

## Graduate, Professional, and Allied Health Student Draft Report

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### Background

A graduate student is someone who has earned a Bachelor's degree and is pursuing additional education in a specific field. The students included would be Master's-level students, Doctoral-level students, and joint Bachelor's-Master's-level students. A professional student is a student that takes an extensive time finishing degree requirements to fulfill double or triple majors. For example, a professional student may be a person in school pursuing a degree, usually at a graduate level that leads to a specific profession. Within the Emory University context, a graduate and/or professional student would be a student within at least one of these eight colleges: Allied Health (AH), Goizueta Business School (GBS), School of Law (LAW), School of Medicine (SOM), Laney Graduate School (LGS), Nell Hodgson Woodruff School of Nursing (SON), Rollins School of Public Health (RSPH), and Candler School of Theology (Candler).

Source: <https://campuslife.emory.edu/support/the-blue-folder/gradprof.html>

| # students by Division (from Brendan Moriarty/Natasha Hopkins 3.18.21) |      |
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| AH   | 597  |
| GBS  | 902  |
| SON  | 1052 |
| LGS  | 1763 |
| LAW  | 1004 |
| SOM  | 661  |
| RSPH   | 1434 |
| Candler  | 483  |

*Division-specific community descriptions*

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| Allied Health<br><a href="https://med.emory.edu/education/programs/index.html">https://med.emory.edu/education/programs/index.html</a>                   | 5 Divisional Programs (522 Students Total) <ul style="list-style-type: none"> <li>• Master of Medical Science Anesthesiology (MMSc)</li> <li>• Bachelor of Medical Science Medical Imaging (BMSc): 22 females, 4 males</li> <li>• Doctor of Physical Therapy (DPT)</li> <li>• Master of Medical Science Genetic Counseling (MMSc)</li> <li>• Master of Medical Science Physician Assistant (MMSc-PA)</li> </ul> |
| Candler <a href="https://candler.emory.edu/about/at-a-glance.html">https://candler.emory.edu/about/at-a-glance.html</a>                                  | As of 2020 <ul style="list-style-type: none"> <li>• 44% students of color</li> <li>• 51.2 % women students</li> <li>• 49.4% students under 30</li> </ul>  |
| Goizueta <a href="https://goizueta.emory.edu/full-time-mba">https://goizueta.emory.edu/full-time-mba</a>   | <ul style="list-style-type: none"> <li>• % of women in the class 31%</li> <li>• % of international citizens 35%</li> <li>• Average years of work experience 5.5</li> </ul>  |
| Laney<br><br><a href="https://gs.emory.edu/academics/data/laney-all.html">https://gs.emory.edu/academics/data/laney-all.html</a><br><br>(5-year average) | <ul style="list-style-type: none"> <li>• 1856 students as of 2021 <ul style="list-style-type: none"> <li>○ 55% female; 45% male</li> <li>○ 25% international</li> <li>○ 9% Black/AA; 9% Asian; 8% Hispanic; 61% White; 4% 2+ races; 10% not indicated</li> </ul> </li> </ul>  |
| Law  | <ul style="list-style-type: none"> <li>• 28% total minority (Hispanic of any race, American Indian, Alaskan native, Asian, black or African American, native Hawaiian or other pacific islander, and two+ races)</li> </ul>   |
| Rollins<br><br><a href="https://www.sph.emory.edu/about/overview/facts/index.html">https://www.sph.emory.edu/about/overview/facts/index.html</a>         | <ul style="list-style-type: none"> <li>• 79% female; 21% male; 5% non-binary</li> <li>• 13% international</li> <li>• 34% students of color (specific breakdown of race/ethnicity not indicated)</li> </ul>  |
| SOM  | SOM Class of 2024 (M1) - 139 student, 80 F, 59 M  |
| SON  | Total MSN: 351/Total DNP: 119/Total PhD: 30<br><b><i>Number below includes pre-licensed undergraduates</i></b>  |

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|  | Minorities: 525 (46%)/1023 Females (90%)115 Males (10%) |
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## Theme 1: Professional Development, Education, & Awareness

Professional development, education and awareness for the greater Emory community means increased academic pursuits surrounding diversity, equity and inclusion, implementation of upstander training, implementation of bias training, and fostering an interdisciplinary culture for various Emory divisions to discuss their various DEI related programming to generate additional ideas.

### Allied Health

| Goal  | Potential sequence of objectives to meet goal<br><b>(short term, mid-term, long term)</b>   | Process(es)  |
|---|---|--|
| Implement upstander training during orientation   | <p>ST: Compile resources to host an upstander training</p> <p>MT: Meet with curriculum leaders to discuss feasibility of integration/identify dates</p> <p>LT: Upstander training integrated as part of every incoming orientation; continuing to partner and meet with campus resources such as the Office of Medical Education and Student Affairs: Office of Multicultural Affairs (OMESA: OMA), Emory School of Medicine: Towards Inclusive Excellence for Stakeholders (ESOM: T.I.E.S.), and Alliance of Health Professionals,</p> | In-person or updated video upstander training.                                 |
| Identify and measure DEI progress annually via School of Medicine (SOM) Resources                           | <p>ST: Identify and measure DEI strengths and opportunities.</p> <p>MT: In didactic and clinical settings: a. Investigate sources of opportunities for DEI awareness. Recognize those who have didactic and/or clinical DEI awareness.</p> <p>LT: Annually measure and reassess DEI in SOM didactic and clinical settings. Commit to 3 DEI evaluations and training for those lacking DEI in SOM didactic and clinical settings. Commit to recognizing those who excel or make progress in DEI commitments.</p>                         | Polls, socials, anonymous hotlines, etc.                                       |
| Mandatory DEI in-person training for SOM administration, faculty, staff, clinical instructors, and students | <p>ST: Mandatory DEI in-person training for ALL SOM administration, faculty, staff, clinical instructors, and students.</p> <p>MT: Provide in-person opportunity for a SOM Town Hall meetings broken down into administration, faculty, staff, clinical instructor, and student sessions led by those specialized and trained in DEI once a year.</p> <p>LT: Require annual DEI mandatory in-person training for ALL SOM administration, faculty, staff, clinical instructors, and students during</p>                                  | In-person training from 3 <sup>rd</sup> party who specialized in DEI training. |

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|  | orientation for new SOM members, and at the beginning of every academic year for established SOM member. |  |
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### Candler

| Goal  | Potential sequence of objectives to meet goal (ST, mid, LT)   | Process(es)  | Justification  |
|---|---|--|--|
| Create an inclusive learning environment for varied learning styles   | <p>ST: Commitment to encourage and include new pedagogical methods and styles in both content and delivery</p> <p>MT: Required Summer intensive courses for faculty and support for community resource and knowledge shares</p> <p>LT: Annual training for faculty specifically tailored to DEI and technology that helps curate an inclusive learning environment.</p> | Follow up with faculty and students once both engaged in new pedagogical strategies via open forums and evaluations  | The pandemic has highlighted specific technological and international student gaps that require more diverse and inclusive conversations, resources, and processes. We will equitably welcome a range of students attracted to the space, ultimately increasing retention the % of admitted students.  |
| Create an inclusive environment for students with different theological backgrounds                             | <p>ST: Increase awareness of and schedule talks among the diverse student organizations</p> <p>MT: Solidify set of conversations for annual productive community engagement</p> <p>LT: Modify Candler's by-laws and constitution to require assessment and revisions of organizational talks and programming with DEI goals in mind</p> <p>Revised 1.31.2022ceh</p>     | Students work alongside assistant director of DEI to develop consistent programming                                  | Incoming classes over the last few years have seen increased numbers in non-Protestant traditions, including but not limited to atheism, agnostic, Islam, and more. We need to ensure all students feel liberated in expressing their theological background, acknowledging the ways in which it is challenged, allowing professors and students opportunities to learn. |
| Measure DEI progress annually via the Office of Student Life (OSL) and Community and Diversity Committee (CADC) | <p>ST: Request student organizations, divisional leaders (including administrators, faculty, and staff) and CADC to create ST, MT, and LT goals</p> <p>MT: Evaluate progress in initial measures and adjust in non-productive areas</p>   | Reference past Community Climate assessments vs. Updated assessment with close to identical language for consistency | To ensure that both Candler students and administration have systems of accountability in place to measure progress in terms of DEI in official capacities   |

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|   | LT: Send follow-up diversity audit from the 2018/2019 version to assess changes in community & response to cluster hire.   |  |  |
| Increase support for diverse vocational paths and goals | <p>ST: OSL increasing vocational workshops and programming, including an increase in communication of development opportunities</p> <p>MT: Evaluate participation, evaluations, and conversations for revised or desired programming and opportunities</p> <p>LT: Assess and align curriculum to fit diverse vocational needs and desires where needed</p> | <p>Open forums led by the student council and feedback avenues provided for named or anonymous submission.</p> <p>Increased conversations with divisional leadership</p> | Students are attending for more than training in pastoral or chaplaincy roles and are seeking vocational alternatives and support for desired vocational goals |

### Goizueta

| Goal  | Potential sequence of objectives to meet goal (ST, mid, LT)   | Relevant resources   | Process(es)  | Justification  |
|---|---|--|--|--|
| Drive cultural awareness and increased inclusivity across the student body  | <p>ST: End of year Social and Inclusion surveys to be launched before end of May</p> <p>MT: Measure student engagement and self-scored inclusiveness across student body (time series); create programming that allows students to learn more about and value one another's experience</p> <p>LT: Increase and sustain student engagement over 2+ years</p>   | VP of D&I at GBS will work with Dr. Jill Perry-Smith to develop and validate student survey                      | Social & Inclusion survey to launch across GBS MBA class to collect quant & qualitative feedback from current students | We had only one woman on dean's list last semester. How can we improve the gender balance?   |
| Develop an education module for both educators and students to lessen the occurrence of micro aggressive behaviors in the classroom | <p>ST: Acknowledge the issue of microaggressions in the classroom at the admin level within GBS</p> <p>MT: Ensure that professors represent Goizueta well by improving word choice (e.g., all leaders as "he," stop avoiding challenging topics around race/gender/sexuality/neurodivergence</p> <p>LT: Show a decrease in the occurrence of self-reported micro aggressive behavior in the classroom</p> | Cite peer-reviewed research to highlight the negative effects of micro aggressions in the affected population(s) | Social and inclusion survey can also address the classroom experience  | On average, there is an observable level of microaggressions in most classes. These leaders should model the behavior GBS wants to develop in students |

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| Provide academic content that is more representative of the diversity within the student body | ST: Assess cases given (esp. during core) by protagonist, the communities affected, and who is represented in the case<br><br>MT: Provide training for professors to facilitate conversation and discussion of controversial indices in cases, rather than avoiding history<br><br>LT: Identify new case sources and update cases at the school level, as needed |  | Survey disseminated by Goizueta   | Students deserve to have academic work that reflects their own diverse backgrounds and lived experiences. |
| Weave DEI themes into the business cases taught to students                                   | ST: Compile a list of resources to aid professors in diversifying content<br><br>MT: Coordinate with key business faculty to implement changes<br><br>LT: Integrate DEI into the business cases discussed within the classroom setting   | Meeting minutes (Feb 21) identified this as a need | Coordinate with president of GSGA for resources, information on key faculty, etc. | The VP of academic affairs has logged multiple complaints about the case selection and academic content   |

### Laney

| Goal   | Potential sequence of objectives to meet goal<br><b>(ST, mid, LT)</b>  | Process(es)  | Justification  |
|--|--|--|--|
| Mandatory training for faculty, students, & staff  | ST: Creation of training modules on use of pronouns, discrimination, microaggressions, implicit bias<br><br>MT: Daily reminders (signage throughout campus, like recycling bins or signs about taking the stairs)<br><br>LT: Mandate training for everyone (yearly requirement at minimum) | Departmental and/or program DEI taskforce or committee meetings; conversations with Laney students       | So many reports of bias incidents from faculty or students; training can help with awareness & education on the issues students face daily   |
| Community info sessions (informing the community about <b>diverse</b> student research at Emory) | ST: Create/hire committee members from all divisions & start planning - events specifically available to non-Emory community members.<br><br>Expand access to Emory research and educational events to include and be promoted to staff and the larger Emory community.                    | Create or utilize various offices at Emory to create the symposium and engage with relevant stakeholders | Testimonials from staff saying they are barred from being in the rooms for meetings/talks; wanting to increase engagement with the community & show Emory is helping, not hurting, the community |

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|                             | <p>Opportunities for students to share research on a larger scale (ex. Emory's social media, community events, etc.).</p> <p>MT: Develop relationships with staff/community through Emory's Outreach and Community Engagement services</p> <p>LT: Annual community symposium consisting of student reps from each division presenting their work that's focused on community outreach &amp; diverse research</p>   |  |  |
| DEI in Education / Research | <p>ST: inclusion of readings from non-US, non-white authors; mandatory diversity statements in Emory applications</p> <p>MT: Cluster hires of BIPOC faculty &amp; students</p> <p>LT: Recruitment, retention, &amp; advancement (in &amp; beyond grad school) efforts for BIPOC and/or underrepresented graduate students including direct pipelines to research and job opportunities, increased funding &amp; support, &amp; guarantees for reasonable/limited workload.</p> | <p>Departmental faculty/student/staff DEI committee meetings and conversations</p> | <p>Lack of historical data and training in classes; need for making a safe space for underrepresented people to feel welcome &amp; included at Emory</p> |

## Law

| Goal   | Potential sequence of objectives to meet goal ( <b>ST, Mid, LT</b> )  | Process(es)  | Justification  |
|--|---|--|--|
| Bias and inclusion training for faculty, staff, and all students | <p>ST: Determine training areas of interest</p> <p>MT: Find suitable instructors and develop lesson plans</p> <p>LT: Ensure that every faculty, staff member, and student has attended at least 1 or 2 training sessions.</p> | <p>Noted concerns of bias among faculty member from students and other faculty members (found at article: <a href="https://law.emory.edu/news-and-events/releases/2020/03/updated-on-professor-paul-zwier.html">https://law.emory.edu/news-and-events/releases/2020/03/updated-on-professor-paul-zwier.html</a>)</p> | <p>Faculty and staff are not currently required to have diversity training</p> |
| Development of required course curriculum that                   | ST: Gather info from 1-2 current law school educators with expertise to lead the course   | Gather data from pilot course through Canvas course evaluations, along with professors' feedback on  | There are no explicit guidelines that learners must take a                     |

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| focuses on critical race theory  | MT: Run pilot course with students at law school with 1-2 sections available from two different faculty members<br><br>LT: With student and educator feedback, include course in curriculum   | teaching the course and outlined course norms.                                  | course regarding critical race theory.   |
| Create a network for URM law students to meet with orgs, firms, legal clinics, and entities, with URM leadership, focused on URM work in the Greater Atlanta | ST: Contact Emory's alumni & community partners in Greater Atlanta area with a work focus of URM community members<br><br>MT: Create a networking night for current students to meet with Emory URM alumni to learn how Emory enhance their career<br><br>LT: Create yearlong series to connect Emory URM law alum with current Emory URM law students. | 1:1 conversation with students about opportunities for growth (or lack thereof) | URM students need spaces to meet with organizations and firms that reflect their lived experiences. They must see representation in their work field to understand how to navigate their work field. |

## SOM

| Goal  | Potential sequence of objectives to meet goal ( <b>ST, mid, LT</b> )   | Process(es)              | Justification   |
|---|--|--------------------------|---|
| Integration of DEI education throughout the curriculum (M1-M4s) | ST: Maintenance of current DEI specific presentations and creation of new presentations during orientation week (i.e., cover the history of Grady Hospital, how to approach patients with cultural humility, introduction into DEI, etc.)<br><br>MT: Addition DEI focused lectures in the curriculum<br><br>LT: Formalization and standardization of DEI education through all 4 years of medical education  | Meeting Minutes (Feb 21) | No current standardized or formalized DEI curriculum  |
| Increase in DEI professional development programming            | ST: To highlight the various DEI organizations (within Emory and externally) that students can engage in during orientation week and again during Student Activities Fair to further reinforce opportunities. To host more panels with faculty engaged in DEI to increase awareness.<br><br>MT: Develop a DEI initiatives symposium for students to share work regarding DEI and to inspire new ideas<br><br>LT: Develop annual interdisciplinary DEI event for student engagement across different Emory and external entities. | Meeting Minutes (Feb 21) | Lack of professional development and student organization opportunities for DEI initiatives and URM |
| Establishment additional funding                                | ST: Catalog current organizations for URM at SOM   |                          | SOM URM students may encounter extra  |

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| for SOM URM student organizations | MT: Discuss with current URM student and faculty leaders funding opportunities<br><br>LT: Establish additional URM student organizations |  | barriers to creating events, and may require more money to ensure success of their programming and events. |
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## SON

| Goal   | Potential sequence of objectives to meet goal ( <b>ST, mid, LT</b> )  | Process(es)   | Justification   |
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| Create a DEI fair for SON organizations to discuss current initiatives | ST: Reach out to nursing student leaders of various DEI organizations<br><br>MT: Conduct DEI meeting this year to share SON needs and ongoing initiatives<br><br>LT: Recurring DEI meetings | Information listed on <a href="https://www.nursing.emory.edu/pages/diversity">https://www.nursing.emory.edu/pages/diversity</a> regarding SON DEI organizations | There are several student organizations focused on DEI in SON but no information exists as to whether there is any collaboration between them |

## Rollins

| Goal  | Potential sequence of objectives to meet goal<br><br><b>(ST, mid, LT)</b>   | Justification  | Relevant resources             | Process(es)  |
|---|---|--|--------------------------------|--|
| Having mandatory DEI training for all students, staff and faculty on unconscious bias | ST: Collect information from students and faculty on how best to tackle unconscious bias training within Rollins<br><br>MT: Require incoming students take an implicit bias assessment prior to arrival<br><br>LT: Set up unconscious bias in person training workshops for students/faculty. | There is currently no formalized implicit bias training in Rollins | Capital City Justice Group     | Meeting minutes (Feb 21)<br><br>1:1 conversation with students/faculty on how best to implement training |
| Creating alumni networks with Rollins URM alumni                                      | ST: Contact Community and Belonging Orgs within Rollins for their potential alumni connections<br><br>MT: Create professional network with URM alumni through networking events and panels<br><br>LT: Host annual events that encourage current learners and recent/older Rollins             |  | RSPH Career Development Office | 1:1 conversation with students during DEI committee meetings   |

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|   | URM alumni to connect through RSPH Career Development office  |  |  |  |
| Increase funding opportunities for POC student research | ST: Develop a funding program through RSGA to create a fund for BIPOC students<br><br>MT: Gather testimonials for students<br><br>LT: Create rolling basis student research fund for BIPOC, LGBTQ+, and other students from marginalized backgrounds. | BIPOC and other students from URM backgrounds may face barriers to grant funds. This easier path to request money and funding for research would be important for the success of URM students. |  | 1:1 conversation with students during DEI committee meetings and townhalls |

## Theme 2: Climate & Culture

Climate and culture for the greater Emory community means increased recruitment of faculty engaged in DEI efforts, increased recruitment of underrepresented minority students across divisions, and DEI curriculum incorporation.

### Allied Health

| Goal  | Potential sequence of objectives to meet goal<br>(short term, mid-term, long term)   | Process(es)  | Justification  |
|---|--|--|--|
| Need for increased visibility of Allied Health across ALL of Atlanta in terms of programs available to students (not just targeted mktg.) | ST: Perform outreach with community groups, clinics, and hospitals regarding their clinical opportunities<br><br>MT: Partnering with ESOM and the Office of Career Development, create networking events for students to connect with local health entities. This can come in the form of meet & greets or volunteer opportunities,<br><br>LT: Create annual events for AH students to connect with community members and create a sense of camaraderie amongst the AH community | Feedback surveys will be disseminated through AH programming to inform and improve programming and event planning. | To create community within the AH programs and the community, it is important to create events and opportunities to increase visibility in Greater Atlanta area. |

### Candler

| Goal | Potential sequence of objectives to meet goal ( <b>ST, mid, LT</b> ) | Relevant resources | Justification |
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| Increase recruitment of faculty interested in serving in DEI measures | <p>ST: Assess data on current faculty DEI involvement</p> <p>MT: Work with hiring leaders in Candler to emphasize the selection of candidates interested in serving in DEI capacities</p> <p>LT: Establish funding for professors to be able to engage in these efforts without experiencing the minority burden tax</p> | Articles on minority tax burden, UPenn Action Plan for Faculty Excellence and Diversity | DEI efforts should have faculty members behind them to create programming tailored to the Candler community. Additionally, it will allow for more sustainable initiatives, as student-led initiatives may fall through once the student graduates. |
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### Goizueta

| Goal   | Potential sequence of objectives to meet goal (ST, mid, LT)   | Relevant resources  | Process(es)   | Justification   |
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| Establish gender parity in the MBA program   | <p>ST: Acknowledge the presence of the problem at the leadership level</p> <p>MT: Annual women's recruitment event</p> <p>LT: Attract top local female candidates and establish an admissions value proposition specific to women</p>   | Directed study data & Forte foundation  | We will leverage the data and insights from a 2-year, ongoing directed study to provide evidence  | The MBA is program currently about 30% women  |
| Remove barriers to inclusivity for underrepresented groups– specifically Women, Latinx/Hispanic students, those who identify as LGBTQIA+, Int'l Students, and neurodivergent | <p>ST: Acknowledge and collect student experiences to understand the scope of the problem</p> <p>MT: Increase funding and support for diverse recruitment events like Inside Goizueta</p> <p>LT: Increase representation of Latinx/Hispanic, and those who self ID as LGBTQIA+ by at least 100%</p> | Limited resources exist here – limited available data about 1 <sup>st</sup> gen, and underrepresented student issue | Social & Inclusion survey to launch across GBS MBA class to collect quant & qualitative feedback from current underrepresented students | Lack of URM inclusivity, little-to-no support for Pride Alliance, and a drop in participation for off-campus events by URM students |
| Emory should be the top FTMBA program in the country for recruiting URM students   | <p>ST: Increase yield from diversity recruitment events; create mentor system for URM candidates who are declined for reasons within their control</p> <p>MT: Establish a value proposition for recruiting URM students</p>   | Data directly from Inside Goizueta chairs   | Emory has struggled to maintain a high conversion rate from their diversity event to matriculation                                      | Emory's location and proximity to large black, Latinx/Hispanic, indigenous, and LGBTQIA+  |

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|                                      | LT: Ensure that Emory is a leader among peer MBA programs if offering tuition assistance to URM students   |   | among URM students  | communities is unique   |
| Promote diverse faculty appointments | ST: Acknowledge the issue<br><br>MT: Create transparency for GBS MBA students in efforts to attract/retain a more diverse faculty<br><br>LT: Increase the number of people of color within faculty & separate educators with consistent negative reports | Measure the demographics of GBS faculty by tenure, core appts, and assoc. vs. full professors | Social and inclusion survey to address classroom experience for professor diversity | Representation of faculty of diverse backgrounds is important for students to see representation. |

### Laney

| Goal  | Potential sequence of objectives to meet goal (ST, mid, LT)  | Process(es)  | Justification   |
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| Direct avenues for feedback developed for students.                                     | ST: During orientation and “back-to-school” emails, add link for online survey to engage with students and gain understanding of the current demographics and needs<br><br>MT: Hire student staff to promote DEI & community needs surveys to ensure students are aware of the process<br><br>LT: Form semester town-hall to engage with the needs of students as well as keeping the online survey. | 1:1 conversation with students discussing difficulties of creating DEI programming | Learners have indicated the need to have clear pathways to give feedback about DEI initiatives and programming. |
| Promote intra-school DEI programming between graduate students in different departments | ST: Email and engage student organizations at the school that serve and are prioritizing programming for URM graduate students<br><br>MT: Create communication channel between these organizations to increase solidarity between organizations<br><br>LT: Aid funding for student organizations that serve URM graduate students to uplift students   | Contact info for student orgs & leaders available through “The Hub” and SILT.      | Create intra-school networks to create community and strengthen DEI programming                                 |

### Law

| Goal  | Potential sequence of objectives to meet goal (ST, mid, LT)  | Process(es)   | Justification   |
|---|--|---|---|
| Expand intraschool Diversity and Equity support | ST: Disseminate survey for DEI interests<br><br>MT: Create and launch pilot DEI programming from ideas posed by students. Disseminate program feedback surveys regarding these programs. | Disseminate surveys through student leaders, URM student groups, and interested student groups. | Currently the law school diversity and equity chair hold two other chair positions. |

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|  | LT: Measure & evaluate the outcomes of each DEI program, use feedback to improve DEI programming. |  |  |
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## SOM

| Goal  | Potential sequence of objectives to meet goal<br><b>(ST, mid, LT)</b>   | Process(es)              | Justification  |
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| Increased prompt, impactful administration responses to address systemic barriers | <p>ST: Host mtgs with key SOM administrative faculty (i.e., deans) on how best to increase admin to be proactive with responses</p> <p>MT: Issue statement acknowledging presence of barriers &amp; updates on tackling them</p> <p>LT: Secure funding for entities that perpetuate these disparities in medical school (i.e., test question banks, medical tools, standardized examinations) and to allow for more time-off for students facing barriers</p> | Meeting Minutes (Feb 21) | There are many different barriers that impact a student's chances of matching into the residency of their choice, influenced by various factors including socioeconomic. Address to allow every Emory SOM student to maximize career potential during Emory tenure |

## SON

| Goal  | Potential sequence of objectives to meet goal <b>(ST, mid, LT)</b>   | Relevant resources                          | Justification  |
|---|--|---|--|
| Create annual awards to recognize individuals and/or organizations who have positively contributed towards DEI initiatives at SON | <p>ST: Discuss with SON leadership regarding feasibility</p> <p>MT: Secure funding resources</p> <p>LT: Develop a selection application process and distribute awards</p>  | Wash U executive summary report (June 2017) | Given SON has several student organizations dedicated to DEI, there should be recognition of outstanding DEI work to inspire others to also positively contribute                                |
| Incorporate additional DEI topics into curriculum, such as cross-cultural patient care  | <p>ST: Incorporate questions</p> <p>MT: Require modules in courses to teach students how to work with cultural humility</p> <p>LT: Students will develop cultural humility and be able to work with patients from different backgrounds with effective care and culturally competent care.</p> |   | The SON program emphasizes the excellence of their nursing graduates, but capacity and excellence when working with diverse populations and patients must be integrated into program curriculum. |

## Rollins

| Goals  | Potential sequence of objectives to meet goal ( <b>ST, mid, LT</b> )  | Process(es)   | Justification  |
|--|---|---|--|
| Implementing DEI related policy changes to foster a climate that promotes DEI  | <p>ST: Discuss addition of DEI related positions within various Rollins organizations</p> <p>MT: Institute policy changes to RSGA's constitution to include DEI</p> <p>LT: Collect feedback regarding changes</p>   | Meeting minutes: 2/21   | Policy change and implementation creates a foundation for learners, educators, and staff to have protection and resources within the RSPH community.   |
| Use Social EPI's semesterly survey about campus racial climate to implement change and create programming to reduce distress and increase comfort for URM students | <p>ST: Contact Dr. Julie Gazmarian about status of Social EPI course &amp; survey mtl.</p> <p>MT: Review and edit survey to incorporate language regarding confidentiality and use of survey to create strengthen DEI policies and programming at Rollins</p> <p>LT: Publish results of this survey onto a web page that also tracks timeline of initiatives inspired by survey feedback.</p>   | 1:1 discussion with fellow students to use data on a broader level versus on a class-level                        | Addressing stereotypes and microaggressions by hosting a training on those things and post trainings making sure to remind students that significant acts of disrespect in this manner will not be tolerated and ensure a safe learning environment for everyone.                                  |
| Provide additional funding for student organizations focusing on URM student populations   | <p>ST: Within the Community and Belonging Committee Meeting with student leaders, discuss topic of additional funding process for URM student groups</p> <p>MT: Create alumni funding channel and internal funding/budget to allocate extra funding for student organizations that serve URM students or cover URM topics</p> <p>LT: Student orgs that focus on uplifting URM RSPH students will have a fund that they can access if they run out of funds provided from their respective student government.</p> | Currently, there are students from C&B orgs lacking funding due to process; 1:1 conversation with fellow students | To truly support URM graduate students and their organizations that support them, it is important to give actual funding so that students have the resources to be able to meet with speakers, host events that spark camaraderie, and more resources/power to create programming that they desire |

## Theme 3: Accountability

Accountability for the greater Emory community means creating avenues for student concerns, increased transparency of bias reports/DEI initiatives amongst the student body and collection of survey feedback regarding DEI. Given the recent happenings at Emory Law, we advocate for greater accountability across all Emory Divisions (See Appendix A).

## Allied Health

| Goal  | Potential sequence of objectives to meet goal (ST, mid, LT)  | Justification  | Process(es)  |
|---|--|--|--|
| Integrate safe and secure avenues for students to be able to voice their concerns                         | <p>ST: Develop a survey to administer to gauge the extent of discrimination faced and how students would like these concerns addressed</p> <p>MT: Adopt signage around the school encouraging students to seek resources/voice concerns if feeling discriminated against</p> <p>LT: Establish a committee to handle concerns</p>   | Students reported feeling discriminated against per prior meeting minutes; anonymous avenues to voicing concern without fear of retaliation. | Meeting Minutes Feb 21   |
| Bring yearly DEI training liken to ACGME requirements into the requirements of all Allied Health Programs | <p>ST: Find local or potentially regional consultant groups that assist with DEI training related to healthcare professionals and organizations.</p> <p>MT: Develop policy into staff and student orientations where these populations learn about diversity in the Allied Health related fields.</p> <p>LT: Create feedback loop available to students, staff, and faculty to see how improvements can be made for diversity trainings tailored to Allied Health programs. These changes will be integrated on a rolling basis once recommendations are received by administrators.</p> | No pre-determined biases formed or conflict of interest from 3 <sup>rd</sup> party DEI instructors.  | DEI training must be conducted annually to understand the current climate of the workplace and society to better prepare the Allied Health community for working with cultural humility and sensitivity. |
| Transparent dialogue to address DEI topics and opportunities throughout SOM Allied Health Programs.       | <p>ST: Review and establish plan of action(s) for DEI initiatives and improvements at administrative, faculty, staff, and student levels.</p> <p>MT: Implement plan of action(s) for entire Allied Health body/members.</p> <p>LT: Continuously provide communication with all members and address topics and opportunities of concern with information readily available.</p>   | Wanting to receive confirmation that concerns were taken seriously and thoughtfully addressed  | Via SOM Town Hall individual meetings with public documentation that specifies what DEI concerns were addressed in   |

|  |  |  |                |
|--|--|--|----------------|
|  |  |  | meeting notes. |
|--|--|--|----------------|

### Candler

| Goal  | Potential sequence of objectives to meet goal ( <b>ST, mid, LT</b> )  | Process(es)  | Justification  |
|---|---|--|--|
| Transparent dialogue to address DEI topics, concerns & issues raised by students, educators, & professional staff | <p>ST: Host a speaker series focused on DEI topics as they relate to faith and other underrepresented minority (URM) communities within the field of theology</p> <p>MT: Create a network of URM student organizations to connect and collaborate and increase support and awareness for those already in existence</p> <p>LT: Create community avenues to report feedback and give suggestions for DEI programming</p> | <ul style="list-style-type: none"> <li>- Disseminate community needs survey during the 4<sup>th</sup> quarter annually</li> <li>- Create dedicated town halls (live &amp; through Zoom)</li> <li>- Develop open forums for students and invite pertinent leaders (administrative, faculty, and staff) in the Candler community</li> <li>- Create an anonymous submission pipeline for DEI concerns</li> <li>- Increase awareness of DEI student representatives</li> </ul> | <p>Students want to know and feel that their concerns are being heard AND addressed. Additional DEI programming will be created on a rolling basis rather than a series of events to create consistent avenues for communication from the community to administration, educators, and staff members.</p> |

### Goizueta

| Goal            | Potential sequence of objectives to meet goal ( <b>ST, mid, LT</b> )                                    | Justification                | Process(es)                        |
|-----------------|---|------------------------------|------------------------------------|
| Measure program | ST: Draft a program satisfaction survey for students from URM backgrounds to take. These surveys can be | DEI Programs that uplift URM | Student leaders + faculty advisors |

|  |   |   |   |
|--|---|---|---|
| satisfaction across underrepresented groups to capture experiences   | <p>disseminated amongst those in any URM groups or URM students who express interest in taking the survey.</p> <p>MT: Take survey results and create short-term &amp; long-term programming and policies.</p> <p>LT: Launch 2-3 pilot programs throughout the year, and lay foundations for long-term policies &amp; programming.</p>                     | students must be desired from students, and their input is required to create a successful program. | interested in DEI and URM resources will assist in the dissemination of the initial survey.   |
| Collect qualitative feedback across the student body to collect cross -demographic trends                            | <p>ST: Develop survey based on schoolwide demographics survey disseminated in 2015.</p> <p>MT: Integrate business specific questions, then distribute survey to business graduate students</p> <p>LT: Create community avenues to report feedback and give suggestions for DEI programming, events, and curriculum</p>                                    |   | Students have agency within the school to make change, and one way that the Business school can give recognition to the students' agency is by creating a survey that will allow students to give specific information about what their cohort looks like and would like to see from the business school. |
| Work to review the academic curriculum every 5 years to ensure relevance to the student body and post-MBA employment | <p>ST: Form a longstanding committee to do overview work and gather these materials.</p> <p>MT: Hire students during the review process to ensure student input is noted and student labor is paid.</p> <p>LT: Post results and recommendations on easily accessible platforms for students, professional staff, administrators, and faculty to view.</p> |   | Academic review is key to representation in school. In business, a constantly transforming field, business strategies are ever evolving, and so must the curriculum for the Goizueta Business School.   |

## Laney

| Goal   | Potential sequence of objectives to meet goal ( <b>ST, mid, LT</b> )  | Process(es)  | Justification   |
|--|---|--|---|
| Transparency in all DEI efforts.                     | <p>ST: Create list/chart of all DEI committees, administrators, and student friendly DEI spaces.</p> <p>MT: Frequent updates of outlined goals related to DEI and student advocacy.</p> <p>LT: Webpage with all meeting minutes from committees/focus groups working towards DEI issues</p>   | Tracking goals and progress of groups working towards increasing DEI   | Increased levels of communication can help unite DEI efforts throughout Laney/Emory and help answer questions from students and faculty on how we are pushing forward with DEI efforts. |
| Individual accountability                            | <p>ST: Widespread communication about the Bias Incident Reporting and tracking system(s) for micro-/macro-aggressions, discriminatory behavior, racism, etc.</p> <p>MT: Update handbooks, syllabi, and websites to include discrimination policies (how to report bias/other incidences)</p> <p>LT: Mandatory training for anyone who is reported of bias, (micro/macro) aggressive, or discriminatory behavior; students, faculty, &amp; administrators need to be held responsible, like the student conduct hearings (i.e., potential for probation &amp; being removed from the university)</p> | Laney needs to make this information more widespread; Creation of enforcement system of Emory's DEI values & mission | Many reports of bias/discrimination with lack of knowledge about what to do or how to report it; Need for accountability on the individual, as well as program, level                   |
| Minimum accreditation requirements for being diverse | <p>ST: Collect demographic data on all programs/departments</p> <p>MT: Departments/programs are required to diversify by participating in Laney EDGE &amp; other Emory DEI initiatives</p> <p>LT: Departments/programs need to become accredited by meeting minimal diversity quotas (similar to the CEPH Accreditation)</p>  | Creation of an accreditation system & implementation over the course of 5 years                                      | Many departments are homogenous and complacent with a lack of focus on diversifying them  |

## Law

| Goal | Potential sequence of objectives to meet goal ( <b>ST, mid, LT</b> ) | Relevant resources | Process(es) |
|------|--|--------------------|-------------|
|      |  |                    |             |

|   |   |   |   |
|---|---|---|---|
| <p>Transparency of disciplinary process of bias incident reports</p>  | <p>ST: Forums with both educators and learners regarding the disciplinary process at Emory University</p> <p>MT: Create webpages for timelines regarding disciplinary process to</p> <p>LT: Create an internal disciplinary process where faculty, staff, and student reps have a say in the process</p>  | <p>-Lack of transparency does not provide a bias-free education</p> <p>-Difficult to proceed with dismissal of tenured faculty who perpetuate bias, but important to acknowledge the disciplinary process</p> | <p>DEI Initiatives launched in 2020 by the Law School-</p> <p><a href="https://law.emory.edu/about/diversity-equity-inclusion.html">https://law.emory.edu/about/diversity-equity-inclusion.html</a></p>   |
| <p>Specific transparency for bias reporting processes regarding tenured faculty members with the Law School</p> | <p>ST: Create a review committee of bias protocol with Black and LGBTQ+ student leaders on the Law campus within the Law School's Office of DEI</p> <p>MT: Over the span of 3 months, meet with students to create review deadlines and note what portions of protocol are necessary to establish transparency for the student body and the community as a whole</p> <p>LT: Create a feedback loop where new student leaders from URM organizations and backgrounds are able to give feedback about transparent accountability process.</p> |   | <p>When faced with concerns of bias and discrimination, accountability must be attained through transparent processes.</p>  |
| <p>Student participation in the hiring process for Faculty and Pro-Staff Hires</p>                              | <p>ST: When creating search committees, send invitations to URM student leaders on the Law campus.</p> <p>MT: Create meetings and interview points with potential faculty and staff during times where at least 75% of URM student leaders are available to meet with and interview the faculty/staff candidate.</p> <p>LT: Consistently check-in with SBA to ensure that URM student leaders' contact information is kept up-to-date, and that these student leaders and/or their constituents are involved in hiring processes.</p>       |   | <p>Students will be the priority population working with these newly hired individuals, so students should be active participants in the hiring process. In particular, it would be good to have student leaders involved in URM student organizations be part of the committees.</p> |

## SOM

| Goal  | Potential sequence of objectives to meet goal ( <b>ST, mid, LT</b> )   | Process(es)   | Justification   |
|---|--|---|---|
| Review of curriculum to ensure diversity in images, cases, pptx etc., cognizant not to include stigmatizing examples              | <p>ST: Suggest presenters review pptx prior to lectures and review for inclusivity</p> <p>MT: create guideline that helps structure revamping curriculum to be more inclusive</p> <p>LT: review each pptx to ensure complies with published guidelines</p>                             | -Base on dermatology initiative to ensure diversity of images in curriculum | Lack of inclusive images and cases in lecture pptx  |
| Review OASIS evaluations of implicit bias for 3rd year clerkship rotation evaluators to determine if further bias training needed | <p>ST: Create initiative awareness in SOM. Coordinate with leadership to obtain access to this data.</p> <p>MT: Evaluate data to determine rate of bias</p> <p>LT: Require evaluators to complete a form of implicit bias training prior to having rotating M3 students on service</p> |   | Implicit bias measure the clerkship evaluator must complete for medical students exists. Uncertain of data format & no formalized training in place for evaluator implicit bias |

## SON

| Goal                               | Potential sequence of objectives to meet goal ( <b>ST, mid, LT</b> )   | Process(es)   | Justification   |
|------------------------------------|--|---|---|
| Ensure curriculum incorporates DEI | <p>ST: Incorporate questions</p> <p>MT: Require course modules on working with patients from different backgrounds</p> <p>LT: Incorporate practical tests that include cultural humility values and uses</p> | Student curriculum feedback on pilot course will guide course revisions | There are currently no rigorous guidelines or requirements for DEI curriculum in the SoN. |

## Rollins

| Goal           | Potential sequence of objectives to meet goal ( <b>ST, mid, LT</b> )                                    | Justification  | Relevant Resources  | Process(es)  |
|----------------|---|--|---|--|
| Policy changes | <p>ST: Write proposals</p> <p>MT: Begin faculty conversations with faculty, giving all learners the</p> | Creation of clear and transparent policy will give students power to understand what initiatives and | Current contact is Dr. Joanne McGriff and Shannon Vassell as of August 2021. Contact by email to locate | Data regarding student feedback will be gathered through a "pulse" |

|   |   |   |   |  |
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|   | <p>opportunity to engage with these faculty members</p> <p>LT: Create a timeline to indicate when policies were enacted AND implemented. Place timeline on RSPH website with DEI statement</p>  | <p>policies are in place to protect and uplift them during their time at Rollins</p>                                  | <p>ODEI reports and determine when RSPH DEI meetings occur.</p> | <p>survey" that will be available to learners every 2-3 months.</p>  |
| More accessibility to faculty and staff | <p>ST: Weekly meet &amp; greets with faculty and staff</p> <p>MT: Establish annual 1-day dept. retreats (pro-staff, learners, and educators) to foster engagement</p> <p>LT: Create department-wide "Office Hours" spreadsheet to be updated each semester. Master sheet: name, position, research (if applicable), office number, and hours. Will enable students to know availability of faculty &amp; pro staff.</p> | <p>Establishing rapport between learners, pro-staff, and educators to encourage communication and camaraderie</p>     |   | <p>Evaluation forms available post meet &amp; greet sessions and retreats. For the master-sheet, there will be a staff member tasked with updating the information per semester.</p> |
| Creating Transparency                   | <p>ST: Invite students &amp; student leaders to discuss best practices for educators and staff to further engage students outside RSGA DEI committee meetings</p> <p>MT: Student forum to discuss best platforms to house reporting structures for staff members, faculty, and fellow students</p> <p>LT: Publish webpage acknowledging history of student complaints, and results of those complaints</p>              | <p>More detailed demographics with info about donors, student complaint records and how the situation was handled</p> |   | <p>1:1 conversation with fellow students<br/>- sitting in on various committee meetings with student leaders, educators, and staff members</p>                                       |

## Appendices

- Appendix A: Black Students' Demands at Emory (2015)
- Appendix B: Emory Rollins School of Public Health Students' Demands (2020)
- Appendix C: Emory Law Students' Demands (2021)

Opportunities for Appendices in Future Iterations of this ODEI Report:

- Report on qualitative data from GSGA DEI Survey, July-Aug 2021
- Potential Future student group demand letters/needs
- First-generation students' needs
- Contact Center for Women at Emory (CWE): this is a project being done by some members their first cohort
- Belonging & Community Justice student needs from the staff/admin perspective
  - Contact Office of LGBT Life, Office for RACE, and CWE (above)
- Students' needs from the DGS/'DGS-like' (outside Laney) role perspective
  - Amanda Marie James to solicit information (per 3/23/21 community meeting)