



Emory University Senate Meeting Minutes

November 29, 2022

3:00-5:00 p.m. | Jones Room

Attendees: Alicia DeNicola, Octavian Ioachimescu, Grace Goh, Jonathan Poole, Ravi Bellamkonda, Susan Bonifield, Amy Chen, Lily Dresner, Daniele Fallin, April Flint, Dawn Francis-Chewning, Roberto Franzosi, Nitika Gupta, Carol Henderson, Lori Jahnke, Carolyn Keogh, Del King, Walter Kolis, Benn Konsynski, Michelle Lampl, Shervon Lewis, Lanny Liebeskind, Babak Mahmoudi, Noah Marchuck, Joy McDougall, Richard Mendola, Margot Merwin, Ilya Nemenman, Modele Ogunniyi, Madi Oliver, Erkin Ozel, Cyen Peterkin, Florian Pohl, Siva Prasad Kalimuthu, Susan Ray, Bridget Riordan, Ganesh Satyanarayana, Sam Schmuell, Katrina Shafer, George Shepherd, Aditi Vellore, John Wang, Kathryn Wood, Andrew Yang, Kate Yeager, Holly York

Excused Absences: Noelle McAfee, Lot Bercasio, Sarah Dobbs, Rebecca Ellis, Stacey Gall, Nikki Hurtado

Unexcused Absences: Erin Bonning, Eric Abrams, Richard Castillo, Faith Cheplick, Kelly Garner Shannon, Lauren Gay, Wendy Gill, Jodie Guest, Joy Hearn, Curtis Henry, Scotty Jenkins, Orion Jones, Stephanie Schorsch, Alyssa Stegall, Lisa Underwood,

I. Welcome and Approval of Consent Agenda, Alicia DeNicola, University Senate President

Benn Konsynski moved to approve the consent agenda; Dawn Francis-Chewning seconded the motion. The motion carried.

II. Title IX Update, Nicole Babcock and Maurice Middleton

Mr. Middleton introduced Ms. Babcock and the Office of Title IX. Ms. Babcock answered some questions the Senate came up with in a prior meeting, including the scope of the federal law, clarifications and misconceptions, as well as Emory specific progress. The main difference between Title IX and Title VII is that Title IX prohibits sex-based discrimination in educational settings, whereas Title VII prohibits discrimination based on race, color, national origin, sex, and religion in workplace/employment settings. The Department of Title IX addresses, prevents, and remedies sexual misconduct through impartial, fair, and prompt complaint processes. More on the website [here](#).

Questions from the floor:

1. How long does the process take from beginning to end?
 - a. 120 business days to complete the Title IX process. Federal regulations do not specify the time frame, it is up to the universities to determine the length of time. It is a complicated process, but it is a priority of mine to improve the process.
2. What if the student wants to make a police complaint?
 - a. Our process is administrative, we don't handle crimes. They are welcome to make a police report, but those processes run concurrently and are completely separate.
3. Is it all reactive? Any proactive measures?
 - a. We are moving in that direction. The goal is to improve training- more frequent, more comprehensive on what consent and incapacitation means, bystander training, etc.
4. How does the office take into consideration students here on visa, who can't afford to drop a single class or maintain a certain average, what if I get deported for failing? Grey areas? We are scared of stepping forward because we stand to lose so much just for speaking up.



- a. Are you asking about supportive measures? Extending deadlines, dropping class, etc. offered on an individual basis. No adverse measures against you for reporting, we won't move forward if you don't want to.
5. How do we navigate your mandatory reporting responsibility even when students beg us not to report?
 - a. You should always report, but also explain to them what happens after the report happens. They don't have to move forward, but they can access supportive measures and resources.

III. Office of Faculty Affairs: Faculty Success and Recognition, *Joel Baumgart*

Dr. Baumgart gave the Senate a briefing on the work of his office. For Emory to be recognized as a leading research university, it is essential that our faculty are positioned to elevate their scholarly profile. Thus, Dr. Baumgart works to develop pipelines so that the professoriate is supported at every career stage and are set up for maximal chances of success in winning prestigious awards and grants (as recognized by Association of American Universities (AAU)/National Research Council and the Top American Research Universities (TARU)/Center for Measuring University Performance (CMUP). He employs two main approaches, award-driven and faculty-driven. Please reach out directly to Dr. Baumgart to learn more about recognition opportunities or if you know which awards you or a colleague want to target and are seeking support.

Questions from the floor:

1. Do you also serve students and staff? It is clear to me how faculty winning more awards can help with eminence, but could you talk about how staff and students are supported in this area?
 - a. Savvy students tend to pick mentors based on their position in their field, but in terms of nominations, it's rare for students to be involved. But this is primarily an office supporting faculty recognition, so we provide the admin support to faculty.
2. Is this a service available for postdocs?
 - a. Sometimes, yes. We work closely with Lydia Soleil in the Postdoc office and LGS, and we help when we can.
3. Can you elaborate on pipelines and procedures? Faculty on track
 - a. We help faculty apply to appropriate awards based on their career stage, which then help set them up for future more prestigious awards later on in their career. Send a CV, meet with me individually to figure out individual plan. The sooner you reach out, the better we can help you long-term.
4. Where's the overlap in the research part? Fulbright for example.
 - a. It's because I got one and have inside knowledge and personal relationships with program officers. Still go through Philip Wainwright's office, but we help where we can to connect people and give your application an extra boost.

IV. Student Recruitment Panel, *Kelley Lips, Oxford; John Latting, ECAS; Lisa Muirhead, Nursing; Libby Egnor, Goizueta; Paul Marthers, VP Enrollment Management*

Dr. Marthers gave a brief of overview of Enrollment Management, which includes the Offices of Undergraduate Admissions for ECAS and Oxford, University Financial Aid, and the University Registrar. Admissions, enrollment, and financial aid for graduate and professional schools are decentralized and up to the individual schools. He also introduced this panel and their mission for convening. Admission work is a collaborative endeavor and each



panelist representing the 4 undergraduate schools (ECAS, Oxford, Goizueta, and Nursing) presented on recent enrollment statistics and trends.

Oxford alone received 20K applications this past cycle, and had a record low admission rate of 16.3%, with 420 students enrolling with an average GPA of 3.8. Currently the student population at Oxford is 1050 students, but we are reducing that. On average, enrollment is down for colleges across the nation, but it is a great time for Emory College. Most students care about academic reputation, geographical locations, and cost. Interest in Goizueta has risen, and a lot of Goizueta students also have an ECAS major. Goizueta recently eliminated the letter of recommendation requirement for applicants and have changed the curriculum so that first semester of Sophomore year is the earliest matriculation for Emory students. There has been a 152% growth in Nursing enrollment. Diversity of faculty/preceptor is important to students. Challenges: funnel of students interested in a nursing career not admitted, diversification of faculty, social and structural forces that impact learning (transportation, food insecurity, housing), we are competing with other schools for clinical placement sites.

1. Given how significant staff were in my success, I wonder how the statistics play out with the staff perspective, not just faculty. How would alumni regard the diversity of staff as a factor in their experience?
 - a. We are keeping our eyes on that, and what we've seen is there is great diversity on the lower level, but what we can improve on is at the supervisory level.
2. Do you use social media of applicants in your review?
 - a. Guidance counselors tell their students that their social media is public and to assume that a college/university will look. It varies if we actually do look, but I have worked at some places where staff are empowered to investigate their students.
 - b. ECAS selection process: we are working very quickly, we do not have time to dig into a student's background beyond their application materials. However we do take a look when students invite us to. But what is more relevant to the question of social media is Emory's challenge of communicating what life is like here. For example, the email open rate is 1%.

V. Fringe Benefits Committee Report, Amy Chen

Dr. Chen that the Fringe Benefits committee investigated whether better benefits, specifically increasing retirement contribution, will increase retention. Emory's employer contribution is in the top quartile when compared to all private higher education institutions. The committee concluded that it is not likely that people are leaving due to Emory's retirement contribution, but still recommend increasing core contribution by 1%, since it is a nominal increase to the university. But that is not the only factor that matters; other main factors are childcare (both well and sick childcare) and courtesy college scholarship. Only options offered currently are for ECAS or Oxford. The next step is for the Senate to charge the committee with exploring childcare options and doing a deep dive into the courtesy scholarship program to understand the funds flow piece.

VI. Executive Session

VII. Adjournment

The meeting was adjourned at 5:30pm.