The Emory Community Speaks
About University Tradition and Community Ties

An Analysis and Report Based on the
CONTACT Emory Survey of the Emory Community

Compiled and Presented to CONTACT Emory

by

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and
Bradd Shore

August 20, 1999
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Overview: Major Insights and Conclusions from the Report

The Sample

- The initiative produced 2,599 responses from all sectors of Emory University.

- Looking at respondents’ relationships with Emory, 528 were students, 1184 were alumni, 303 were faculty or teaching staff, and 408 administrative and support staff.

Overall Satisfaction with Emory

- Overall satisfaction with Emory is fairly high across all affiliations (50% or higher)

- Alumni express significantly higher rates of satisfaction with Emory than current students

- Faculty and current students in our sample have the lowest satisfaction ratings.

- Parents express the highest levels of satisfaction.

Academic and Intellectual Mission

- Throughout the sample of respondents, some respondents were troubled by what they felt was a lack of a clear mission at Emory.

- Academics remain the central and most positively experienced aspect of life at Emory. Over 95% (1,122 of 1,177) of respondents making charged statements about academic issues made positive comments, with only 4% (128 of 1,177) expressing negative views.
• Whereas 77% (115/148) of tenured and 69% (107/155) non-tenured faculty and teaching staff discussed academic issues, only 52% (of 528) of current students were coded as expressing viewpoints about academics.

• The more recent the year of graduation for alumni, the less likely they were to mention academic issues.

• Analysis of alumni cohorts and current students suggests that Emory students show a decreasing interest in discussing academic issues over time.

• Emory undergraduate students across both generations and campuses indicate a decreasing experience of close ties with their teachers.

• Starting with the 1981-90 cohort, Oxford graduates tend to focus on academic issues more than other Emory undergraduates.

• While reported close ties with faculty has remained relatively constant for Oxford alumni, Atlanta campus alumni reveal a steady decline in reported close ties with teachers, falling significantly below rates or Oxford graduates.

• This shift in responses indicates a trend over the years towards more impersonal and distant relationships between students and faculty at Emory’s Atlanta Campus.

• Many suggestions centered on generating common spaces and opportunities where faculty and students might meet.

• A substantial portion of faculty also stressed the lack of time, in the midst of administrative and teaching duties, to spend non-class moments with students.

The Importance of Events and Activities

• Three quarters of respondents (1,896 of 2,599) listed some form of event as retaining significance to their life at Emory.

• Many comments noted the relative paucity of unifying university-wide events.

• Alumni especially noted the lack of anything “pulling them back” to campus.
• Over one third of the respondents (958 of 2,599) suggested some change in the existing nature of activities or events.

• 544 respondents (21%) called for more emphasis on sports.

• Over the years, Greek-related activities have retained their significant for undergraduate student life in comparison with other campus-related activities.

• A substantial number of respondents wished for a more diverse and active performing arts program.

• The greatest number of suggestions regarding activities (21% of 2,599), however, pointed to a more visible and active community service program as a means of involving a greater section of the Emory community.

• Time pressure was a constant concern, and many respondents suggested changes in incentive structures and increasing recognition of those who do take the time to participate as ways of getting members of the community to prioritize coming together for community service activities.

The Importance of Places

• Places have developed a special significance for people either because they offer a chance at solitude from Emory’s busy campus or an opportunity to meet new people and old friends.

• The entire sample overwhelmingly chose the Quad and Lullwater Park as their two favorite places.

• Over generations of alumni, the chapel lost prominence, falling, according to graduation cohorts, from 3rd to 4th to 6th to 7th in recent years.

• In the eyes of many respondents to the CONTACT Survey, the Quad felt like the appropriate cultural, historical, and scenic center of a university.

• The three of qualities of the Quad most mentioned by respondents, a bastion of history, a place of retreat, and a meeting ground, also figure prominently in responses to people’s other favorite places.
• The most common reason for choosing the WoodPEC did not center on athletics or exercise, but stressed its role as a social space.

• Over 50% of those respondents to Question 6 picked more places to relax, socialize or fulfill daily needs as a means to improving community, making it the most listed of any other category.

• More than a quarter of respondents noted the need to create more places, like coffee shops, bars, lounges, benches, and places free from traffic or construction, that were inviting and conducive to social interaction or relaxation.

• Dooley’s Den, under the old Cox building, inspired many eloquent and heartfelt comments from former students.

• The two successful arrangements in community living at Emory as revealed in this survey were fraternities and dorms, especially freshman dorms.

• Fraternity life inspired strongly opposed views among Survey respondents.

• Something about the fraternity experience often succeeds at connecting people and brings them back after graduation.

• One tenth of faculty respondents mentioned residential colleges favorably having observed them at Yale, Harvard, Rice and other universities.

• Faculty and staff alike advocated more public displays of employee recognition, suggesting, for example, 20-year recognition program and more responsiveness from top administration.

• Faculty voiced strong support for a Faculty Club as a source of community.

• Many of those discussing work-related issues felt the administration needed to devote more time to considering the needs and situations of faculty and staff.

• Unfortunately, other than descriptions of Lullwater, the Quad, and libraries, few respondents praised the quality of Emory’s setting.

• Of all administrative staff, 12% expressed distaste with the constant state of construction. Slightly over 30% of tenured faculty who responded to question 6 (N=37), felt that a “slower pace of change” would improve community life. Of all respondents, 12% discussed traffic as a problem.
• The negative consequences of continual disruptions to space and to memory appear to be deep and significant for Emory.

Alumni Issues

• Of the 1,304 who responded, 20% (257) specifically mentioned previous experiences with alumni activities or suggested changes that might allow for greater involvement by alumni in Emory’s efforts at building community.

• When considered across different generational cohorts, however, the responses exhibit what seems to be a disturbing trend. The percent of responses exhibiting praise for alumni events and affairs decreases dramatically among more recent graduates.

The Sports Issue

• Competitive sports ranked third in Question 6. An impressive amount of text was also devoted to the topic. Belief that football was the answer to Emory’s search for community appeared in all subgroups of the population, even occurring among those who didn’t like football.

Diversity and Community

• Until 1990, Emory drew its student body largely from the South. Since 1990, Emory has moved to the status of a more national university demographically, drawing about half of its student from outside the South.

• Since 1966, while the absolute numbers of students identifying as protestant have remained constant, their relative proportion as a percent of the student body has gradually decreased.

• For many respondents this trend to increasing diversity was hailed as a sign of Emory’s progress. For others it was a sign of the loss of traditional values and commitments.
• Of all respondents coded as making charged comments about diversity, 77% were positive about it.

• More than 30% of the 1,544 respondents to Question 6 thought that increasing diversity would facilitate efforts to create community at Emory, an attitude that was constant across schools, positions in the university, and ethnic groups.

• Equally prevalent were those who felt that Emory focused on ethnic diversity at the expense of paying more attention to issues of social and economic class.

• Another group of respondents felt there was too much de facto self-segregation in the student body along ethnic lines and that Emory should aim to integrate instead of stressing ethnic and cultural differences.

Obstacles to Increasing Community and Tradition at Emory

• Perception of Emory as all business. Some students expressed the view that money is the only currency of value at Emory

• Perception of Emory as all about image rather than substance.

• Constant construction/destruction and change at Emory tend to erase memories and experiences making it hard to attach oneself to Emory.

• Lack of self-respect for Emory: desire to emulate others.

• Lack of respectful work relationships

• Discrimination

• Need to promote a sense of personal investment and ownership in the institution.

• Time and energy squeeze

• Lack of physical access to Emory.

• Lack of places in and around campus to socialize and live together.
• Prohibitive cost of housing near Emory blocks the development of a true campus residential community.

• Information glut. Too many things going on at the same time

• The need for more central locations for information about what is going on on campus.
I. Introduction: Emory’s Changing Community

In the last quarter century, Emory has experienced dramatic growth in scale of operations, population, and international prestige. As the University has grown in prominence, the faculty and student body have diversified from a population of largely Southern white males to one that includes people from all cultural, ethnic, religious, and geographical backgrounds. The University has also grown dramatically in size and in the scale of its operations. These dramatic changes have brought great benefits and worldwide attention to the University. They have also produced inevitable challenges to the institution’s self-identity and to quality of everyday life of the University.

Increasing emphasis on research has fueled debates about Emory’s liberal arts charter and the nature of its basic mission. Increasing diversity has, in turn, posed problems of integration and challenged our notions of what constitutes a community. Moreover, so rapidly has Emory transformed itself that the institution has been continually challenged to find ways to integrate its heritage with its present and future identities. In this setting, the role and meaning of “tradition” at the institution have not always been clear.

As Emory has grown in these various ways, community life has also been transformed. Emory’s growth in scale and complexity has produced some inevitable trade-offs, and these can be seen in some respondents’ sense of nostalgia for a simpler past. As one wistful staff member wrote in the CONTACT Emory survey:

“There was, many years ago, a true family-like atmosphere among the staff. For the most part that seems to have been lost as we have grown in size.”

An institution as large and complex as Emory does not speak with a single voice. Faculty, staff, students, and cohorts of alumni across school affiliation, ethnic identification, and gender speak in the survey about the effects of these growing pains on community in many voices, some overlapping, some tied to local or personal concerns and experiences. The survey sought consensus where consensus might lay, but was also designed to capture the diversity and particularity of the people that comprise the University.

The problems under investigation by CONTACT Emory are not unique to this institution. One alumnus, who graduated in the 80s, noticed the same trends at another large school.

“I currently work in a large state institution and many of the students here seem very lonely; the alumni are only held together by football; it seems a very thin way to hold them together and I wonder what happens when we have a losing team.”
Indeed the problem of community in growing and diversifying universities is so widespread as to have become one of the major themes of the Carnegie Foundation’s special report on *Campus Life: in Search of Community*, by Ernest Boyer. But our concern here is with Emory University. The survey on the basis of which this report is written, sought to understand how the great variety of people at Emory have experienced and understood community life and tradition at the University in the context of its rapid growth.

While the survey revealed the great affection that many hold for Emory, we also expected to uncover numerous problem areas. The Survey was designed to probe for factors that respondents might view as contributing to a breakdown or weakening of community life at Emory. Rapid growth will always challenge the stability of community ties and threaten to overwhelm a community’s sense of its traditional identity. But CONTACT Emory undertook the survey with the assumption that the breakdown of community is not an inevitable consequence of change and that there are many remedial measures that can be taken to strengthen community ties and traditions even as the institution continues to transform itself. So the Survey also sought suggestions.

What does community mean in the context of a change of scale? What role might traditions play in an effort to improve community life? The CONTACT Emory Survey is an initial step in trying to answer these questions with the input from members of the university community. In an effort to include as broad and representative a section of the population as possible, survey forms were made available on the web, mailed to alumni, and given to members of the immediate community who might not have had access to computers.

- **The initiative produced 2,599 responses from all sectors of Emory University.**

  The survey is not a classic survey instrument aiming only at a statistical profile of opinion.

- **The Survey instrument was designed to capture both quantitative information of attitude trends among our population, and qualitative information in the form of detailed quotes and comments.**

  Powerful individual voices were as valuable for the committee as statistical trends, and we sought to capture both kinds of information. The survey generated about 40,000 lines of text replete with suggestions, criticisms, skepticism, and visions of Emory’s future. This report provides an initial profile and analysis of these varied, valuable, and often candid opinions. It includes statistical profiles of key trends among the many different constituencies that make up the university. And, with less precision, it records and comments on significant impressions gleaned from reading through the many suggestions and comments in these responses.

  It is crucial at the outset to stress that both sorts of information provide very useful ideas for improving the sense of community and the role of tradition at Emory.
II. Survey Design

The CONTACT Emory committee designed this survey to capture the diverse opinions found at Emory by making it possible to draw statistical comparisons between different demographic groups, while giving a great deal of leeway to respondents in what they said. With this aim in mind, the survey provided space for respondents to offer suggestions, register complaints, give praise and express their diverse views about present and future community at Emory. Demographic data were collected on gender, age, relationship with Emory, school affiliation, year of graduation (for alumni), sexual orientation, and ethnic, geographic, and religious identification.

The survey’s ten questions fell into five general types.

I. Questions 1 and 4 asked respondents to rate, on a scale of one to five

“How important are having deep campus traditions and a sense of history of your living, learning and working at Emory?”

and

“How would you rate Emory University as a community in which to live, learn or work?”

II. Questions 6 asked respondents to pick five of 18 potential changes that they thought would most improve community life at Emory. This served as an important tool in prioritizing what aspects of life at Emory this analysis would cover.

III. Questions 2 and 3 asked respondents to list three words that reflected their current views of Emory and their vision of the university’s future.

IV. Question 8 asked for three significant events, rituals or experiences at Emory that respondents found significant during their time at University. The responses to this question have provided considerable insight into which aspects of University life promote feelings of community.

V. Questions 5, 7, 9 and 10 provided the most open-ended opportunities for respondents to express their views. Question 5, asking for the one most important change to creating community life at Emory, provided an important source of specific suggestions. Question 7, which asked respondents for one desirable aspect of community life they have experienced or heard about at
another university, generated further suggestions and gave insight into what people believe to be lacking at Emory. Question 9 asked people to describe their favorite place at Emory and showed what characteristics of places at Emory make them memorable or inviting. Finally, Questions 10 gave respondents the opportunity to say anything they had not yet said.

Questions 5, 7, 8, 9, 10 generated a great deal of input from respondents—approximately 8,000 lines of text for each, resulting in 40,000 total lines of text. Through people’s descriptions of the ways that they have become connected to the university we begin to get some ideas of how better connections to the university might be established. Alumni recollections allow us to understand what aspect of academic life created the strongest attachments for them. The perspectives of those who have observed life at other colleges allow us to examine what is working or lacking at our own institution. Suggestions by both veteran employees and recent newcomers to Emory provide insights into new routes to community.

**Coding the Qualitative Data**

The Survey was ambitious in every way and generated massive amounts of data, both statistical and qualitative. In order to organize the text responses, the text sections of each survey were coded and analyzed by a powerful qualitative data analysis tool (Nud*ist), distributed by the Russell Sage Foundation. If, for example, we initially coded all comments regarding on-campus dances, the Nud*ist software would later allow us to access only those text units discussing dances at Emory. If one were interested in finer analyses and the appropriate coding were done, one could, for example, access only those statements made about chapel (one coding category) by alumni who graduated before 1966 (another coding category).

Beyond examining thematic comments made by respondents, Nud*ist also allows a researcher to tally the number of documents or sentences coded in a specific way. These numbers can then be analyzed statistically. In this way, one might compare the percentage of students at Emory’s various schools mentioning on-campus dances. One can further analyze the actual text of comments to see if there were qualitative differences in the comments about dances at different schools, and find for example that Law students don’t go to Dooley’s ball. With these powerful techniques, Nud*ist allows one to detect trends across different demographic groups and to test patterns in individuals’ diverse text responses.

After initial review of a representative subset of the survey responses, a team of ten coders decided on 162 coding categories. These included positively and negatively charged as well as neutral statements concerning Academics, Alumni relations, On-campus activities, Atmosphere at Emory, Community relations, Communication, and Emory’s physical environment. These categories were further broken down into smaller sub-categories. For example, Academics comprised smaller codes concerning Admissions standards, Faculty Quality, Working conditions, Student faculty relations, and Curriculum. Further categories
coded the most common responses to Question 9 (Favorite Place) and Question 8 (Most Significant Experience).

Several of the 18 categories in question 6 covered topics similar to each other. For example, the three categories “create casual relaxed hangout places,” “create small intimate places where everybody knows each other,” and “improve Emory Village” all revolved around the idea of creating places to relax, socialize and accomplish the tasks of daily life. These three categories effectively divided the vote among the respondents so we recoded them together as “Places to socialize, relax, and fulfill daily needs.” Another two questions that seemed to divide the vote were “better student, faculty, staff relationships” and “nurture long-term friendships.” These two responses centered on the theme of improving on-campus relationships. We therefore coded a new variable “better on-campus relations” that was considered marked if either one of the above two categories had been marked. See Appendix D for a more detailed discussion and analysis of the coding and use of qualitative data.

What Can We Learn from This Data?

Coded in this way, the CONTACT Survey provides a wealth of textual and statistical data regarding people’s views on community life at Emory. After all of these manipulations, what can we glean from this data? First, we should note that this survey is not a vote, but a way for decision-makers at Emory to make changes in light of an understanding of the experiences and views of a broad range of people affiliated with Emory.

How representative of Emory’s population is this survey sample? CONTACT Emory took great pains to get a broad and representative sample as possible by distributing the Survey to all segments of the Emory community and to a very large number of alumni of all kinds. Though our sample of 2,599 respondents comes from across the full range of Emory affiliates, we cannot claim that we have responses from a statistically representative population at Emory. Response was voluntary, and those with strong emotions either negative or positive about life at Emory may have been more likely to fill out a survey. Other factors, including access the to computers on which many of the surveys were taken, may have also biased sampling. For these reasons, any conclusion drawn from the data should be taken as an issue warranting study with more rigorous sampling techniques.

Nonetheless, we can marshal considerable data with generally broad representation to answer certain questions. To what extent, for example, do members of the “Emory community” share common experiences and goals, and to what extent do they differ in this respect? What demographic factors seem to be associated with differences and similarities? With this data we might begin to identify where certain categories of individual are falling through the cracks, what common ideals and experiences might planners try to intensify, and what debates might one hope to address or, for the moment, put aside.

Throughout the survey we will employ statistics generated by the surveys and quotes that we believe are representative to add color and depth to the numbers. Certain themes, however, were not specifically coded and thus only representative quotes were used to
demonstrate certain points. This is always dangerous. In a survey of 2,599 it is very easy to find a quote about almost anything. Because of this danger, we restricted the exclusive use of quotes to only those uncoded themes that we deemed vital to this project.

Certain suggestions from the survey might cause some readers to reply, “But we’ve already done that.” Nonetheless, these kinds of responses are still significant because they indicate people’s perceptions and possibly ineffective communication. The respondent was not aware of that change, and better communication may be needed to make more members of the Emory community cognizant of that change.

**Demographic Characteristics of the Sample**

We view this report as a preliminary analysis of the Survey. It does not tap into the full potential and richness of the demographic data collected. To make the survey useful for future analysis, we over-coded the responses, anticipating that future studies might want to look into this data in relation to any number of demographic variables. This means that many of the demographic variables we tapped in the survey have not been analyzed in this report. After a preliminary analysis of the data, we selected certain variables (Relationship with Emory, School Affiliation, Ethnic Identity, Year of Graduation) which had demonstrated the most significant variation with respect to survey variables.

What follows in Table I is a breakdown of our sample by gross demographic variables. At the point at which we began the analysis, in the Spring of 1999, the CONTACT Emory survey had produced 2,599 responses (another 300 responses came in after the analysis began and were not analyzed). Efforts were made to reach all sections of the Emory community—faculty, staff, students, alumni, parents, and benefactors. Responses were coded according to the following demographic variables—1. Age, 2. Gender, 3. Sexual Orientation, 4. Relationship with Emory, 5. School Affiliation, 6. Unit Identification (staff), 7. Year of Graduation, 8. Ethnic Identity, 9. Religious Affiliation, 10. Geographical Identification.

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<tr>
<td>Total</td>
<td>2443</td>
<td>100.0%</td>
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</table>

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<td>526</td>
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</tr>
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<td>225</td>
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<td>187</td>
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</tr>
<tr>
<td>International</td>
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<td>2.7%</td>
</tr>
<tr>
<td>Other</td>
<td>45</td>
<td>1.8%</td>
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<td></td>
<td>Jewish</td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Hindu</td>
<td>19</td>
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<tr>
<td></td>
<td>Buddhist</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Islamic</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Baha’i</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Sikh</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Other</td>
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<tr>
<td></td>
<td>Total</td>
<td>2432</td>
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<table>
<thead>
<tr>
<th>VARIABLE</th>
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<tbody>
<tr>
<td>Relationship with Emory</td>
<td>Alumni</td>
<td>1184</td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>341</td>
</tr>
<tr>
<td></td>
<td>Graduate Student</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td>Tenured Faculty</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td>Non-Tenured Faculty/Teaching Staff</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td>Administrative/Professional Staff</td>
<td>294</td>
</tr>
<tr>
<td></td>
<td>Support Staff</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>Service Staff</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Friend of University</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2509</td>
</tr>
</tbody>
</table>

| School Affiliation | Emory College | 1202 | 48.2% |
| Oxford College | 136 | 5.5% |
| School of Medicine | 220 | 8.8% |
| GSAS | 214 | 8.6% |
| Business School | 173 | 6.9% |
| School of Law | 117 | 4.7% |
| School of Public Health | 117 | 4.7% |
| School of Theology | 103 | 4.1% |
| School of Nursing | 80 | 3.2% |
As is apparent in Table 1, the survey sampled a broad cross-section of Emory’s community. Despite our efforts at maximizing the representativeness of the sample, participation was variable among the different kinds of Emory affiliates (see Appendix C). Especially notable was the relative under-representation of service staff in the response pool. CONTACT Emory decided to conduct focus group sessions with service staff in order to increase our understanding of their experiences with community and tradition at Emory. This is because we were particularly interested in understanding how respondents’ affiliation to Emory affected their views of community and tradition.

- Looking at respondents’ relationships with Emory, 528 were students, 1,184 were alumni, 303 were faculty or teaching staff, and 408 administrative and support staff.
All of Emory’s schools (even the now-defunct dental school) were quite well represented, though not necessarily proportionally represented. Reflecting the University’s culturally expanding population, respondents came from a variety of ethnic, religious, and geographical backgrounds, while holding diverse views on community life at Emory.

A more thorough analysis of the demographic characteristics of the sample can be found at the end of this report, In Appendix C.
III. What is Community?

Before beginning an analysis of community, it would be useful to discuss the term itself. Social scientists studying group behavior have generally understood “community” as a population (usually small) whose members experience frequent face-to-face interactions. The face-to-face component seems remarkably important to maintaining personal ties and thus “gluing” the community together.

A further distinction can be made between local communities and community of the whole. Local communities are small groups of people who share significant bonds—common interests, activities, identities etc. They are often in important ways like one another, and enjoy these commonalities. These often turn out to be groups of friends, members of the same ethnic or religious group, people who are in the same class or club, people from the same neck of the woods. Universities like all complex societies comprise many different local communities. When people are calling for greater community, they are often tacitly referring to places or events that encourage gatherings of people like themselves: local communities. At universities, many people are attracted to fraternities and sororities because they provide the basis for stable local communities.

On the other hand, a university is also a community of the whole. This is a sense of common purpose or common identity among people who are quite different from one another but share a life together in a common institutional setting. Traditionally, large-scale rituals and games like carnival, commencement, and major sports activities underwrite the sense of community in this larger sense. So do common traditions, a sense of a shared history, and common rivals.

Calls for community in the Survey appear to be alluding to mixture of both local communities and a sense of community of the whole. Respondents’ comments suggest a need to focus on both local and global senses of community, and not to confuse them.
IV. General Satisfaction/Dissatisfaction with Emory

The CONTACT Emory Survey was designed to elicit areas of potential need and
deficit at Emory. Therefore those choosing to take the Survey are more likely to be people with
strong opinions, and particularly who wish to voice complaints and make suggestions for
improvements. The danger in this is misrepresenting the real satisfaction levels of the Emory
community. In light of the expected emphasis on problems, it is important to begin by trying to
gauge respondents’ general levels of satisfaction or dissatisfaction with their experience at
Emory.

In addition to coding responses for particular context, several questions were recoded
and reanalyzed to capture the general tenor of the responses: whether they were positive,
neutral or negative about Emory. We took the responses to question 2 (When you think of
your experience of living, learning or working at Emory, what are up to three words or
phrases that summarize the character of Emory?) and re-coded each of them as either
Positive, Negative, or Neutral. Our aim was to get a very general index of respondents’
satisfaction with Emory. These responses were then tabulated across two demographic
variables: (1) Affiliation to Emory and (2) Graduation Cohort for Alumni. The results of these
tabulations appear in Tables 2 and 3 below, along with associated graphs.

Table 2. Responses to Question #2 coded as “positive,” “negative,” or “neutral,” cross-
tabulated by Emory affiliation

1. Undergraduate student
2. Graduate or professional student
3. Alumni
4. Tenured Faculty
5. Non-Tenured Faculty/Teaching Staff
6. Administration/Professional Staff
7. Service Staff
8. Support Staff
9. Parent
10. Friend of the University
11. Other

<table>
<thead>
<tr>
<th>Emory Affiliation</th>
<th>Positive</th>
<th>Negative</th>
<th>Neutral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>441</td>
<td>49%</td>
<td>343</td>
<td>38%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>267</td>
<td>55%</td>
<td>160</td>
<td>33%</td>
</tr>
<tr>
<td>Alumni</td>
<td>2460</td>
<td>77%</td>
<td>555</td>
<td>17%</td>
</tr>
</tbody>
</table>
We left out the bars for “service staff” and “friends of the university” because they come from an inadequate sample (N=5 and N=3).

Overall satisfaction with Emory is fairly high with 50% of total responses remaining positive across affiliations.
• Alumni express significantly higher rates of satisfaction with Emory than current students

• Faculty and current students in our sample have the lowest satisfaction ratings.

• Parents express the highest levels of satisfaction.

• Staff satisfaction levels are slightly higher than those of tenured faculty or current students
Table 3. Responses to Question #2 coded as “positive,” “negative,” or “neutral,” cross-tabulated by Graduation Cohort

<table>
<thead>
<tr>
<th>Emory Affiliation</th>
<th>Positive</th>
<th>Ranking</th>
<th>Neutral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>To 1965</td>
<td>246</td>
<td>84%</td>
<td>34</td>
<td>12%</td>
</tr>
<tr>
<td>1966-1980</td>
<td>600</td>
<td>80%</td>
<td>106</td>
<td>14%</td>
</tr>
<tr>
<td>1981-1990</td>
<td>843</td>
<td>78%</td>
<td>159</td>
<td>15%</td>
</tr>
<tr>
<td>1991-1998</td>
<td>1012</td>
<td>70%</td>
<td>339</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td>2701</td>
<td>75%</td>
<td>638</td>
<td>18%</td>
</tr>
</tbody>
</table>

Graph 2: Satisfaction with Emory

By Graduation Cohort

Graduation Cohort

Neutral
Negative
Positive
• Alumni across the cohorts express high levels of general satisfaction with Emory
• Satisfaction levels increase consistently but not dramatically with increasing distance from Emory in time.
• The most significant drop in satisfaction occurs between Cohort 3 (1981-90) and Cohort 4 (1991-), a drop of about 8%.

The other cause for optimism is the fact that many of the things in the “wish lists” of our respondents have already begun to appear at Emory. Many of the suggestions and needs of respondents have already begun to be addressed by the university.

Over one third of all respondents to question 6 (N=1,544) had marked “creating a performing arts program” as one of the crucial steps towards improving community life at Emory. With the current plans for building a Performing Arts Center on campus, this agenda is being addressed. Many respondents complained about Emory’s bookstore and that situation has also recently been improved with the opening of Druid Hills Book Store in Emory Village.

The change to a pedestrian campus that many argued for in the survey is part of the new Campus Master Plan. Also notable is the overwhelming number of positive responses concerning academics at Emory. Phrases such as “academic excellence,” “outstanding research,” and “great professors,” all indicated a general pride in and approval of Emory’s academic accomplishments.
V. General Areas Needing Attention

The survey suggests that respondents see a number of general issues associated with community that remain to be addressed. The relative frequency of responses to the 18 choices in question 6 suggests the issues that are perceived to require the most urgent remedy. The most frequently addressed issue areas across the entire sample of respondents are listed in the following table.

Table 4.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Places to relax and socialize</td>
<td>790</td>
<td>51%</td>
</tr>
<tr>
<td>2. A more exciting environment</td>
<td>692</td>
<td>45%</td>
</tr>
<tr>
<td>3. Competitive sports</td>
<td>688</td>
<td>45%</td>
</tr>
<tr>
<td>4. Better on-campus relations</td>
<td>562</td>
<td>36%</td>
</tr>
<tr>
<td>5. More Fine/Performing Arts Programs</td>
<td>560</td>
<td>36%</td>
</tr>
<tr>
<td>6. Alumni Reunions</td>
<td>552</td>
<td>36%</td>
</tr>
</tbody>
</table>

Although the order of these responses changed slightly across different demographic groups, these six issue areas generally remained top priorities. Although the bottom three categories occasionally dropped to be replaced by “more traditions” or “parents programs” among select groups, the top three categories almost never lost their top rankings.

To get a more precise feel for the relative importance of different areas of concern for our respondents, responses to question 6 were broken down into more specific issues. The relative frequency with which respondents emphasized these is indicated by the following graph.

The choice of these six categories accords well with more detailed comments made in the surveys. These comments were not restricted to academic relations. One student expressed the view of many, wishing there would be more changes to make it easier to “meet people outside of our normal range of friends.” This would seem an important task considering that at least one third of those listing a significant experience at Emory listed connections with a group other than their friends.
Exciting activities, ranked second most frequently in question 6 as a route to building community, were most discussed by nearly half of all respondents (1252/2599). Attention to specific places, listed most frequently in question 6 as needed to improving community, was the subject of 23% of all surveys (598/2599). These comments most often were suggestions about types of places and activities that might increase community at Emory. The relative importance of three of these categories, On-Campus Relations, Activities, and Places, crosscut most demographic subgroups, being of general interest to the entire community. All three of these categories are related to one idea: concrete activities seem to be the way that many of our respondents envision their sense of community at Emory. Yet activity alone without a feeling of control or ownership seems not to promote feeling of community for our respondents.

Before we begin discussing these most coded categories, however, we will consider a theme that, although not specifically coded for, troubled many respondents.

- Throughout the sample of respondents, people were troubled by what they felt was a lack of a clear mission at Emory.

Although only 56 respondents used the phrase “rally around,” in terms of needing something to rally around, many expressed this need in other terms, arguing that Emory needed a mission, a cause, a team, a “positive passion.” The following section will describe changing attitudes towards academics, how this may affect Emory’s intellectual mission, and how it seems that
simple activities, places, and social interaction play an important role in maintaining what, to some, may seem an abstract endeavor.
VI. Emory’s Intellectual Life

“I would like to see us with an understandable rallying point around becoming a top 10 university. That [mission] is clear but the next question is ‘how’ and that answer is obscure to me.”

Staff

Like this Information Technology staff member, many respondents to the CONTACT Emory Survey felt the need for a better definition of Emory’s mission. While they have witnessed the university’s fast-paced growth, the improvement in national recognition, and the increasing diversity in its population, many have felt that various the transformations taking place at Emory do not fit into a coherent picture.

From its beginning in medieval Europe to its modern incarnation in the United States, the university remains, above all, a gathering of inquisitive scholars—students and teachers drawn together by a common desire for learning. Today the American university, often grown to the size of a small city, comprises much more than scholars. Behind the scenes, admissions officers recruit and select students, administrative assistants organize the workings of departments and colleges, public relation’s people fashion the school’s public image, and administrators attempt to direct the massive flows of employees, resources, and funds that result from the institution’s increasing population and size. At the same time, many universities have diversified into other areas, finding themselves increasingly defined in non-academic terms—as NCAA powerhouses, centers of social networking or factories for non-academic professionals.

During this era of changing institutional focus, Emory University, from its initial academic charter to its current stance on collegiate athletics, has remained committed to the central philosophy upon which universities were initially founded. Data from the CONTACT Survey suggest that many at Emory approve of Emory’s emphasis on academics.

- Academics remain the central and most positively experienced aspect of life at Emory. Over 95% (1,122 of 1,177) of respondents making charged statements about academic issues made positive comments, with only 4% (128 of 1,177) expressing negative views.

Of the 2,599 respondents, 59% (1,536) of respondents were coded as discussing academic issues in the survey, and this result generally remained constant across varying positions in the University, different school affiliations, and different individual demographics. This focus on academics also appears in respondents’ choices of favorite place.
• Libraries were the third most common response for “favorite place,” following Lullwater and the Quad.

Of all major negative/positive coding categories (atmosphere, physical environment, activities, communication, and community relations, alumni, diversity), academic issues enjoyed the highest ratio of positive-to-negative statements.

Some comments criticized the faculty for poor or uninvolved teaching. But there was far more praise than complaint. Praise generally came in short nondescript form such as “academic excellence,” “outstanding faculty.” Nonetheless, frequent comments, like that of alumni listing a significant aspect of academic life at Emory, are more specific:

“Being able to say that I have known each of my professors and that they have known me”

“. . . OED honor society”

“. . . research that leads to cures”

“. . . debate panels during Gulf War”

Such positive statements generally concerned pride in personal or institutional academic accomplishments, connection to a specific mentor, class or program, challenging discussions, or an appreciation for academic opportunities or resources.

On the whole, Emory’s commitment to education seems to have paid off as its primary goal. Nonetheless, certain trends in the responses of students and alumni suggest that something has changed in this commitment, at least in the student population. The most striking difference in discussions of academic issues in Emory’s current community exists between students and faculty.

• Whereas 77% (115/148) of tenured and 69% (107/155) non-tenured faculty and teaching staff discussed academic issues, only 52% (of 528) of current students were coded as expressing viewpoints about academics.

That faculty cared more than students about academic issues may not seem noteworthy. But, interestingly, this distinction does not hold when considering previous generations of students who responded to the CONTACT survey.
• The more recent the year of graduation for alumni, the less likely they were to mention academic issues.

• The percent of those reporting a significant experience that was academic also declined

Graph 5. Expressed Interest in Academic Issues at Emory By Alumni Cohort

Sampling factors could be marshaled to explain this trend. Those alumni that have stayed connected to Emory longer, and thus responded to the survey, are likely more concerned about academic issues than alumni who did not respond. Those alumni who had significant academic experiences likely continued to remain active in Emory life and therefore are more likely to fill out a survey than those who did not have significant academic experiences.

On the other hand, changes in the responses of alumni and future alumni provide other explanations for the trend observed in the survey data.

• A look at those 72 alumni who graduated between 1966 and 1981 and reported a significant academic experience, revealed that over 28% reported strong personal interaction with professors, be it in a mentoring situation, during field trips, or during dinners at professor’s home. On the other hand, in the sample of current
students who reported a significant academic experience, only 10% mentioned
personal interaction with professors. The trend holds for all generations of alumni.

This general trend of decreasing reported personal ties between students and faculty is
suggested by the following graph, Graph 6, where these ties are tracked over different cohorts
of Emory alumni.

Graph 6. % of Respondents Reporting Academic
Experiences that involve Personal Ties with Faculty
by Graduation Year

- This shift in responses indicates a trend over the years towards more impersonal
  and distant relationships between students and faculty at Emory’s Atlanta Campus.

If the kind of personal bonds that older alumni and (fewer) more recent alumni enjoyed continue
to decline, students will simultaneously lose a valuable social connection to intellectual
life. Without that social bond it may be difficult to stir new students’ interest in intellectual
pursuits. This trend may partially explain the decrease in current students’ discussion of
academic matters in the CONTACT Emory Survey.
Let us compare responses by the three largest samples of students (Undergraduates at Emory, Graduate students at the GSAS, and students at Oxford College). The following two graphs, Graphs 7 and 8, compare Oxford alumni to alumni from the main campus of Emory, both in regard to their expressed concerns about academics, and to their reports of significant academic experiences.

Graph 7. Academic Discussion

Oxford Students by Grad Year

![Graph 7](image)

Year of Graduation
Graph 8. Academic Involvement

Emory Students by Grad Year

Year of Graduation

Graphs 7 and 8 suggest several interesting trends:

- **In their responses to the Survey Emory undergraduate different cohorts of Emory undergraduates show a decreasing interest in discussing academic issues over time.**

- **Emory undergraduate students across both generations and campuses indicate a decreasing experience of close ties with their teachers.**

- **Starting with the 1981-90 cohort, Oxford graduates tend to focus on academic issues more than other Emory undergraduates.**

- **While reported close ties with faculty has remained relatively constant for Oxford alumni, Atlanta campus alumni reveal a steady decline in reported close ties with teachers, falling significantly below rates or Oxford graduates.**

What do more recent students mention instead of personal, outside-of-class interactions with professors? Three general things fill the gap.
• Classes and seminars
• Study groups
• Excellent faculty and resources

In none of these is there mention of a professor except possibly as the leader of a class.

The many statements made by Oxford students and professors about the continuing quality of student-faculty relations further supports the point that social interaction is key to an active interest in intellectual life by students as well as faculty. If Emory hopes to bank a large part of its future community efforts upon academics and intellectual activity, this trend should be accounted for. Emory’s intellectual charter, mainly in contrast to athletics, could be a powerful focus for creating community.

If, in fact, students are losing interest in intellectual pursuits and if the lack of personal contact with faculty comes to be implicated in this change, Emory will need to consider the structural changes that have led to the disappearance of personal ties between professors and students.

Respondents from all sections of the survey population have already detected problems with the current structure and have suggested changes to promote student faculty interaction. One in seven respondents were coded as either noting the need to increase student faculty interaction or suggesting ways of doing so.

[Faculty advisors should be more than a signature required to change majors or add a class. Personal one-on-one advising about my education at Emory would have been very welcome”
Alum]

-Amherst enjoys tremendous alumni participation (and giving) due to excellent relationships between faculty and students and a real commitment to undergraduate education.
Alum

Such comments were not limited to faculty and students.

• Twenty-one percent of administrative staff also noted, with concern, the lack of interaction between students and faculty.

• Many suggestions centered on generating common spaces and opportunities where faculty and students might meet.
• A substantial portion of faculty also stressed the lack of time, in the midst of research, service and teaching duties, to spend non-class moments with students.

One tenured faculty member could barely find time to have dinner with friends, much less create the needed schedule space to invite students over for dinner at his house. In order to relieve this time pressure, many faculty and teaching staff argued for changes in university priorities, so that they might be able to take more time (for a discussion of these suggestions see Community Living/Working).

• Of the 12% of respondents who hoped to change aspects of the curriculum and teaching, many stressed the need to return to a vision of a liberal arts institution based on teaching, and arrest the changes that are leading to what one called a “pre-professional factory.”

At first glance, intellectual life seems an abstract concept. As the Survey suggests, however, the life of the mind takes root through carefully nurtured social relations and concrete activities. Comments suggest that an academic mission statement (although important) will not by itself create an intellectual atmosphere. Though university-wide social events and lectures by distinguished scholars are also important, student comments suggest that they view a personal, respectful mentoring relationship between teacher and student as a key ingredient in fostering an intellectually vital atmosphere at Emory.
VII. Activities, Places, and Relationships

Three themes recur in the responses to the CONTACT Emory Survey, themes that seem to be basic issues underlying community. These themes are (1) the key role of social activities, (2) the importance of well-planned places, and (3) the centrality of personal relationships. Although the explicit issue of “traditions” does not seem to be as central to people’s concerns, tradition is deeply connected to these issues. In many ways, a tradition may be thought of as a significant recurring event, person or place that “worked” in creating community and continued to work for extended periods of time. Many new activities fail and fall by the wayside. Those that survive sometimes become known as “traditions” and gain a special, sacred status in a community. Our hope is that this discussion will lead to the development of activities, places and other ways of bringing people together that will succeed, and will ultimately gain the title of “tradition.”

Community Events

For their most significant experience at Emory, respondents to the Survey listed academic relationships, friendships, special places, and all types of organizations. Events, however, inspired the most responses by far.

- Three quarters of respondents (1,896 of 2,599) listed some form of event as retaining significance to their life at Emory.

This emphasis varied across the different kinds of affiliation respondents had with Emory. But in all groups, events were chosen as significant by respondents more frequently than any other type of experience. Respondents listed occasions as intimate as dinners with friends and as awe-inspiring as University Commencement. They mentioned chorale concerts at Glenn Memorial Chapel, Honors Ceremonies, and keg parties. One alumnus remembered fondly greased pig contests during his years at Emory.

A respondent’s place at Emory greatly determined the types of events that he or she found significant. Here we will find profiles of three subsets of the Emory community. These represent two generations of alumni and tenured faculty. Of those alumni who graduated before 1966 and listed a significant event (N=74), here is how they ranked the importance of different kinds of events.
Ranking of Significant Events: Alumni Graduating Before 1966

<table>
<thead>
<tr>
<th>Significant Event</th>
<th>% mentioning it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencement</td>
<td>35</td>
</tr>
<tr>
<td>Intramural sports</td>
<td>16</td>
</tr>
<tr>
<td>Dooley’s Frolics</td>
<td>14</td>
</tr>
<tr>
<td>Glee club events</td>
<td>11</td>
</tr>
<tr>
<td>Concert series</td>
<td>8</td>
</tr>
<tr>
<td>Dances</td>
<td>7</td>
</tr>
<tr>
<td>Fraternity events</td>
<td>7</td>
</tr>
</tbody>
</table>

Many responses were only listed once, like a particular faculty-student retreat.
Those graduating between 1966 and 1980 remembered similar experiences and new ones. Of those listing significant experiences (N=213) here is how they ranked their experiences:

Ranking of Significant Events: Alumni 1966-1980

<table>
<thead>
<tr>
<th>Significant Event</th>
<th>% mentioning it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencement</td>
<td>50</td>
</tr>
<tr>
<td>Dooley’s Week</td>
<td>20</td>
</tr>
<tr>
<td>Concerts and Theater*</td>
<td>20</td>
</tr>
<tr>
<td>Fraternity events</td>
<td>15</td>
</tr>
<tr>
<td>Intramural sports</td>
<td>6</td>
</tr>
</tbody>
</table>

*Including among other events Glenn Memorial chorale concerts and the Festival of Nine Lessons and Carols

Other events listed more than once were chapel, convocation, mixers and dances, push ball, retreats such as Freshman Camp at the Rock Eagle.
Not surprisingly, faculty, administrative staff and professional staff ranked the significance of University events somewhat differently. Here are the rankings for tenured faculty (n=111):

<table>
<thead>
<tr>
<th>Significant Event</th>
<th>% mentioning it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencement</td>
<td>39</td>
</tr>
<tr>
<td>Performances</td>
<td>14</td>
</tr>
<tr>
<td>Undergraduate Honors Ceremony</td>
<td>13</td>
</tr>
<tr>
<td>Convocation</td>
<td>7</td>
</tr>
</tbody>
</table>
Other events noted by faculty included President Chace’s inauguration (5), Faculty meetings (5), President Chace riding his bike across the Cox Hall Bridge, Lullwater day, panel debates on *The Bell Curve*, symposia, dinner with students, faculty focus groups, symposia, faculty appreciation night, and the Coke toast for graduating seniors.

While most respondents listed at least one event as significant to their experience at Emory, no one event produced significant nostalgia across all groups. Graduation inspired many respondents, one alumnus calling it the “best in the country.” Not surprisingly, students who had not yet graduated mentioned commencement only rarely. Neither did many staff who had not graduated from Emory find Commencement significant. Many student respondents mentioned fraternity events while staff day and President Carter’s Town Hall Meetings appeared commonly in staff responses (though specific comments suggest strongly conflicting views of Staff Day).

- **Many comments noted the relative paucity of unifying university-wide events.**

- **Alumni especially noted the lack of anything “pulling them back” to campus.**

Many yearned for a kind of sports events that would draw them back to the campus.

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“I would love nothing more that to be able to travel to Emory several times a year for a big game and have a mock-reunion with all of my college friends in the process, because that is what sports is all about. The entire college community being together celebrating the one common bond they all have, the school they attend and love.”
Alum
```

```
“I look at my Duke alumni friends who still convene in large numbers to watch Duke games, and I notice that Emory alumni do not share those experiences. My Duke alumni friends would camp out to buy game tickets, which apparently was amazing and community-building and spirit-enhancing.”
```

A smaller but strong contingent advocated capitalizing on Heritage Homecoming to include more students, faculty, staff, and alumni.
Others were less specific.

“Hollins University in Virginia has a series of events that occur through the year, from convocations and formal events to fun ones (like climbing a mountain one day in fall). All of these events, experienced repeatedly over a period of four years, create a devoted group of alumnae who care deeply for the institution and each other.”
Alum

“The one time of the year that the student body comes out in force for any activity is Dooley’s Ball and the attitude there is positive and encouraging. It would be great if there was some way to keep more of the spirit of the week alive through the year.”

Across the entire campus community, there was an equally strong call for more events.

• Over one third of the respondents (958 of 2,599) suggested some change in the existing nature of activities or events.

Of these:

• 544 respondents (21%) called for more emphasis on sports.
• 205 suggested changes in the existing Greek system.

Common themes appeared throughout the other suggestions. Many wanted more opportunities for their families to get involved with University events. Others hoped for a greater variety of events outside of the Greek system. One alumnus noted how a variety of events might actually curb the present undergraduate-drinking situation:
Some asked for more autonomy by students in planning activities.

"More student activities for and planned by students."

From Division I football to intramural Ultimate Frisbee teams, the specific suggestions offered in the CONTACT Emory Survey are too numerous and varied to analyze in detail here. They do, however, follow several patterns, patterns that suggest what people perceive as important ingredients in creating "successful" events.

Events both remembered and suggested generally possessed at least one of these characteristics:

- **Aesthetic and Ceremonial.** Concerts in Glenn Memorial, the Festival of Carols and Nine Lessons, certain Fraternity initiations, and Graduation in the Quad all were described as possessing an awe-inspiring feeling of beauty and order.

- **Unusual and Memorable.** Bagpipes at graduation, Tibetan monks at Candler, the Olympic torch run, Carter Town Hall Meetings, and the quality of graduation speakers were all events or aspects of events at Emory which made people feel distinctive and inspired a sense of pride in the institution.

- **Honoring Individuals.** Being honored at appreciation dinners, being inducted into Phi Beta Kappa, and being invited to a sorority faculty luncheon all inspired a sense of individual pride which powerful partially because the community has granted it.

- **Informal Interaction.** Departmental holiday parties, freshman camp at Eagle Rock, and staff day, parents weekends, faculty/staff retreats all provided opportunities for members of...
the community to consolidate existing groups and cross-cut boundaries between these groups.

- **Active participation.** Kent State demonstrations, volunteering at staff day, attending productive faculty meetings and participating in chorale groups provided respondents with a sense of ownership and investment in the events in which they participated.

  Considering these five qualities, it is no wonder that graduation is so popular among those members of the community that most actively participate in it. It successfully combines these five qualities in a subtle and powerful way. Those who suggested sports often noted that athletic events would also fulfill many of these criteria.

### Community Activities

“*I was a part of many different communities at Emory: a sorority, a fraternity (little sister), Saunders Hall, student government, RHA, etc. As I was an active student and student leader, I felt a strong sense of belonging to a community.*”

Behind every successfully planned event there is an organized group of individuals who have devoted hours of their time to its preparation. That group, as in a Homecoming Committee, may have come together for the sole purpose of organizing an event, but, more often than not, events are planned by groups that already exist for other reasons. A theater group on campus may throw a party after a performance. A community service organization may hold a fund-raising performance. A fraternity may volunteer its time to the community for a weekend. Beyond graduation, large concerts, staff day and other “big draws” the majority of memorable events were organized in this way.

In addition to being the groundwork for unifying events, community activities also provide opportunities for different groups on campus to cross traditional boundaries and form strong connections to the university through involvement. For this reason, 35% of undergraduates (N=341), 34% of alumni (N=1,184), and 17% of tenured faculty and staff (N=551) listed activities as significant aspects of their lives at Emory. For all of these groups, activities were listed second most frequently, following only the events category. Other activities mentioned were student government, working with Residence Life, writing for the Wheel or another journal, volunteering with Volunteer Emory, or participating in Stripe.

The patterns for those alumni graduating before 1966 who chose activities as significant to their lives at Emory (N=34) are listed in the following table:
Table 5

<table>
<thead>
<tr>
<th>Activity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greek-related Activities</td>
<td>21</td>
<td>62%</td>
</tr>
<tr>
<td>2. Glee club</td>
<td>4</td>
<td>11%</td>
</tr>
</tbody>
</table>

At least two respondents listed dorm activities, senior honors society, and intramural sports.

Here are the favored activities for alumni graduating between 1966 and 1980 who chose significant activities (N=93):

Table 6

<table>
<thead>
<tr>
<th>Activity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greek-related</td>
<td>55</td>
<td>59%</td>
</tr>
<tr>
<td>2. Dorm-related</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>3. Intramural Sports</td>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>

At least three listed Freshman Camp, the Strip society, and the Glee club.

For students graduating 1981-90 who listed a significant activity (N=116), the stress on Greek-related activities remains.

Table 7

<table>
<thead>
<tr>
<th>Activity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Greek-related</td>
<td>61</td>
<td>53%</td>
</tr>
<tr>
<td>2. Dorm-related</td>
<td>9</td>
<td>8%</td>
</tr>
<tr>
<td>3. Intramural Sports</td>
<td>6</td>
<td>5%</td>
</tr>
</tbody>
</table>

- Over the years, the data suggest that Greek-related activities have retained their significant for undergraduate student life in comparison with other campus-related activities.

There were many single responses, but all of them possessed the same qualities listed in the “events” section of this report. These activities created distinctive pride in accomplishments, made people feel as if they owned and actively invested in a part of campus life, while
crosscutting traditional boundaries. One staff member fondly remembered being named president of the employees’ association. A faculty member noted with pride working on the Living Links symposium.

Despite these positive associations with activities, it is important to remember that nearly one third of respondents made suggestions or criticisms about the existing state of events and activities at Emory. Many involved observations made about other institutions.

“Bryn Mawr. Friday afternoon tea and sherry with fac. and students.”

“The presence of a serious film society was a great plus at various universities I have attended. Here, one can occasionally catch interesting films shown in connection with courses, but the student film society is abysmal. There is little available in Atlanta, even counting the Georgia State Cinemathec. I would like to see a cinema be part of any new arts center - and one that would mainly show FILM, not video.”

“Emory desperately needs small, intellectually intense, and preferably interdisciplinary honors programs in which interested students are intellectually challenged and supported socially and in which faculty will have opportunities to work with engaged, interested students. The establishment of such programs would make Emory more attractive to students who are now likely to prefer other colleges. It would provide support and intellectual challenges for our ablest students, many of whom, in my experience, feel deeply isolated here. It would provide faculty a greater sense of being involved in undergraduate education and appreciated in the college. Finally, it would provide arenas with real intellectual standards.”

- A substantial number of respondents wished for a more diverse and active performing arts program.

- The greatest number of suggestions regarding activities (21% of 2,599), however, pointed to a more visible and active community service program as a means of involving a greater section of the Emory community.

Several praised the work of Habitat for Humanity, Volunteer Emory, and READ Emory, but most of those mentioning community service believed Emory could do still more. These respondents not only saw increasing involvement with the outside world as a way to create stronger ties within the Emory population, but also as the first step to integrating with Atlanta and becoming a leader in that larger community.
Another alumnus was more critical of the current situation:

“It seems odd that a national university that is located in one of the most exciting cities in the world wants nothing more than to disassociate itself from that city and state. Georgia has its problems but it also appears to have many of the building blocks to solve the problems that trouble our country. Emory appears so intent on ensuring the world that we are not part of "the Old South" that we refuse to help Atlanta and Georgia attempt to lead.

As a means of creating community, providing future leaders with “field training” in the real world, and promoting valuable connections to diverse populations outside Emory,

- Community service was presented by many respondents as a sure route to community.
Others noted, however, that any attempts at involving the community should take the schedules of staff, faculty and students into account, and that incentives may be needed to “get the ball rolling.”

“Personally I would like to see greater emphasis on community service and outreach, but I must confess that time demands (teaching, advising, administration, and all the accompanying intangibles, somehow juggled with domestic responsibilities) have forced me to put aside this aspect for the present.”
Faculty

- Time pressure was a constant concern, and many respondents suggested changes in incentive structures and increasing recognition of those who do take the time to participate as ways of getting members of the community to prioritize coming together for community service activities.

Many respondents from faculty, staff, and students thought that service should be mandatory for at least a portion of students’ college careers.

“Have each undergraduate receive credit for one semester in which community service is required.”
Alum

“I would like the leaders of each school at Emory (i.e. the college, the law school, the business school, and especially the medical school) to make sure that their students are encouraged to and have the time to enjoy, explore, and serve the community around them.”
A graduate of college now at medical school

From the responses in the Survey, many of Emory’s community members feel that community activities, and especially community service, are a good way to create ties between people and across groups. They lead to the daily interaction that promotes bonds of friendship and commitment. They make participants feel like they are making meaningful changes. They make people feel a distinct pride in their contribution while providing a sense of belonging.

Students and faculty have already noted how successful community service has been at creating the bonds needed for community.
“When Dr. Chace was inaugurated and Emory built a Habitat for Humanity house in his honor much community was built among students and staff members who participated in that project.”
Staff member

Community Places

Social activities require appropriate settings. University-wide events require large auditoriums or arenas. Lunch with a colleague requires a comfortable dining room or restaurant. Taking a relaxing walk requires peaceful surroundings, and a dance ample space for moving arms and legs. Inviting social spaces lure people to enter and interact with others. Unwelcoming areas are left unused. Although these ideas may seem obvious, a large number of respondents felt the need to express them in the survey. The relative frequency of places mentioned as “favorite places on campus” is graphically represented below in Graph 9.

Graph 9. Favorite Places

- The Quad
- Lullwater
- Libraries
- Athletic
- Eating
- Chapel
- Dorms
- Emory Village

% of Respondents
There are currently many places that promote relaxation and socialization at Emory. Of the entire sample, 80% of respondents chose a favorite place. The buildings, and parks and nooks of the University that they chose might not have been the most frequented. Many who listed Lullwater mentioned that they did not have time to go there as often as they would have liked.

- Rather, these choices represent places that have developed a special significance for people, either because they offer a chance at solitude from Emory’s busy campus or an opportunity to meet new people and old friends.

Some simply offer a comfortable timeworn armchair for reading.

- The entire sample overwhelmingly chose the Quad and Lullwater Park as their two favorite places.

Those from the College placed the Quad first and those from the School of Public Health, for example, placed Lullwater first by far. These differences seem to reflect differing locations on campus. The activities associated with certain school affiliations occasionally affected the ranking, as well. Those responding from the Graduate School of Arts and Sciences most frequently listed libraries, while those in the Candler school overwhelmingly picked various chapels on campus.

- Over generations of alumni, the chapel lost prominence, falling, according to graduation cohorts, from 3rd to 4th to 6th to 7th in recent years.

Understanding why people have found these places important may help us understand what changes need to be made to create more places where people can congregate, socialize and relax. Our findings suggest that it is appropriate for discussion of community at Emory to begin with the Quad.

- In the eyes of many respondents to the CONTACT Emory Survey, the Quad felt like the appropriate cultural, historical, and scenic center of a university.

“IT’s just like college,” one undergraduate student wrote. This is one of the reasons 20% of the entire sample chose it as their favorite place. To many it was what one called the “liberal arts hub” of Emory’s larger academic community. Others valued it for remaining a stable enduring center to the changing university “outside.”

- The sense of history found in the Quad’s architecture, inspired one student to claim, “it oozes with tradition.”

Many noted the extraordinary sense of walking in the footsteps of past scholars and students, the stately trees and architecture physically symbolizing that long past for others.
• In short, simply being in the quad made respondents feel that they belonged to an enduring intellectual tradition.

Accompanying these statements were poetic references to the quad’s comforting and aesthetic qualities.

“The aesthetic mixture of Georgia marble, academics, and nature”

“There are two particular trees near Carlos Hall....”

“A little bit of heaven.”

These quotes reflect the peaceful, relaxing feelings the majority of respondents who listed the Quad gained from visiting it. Several mentioned that it was the only peaceful haven left from the crowding and constant concrete construction found in the larger university.

• Since the Quad attracts such a large number of members from the Emory community, several respondents also noted that it was a place to meet people where one “could always find a friend.”

• The three of qualities of the Quad most mentioned by respondents, a bastion of history, a place of retreat, and a meeting ground, also figure prominently in responses to people’s other favorite places.

Indeed, of the places most listed by respondents, all seemed to possess at least one of these characteristics. Lullwater, chosen by 15% of respondents and by 29% of those affiliated with the Rollins School of Public Health, was a place to “get away,” “escape stress,” and “go for a grounding.” Libraries chosen by 11% of respondents and 20% from the Graduate School of Arts and Sciences, were noted for their relaxing and their social possibilities as much as for their high-quality materials.

• One graduate student commented, “I love the library. It is the soul of the campus. It is where I feel connected with the minds of the past. It’s a place of peace.”
Athletic facilities placed fourth with 6% of all respondents and followed similar patterns. Frequent comments stressed that the Woodruff Physical Education Center was convenient or that it was well-equipped.

- Nonetheless, the most common reason for choosing the WoodPEC did not center on athletics or exercise, but stressed its role as a social space.

One staff member stated the view held by many:

> The Woodruff P.E. Center -- in addition to providing a great place to exercise, it is one of the best places on campus to make friends and continue friendships. The importance is that you get the opportunity to make friends with faculty, staff, and students from all areas of Emory.

Some places did not appear in the coding because the were specific to certain subgroups of the population. Of current undergraduates, 17% listed the DUC and 6% listed fraternities, placing these categories as 2nd and 5th most listed (Quad (26%), DUC (17%), Lullwater (15%), Dorm (7%), Fraternity (6%)). In both of these cases, the same factors remained important. The DUC, provided a place to meet friends, to relax, and unlike anywhere else on campus or in Emory Village it provided certain daily needs, like a bank, a ticket office, and a store. Fraternities, although only listed fifth, are notable for the lengthy passages they inspired. The response of one alumnus perhaps exemplifies this sort of tribute.

> “The Front Room of the Delta Tau Delta Fraternity House is my favorite place on campus. Its warm, worn wood paneling shines with the glow of years of fireside chats, late nights of study, parties, rush events, receptions, and other fraternity functions. It was in Emory's Greek system that I found--and continue to see--the strongest community on campus. In many ways, I did not graduate from Emory; I graduated from Delt.”

Although the places listed above have been valuable to members of the Emory community, many respondents argue that these few places are not enough.
• Over 50% of those respondents to Question 6 picked more places to relax, socialize or fulfill daily needs as a means to improving community, making it the most listed of any other category.

Such trends appear in more detailed comments from the survey. Several not only noted that Lullwater was a place to relax but rather that it was the ONLY place to relax.

• More than a quarter of the respondents noted the need to create more places, like coffee shops, bars, lounges, benches, and places free from traffic or construction, places that were inviting and conducive to social interaction or relaxation.

Many also noted the need for stores and shops to provide for the daily needs of staff, faculty, and especially first-year students who feel “grounded” on the Emory campus with nowhere to buy simple items such as shampoo.

Common characteristics of suggested places are those where:

1. Colleagues and friends can, for example, “linger in informal, low-key spontaneous conversation.”

2. Traditional boundaries between faculty and students and between students of different backgrounds or different schools can be crossed.

“McDonough Field, Candler Library, the DUC. Those were an example of what there should be more of. All of those places had students relaxing and hanging out together, with no reference to diversity or major or anything. Just young college kids hanging out doing nothing.”

Several respondents also suggested that new places share only indirect ties with Emory University. The places where people currently seem to meet most often, the library, the athletic center, and the Quad, remain directly in the center of the institution. Also stressed by a few was a need for a variety of places with differing atmospheres, not simply for different people, but also for people’s differing moods and interactions.

One place that many alumni remembered fondly provides a model for one type of place that seems to have succeeded.

• Dooley’s Den, under the old Cox building, inspired many eloquent and heartfelt comments from former students.
They fondly remembered the “greasy hamburger joint in the basement” where a jukebox serenaded rounds of bridge, and those independents who did not belong to a fraternity could find a place to meet. One alumnus felt that as Emory got larger it was inevitable that such a place would fall. This, however, need not be the case. Many large universities have numerous “funky” or “homey” places like Dooley’s in or around the campus. Not necessarily beautiful or efficient, these are places with a sense of history, places to hang out and make your own.

Although several places on campus serve as centers of social interaction and relaxation, many respondents argued that more places are needed. Those qualities most prized in a place were:

- Sense of connection to the Emory’s past
- Inviting, comfortable, or relaxing
- A place to meet friends and cross the boundaries that some feel currently separate people
- A place to fulfill daily needs, such as shopping and eating.

“Emory needs a comfortable meeting place that encourages casual get-togethers. The outside eating area of Cox Hall is used like this, but is below ground level and like an oven in summer. An elevated place on campus with flowing water that encourages pausing and reflecting with others. The terrace at the Carter Center would be an example. It has water and a beautiful view of Atlanta.”
VIII. Living Together

“Community requires that people know and interact with each other. It is interesting - and this is not just the larger Emory College campus, but pretty much most institutions I have seen over the years -- just how unaware administrators, faculty, and students are of each other. Administrators, simply because of their time allocations and duties, do not wander about a campus, poking into offices to chat with faculty. Faculty do not wander about chatting with each other or even sharing meals with each other (again, in both of these, Oxford is an exception). And as for knowing students . . . “

Alum

“I liked the fact that when I was at Emory all classes were on the same schedule. Naturally people would cross paths in the middle of campus (between the DUC and Cox Hall) on their way to and from classes. I have heard that the campus is gradually changing over a pedestrian campus. Kudos to you.”

Alum

“Several universities offer housing near to campus. Students see faculty as whole human beings and not simply providers of a service.”

Noted by staff, faculty, students, and alumni alike, were the needs for grandiose unifying events or activities, and also the opportunity to enjoy the rites of daily life--eating, relaxing, and playing --together. Faculty and staff also stressed the importance of a positive working environment. These three factors--1. living, 2. working, and 3. the setting in which these occur--will be discussed below.

Campus Living Arrangements

- The two successful arrangements in community living at Emory as revealed in this survey were fraternities and dorms, especially freshman dorms.

Unfortunately, both of these, according to many respondents also have serious shortcomings. By looking at where these types of community living have succeeded, one might find methods of improving campus living for more members of the Emory community.

- Fraternity life inspired strongly opposed views among Survey respondents.
Of current undergraduates (N=341), 11% expressed the need to revise or completely remove the current fraternity system. Of recent graduates (n=534), 14% expressed this view. They were seen by outsiders as ways of promoting a fragmented community that left independents little chance of developing an independent social scene.

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“Elimination of the Greek system. I feel this unnecessarily divides the student body into those who are Greek and those who are not, while I do not feel that the Greek organizations themselves really enhance community life or the Emory environment. They are divisive, and at times, harmful (i.e., excess drinking, date rape, etc).”
Alum
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Nonetheless, fraternities and sororities unquestionably succeed significantly in drawing people back, creating significant positive memories, a sense of connection.

- Something about the fraternity experience often succeeds at connecting people and brings them back after graduation.
Dorms were successful for the same reasons.

Dorms also had their problems. Many students complained of feelings of isolation from the rest of the world during their first years, when they were forced through lack of a car to stay near campus where there were few social opportunities other than fraternity parties. Emory Village’s lack of variety bothered many. Ten percent of those identified with Emory College (N=1,202), 10% of undergraduates (N=341), and 11% of tenured faculty (N=148) suggested changes to the current residential system.

- One tenth of faculty respondents mentioned residential colleges favorably having observed them at Yale, Harvard, Rice and other universities.
Those respondents propose a more comprehensive residential system. They emphasized qualities of these alternative systems that they felt contributed to promoting pride, crosscutting interactions between different groups and generating feelings of belonging.
Here are some other reasons respondents thought residence halls might promote community.

- By promoting residences shared by faculty and students, such a system would re-integrate students and faculty and possibly reverse the trend towards segregation along faculty and student lines.

- By delegating spending, community planning, administrative duties, and authority to residence hall heads and administrations (who are adult members of the community), the university can be more responsive to individual student concerns and present a human manageable face to the student body.

- By providing housing for the majority of the student body, almost every student would possess both a feeling of belonging to a meaningful group of individuals and the distinction of belonging to a specific humanly manageable community. This feeling is generated in shared dining rooms, in intramural events, in hall theater productions, and hall seminars.

- The job of creating and upholding traditions rests in the hands of these halls which compete for distinction and awards

Although specific events, activities, and gathering places are important, many respondents also noted that the simple act of living and working together is an important part of forging community.

**Working**

For 706 of the survey respondents, work, either as faculty or staff, is their primary connection to Emory University. Those discussing work related issues were:

- 30% of tenured faculty (N=148)
- 20% of non-tenured faculty (N=201)
- 20% of administrative staff (N=294)
- 28% of support staff (N=109)

The work environment seems to play a crucial role in people’s thoughts on community. Rather than being isolated individual-specific comments, however, most responses contained criticisms and suggestions that crosscut administrative boundaries.

- Faculty and staff alike advocated more public displays of employee recognition, suggesting, for example, 20-year recognition program and more responsiveness from top administration.
Among staff specific concerns were better interactions with Human Services, more available (and possibly discounted parking) for staff, and merit-based pay raises.

One faculty response summed up the main categories of comments from professors and teaching staff.

“I don't think one factor would make a difference. Maybe a faculty club; a society of fellows; recognition of service to the university (all raises and promotions are based in the dept., so university service is pointless); breaking down some of the barriers between departments.”

Common suggestions were:

- A faculty club where faculty can interact
- Recognition for service and teaching. “Credit rather than income.”
- Opportunities to reach out to the rest of Emory’s community

The other major suggestion/complaint concerned time, and more specifically the lack of it and the squeeze employees feel from multiple and increasing demands on their time and energies as Emory grows.

“There isn't time here for any meaningful connections. There isn't adequate release time from teaching, there are not adequate URC resources for faculty in the humanities. We will never have community here if we don't get to stop for a second and think beyond the today’s ten meetings, three possible talks, twenty demands from students--all of which are individually quite reasonable but as a package they are not manageable. The faculty are by and large on the point of exhaustion if they have any desire to try to develop a credible publication record on top of what is asked each day by the institution.”

Faculty

“The thing that would most raise my spirits here in Atlanta would be to be able to spend more than 3-4 evenings per year with friends. I do not think that the most senior people who run this place have any idea how much the publish-or-perish world has changed, nor how high the expectations of the jr. people for tenure are. I teach at a higher standard than my Ivy league friends and have a great deal more student contact; I have to do research that approaches their levels, but with far less leave time and fewer university resources (The URC funds are so low as to be a joke); and I have a great deal of committee work, which they also do not have. One feels that one gets it from all angles here.”
From the criticisms and suggestions of faculty and staff it seems that for many respondents several basic needs have not been met.

- Many of those discussing work-related issues felt the administration needed to devote more time to considering the needs and situations of faculty and staff.

Several remarked that this survey was a step in the right direction. General steps called for on all sides were

- **Better and more visible recognition of service to the Emory community.**
- **More concern for the quality of life of those working at Emory.**

One suggestion which appeared frequently among faculty responses deserves attention

- **Establishment of a faculty club where faculty can interact in a peaceful and relaxing atmosphere.**

**Campus Setting**

As noted in this report’s section on “The Role of Place,” a places aesthetic setting is important for its ability to generate feelings of attachment. People uniformly enjoyed Lullwater and the Quad because of the relaxing and aesthetic qualities of these places. They valued places where they felt comfortable and could meet old friends and new acquaintances.

- Other than descriptions of Lullwater, the Quad, and libraries, few respondents praised the quality of Emory’s setting.

Indeed, to many, Emory’s setting still required improvement. In many instances, “improvement” implied a slowing down of change in what many perceived as a setting characterized by jarring “work in progress.”

- Of all administrative staff, 12% expressed distaste with the constant state of construction. Slightly over 30% of tenured faculty who responded to question 6 (N=37), felt that a “slower pace of change” would improve community life. Of all respondents, 12% discussed traffic as a problem.

Many comments criticized the constant construction and its effects on morale.
“Please stop building on every square inch of grass. This leaves few places for students to congregate.”

“When change is constant traditions don’t develop.”

“The sound of construction always littered the peacefulness of the beautiful campus; cranes and construction crews were always present in the background.”

“I was never sure if the priorities of the university were with the well-being of the student or the constant erection of buildings to name after generous alumni.”

“I returned to Emory campus in 1997 as I was in Atlanta area with my family and I wanted to see what it looked like. As I drove through the streets I was shocked by the ugliness of the campus. I do not believe it is possible to cram one more building into what were once open spaces with trees and grass.”

“I have been away since 1968, and I do not even recognize my own department.”

“Ambition shouldn’t over-ride natural strengths.”

“It always seemed that new buildings were being put up or old ones remodeled. Not sure there was a moment I spent in my 3 years that I didn’t’ walk past a crane or hear the sound of construction. This often made it difficult to feel “at home” on campus both because of the noise and the constant change of landscape.”

What these responses begin to suggest is that construction, often viewed as a transition form one state to the next, is itself a setting, one that seems to break bonds and feelings of community and continuity.

- The negative consequences of continual disruptions to space and to memory appear to be deep and significant for Emory.
IX. Alumni Issues

Alumni, as bearers of Emory’s past, as potential mentors to students and younger alumni, and as sources of institutional guidance and financial support, comprise a unique and valuable population in Emory’s community. They also comprised the largest component of our sample. Some, as revealed in the survey, return to Emory after graduation to become faculty or administrators. But many leave to pursue careers in other areas of Atlanta, the South, the nation, and the world. As Emory has changed from a regional to a national institution, this dispersal has only increased. This kind of continual dispersal of its members poses problems for any community. Without the daily interaction of classes and common events, how does one continue involving these valuable members in community life?

Alumni Involvement in Emory

Alumni comprised over half (1,344 of 2,599) of CONTACT Emory Survey’s respondents, and many of these commented on the role they felt alumni could or should be allowed to play in community life at Emory.

- Of the 1307 who responded, 20% (257) specifically mentioned previous experiences with alumni activities or suggested changes that might allow for greater involvement by alumni in Emory’s efforts at building community.

Of the 257 alumni mentioning alumni issues, 14% (41) listed occasions such as reunions, the Alumni Assembly, the Alumni University, and more personal moments when they have felt proud to be alumni of Emory:

“The Assembly program, Oxford Day and class reunions are events that my wife and I eagerly anticipate.”
An old alum.

“Doing research in the old Division of Librarianship library as an alumnus and feeling welcomed.”
Alum.

“Getting to stand as an alum at my nephew’s graduation.”
Alum

- When considered across different generational cohorts, however, the responses exhibit what seems to be a disturbing trend. The percent of responses exhibiting
praise for alumni events and affairs decreases dramatically among more recent graduates.
Several recent alumni expressed feelings of distance from Emory.

“As an alumni of 7 years for undergrad I am feeling out of touch with what is going on in the minds of the students.”

“I am not as aware as an alum of the changes going on. When I have been by Emory functions at national meetings, I feel like I am a stranger.”

“As an alumni, I have a hard time even relating to these questions since there is little to draw me back there.”

“But now that I am a distant alumnus, I feel alienated in a way from Emory and campus because of that very strong Atlanta-centric connection. And that makes me realize that there were no strong traditions or events to tug at my memory and pull me back to campus and be a part of the community.”

Others cynically commented that Emory seems to retain contacts with alumni purely in the hope of extracting more donations.
Although these voices should be taken seriously, they are in the minority. The drop in pure praise over generations coincided with an increase in alumni asking for more opportunities to become involved in the Emory community and providing constructive suggestions on how this might be achieved. Three trends appeared in these suggestions. Alumni wanted:

1. More opportunities outside of fund raising and alumni events to become involved with life at Emory. They saw themselves as potential mentors, employers of recent graduates, bearers of tradition, and contributors to university decisions.

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1. More opportunities outside of fund raising and alumni events to become involved with life at Emory. They saw themselves as potential mentors, employers of recent graduates, bearers of tradition, and contributors to university decisions.
2. More events and networking opportunities with other local alumni.

“**I am a member of the Vanderbilt Alumni Club, and they sponsor activities several times throughout the year here in Atlanta which brings together the Vandy community of alums that are here.**”

“I think alumni networks in other cities should be established or encouraged to grow. It is wonderful to talk to other colleagues who have graduated of attended Emory.”

“Despite large alumnae populations, poor networking in New York and Los Angeles.”

“**Update [alumni] databases . . . and expand vehicles for alumni networking.**”

3. More events bringing alumni back to Emory. Many asked for sports and a heritage homecoming, not just to bring them home but unite them when they are away.
Alumni made many specific suggestions for improving their connection with the University. Typical were the following comments:

“Give use a reason to come back to campus.”

“I know competitive sports are problematic, but as an '87 graduate I must admit I'm envious of my friends who regularly go back to their respective schools for sporting events. It affords them a wonderful opportunity to stay involved with the university. Maybe there are other events that Emory can hold other than a reunion every 5 years that will give alumni the incentive to return to campus to reconnect with the School and their classmates.”

4. Elimination of practical barriers to involvement.

“I keep recommending more family-oriented alumni events. How can I possibly attend these intellectual events on a weekday night in Tampa-with my being fortunate enough to have a good, full time job, husband and two kids? It's impossible! The kids have homework! Let's just have relaxing family events on Saturday and Sunday! That's really how I remember Emory--more laid back.”

Alum
“Emory must learn that, if it wants its alumni to take care of Emory; then it must, in turn, take care of its alumni -- and that begins when those alumni are students. Don't give the students a hard time for four years, and then ask for their support, once they've graduated.”

“Emory doesn't have a strong national name and though there is a strong alumni group in the Northeast, there isn't anything for alumni to rally around.”

“Emory is on the right path in dealing with the issues raised in this survey. While the alumni communication has increased lately, even more links are needed to Emory's past in order to create the future we are all interested in.”

“A place on campus to go when you visit.”

“I would be more than happy to participate in any career building/mentoring programs that the university might establish. This would keep alumni directly in touch with the university and provide a much-needed career guidance avenue for students.”
X. The Sports Issue

Competitive sports ranked third in Question 6. An impressive amount of text was also devoted to the topic. Belief that football was the answer to Emory’s search for community appeared in all subgroups of the population, even occurring among those who didn’t like football:

Emory University’s academic philosophy and tradition generally has minimized the role of competitive sports as a means of creating community, and we will not discuss that possibility here. Nonetheless, a brief consideration of the reasons that people listed for promoting competitive sports may offer insight into what people feel is lacking in community at Emory.

“\textit{I don’t even like football and I completely understand not having a team but that would be the most dramatic and positive effort to form community at Emory.}”

“I am not even a sports fan, but look at Princeton. Its teams are nothing to rave about but they have strong alumni support and have reunions based around a game, parade, cookout and dance, etc. They have developed a great feeling of community.”

Competitive sports fulfill a combination of needs that other events or activities have a hard time duplicating. In addition to providing common experiences and visceral feelings of belonging, respondents’ comments suggest that competitive sports provide:

- **Name recognition outside of Emory, which often translates into internal pride.**

- **Internal solidarity in the face of a common enemy.**

- **Arenas for self-expression and creative play (in the bleachers) that allow the creation of potentially new traditions.**

- **A strong team serves as a visible, living symbol that individuals in a community can, at least for short periods of time, set their hopes by and rally around.**

The renown of a university can be created in a variety of ways, through academic excellence or renowned teaching. Other kinds of pride may only emerge in competitive settings. Intramural sports teams involving a majority of students may succeed in generating this feature of competitive sports teams.
• Attempts at creating community will likely need to replicate many of the features of competitive sports, features that so many of the respondents argued were essential to the building of a community.
XI. The Complex Relations Between Community and Diversity

In the last four decades, Emory University’s faculty and student body have grown from being predominantly Southern white male populations to including people from a wide variety of ethnic, religious, cultural, and geographical backgrounds. The demographics of alumni respondents reflect this trend in terms of ethnic, regional, and religious diversity:

Increasing Diversity

Demographic analysis of alumni respondents indicates the dramatic increases in student body diversity over time. The following graph, Graph 11, tracks these changes by alumni cohort.

Changes in the regional composition of Emory alumni are also evident, as suggested by the following graph. Graph 12.
Until 1990, Emory drew its student body largely from the South. Since 1990, Emory has moved to the status of a more national university demographically, drawing about half of its student from outside the South.

Founded by the Methodist Church as its premier Southern educational institution east of the Mississippi, Emory traditionally attracted students identifying as Protestants. Changes in this pattern are evident in Graph 13.
Since 1966, while the absolute numbers of students identifying as Protestant have remained constant, their relative proportion as a percent of the student body has gradually decreased.

By 1981, students self-identifying as Protestant were in the minority of the student body. Between 1991 and 1998 the number of Jewish and Unaffiliated students was each approaching the total of Protestant students.

Among current students responding, the greatest increase seems to be those who self-identify as “non-affiliated,” roughly equaling the number who identify as Protestant.

These changes are evident not only in the growing diversity of the student body, but in the gap one senses in many of the comments from earlier alumni between the homogeneity of the “old Emory” and the more complex and diverse values of Emory today.

For many respondents this trend to increasing diversity was hailed as a sign of Emory’s progress. For others it was a sign of the loss of traditional values and commitments.
How the Emory Community Views the Diversity Issue

Emory University has made great strides in expanding the number of students and faculty coming from different backgrounds, and the community generally praises this trend.

- Of all respondents coded as making charged comments about diversity, 77% were positive about it.

Nonetheless, many still felt the university could go farther in efforts to diversify its current community.

- More than 30% of the 1,544 respondents to Question 6 thought that increasing diversity would facilitate efforts to create community at Emory, an attitude that ran constant across schools, positions in the university, and ethnic groups.

Nearly the same proportion (27%) of all survey respondents (N=2,599) also mentioned diversity in the written sections of the Survey. The response rate for these more detailed comments did vary significantly across ethnic categories, with nearly half of all African-American (N=134) respondents and over 40% of other ethnic minority respondents mentioning diversity.

Many respondents made only fleeting statements regarding diversity, such as those who replied “more diverse” or “less homogenous” as one of their visions for the future of Emory on Question 3. Others gave more detailed responses that revealed three main themes.

- Desire for a more ethnically diverse student body, faculty, and administration.

“"I am a firm believer that the face of an institution's administration should reflect the face of the population it serves. Faculty should be diverse and representative of the student population."”

Staff member

- Equally prevalent were those who felt that Emory focused on ethnic diversity at the expense of paying more attention to issues of social and economic class.

- Another group of respondents felt there was too much de facto self-segregation in the student body along ethnic lines and that Emory should aim to integrate instead of stressing ethnic and cultural differences.
Judging from the survey, the Emory community seems happy with the University’s focus on increasing diversity. On the other hand, many believe that there is still work to be done.

- **Emory’s student body, although ethnically and culturally diverse, is perceived as being homogenous along socio-economic lines.**

Increasing diversity also poses problems of integration, a dilemma which several members of the community noted.

“Increasing diversity” possesses many qualities that render it a practical institutional goal at Emory. The phrase possesses a strong positive connotation, whatever its meaning. It also implies a course of action, while remaining general enough to allow for flexible policy-making. As long as the road to diversity seems sincere, it will make members of all groups feel as though the university is looking out for their best interest. In this way, commitment to increasing diversity has captured the attention of a large swathe of Emory’s community.

- **Responses to the survey indicate that people are motivated to continue working to create a diverse and tolerant community.**

The mission to increase diversity does not, however, obviate the need to improve community living. Indeed it requires a commitment to creating places, activities, and new modes of interaction so that people from diverse backgrounds do not associate, by default, exclusively with their own groups. Places and activities that will encourage ties crosscutting those of ethnic solidarity need to be encouraged along with the current emphasis on local communities. Here is a clear example of the complex interrelations between encouraging local community and community of the whole at the same time. As one current undergraduate student pointed out:

> “Too often at Emory people seem to be more comfortable segregating themselves from all others who are different, not because of racial or ethnic PREJUDICES, but simply out of habit.”
Emory is not alone in wrestling with this problem of *de facto* segregation by habit. The Carnegie report on Campus Life indicates that this has become a problem at most ethnically diverse institutions. A commitment to an institution that combines diversity as well as community entails the need for community building at a basic level in the form of activities of varying sizes and places where a variety of interactions can take place.
XII. Five Obstacles to Creating Community

In this section we highlight five general obstacles to the development of community and traditions at Emory that the survey uncovered. Each area is rather broad and suggests a number of specific potential problems that need to be addressed in enhancing community and tradition at Emory. It is important to remember that these “obstacle” issues were not coded for in the original analysis. They are merely impressions gained by the authors from reading through the responses. They should not be assumed to have been based on a careful statistical analysis of the data.

**Obstacle 1. Cynicism**

- Emory as all business. Some students expressed the view that money is the only currency of value at Emory
“As an alumni who graduated 9 years ago from the University, I am frustrated to receive continued request for funding assistance when I am still in the midst of repaying my enormous student loans.”
Alum

“A little less emphasis on money, and trying to get more and a little more emphasis on attracting professors who truly like to teach/who have more than just laurels to fall back on. It's very tacky to beg parents who are paying such high tuition already for more money, when we know you repave, rebuild and rebrick sidewalks, parking lots etc. ad infinitum.”
Parent

“A staff that will respond to student desires and not just economic advancement.”
Student

“Put teaching and learning ahead of bringing in money.”
Faculty

“Emory talked about community when I attended the school and all alumni material that I received talks about community. Unfortunately, my experience has been that unless you are paying tuition or a significant contributor, there is no Emory community. I am a native Atlantan and the perception of Emory, which I believe is based in real fact, is that Emory's focus has moved away from education and more toward money and new buildings--appearance and numbers over substance.”

“Emory should stop billing itself as a school of tomorrow and focus on the assets it holds today. That tired old marketing plug has been in place since I applied in 1982. The nation’s truly top schools focus much more on the current day benefits of an education at that institution than on the value that education might have someday when their school becomes really important. Some schools rest on past reputation: Emory relies too heavily on its future.”

- Emory is all about image rather than substance.
Contradiction in institutional mission. The Medical complex at Emory is encroaching on the liberal arts community.

“Students are not a priority. More attention is focused on parents, benefactors, and guests. The food would even taste better when parents or conferences were off campus I order to create a facade that life is always great at Emory.”

“The administration should be less concerned with getting good press and putting up a good appearance and more concerned with really building a top institution”. School of Medicine, administrative staff.

“Fund books and speakers instead of televisions and grass seed”
Nurse at Emory Clinic. Alum

Obstacle 2 Lack of Stability: Need for Change at a Human Scale.

Constant construction/destruction; Change erasing memories and experiences.

“During my 4 years there, the school averaged 2.5 major building projects per year.”

“I loved Dooley's den and the old Cox hall before it was torn down. They were true "collegiate" experiences. The huge old cafeteria and the campus hang out. Most spaces where I had important memories have been torn down or built upon.”

“There is a loss of “community” when an alum’s school changes--I do not feel a part of the “Goizueta” School of Business because it does not feel like the school I
Obstacle 3. Lack of Respect

- Lack of self-respect for Emory.

“There are no traditions, Emory is a wannabe school. Emory wants to be Harvard, Princeton, Yale etc. so badly they will do anything. They don't realize that those schools established their reputations by being original, by investing in the small guy. Rather Emory purchases the big guy who has already brought fame and recognition to the institution from which he/she came.”

Alum

- Emulating those who have succeeded instead of being distinctive.

“Emory needs to learn how to encourage and affirm its own people so that self-improvement is not a worthless effort. There is still an impression that the really good people can only be found outside.”

Administrative staff at Medical School

- Lack of respectful work relationships

“I am paying for my education at Emory, not my parents. When I have a concern in one of this university’s several departments, financial aid or the library, I am treated as if my opinion is insignificant and unimportant.”

Student

“The University of Illinois at Urbana-Champaign. I was a staff member there in the 60's-70's. I never remember a time when I called an office at the U. of I. and asked a question and was treated as if I had bothered a really important person. In my 20 years at Emory, I have had the opposite experience many times. I call it the temperamental prima donna response . . . I do not get the impression and never have that we are all in this effort together.”
• **Discrimination.**

Eight percent of all respondents mentioned tolerance or its flip-side, discrimination. There were no significant variations across gender lines.

• **But those listed as African-American showed a marked increase in their mention of discrimination. (19% of 134).**

This trend is most dramatic among support staff where 32% of the 25 respondents who were African American mentioned it. The two of the five service staff who were African American also mentioned it.

• **Although 18% of 39 alumni who were African-American mentioned discrimination as a concern, only 10% of 39 current African-American students did.**

**Obstacle 4. Redistributing Responsibility and “Ownership”**

• **Autonomy and respect.**

  "*More weekly programming for students by students."

  "A willingness to change when feedback from students, faculty, and employees indicates change is necessary."

  "College officials know they are no longer “parents,” but they also know that their responsibilities, both legal and moral, extend far beyond the classroom, and many are now asking how to balance the claims of freedom and responsibility on the campus."

  "Harvard faculty are valued for their expertise and opinions and needs carry weight in administrative decisions"

• **Promoting a Sense of Personal Investment and ownership in the Institution.**
“The campus is not conducive to any sort of tradition. It is too fragmented, too understaffed, and no one has an investment in the institution.”

“Emory does not promote a feeling of ownership.”

“I often get the idea that we aren’t listening to our students and alums. What do they want?”

Obstacle 5. Logistical Constraints

- Time and Energy Squeeze

“I would like to see greater emphasis on community service and outreach, but I must confess that time demands (teaching, advising, administration, and all the accompanying intangibles, somehow juggled with domestic responsibilities) have forced me to put aside this aspect for the present”

“It can be a pretty grim place with everyone scurrying about.”

“For me the biggest issue is that old bugbear TIME. I cannot be the only person at this place who is seriously starved for time: I do not normally make time for lunch, I attend almost no events on campus after dark because of family obligations, and thanks to the internet my mind is an unending stream of vaguely-remembered planned events I have no real chance of getting to, petty complaints and questions from overly dependent students, and information I didn’t really need from professional listservs. A spirit of community seems a distant, eternally postponable goal somewhere out there beyond the turmoil and improvised panic of the everyday. In some ways, my circumstances are individual, but I believe that for many of us the rise of the two-career household and shared parenting has made the casual conversation with a colleague over a cup of tea--let alone with a new acquaintance from another department--the first and easiest thing to erase from the to-do list.”

- Lack of physical access to Emory.
Increased ease of access to Emory by car. Bottlenecks to Clifton begin 1-3 miles from campus. Some alums and staff listed this as a reason not to attend events.

“I avoid coming to Emory from the Carter Center at all costs. It is impossible to navigate the campus with a care and find parking.”

- Lack of places in and around campus to socialize and live together.
- Prohibitive cost of housing near Emory blocks the development of a true campus residential community.
- Information glut. Too many things going on at the same time.

Recent dramatic increases in the number of activities and events on campus cause problems of focus. Too much can be as bad as too little. The growth in scale and number of activities on campus requires improved communication and coordination. One administrator noted that faculty do not collaborate with colleagues enough. Different schools and departments don’t know what’s going on in other units. Coordination and participation have become problematical.

Respondents’ comments suggest

- That interdisciplinary seminars are useful and successful
- The need for more central locations for information about what is going on on campus.

“If Emory staged a huge fair of all the extracurricular activities available (maybe they already do, I don’t know) instead of placing paper banners on the stairways of the DUC, you might see more participation.”
XIII. Conclusions

Those who have become connected to Emory seem to have done so not through ideals but rather through social activity, personal contact, and active participation. We conclude by highlighting the seven general areas on which CONTACT Emory and the University more generally will need to concentrate as they address the numerous issues raised by the respondents to the Survey.

1. **PLACES.** Community ties and institutional attachment takes place in well-thought out spaces. The need to create and promote more places and a greater variety of places where crosscutting interactions can take place. A place need not be grandiose or imposing to instill attachment. In fact, as in the case of Dooley’s den, it is often quite the opposite.

2. **ACTIVITIES.** Encouraging community includes developing more opportunities for people to interact and participate (community service, film society, parties, coffee houses, etc.) and promoting these in more visible ways. Community ties come through a combination of informal, casual gatherings and more formalized activities. Organized activities don’t have to occur on grand scales. One may actually find that the most efficient means of getting people connected to Emory is through small scale, non-central organizing. Community service (Habitat for Humanity). The Rumba at the Carlos museum.

3. **INCENTIVES.** Respondents expressed a need for attention to be given to incentives for students and faculty to interact. These include attention to time and workload issues, recognition of faculty stresses, staff recognition issues, changes in tenure process, smaller classes etc. Faculty, staff and students need to be encouraged to take more responsibility for organizing and promoting activities.

4. **REDUCING IMPEDIMENTS TO INTERACTION.** The need for more residential living on or near campus for all members of the Emory community, and better access for those who live off campus. Something like residential colleges should be considered as an alternative to current living arrangements. Ways of bringing more faculty and staff to live closer to Emory need to be considered.

5. **RESPECTING ALUMNI AND INVITING THEM TO PARTICIPATE.** The need to involve alumni in planning, the admissions process, and the planning of events was repeatedly stressed by alumni respondents.

6. **TRADITIONS.** Considering the nature of this survey it is surprising that only 632 (24%) of all respondents used this word in their replies. There is a relatively undeveloped awareness of tradition and history at Emory. Events like Dooley’s Ball tend to be thought of as events rather than as Traditions. Only Dooley regularly is cited as an Emory tradition. Emory appears to have left much of its tradition in Oxford when it moved to the Emory...
Campus, and comments attest to the fact that Emory tradition is very much alive at Oxford. To promote a sense of events and places and people as Emory Traditions requires a rethinking of Emory’s relation to its past, and how to promote the vision of Emory’s future without erasing its past. There are numerous ways in which a sense of history and tradition can be nurtured at Emory, even as we take pride in Emory’s current and future accomplishments.

7. “SOMETHING TO RALLY AROUND” The cries for Division I sports and particularly for football at Emory are hard to miss in this survey. This issue is something of a sore point for many at Emory, who see competitive sports as a sure way to promote Emory’s national visibility, and to promote a certain spirit and loyalty at Emory. One need not, however, conclude that Division I sports are the only way to fill these needs. The survey results suggest that the need for something to rally around appears to be quite strong, pervasive and persistent among respondents. This is a call for significant events that generate what we have termed “community of the whole.” This report has identified from the data some of the important dimensions of this need. If we wish to reaffirm our tradition of avoiding “big-time” athletic competition, still Emory must work to find then this affirmation might well be accompanied by attempts to find significant equivalents to competitive sports in providing the kind of periodic effervescence and sense of belonging that sports tend to produce.
XIV. Appendices

Appendix A: The CONTACT Emory Survey

1. Using the scale below, how important are having deep campus traditions and a sense of history to your living, learning or working at Emory?

   Not Important
   1
   2
   3
   4
   5
   Very Important

2. When you think of your experience of living, learning or working at Emory, what are up to three words or phrases that summarize the character of Emory?
   a.
   b.
   c.

3. What are up to three words or phrases that characterize your desired vision of Emory in the future?
   a.
   b.
   c.
4. Using the scale below, how would you rate today's Emory University as a community in which to live, learn or work?

Least Positive
1
2
3
4
5
Most Positive

5. What one change would make the most dramatic and positive difference in community life at Emory?

6. In terms of building a sense of community at Emory, select the five most important ideas from the following list of 18. Indicate your response by marking the appropriate boxes (limit 5).

___Nurture the creation of long-term friendships
___Improve Emory Village
___Increase the diversity of the student body, faculty and staff
___Expand parents programs
___Improve the beauty of the campus
___Slow down the pace of change at Emory
___More campus activities on weekends and at night
___Encourage alumni class reunions as community builders
___Recognize the value of my role in the Emory community
___Better relations among faculty, staff and students
___Having more traditions
___More emphasis on competitive sports
___Create small, intimate places where everyone knows each other
___Create a large, exciting environment where a lot goes on
___Provide a more engaging intellectual environment
___Provide opportunities for community service
___Create casual, relaxed hang-out places
___More programs in the fine and performing arts
7. Name one aspect of community life at any other college or university you believe would improve community life at Emory.

Identify the institution and describe the aspect of community life:

8. Name up to three events, occasions, rituals or experiences at Emory that were significant to you.
   a.
   b.
   c.

9. Name a place or space on campus that has made you like Emory a lot.

   Explain your answer.

10. Do you have any additional comments, suggestions or ideas about community building or the role of traditions at Emory?

Demographic Information

The answers to the following questions will help us understand the needs of various segments of our community. (Feel free to skip any questions you are not comfortable answering.)

11. Relationship with Emory (check the one which most applies)
    ___Undergraduate Student
    ___Graduate or Professional Student
    ___Alumni
    ___Tenured Faculty
    ___Non-Tenured Faculty/Teaching Staff
    ___Administration/Professional Staff
    ___Service Staff (e.g., custodian, carpenter, foodservice)
    ___Support Staff (e.g., administrative assistant, secretary)
    ___Parent
    ___Friend of the University
    ___Other

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12. Please indicate the School with which you most closely associate.
   (Check only one)
   ___ Allied Health Professions
   ___ Candler School of Theology
   ___ Emory College
   ___ Graduate School of Arts and Sciences
   ___ Nell Hodgson Woodruff School of Nursing
   ___ Oxford College
   ___ Roberto C. Goizueta Business School
   ___ Rollins School of Public Health
   ___ School of Law
   ___ School of Medicine
   ___ Not Applicable

13. For Staff or Administration, please indicate the area of Emory University with which you most closely identify.
   ___ Academic Affairs
   ___ Campus Life
   ___ Finance
   ___ Health Sciences
   ___ Human Resources
   ___ Facilities Management
   ___ Information Technology
   ___ Institutional Advancement
   ___ University Libraries
   ___ University Affiliates
   ___ Other
   ___ Not Applicable

14. If you are an Emory degree holder, enter the year you received your first Emory degree.
   (yyyy)
15. Age (check the category)

___ Under 20
___ 20-24
___ 25-29
___ 30-34
___ 35-39
___ 40-44
___ 45-49
___ 50-54
___ 55-59
___ 60-64
___ 65-69
___ 70-74
___ 75-79
___ 80-84
___ 85 & Above
16. Ethnic Identity (check the category with which you most closely identify)
   ___African American
   ___African
   ___American Indian or Alaskan
   ___Asian American (South Asian)
   ___Asian American (East Asian)
   ___South Asian
   ___East Asian
   ___Pacific Islander
   ___Caucasian
   ___European
   ___Hispanic American
   ___Latino American
   ___Biracial
   ___Other International
   ___Other

17. Religion
   ___Baha'i
   ___Buddhist
   ___Hindu
   ___Jewish
   ___Islamic
   ___Orthodox (Christian)
   ___Protestant
   ___Roman Catholic
   ___Sikh
   ___Other
   ___Unaffiliated

18. Gender
   ___Female
   ___Male

19. Sexual Orientation
___Heterosexual
___Homosexual
___Bisexual

20. Geographic Regional Identification (check the region with which you most closely identify)

___Northeast US
___Southeast US
___Southwest US
___Northwest US
___Midwest US
___Other North America
___South America
___Europe
___South Asia
___Southeast Asia
___East Asia
___North Asia
___Other

Thank you for your time and assistance.
Appendix B: Coding Scheme for Analyzing the Survey Results

MASTER CODING SCHEME

The approach we took to coding these responses was to devise a master coding scheme that would code all the qualitative responses across the survey rather than each individual question. This is because many of the questions produced similar kinds of responses, and we wished to be able to access these general patterns across as well as within questions. Then we further coded the responses so they could be accessed by particular question, rather than globally across all the questions. This allowed us to analyze the responses question by question. This approach to coding, while somewhat unorthodox, allows us to access types of responses both by question and across all the questions. Finally, a subset of the questions was re-coded according to whether the responses were positive, negative and neutral. This allowed us to undertake an analysis of the general degree of positive or negative response to Emory. This analysis appears in Section IV of the Report (The Good News).

<table>
<thead>
<tr>
<th>Impressions</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain of Response</strong></td>
<td></td>
</tr>
<tr>
<td>Summary Characterizations of Emory (from Question 2)</td>
<td></td>
</tr>
<tr>
<td>Atmosphere</td>
<td>Character of the institution as a whole</td>
</tr>
<tr>
<td>People</td>
<td>Character of the people (e.g., student-body, faculty, staff, etc.)</td>
</tr>
<tr>
<td>Physical environment</td>
<td>Physical aspects of the University, campus, etc.</td>
</tr>
</tbody>
</table>

<p>| Content of Response | |
|---------------------| |
| Academics | Quality of courses, curriculum, academic programs, etc. |
| Positive | |
| Negative | |
| Neutral | |
| Alumni Activities | How the university engages/communicates w/alumni |
| Positive | |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Activity</th>
<th>Ratings</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities, On-Campus</td>
<td>Academic</td>
<td>Neutral</td>
<td>Activities that occur on-campus</td>
</tr>
<tr>
<td></td>
<td>Lectures, seminars, conferences (not curriculum or courses)</td>
<td>Neutral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multi-Cultural</td>
<td>Neutral</td>
<td>Issues of cultural identification</td>
</tr>
<tr>
<td></td>
<td>Religious</td>
<td>Neutral</td>
<td>Participation in/existence of religious activities</td>
</tr>
<tr>
<td></td>
<td>Social Life</td>
<td>Neutral</td>
<td>Social activities (for fun, diversion, entertainment, etc.)</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>Neutral</td>
<td></td>
</tr>
<tr>
<td>Activities, Off-Campus</td>
<td></td>
<td>Neutral</td>
<td>Camps, field-trips, etc.</td>
</tr>
<tr>
<td></td>
<td>Atmosphere/Social Environment</td>
<td>Neutral</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Neutral indicates no significant positive or negative impact.*
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Race, ethnicity, sexual-, political-, and religious orientation, etc.</td>
</tr>
<tr>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
</tr>
<tr>
<td>Spirituality</td>
<td>Aspects of campus life related to religion/spirituality</td>
</tr>
<tr>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
</tr>
<tr>
<td>Non-discrimination</td>
<td>References to equality, tolerance, (non-)discrimination</td>
</tr>
<tr>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
</tr>
<tr>
<td>Communication/Information</td>
<td>Campus newspapers, website, e-mail, etc.</td>
</tr>
<tr>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
</tr>
<tr>
<td>Community Relations w/Outside Community</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
</tr>
<tr>
<td>Physical Environment</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
</tbody>
</table>
Neutral
Landscaping/campus aesthetics
  Positive
  Negative
  Neutral
Spaces
  Positive
  Negative
  Neutral
Emory Village
  Positive
  Negative
  Neutral
Transportation
  Positive
  Negative
  Neutral
Other
  Positive
  Negative
  Neutral
Favorite Places/Question 9
  Athletic Center
  Chapel
  Dorms
  Eating spots
  Emory Village
  Libraries

Traffic, parking, shuttle, Marta, etc.

Question 9 only
Lullwater
Quad
Other indoor
Other outdoor

Things at Emory that were significant to you/Question 8
  Academics and courses
  Affinity group
  Alumni activities
  Events and activities
  Friendship
  Growth, accomplishment, pride
  Mentorship
  Orientation
  Physical setting
  Policies
  Speakers
  Service

Suggestions
Academics
  Alter admissions profile
  Faculty
    Improve quality of faculty
    Improve working conditions for faculty
    Improve student-faculty relations
  Improve curriculum
  Alumni activities
  Reunions

  Alter types of students who are admitted
  Courses offered
  How the university engages/communicates w/alumni
  Frequency and quality
Activities, On-Campus
   Academic
   Speakers
   Lectures, brownbags, etc.
   Social
   Clubs & organizations
   Dances
   Dorm life
   Greek life
   Picnics
   Sports
   Multi-Cultural
   Religious
   Group-specific event
   Related to cultural identification
New Activities, Off-Campus
   Camps
   Improve atmosphere/social environment
   Diversity
   Spirituality
   Non-discrimination
   Improve communication/information
   Newsletters, website, e-mail, etc.
   Improve community relations
   Volunteerism
   Activism/advocacy
   Improve physical environment
   Facilities
   Classrooms
   Restaurants, cafeterias
   Eating
   Dorms
   Housing
Libraries
Recreational facilities
Landscaping/campus aesthetics
Spaces
  Relax
  Socialize
  Study
Emory Village
Transportation
Specific suggestions to improve school spirit
Too good to miss

**Miscellaneous**
Most important suggestion/Question 5

Spaces in which to relax
Hangout spaces
Spaces in which to get work done
Parking, traffic, shuttles, Marta, etc.
E.g., school song, mascot
If there’s no code but you think it’s extremely important/interesting...

Responses to Question 5
Appendix C: Detailed Analysis of Survey Demographics

- Both genders were equally represented. The small bias towards women represents a greater real proportion of women in the student and staff bodies.
- A small but representative number of respondents listed homosexual or bisexual orientation.
- Respondents, including two alumni over 85 years old, came from all ages. Graph 1 indicates the age distribution of respondents.

Graph 1.
The survey provided 15 categories of ethnic identity (African American, African, American Indian and Alaskan, Asian American (South Asian), Asian American (East Asian), South Asian, East Asian, Pacific Islander, Caucasian, European, Hispanic American, Latino American, Biracial, Other International, Other). We recoded these into the 7 categories employed by the registrar’s office (listed in Table 1). Re-aggregating data always raises the possibility of lumping otherwise distinct groups together, but in this case many groups were too small to allow valid comparisons. Analyzing students’ ethnic breakdown across schools showed no significant differences between the survey population and Emory’s real student body in terms of ethnic identity.

Graph 15.
The survey provided 13 categories of geographical identification, and these were re-aggregated into the 8 categories in Table 1. Once again responses fell representatively across student populations in different schools. Across the whole population who marked Geographical Identification (N=2471), more than half came from the Southeast, 40.3% from other parts of the U.S., and 6.6% from outside the U.S.

Graph 16.

Sample by Geographical Identification (N=2599)
• Religious Affiliation was coded with 11 variables.

Graph 17.

Sample by Religious Affiliation (N=2599)

- Unaffiliated: 463 / 18%
- Other: 143 / 6%
- Sikh: 4 / 0%
- Roman Catholic: 301 / 12%
- Orthodox (Christian): 151 / 6%
- Hindu: 19 / 1%
- Buddhist: 167 / 6%
- Jewish: 436 / 17%
- Islamic: 929 / 36%
- Protestant: 111 / 4%
- Baha'i: 484 / 19%
- Missing: 14 / 1%

• Relationship with Emory was coded in 11 categories. Alumni comprised the largest group, while students (21.1%), staff (16.2%), and faculty (12.1%) also contributed.

The CONTACT Emory Survey provided two ways of determining which respondents were alumni. The category “alumni” in “relationship with Emory” was the most direct indication of alumni status, while those who listed a “year of graduation from Emory” could also be counted as alumni. This dual designation posed two problems for our analysis.

First, many respondents who listed a year of graduation before 1999 also listed themselves as “undergraduates” or “graduate/professional students,” rather than “alumni,” as their relationship to Emory. We assumed that these respondents were alumni, rather than students, and recoded their relationship with Emory as “alumni.” This led to fewer students (528 rather than 744) and more alumni (1,184 rather than 968) than initially listed in the survey.

Second, 123 faculty, staff, parents, friends, and other affiliates of Emory also listed a year of graduation. We assumed that these were alumni who had returned to Emory in another role. For analyses across “relationship with Emory,” we counted these “dual affiliates” as they had reported their relationship with Emory (faculty as faculty, staff as staff, etc.). On the other hand, when performing analyses of alumni across generations we included them in the analysis as alumni. In this way we have two counts for alumni—1,184 when alumni are considered across relationship with Emory and as 1,307 when alumni are considered among themselves across the generations.

Graph 18.
Sample by Relationship to Emory (N=2599)

- Alumni: 1184 / 46%
- Support Staff: 109 / 4%
- Administrative Staff: 294 / 11%
- Tenured Faculty: 148 / 6%
- Non-Tenured Faculty: 155 / 6%
- Graduate Student: 187 / 7%
- Undergraduate Student: 341 / 13%
- Other: 91 / 4%
- Missing: 90 / 3%
• School Affiliation required 11 categories. Nearly half of all respondents were affiliated with Emory College. All but two schools (Allied Health Professions N=27, and the School of Nursing N=80) provided over 100 surveys.

Graph 19.

![Sample by School Affiliation (N=2599)](image)

• The survey provided 12 administrative identification categories for staff or administration. Only 646 listed an applicable identification. In order to consider only those issues that affected large sectors of the population, we did not use this variable in the analyses for this report. The various needs of these different divisions in the administration would, however, benefit from further analysis.
Respondents who had graduated from a school at Emory University were asked for their year of graduation. These responses were coded into four categories while current students (“Future Alumni”) were placed into a fifth category.

The response rates for current students from most schools hovered between 4% and 6%, with Emory College attracting the highest number of responses per student (5.6%). Three schools, however, did not attract such input: Allied Health Professions achieving 2.6% of all students, School of Nursing 3.0% and the School of Medicine attracting only 4 of 535 students (less than 1%).

To count alumni response rates, we divided the number of responding alumni from a specific school by that school’s current student body. Calculated in this way, alumni from Emory College, Oxford, Law, Theology, Nursing and Business responded at above 10% of their respective schools’ current student bodies. Business fared best with a rate of 13.2%. Four schools achieved lower rates: GSAS (6%), Medicine (8%), Public Health (5%), and Allied Health (3%). At least in the case of Public Health, this low rate is mitigated by the fact that their student body has grown threefold in the last 8 years and we are therefore overestimating the pool of former students from which alumni have come.

Of the variables listed above, those that showed the most significant variation were School Affiliation and Relationship with the University. None of the variables we considered varied significantly across gender or sexual orientation (even discrimination issues). Few varied significantly across ethnic identity or geographical identification. Religious affiliation possessed so many small categories as to make analysis difficult, so we did not consider it in most analyses.


Appendix D: Principles Used in Coding and Analyzing Qualitative Data

What follows is an analysis of how the qualitative data (respondents’ comments) were analyzed to determine (a) the relative importance of different suggestions made, and (b) the attitudes expressed towards various areas of life at Emory.

All qualitative data (comments and suggestions) were imported into Nud*ist, a software program developed by The Russel Sage Foundation to analyze text data. Each comment was coded for all demographic variables. In addition we developed a complex coding scheme (see Appendix B) for classifying and statistically sorting these comments. Since many of the codes were relevant across more than one question, we coded the data to allow us to classify comments globally (across all survey questions) as well as locally (by individual survey question). Where relevant, we also evaluated comments by how they were “charged”—positive, negative and neutral. These relevant “charged categories” are indicated in Appendix B, where the categories have positive, negative and neutral sub-categories. In addition our coding scheme grouped answers by specific subjects and themes.

This complex and robust coding scheme gave us great flexibility in analyzing the qualitative data in relation to many variables and combinations of variables, far more variables than we could possibly look at in the scope of a single report.

How we chose topics to focus on in our analysis.

1. Question 6 listed 18 different possible issues that might be focused on in building community at Emory. Respondents were asked to select up to five of the most important of these issues. Calculating the frequencies for each of these areas gave us a way to rank the relative importance of different issues for our respondents.

2) “Non-charged coding categories” were analyzed by topical focus rather than by whether the answers were positive/negative/neutral. These categories comprised specific suggestions and improvements, rather than evaluations and judgments.

3) For comments that comprised judgments we developed “charged codings” which simply coded responses as positive, negative, or neutral. This allowed us to rank certain responses in terms of relative proportions of positive, neutral and negative comments, in addition to capturing the specific theme of the comment. This kind of analysis was done of comments relating to Academics, Alumni Activities, Campus activities, Off-Campus activities, Diversity, Spirituality, Communication, Relations outside Emory, etc.

3. Rankings obtained from analysis of “Favorite Place” provided valuable information on respondents’ priorities.
4. We coded and then ranked responses to Question 8. ("Name up to three events, occasions, rituals or experiences at Emory that were significant to you.”) to get a sense of respondents’ priorities.

Suggestions and Improvements

Here we use the suggestion-coding scheme that aimed at isolating categories of suggestions rather than evaluations. The tables below show the number of respondents and text units (1 text-unit = 1 sentence from a quote) coded for by the non-charged classifications. Most comments coded for under these classifications are suggestions for improvements. Suggestions are analyzed under seven umbrella categories (1. Academics, 3. Alumni, 3. On-Campus Activities, 4. Atmosphere/Social Environment, 5. Off-Campus Community Relations, 6. Communication/Information, and 7. Physical Environment) that were used by coders for coding these responses. One umbrella category, “Off-campus Activities,” was discarded because it coded for only 26 documents.

These 7 umbrella categories were divided into 37 sub-categories. Of these 37 sub-categories, 9 were found to code for over 300 respondents, and these are shaded and bolded in the tables below. These are assumed to be the most significant areas of inquiry. Another 4 sub-categories were significant but only for specific populations in the data rather than the whole population. These were italicized and shaded.

What follows is a summary of the findings for our data based on the most numerically significant of these 7 categories and 37 sub-categories.

<table>
<thead>
<tr>
<th>Coding: Umbrella Cat</th>
<th>Subcodings</th>
<th>Documents Coded</th>
<th>Text Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academics</strong></td>
<td><strong>Faculty</strong></td>
<td>499</td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td></td>
<td>173</td>
<td>432</td>
</tr>
<tr>
<td>Quality</td>
<td></td>
<td>139</td>
<td>288</td>
</tr>
<tr>
<td>Working</td>
<td>201(faculty/staff)</td>
<td>726</td>
<td></td>
</tr>
<tr>
<td>StuFac</td>
<td>345</td>
<td>1228</td>
<td></td>
</tr>
<tr>
<td>Curricula</td>
<td>318</td>
<td>774</td>
<td></td>
</tr>
</tbody>
</table>

** Faculty did not included Working category since this category pertained less to academics than to the work conditions of staff and faculty.

<table>
<thead>
<tr>
<th>Alumni Activities</th>
<th>263 (alumni)</th>
<th>943</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reunion</td>
<td>33</td>
<td>135</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities, On-Campus</th>
<th>1252</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>97</td>
</tr>
<tr>
<td>Speaker</td>
<td>75</td>
</tr>
<tr>
<td>Social</td>
<td>906</td>
</tr>
<tr>
<td>Clubs</td>
<td>57</td>
</tr>
<tr>
<td>Dances</td>
<td>37</td>
</tr>
<tr>
<td>Dorm</td>
<td>73</td>
</tr>
<tr>
<td>Greek</td>
<td>205 (undergrad students and alumni)</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Picnics</td>
<td>19</td>
</tr>
<tr>
<td>Sports</td>
<td>457</td>
</tr>
<tr>
<td>Multicultural</td>
<td>71</td>
</tr>
<tr>
<td>Religion</td>
<td>29</td>
</tr>
<tr>
<td>Group specific-event</td>
<td>163</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Atmosphere/Social Env.</th>
<th>1659</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>410</td>
</tr>
<tr>
<td>Spirit</td>
<td>73</td>
</tr>
<tr>
<td>Non-discrimination</td>
<td>171 (african-american)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication/Information</th>
<th>360</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Community Relations</th>
<th>555</th>
<th>1154</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer</td>
<td>98</td>
<td>327</td>
</tr>
<tr>
<td>Activism</td>
<td>93</td>
<td>316</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Env.</th>
<th>1067</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility</td>
<td>560</td>
</tr>
<tr>
<td>Classroom</td>
<td>23</td>
</tr>
<tr>
<td>Eating</td>
<td>123</td>
</tr>
<tr>
<td>Housing</td>
<td>198</td>
</tr>
<tr>
<td>Libraries</td>
<td>29</td>
</tr>
<tr>
<td>Recreation</td>
<td>68</td>
</tr>
<tr>
<td>Landscape</td>
<td>252</td>
</tr>
<tr>
<td>Spaces</td>
<td>320</td>
</tr>
<tr>
<td>Relax</td>
<td>63</td>
</tr>
<tr>
<td>Socialize</td>
<td>182</td>
</tr>
<tr>
<td>Study</td>
<td>23</td>
</tr>
<tr>
<td>Emory Village</td>
<td>144</td>
</tr>
<tr>
<td>Transportation</td>
<td>309</td>
</tr>
</tbody>
</table>

**umbrella categories ranked by # of coded docs**

<table>
<thead>
<tr>
<th>To Improve</th>
<th>docs</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atmosphere /Social Environment</td>
<td>1659</td>
<td>64%</td>
</tr>
<tr>
<td>Category</td>
<td>Docs</td>
<td>%</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Academics</td>
<td>1415</td>
<td>54%</td>
</tr>
<tr>
<td>On-Campus Activities</td>
<td>1252</td>
<td>48%</td>
</tr>
<tr>
<td>Physical Environment</td>
<td>1067</td>
<td>41%</td>
</tr>
<tr>
<td>Community Relations</td>
<td>555</td>
<td>21%</td>
</tr>
<tr>
<td>Communication/Information</td>
<td>360</td>
<td>14%</td>
</tr>
</tbody>
</table>

**To Improve**

<table>
<thead>
<tr>
<th>Category</th>
<th>Docs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Activities*</td>
<td>906</td>
</tr>
<tr>
<td>Facilities**</td>
<td>560</td>
</tr>
<tr>
<td>Faculty***</td>
<td>499</td>
</tr>
<tr>
<td>Sports</td>
<td>457</td>
</tr>
<tr>
<td>Diversity</td>
<td>410</td>
</tr>
<tr>
<td>Student/Faculty Interaction</td>
<td>345</td>
</tr>
<tr>
<td>Spaces</td>
<td>320</td>
</tr>
<tr>
<td>Curricula</td>
<td>318</td>
</tr>
<tr>
<td>Transportation</td>
<td>309</td>
</tr>
</tbody>
</table>

*Sports were double-coded as a sub-category of Soc. Activs. and contributed a substantial portion of responses to the Social Activities Category as well as to the specific Sports category.

**Housing (198) and Eating (123) were the two largest categories in Facilities

***Student/Faculty Interaction contributed a substantial portion of responses to Faculty

**To Improve for specific populations**

<table>
<thead>
<tr>
<th>Category</th>
<th>Docs</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek (undergrads, alums)</td>
<td>205</td>
<td>&gt;13% for both pops.</td>
</tr>
<tr>
<td>Working (faculty/staff)</td>
<td>201</td>
<td>&gt;20% for all subpops</td>
</tr>
<tr>
<td>Non-discrimination (African-American)</td>
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**Charged comments**

Here we used the attitude-coding scheme that sought respondents’ evaluations of aspects of Emory as positive/negative/neutral. A quick glance at the table reveals that there was far less coding for these charged categories than for the non-charged categories. Those categories that coded for more than 300 total responses (positive/negative/neutral) are shaded. Of these, “Academic,” “Diversity,” “Aesthetics” issues are, on balance, positively charged. “Community Relations Outside of Emory” seems positively charged. A closer look, however, reveals that 82 of the respondents coded as positive with respect to community relations outside...
of Emory had included comments about “community relations outside of Emory” specifically in Question 3 (respondent’s vision of Emory, but not his/her appraisal of the current situation). These are positive statements about what Emory should be rather than what Emory is. Considering this factor, Community Relations Outside of Emory does not code for such an overwhelming majority of positive appraisals (98) over negative appraisals (68). This counting problem did not arise in either the Academic, Diversity, or Aesthetics codings. The most negative category was “Atmosphere/Other” with 766 negative to 109 positive comments. These included a great variety of specific comments what did not fit into other codings.

### Charged comments

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3 strongly positively evaluated areas

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Places

Coding scheme for evaluating places

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**Coding scheme for evaluating significant experience**

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Appendix E: Selected Specific Suggestions and Comments from Respondents.

What follows is a sample of the suggestions and comments made by respondents in response to question 10. (“Do you have any additional comments, suggestions or ideas about community building or the role of traditions at Emory?). We have divided them into sections organized by general themes, but otherwise the comments are unedited.

I. Growth, Change, Scale, Vision

We shouldn't try to make Emory grow into an international, interdisciplinary environment on nothing but the good will of the faculty.

* Emory must become Emory. Emory can have an identity unique to itself. Attempting to disclaim our roots and hold ourselves out as somehow above and better than the population among whom we live is a very destructive attitude. To spend efforts in envy of, or in trying to reinvent ourselves in the image of those we deem as our "betters" is also very destructive.

* Too often, people, especially prospective students, find Emory overwhelming and rushed. I would like to see Emory develop a sense of human scale and an emphasis on personal relationships.

* Slowing down the pace of change would help de-stress the staff more than anything - it would give people a chance to actually talk to each other, which does tend to build community. Life as a staff member at Emory has become incredibly stressful in the last years; you might try creating little oases of peace -- quiet gathering places just for staff and faculty, where they can eat, listen to music or just relax.

* There is one overridingly important problem. Emory keeps referring to lack of money (it did this to explain why it didn't build more outpatient clinics, why it didn't build a performing arts center, why it didn't buy the land available in Emory village, and on many other occasions. But anyone who can read the newspapers knows that Emory has the fifth largest endowment of any university. Everyone here also knows that Emory does not rank anywhere near fifth, or even in the top fifteen, on any other measure anyone can think of. (Hospital, med school, law school, college, library--holdings or rate of acquisition, faculty student ratio, computer equipment and support, and on and on and on. The constant reference to lack of funds is an obvious lie. This lie corrodes morale and community. It is an insult to everyone here. Emory needs to do one thing: have a clear intention to bring the ranking of the university up to the rank of the endowment. Sitting on the biggest pile of money is not something to be proud of, and complaining of lack of funds while sitting on top of that hoard is just a morale-destroying lie.

* There are no traditions, Emory is a wannabe school. Emory wants to be Harvard, Princeton, Yale etc. so badly they will do anything. They don't realize that those schools established their reputations by being original, by investing in the small guy. Rather Emory purchases the big guy who has already brought fame and recognition to the institution from which he/ she came.

* Emory needs to stop acting like a business and start acting like a university.

* Maintain some of the tradition and the history of Emory. Don't expand too quickly. Slow down on the construction.
I am a second-generation Emory graduate and I believe my father would agree with me that Emory has lost its focus as to why it exists. The drive for more money, the emphasis on fundraising and building, and the need to make top-twenty five universities lists, in my opinion, has made Emory just another wealthy college. When I grew up in Atlanta, then attended Emory, President Laney gave us a talk about liberal arts education and the purpose of becoming a contributing member to society. With its resources, Emory should be on the frontier of higher education, innovating and questioning, not worrying about keeping up with Harvard and Princeton.

* Emory doesn't stand for anything. It is more of a pre-vocational training (pre-professional) school.
II. People

Emory is smothered by socially conservative elements outside of the departmental structures proper; and by the kind of student it admits, who is far too often pre-professional and buck-oriented.

* 

More diversity is needed, and more interaction between different social and ethnic groups is needed.

* 

Too much emphasis is placed on ethnicities, so that there is not a strong sense of unity between all the diversity.

* 

I don’t think you can build community until people in the community like and respect each other. In the six years I worked at Emory, I didn’t experience that. Now, in my two years at Oxford, people here really like each other for the most part. So we never really talk about building community. It’s easier on a campus this size, but community starts with people.

* 

Emory needs to work very hard to keep alumni - in Atlanta and around the country - connected to the university (more than an annual request for money). Start with young alums!

* 

Not really. However I would love to be a part of the community building effort and I believe a student community would be essential for this process . . . . I won several school spirit awards in High School and it is something I always prided myself on and I would like to continue that here. So please let me help!

* 

Sometimes, I do feel preference is given to one community over the other. And this may occur simply because they are in the majority or have been denied such privileges in the past. This must stop. Equality should be held paramount.

* 

Emory has done a great job of building an international reputation as a top university. This respect has meant a lot to me in my development as a student here. My classmates are my community and we have a great time together. Unfortunately we seldom have a chance to interact with other programs. It would be fun to have the opportunity to interact with the other graduate students, perhaps at a student union where beer and live music exist.

* 

Place more emphasis on the individual. Emory is so busy trying to "create unity by emphasizing diversity" (The Wheel). Even a stupid man could see what is wrong with that statement. Recognizing difference is great, but you will NEVER achieve unity until you recognize TRUE unity. For example, I shouldn’t have to go to an event where I hear how all I am is different from this group in questions, this implies their treatment precedes my own worth. Rather, why don’t I show up at a function thinking, “hey man, all of us here, we’re all HUMAN, and THIS is what we have in COMMON.”

* 

Bring more middle-class liberal arts majors, this school is a mass of different colored pre-professional rich people.

* 

I read (in a book of colleges) that Emory was like a slice of NY transferred to the middle of GA. Here people laugh at southern accents, they dance around in their tight black pants and munch on bagels. It is fine to capture the attention of the North. It is fine to branch out beyond what Emory actually is . . . BUT . . . Only by including the community around Emory (not just Buckhead but the entire state) will this school ever be anything more than a bunch of white buildings. Emory is a school of isolation: the students from one another, the academics from everything else and even the school from its origin.
Also: Once at Emory I heard someone say -- "Staff are not paid to think - faculty are paid to think." I realize there is a great
distinction between the business side of Emory affairs and the academic side. But I think it is a mistake to separate the two. Only by
understanding that the business of Emory is to teach and perform research, i.e., to engage academically, can both roles be appreciated
and complement each other. Fortunately, Emory is blessed with many
talented and intellectually sophisticated staff -- and I have been to many events where the most intelligent comments came from
someone on the staff and not from the faculty. On the other hand, (the great words of Tevia, the fiddler) I am frequently moved by
the wonderful brilliance of some of our faculty -- their wit and enthusiasm are
priceless.

*

I have been in various departments on campus, and I have seen that in order for positive working relationships to be formed, there
must be an effort from the top down to support this environment. When employees, or I would imagine students, feel their
supervisors (of sorts) do not care about them as people, it is harder for them to care
about their colleagues.

*

Community is built through being together. Emory is too compartmentalized for this. Faculty and staff do not collaborate. Most
faculty compete rather than collaborate with each other. The different schools do not know what the others do. Students are not
seen as equals. The campus is fractured into small groups who are made to feel bad by the other groups. So each remains isolated
from and fearful of the other. The task of building community at Emory is not an easy on. There is no magic recipe. The best
answer is to provide opportunities for cross-disciplinary, cross-station interaction in a non-competitive environment. This will take
time.

*

There seems to be quite a lot of money spent on "beautifying" the campus, yet there are constantly money problems which prohibit
staff from getting livable raises and cause departments to go without necessary administrative support. Knowing that Emory has a
very high endowment, it causes bad feelings among the employees when we see all the money being spent on other parts of campus
yet we continue to get meager raises and have to wait months and months to be "allowed" to order necessary office supplies (i.e.
paper clips). The sense of community at Emory would be very much enhanced if the staff felt appreciated and as much a part of the
University community as those
who are benefiting from the millions of dollars worth of renovations being done around campus.

*

My impression is that most "traditions" (with the exception of the Staff festival) are student and faculty-oriented. Perhaps if I were
Faculty, then I would feel differently. Are there any traditions that honor or bring recognition to staff (besides the annual
nomination/distinction thing, for which the notice seems to reach me too late, every year but this year's)?

*

There are not enough women in the decision-making process at Emory. We are making strides to correct this, but generally, more
women need to have the power to make decisions about the future of Emory. With the addition of Provost Chopp to our "new
traditions", we are making a step in the right direction. Now, let's go out and get some top-notch women educational administrators
to get Oxford College more matrilineal.

*

Emory seems to me to be very liberal in its overall views. I believe the university needs to make a deliberate effort to balance their
influence on the Emory community by providing an atmosphere in which Conservative spiritual, moral and political ideas can take
route in the Emory community as well. e.g., I've heard that Emory's Women's Center is has a decidedly feminist slant. Candler
School of Theology also has a decidedly feminist slant. Is there anywhere or anyone on the Emory campus that an Emory female
student could go to to get conservative Christian counseling from or pro-life counseling from if she is pregnant and considering
having an abortion?*

*

I wish there were some way for staff to feel more valuable to the Emory community. We do most of the day-to-day work but come
far behind faculty and students in recognition and consideration. I feel that my job is considered to be much more important to my
boss than me as a person.
A really strong preacher at Glenn Memorial Church to be a beacon in the community and a way to draw people to the campus

I am a product of this University, but it wasn’t until very recently that I was able to see that it’s a bad thing. I’m actually proud of it, now, but for most of my life I’ve had a distaste for the place, and so many people I know. I don’t know why it is. I wish I did. It’s a beautiful place.

For me the biggest issue is that old bugbear TIME. I cannot be the only person at this place who is seriously starved for time: I do not normally make time for lunch, I attend almost no events on campus after dark because of family obligations, and thanks to the internet my mind is an unending stream of vaguely-remembered planned events I have no real chance of getting to, petty complaints and questions from overly dependent students, and information I didn’t really need from professional listservs. A spirit of community seems a distant, eternally postponable goal somewhere out there beyond the turmoil and improvised panic of the everyday. In some ways, my circumstances are individual, but I believe that for many of us the rise of the two-career household and shared parenting has made the casual conversation with a colleague over a cup of tea—a long with a new acquaintance from another department—the first and easiest thing to erase from the to-do list every day. I harbour a suspicion that most of the faculty who manage to take time with each other in a leisurely way are living another kind of life than mine—childless or empty-nested or with a spouse who has taken on the kids on his or her own. But it’s not just children—research careers sweep many of us away from each other, too. And the problem of isolation is not just on campus. I don’t know my neighbors. I don’t know enough of the people I go to church with. I’m not in close contact with my relatives. My spouse and I don’t go out. After ten years in Georgia we have made no close friends except at work. These are our lives, and the forces resisting close community ties are powerful indeed.

We have such good "raw material" here, we are very lucky. It’s a good place, but it’s kind of cold.

The close friends I made through the Greek system are what bind me to Emory today and I just want the Administration to understand that to do away with this system is to alienate many alumni who still want to be actively involved in the community. Thanks for taking the time to read my response. Don’t destroy the Greek community.

Emory needs to give alumni and relatives of alumni first priority when applying to any school within the university. Emory needs to do more than just pay lip service to valuing its alumni, and then the favor will be returned.
III. Places

When the campus roads are repaved (which I know they are going to do) they need to restripe them with bike lanes. Preferably they need to restrict automobile access to the inside of campus (who wants all the noise and exhaust?). Every intersection should be improved by putting Bike-friendly controls (i.e. - appropriate height).

* People don't want to live in a parking lot! I am involved with the Emory/CDC Bicycle Users Group and we would gladly help you out with suggestions on how to make this place a better environment as far as bicycles and pedestrians go.

* The most challenging goal is to develop environments that are both relaxing/social and very safe at the same time. Emory has been reactive rather than proactive to this end.

* I love the small college feel and the green spaces. I hope that we can manage growth in a manner that maintains these things.

* A big Rock, like at Northwestern, where students can write whatever they want on. A statue of Dooley. Free T-Shirts for students at the start of each year.

* I envy the beauty of the Oxford campus. And Oxford students seem to have much better relationships and memories.

* Don't spend so much money enhancing the beauty of campus. That isn't very important to a student after he's been here a while. Try to use that money to foster more school pride.

* Need office space for grad. students. When one is working on a dissertation, there is almost no reason to go to campus and no place to go when one is there.

* I would suggest to improve the oak grove in front of Emory Clinics B to make it a nature park separate from traffic that can serve as both a campus "lung" and a relaxing place to have lunch or outside discussions for both staff and patients.

* A University should be a quite, serene place with the activity going on inside the departments. It is almost impossible to find a quiet place on this campus. At some point we need to reduce the noise and clutter. After all, quiet contemplation can be quite productive. We need to insulate the interior of campus a little better. I will say that we have moved closer to that recently, but we still have some distance to cover to reach a serene state.

* The DUC should be refurnished and slightly redesigned to encourage relaxed conversation and lingering. The snack bar food there could be a little better. The atmosphere at Cox Hall dining area is HORRIBLE. Redesign, plus more vegetarian meals. And get rid of the excessive use of plastic food packaging used by all food services. Think of the landfill!

* I have been here years and don't look back on the "good old days." Recent changes, especially architectural, delight me. You move in the right direction; keep it up.
I predict that the farther afield undergraduates have to go to seek out alcohol, the more difficult it will be to create community on campus.

The Village is very hazardous for pedestrians

Community is difficult to create or foster, and I expect Emory's sense of community to increase gradually on its own as its place among elite universities becomes secure. Forced efforts to create community are likely to produce rather little, I fear, and may even evoke negative reactions in some quarters. On the other hand, structural changes like a central plaza, a faculty club, and more walking-only areas will.

Yeah, stop cutting down trees (plant more of them), stop doing so much construction on campus.

There should be a balance of space, so people don't feel closed in. The aesthetics of Emory buildings are nice (white/pink marble). Other buildings should follow a similar continuity.

The traditions at Emory College pale in comparison to those at Oxford, and to me, my "Emory experience" will consist mostly of my memories from Oxford. Traditions at Oxford made me feel as though I was tied to the community, and that everyone in that community was there for common academic and interpersonal goals.

The constant barrage of construction/destruction has a negative impact on the University. I can't ever remember a time when we weren't tearing something down or putting something up. I live in the neighborhood across from the Law School and have been here for over 15 years. At some point this campus will have to "rest" and take stock in what's been accomplished before embarking on the next wave of development.

A faculty club should still be a priority. I can think of nothing else more likely to promote contacts and friendships for faculty across departments.

I cannot overemphasize the benefit of a faculty club.

BUILD MORE CLASSROOMS FOR COURSES SMALLER THAN 30.

The master plan is a good start. Turning Emory into a walking campus is a huge start. We need to be more cognizant of the needs of the disabled in our building. Take into account in the master plan that many of the buildings on campus, while visually striking, ARE NOT FUNCTIONAL!!!!! This includes the P.E. Center, DUC and Cox Hall. These are the central areas of campus and are not properly designed to fulfill what their purpose. The two most important things we need to do are A) create a walking campus, and B) seriously renovate the central buildings on campus.

It would be nice to have an employee discount at the Emory dining facilities.

The campus needs small places to meet, talk, have coffee and carry out an intellectual life. There are spaces in various buildings (White Hall, Callaway, etc.) that are now underutilized. These would make ideal spaces with minimum investment.
I think better use could be used of the terraces on the old Woodruff Library building. Maybe putting some tables and chairs, or even getting a little coffee/snack stand to go out there in the spring and the summer. That is a very nice site with much potential and nice views, but no one uses it now. The cafe in the Carlos Museum is a nice place to congregate, but it's also rather crowded. Also, it would be nice for the Graduate Student Social Committee to arrange more activities - get-togethers, etc. There is very little interaction with other students outside the department.

* Hang old photos in public spaces.

* I really think a "faculty club" - NOT the limited service offered at Houston Mill House - would be marvelous. The Johns Hopkins Club was one of my (and my colleagues') favorite places when I was on the faculty at The Hopkins. This type of facility would keep faculty on campus and attract alumni to it, by offering lunch, dinner, and Sunday brunch. Membership fees and costs of meals were both reasonable.

* I think the center of campus should be shifted from the sidewalk kiosk areas like the Duck, to the courtyards.

* Yes. I think it's highly unfortunate that Emory chose not to purchase the land in the Village and create a dynamic social environment for students without means of transport. This is a moot point by now, but I feel that Emory's adherence to revolutionizing its "look" and its feel could have been greatly ameliorated by the university's willing participation in this issue. Emory's refusal to get involved proved unfortunately apathetic. I am not suggesting that the Kroger should have stayed (it was obviously no longer a viable business)--rather that Emory University missed the chance to improve upon the social facilities available to students without use of a car.

* Once they allowed the Carlos Museum to break the quadrangle plan (and the museum is quite lovely) it became evident that whoever brought the funding would be allowed to demand the results. Sorry that happened.

* Put frozen yogurt machines at events!!!!!!

* There should be more cafes spread out all over campus, rather than concentrated in the Village.

* There is no regular time/place to sit around a table and enjoy a meal, conversation with a broad spectrum of people. Meals at Emory are fast-food, carry out, anytime at all. A place to eat in the library would bring people who are there together for coffee, the B school has something, but few others do.

* Provide the raw materials for community building and let the community build itself. A community needs places to eat, places to talk, places to play, places to argue, places to grieve, places to worship, places to celebrate, places to say hello, places to say goodbye. Provide us with places and the community will become what it will be.

* Need a warm area for everyone where they can leave a part of them, a space that mellows with time...the board of directors meeting room in the DUC also has this feeling; planting ivy on some of the white, cold stone buildings might give a sense of tradition and make the campus appear friendlier and not so cold; also the sounds of bells from the clock tower, the sound of running water...disappointed that the water spouts at the hospital have been removed...that was such a peaceful place to sit!!!! Perhaps the creek that runs through campus could be developed with a park-like atmosphere; providing pedestrian walkways is great---keep the buses out though---it destroys the space. People could walk/wheel to either end of the block to catch a bus we need the exercise anyway!
I also think that adding more trees and groves to campus would be a good idea, such as oak trees in front of the grass in the DUC, and other areas where there are few trees. One of the reasons frat row is so cool looking (as opposed to cool) is the number of trees and the impression of seclusion. I think we also need trees all around the new B school, especially to separate it from Clifton Road.

* I would like to see playful spaces on campus, like a hedge labyrinth, statues which are gathering places, fountains and bells.

* Cox Hall is an abomination. But I do very much appreciate the creation of the open spaces, without cars, that are beginning to emerge on campus.

* The parking situation needs to be figured out--students on campus should not have cars unless they work. And students who do park on campus should be limited to those who NEED to park there. This parking should not be on Briarcliff where you have to leave campus before evening have to spend extra time driving past the campus, and waiting for an infrequent shuttle to drive you ten minutes off campus. A way Northwestern University improved community was by not allowing freshmen or sophomores to have cars--therefore they lived and spent time on campus.

* There are no places on campus to go and have coffee and/or meet with people. Cappuccino Joe's is too far removed from the center of campus. Cafe Antico is too small, expensive and pretentious. The faculty dining room is hardly inviting. At best, the hospital cafeteria is the best place to go on campus. At Wash U, the old library was turned into a cozy cafe. Its tall, wood covered walls, the fireplace at the far end, the small tables and the intellectual atmosphere made it a gathering place for faculty and students. There is no place like that on campus. The other suggestion would be a reading room, perhaps in Candler. Another place that would foster intellectual growth.

* There is no place to enjoy a lunch at Emory. The faculty dining room is stilted. The food court reminds me of shopping at North Dekalb Mall. The DUC cafeteria is now off limits because one must pay to enter and it is so noisy and soulless that in makes one want to cry. The hospital cafeteria is just that.

* I think the reason why students don't hang out is because it is a cold feeling place. Emory is so hung up on image and having everything so perfect that they forget that fun is the most important thing. I would rather have a quad where the grass was coming up from all the students who had played ball there. Regrettably, this campus has a long way to go. Emory could even learn from Oxford.

* The only additional comment I would like to mention is that I found my experience on the Oxford Campus to be invaluable. When I transferred to the Atlanta Campus after two years, I missed the close bonds with both faculty and friends that got lost in the masses at Emory. The tradition of the original campus is much more evident at Oxford because of the old buildings, the creaky staircase in Seney Hall, the yellowed pictures of past graduates and the peeling paint in the English building. Even though the place was old -- richly old and made me feel comfortable, important, secure. Those old buildings and the round campus made me feel as if I had found a truly special place to grow intellectually and emotionally. It was hard to find that at the Atlanta Campus.

* ARCHITECTURAL CONTINUITY - I can name several buildings which have done violence to the beauty of Emory- Cox Hall Clock Tower, Carlos Museum (how dare they put another building on the quad)
Emory is so big it's hard to really consider it a community as a whole. My community while there was a small group of people who had singing in common. We create our own communities, but to consider the whole campus as a community, and expect much sentiment to be attached to the whole is a bit unrealistic.

*

Faculty should live on campus.
V. Communication

Once we improve communications significantly (making it easy to disseminate information as well as gather it), most other things will follow.

*
Just listen more to the students whether it be about dorms, food plans, or student health facilities. When we complain we are honestly not just trying to stir up trouble, but we often feel ignored.

*
There need to be conscious efforts to raise communication skills from faculty to faculty, faculty to staff and faculty to students, and also staff to staff, and staff to students. We need to find out what motivations and desires we have in common (the reason for this survey?). I would guess that once we’ve combined what we all want we’ll get: tolerance with truthfulness, intellectualism with fairness, community without judgement, growth within a human scale, and an atmosphere of enthusiastic creativity without elitism. I envision an open, progressive campus with a firm stake in creating a better people for communities all over the world.

*
All departments and divisions should be at minimum on intradepartmental, division or workgroup LAN-enabled. Because I am physically located in a Grady facility, the ability to have Emory provide this service has been hampered. This means that dial-up networking is required for most e-mail communication, and my workgroup’s LAN is a separate system. I think improved online inter-connectivity between Grady & Emory (and other close affiliates) would definitely enhance the sense of community.

*
Do you know how frustrating it is to tell an interviewer or associate "I went to Emory" and receive only blank stares in reply? Emory is the best school in America that NOBODY HAS HEARD OF! Outside of metro Atlanta and the Northern Jewish community, nobody has heard of Emory.

*
I had a great experience at Emory and don’t understand why alum weekends aren’t a bigger deal. Emory doesn’t have a strong national name and though there is a strong alumni group in the Northeast, there isn’t anything for alumni to rally around. The alumni events are great, however and should be continued. keep things like this survey to involve students and alumni in the change process. Better communications to alumni and avenues for alumni to contact other alumni.

*
When I first left MA for Emory, everyone remarked how Emory was just the Harvard of the south and a good "southern school". Now when I tell people I am an Emory Alumnus, I consistently hear, "What a fabulous school!" I view this as an indication of how Emory has increased it national recognition and standing. THIS is the right path, that many other institutions have neglected; Emory is not satisfied with where it is, but striving to be the best. Thank you.

*
Tired of seeing Emory in the news for politically-correct incidents, far-left viewpoints, other "progressive" fads and programs. Stick to creating students who can think for themselves, not parrot latest trendy dogma.

*
I primarily identified with the traditions and community of Candler. We did not have access to a lot of the information that was disseminated at the campus-wide student center. One had to search out that information to participate in those events.
VI. Faculty Issues

I’m concerned about the increased use of part-time or non-tenure track faculty because I think that over-reliance on this transient population will only hurt Emory’s attempt to build a sense of community. On the other hand, I sometimes see little commitment on the part of tenured faculty to engage the community either and I would hope we could find our way toward a better valuing and rewarding of those faculty and staff that contribute to the community in ways that go beyond the important research they provide as an individual. I’ve seen real energy around new cross-discipline programs such as Violence Studies and from those search committees and other committees that draw upon the talents of those from different schools and divisions.

* The university has got to stop layering on more work, more demands and more commitments. There isn’t time here for any meaningful connections. There isn’t adequate release time from teaching, there are not adequate URC resources for faculty in the humanities. We will never have community here if we don’t get to stop for a second and think beyond the today’s ten meetings, three possible talks, twenty demands from students—all of which are individually quite reasonable but as a package they are not manageable. The faculty are by and large on the pt of exhaustion if they have any desire to try to develop a credible publication record on top of what is asked each day by the institution.
VII. Residence Issues

When people go out, they go off campus. Perhaps it would help if more people lived on campus instead of moving off after sophomore year.

* Emory is making all students living in Garden Apartments move so that they could build new ones. We could use some financial aid or help in the moving process, or an alternative university housing option in which to live.

* Quit having the administration be so anti-Greek. If you realize - we are large in numbers and OUR alumni have been very supportive of the university. We are made to feel as if we are working against the administration rather than with it. It only aggravates the situation rather than creating the “ideal” Greek system. In fact, many of us feel as if the university would prefer not to have Greeks at all. Greek life is a very important part of my experience here, and many others at Emory. I have made the best of friends through it and also have had my best experiences with it. I feel as if we are the only surviving bodies on campus with active students and real traditions. If you continue to put us down, you will lose most of the little bit of spirit and fun that Emory has.

* Firstly, GET RID OF THE GREEK SYSTEM -- it attracts the wrong kind of students - the elitism, herd mentality, and discriminatory practices of fraternities & sororities are not conducive to community. These groups are an artificial crutch for people who are afraid to be individuals, and who have practiced gross acts of discrimination on those with less power.

* As a member of a sorority, it was a travesty that we were only allowed a “lodge” on campus. It was especially difficult to deal with this when we would view the care and condition of the fraternity houses on Frat Row, especially at the same time that various frats were being banned from the University for extended periods of time. I understand that at one time there were laws banning “brothels” (more than women living together under one roof) in Fulton County but feel certain that this has since been overturned. Showing more support of the sorority community (which reflects on the university’s support of women) is a definite area of improvement.

* Remove Greek system, it divides the student body in the first year and this divide is not breached the rest of your college time. Make Emory more residential--require more students to live on campus.

* Emory needs to foster a community. Students need to stay on campus and not move away. The housing system needs to change so that friends can live near each other after freshman year.
VII. Activities and Events

Can't we please have a football team?

* We need a football team

* Mandatory community service -- a sort of "wake-up" for the people here who are immersed in their own little economically privileged bubble.

* I think Emory should turn away from activities such as Dooley's Ball which makes me as a member of the community feel unsafe and which add nothing significant to any student, but rather creates an environment that is out of control. I hope that the committee approach this task of community building from a student enrichment point of view rather than trying to create artificial images of school spirit.

* It's really difficult to enjoy all that Emory has to offer given the heavy workload.

* My suggestion is to get rid of FAME. Have freshman attend the seminars and still make them volunteer, but allow students to form groups out of orientation and within their halls and classes.

* Division I athletics is not the answer. It's either support mediocre Div. I teams or the excellent Div. III teams we have now.

* An increased emphasis on sports participation and varsity sports is a good way to build community among undergraduate students at other large universities where I have been a student.

* We need to have more events, both social and academic, where all Emory students and faculty feel comfortable attending. Dooley's ball and the fall and spring band shows just bring students closer and give us all a sense of being together and in this college thing together.

* Tradition and community only comes from uniting students in a common event in which the school is supported. This is why sports are so successful in building tradition. If Emory establishes more events like these then tradition and community will bloom.

* I think that Emory should hold an event similar to Dooley's ball during second semester. Dooley's Ball provided the opportunity for a large number of Emory students to come together and have a good time.

* Community building happens when people do things together. For example Dance & Creative Writing invited Studio to exhibit at their performance. We have gotten to know those people. A studio fac. member went to Spain with the Spanish Dept. As a result all of the people who went abroad and the Span. Dept. fac. came to a film screening we organized. They came because they WANTED TO.
A Division I sports team (not necessarily football). Give us something to be proud of, to root for, and to follow while away from home. Maybe I just chose the wrong school.

I think that one of the problems faced by Emory is that Emory Village needs to harbor a bigger social scene. That way, students do not have to go far to have a good time and people will be more able to "hang out" and have a good time. Also, I think too many students are too concerned about academics and themselves. They need to focus on attaining a worldly culture, being more open-minded to learning new things, being more aware of others around them. Fostering a stronger mentoring program of a sort may aid this. Maybe dorms should hold events that involve a dorm or group of students talking informally with administrators, faculty, psychoanalysts, and alumni to discuss problems with life in general.

We definitely need more weekend on-campus events. The campus is dead on weekends when there are no parties. We need on-going activities for every weekend.

Traditions in of themselves are overrated. Students need fun things to do, things outside of the classrooms where most of us already knew why we were there already to get an education. College friends are so meaningful and I met them outside of the strident and competitive confines of the classrooms.

I am a graduate student, second year. I have found that my social life, since being at Emory, has been stale to the point that I wonder if I should undergo therapy. Please help?!

Also the university could really use an event like Dooley's in the Spring to loosen things up.

More traditions, but listen to the students and make them FUN!!!

The building needs to begin with what we already have - the intellectual atmosphere, the vast opportunities, and campus programs. We need to emphasis the sports teams we have; the performing arts groups that we have; etc. I do not believe the proverbial football team would solve school spirit or any other such mechanism. We have so much already to work with for community development. There also should be A LOT more interaction between admin, faculty, students and groups like Res Life. I think a day like have a huge student/faculty picnic once a month on McDonough would be wonderful. Ideas like that would casually, but forceful build a greater community.

Football team please! more sports please!

Based on my experience as both an undergrad & grad student at Emory, I’d suggest using concerts & dances to bring the community together. During my undergrad yrs., I was very very disappointed when Emory combined Heritage Homecoming with the Halloween dance--we had looked forward to both. As a grad student, I can say that good concerts are one of the few things that would bring me to a campus event.
I've enjoyed Habitat for Humanity, and EmoryREAD (Thank you Nir!), and Volunteer Emory, all windows into the Atlanta community. These programs make me proud to go to Emory, and have helped me meet great people - the service element has without a doubt enriched my first semester here.

* 

A major effort should be launched to improve men's basketball, women's basketball, and have lighted soccer field for evening games. Division III sports, when done well, could draw thousands of students. Take a look at Williams, and other top D III schools. We need major promotions to build a strong fan base.

* 

Bring more performances onto the stage at McDonough Field. Not just rock concerts but, chamber music, theatre, etc. Do this for the faculty and staff during the summer months. Friday nights, Thursday evenings. Bring back the lunch time entertainment on Wonderful Wednesdays.

* 

There MUST be occasions during the year when faculty, staff, and students participate together. RETIRE STAFF DAY--FOREVER!!! I FIND STAFF DAY AN EMBARRASSMENT TO THE UNIVERSITY.

* 

Please abolish Staff Day! It is a demeaning waste of money, and smacks of the drags of graduation being reheated for the peons. Kid's games and dumb T shirts - yecch!

* 

I have also always felt that the strength of the Greek system at Emory creates a rift through the middle of the student body. I would like to see an increased emphasis on university wide events to break down this barrier and to encourage Greeks and non-Greeks to mingle. Along the same lines, I also think that it is important to instill in the student body some sense of what it means intellectually to be an Emory student, to arrive at some kind of shared intellectual identity. I don't mean by this an appeal to a common cultural tradition, but something more along the lines of a shared approach to knowledge, learning and service.

* 

Create a few annual "all interest" events that appeal to undergrad, grad and faculty/staff. This is a near impossible feat but could be as simple as an official half day "off" (staff/students/faculty) at McDougnan field. A "bring your own picnic and we'll provide the music" sort of event. A perk yes but also a sanctioned chance to be a community on the Universities time recognizing that we are more than just employees and students, and offering a "guilt free, not competing with university duties & responsibilities or personal time".

* 

Provide forums where faculty, staff and students can meet to engage in wellness activities. Various activities around campus, including Tai Chi, AppleWalks

* 

President Chace, the many overtures you have made to invite participation of all levels of faculty is very heartening. Your obvious concern with the overall quality of teaching, of educating, is crucial to the sense of community here. I feel it has improved enormously under your leadership. Thank you.

* 

As far as aesthetics are concerned, maybe more sculptures could be placed around campus (there used to be that sculpture on the quad). Make more activities mandatory for freshman including more mandatory community service activities, Carter Town Hall Meeting, certain educational speakers, etc. Also, I really feel that fostering faculty/ student relationships is vital.

* 

Attending graduation as a faculty member was a very disappointing experience for me and i have no plans to repeat it until things change. It was disorganized and clear that faculty were not important to the occasion, especially in the 2nd part, when there was not even an entrance march nor places for faculty to sit!
These people [Campus Life] have destroyed the opening convocation, for example. It used to be a serious academic ritual in which, among other things, students (and faculty) got the chance to see faculty honored and delivering intellectually stimulating addresses. (Anyone who heard it will never forget William Arrowsmith’s controversial address! It was wonderful.) Now this event is more like a high school pep rally (with color coordinated cheerleaders and all!).

It would be a great idea if Emory could have two or three days of sports events where schools competed against each other, but only for the fun of it. Maybe have faculty against students events, a day of social involvement, create a huge banner for the graduating students or incoming students .... I think the thing to do is to enforce the rules fairly and evenly, provide opportunities for fun, (get more events and better planned and administered clubs and student government).

The President should sponsor a speaking series aimed at undergrads (e.g. Brown University)

We need secular ritual aimed at particular classes -- I don't know, a freshman march, a sophomore sit-in, a junior toast, and a senior something. These should have both a serious intellectual component -- maybe like Notre Dame's "Sophomore Literary Festival"; a junior invitation to a famous journalist, etc... as well as a fun component. Advertise things on NPR. I thought the HUGE community turnout for the Origins symposium and EO Wilson's talk was great. It made one proud to be at Emory. I think Emory is on the right track.

How about a Greek Food and Dancing Festival (everybody can join in on Greek dancing!) How about scattering around some wild flowers -- the landscaping is nice, but so controlled and, well, like everything else I see here in Atlanta. How about more on-campus recycling? A chocolate festival?

Create an annual or Bi-annual, first-rate, Arts & Cultural Festival.

PLEASE!!! Please make Emory a school to be proud of, a school of community and spirit, a school whose alumni are proud to have gone there... GIVE US DIVISION I!!!

The Festival of Nine Lessons and Carols is a strong example for many people. Perhaps there are less-publicized events similar to this that could be infused with the sense of history and tradition that the Festival is.

An Emory counterpart to big homecoming football games. better career counseling. get alumni involved. Emory is unique in that it is a top tier university, yet has only a limited emphasis on intercollegiate sports. For example, it is one of the few top universities without an intercollegiate football team. I find this balance very attractive. The emphasis is on education, and sports are simply a way to support the learning experience. Please do not lose that characteristic.

Create an atmosphere where incoming freshmen feel attached to the university via a team. Dorm "Song-fest" competition at games. Fraternity and sorority all-row points for attending games and for bringing in disadvantaged youth from metro Atlanta. Night-time sports can become the "place to be" on campus. Free food, contests, give-aways, Emory Vision coverage, endless promo options.

Your Outdoor Emory Program is very good because it brings together students who might otherwise never have the opportunity to meet. Social endeavors will do the most to bring our university together and create a greater sense of community.
VIII. Traditions, History

It is critically important that Emory bring back or establish traditions to bring our diverse community together.

* Community and tradition should be a critical part of Emory's future. I completely support Emory's growth, but without the continuation of community and tradition, Emory will lose its small school feel. That would be a true tragedy for the university.

* Traditions are best passed down from student to student. If a student wishes to get so drunk he/she has to go to the hospital those incidents should not ruin our festivities. Also as a continuee I believe that Oxford should be used as a place of inspiration where EMORY was born. More emphasis needs to be placed on the old campus.

* You had it, you lost it; maybe you can "reinvent it"; stop looking toward others so much and rediscover the spiritual heritage of Emory.

* We must support those traditions we currently have instead of simply being creative an innovative. In addition, we need not "create" many new traditions when there are old traditions that latently await rediscovery in our archives. Many of these would be as relevant to the community today as they were thirty years ago.

* Don't try so hard to change everything so fast. The past had a lot of good things about it, well worth preserving.

* Building community at Emory is a difficult chore, but we should take Oxford and use it as an example!

* Make references to the past and history subtle and organic rather that brash or overbearing. Otherwise they seem hokey. Keep events loose in spirits rather than pompous.

* the professional schools often have their own sense of identity & traditions, sometimes building walls rather than bridges between the rest of the university. There are very few true "global" UNIVERSITY traditions, & most people tend to associate with the community within their own school, or even dept or division. Committees, colloquiums, univ-wide teams may be useful in breaking with this tradition.

* Can traditions be invited or created? Or are they a natural outcome of impulses that cannot be shaped by institutional policy or action. I think the first State of the University address laid excellent groundwork for the future, and I enthusiastically endorse and support such efforts. But I hope that CONTACT Emory’s efforts are carefully crafted to avoid artificiality and contrivance. Best of luck!
Traditions are very important at a school. In Emory's progression, there were many that were lost. I'm not one that is nostalgic about a building but I do believe that care must be taken to make sure that as progress is made consideration is given to how people feel about the changes that are occurring. Is the change for the better or is the change just to change.

I think that Emory, as a Methodist community has forgotten that, while we should not judge individuals because of their sexual preference, I think we need to remember that the bible looks on homosexuality as a sin, and this should not be encouraged so openly by Emory. I feel that Emory worries more about how the public views them and about the fear of discrimination that it loses sight of what built this University, hard working, dedicated employees that were proud to work here. While Emory is still thought of as an outstanding school, it is also know for being a University that only those of upper class households can afford to attend. The community also does not look at Emory as the leader in the Healthcare industry as it once did. While growth is important, so are values and traditions.

I think that if FAME groups had tours of oxford, the relationship between Oxford and Emory--historically and currently--would be much more understood.

Why not bring back some traditions--like the Dooley coffin parade. Also--spice up dooley. dooley is one thing that people on Emory's campus that everyone relates to. He is Emory's mascot--not Swoop!! Oxford has so much spirit, and it is mainly due to Dooley. I know it is harder at a larger campus, but i am sure that dooley can do the same things he does there.

No. I think you're stuck with what you've got. How can you create a tradition? Isn't it too late. Why not encourage happiness with what is presently in existence? The emphasis on diversity and broad-based learning experiences is quite pleasing. Stick with it.

I think recognition of past alumni and athletes, etc, would also be a good idea. While I'm firmly anti-Greek based on what I've seen here, I realize abolishing the Greek system is not going to happen. However, finding a way to not make them the center of activity would help. I find that students I have taught that are in fraternities tend to be far more immature than those that aren't. Maybe if they actually practiced the ideals they espouse things would be different.

More traditions, but listen to the students and make them FUN!!!
PLEASE stop destroying traditions like Dooley’s Ball and Bid Day. I know you are going to think that it relates completely to the use of alcohol, but it doesn’t for me. These are some of the few occasions where I have seen the Emory community gather and just have fun. Instead of canceling these type of events, we need more campus-based events of this nature. If there are only one or two major events each academic year, it should come as no surprise that people go all out on these occasions. If there were some sort of major event each month where the student body could get together like that and just have fun, the excessive drinking and reckless behavior would practically take are of themselves. As a last note to this one, I just want to let you know that the events I mentioned earlier can be just as exciting for those of us who did not drink at them. I spent both my first Bid Day and Dooley’s Ball sober. Despite this, I have never had more fun at this school or seen a greater sense of community at any point in time.

Traditions come on their own. I don’t see a great need to force them. The only present one I can think of is Dooley— and I CAN’T STAND DOOLEY! What’s up with a limping skeleton for the spirit of the university? It's silly! silly! I don’t get it!

"Traditions" means not only different colors, languages, religions, and art. It also means different ideas of right and wrong, different ways to treat women & minorities and different views of how to run countries, fight wars and treat the environment. The people of Emory, faculty and administrators especially, need to foster this understanding.

With a ever diversified population, I think the traditions that need to be strengthened are the ones from the individual ethnic groups. I think our group traditions should be embraced by the community and perhaps made even a part of Emory traditions. Like for instance, integrate jewish songs into the Carols and lessons concert. I know it has been traditionally Christian but make it a holiday religious concert or even perhaps keep the concert as it is and make another concert for "ethnic" songs. I would love to go to that kind of concert. More programs, concerts, and lectures on other cultures and ethnic groups. Perhaps if we make a big effort in creating a very strong unity in diversity, we can perhaps solve the problem of all of our hate crimes here.

The traditions at Emory College pale in comparison to those at Oxford, and to me, my "Emory experience" will consist mostly of my memories from Oxford. Traditions at Oxford made me feel as though I was tied to the community, and that everyone in that community was there for common academic and interpersonal goals.

Any changes must start with the students, both those already here and future students with an interest in Emory. Before we seek to create new traditions, let's strengthen the one's that we already have and seek to revive ones that might have died off in the past. Finally, we can't "create" sense of history on campus, but we can try to inform members of the community of how rich Emory's history already is. Closer ties to Oxford will foster this goal in that here is where Emory's original history lies.

Seminars on the History of the various Emory Schools. How did the Medical School get started? How did the Law School get started? How did Crawford Long become part of the Community? etc.
I have learned more about the history of Emory by talking to Dr. Jake Ward. His knowledge of Emory's history and traditions is invaluable. I think every beginning student should meet and speak with him.

Why doesn't Dooley ever come to the grad schools, i.e. the theology school? Why don't grad schools participate in the traditions of the wider university?

Relax the importance of creating traditions. Emory is an intense learning environment. Incoming students may assume that college life is something it is not, or underestimate the work required to make it fit their expectations. What they compare Emory to may not be what they think it really is. Little things matter, too.

In my opinion, Emory should have taken a proactive role in developing Emory Village. The land upon which the former Kroger and other shops stand could have (and should have) been purchased by the university. That way Emory could have had a good measure of control over the development of the village to make it particularly friendly for the university community and the neighborhood in which the university is situated.

Have more speakers/events on campus that appeal to everyone, not just to special minority groups. Make an effort to have folks that the community surrounding us might also be interested in and invite them.

Require all students to take an Emory history class.

As a tour guide, I am aware of Emory's rich history, but I would say 90% of the student body is completely in the dark about it.

Thus, it is not possible to speak of the "role" of traditions at Emory in any vague or abstract way. The devil, as always has been the case, is in the details of traditions. I believe that Greek life should be changed at Emory to make fraternities participate more in service to our campus and city and not be places where drinking is the major activity.

Having a strong rival with another school. Dooley's week needs to be more frequent (maybe 5 times a year) and Dooley should be a continual presence on campus.
One simple thing, as a faculty member, is that I wish Emory forced us to attend the opening ceremonies in the fall, and spring graduation. I think this would be a great tradition for us and the students. Last year, the university stopped subsidizing rental of gowns for faculty. For untenured faculty, this was a problem--I can't afford to buy a gown. I think Emory should reconsider this.

* Emory does not promote a feeling of ownership, community, devotion. I have never heard an alumni or student speak affectionately of Emory, (I loved going to Emory.) What is missing so those feelings of happy memories and commitment to the institution are not formed? more softball games

* Every named building should have a portrait of the person for whom the building is named, and residents should know the history of the building. This information should be presented in a brief--half hour--slide-lecture early in the first semester.

* I'm not sure if and when it will be published, but I believe that Emory should form a committee of students to continue researching Emory and its traditions, its remarkable alumni, and its faculty

* Traditions evolve, they are not created. It is valuable to keep traditions, and even to (carefully) resurrect old ones. Unusual ones are especially important--it gives us a chance to be a little weird, and be bound together by the experience.

* FUN traditions must be included in order to appeal to the student body.

* Return to the roots of Emory's Christian heritage.

* Emory's Christian traditions established it and made it a great institution and these must continue for the good of the university, the city, the state, our nation and the world!
I never really even understood the issue with the skeleton [dolley?] (to me it was only for a small club of the very top students or actively involved student dorm advisors)- it created separation rather than building community. I am not aware of too many other traditions. I do feel a strong sense of history at Emory based on academic excellence, and by the age of the institution. All I can say is that I wish there was a sense of traditions/heritage at Emory. The school looks new and feels new. We always discussed how the postmodern look of many of the new buildings and renovations didn't feel very .......Harvard! It is a beautiful campus and a high-quality university.

*

When I think of Emory years later I have trouble remembering the traditions at Emory... Also upon my visit I was disappointed at what seemed to be a large international student population at Emory today --I believe that this is in direct opposition to traditions and environment which this alum of Emory had.

*

Bring back wonderful Wednesday.

*

I think that much of my positive feelings toward Emory are due to the friends and faculty that I met there - not so much due to traditions or rituals, per se. Although I have fond memories of some Emory-sponsored events, I find that I have many more fond memories of times spent with friends, either off campus or in the library or just around campus.

*

I think if the alma mater were sang before/after every major school function, it would improve school spirit and community. I remember being at a Morris Brown football game--a game they had lost--where everyone stayed until the bitter end to sing their alma mater. It was touching, and I wished we had that at our school.
Appendix F: Words used to characterize Emory (From Survey Question 2)

The two lists that follow represent a substantial sampling of the words and phrases used by respondents to characterize Emory in question 2. These are divided into positive and negative assessments and sorted alphabetically. Please note that these lists are not intended as any kind of analysis or count of various positions. They are simply an impressionistic shorthand outline of many of the themes about Emory—both pro and con—which were raised by respondents.

Positive

a place to call home  
da place to retire  
ademia without pretense  
academic  
accepting  
acclaimed  
affluent  
amiable  
approachable faculty  
astrue  
beautiful  
beautiful campus  
benefits are good  
best  
best doctors in the SE  
brilliant  
busy  
caring  
caring people  
caring staff and administration  
challenging learning  
citizenship  
classic  
clean  
collegial  
comfortable  
committed to higher education  
committed to the arts  
community  
compassion  
creative atmosphere  
cultured  
cutting edge  
dedicated faculty  
dedicated faculty (at Oxford)  
devoted to excellence  
distinguished  
diverse  
dynamic  
easy to navigate  
eclectic  
education of the heart  
elite  
enjoyable  
enriching  
enviable institution  
erudite  
established  
ethical integrity  
excellence  
excellent facilities  
exiting  
eye-opening  
fair  
familial  
family  
family oriented  
fascinating teachers  
fills my soul  
first-rate medical school  
forward thinking  
freedom  
freedom of expression  
friendly  
friend friendly faculty  
friendship  
fulfilling  
full of energy  
fun  
generous  
getting better  
good administrative leadership  
good faculty  
good reputation  
good teaching is valued  
great benefits  
great learning environment  
great location  
great Quad  
green  
growing  
hard-working  
helpful  
heritage  
high academic standards  
high achievers  
high ethical standards  
high standards  
historic  
home  
huge potential for good  
idealistic  
important  
inclusive  
incredible endowment  
incredible opportunities  
industrious  
innovative  
spirational  
spiring  
spiring leadership  
telelectual  
inelligent  
interdisciplinary  
ineteresting  
interesting people  
intimate  
inventive  
job satisfaction  
just darn good  
leaders of tomorrow  
learning from another’s wisdom  
liberal  
life-altering  
lively
lots of resources  
lovely weather  
loyal  
loyalty  
many activities  
marble  
modern  
money  
multicultural  
nationally recognized  
new  
nice campus  
nurturing  
one big family  
open  
open-minded  
opportunities for leadership  
opportunity  
optimistic  
outstanding faculty  
Oxford was great  
patient  
peaceful  
peaceful setting  
personal attention  
personal safety  
pleasant atmosphere  
polite people  
political  
positive  
prestige  
prestigious  
pristine  
professional  
progress  
progressive  
proud  
pulse  
quality is everything  
quiet  
realizing I’m Black  
recognized reputation  
relaxed  
reputation  
rewarding  
rich in resources  
rigorous  
rising fast  
safe  
satisfying  
scholarship  
secure/stable work  
environment  
sense of belonging  
serene  
sophisticated  
Southern  
stability  
stimulating  
strong academic environment  
strong faculty  
strong history  
strong sense of collaboration  
studious  
successful  
supportive  
the best time of my life  
tidy  
tolerance  
top drawer  
tradition  
tradition is important  
traditional  
unforgettable  
upcoming  
upscale  
user friendly  
values diversity  
vision  
volunteerism  
warm  
warmth  
wealthy  
welcoming  
Wonderful  
wonderful students  
world recognition  
young vibrant

**Negative**

a school without character  
aggressive  
antagonistic  
anti-dialogue  
anti-intellectual  
apathetic  
apathetic students  
appearance over reality  
arrogant  
bad campus food  
bland  
blowing off steam  
boring  
bureaucratic  
business-like  
busy  
chaotic  
cliquish  
Coca Cola  
cold  
cold and calculating  
cold and unfriendly spaces  
cold shoulder  
compartmentalized  
competitive  
condescending  
confused  
conservative  
construction  
contradictions  
corporate  
crowded  
demoralizing  
detached  
difficult  
difficult to meet people  
disappointing  
discriminatory  
disjointed  
disorganized  
dissociated groups  
distracted  
dived  
divisive  
draining  
duplicity  
elitist  
elitist history to overcome  
expensive parking  
factionalized  
faculty-oriented  
fake  
focused on money  
fractured
fragmentation  more money spent on flowers
fragmented  than on books
frantic  mostly unhelpful professors
frenetic  nameless faces
frustrating  narcissistic individuals
geeky  narcissistic student body
good PR spin machine  no character
grant-driven  no faculty facilities
hectic  no room for failure
hierarchical  no school pride
homogeneous student body  no school spirit
immature  no sense of unification
impersonal  nondescript
impossible parking  not conducive to a healthy
in constant flux  social life
incoherent  not enough courses
incomplete  not enough time
indecisive  not friendly
individualistic  not much sense of
insecure  community
institution without depth  not Southern
insular  off the mark
invisible  old-boy network
lack of advising  ostentatious
lack of unity and tradition  over-ambitious students
lacking in leadership  overly homosexual centered
liberal  overly PR oriented
little unity  overworked
Long-Island Jewish  politically correct
lots of money floating  pompos
around  poor communication between
low pay scales  schools
low employee morale  poor computer system
many isolated groups  poor funding of club sports
materialistic  poor housing
meetinged to death  preppy rich kids
minimal faculty interaction  pre-professional
money  provincial
money and job oriented  red tape
money-hungry  repressed

rewarding of slick mediocrity
rich students  rootless
rude  scattered
schizophrenic  searching for its place
second-choice school  segregated
self-important  shallow
snobbish  socially distant
spiritless  spoiled students
strictly business  strengthening racial
differences  stress
stressful  tense and superficial
strictly business  atmosphere
terrible professors  too expensive
too much dead wood  too much going on
unartistic  unhappy alumni
unorganized growth  unremarkable
unsophisticated view of  unremarkable
science and technology  unremarkable
very little character  white
white