
LANEY GRADUATE SCHOOL

DIRECTOR OF GRADUATE STUDIES &
PROGRAM DIRECTOR ROLES AND
RESPONSIBILITIES

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Roles and Appointment

1.1 The Roles of the Director

The Director of Graduate Studies (DGS) or Program Director (PD) provides essential leadership in the Laney Graduate School.¹ The [Laney Graduate School Faculty Governance By-Laws](#) indicate three core roles for the DGS/PD:

1. Exercise primary responsibility for the administration of a graduate program (II(B));
2. Serve as the liaison for the program to the Laney Graduate School (II(B));
3. Consult with the [Laney Graduate School Executive Council](#) in the nomination of new candidates for Executive Council elections (II(A)(4)) and in curriculum changes that affect all programs (II(A)(5)).

In programs that are aligned with departments, the DGS is typically a member of the Department Chair's leadership team. In programs that are aligned with a division, the PD is a member of a divisional leadership team, which commonly brings together faculty from across schools. Consequently, the DGS/PD plays a leadership role not only in

¹Director of Graduate Studies and Program Director both indicate the faculty member assigned primary responsibility for administering an LGS graduate program. Some programs have both a "Program Director" and at least one "Director of Graduate Studies." In these programs, the Program Director is understood to be the lead faculty administrator of the program, and the Director(s) of Graduate Studies is typically a program-level student advisor.

LGS but in other schools at Emory. LGS affirms the important responsibilities that DGSs and PDs have in other units on campus. LGS, in fact, depends on the diverse relationships that program leaders bring to the graduate school, as the graduate school cannot be effective if it is not an effective partner for all units at Emory.

1.2 Appointment Process

For programs comprised of faculty that align with a department (or two departments), a DGS is recommended to the Dean by the Department Chair (or Chairs in the case of two aligned departments). The Dean provides approval and the Chair appoints the DGS. For programs that are aligned with a division, the Dean appoints the Divisional Director. Divisional rules then guide the appointment of program directors. The appointments process for a program aligned with a department follows the following steps.

1. Department Chair consults with Dean about an appointment
2. Dean meets with DGS nominee
3. Dean provides approval or requests further consultation. If further consultation is required, return to Step 1; otherwise, continue to Step 4.
4. Chair appoints DGS
5. The appointment is memorialized in a joint appointment letter from the Chair and Dean to the new DGS

LGS Offices & Contacts

Knowing whom to contact about what is always a challenge in academic leadership. This section provides a brief summary of LGS offices and identifies key contacts.

2.1 Office of the Dean

The Dean is responsible for the administration of the Laney Graduate School. As such, the Dean is responsible for activities in every LGS office. Although reaching out to a particular office in the graduate school is likely to resolve challenges more quickly than reaching out directly to the Dean, you are of course welcome to communicate with [Dean Kimberly Jacob Arriola](#) about general or specific points of concern, questions, important news, etc. To set an appointment with the Dean, please contact Sara Hauk, Executive Administrative Assistant to the Dean.

Contact: Kathryn Dionne, Executive Administrative Assistant to the Dean

Phone: 404-727-2540

Email: kathryn.dionne@emory.edu

2.2 Academic and Faculty Affairs

The Office of Academic and Faculty Affairs, directed by the LGS Senior Associate Dean, is primarily responsible for the academic programming and mission of the Laney Grad-

uate School. It coordinates engagement with LGS faculty and other Emory Schools. You will work closely with this office on revisions to academic programs, proposals for new programs, and annual program reviews. The office is also responsible for program planning and evaluation, and in this capacity, the office can partner with you on initiatives that require institutional research. The Senior Associate Dean also serves as the primary contact for DGSs and PDs. If you have a problem to solve and you are not sure whom to contact, contact the Senior Associate Dean.

Contact: Jeffrey K. Staton, Senior Associate Dean
Phone: 404-727-6559
Email: jeffrey.staton@emory.edu

2.3 Academic Operations

The Office of Academic Operations is responsible for three essential components of the infrastructure of graduate education: (1) processes to manage enrollment records; (2) admissions and recruiting operations; and (3) student data management. You will interact with Academic Operations each year in the Admissions process. Academic Operations manages the LGS admissions software; it issues all official offers of admission. Academic Operations also serves as a critical connection between LGS and the University Registrar and manages the logistics of course approvals and broader program changes. Academic Operations manages the LGS Faculty list and organizes Commencement.

Contact: Ulf Nilsson, Associate Dean, Academic Operations &
Director, Admissions and Recruitment
Phone: 404-727-6999
Email: ulf.nilsson@emory.edu

2.4 Advancement and Alumni Engagement

The Laney Graduate School Advancement and Alumni Engagement team is responsible for alumni and donor engagement, donor research, solicitation, stewardship, endowments and other school/unit reporting. This team supports Laney's commitment to graduate education in providing students with deep expertise in chosen fields, creativity to cross disciplinary boundaries, and the courage to take on the most important problems of our time. This team works collaboratively within Laney Graduate School and the Advancement and Alumni Engagement Division to partner in supporting sustainable engagement of key constituents to ultimately build future major gift portfolios and philanthropic pipeline for the graduate school.

Contact: Monica Polisetty, Senior Director, Advancement and Alumni Engagement
Phone: 404-778-4632
Email: hboldt@emory.edu

2.5 Diversity, Inclusion, and Community Engagement

The Office of Diversity, Inclusion, and Community Engagement is responsible for the recruitment, retention, and support of a diverse study body with respect to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs or other ideologies, global locations, and cultures. It is also responsible for promoting equitable and inclusive learning environments throughout LGS. This office manages the LGS-EDGE (Emory Diversifying Graduate Education) initiative, which focuses on ensuring a place in our community for diverse potential and current students to do their best work. Community and belonging are essential for graduate student success, and it begins with outreach, partnerships, and recruitment efforts. This office is your first point of contact for your own work ensuring that your program is diverse, equitable, and inclusive.

Contact: Amanda Marie James, Chief Diversity Officer &
Associate Dean, Diversity, Inclusion and Community Engagement
Phone: 404-727-2815
Email: amandamariejames@emory.edu

2.6 English Language Support Program

The LGS English Language Support Program (ELSP) provides English language courses, workshops, and consultations to international students who use English as an additional language. We work closely with students and their programs to advance the communicative skills of multilingual graduate students for success in academia and beyond. In line with Laney Graduate School's mission to support the success of all students through the fostering of diversity, equity, and inclusion, we also coordinate events to welcome international students into the Laney Graduate School community.

Contact: Heather Boldt, Director of English Language Support Program
& Global Engagement
Phone: 404-727-8075
Email: hboldt@emory.edu

2.7 LGS Finance

The LGS Finance office is responsible for (1) ensuring that LGS financial and business practices are sound and aligned with Emory University policies and the school's mis-

sion; (2) student funding including eligible graduate student stipends, tuition scholarship, health insurance subsidy, and student fees scholarship are processed and managed. LGS finance serves as a critical connection between LGS and the Emory University finance offices, liaison to CAPS RAS, Emory advancement and alumni engagement, and other offices across campus. LGS student funding serves as a critical connection between LGS and human resources, payroll, office of financial aid, and student accounts and billing office, and other offices across campus. You will work most closely with LGS finance and student funding on the administration of LGS student financial support and the administration of graduate program budgets.

Contact: Surabhi Vittal, Associate Dean, Financial &
Operations/Chief Business Officer
Phone: 404-727-4879
Email: surabhi.vittal@emory.edu

2.8 Professional Development and Career Planning

The mission of the LGS Office of Professional Development and Career Planning is to provide opportunities for LGS graduate students to build professional skills and join professional communities that will serve them while at Emory and into their careers. Our team offers a range of professional development and career planning programming throughout the year in seven areas of focus: (1) Teaching, including the TATTO program; (2) Ethics, including the Jones Program in Ethics; (3) Career Development; (4) Communication; (5) Grant Writing; (6) Personal Development; and, (7) Mentoring. We also connect advanced students to internal and external funding opportunities and offer special funding opportunities to support students' professional development.

Contact: Katy Leonard, Assistant Dean of Professional Development and Career Planning
Phone:
Email: katy.elizabeth.leonard@emory.edu

2.9 Student Affairs

The Office of Student Affairs is responsible for promoting the academic progress and overall well-being of LGS students. Student Affairs is typically your first point of contact for individual student concerns, including but not limited to concerns about potential violations of conduct or academic integrity guidelines, academic milestone completion, general health and wellness. Student affairs works closely with Academic Operations in tracking and resolving academic progress failures that trigger probationary periods. You will work with this office on personal improvement plans and other sources of support to ensure that students return to good academic standing.

Student affairs also works closely with [Emory Campus Life](#) and with student organizations, including but limited to the [Laney Graduate School Council](#), to help support student initiatives.

Best Contact: Jennifer Cason, Assistant Dean of Student Affairs &
Deputy Title IX Coordinator

Phone: 404-727-2661

Email: jennifer.cason@emory.edu

Program Administration

3.1 Administrative Structure

There are three administrative requirements for a graduate program in LGS.

1. Programs must have a Director of Graduate Studies (Program Director) who has primary responsibility for the program.
2. Programs must have a faculty committee (such as an Executive Committee or Graduate Studies Committee) that oversees the program and makes policy. In some cases, final policy decisions are made at the level of an academic department or division. There must be a set of written rules that clarify how policy is made.
3. Programs must have a Student Handbook (or program handbook), which aligns with the LGS Student Handbook's minimal degree requirements and due process requirements. The DGS and Graduate Committee will be responsible for ensuring that Student Handbook is up to date and easily accessible by all students and faculty.

3.2 LGS Faculty

LGS programs inform the LGS Dean about LGS and Affiliate LGS Faculty associated with the program. Your program will update an official LGS faculty list each summer. Should you need to add an LGS faculty member outside of the summer term, please contact the Office of Dean. LGS Faculty membership rules are detailed in the [LGS Faculty Membership Policy](#).

3.3 Program Revision

Proposals for new courses, revisions to existing courses, as well as changes to program policies and procedures in the Student Handbook must be reviewed and approved by the LGS Executive Council (EC). The process for making curricular changes is described in the [Guidelines for Curricular Revisions](#).

EC Review Guidelines Some changes to the Student Handbook do not change policy or procedure in material ways. These changes can be made by programs without EC approval. Unfortunately, there is no bright line rule about what makes a change material and thus triggers EC review. Some cases clearly require review and approval. The proposal of a new course; changes in the number of credit hours or the grading basis of an existing course; the introduction of a new program milestone; and the replacement of one kind of qualifying exam with another each requires EC review. Other cases clearly do not. Handbooks commonly provide contact information for program leaders. Changes in contact information as program leaders change do not require EC approval. You will likely find a case where you are uncertain about whether the proposed change is material and thus in need of review and approval. When you have a question about this, please contact the Senior Associate Dean to discuss it.

Proposals are handled on a rolling basis. To be considered, a proposal must be submitted for review at least two weeks prior to the next Executive Council meeting. You can find the current schedule of EC meetings at the [LGS Governance Page](#).

3.4 Annual Meetings with the LGS Dean

There are two annual meetings between programs and the LGS Dean's Office. In addition, program leaders attend six meetings for DGSs/PDs during the Fall and Spring terms.

1. **Annual Program Planning Meeting (Late Fall/Winter)** These meetings take place between November and March. These are opportunities to reflect on current challenges and opportunities. The LGS Director of Program Planning and Evaluation

organizes these meetings, and works on the schedule with the Dean's Executive Administrative Assistant. You should expect hear from LGS in the summer or early fall to schedule. For questions about these meetings, contact the [Office of Academic and Faculty Affairs](#)

2. **Annual Recruitment Meeting (Spring/Early Summer)** This meeting takes place at the end of the spring term and early summer. Its purpose is to follow-up on the recent year's recruitment process. The meeting led by the Offices of Diversity, Inclusion and Community Engagement and Academic Operations. For questions about these meetings, contact the [Office of Diversity, Inclusion, and Community Engagement](#)
3. **DGS/PD Meetings (Fall and Spring Terms)** Directors of Graduate Studies and Program Directors attend regular LGS DGS/PD meetings. You can find the schedule for these meetings at the [LGS Governance Page](#). There are three meetings in the Fall and three meetings in the Spring. Four of these six meetings are for all leaders. Two will focus on issues particularly salient for particular divisions. If you would like to request that a matter be discussed at the DGS/PD meetings, please contact the [Senior Associate Dean](#).

The meetings provide a chance for the LGS Dean to highlight important information for program leaders; however, more importantly, these meetings are opportunities for leaders to offer feedback, raise concerns, and work together on shared solutions. In some cases, DGSs and PDs will be called upon to provide an advisory vote on curricular revisions.

Program administrators/coordinators are very much encouraged to attend DGS/PD meetings, as they provide important administrative leadership, historical knowledge, and general support for the program. However, it is important that the DGS/PD attend and take on the primary responsibility for representing the program. This is especially important when there is a vote scheduled at a meeting, since program administrators/coordinators are not empowered to vote on behalf of DGSs and PDs.

3.5 Annual Program Reporting

Each summer, your program will work with LGS on a limited set of reporting documents. This set always includes an update of the LGS faculty list, a review of the official University catalog entry from your degree program(s), program strategy for ensuring a diverse, equitable and inclusive learning environment, and the Student Handbook that will be effective for the Fall term. The LGS Director of Program Planning and Evaluation manages this process.

Recruitment and Admissions

The DGS/PD is responsible for a program's recruitment and admissions. In many programs the director leads the recruitment and admissions process. In some programs, the director delegates this task to another faculty member in the program. This section of the guide highlights a few important issues dealing with recruitment and the admissions process.

4.1 Recruitment

- General
 - It will be useful to become familiar with tuition, fees, stipends, health insurance, and admissions fellowships. See the [LGS Funding Page](#) for details.
 - Learn about the range of LGS professional development and career planning programming. It is an advantage in the recruiting process. Please see the [LGS Professional Development Page](#) for details.
 - Please reach out to Amanda Marie James and Ulf Nilsson for information about recruitment and admissions.
- Diverse Scholars (BIPOC, Women in STEM, etc.)
 - Be aware of your program's recruitment strategy for diversity, which is included in program annual planning sessions and/or the annual report.

- Become familiar with the Centennial Scholars Fellowship program and, if applicable, the WiNS Fellowship program. Guidelines for both fellowships are updated each year. You can find information about the programs at the [LGS Diversity Fellowship and Opportunities Page](#)
- Amanda Marie James is the Chief Diversity Officer and Associate Dean for Diversity, Inclusion and Community Engagement. [Please contact Dr. James](#) with questions or requests for support with respect to your efforts to recruit a diverse student body.
- Please see the LGS Diversity Page for further information about programming for diversity, community, fellowships, and outreach/recruitment.

4.2 Admissions

- Please become familiar with Slate. LGS offers training; contact the [Office of Academic Operations](#) to learn more about training.
- Become familiar with application requirements, instructions, policies, procedures. See [the LGS Admissions Page](#) for details.
- An Admissions Policies document for programs is updated each year and posted in LGS Information for Programs on [Sharepoint/Teams](#).
- Notes
 - LGS expects programs to engage whole file review in the admissions process and to adhere to the ETS guidelines for proper use of the GRE.
 - DGSs and PDs oversee the nomination process for admissions fellowships.
 - For guidance, please contact [Amanda Marie James](#) and/or [Ulf Nilsson](#).

Student Support and Academic Progress

Directors of programs are responsible for ensuring appropriate academic progress for all program students. This involves direct advising and mentoring, organizing the mentoring and advising carried out by program faculty, and working through processes that are triggered when students do not make adequate progress.

5.1 Confidentiality Principles regarding Student Records

Educational records and records pertaining to student progress are kept by Emory University offices to facilitate and monitor the educational progress of students. Faculty and staff members may also keep informal records relating to their responsibilities with individual students.

The Federal Family Educational Rights and Privacy Act (FERPA) of 1974 identifies the rights of students and their families with respect to student educational records kept by institutions. As part of the requirements of FERPA, Emory University adheres to a policy of compliance with the Family Educational Rights and Privacy Act. The policy (1) permits students to inspect their education records, (2) limits disclosure to others of personally-identifiable information from education records without students' prior written consent, and (3) provides students the opportunity to seek correction of their education records where appropriate.

It is important to take the Family Education Rights and Privacy Act (FERPA) training

or quiz at [the Registrar's FERPA Page](#), where you will find additional information about FERPA.

5.2 General Support Resources for Students

- Please become familiar with the [LGS Student Resources Page](#). You will find links to many programs and services that are provided to support the graduate student experience.
- Key guides and links found [LGS Student Resources Page](#) include:
 - Student of Concern Form. Use this form to report academic, social/emotional, health, and basic needs concerns, which you would like to (or need to) bring to the attention of university administration, including LGS.
 - Student Wellness and Support Guide
 - Student Health and Counseling Services
 - Play Emory (Fitness, Recreation, Facilities)

5.3 English Language Support Program

DGSs/PDs should ensure that students complete any required English Language Support Program (ELSP) courses within a student's first year of study. DGS/PD may need to reduce discipline-specific loads to accommodate students who are required to attend two ELSP courses a semester.

5.4 Department of Accessibility Services (DAS)

Please visit the [DAS](#) site to familiarize yourself with the accommodation process and other forms of support that DAS offers. Please note that accommodation needs for graduate students, especially those in lab settings, may be quite different than the needs of undergraduate and graduate students in the standard classroom setting. You may need to offer support to faculty and students to ensure that accommodation plans are truly useful for the variety of settings in which LGS students study and train.

5.5 Advising

5.5.1 General

- Become familiar with process and policies regarding registration, course approvals, and course waivers. See [LGS Policies](#) and [LGS Handbook](#).

- Ensure that students have appropriate faculty advisors and dissertation committees, and that students meet requirements and deadlines.
 - Note: Some programs have their own systems for changing advisors to facilitate smooth transitions.
 - Note: Ph.D. Dissertation committees must have three LGS graduate faculty members. MA/MS committees require two LGS graduate faculty.
- **Current Candidacy Policy - Effective Fall 2017:** Ensure that students who entered LGS in fall 2017 or after are on track to enter candidacy by September 15 of their fourth year.
- **Previous Candidacy Policy - For Students Who Entered Prior to Fall 2017:** Ensure that all 4th year students complete all program requirements, file for candidacy, and are in candidacy by the published deadline (August 1 before their 5th year of study)
- Ensure that students are aware of all professional development and career planning programming. See [Professional Development Page](#)
- Ensure that students are aware of internal and external fellowship opportunities. This includes Fellowships for Advanced Students. Please see the [LGS Funding Page](#).

5.5.2 Annual Student Evaluations

- As DGS/PD, you are responsible for writing annual evaluation letters for students regarding their progress and expectations for next academic year.
- Become familiar with LGS policy standards of academic performance and status. See LGS Handbook on the [Academic Policies Page](#).
- Oversee and advise students who are not making satisfactory academic progress. This includes students who may find themselves on academic probation.
- You should meet with students to develop a plan for returning to good academic standing. Please note that students on probation are not currently eligible for PDS Funding.
- Use Unsatisfactory in credit hour courses such as 599 and 799 if the student is not making progress.

5.6 Mentoring

5.6.1 Guides and Resources

The Laney Graduate School, with the guidance and support of the Laney Graduate School Executive Council, has developed two mentoring guides: one for faculty and one for graduate students.

- [Faculty Mentoring Guide](#)
- [Student Mentoring Guide](#)
- Students can find additional resources at the [Professional Development's Current Students resource page](#).

LGS also offers mentor-focused events and training for graduate faculty and graduate students throughout the academic year. DGSs and PDs should encourage program faculty and student participation as appropriate.

5.6.2 A Common Mentoring Challenge: Breakdowns in the Dissertation Process

Sometimes, advisors and students can find themselves feeling like the other party in the relationship just doesn't understand their perspective when the dissertation process gets to the stage of draft review, feedback, and finalization. At times like this, you as a DGS can play a vital role as a bridge that helps bring these two sides back together. Here are some tactics we have seen be successful in the past:

- Speak to the student and the advisor individually (separately) to understand each of their perspectives. What does the student see as happening in this process and what does the advisor see happening? Understanding each party's point of view will better position you to bridge the gap.
- Ask for a draft yourself to review the student's work and make you an informed participant in the conversation moving forward (optional)
- Try to arrange a meeting between advisor and student with you present. An LGS [Student Affairs](#) team member is also happy to attend this meeting and support. The point of this meeting is to create an opportunity for the advisor and student to raise questions, communicate expectations, and hopefully get on the same page. With you there as a witness and facilitator, you can be a very helpful force to bring these parties into alignment and even reiterate what was agreed upon during the meeting, so all parties leave the meeting with clarity.
- At the end of the meeting, strongly encourage the student to send a summary of their understanding and expectations for their next meeting.

5.7 Important Milestones

5.7.1 Candidacy

- Become familiar with [LGS Candidacy](#) and [Dissertation Committee](#) policies.
- **Current Candidacy Policy - Effective Fall 2017:** Ensure that students who entered LGS in fall 2017 or afterward are on track to enter candidacy by September 15 of their fourth year.
 - Students who do not meet this deadline will be placed on academic probation. Students on academic probation will not be eligible for PDS funds and may forfeit financial support. These sanctions will be lifted when the student enters candidacy.
 - See the [LGS Handbook](#) for more details on Academic Performance.
- **Previous Candidacy Policy - For Students Who Entered Prior to Fall 2017:** Ensure that all 4th year students complete all program requirements, file for candidacy, and are in candidacy by August 1 before their 5th year of study.
 - Students who started their programs before fall 2017 will not be placed on probation if they fail to meet the candidacy deadline.
 - For students who started their degree programs prior to Fall 2017, please refer to the previous candidacy policy and associated requirements. If you need a copy of the LGS Handbook prior to the 2017 change, contact the [Office of Student Affairs](#).
- Requests for an extension: A student should consult their faculty advisor. The advisor and student should discuss and create a written record for your program files that include the following information.
 - Reason for the delay and extension
 - Review the candidacy rules for your program, including the tasks needed to reach this milestone.
 - What is the detailed plan to meet the new deadline i.e. timeline and any additional pertinent information?
 - Impact of funding and health care support if applicable
 - Current year in program

The advisor should review the request with the DGS/PD. Once reviewed and agreed to by all parties, the DGS/PD will submit a written request outlining the above steps to the LGS Assistant Dean of Student Affairs. Final approval will be made by the LGS Dean. Any questions should be directed to the Assistant Dean of Student Affairs.

5.7.2 Dissertation and Thesis Committees

- Become familiar with LGS Candidacy and Dissertation Committee policies.
 - Three LGS graduate faculty members are required on dissertation committees.
 - Two LGS graduate faculty members are required on master's thesis committees.
- **Current Policy – Effective Fall 2017:** Students who have met all program requirements for an approved dissertation prospectus should submit a dissertation committee form to obtain LGS approval for their committees. See instructions on our [Dissertation Committee page](#).
 - Students must obtain approval no later than March 15 of their 4th year.
 - Students who do not meet this deadline will be placed on academic probation, will not be eligible for PDS funds, and may forfeit financial support.
- **Previous Policy:** For Students Who Entered Prior to Fall 2017: Dissertation committee forms should be submitted as soon as the committee is formed. See instructions on our [Dissertation Committee page](#).
 - Students must meet the dissertation committee deadline in effect when they first enrolled, and must have an approved dissertation committee no later than August 1 before their 5th year of study.
 - Students who started their programs before fall 2017 will not be placed on probation if they fail to meet the dissertation proposal defense deadline.
 - You can link to the previous policy form the LGS Handbook at this link.
- If students wish to change their committees, they should follow the instructions on our [Dissertation Committee page](#).
- Inclusion of non-Emory members requires approval of the Dean. See LGS Handbook on the [Academic Policies Page](#).
- LGS also has a policy in place for situations when faculty members leave Emory or retire. See LGS Handbook on the [Academic Policies Page](#).

5.8 Academic Progress Challenges

5.8.1 Probation

- DGSs and PDs should be aware of their students' probationary statuses. The DGS/PD will be copied on all official communication regarding probationary statuses. Probation prevents students from accessing PDS funding.

- See LGS Handbook on the [Academic Policies Page](#) for information on Academic Performance policy. Your program may also have rules in your Handbook, which add conditions for good academic progress. Please ensure that you are communicating with LGS about students who trigger probationary status because of failure to satisfy a program rule.

5.8.2 Leaves of Absence, Withdrawals, and Program Transfers

- Students may opt to take a Leave of Absence (LOA), withdraw from courses, or seek program transfers. It is important to note that a student taking an LOA will lose access to their stipend support as well as health care. Consequently, the decision to take an LOA should not be taken lightly. For information about these options, please consult the LGS Handbook and visit the [LGS Academic Policy page](#).
- Your program may have additional rules that govern these processes, so please consult your program Handbooks.

5.8.3 Extensions of time to complete degrees

- **For Students Entering in Fall 2017 and After:**
 - Students are expected to complete their dissertations and apply for their degrees within six years.
 - If a student has not completed the degree at the end of the seventh year, the program may grant a one-year extension.
 - The program must submit a notice of this extension to the Dean, no later than August 1 of the seventh year (before the eighth year).
 - The notice must contain a completion timeline signed by both the student, DGS, and the dissertation committee chair or co-chairs. Students who enroll for this extension year will be responsible for some tuition, as specified in Article II of the LGS Handbook, again found at the [LGS Academic Policy page](#).
- **For Students Who Entered Prior to Fall 2017:**
 - A program may request up to three extensions to the Dean.
 - More than three is the decision of the Dean based on the program's rationale for the decision and its recommendation.
 - Students must be enrolled and in good standing to receive an extension.
 - Extensions are typically granted for a full academic year (fall, spring, summer).
 - All extensions are due August 15 of the year proceeding the extension year.
 - Additional details are described in the LGS Handbook in Article I, Section 2.

5.9 Parental Accommodation

A graduate student caregiver designated as having substantial parental responsibility may be relieved of full-time graduate duties and responsibilities for up to 8 weeks after the birth or adoption of a child. Any matriculated doctoral student in good academic standing is eligible. Eligible students who are receiving stipend support would continue to receive this support throughout the accommodation period. Accommodation is not a leave of absence, and students using the accommodation will remain as full-time students.

The funding source to support the parental accommodation policy will depend on your program's funding model. LGS will fund the accommodation for students receiving funding from the graduate school. In cases in which students are supported by external funding, the funding source may be the same external source of funding. Should the sponsor not permit such support, LGS will work with you to find an alternative source of support at Emory. This source may be LGS itself.

For the most up to date version of the LGS parental accommodation policy, please consult the LGS Handbook. You can also find information about parental accommodation at the [LGS Academic Policy page](#).

5.10 Terminal Master's Degrees for Students in Ph.D. Programs

- Students who are in Ph.D. programs can complete Terminal Master's degrees.
- The LGS Handbook describes the minimum conditions for a Terminal Master's degree
- You can consult the [LGS Academic Policy page](#) for information about a student can apply for a Terminal Master's.

Diversity, Inclusion, and Community Engagement

6.1 Diversity

- [EDGE \(Emory Diversifying Graduate Education\)](#) was established to promote diversity and a community of inclusiveness.
- EDGE promotes and engages graduate diversity defined but not limited by a student's racial, ethnic, religious, socioeconomic or experiential background and/or gender, sexual orientation, disability, or veteran status.
- You can find information about EDGE programming at the [EDGS programming page](#).

6.2 Inclusion

- DGS/PDs should uphold the [LGS Commitment to Equity and Inclusiveness](#).
- All Bias incidents brought to the attention of the DGS/PD or program that include, but are not limited to, name-calling, stereotyping, belittling, or excluding others based on their identities should be reported to LGS.
- Some, but not all, bias incidents may rise to the level of discriminatory harassment, sexual misconduct, or other violations of policy or law. You should report these incidents to LGS.

- Every university employee who is informed about an allegation of sexual harassment or sexual misconduct is required to notify a Title IX Coordinator either directly or through their relevant reporting structure. For more information on reporting guidelines, please consult the [Title IX Reporting FAQ](#).

6.3 Community Engagement

EDGE hosts [programming and events](#) celebrating diversity and encouraging inclusion and community. These include:

- Celebrations of Fellowship and Honor Society Members
- Affinity Groups Events
- Peer Mentoring Programs
- Forum Series
 - A User's Guide to Understanding Pronouns
 - Racism in the US
- Community Events
 - Virtual Research Symposium on racial disparities, Racial Inequities, and Injustice
 - Guided conversations on Race and Differences at Emory

If you have questions, please contact the [Associate Dean of Diversity, Inclusion and Community Engagement](#). You can also write to laney.edge@emory.edu.

Professional Development and Career Planning

Professional Development and Career Planning (PDCP) manages a growing portfolio of professional development and career planning training programs. PDCP promotes professional development in multiple forms. The office often provides complementary training and support for students who intend to pursue a traditional academic career as a member of a university/college faculty. In these cases, program faculty is often a first point of contact for professionalization training, and PDCP programs enrich that work. PDCP is also highly effective at helping students think about their careers more broadly. The office supports efforts to identify viable strategies for ensuring that students find (and are prepared for) multiple careers by leveraging their many skills and interests.

- Two of these programs are graduation requirements for doctoral students and should be discussed with students early and often:
 - [Jones Program for Ethics \(JPE\)](#)
 - [Teaching Assistant Training and Teaching Opportunity \(TATTO\)](#)
- [Professional Development Support Funds \(PDS\)](#) provide support for student training, research, and conference travel.
- LGS strongly encourages graduate students to identify and apply for external funding opportunities and offers a Grant Writing Program to support students' grant writing ambitions. Please point your students to the [External Fellowships and Awards Page](#)

- LGS does offer programming for grant writing support. Please see the [Grant Writing Support Page](#) for information on current opportunities.
 - LGS strongly encourages programs in disciplines in which grant-writing is essential to success to build this training into the program's curriculum.
- [Internal Fellowships and Awards: Advanced Student Fellowships.](#)
 - Students in their 6th year of graduate school may be eligible for one of many advanced fellowships, designed to provide support for the completion of a dissertation.
 - Dean's Teaching Fellowship: DGSs/program directors are responsible for nominating students for the Dean's Teaching Fellowship on behalf of their graduate programs.