

## **Introduction**

### **Campus Life Vision Statement**

Emory Campus Life, a community recognized internationally for advancing education into action and delivering world-class programs and services, promotes a healthy and sustainable environment where students live what they learn and learn what they live for self and society. ECL catalyzes a distinctive, caring, inquiry-driven, ethically engaged, polycultural, and socially just community of students, faculty, staff, alumni, families, and visitors who imagine and lead positive transformation in the world. <sup>1</sup>

### **Campus Life Mission Statement**

Emory Campus Life cultivates a welcoming and dynamic community committed to developing skills necessary for lifelong success and positive transformation in the world. <sup>2</sup>

Campus Life supports Emory University’s mission “to create, preserve, teach, and apply knowledge in the service of humanity” by promoting healthy and sustainable environments for students to learn, grow, create, and thrive. We define student success as student flourishing, which positive psychologists Corey Keyes and Jon Haidt describe as a life lived with high levels of emotional, psychological, and social well-being. While flourishing is linked to academic success, it goes beyond “surviving” college. As higher education professor Laurie Schreiner has written: “Thriving college students not only are academically successful, but they also experience a sense of community and a level of psychological well-being that contributes to their persistence to graduation and allows them to gain maximum benefit from being in college.” <sup>3</sup>

This holistic view of student success requires us to ground our work in diversity, equity, inclusion, and belonging. We build a welcoming, dynamic campus by placing marginalized and minoritized students at the center of our work and by striving to create an environment in which every student feels a sense of belonging within an Emory community that values equity and justice. In our efforts to carry out our mission effectively, we have chosen the following priorities:

### **Campus Life Priorities**

1. Staff Wellbeing: Retention and equity structures
2. Student Flourishing: Wellbeing, community, pathways, and purpose
3. Facilities: Accurate inventories, renovation, and construction priorities
4. Compliance and ERM Consistency: Including resiliency in emergency response structures
5. Diversity, Equity, and Inclusion (DEI): Climate assessments, strategic planning to enhance capacity, ongoing participation in campus initiatives (e.g., Twin Memorial and Language Trail)

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<sup>1</sup> <https://campuslife.emory.edu/about/index.html>

<sup>2</sup> <https://campuslife.emory.edu/about/index.html>

<sup>3</sup> [https://www.wellesley.edu/sites/default/files/assets/departments/studentlife/files/thriving\\_overview.pdf](https://www.wellesley.edu/sites/default/files/assets/departments/studentlife/files/thriving_overview.pdf)

## 6. Campus Life Alignment: Toward functional resource integration

### **Pillar Two: Academic Community of Choice**

*Cultivate a thriving campus and a compelling student experience*

#### **Priority 1) Staff Wellbeing: Retention and equity structures**

##### **Staff Wellness and Professional Development**

Recognizing the reverberations of the “twin pandemics” of COVID-19 and systemic racism that continue to affect staff retention, morale, and professional development, Campus Life’s Human Resources (HR) team engaged in the following interventions in AY 2021-22:

- Partnered with the Faculty Staff Assistance Program (FSAP) to provide two *Self-Care and Resilience* sessions, one virtual and one onsite, available for all Campus Life employees. The goals of the sessions were to provide a safe and confidential space for staff to focus on their well-being, share past and current experiences and challenges, and learn about healthy coping strategies.
- Partnered with FSAP throughout the year to provide support and help staff navigate the grief process for those impacted by a Campus Life staff member’s death and student deaths.
- Enrolled nine staff to participate in the Florida State University Professional Certification in College Student Wellbeing, Trauma, and Resilience. This online course provides curriculum to inform higher education professionals about individual and systemic factors that impact student resilience and wellbeing. Staff who completed the program will present at a Campus Life meeting to share information and insights gained through the training.
- Partnered with Central HR’s Diversity and Inclusion Education and Outreach office to encourage staff participation in Emory DEI education, including unconscious bias training for search committees.
- Conducted a series of listening sessions with senior staff to gain a better understanding of the division’s culture, priorities, needs, and gaps. The information gathered will be utilized to redefine staff development and engagement strategies to frame programs, services, and development around the needs of Campus Life; this will, in turn, positively impact belonging, connection, engagement, and retention within the division.

##### **Staff Equity and Retention**

As part of the Campus Life strategic priorities for staff flourishing, Campus Life reviewed nearly all job descriptions in the division for compensation equity and systematized a review process to ensure regular examination of positions. The average increase in these market adjustments was 10%. Moving forward, Campus Life will conduct salary reviews annually for different job categories with the aim that each position in Campus Life will undergo review every three years. With a driving goal of equity and retention of staff, salary reviews consider an individual’s education and experience credentials, performance and contribution, market value, retention risk, equity, and available financial resources.

## **Priority 2) Student Flourishing: Wellbeing, community, pathways, and purpose**

Campus Life is a critical partner in Emory's [Student Flourishing Initiative](#), which is focused on three outcomes:

- *Purpose and Pathways* to encourage students to develop their capacity for reflection on questions of purpose and meaning.
- *Community Building* to help students develop deeper, lasting relationships within a diverse and inclusive community.
- *Health and Well-Being* to empower students to advocate for and manage their health and well-being at Emory and beyond.

Below we highlight key ways in which Campus Life has been involved at the intersection of DEI and student flourishing during the 2021-22 academic year.

### Increased Support for First Generation Low/Limited-Income Students (FGLI) Students

Campus Life increased our support for and commitment to FGLI students through the expansion of staff support with the hiring of a director for the 1915 Scholars Program and the anticipated hire of a 1915 Scholars program coordinator. The 1915 Scholars Program provides informational, academic, and social support to first-generation undergraduate students with the goal of alleviating potential barriers while encouraging and supporting students' collegiate aspirations. These hires will enable Campus Life to provide increased support and programming for all FGLI students and to expand the number of undergraduate FGLI students who are able to participate in the 1915 Scholars alumni mentoring program. 1915 Scholars has begun to create partnerships with Questbridge, FLIP, and the Provost's Office to provide resources for students with this identity.

In addition, Campus Life's Student Governance Services reduced economic barriers to student leadership and student organization event planning by adding a pre-paid debit card for immediate reimbursements. It also added staff capacity to allow students to purchase directly from the Emory system (through Emory Express or checking out of PCards) thereby avoiding an often lengthy reimbursement process, which can be a significant hardship for low-income students.

### Increased Support for Veteran Students

Based on recommendations from Campus Life's Committee on Student Veterans, Campus Life engaged a part-time coordinator for student veterans support who started August 1, 2022. The coordinator's responsibilities include:

- Connecting with student veterans and serving as a resource for them.
- Facilitating Committee on Student Veterans meetings.
- Assessing the needs of veteran students.
- Developing content to improve Emory's veterans support page.
- Coordinating with other staff who support veterans.

- Coordinating with ODEI on Veteran’s Day programming and developing additional programming as time allows and needs are identified.
- Collaborating with other university offices to celebrate and highlight the contributions of veterans within our community and beyond.

### Student Fund for Inclusivity and Belonging

In Fall 2021, Campus Life launched the Student Fund for Inclusivity and Belonging, housed in Belonging and Community Justice (BCJ), with the goal of supporting student-led programs that promote diversity, equity, and inclusion, including programs that highlight cultural practices, celebrations, religious holidays, issues, and/or concerns related to populations minoritized in the U.S. Chartered student organizations may apply for two types of Inclusivity and Belonging funding:

- Signature Funding: Awards up to \$200,000 per academic year for major (over 150 participants) established student organization events that support diversity, equity, and inclusion at Emory. Awards may range from \$500 and \$30,000. Events funded in AY 2021-22 include:
  - Asian Student Organization (ASO):
    - Spring Gala, 131 participants
    - Waiting for event survey results
  - Latinx Graduate Student Association (LGSA) and Latinx Student Organization (LSO):
    - Noche de Gala Carnaval, 203 participants
    - Event survey highlights:
      - Survey sent via post-event email. There were 159 responses.
      - When asked if they enjoyed the event, respondents had an average rating of 4.65 (1 being unsatisfactory and 5 being exceptional).
      - Over 80% of respondents said the event contributed to their sense of belonging at Emory.
  - African Students Association: Taste of Africa, 411 participants
    - Survey sent via Corq post-event email. There were 21 responses.
    - Respondents rated Taste of Africa 5 out 5 stars overall (5 being the highest score).
    - Students were most satisfied with the diversity of the performances, the food, and the fashion show. The performer received mixed reviews, so the committee is considering a different performer or no performer next year.
- Mini-Grant Funding: Awards up to \$20,000 per academic year to seed fledgling DEI student-sponsored events, especially those that have not yet received official student organization status or funding via SGA or GSGA. Students were not asked to conduct an event survey. Awards may be up to \$1,500. Events funded in AY 2021-22 include:
  - Student Government Association: Global Festival
  - Emory Reproductive Health Association: Menstrual Products Initiative

- Goizueta Pride Alliance: Drag Queen Event
- Emory Black Pre-Law Society: Black Pre-Law Student Award Ceremony

Belonging and Community Justice Programs

Belonging and Community Justice (BCJ) includes the Center for Women, LGBT Life, the Office for Racial and Cultural Engagement (which includes the Asian Student Center, Centro Latinx, and Emory Black Student Union), the 1915 Scholars Program for students who are the first in their families to attend college (first-gen), and the Mariposa Scholars Program for DACA/undocumented students. Thirty-one first-gen students participated in the 1915 Scholars Program, which provides each student with a “family cluster” of mentors including alumni, graduate students, and undergraduates. The Mariposa Scholars Program does not provide public information about membership in order to protect the students in the program. In 2022-23, the 1915 Scholars Program will be a stand-alone unit outside of BCJ.

BCJ programming for students was hampered in 2021-22 by Covid event restrictions, masking requirements, and delayed openings. However, BCJ saw its largest participation rates to date for many Centro Latinx programs and the four identity-based graduation celebrations in May 2022: Modupe Dayo, CARAS, APIDA Graduation, and First-Gen Low-Income Graduation. The following table provides a snapshot of the combined programming reach for the Center for Women at Emory (CWE), LGBT Life (LGBT), and Office for Racial and Cultural Engagement (RACE) programs divided into the following:

- *Cohort programs*, in which the number of student participants in each program (not at each session/event) is shown in the table below. These programs provide deep levels of engagement over a semester or year but have relatively small numbers of participants, and the same participants attend every session. Examples include graduate writing groups, undergraduate and graduate mentoring programs, book clubs, the Black Women’s and Black Men’s Initiatives, and Women in the Wilderness.
- *Program series*, in which the number of student participants shown below is an average of how many students attended each session or discussion, and there may be different students at each session. These programs also provide deep levels of engagement over a semester or year, but participants can join or leave at any point in the series. Examples include grad student mixers, queer discussion groups, game nights, LGBTeas, and First Fridays programming.
- *One-time programs*, in which the total number of program participants are counted in the corresponding table. These participants are primarily students but may also include faculty, staff, alumni, and community members. Examples include award and graduation ceremonies, conferences, welcome receptions, and heritage month keynotes.

<b>BCJ Offices - Combined Programs &amp; Attendance, 2021-22</b>		
<b>Cohort Programs</b>		
	<b>Number of Programs</b>	<b>Number of Participants</b>
<b>CWE</b>	5	74

<b>LGBT</b>	10	160
<b>RACE<sup>4</sup></b>	4	56
<b>Total</b>	<b>19</b>	<b>290</b>
<b>Program Series</b>		
<b>CWE</b>	7	68
<b>LGBT</b>	11	218
<b>RACE</b>	8	174
<b>Total</b>	<b>26</b>	<b>460</b>
<b>One-time Programs</b>		
<b>CWE</b>	6	690
<b>LGBT</b>	31	1091
<b>RACE</b>	24	3534
<b>Total</b>	<b>61</b>	<b>5315</b>
<b>Total BCJ Programs</b>	<b>106</b>	<b>6065</b>

BCJ partnered with over 30 Emory units and organizations to deliver these programs. While some of the above participant counts are from Corq, an app that takes program reservations and checks students in, many are estimated numbers. BCJ’s goal in 2022-23 is to use Corq for all programs to improve the accuracy of attendance numbers.

In addition to these programs, BCJ accomplished the following:

- Campus Life celebrated BCJ’s refreshed identity spaces in the Alumni Memorial University Center (AMUC) with a reception, ribbon-cutting, and tours of the spaces on September 8, 2021. The spaces opened virtually during the 2020-21 school year, and this event marked the first time the Asian Student Center has had a physical space.
- Between March 2021 and April 2022, Campus Life, the Office for Planning, Design, and Construction, and the design firm Perkins and Will partnered to host 22 engagement sessions with 35 student ambassadors to design a new space for Belonging and Community Justice on the third floor of Cox Hall. Social media surveys throughout the year invited students to provide feedback on the new space design. See Priority 3 for further information about this multi-million-dollar construction project designed to enhance support for marginalized students at Emory.
- BCJ staff delivered over 20 presentations and workshops (some with multiple sessions) for university departments and student groups, including *Emory Essentials 2: The Wise Heart Seeks Belonging*, an online orientation module taken by all first-year students, as well as Orientation Leader and Resident Advisor trainings. Of the 878 students who

<sup>4</sup> For more information on programs within the Office of Racial and Cultural Engagement, see the appendix.

completed *The Wise Heart Seeks Belonging*, 98.8% agreed that the module helped them understand Emory's community of care and 95% agreed that the module was an important part of their orientation experience.

- The BCJ offices (Center for Women, LGBT Life, and Racial and Cultural Engagement) participated in a self-review process using the Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guides for each functional area and revised BCJ's mission, vision, and goals. The self-review feedback was incorporated into planning for the 2022-23 academic year.

Finally, below are a few year-end highlights from each BCJ office.

#### *Center for Women (CWE)*

- **Praxis**, a partnership with the Department of Women's, Gender, and Sexuality Studies (WGSS), is a co-curricular program that provides students the opportunity to explore applied feminist theory. The qualitative assessment of this year's cohort showed that students appreciated being mentored by CWE staff, built community through the program, and found immense value in having opportunities to engage in hands-on feminist projects like planning the annual Unconference, hosting the Feminism in Real Life Dinners, and completing their digital feminism projects. Beginning in Fall 2022, Praxis will become a for-credit course hosted by WGSS and taught by the CWE director.
- **Women in the Wilderness** is a cohort program designed to increase belonging and wellness through participants' engagement with nature. The CWE again offered Black Women in the Wilderness, launched a new Latinx Women in the Wilderness program, and will expand to offer Asian Women in the Wilderness in 2022-23. The CWE received the National Women's Studies Association Program of the Year Award for *Black Women in the Wilderness* and a \$16,000 grant from the Women of Emory Impact Circle for the *Women in the Wilderness* series. While the program was not assessed this year, the assessment of the 2020 cohort revealed a positive correlation between the weekend retreat and students' wellbeing. Our quantitative wellbeing survey shows that pre-intervention, participants scored a mean wellbeing score of 182.44 and post-intervention, participants scored a mean wellbeing score of 202.67, a 20-point increase.
- **Publications:** The director of the Center for Women co-authored *Feminist AF: A Guide to Crushing Girlhood*, published by Norton Young Readers. The three Center for Women professional staff wrote a chapter, "Women's Centers as Sites of Feminist Pedagogy: Wisdom from The Lounge at the CWE" in *A Feminist Approach to Podcasting: The Revolution Uploaded*, published by Routledge (forthcoming, 2024).

#### *LGBT Life*

- **Community Needs Assessment:** LGBT Life conducted a student needs assessment in Fall 2021, with 56 students participating. The following results have informed program planning for the 2022-23 school year.

- Demographic Highlights:
  - Approximately 40% of respondents were graduate/professional students
  - Roughly 47% identified as bisexual (bi, queer/bisexual, bisexual)
  - 24% Asian, 17% Black, 21% Latinx, 57% White, 2% Mixed Race
- Engagement:
  - 56% of visitors attended Queer Discussion Groups; 56% visited for a specific event; 47% visited to find community
  - Respondents noted the desire for more graduate student programming, off-campus outings, trans and non-binary specific programming, QTBIPOC programming, and identity-related programming
- Office:
  - 96% agreed the office is a safe space for LGBTQ communities
  - 83% feel that they belong in the office
  - 93% feel the space is supportive of people of all identities
- Improvements:
  - Reaching more students, better and more robust advertising, a wider variety of programming, larger space
- The **GALA Legacy Fund** was formally endowed at \$100,000. This annual scholarship is given to an undergraduate student who has demonstrated leadership to positively impact the gay, lesbian, bisexual, transgender and queer communities at Emory University.

*Office for Racial and Cultural Engagement (RACE)*

- **The Asian Student Center** opened its doors for the first time. Students in the community strongly expressed the need for restful, informal activities, and the center was most successful with smaller-scale, crafting/creative programs.
- **Centro Latinx** saw a strong increase in participants this year with unprecedented numbers at key events such as the Centro Open House (250+), Taste of Latinx ATL Grad Mixer (120), Noche de Gala (250), and the CARAS Latinx graduation ceremony (450+).
- **The Emory Black Student Union** had high levels of engagement with EBSU's physical space. There were 80 reservation requests for AY 2021-22, primarily from Black student organization that use the EBSU in the evenings for executive board meetings and programs. The RACE spaces combined accommodated over 150 room reservations.
- **Native American/Indigenous Student Engagement:** RACE staff actively participated in the Native American and Indigenous Studies Initiative and the Language Path Working Group, assisted in Emory's welcoming of a Muscogee (Creek) delegation to campus last fall, and traveled with an Emory delegation to visit the Muscogee (Creek) government, College of the Muscogee Nation, and Muscogee community organizations in the spring. RACE also supported the creation of the Native American Student Association (the first student organization of its kind at Emory) and assisted in planning associated events. Next year, the group plans to become a chartered student organization.

Campus Life greatly enhanced and expanded its pre-orientation programs for Fall 2022, creating immersive and interactive five-day experiences for incoming first-year students dedicated to building community before Orientation begins. Four new “Ignite” pre-orientation programs were created, all with JEDI topics embedded:

- **Ignite Intersections:** Students explore topics such as intersectionality, social identities, and inclusive leadership. Hosted by Belonging Community Justice (BCJ), this track is for students interested in diversity, equity, and inclusion.
- **Ignite Innovation:** The Hatchery, Invest Atlanta, and Axon Collective co-host a social good Hack-a-Thon in which students work together to develop innovative solutions to increase economic mobility for Atlanta youth.
- **Ignite Community Engagement:** Students develop and apply skills to foster a kinder and more socially just world. Hosted by Emory's Center for Civic and Community Engagement (CCE), this track offers ways to learn more about the communities surrounding Emory, including programs that help students channel their passions for social justice, education, health care and more into purposeful impact in the metro Atlanta community and beyond.
- **Ignite Leadership:** Students explore leadership topics and think critically about what it means to practice leadership as an Emory student. This track focuses on the history of Emory University and explores ways in which our understanding of leadership has evolved over time.

Ignite will be assessed during the 2022-23 school year.

#### Student Characteristics Project

Campus Life advocated for and advised the Provost’s Office Student Characteristics Project, which uses the Online Pathway to University Students (OPUS) to offer students the option of self-disclosing characteristics including gender identity, sexual orientation, first-generation status, military affiliation, religious/spiritual identity, ethnicity, and designated pronouns. Collecting this information will enable Emory and Campus Life to actively engage in inclusion by, for example, using designated pronouns and identifying gaps in support.

#### Mental Health Support for Marginalized Students

Counseling and Psychological Services (CAPS) held the following counseling groups to address the needs of students of color and international students in 2021-22:

- Black Grad Interpersonal Process Group (Fall & Spring)
- Students of Color Interpersonal Process Group (Fall & Spring)
- International Student Drop-In Support Group (Fall, Spring, & Summer)
- Black Grad Drop-In Support Group (Summer)

CAPS continued to advise the Black Mental Health Ambassadors, a student group, which hosted wellness programs focused on Black students’ mental health. In addition, CAPS collaborated with campus partners to provide one-time DEI-related programs, including:

- Two programs for Asian women in partnership with the Office for RACE
- A stress management program for Kappa Alpha Psi Fraternity

- Training on how to support students in distress for Queer Discussion Group leaders in LGBT Life.

### DEI Initiatives in Athletics and Recreation

This year, Athletics and Recreation applied for and received an NCAA Division III Women’s and Ethnic Minorities’ Internship Grant. This two-year internship position will assist with implementing a comprehensive career readiness program to assist student-athletes with support in areas such as personal brand management, marketability, leadership, and general skills development.

Athletics and Recreation also created an LGBTQ+ Inclusion Policy that will be implemented over the 2022-2023 school year. The policy was established to commit to safety, fairness, and respect for all participants in Emory athletic spaces. Included in the policy are expectations for the Emory Athletics and Recreation Department to adopt inclusive language, dress codes/uniforms, facility access, and media confidentiality to protect the needs of LGBTQ+ student-athletes, participants, staff, officials, fans, and facility patrons.

Additionally, an assistant men’s basketball coach at Emory led the Athletics and Recreation Leadership Team through a series of critical conversations about racial justice entitled, “The 6 Myths—Ways White Folks Avoid Race.”

### **Priority 3) Facilities: Accurate inventories, renovation, and construction priorities**

#### Identity Spaces Project

Campus Life met its goal to refresh BCJ’s identity spaces in the AMUC by the beginning of the 2021-22 academic year. In addition, the Asian Student Center was created in the AMUC, marking the first time Campus Life has had a dedicated space for APIDA student support and programming. While student enjoyment of the spaces was curtailed by Covid restrictions in Fall 2021, student use rose sharply in the Spring semester.

Campus Life is completely renovating the third floor of Cox Hall to support a centralized location for all five BCJ identity spaces: the Asian Student Center, Emory Black Student Union, Center for Women, Centro Latinx, and LGBT Life. This multi-million-dollar, 8,000-square-foot facility will include larger and more useable identity spaces, a full kitchen, meeting rooms, gender-inclusive restrooms, a lactation room, and common areas and lounge spaces. When the facility opens in the Fall of 2023, it will mark the first time since 2019 that BCJ staff offices will be adjacent to the identity spaces they serve, thus improving student access to resources, advising, and support.

In 2021-22, Campus Life and its partners completed the design phase of the project, which included 22 Identity Spaces Student Ambassadors engagement sessions and 15 BCJ staff engagement sessions. Construction on the project began in May 2022.

#### **Priority 4) Compliance and ERM Consistency: Including resiliency in emergency response structures**

Over the course of the past year, Student Case Management, and Intervention Services (SCMIS) has worked with campus leaders across the University to provide additional support for students in need. Examples include, but are not limited to housing/financial insecurity, assistance with insurance payments, referrals for crisis, etc. Additionally, SCMIS has provided training and serves as the managing office for the Student Intervention Services (SIS) team, which provides 24/7 on-call resources for our students. This service allows students, the Emory community, and our external partners to ensure students are able to have access to the offices and support that is needed during a crisis situation on and off-campus. Additionally, SCMIS participated in a Six Sigma Crisis Response Review with Offices within Campus Life (Housing and Residence Life, Office of Respect, Student Health Services, Counseling and Psychological Services and, Student Conduct) in conjunction with Emory Police Department to review our crisis response protocols to ensure alignment to support student health, well-being, and access to support offices during and after crisis situations.

#### **Priority 5) Diversity, Equity, and Inclusion (DEI): Climate assessments, strategic planning to enhance capacity, and ongoing participation in campus initiatives (e.g., Twin Memorial and Language Trail)**

##### University DEI Planning and Assessment

Campus Life supported university-wide DEI planning and assessment in the following ways:

- Campus Life assisted in promoting student and staff participation in the National Assessment of Collegiate Campus Climates (NACCC) survey to understand Emory's current racial climate.
- Campus Life staff participated in President Fennes' Racial and Social Justice advisory committees and working groups, including the Twin Memorials and Indigenous Language Path Working Groups and the University Committee on Naming Honors.
- Campus Life staff led the Undergraduate Strategic Planning Community that produced the Undergraduate DEI Strategic Planning Report, part of ODEI's strategic planning process for the university.
- Campus Life staff advised the student co-chairs of the Graduate and Professional Students Strategic Planning Community, which produced the Graduate and Professional Student DEI Strategic Planning Report.

##### Keeling Review

Campus Life has been working with Keeling & Associates to review and facilitate the collaborative development of vision, a shared sense of purpose, and plans for optimal operations and functioning within two newly integrated portfolios: the Dean of Students and Health, Well-being, Access, and Prevention. Keeling's Health, Wellbeing, Access, and Prevention report was completed in February 2022, and the Dean of Students' report will be completed in November 2022.

##### Dean of Students Portfolio Strategic Planning

In Fall 2022, offices under the new Dean of Students' Portfolio will engage in strategic planning focused on culture, communication, and capacity in service to student flourishing. Questions to be examined include:

- How are we supporting opportunities for global citizenship and experiences?
- How are we continuing to expand programs, particularly those serving underrepresented populations, both on an ongoing basis and in times of crisis?
- How are we creating a range of community-building and class-year-based rites of passage with a specific focus on campus activities?
- How are we able to establish programs and metrics which will lead to higher retention, graduation, and student satisfaction rates?
- How are we building engagement with alumni?

### **Priority 6) Campus Life Realignment: Toward functional resource integration**

Campus Life is in the process of realigning itself for functional resource integration through the following initiatives:

#### Health, Well-being, Access, and Prevention Portfolio

Campus Life hired Dr. James Raper to be the inaugural Associate Vice President for Health, Well-being, Access, and Prevention with oversight of Counseling and Psychological Services (CAPS), Office of Health Promotion (OHP), Office of Respect, and Student Health Services (SHS). This position is responsible for the development and implementation of a university-wide strategy for comprehensive well-being that works for all Emory students and allows them to flourish.

#### Dean of Students Portfolio

Campus Life hired Dr. Kyle Williams, Special Advisor to the SVP and Dean of Campus Life, to assist in the re-alignment of student engagement, community, and belonging functions. Campus Life is in the process of recruiting an Associate Vice President and Dean of Students to elevate support for Belonging and Community Justice; the 1915 Scholars Program for First Generation Low/Limited-Income Students; Student Case Management and Intervention Services; Student Conduct; Student Involvement, Leadership and Transitions (SILT); Civic and Community Engagement (CCE); Student Centers; and the Barkley Forum for Debate, Deliberation, and Dialogue.

#### Identity Spaces Campus Visits

This summer, Campus Life began a series of BCJ staff campus visits to identity spaces at other institutions to benchmark and connect BCJ operations and programming with other key identity space and cultural centers across the U.S.

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

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

### **Priority 2) Student Flourishing: Wellbeing, community, pathways, and purpose**

### Civic and Community Engagement JEDI Programs

At Emory, Center for Civic and Community Engagement (CCE) efforts within Campus Life intersect with those of hundreds of community-based and Emory partners focused on justice, equity, diversity, and inclusion (JEDI). In many respects, CCE's best practices provide tools, strategies, and tactics to reach beyond the Emory bubble and connect with communities and civic processes that can inform JEDI practices and infrastructure. CCE programs operating at the intersection of civic and community engagement and JEDI include:

- **Atlanta Urban Debate League**
  - Argumentative Speech Bowl: a virtual debate competition in which middle and high school students from partner schools discuss socio-political topics.
  - Debate Across the Curriculum: This program fosters the integration of debate education into everyday curricula across disciplines and school resource levels.
  - The Digital Debate Center: engages trained Emory student interns to provide live debate education weekly to member schools, students, and educators.
  - Debate Tournaments: monthly large-scale events where elementary, middle, and high school students debate and deliberate societal challenges tied to diversity, equity, and inclusion.
- **Community Building and Social Change (CBSC) Fellowship Program**
  - CCE commissioned a Rollins School of Public Health team study of CBSC fellow compensation which included compensation benchmarking along with surveys and interviews with past fellows to inform and shape future CBSC Fellowship benefits.
  - A Washington D.C. summer internship trip included academic partner visits and tours leading to gentrification-focused community work.
  - Atlanta site visits included tours of the Center for Civic and Human Rights, Auburn Avenue with Civil Bikes and Nedra Deadwyler, and a visit with Natallie Keiser, Director of Transformation for the Annie E. Casey Foundation Civic Site in Atlanta NPU-V.
  - Atlanta-based CBSC community partner support: Two-year project including a) identifying needs of small immigrant- and minority-owned businesses along Buford Highway in collaboration with We Love BuHi and the cities of Brookhaven, Chamblee, and Doraville; b) gathering of resident input on the future of public education in the Edgewood community based on the possible re-opening of a local school and associated equity, diversity, and resource concerns.
- **Emory Votes Initiative (EVI)**
  - Increasing Voter Turnout on Campus and Beyond: Through the work of EVI, Emory is in the top echelon of election participation communities and now hosts a DeKalb County polling location in the 1599 Building.
  - An Evening with Nate Silver: An opportunity for hundreds of Emory students to understand political trends influencing voter equity and participation in the US.
  - Public Health Professionals on Politics: A conversation about how public health and politics intersect on the ground with elected officials and candidates who have public health backgrounds.
  - “An African Election” Screening: EVI shifted focus to elections internationally in this documentary screening, discussing the contentious 2008 election in Ghana.

- **Graduation Generation**
  - Academic tutoring: Emory students volunteer and intern at local Atlanta K-12 schools supporting students' individual academic needs with enrichment activities and tutoring services that correspond with school curriculum in an effort to enhance student achievement alongside college and career readiness.
  - Mentoring: Emory students volunteer and intern at local Atlanta K-12 schools, mentoring students in social-emotional growth and development. The purpose of this community engagement is to address the needs of the whole child and build life skills and intrinsic motivation to graduate high school and pursue college.
- **SHINE: Education. Engagement. Partnership.**
  - Weekly engagement trips: Supporting immigrant, refugee, and new American communities in metro Atlanta, particularly the northeast metro area and Clarkston, GA.
  - Meal-and-Learn discussion and connection SHINE events: Engaging immigrant, refugee, and new American communities.
  - Global Communities Internship Program and associated Georgia Tech based course: A collaboration among CCE and SHINE partners the Clarkston Community Center, Georgia Piedmont Technical College evening Adult ESL program, Georgia Institute of Technology, Agnes Scott College, Georgia State University, and Morehouse College focused on local and global civic and community engagement, identity, and partnership development.
- **Volunteer Emory**
  - Social Justice Education Team: This team focused on JEDI is headed by a student director and volunteer student staff members. This past year, programming included:
    - A mental health focused practice and dialogue event
    - A discussion of food insecurity in Atlanta and on campus led by Emory students
    - A presentation and dialogue event on representation in the media
    - Participation in the Symposium "In the Wake of Slavery and Dispossession" and a participatory art workshop reflecting on "Belonging" on campus.
  - Alternative Breaks: This year, Alternative Break trips addressed environmental justice with the West Atlanta Watershed Alliance, homelessness and poverty in Atlanta, sustainable food systems in Atlanta, healthcare disparities in Nashville, TN, and environmental justice in Columbia, SC.
  - One time and weekly engagement opportunities: Opportunities centered around collaborating with agents of change for service projects and social justice work to promote learning about self and society.
  - Intersectionality, Identity, and Community Engagement Speaker Series: A Volunteer Emory collaboration with Belonging and Community Justice and the Office of Accessibility Services to bring activist and artist Maria Palacios to campus. This series will be ongoing.
  - Emory Civic and Community Engagement Roundtable: An established group of civic and community engagement professionals at Emory advancing connections between JEDI work and civic and community engagement.

**Priority 5) Diversity, Equity, and Inclusion (DEI): Climate assessments, strategic planning to enhance capacity, and ongoing participation in campus initiatives (e.g., Twin Memorial and Language Trail)**

Supplier Diversity

The following are examples of ways in which Campus Life has strived to increase the diversity of vendors in 2021-22:

- Campus Life worked with Emory Supplier Diversity to create an RFP to solicit certified women and minority owned business enterprises (MWBE) for the Fall 2023 grand opening of BCJ's new identity spaces in Cox Hall and six identity-based graduation ceremonies in Spring 2022 (i.e., Women of Excellence Awards and Senior Pinning Ceremony, Pride Awards & Lavender Graduation, Modupe Dayo, CARAS, APIDA Graduation, and FLI Graduation).
- Emory Dining expanded its relationships with retail dining MWBE's Kaldi's and Highland Bakery at Chemistry and, though Bon Appetit, expanded partnerships with MWBE third-party operators Blue Donkey, Nom, Maru and Faraya. Residence Life engaged Just Add Honey, a local Black-owned tea business to cater their study breaks and Mother's Day event.
- Supplier diversity is a core goal for Emory's Farmers Market: this year, 75% of market vendors were MWBEs.

2022-23 Goals

Below are Campus Life DEI goals we have outlined for the upcoming academic year:

- Better align Campus Life's work related to open expression, bias education and support, and civic mindedness.
- Implement recommendations from Six Sigma review of crisis support in Campus Life.
- Implement LGBTQ+ Inclusion Policy within Athletics and Recreation.
- Update the community about progress on the identity spaces project and prepare for the Fall 2023 opening of BCJ in Cox Hall.
- Complete strategic planning and Keeling report for Deans of Students area with a focus on alignment and culture, communication, and capacity in service to student flourishing.
- Increase capacity of the 1915 Scholars Program to serve FGLI students.
- Increase capacity and collaborations to serve veteran students.
- Use Corq to improve the accuracy of attendance numbers for BCJ programs.
- Assess Ignite pre-orientation programs.

## **Appendix**

### ***Office for Racial and Cultural Engagement: Programmatic Details & Key Assessments***

This section is divided in five areas:

- Office for Racial and Cultural Engagement (RACE) programs
- Asian Student Center (ASC) programs
- Centro Latinx (Centro) programs
- Emory Black Student Union (EBSU) programs
- Key Assessments

#### **RACE Programs**

##### **General Programs**

Program	Frequency	Attendance
Students of Color Welcome	1x during New Student Orientation	250+
Heritage Month programming	September, November, February, April	See individual sections
Graduate SOC Mixers	1x semester (per ID space)	100-200 students
Study Breaks	Once a semester	Fall 2022 - 250 Spring 2022 – 272

##### **Cohort Programs (multiple meetings per semester)**

Program	Frequency	Attendance
MORE – undergraduate mentoring	Fall	10
P2P – graduate mentoring	Spring	10
Graduate writing group	Fall and Spring	8
Black Men’s Initiative	Fall and Spring	28

#### **ASC Programs**

*Programs, type, attendance*

The Asian Student Center opened in Fall 2021. Students strongly expressed the desire for restful, informal activities coming out of the pandemic, and the ASC tended to have more engagement with the smaller-scale programs focused on crafting and creativity.

Below is a snapshot of programming in the ASC from the previous academic year.

Series	Frequency	Attendance trends
Crafts and Conversations	1-2x/month	10-30 students /program

First Fridays Grab & Go Treats	1x/month	35-50 students /program
Asian American Studies Book Club	2-3x/month	5-14 students /program
Largescale community celebrations (Open House, Heritage Month Kickoff)	1x/semester	100-120 students /program

The development of an assessment plan to help shape future programming is a priority for AY22.

## Centro Latinx Programs

*Programs, type, attendance*

Small Scale (30 or less participants)

In response to students' needs, Centro focused more on mid-large scale programming this year. However, we also hosted smaller weekly programs like La Sala and the Latinx Studies Reading Group. Student orgs and groups also used the space consistently for smaller gatherings.

Mid & Large Scale (30 or more participants)

Section highlighted in grey is all part of Latinx Heritage Month programming. Attendance info is from both CORQ check-ins **and** staff counts as not all events (particularly smaller ones, e.g., less than 30) had CORQ check-ins.

Fall	Spring
Centro Latinx Open House (140+) - <i>Almost 3x as many attendees as in the past.</i>	Diasporartes (65) - <i>Culminating celebration of Latinx artists at Golden Drops Café near Clairmont Campus</i>
Centro X ISSS Lunch Hour (100) - <i>featuring Sabor Dominicano food</i>	Noche de Gala (250) - <i>Held at the Atlanta Contemporary, with two food trucks, and DJ Superior</i>
Yehimi Cambrón Artist Talk (30) - <i>Switched to virtual. Mural tour moved to this year (Sept '22)</i>	CARAS (450) - <i>Largest CARAS grad celebration to date.</i>
Sana, Sana (Plants & Pot Painting): Centro & LGBT Life (50+)	
Taste of Latinx ATL: Centro X LGSA Grad Mixer (120)	
Dia de los Muertos Celebration (80) - <i>Due to inclement weather we moved indoors</i>	
Latino Youth Leadership Conference (150) - <i>Local Latinx middle and high school students with Emory &amp; area university mentor guides.</i>	

## EBSU Programs

*Programs, type, attendance*

The EBSU focused on community building programs that brought students to the space. We wanted to increase visibility of the refreshed EBSU and show how it could be used as more than a study space. Programs like Motivational Mondays and biweekly game nights helped do this. Attendance at EBSU programs was low throughout the semester but high at toward the beginning of fall and spring semesters (i.e., at the EBSU Open House and study break events). The two tables below are a snap shot of EBSU’s ongoing programs and Black History Month programs, respectively.

Program	Frequency	Attendance
Motivational Mondays	1 <sup>st</sup> Monday of each month	Varied –passive programming that happened throughout the day
Game Nights	Biweekly on Friday	5-10 students (not including student staff)
All org Meetings	Third Thursday of each month	5-10 student orgs represented each meeting
EBSU Open House	One-time at the beginning of the year	67 attendees via Corq (not everyone checked in via Corq)
Study Breaks	Once a semester	Fall 2022 - 250 Spring 2022 – 272

Program	Frequency	Attendance
Love Noir: A Conversation about Black Love	1x during BHM	10
EBSU Movie Nights	2x during BHM	Attendance not available
Black Grad Student Paint n’ Sip	1x during BHM	10 students
Sports History Lecture Series	1x during BHM	100+ (faculty/staff, students, external community members)

## Key Assessments

Here is a sampling of RACE program assessments during AY 2021-22.

### *P2P Grad Connect Outcomes & Assessment*

Piloted in the Spring Semester of 2021, the P2P Grad Connect program is a Peer to Peer BIPOC (Black, Indigenous, and People of Color) Mentoring Program which connects early career Black, Indigenous, Latinx, and APIDA Laney graduate students with advanced Laney graduate students. P2P Grad Connect, while largely administered through the Office for Racial and Cultural Engagement, is in partnership with Laney's EDGE Initiative. The program was conceived and designed with two central aims in mind: provide immediate support for BIPOC Laney students during a unique and challenging school year (i.e., a school year during a global pandemic conducted virtually) and build out a structure that can be expanded upon return to campus.

#### Short-term Goals

- Connect incoming Laney PhD students of color to current Laney PhD students of color and a broader supportive Emory community given the challenges presented by a pandemic/all-virtual year.
- Triage issues and challenges faced by incoming 1<sup>st</sup> year Laney graduate students of color.
- Connect both P2P Grad Connect Mentors and Mentees to resources in the Office for RACE, Belonging and Community Justice, EDGE, and other Campus Life and Academic support resources as needed

#### Long-term Goals

- Promote retention of Laney graduate students of color by facilitating successful transitions to Emory, both academically and socially
- Provide opportunities for mentees to build meaningful relationships with their peers, peer-mentors, and other members of the Emory community
- Connect students to relevant campus resources and opportunities
- Develop Laney graduate students of color as effective mentees
- Develop Laney graduate students of color as effective mentors

#### Program Structure

In order to reach these goals, the program was designed to encourage community connections using an omni-directional mentoring model on a virtual/remote platform. The program is run/designed by an Advisory Council which consists of Office for RACE (Taína Figueroa, Malcolm Robinson, and Melissa Paa Redwood) and EDGE staff (Amanda Marie James) and Lead Mentors (Frederica Lamar, Olivia Johnson, Juan Rodriguez). Lead Mentors are experienced Laney graduate students of color who have worked as EDGE ambassadors or closely with the Office for RACE and have advanced knowledge of resources for Laney students on campus. Lead Mentors are also connected with multiple affinity groups across campus.

Mentees are 1<sup>st</sup> year Laney BIPOC students paired with 3<sup>rd</sup> year and above Laney BIPOC Mentors.

P2P Grad Connect’s central online hub is a Microsoft Teams site through which communications and check-ins are administered. The program encourages biweekly check-ins between Mentors and Mentees, and all participants (Advisory Council, Mentors, and Mentees) attend at least one additional monthly event (ranging from Orientation to P2P Virtual Paint n Sip) all conducted through a virtual Zoom platform thus far. Biweekly Mentor/Mentee check-ins vary from in-person coffee chats to phone or zoom conversations according to what each pair prefers.

### Assessment

Mentors submit a Mentor Check-In Form for every meeting with their Mentee. We also send out monthly “Pulse Check” surveys to both Mentors and Mentees to gauge how they are connecting with their Mentor or Mentee and if P2P Grad Connect is meeting their needs. Our second Pulse Check was used as a Mid-Program review to gauge participants interest in the program for the summer and the upcoming school year.

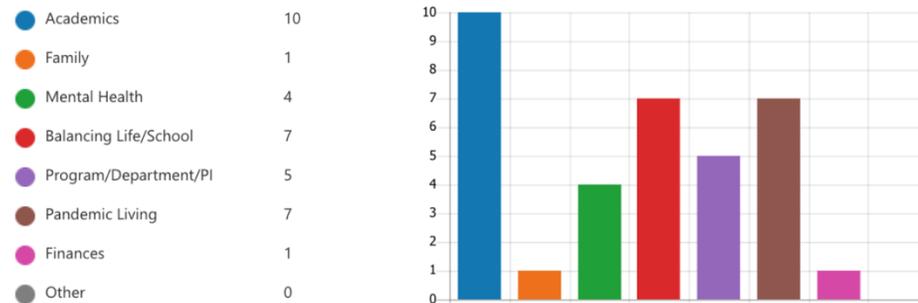
### Results

Response Rate: For both our Pulse Checks 11 of 12 participants responded.

#### P2P Pulse Check Round #1

1. What have you been discussing most with your Mentor or Mentee?

[More Details](#)



4. Please indicate how strongly you agree or disagree with the following statements:

[More Details](#)

Strongly Disagree Disagree Neutral Agree Strongly agree



## P2P Pulse Check Round #2

6. Would you participate in P2P Grad Connect this coming Fall?

[More Details](#)

● Yes - As a Mentor	7
● Yes - As a Mentee	2
● No, I am graduating	1
● No, I did not find it helpful	0
● No, it took up too much time	0



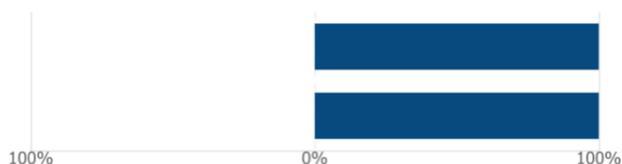
7. How likely are you to recommend P2P Grad Connect to others?

[More Details](#)

■ Very unlikely   ■ Somewhat unlikely   ■ Neither likely nor unlikely   ■ Somewhat likely   ■ Very likely

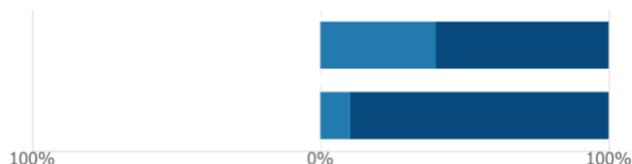
I would recommend P2P Grad Connect to others interested in being mentored.

I would recommend P2P Grad Connect to others interested in mentoring.



I am satisfied with the frequency of communication with my mentor or mentee.

I am satisfied with the quality of engagement with my mentor or mentee.



## Summary

- Mentor/Mentee pairs talk about academics the most (including Department/Program Issues) although this is followed by Pandemic Living and Balancing Life/School issues.
- All respondents agreed they are satisfied with the frequency and quality of communication with their Mentor or Mentee.
- All respondents who will still be here next year would like to return, and all respondents were “Very Likely” to recommend P2P Grad Connect to peers interested in being a mentee or a mentor.

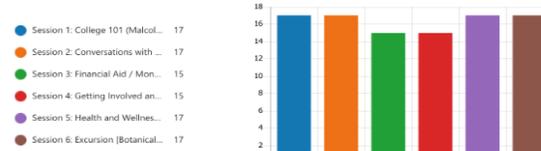
## BMI Pre-Orientation Survey Results

## BMI Pre-orientation Survey Results

Which pre-orientation program did you participate in?	What landmarks, museums, historical sites within Atlanta are you interested in visiting?	Please list an on-campus resource or office that you may use during the academic year.	Please share other comments and feedback.
Black Men's Initiative (BMI)	Downtown	Financial Aid Office	Great program. It was so nice to bond with other like me before school starts.
Black Men's Initiative (BMI)	Trap music museum	Financial aid office	
Black Men's Initiative (BMI)	The Aquarium the music trap musem	Student Intervention Services	
Black Men's Initiative (BMI)	Black History Museum	BSU	Times were often inaccurate to the schedule
Black Men's Initiative (BMI)	Trap Music Museum	CAPS	This program was extremely helpful in bringing fellow black students together
Black Men's Initiative (BMI)	Mercedes Benz stadium	Nutritionist	
Black Men's Initiative (BMI)	Civil Rights Museum; Centennial Park	Financial Aid Office	
Black Men's Initiative (BMI)	The King Center, the High Museum, the National Center for Civil and Human Rights	CAPS, RACE, Financial Aid Services	
Black Men's Initiative (BMI)	Georgia Aquarium, Zoo Atlanta, Martin Luther King Jr. National Historical Park, Plaza Theatre	Handshake, Student Health Services,	
Black Men's Initiative (BMI)	Atlanta History Center	Financial Aid Office	The program was very helpful in providing a place where young black men and women can make connections before the waves of students that come when orientation starts.
Black Men's Initiative (BMI)	I really want to go watch the Braves, Hawks, and Falcons play. Also I want to visit where Martin Luther King as born and the High Museum.	For sure the Emory Writing Center to get help on my papers.	I appreciate being apart of the program thanks!
Black Men's Initiative (BMI)	World of Coke; Aquarium	CAPS	Very good pre-orientation program
Black Men's Initiative (BMI)	Art museum, trap museum, and others	RACE office	
Black Men's Initiative (BMI)	Honestly, I don't know many spots out here.	Office of spiritual and religious life	n/a
Black Men's Initiative (BMI)	Nothing in particular because I live in Georgia	Office of financial aid	Overall the program was good, I think it would be better though to state that you can still have a white roommate and be in Hamilton because if I knew that I wouldn't have opted out of the housing.
Black Men's Initiative (BMI)	Haven't researched too many but I'm open to anything!	CAPS	I loved the program. Would love to help out in future years as a sounding board for younger students.
Black Men's Initiative (BMI)	Mercedes Stadium	RACE office	Wonderful and inclusive program. Thank you for allowing talented and thriving black men like me be able to gain familiarity with this prestigious campus.

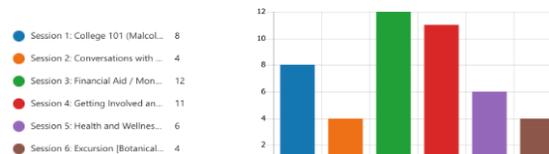
### 2. Which session(s) did you attend from this pre-orientation experience?

[More Details](#)



### 3. Which session(s) did you find most beneficial from this pre-orientation experience?

[More Details](#)



## Summary

- BMI students most expected to access these offices in AY2021-22: Financial Aid (6), RACE/EBSU (4), and CAPS (4).
- BMI students were most interested in visiting the Trap Museum (4) , MLK Center(3), Aquarium (3), and Sports/Mercedes-Benz Statium (3).
- BMI students thoughts the most helpful pre-orientation programs were the financial aid session and the Getting Involved session.