

James T. Laney School of Graduate Studies*2021 Year-End Report*

Executive Leadership Council

Fiscal Year 2021

As requested, the following is a summary of the James T. Laney School of Graduate Studies (Laney) work to enhance and promote justice, equity, diversity, and inclusion (JEDI) during the unprecedented years of 2020 and 2021.

Briefly describe the mission and vision of your area and how that mission supports our institutional educational goals. This description should also state how this mission supports the principles and values of diversity, equity, and inclusion at all levels of your unit (i.e., leadership, curriculum, degree offerings, faculty specializations, demographic profile). *The One Emory four strategic pillars are foundational to these discussions as well.*

VISION

The James T. Laney School of Graduate Studies at Emory University is a nationally and internationally recognized leader in advancing academic excellence through innovative scholarship, research, teaching, and programming that prepares a diverse and inclusive student body for success as leaders and in service to the global good.

MISSION

“Emory University's mission is to create, preserve, teach, and apply knowledge in the service of humanity.” — Emory University Mission

The James T. Laney School of Graduate Studies is committed to graduate education that provides students with deep and broad expertise in their chosen fields, creativity to cross-discipline boundaries, courage to challenge convention, and confidence to ask unexpected questions and articulate bold new perspectives.

The mission of the Laney Graduate School is to:

- Collaborate with our partners in other schools and units at Emory to provide broadly based, excellent graduate education that supports the research and scholarship of students, faculty, and the university as a whole;
- Foster an environment of inclusion to ensure the range of educational benefits that can only come from diversity across the academic community;
- Complement the world-class education our faculty offer by preparing our graduates for success in competitive national and global economies through contemporary professional development and career planning resources and programming;
- Increase the visibility of graduate education nationally and internationally through advocacy that emphasizes the critical role of graduate education to the mission of the research university, to the competitiveness of the United States, and to the global good.

STATEMENT ON DIVERSITY

Diversity and community are of the highest priority to Emory University and the Laney Graduate School. Diversity and community are fundamental to our commitment to graduate education that provides students with deep expertise in their chosen fields, creativity to cross disciplinary boundaries, and courage to take on the most important and complex problems of our time.

We strive to create and strengthen an inclusive, respectful, and intellectually challenging environment that embraces individual differences. We are committed to proactively cultivating and sustaining an academic community that engages diverse intellectual capacity and that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence — the driving forces that enrich and enhance innovative research and scholarship.

ONE LANEY

Laney Graduate School's alignment with the One Emory Strategic Framework.

- ***Faculty Excellence***
 - Laney graduate students interact with faculty throughout the campus, and Laney is committed to recruiting and retaining excellent graduate students that support, collaborate, and innovate with the top faculty in their fields at Emory.
- ***Academic Community of Choice***
 - Laney has a highly competitive financial package for doctoral students. Additionally, Laney invests in our graduate students, by having dedicated resources for professional development, diversity and inclusion, health and wellness, and academic program innovation and expansion.
- ***Innovation through Scholarship and Creative Expression***
 - Laney's academic model is centered on interdisciplinary work while also training our graduate students to be leaders that acknowledge the greater good and the societal impact of their research and scholarship.
- ***Atlanta as a Gateway to the World***
 - Laney recruits nationally and internationally with a focus on attracting excellent, diverse graduate students. By ensuring we have a diverse and dynamic graduate student community Laney can guide our graduate students as they interlace their personal, professional, and academic goals into work that enhances the global community and Atlanta.

Detail accomplishments *and* impacts (qualitatively and quantitatively) in DEI as it pertains to:

EMORY DIVERSIFYING GRADUATE EDUCATION (EDGE)

To promote diversity and a community of inclusiveness, the EDGE initiative was established. EDGE's goal is to aid Laney Graduate School in the increased exposure, admission, enrollment, successful matriculation, and graduation of diverse scholars. EDGE will facilitate the discussion of the educational benefits of diversity within a program or the University as a whole, based on their racial, ethnic, religious, socioeconomic, or experiential background and/or gender, sexual orientation, disability, or veteran status. The purpose of the EDGE Initiative is to promote and engage graduate diversity at Emory. The initiative is achieved using a three-themed schematic that is interconnected and interdependent: Community, Programming, and Recruitment.

These three themes encompass the work and attention being made towards recruiting, retention, mentoring, access, professional development, curricular diversity and inclusion, intercultural fluency, communication, time to degree, advising, and persistence to graduation, and many other issues arising as we diversify our student body.

Laney has strategically aligned our themes and goals into the framework supported by the university's DEI Strategic Plan which focuses on—1) Professional Development, Education and Awareness, 2) Climate and Culture, and 3) Accountability.

- a. Professional Development, Education and Awareness—advanced learning opportunities for administrators, faculty, staff, students, both formal and informal, that utilizes various modes of engagement that enhance knowledge, proficiency, skills, and effectiveness in implementing and practicing the principles and values of diversity, equity, and inclusion.**

PROFESSIONAL DEVELOPMENT, EDUCATION, AND AWARENESS

The last 18 months have refocused on programming and activities to include events about diversity, social justice, and equity. As always, EDGE is continuing to co-sponsor numerous events and occasions across the campus.

a. Forum Series

Focus on mentoring for success, graduate student retention, and social justice as an academic with programming on:

- i.* A User's Guide to Understanding Pronouns facilitated by Campus Life, Office of LGBT Life
- ii.* Racism in the US facilitated by Laney EDGE
- iii.* Fireside Chats facilitated by Laney EDGE for individual academic programs and student groups
- iv.* EDGE Trivia Game as part of Graduate Student Appreciation Week to help bring diverse pop-culture history to the community

b. Jones Program in Ethics (JPE)

Provides 1st-year graduate students (approx. 320 graduate students in Fall 2021) with a foundational, cross-disciplinary introduction to the question of ethics for their research, training, and careers. The main principles are:

- i.* To integrate education in research ethics and integrity into the graduate curriculum.
- ii.* To develop students' skills of critical reflection about problems of scholarly integrity.
- iii.* To increase knowledge of standards, regulations, and best practices with respect to ethics and scholarly integrity with Areas of Scholarly Integrity being:
 - Data Management
 - Mentoring.
 - Authorship
 - Peer Review
 - Collaboration
 - Human/Animal Subjects
 - Scholarly Misconduct
 - Conflict of Interest
 - Ethics of Teaching

Throughout the academic year, there are about 20 supplemental sessions to allow for deep dives into these topics.

c. The Teaching Assistant Training and Teaching Opportunity Program (TATTO)

Ensures our graduate students (about 300 in 2021) are equipped with thoughtful and thorough preparation in the art of teaching. The main principles support that we believe the values and practices that students learn and nurture as they become teachers have importance beyond the classroom. They are:

- i.* Establishing relationships,
- ii.* Creating an inclusive learning community,
- iii.* Constructively managing conflict,
- iv.* Communicating with impact across disciplines and among those who identify differently than you,
- v.* Measuring success with the understanding that every learner is different, and
- vi.* Prioritizing and finding balance in your work to ensure healthy, best practices.

TATTO is offered as a 2-day intensive session at the beginning of each Fall Semester with additional discipline-specific sessions throughout the year.

- b. Climate and Culture reflects the collective attitudes, beliefs, behaviors, and principles of faculty, staff, students, and administrators. Culture is demonstrated in our collective community of engagement, expressed in the values of community members and the ways they interact with and among each other, felt in the sense of belonging and the true investment in the well-being of each other. It is our authentic human connection. It is the 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.**

CLIMATE AND CULTURE

Laney focuses on establishing and sustaining an inclusive community, where our graduate students from diverse backgrounds feel welcome, respected, and engaged. We are focused on diversity beyond the numbers; however, we acknowledge that critical mass is still essential. Currently, 27% of our student body at Laney identify as an individual from a group historically underrepresented in graduate education, such as American Indian/Alaska Native, Black/African American; Hispanic (regardless of race), or Native Hawaiian/Other Pacific Islander. This is a 12% increase since 2012/2013 that only had about 15% of Laney's student body identifying as ethnically diverse. In addition, since 2012 our international graduate student population has also increased from ~22% in 2012/2013 to ~27% by 2020/2021. However, there is more work that still needs to be done and there are some initiatives that support this effort.

a. For Prospective Students

The recruitment of excellent, diverse students does not just happen at recruitment fairs and conferences and is more nuanced than an acceptance letter. It requires establishing a rapport that demonstrates Laney's support for diverse students.

- i. Learning about Laney: Preview Visitation which was a 1-day in-person visit yearly in the early Fall (Oct 4, 2021) and is in our 3rd iteration. In 2019 and 2020, 45 and 46 prospective students respectively, attended the visit, however, in 2021 72 prospective students visited with 28 different doctoral programs.
- ii. LGS-SOAR Program (Laney Graduate School Summer Opportunities for Academic Research) is a 10-week summer immersive research and educational program for prospective undergraduate students from historically underrepresented groups. The first cohort was in 2017 and comprised of 5 visiting students, this year in 2021 Laney hosted 34 students on campus and over 65 students virtually.

b. For Admitted Students

Excellent, diverse graduate students will have multiple offers of admissions therefore to support these students as they choose their next academic home, Laney supports newly admitted doctoral students with the following programs.

- i. Centennial Scholars (CS) Fellowship provides a community and additional moving and stipend funds to incoming with demonstrated outstanding academic achievement. These highly competitive students contribute to the development

of a richly diverse student body. The first cohort was admitted in 2018 with 20 graduate students and each year the group of new CS has grown: in 2019-39 graduate students; 2020- 63 graduate students; and 2021-52 graduate students.

- ii. Initiative to Maximize Student Development Fellowships (IMSD) is an NIH-funded program geared towards Laney graduate students who are US citizens and permanent residents and are underrepresented in the biomedical, biological, and public health sciences. This includes all students, and those students with disabilities and economic disadvantages. Started in 2013 the IMSD program currently supports 12 graduate students while having another 12 former IMSDers still successfully matriculating in their doctoral program.
- iii. Women in Natural Sciences (WiNS) provides both a community and financial support to incoming, highly competitive graduate students, who are expected to contribute to increasing the representation of women in selected scientific fields (Biomedical Engineering, Biostatistics, Chemistry, Computer Science and Informatics, Mathematics, and Physics) in effort to establish a more gender-diverse academic community. This initiative began in 2019 with 16 graduate students and now has over 65 WiNS scholars.

c. For Current Students

Ensure Laney graduate students continue to feel supported and have the ability to grow as a scholar and professional while also making a difference in their academic program, Laney, Emory University and the larger community. Laney offers different opportunities to support diverse students and prioritize inclusive excellence.

- i. Emory Bouchet Graduate Honor Society was inducted into the National Edward A. Bouchet National Graduate Honor Society (BGHS) in 2019. BGHS is a network of preeminent scholars who exemplify academic and personal excellence, foster environments of support, and serve as examples of CLASS: Character, Leadership, Advocacy, Scholarship, and Service. In the spirit of Bouchet's commitment to these pursuits both within and without the academic realm, inductees into the honor society exhibit these qualities and demonstrate a shared commitment to broadening the participation of doctoral students, postdocs, and faculty from backgrounds historically underrepresented in the academy. Laney in both 2020 and 2021 has nominated and inducted 5 members that represent students from each of the major academic divisions in Laney, Natural Sciences, Humanities, and Social Sciences.
- ii. EDGE Ambassadors and Fellows Program was established in 2016 with 2 graduate students and has expanded to a robust program with over 20 doctoral and masters' students from Laney. EDGE Fellows and Ambassadors work in a team environment with their colleagues, other LGS staff, and campus partners in service to their passion and appreciation for establishing, maintaining, and enhancing a diverse graduate community at Emory. The EDGE fellows and ambassadors contribute to

the development and strategic planning of community programming and activity. They also represent the LGS EDGE office at local and national recruitment events.

- iii. EDGE Affinity Group acknowledging the isolation that arose for diverse graduate students, Laney continued to offer our Affinity Group with virtual ways to interact. Recently, with the return to campus these groups have begun to meet in person with informal mixers. The groups are as followed:
 - 1st Generation Scholars
 - 500 Miles or More from Home
 - Diverse Scholars in the Humanities & Social Sciences
 - Diverse Scholars in STEM
 - LGBTQIA+ & More
 - Women in Humanities & Social Science
 - Women in STEM
- iv. P2P Grad Connect: Peer-to-Peer BIPOC (Black, Indigenous, and People of Color) Mentoring Program was launched in 2020 by Campus Life, Office for RACE, and LGS-EDGE. This initiative connects early-career Black, Indigenous, Latinx, and APIDA (Asian Pacific Islander Desi American) LGS students with advanced LGS students. The first cohort was only 5 mentors and 5 mentees however for 2021 we are slated to have 8 mentors and 16 mentees.
- v. Signature Events are designed to commit and/or recommit to the principles of JEDI with events that highlight the excellent research and scholarship
 1. *2nd Annual Research Symposium on Racial & Social Disparities, Inequities, & Injustice* is a student-driven experience that showcases LGS student research that involves racial and/or social inequality to foster an interdisciplinary community. The symposium will feature 10-minute “speed talks” from LGS students, a keynote speaker, and panel discussions from faculty across Emory’s campus, the event this year will have Laney Dean Dr. Kimberly Jacobs Arriola, PhD, MPH as the keynote speaker and will take place November 5, 2021.
 2. *Annual Diversity Reception* is an opportunity for LGS students, faculty, and staff to network with colleagues and alumni while celebrating the achievements of Laney's diverse scholars. During the reception, EDGE will announce the 2021-2022 recipient of the Kharen Fulton Award for Diversity, Inclusion, and Community Engagement in Graduate Education, and attendees will hear from the 2021-2022 EDGE Fellow and Ambassadors. This year’s event will be on November 9, 2021.
 3. *The Sum of Us: What Racism Costs Everyone & How We Can Prosper Together*, ft. Heather McGhee is a virtual visit by *New York Times* bestselling author Heather McGhee and co-hosted by LGS-EDGE, Goizueta Business School, the School of Medicine, Global Health Institute, and Alumni Advancement and Engagement (AAE).
 4. *EDGE Community Celebration* will highlight and celebrates the achievements and phenomenal work of our incredible scholars. This

celebration will feature the EDGE Fellow and Ambassadors, EDGE Admission Fellowships (Centennial Scholars and WiNS Scholars), those who volunteer with the EDGE Community, and finally the academic, community, and professional achievements of diverse scholars in our community. This event is slated for Jan 19, 2022.

c. Accountability—taking responsibility and action for identifying and addressing persistence patterns of inequity that impede our ability to fulfill our institutional mission and goals for education rooted in our DEI principles and values for the Emory enterprise.

ACCOUNTABILITY

LGS is committed to receiving and addressing written student complaints regarding the University, faculty, staff, or students in a timely manner. There are informal and formal mechanisms that are communicated often to Laney graduate students and the community.

a. For Students

- i. Formal mechanisms include, per the LGS Handbook ([Section 10.12](#)) a written student complaint. These complaints must be submitted and accompanied by relevant documentation describing 1) the specific action, practice, or decision that is being challenged, 2) the individuals involved in or with knowledge of the action, practice, or decision at issue, 3) the impact of the decision, 4) what resolution is desired, and 5) why it should be granted.

Additional formal mechanism to assist in ensuring we maintain an inclusive community is the LGS Code of Conduct ([Section 3.2](#)) that highlights the types of conduct that are unbecoming of a member of the LGS Community such as dishonesty, personal abuse, malicious damage/breaking, and Entering, Disorderly Conduct and Disruption of Class, Improper and/or Unauthorized Use of University Facilities, Drugs and Alcohol usage, Stalking, and Racial or Sexual Harassment. The policy also details how violations are adjudicated.

- ii. Informal mechanism on the Laney level includes fireside chats, coffee hours, and conversations with student-facing LGS senior administrative staff. These informal mechanisms have proven to be invaluable as they help Laney to gather data that can lead to patterns and allow for holistic intervention when needed.

b. For Faculty, Staff, and Academic Programs

- iii. Strategic Planning Meeting with Annual Reports and Evaluation consist of a comprehensive review of each academic program with its leadership. Laney has multiple quantitative metrics (tracking from application to graduation) in addition to qualitative data to develop a nuanced understanding of the diversity of the program but also the success and ability to be equitable and inclusive. These sessions happen with the senior administrative staff of Laney and each academic program every Fall.
- iv. Annual Recruitment and Admission Meetings begin in the Spring of 2019 and allowed senior Laney administrative leaders the space to speak with each academic program about their incoming cohort and if it met the goals of diverse excellence and aligning the top students with the top faculty. Starting in 2020, each academic

program before the meeting receives a list of their applicants that Laney EDGE has cultivated a relationship with throughout the recruitment season (or longer). This list helps to align programs needs and academic standards to the potential recruitees being cultivated. This alignment has led to a more targeted and successful recruitment of excellent, diverse graduate students.

IN CLOSING

Laney Graduate School has begun to embark on a new journey with the installment of our 1st Black, female Dean Dr. Kimberly Jacob Arriola, PhD, MPH. Standing on the legacy of former leaders at Emory University and Laney Graduate School Dean Arriola is prepared to move Laney forward while ensuring we remain committed to the mission and values.

Under this new leadership, Laney EDGE will continue to address issues of justice, equity, diversity, and inclusion while ensuring we are supporting our graduate students, the faculty, and the staff.

Laney Graduate School is preparing for the future now. #OneLaney #DiversityisExcellence.

*This report was submitted by:
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