

Towards a More Inclusive Emory

THE BUILDING BLOCKS OF TRANSFORMATION (2023-2027)

ONE
EMORY
AMBITION and HEART



EMORY
UNIVERSITY

LETTER FROM THE PRESIDENT



Gregory L. Fenves
President
Emory University

ONE
EMORY
AMBITION and HEART

In February 2023, I introduced a renewed strategy for the university, “[One Emory: Ambition and Heart](#).” The strategy contains the key elements that will define the next era of Emory— where all students flourish, eminent faculty conduct groundbreaking research, healthcare professionals save lives with innovative cures, our staff pursue their careers and carry out the university’s mission, and Emory deepens connections within our hometown of Atlanta.

Embedded within every aspect of One Emory is a profound commitment to diversity, equity, and inclusion. We are at our very best when we welcome talented individuals of all backgrounds— students, faculty, and staff. And it is crucial that we continue to nurture a culture of well-being on our campuses and a deep understanding that every person, from every walk of life, is valued for who they are at Emory.

Emory has a long history as an academic institution. Yet for more than half of that history, the university was segregated and made discriminatory decisions in admissions and hiring. We must recognize that painful legacy and learn from it.

But another part of our history is defined by the advocacy and action of dedicated staff, faculty, and students who called for change and progress during their time at Emory. These community members helped bring us to the present day—where we are striving to become a more welcoming and vibrant university. It’s our responsibility to continue building on their legacy.

When I joined Emory in 2020, I wanted to listen and learn about the university’s history—the advances that have been made and the promises and potential still unfulfilled. Now, nearly three years from that time, I believe we have taken more steps on the path towards equity and inclusion. But there is no finish line. Our work is continual.

That leads us to this moment. In partnership with Chief Diversity Officer, Dr. Carol Henderson, we have deeply engaged with our community for more than a year. Through discussion and collaboration, we have identified our DEI goals for the coming years and ways to achieve them for the benefit of all students, faculty, and staff. By bringing these goals to life we will truly become One Emory.

Thank you for all you do to support Emory’s mission to serve and elevate our university for the present and future.

BUILDING BLOCKS OF TRANSFORMATION: THE JOURNEY AHEAD



Dr. Carol E. Henderson
Vice Provost for Diversity and Inclusion
Chief Diversity Officer
Adviser to the President

In January 2022, Emory’s first [Diversity, Equity, and Inclusion Strategic Planning Report](#) was submitted to President Gregory L. Fenves and Provost Ravi V. Bellamkonda. Our roadmap consists of three focus areas: Climate and Culture; Professional Development and Education, Awareness; and Accountability. In March 2022, we welcomed community input. Throughout the past year, we have worked as a community to ensure that the infrastructure is available at central areas of our institution to support the success of these efforts. This spring, we had conversations with key campus partners to formalize our strategic goals and engage the community in next steps to realize these selected aims. At each step, we were intentional in demonstrating that academic eminence cannot be achieved irrespective of justice, equity, diversity, and inclusion. They are vital tenets for a thriving and transformative intellectual community, and an integral part of Emory’s ethos.

Within the pages of this document are the goals that emerged from those conversations and collaborative efforts. The goals will enable allow us to realize our mission more fully by allowing each of us to bring our full selves to Emory, to work, learn, innovate and create. These goals are embedded in our refreshed institutional framework, [One Emory: Ambition and Heart](#). As is evident with each goal, this work is collaborative and guided by the principles of fairness, equity-mindedness, and respect as we work to enhance opportunities for faculty, staff, undergraduate, graduate, and professional students.

I am encouraged and uplifted by the commitment of the Emory community to live out the values of our mission: “to create, teach, preserve, and apply knowledge in the service of humanity.” It is this common good—in service to humanity—that grounds our collective work. The shared principles of One Emory allow us to seek wisdom in the journey ahead.

As I reflect on that journey, I am sustained by the words of Marian Wright Edelman—they are my compass: “We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences we often cannot foresee.” In gratitude for where we are...and where we aspire to be.

Measuring Progress: Emory’s Metrics for Inclusive Excellence

Modeled after the New England Resource Center for Higher Education



Climate and Culture

The collective attitudes, beliefs, behaviors, and principles of faculty, staff, students, and administrators.



Accountability

Taking responsibility and acting to identify and eliminate persistent patterns of inequity that impede our ability to fulfill our institutional mission.

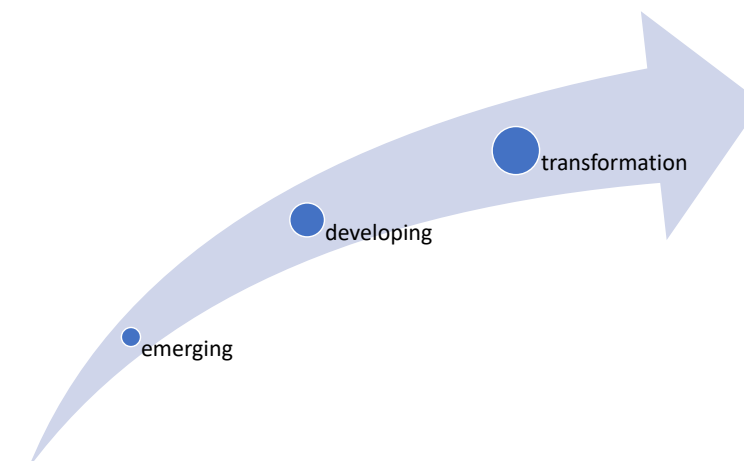


Education

Advancing both formal and informal learning opportunities for administrators, faculty, staff, and students that use various modes of engagement to enhance knowledge, proficiency, skills and effectiveness in implementing and practicing the principles and values of equity, inclusion, and belonging.

Three Stages of Development

For each component, there also must be accompanying indicators provided, which are evidence of change in policy, practices, structures, culture, and climate.



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.

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.

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

GOAL 1

Hire, retain, support, and promote HUGs faculty.

ONE EMORY: AMBITION AND HEART FRAMEWORK

AREA

Faculty Eminence

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

GOAL

||| **Achieve excellence as an intellectual community built on a diverse faculty and inclusive culture.**

Pathways to the professoriate and other adjacent careers require an investment in doctoral education, and a refocus on early career faculty retention that leads to successful outcomes in tenure and/or promotion. The continued innovation in curricula, a reimagining of faculty development both at the early and mid-level career ranks, climate and culture, well-being, and salary equity are other factors that must be considered as we measure our progress towards equity and inclusion.

ACTION STEPS

- a Policy review of faculty life cycle. **LT**
- b Adopt and/or design an ASPIRE Institutional Change Initiative Model. **MT**
- c Create New Faculty Institute. **ST**
- d Develop university-wide post-doc to faculty bridge program. **MT**
- e Develop metrics for trending work environment climate and culture (use data to drive work). **ST**
- f Learning circles for faculty, chairs, deans, and academic administrators to strengthen intercultural fluencies, inclusive pedagogy. **ST**
- g Review, update, and align faculty handbooks, standards of conduct, departmental/schools' policy with institutional values and educational mission. **LT**

Implementation Leads

Office of Faculty Affairs, Office of the Provost, Associate Deans of Faculty Affairs, CDO

Campus partners

Post Doc Office (SOM), Post Doc Liaisons, Deans, Chairs, University Faculty Council

ST Short Term **MT** Medium Term **LT** Long Term

GOAL 2

Increase support for students from first-generation, low-resourced, and diverse communities (undergraduate, graduate & professional).

ONE EMORY: AMBITION AND HEART FRAMEWORK

AREA

Academic Community of Choice

Cultivate a thriving campus and a compelling student experience.

GOAL

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

The student experience is at the heart of the work we do at Emory.

We are committed to cultivating transformative opportunities for students to realize their full potential. Our student body is now more diverse than ever at the undergraduate, graduate, and professional levels. Our attention to the student experience has not always met the expectations of thriving for historically underrepresented and underserved communities. The following recommendations ask us to examine our campus environment to identify domains in our climate and culture, curricular, co-curricular, and student services that may create barriers to student success for HUGs students, first-generation, low-resourced, and diverse communities. The [Student Flourishing Initiative](#) will connect some of these efforts, but it is important to clearly articulate and inventory intentional work in this area.

ACTION STEPS

- a Inventory, evaluate and enhance pipeline programs and services that support the full spectrum of diversity of Emory's student populations. **LT**
- b Broaden and integrate intercultural fluency & values in undergraduate and graduate orientation modules in campus life, schools, departments, and disciplines. **ST**
- c Integrate intercultural fluency, human and social justice values, principles, and metrics of student success in student flourishing initiative. **ST**
- d Inventory, strengthen, revise, and develop curricula that represents Emory's rich and diverse student community. **LT**
- e Strengthen career pathways, mentoring, and internships across disciplines that promote cross-institutional engagement in Atlanta's metro area and region. **ST**
- f Review and update codes of conduct, departmental, and other relevant policies to align with institutional mission and strategic goals of equity, inclusion, and belonging. **LT**

Implementation Leads

Deans of Emory College of Arts and Sciences, School of Nursing, Oxford College of Emory, Goizueta Business School, Associate Deans of Undergraduate Affairs, Senior Vice President/Dean, Campus Life, International SSS, Directors of Graduate Affairs, SVP/Dean of Campus life, CDO

Campus Partners

Admissions, Advancement and Alumni Engagement, Student Government Association, Graduate Student Government Association, Laney Graduate School, Ombuds Office

ST Short Term **MT** Medium Term **LT** Long Term

GOAL 3

Leverage institutional resources to champion racial, economic, environmental, and health equity in partnership with the greater Atlanta community.

ONE EMORY: AMBITION AND HEART FRAMEWORK

AREA

Emory + Atlanta: Rich History, Shared Future

Unleash the collaborative and strategic partnership of Emory and Atlanta

GOALS

- Be a global leader and an innovative research leader in the humanities, health science, natural and social sciences.
- 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 innovative Atlanta institutions.

Implementation Leads

Deans, Associate Deans, Libraries and Museums, Office of the Provost, Office of the President, Associate Vice President, University Partnerships, Procurement, Business and Administration, University Secretary, CDO

Campus Partners

Laney, AAE, GSGA, Civic and Community Partners, CBOs, Finance, Campus Services, STARTMe, Government Relations

Addressing the challenges of the 21st century requires us to be inclusive, equitable, and diverse in how we imagine our impact in the world. Our research, scholarship, and creative enterprises offer wonderful opportunities to mine our manifold resources such as the archives, libraries, and museums, as well as theater, poetry, and music programs for inspired ways to discuss historical legacies and trauma, resilience, healing as well as social, human, restorative and economic justice.

ACTION STEPS

- Develop community certification and onboarding process when civic and community organizations partner with research professionals. **MT**
- Leverage research, curricular, learning materials in libraries, archives, museums, institutes, centers, and other expressions of the arts to tell a more inclusive Emory history. **ST**
- Leverage Truth, Racial Healing, and Transformation Campus Center Initiatives, Arts and Social Justice Fellow Programs, the Barkley Forum and other campus initiatives to address campus climate concerns raised in the institutional USC NACCC Race and Equity Survey. **ST MT**
- Create more local, regional, and cross-institutional grant opportunities that champion justice, equity, diversity, and inclusion principles and values. **LT**
- Extend the ECS100 experience to create opportunities to study and engage student activism, and greater awareness of the experiences of our diverse student populations (e.g., international students; students from rural backgrounds, HUGs students; students who identify their religious, spiritual, and philosophical beliefs). **ST**
- Develop communications tools (e.g., website, community co-developed scorecard, dashboard), to track and measure participation and effectiveness of all management/leadership professional development. **MT**
- Ensure vendors have intercultural training and cultural literacy as part of standards and expectations of engagement with Emory. **MT**
- Align business operations (e.g., procurement, HR, campus master planning) with our institutional mission and educational principles that champion equity and inclusion practices. **MT**

ST Short Term **MT** Medium Term **LT** Long Term

GOAL 4

Use quantitative and qualitative data to establish benchmarks (e.g. staff engagement & satisfaction, and career development) for staff, administrators, managers, and campus leaders.

ONE EMORY: AMBITION AND HEART FRAMEWORK

AREA

Commitment to Our People

Celebrate and support the people who power our campuses and health care facilities

GOALS

- Ensure attainable pathways to career satisfaction and success for our staff members.
- Set the standard for a culture of development and growth.

Implementation Leads

Human Resources, Executive Vice President/Chief Financial Officer, Human Resources leads, Employee Council

Campus Partners

Administrative leads, Vice Presidents, Vice Provosts, Associate/Assistant Vice Presidents, managers, directors, governance structures, Employee Resource Groups

Our staff are an essential part of every aspect of Emory. We cannot compete on a global scale in education, research, and healthcare without this skilled and motivated workforce. As we consider career pathways and progression across all levels of our institution, from facilities to IT, we are committed to ensuring that in our quest for excellence, we are equitable in the ways we provide opportunities for success for all members of our campus community.

ACTION STEPS

- More clearly define each staff subgroup (i.e., ensure front-line/essential staff feel included in staff language). **MT**
- Determine equitable and inclusive success factors (e.g., staff thriving, advancement, career pathways) that represent the full spectrum of human experience, and how to measure them. **MT**
- Provide more transparency around promotions and staff reclassifications. **ST**
- Establish equity, inclusion, and intercultural fluency success factors in performance reviews. **ST**
- Conduct a pay equity audit for staff and communicate strategy for addressing inequities where possible. **LT**
- Create a safe environment for staff to share feedback and express concerns about discrimination, and inequitable practices that create barriers to productive work environments. **ST**

ST Short Term **MT** Medium Term **LT** Long Term



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