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

We were greatly supported by the invaluable work of Tara Bartelt, project manager, and Christine M. Goode, project assistant, Office of the Provost. Additionally, we received wonderful assistance from Jessica E. Jones, executive administrative assistant, and Nicole R. Ingram, director of programs and special initiatives, Office of Diversity, Equity, and Inclusion.

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<td>Candice M. Williams, Malcolm Robinson (co-chairs)</td>
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I. INTRODUCTION

Our Current Moment

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

We engaged this work during a major inflection point in our nation’s history. Its import continues to be felt in the lifeblood of our community. It continues as we find ourselves in the midst of a global pandemic whose catastrophic reach amplifies the health, educational, and economic disparities in our society, causing us to reconsider how we work, learn, and teach as an institution with an eye towards fairness and equity. A transformative social, racial, and human justice re-reckoning saw the brutal murders of Ahmaud Arbery, Breonna Taylor, George Floyd, Rayshard Brooks, and so many others and caused us to look at our own policing practices at Emory through the insistence of the Coalition of Black Organizations and Clubs and their allies. A painful and hurtful legacy that saw antisemitic, Anti-Asian, Anti-Black, and homophobic violence and hatred escalate nationally and internationally compelled our community to have introspective conversations about our own institutional history, as we grapple with gaps and omissions in our community of care process and protocols and in our curricular and cocurricular offerings.

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

II. CHARGE

How we practice the values of equity, diversity, and inclusion—how we interweave them into the very fabric and infrastructure of the Emory enterprise—will take vision, community participation and guidance, and a resolute commitment to actualize this work. This work has taken a number of iterations at Emory University including the Advisory Council on Community and Diversity (ACCD), Emory’s Commission on Racial and Social Justice (CRSJ), the Transforming Community Project (TCP), the Committee on Class and Labor, and the Faculty Advisory Committee on Excellence and Diversity. The Office of Diversity, Equity and Inclusion has been a stalwart champion of this work, as it is committed to promoting a fair, equitable, and accessible campus environment for the Emory University community.
through collaboration with its university partners. The four pillars of the One Emory Strategic Framework—Faculty Eminence, Academic Community of Choice, Innovation through Scholarship and Creative Expression, and Atlanta as a Gateway to the World—are a welcome guide to situating this current institutional effort. This recent work builds upon and extends these efforts to consider the evolving landscape of social justice, equity, and inclusion.

Part of realizing a path forward toward a more inclusive and equitable Emory is to establish common-ground principles and values that guide this work. Institutional definitions for diversity, equity, inclusion, and equity-mindedness were developed by Emory community members and adopted by campus leadership in November 2020, as was an institutional statement for diversity. These concepts, as well Emory’s mission and motto, anchor the work of the strategic planning process. Emory’s motto, “The wise heart seeks knowledge,” portends that our collective experiences as individuals and as a community are important threads that bind this work to Emory’s operational excellence. It is not just our intellectual and research prowess we must harness—it is our collective humanity that we must also put to use for regenerative change.

This happens daily when we work together for the common good. The true measure of our success, the true promise of the work yet to be done in order to work towards truth, reconciliation, healing, and transformation compels us to do so. This happens in ways that actualize seismic shifts in how we think about our responsibility as a higher education institution whose mission is “to create, preserve, teach, and apply knowledge in the service of humanity.” We must recognize, value, and appreciate the humanity of our own Emory community in that journey to transformative and notable distinction in equity and inclusion. We must 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 general welfare and the success of all, regardless of title, position, status, or station. We must be purposeful in enriching our intersectional demographic profiles in faculty diversity and undergraduate, graduate, professional and postdoctoral education to reflect the populations of the dynamic city of Atlanta we inhabit. Atlanta is a global model of this geographical endowment. We must strengthen our civic and community partnerships, and an academic community built on mutual respect, supportive interaction, and flourishing.

Additionally, we must be transparent in our journey to inclusive eminence. Those things measured demonstrate their import. Thus, benchmarking measurable indicators of change in our institutional diversity, equity, and inclusion goals will take both formal and informal configurations that may include climate surveys; IPEDS, NSSE, and COACHE reports, and NERCHE DEI scorecards. At the level of each school and executive unit, deans, chairs, directors, managers, and DEI practitioners as well as faculty, staff, students, and administrators will report yearly on their progress in building and meeting campus-wide strategic DEI priorities. These reports will be shared with the campus community annually so that we model institutionally the work we want to activate at each operational level of Emory.

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1. In 2007, the Office of Community and Diversity was created and led by Senior Vice Provost Ozzie Harris. On May 1, 2014, the Office of Community and Diversity became the Office of Institutional Equity and Inclusion and, finally, the Office of Equity and Inclusion in September 2014.
III. PROCESS

In August 2019, Carol E. Henderson, PhD, became the vice provost for diversity and inclusion, chief diversity officer, and adviser to the president. Part of her charge as Emory’s inaugural chief diversity officer is to build upon the work already being done, reimagine and strengthen comprehensive strategic goals, and establish guiding principles to help Emory realize its vision for DEI in partnership with campus leaders, key stakeholders, and organizational units.

To create organizational alignment and synergy across the Emory enterprise, three groups were developed under Henderson’s leadership to provide infrastructure for the critical day-to-day work around DEI. The Executive Leadership Council is comprised of chief diversity officers and DEI practitioners in schools and units. The Diversity Liaison Commission is a collective of colleagues nominated from across the campus community. The Intercultural Education Advisory Group consists of representatives of the learning network at Emory whose portfolio responsibilities align with academic, professional development, and training areas for faculty, staff, and students. All three of these groups will be invaluable in the implementation of strategic priorities.

In beginning the institutional DEI strategic planning process, Henderson worked with the Office of the Provost, engaging the provost’s leadership team and the Council of Deans, which resulted in the recommendation to begin the process by activating existing governance structures.

In fall 2020, a process was created, in partnership with key campus stakeholders, to assemble seven communities that would commence the DEI strategic planning process. Co-chairs and community members were selected through a nomination process and their roles in campus governance. In January 2021, these strategic planning communities (SPCs) were charged with creating stretch goals for their respective communities that would be shared with Emory President Greg Fenves in January 2022. These objectives allow for charting, implementing, and measuring progress toward achieving our vision for diversity, equity, and inclusion at Emory. In the end, this process involved more than seventy community members.

To develop their strategic goals, SPCs were asked to:

a) Inventory what exists and has already been done for each assigned community to the best of our knowledge, and within the limited time frame. Assess usefulness, effectiveness of existing programs and determine gaps.

b) Develop specific, measurable, achievable, relevant, and time-specific (SMART) goals for achieving excellence in the three thematic areas listed below for each of the seven communities specified in the following time frames: short-term (immediate), midterm (within two years), long-term (beyond two years).

c) Evaluate the objectives listed in the charge; modify, expand, or deprioritize them based on conversations and solicited input from campus partners, key stakeholders, and community members from the Oxford and Atlanta campuses.

d) Create DEI targets that align with Emory’s institutional mission and values and best or promising practices in the field.

e) Consider other relevant resources, experts, and archival materials that assist each community in building upon, evaluating, or strengthening goals already activated.
IV. THEMES

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

1. Professional Development, Education, and Awareness advances learning opportunities for administrators, faculty, staff, students, both formal and informal, that use various modes of engagement to enhance knowledge, proficiency, skills and effectiveness in implementing and practicing the principles and values of diversity, equity, and inclusion. As we create opportunities for self-discovery and perspective taking, it will allow each of us to understand our communal impact on others and to understand how our own diversity helps to shape community practices, work and learning engagement, and environment and culture.

2. Climate and Culture reflects the collective attitudes, beliefs, behaviors, and principles of faculty, staff, students, and administrators. It is demonstrated in our corporate community of engagement, expressed in the ways in which we interact with and among each other, and felt in the sense of belonging and true investment in our ability to thrive and bring our whole selves with us each day in order to realize our truest and highest potential as individuals and as a collective.

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

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

Pillar One: Faculty Excellence
Foster a culture of eminence that attracts and inspires scholars of the highest order

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

Academic eminence requires that we have a diverse faculty. Our institutional data demonstrates we have not met this objective. Our faculty does not represent the rich diversity of Atlanta, our surrounding region, or our student body. Data also demonstrates that inclusion needs to be a sustained area of focus, as does clarity of career pathing for faculty. Mentoring, intercultural competency development for chairs, deans, directors, managers, and other leaders is a constant refrain in cultivating environments of thriving for diverse faculty, postdocs, and graduate and professional students who may be considering academic or research careers.

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

Faculty
- Provide learning opportunities and training (both intramural and extramural) beyond implicit bias for all Emory faculty to create sensitivity to multiple dimensions of DEI (intercultural fluency, cultural competency, inclusive pedagogy, and anti-oppressive and antiracism training) and trauma-informed responses.
- Create and implement professional development, leadership, and mentoring programs in all academic units as well as university-wide for all faculty members. Provide material and nonmaterial incentives and rewards for faculty mentors to acknowledge and reward their contributions as mentors.
- Provide institutional support to interrogate and remedy systemic barriers that maintain inequities, particularly salary disparities and salary compression as well as hostile work and learning environments, across all faculty groups.
- Support leadership and faculty to develop more equitable and attainable expectations, particularly for BIPOC (Black, Indigenous, and people of color). These faculty members often take on informal or additional responsibilities without consideration for other burdens people in the groups face. This uncompensated, undervalued work may include mentoring of BIPOC students, assignments to committees in the interests of “diversity,” and running programs related to DEI. Their work must be acknowledged and considered for retention and promotion.
Moreover, Asian American and Pacific Islanders often are neglected as an underrepresented group and the university should address the needs and concerns of this faculty community.

- Increase transparency about tenure and promotion processes and standards to eliminate hidden rules or concealed knowledge that can negatively impact career progression of any faculty, including BIPOC, first-generation, and other underrepresented or marginalized groups. Create formal mentorship programs that connect and support faculty in nontraditional tracks (such as CRT) across schools and units.
- Examine the hiring, career paths, benefits, professional development, and participation in decision making of CRT faculty to ensure fairness and equity and to enable them to participate robustly in Emory’s academic life.
- Make school and unit leaders responsible for collecting data on DEI metrics as well as for sharing data with faculty members, university leadership, and other stakeholders on an annual basis. Authorize school and unit leaders to revise policies, handbooks, and practices to meet these goals.
- Maintain salary equity within and across units. Create salary equity committees in each academic unit and use salary benchmark data when available to ensure salaries and salary adjustments are competitive with those at peer institutions and across DEI categories. Establish mechanisms for salary comparisons where such data are not available. Provide feedback about salary assessment to faculty.
- As we reflect on implementation of our DEI goals, we recommend a faculty governance mechanism such as a standing committee within the University Faculty Council to work with the Office of the Provost, leaders of academic units, and other leadership groups to establish DEI metrics with respect to the above goals and monitor performance on these metrics across the university on an ongoing basis. DEI metrics can include trend reports about toxic work environments, sexual harassment, recruitment, retention, and leadership appointments. The standing committee can oversee a formal evaluation with involvement from all stakeholder groups on a regular basis.
- Develop and promote formal and secure mechanisms by which individual faculty are protected and emboldened to speak out against, report, and document instances or practices of discriminatory or derogatory behavior antithetical to Emory’s DEI mission. Aggregate data on incidents should be shared with the faculty on a regular basis.
- Improve relationships with human communities with which Emory faculty engage for community-based research and service learning. Reward faculty members who engage with, learn from, and contribute to various diverse communities.
- Distribute more equitably faculty members’ roles and responsibilities for service to ensure better balance, recognition, and reward of workload, greater inclusiveness, and greater fairness. Record and recognize information about service workload.
- Raise funds to create named/endowed professorships that reward a faculty member's efforts at creating an inclusive environment. Otherwise recognize faculty and staff efforts to create inclusive environments.
Postdoctoral Fellows/Associates

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

*Cultivate a thriving campus and a compelling student experience*

- Offer the most inclusive and financially accessible higher education experience among the nation's top universities.
- Transform Emory's undergraduate campus life experience to create a connected, living, impact-oriented intellectual community.
- Become the most influential institution in our students' lives by cultivating affinity for Emory.

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

**Undergraduate**

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

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

Pillar Three: Innovation through Scholarship and Creative Expression
Harness imagination and discovery to address 21st-century challenges

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

Addressing the challenges of the 21st-century requires us to be inclusive, equitable, and diverse in how we imagine our impact in the world. Our research, scholarship, and creative enterprises offer wonderful opportunities to mine our manifold resources such as the archives, libraries, and museum as well as theater, poetry, and music programs for inspired ways to discuss historical legacies and trauma, resilience, and healing as well as social, human, and restorative justice. Such activities serve as building blocks of transformation, strengthening our communal intercultural competencies as we wrestle with the complex human condition in pursuit of the greater good.
• Emory must express its stated goal to truly be a partner to the broader Atlanta community and to allow everyone to reach their potential by addressing racial, economic, environmental, and health injustice.

• Research the history of student activism and develop a mechanism for memorializing the diverse history of student activism, including student demands, student protests/counter-protests, and resultant university responses.

• Emory must develop a community certification when civic and community organizations partner with research professionals.

• Create a university-wide day of community and volunteer service dedicated to understanding racial and social/social injustice.

• Provide a university-wide speaker series to inform and celebrate the lived experiences of DEI, preferably tapping into the stories of our alumni and/or current staff.

• Create student research fund for BIPOC, LGBTQ+, and other students from marginalized backgrounds.

• Increase civic and community engagement opportunities in academic coursework that ties academic disciplines to service work in those areas.

• Extend the ECS100 experience to create touch points that promote the diversity of a liberal arts education throughout their academic experience.

• Promote greater awareness and support for students from rural backgrounds.

• Promote greater awareness and support for the diversity of the international student diaspora and their experience as college students at Emory.

• Develop a DEI initiatives symposium for students to share work regarding DEI and to inspire new ideas.

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

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

• Unlock Emory and Atlanta's shared potential as an engine for inclusive growth.

• Realize Emory as a core part of the civic fabric of Atlanta.

• Serve Atlanta and global communities by bringing to bear strengths as a top-tier research institution in partnership with dynamic and innovative Atlanta institutions.

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

- Create transparency in what we do: where money is spent (e.g., supplier diversity, investment, hiring) and where opportunities to partner are offered by developing communications tools (e.g., website, community co-developed scorecard, dashboard).
- Ensure all aspects of the vendor and partner lifecycle integrate unconscious bias, antiracist, and cultural literacy competencies and capabilities into standards and expectations.
- Ensure that fund development activities (e.g., advancement campaigns) are aligned with our DEI principles and prioritize community support and engagement.
- Ensure that business operations (e.g., procurement, HR, campus master planning) are aligned with our DEI principles and prioritize community support/partnership/engagement with a goal of 25% participation of diverse vendors.
- Establish a way for creating a community advisory board.
- Improve leadership and executive representation of people of color by identifying parts of Emory that have been successful in developing a highly diverse faculty and staff and developing measurable ways these successes can be realized throughout the campus over the next five years in every salary grade and for positions paying $75K and above. This includes faculty (research and clinical) and executive level, administrative level, academic deans, staff, etc.
- Track and measure participation and effectiveness of all management/leadership professional development opportunities both for internal and external participants.
- Make strategic and inclusive investments (e.g., endowment management and retirement funds) using, where possible, diverse financial investment instruments and DEI and environmental, social, and governance (ESG) screens and that strengthen the endowment and generate economic capital for the region.
- Diversify the Emory Board of Trustees to be more reflective of the demographics of the metro-Atlanta region with transparency in its recruitment and selection criteria and process for Board of Trustees candidates.
- Include a strong community benefits agreement in Emory’s Campus Master Plan and other real estate ventures.

Staff

- Require all academic and administrative departments to develop a multiyear DEI strategic plan in partnership with Emory’s Office of Diversity, Equity, and Inclusion.
- More clearly define each staff subgroup (i.e., ensure frontline/essential staff feel included in staff language).
- Determine DEI success factors (e.g., staff thriving, advancement, career pathways) and how to measure.
- Provide more transparency around promotions and staff reclassifications; review current guidelines to ensure equity across departments/schools to include reviewing time in position and experience.
- Tie DEI goals to performance management goals for the university, which should be consistent for all staff regardless of position.
• Expand opportunities to provide DEI competency feedback on leaders/peers.
• Report on specific efforts made to recruit and retain staff from underrepresented communities (race, ethnicity, gender, disability, neurodiversity, etc.)
• Examine all current departmental policies, i.e., Human Resources recruitment and promotion practices, through an equity and inclusion lens, revising as needed. Ensure an inclusive community and a consistent experience among staff across the university.
• Establish DEI-related competencies in performance reviews.
• Consider a “relaunch” of Emory’s mission, vision, and values to ensure all staff are trained on and knowledgeable about them. Reward staff that “walk the talk.”

Alumni

• Review the admission recruitment and outreach process to ensure the high schools visited include diverse (geography, racial/ethnic, and socioeconomic) populations and clarify the alumni volunteer role in this outreach. (midterm)
• Create a focused admission outreach effort in Atlanta-area high schools to recruit students who would qualify for the MLK scholarship and expand the alumni volunteer role in meeting this goal. (mid-term)
• Ensure the Alumni Admission program creates a positive experience for alumni volunteers and students. The program should include intentional recruitment of diverse volunteers, a review of training, and a feedback process for alumni interviewers to create a welcoming and inclusive experience for all prospective students. (mid-term)
• Offer annual workshops and training on DEI-related issues through the Emory Alumni Board, school/unit alumni boards, and network groups. (mid-term)
• Create a plan to ensure a personal and warm connection between student-based and alumni-based identity/affinity groups so that new alumni feel welcomed and connected to the alumni community. (long-term)
• Study the need for the creation of identity/affinity groups and programs for Emory alumni who are Asian and Asian American. (mid-term)
• Identify and/or create accessible and welcoming meeting spaces on campus for alumni groups. (mid-term)
• Conduct annual reviews of the current leadership, membership, and pipeline of the Emory Alumni Board, school/unit alumni boards, and alumni network groups to ensure diversity of all kinds is reflected and that the body represents the alumni population they serve. (short-term)
• Assess the current Emory admission process to ascertain if the legacy status of prospective students creates an unfair advantage over those who are unaffiliated with the university, particularly those from marginalized communities. (long-term)
• Diversify vendor list for Emory alumni events and consider providing equity for small caterers who meet dietary needs yet struggle to afford Emory’s requirements. (mid-term.)
## VI. COMMUNITY REPORTS

<table>
<thead>
<tr>
<th>Community</th>
<th>Link to Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>Report</td>
</tr>
<tr>
<td>Civic and Community Partners</td>
<td>Report</td>
</tr>
<tr>
<td>Faculty</td>
<td>Report</td>
</tr>
<tr>
<td>Postdoctoral Fellows/Associates</td>
<td>Report</td>
</tr>
<tr>
<td>Staff</td>
<td>Report</td>
</tr>
<tr>
<td>Students: Graduate and Professional</td>
<td>Report</td>
</tr>
<tr>
<td>Students: Undergraduates</td>
<td>Report</td>
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</table>
VII. NEXT STEPS

<table>
<thead>
<tr>
<th>DEI Strategic Planning Process:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Amble</td>
</tr>
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</table>

**History**
- 1977 COP created
- 2003-04 Transforming Community Project
- 2009 We are Emory
- 2015 Student Demands/ODI
- One Emory?

**Timeline**
- Aug 2019 – Dr. Henderson hired, 1st COO
- Aug – Dec 2019 – Conversations with community and key stakeholders
- Aug 2020 – President Frenses assumes role
- Nov 2020 – Institutional definitions for DEI adopted by campus leadership
- Jan 2021 - Charge shared

**Three Themes**
- Professional Development, Education, and Awareness
- Climate and Culture
- Accountability

**Seven Communities**
- Alumni
- Civic & Community Partners
- Grad/Prof Students
- Faculty
- Postdoctoral Fellows/Associates
- Staff
- Undergraduates

**Develop Goals**
- Present framework
- Identification of key partners and objectives goals by President Frenses

**Develop Blueprint**
- Inventory and Collect Data
- Make recommendations for SMART (short, mid, and long term) goals
- Align goals with Emory’s Institutional mission and value as well as promising/best practices elsewhere

**Implement (F2023)**
- Determine DEI Strategic Goals
- Develop Implementation Team/Leads
- Develop Implementation Strategy
- Activate

**Measure Success (F2023)**
- Rework NERCHE Model to Align with Emory’s Goals
- Share Framework with Campus Community and Key Partners
- Establish baseline for benchmarking Institutional progress
APPENDICES

1. WHAT THE DATA TELLS US

% of Faculty by Rank who are Black/African American

<table>
<thead>
<tr>
<th>Division</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candler School Of Theology</td>
<td>20.0%</td>
<td>20.0%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Emory College</td>
<td>9.9%</td>
<td>0.0%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Goizueta Business School</td>
<td>14.3%</td>
<td>100.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Oxford College</td>
<td>7.1%</td>
<td>0.0%</td>
<td>15.4%</td>
</tr>
<tr>
<td>School Of Law</td>
<td>5.2%</td>
<td>25.0%</td>
<td>6.7%</td>
</tr>
<tr>
<td>School Of Medicine</td>
<td>31.5%</td>
<td>3.8%</td>
<td>1.1%</td>
</tr>
<tr>
<td>School Of Nursing</td>
<td>14.3%</td>
<td>12.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>School Of Public Health</td>
<td>14.3%</td>
<td>3.6%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

Tenured/Tenure-Track Faculty on Full-Time, Regular Appointments.

% of Faculty by Rank who are Asian, Asian American, and Pacific Islander

<table>
<thead>
<tr>
<th>Division</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candler School Of Theology</td>
<td>12.9%</td>
<td>6.7%</td>
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<tr>
<td>Emory College</td>
<td>23.8%</td>
<td>13.5%</td>
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<tr>
<td>Oxford College</td>
<td>0.0%</td>
<td>20.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>School Of Law</td>
<td>27.6%</td>
<td>8.0%</td>
<td>15.9%</td>
</tr>
<tr>
<td>School Of Medicine</td>
<td>15.8%</td>
<td>24.5%</td>
<td>22.2%</td>
</tr>
<tr>
<td>School Of Nursing</td>
<td>17.9%</td>
<td>12.5%</td>
<td>20.8%</td>
</tr>
<tr>
<td>School Of Public Health</td>
<td>14.3%</td>
<td>25.0%</td>
<td></td>
</tr>
</tbody>
</table>

Tenured/Tenure-Track Faculty on Full-Time, Regular Appointments.
### % of Faculty by Rank who are Hispanic/Latinx

<table>
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<th>Division</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
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<tbody>
<tr>
<td>Cardier School Of Theology</td>
<td>9.9%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Emory College</td>
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</tr>
<tr>
<td>Goizueta Business School</td>
<td>0.0%</td>
<td>3.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Oxford College</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>School Of Law</td>
<td>1.7%</td>
<td>1.9%</td>
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<tr>
<td>School Of Medicine</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>School Of Nursing</td>
<td>5.3%</td>
<td>0.0%</td>
<td>10.7%</td>
</tr>
<tr>
<td>School Of Public Health</td>
<td>0.0%</td>
<td></td>
<td>2.1%</td>
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### % of Faculty by Rank from Additional Race/Ethnicities

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<th></th>
<th>Assistant Professor</th>
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<th>Professor</th>
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<tbody>
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<tr>
<td>Alaskan Native</td>
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<tr>
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</tr>
<tr>
<td>School Of Medicine</td>
<td></td>
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<tr>
<td>International</td>
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<td>Goizueta Business School</td>
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<td>Oxford College</td>
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<tr>
<td>School Of Medicine</td>
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<td>School Of Public Health</td>
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<td>1.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Goizueta Business School</td>
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<tr>
<td>School Of Law</td>
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<td>Unknown</td>
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<tr>
<td>Emory College</td>
<td>1.0%</td>
<td>1.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Goizueta Business School</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tenured/Tenure-Track Faculty on Full-Time, Regular Appointments.
2. **EMORY DEMOGRAPHIC PROFILE SNAPSHOT**: This profile does not adequately capture the nuanced intersectional identities of all members of the Emory community. There are ongoing conversations about improving this process of data collection.
3. Measuring Institutional Success with Diversity, Equity, and Inclusion: Administrative Template

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

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

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

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

a. BIPOC is an acronym that stands for “Black, Indigenous, and People of Color.

b. Diversity is foundational to educational excellence and critical to a transformative academic experience. It helps to foster dynamic spaces of engagement where innovation, critical thinking, creativity, and understanding reside, and it helps to cultivate intellectual communities rooted in a mutual respect for individuals whose identities, experiences, gifts, and talents mirror the communities that surround our campus and better reflect the diversity of our world. Such efforts bind the value proposition of diversity to our institutional principles and ideals as we seek to create space for students, faculty, and staff to navigate an increasingly complex and diverse society, establishing models of practice that generate new knowledge and deeper human connections as we move from inclusive excellence to inclusive eminence. Thus, diversity is understood broadly to mean race, ethnicity, gender, disability, national origin, age, health status, religion, sexual orientation, gender identity, gender expression, socioeconomic standing, immigration status, family background, neurodiversity, intersectional identities, and the broad representations of human existence.

c. Equity is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The guiding principle of equity acknowledges that there are undeserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist in the provision of effective opportunities to all groups.

d. Equity-mindedness calls attention to patterns of inequity in outcomes for students, faculty, and staff. Practitioners of equity-mindedness are willing to take personal and institutional responsibility for the success of their students, faculty, and staff and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American higher education.

e. Inclusion in action is about creating an environment in which faculty, staff, and students can thrive, where they feel appreciated and can see themselves in the images, traditions, and culture of the campus community. Thus, inclusion is the active, intentional, and ongoing engagement with the principles of diversity—in our scholarship, in our curriculum, co-curriculum, business operations, and infrastructure of our institution. Inclusion is interwoven into the intellectual, social, cultural, geographical, local, regional, and institutional communities with which individuals might connect—in ways that increase awareness, content knowledge, perspective taking, and empathetic understanding of the complex ways individuals interact within societies, organizations, and institutions and systems.

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