university (Table 5).

Table 5

SAP-U Learner Impact 2020-2021

|  |  |
| --- | --- |
| Students agree SAP-U… | Percentage |
| Made me more confident in my ability to intervene when I see concerning behavior. | 90% |
| Helped me identify characteristics of healthy and unhealthy relationships. | 91% |
| Taught me where to find resources for sexual assault and abusive relationships at my school. | 91% |
| Provided me with skills to better support someone who has experienced sexual assault. | 92% |
| Increased my understanding of school policies related to issues covered in the course. | 92% |
| Gave me information about sexual consent that I plan to use if I choose to be sexually active. | 93% |

1. https://campuslife.emory.edu/about/index.html [↑](#footnote-ref-1)
2. https://campuslife.emory.edu/support/the-blue-folder/undergrad.html [↑](#footnote-ref-2)
3. https://identityspacesproject.emory.edu/ [↑](#footnote-ref-3)
4. Liang, B., & West, J. (2006). Youth mentoring: do race and ethnicity really matter. *Research in Action*, 9, 3-22. [↑](#footnote-ref-4)
5. Cavell, Meehan, Heffer, & Holladay (2002); Jackson, Kite, & Branscombe (1996); Klaw & Rhodes (1995); Sanchez & Colon (2005); Chen, Greenberger, Farruggia, Bush, & Dong (2003); Sanchez & Reyes (1999). [↑](#footnote-ref-5)
6. <https://www.pewsocialtrends.org/2018/11/15/early-benchmarks-show-post-millennials-on-track-to-be-most-diverse-best-educated-generation-yet/> [↑](#footnote-ref-6)
7. Data is from Emory Admission IPEDS reporting, which means that only domestic students are counted, and students who are both Black and Hispanic are counted as Hispanic. [↑](#footnote-ref-7)
8. <https://campuslife.emory.edu/about/index.html> [↑](#footnote-ref-8)