goals are vague, reduces accountability, not distinctive enough for Emory specific once terms have been refined/defined, important for the terms to be accessible to Emory students goals seem very generic Statement “Impact lives” The B-School is a good role model for Campus Life. Old town/ small town – getting back to help each other out. Creating Emory cuts across all of the goals. We need better definitions of each goal. Like the actual goals, don’t like the definitions We need to get everyone to feel like they are part of a movement. Get back to the essence of taking care of students The Division’s plan should serve as the roadmap for the individual units We need to focus on our RELATIONSHIPS (development of relationships with students in the longer term) Are we truly collaborating (this goes intra-divisionally as well as inter-divisionally)? units don’t know what each other’s office/unit does goals seem very freshman-specific so as to increase retention, there does not seem to be plans to continue these goals for upperclassmen i.e. there is less programming and excitement for These are all lofty goals and we need something more tangible. Concerned that we are trying to do everything for everyone, but not targeting a few things we are trying to do and be truly excellent in them Does it make sense to have two “tracks” for this-one focused on how to make division the best it can be; the other-students and how we are supporting them to become the best they can be? The language that we have here is basically late 80s/early 90s These goals tell our story...we need more of a story to tell others...the narrative of what is campus life and how it impacts the community. We are not the student affairs division. We are the campus life division. We serve the campus. Staff should see themselves included in each of these goals as well How do we make sure we interact with someone in a way that is sensitive to their needs? one) ARE THESE GOALS? These goals are static, so what changes (resources, campus population, social, academic, and financial needs change) All of these are really values statements -should drive the goals These goals sounds like vision statements Social Justice should be a strategy with cultural humility being the goal. Social Justice: is this a goal, or is it so pervasive that it can’t be boiled down to a goal/list under each goal Professional engagement: more of a strategy than a goal courageous inquiry: more of a strategy than a goal Why are we reformulating the credo/mission/vision/etc. that are basically all saying the same thing? Why do we need to create goals that come from these when they already exist?
Are we communicating that these goals are in line with the University goals?

More universal + campus wide. Doesn’t fit athletics

Why are we only talking about the liberal arts in this? Why not also graduate and professional education?

how does Campus Life fit into the academic mission?

connect more with Atlanta

none of these are connected to the larger context in which Emory exists (geographical/chronological context)

**PROCESS CONCERNS**

get an inventory from every office about what each office is currently doing AND WHY

Video – share how students are living, act strategic plan- ongoing

no official means for how collaboration happens for us in the Division

Should there be a specific order? Get rid of the numbers.

It is possible with all of these 5 points that it could become “us v. them”

language appears to be Western, and we have a large student population from the East, so we should be cognizant of that when drafting the plan.

**GOAL SPECIFIC COMMENTS**

**SOCIAL JUSTICE**

In social justice, the “participation” aspect does not cover the full life of the term (People can participate but not experience justice)

Sounds like “mumbo jumbo” How do you measure if we have a social justice campus.

Social Justice is a process not a goal.

If Social Justice is a value, what kinds of things can we do in five years (and look back on in 5 years) in order to get to that space?

Like the first half of the definition, but the second half seems like it is just helping students survive, not thrive

How do you create social justice in a competitive environment?

Balance of the individual vs. the collective

The groups also have to do something – it is not just something that we can create and do for them. **Provide opportunity**

Not include the word tolerance in definition

equal participation of all groups and individuals in our community” maybe say ‘opportunity to participate’ instead of ‘equal participation’

Maybe refer to it as ‘inclusive’, better definition of points 1 & 3. Then we would need to define inclusive

Add inclusion

Definition feels incomplete. It holds no weight. It’s vague.

One that is mutually shaped to meet their needs”- hard to understand meaning of this phrase, "their" implies ‘we” have the same needs, statement needs to be more specific

does not fit with the collective list of goals

Do we mean equal? Or are we talking about equity?

crassification about what "social justice" means, too broad
**FLOURISHING**

Define Flourish.

Holistic well being is in the mission Why do we use flourishing?

Flourishing seems odd (plants flourish, people don't...concept fits but change word

Does flourish emory align with the definition of this goal?

If we end up using this word then the program word needs to be altered.

Inconsistent using Flourishing as it is the only verb used among the goals. Perhaps it should be "Flourish"?

professionals be “flourishing” as well?

Why doesn’t it include staff as well? We should be flourishing as well to help students

Describe a student who is flourishing: Active in their community, active in both the academic and social setting, seeking balance, confident, sense of self worth, developing autonomy, acceptance, achieving goals, determination, resourceful.

add "Health" to the title (make it clear that health and flourishing are not additional measures of success that add more stress to students who could feel they are failing in health or flourishing)

Possible restatement: Flourishing & Health: Campus Life will help students, staff and faculty reach their full potential by focusing on their social, physical, emotional, and mental health, spiritual well-being, and personal growth and development.

Flourishing doesn't mean anything,

wellness = mental & physical health; flourishing = mental & physical health + leading a purposeful life, having meaning and doing good in the world

Liked flourishing!

vague, related to health or more all-encompassing personal growth term?

add intellectual well-being

 sends you back to health 101 and everyone thinks it is stupid. This won’t resonate with students. Everyone agreed. Definition is very higher ed speaky. Getting away from the higher ed definition would be beneficial,

strong opposition to Health 101; replace with "Emory experience"

**PROFESSIONAL EXCELLENCE**

Staff excellence vs. personal excellence.

MUST be tied to the other goals not compensation etc.

It is really important to include the staff in the definition and make sure that we have balance as well

In order to help, you need to have been helped. We are our own ecosystem. Staff should be considered in the strategic plan. We serve as role models to students.

Professional Excellence is viewed as a big part of the strategic planning process as it relates to increasing staff development, this needs to include resources to do so for success.

Expand to students’ professional development

Professional Excellence is very specific,

Found “reflecting demographic” interesting. Didn’t like this.

**CULTURAL HUMILITY**
Is the word "inclusive" the right choice to use. Seems like one group of people is inviting another to join others - who may be in charge.

how do we build on with education and experiences so that students don’t feel the pressure of being viewed differently (I.e. Outside the norm?).

Understanding campus life role in building cultural humility...

Needs to be more distinct from social justice

There is more than one vehicle to social justice, so why would we just include cultural humility as a goal?

Should it be a strategy as opposed to a goal?

This is important because it causes us to be humble and say that we don’t understand or always know the answer – it is a process

“humility” sounds like “humiliate” – not a good word connection

Include cross-cultural perspective.

It should be more complementary to the academic mission.

The people that are going to be humble are already humble – not getting at the people who really need to be hearing it

Don’t like “culturally competent” – it’s like people are doing the bare minimum, like tolerance

Individual to individual conversations – cannot speak for an entire culture, nation, gender, etc.

Term ‘cultural humility’ is unclear.

Cultural Humility accepts all cultures and encourages their inter-mingling, which is contrary to the social justice point, which further divides groups by giving those groups a sense of pride in being exclusive

Flesh out this definition more. Appreciate the definition, but it’s confusing. Is it referring to the emory culture, personal group identities, or how you play into a larger culture.

really long

importance of saying "engage" or "engagement"

COURAGEOUS INQUIRY

Add integrity and academic leadership instead of courageous.

Why use "courageous inquiry" instead of just "inquiry"?

What does “Free” mean? Some people really didn’t like this wording

Why don’t we include research in there when there is so much research going on at Emory?

We need to reclaim “liberal arts” - that is what we started out as, and need to continue to engage in

Does this sufficiently cover Campus Life’s contribution to academic engagement?

Courageous inquiry and liberal arts are the same – do we really need to include that?

Dialogue is missing from this – want people to feel like they can speak openly

dated language: Courageous Inquiry + Engagement?

Cross-discipline is important to include in this

Include academic engagement here as well

“Freely pursue” as opposed to “pursue free”

Add opportunity, not ability

Like the word authentic

the use of “liberal arts” leaves out graduate students and professional students.
is this a goal or strategy? Is it broad enough to describe a frame of reference, not just a technique
term feel too focused on improvement of self. Will need to explain to those that are not versed in
this vernacular

**WHAT'S MISSING?**

Where is integrity? Where is ethics, ethical leadership (mentioned many times)
Poly Cultural is missing.

Do we need to start this process with each office having a vision statement that comes from each of
our offices that syncs with the Division’s that syncs with the University’s?

Do we see an issue here with the tension between the deeper relationships that are longer-term
with smaller numbers of students and the seemingly large, quantity-based, short-term focus of
what these goals are?

Ethically engaged – looking at the vision statement, this is an important part and is missing from
the goals

Where are the external environment and constituencies reflected in these goals?

Need to make sure that it is not just students that are reflected in the strategic plan; conferences
work with external constituencies, DUC, Residence Life
nothing about school spirit or unity or creating a school identity

Nothing about “positive transformation in the world” from the vision statement – need to make
sure that we are talking about preparing students for success beyond Emory as well

Resource allocation, revenue generating – this is a huge part of campus life, but it is not reflected
anywhere in current goals

Would be good to include selflessness in some part of these definitions as well -

One focused on how to make our division the best it can be

Lacks academics or academic excellence as a part of the goals

Customer service - where is it in the current goals?

No mention of safety or a safe environment

Why isn’t engagement a goal? Engagement is a step to (insert every goal). Engagement is how you
reach and attain goals. Engagement holds such weight that it should be first before it’s a strategy.

Would like to see alumni included. Maybe in engagement?

One of the goals should state a more “Student Centered” approach

Add student centrism goal

**COMMENTS ABOUT STRATEGIES**

Engagement” strategy doesn’t make sense

we need to work on how each strategy makes sense for each of the goals, if they are going to exist
under each goal

Why can’t we have different strategies for each goal?

There are no strategies that get to excellence

Need strategy for how do we keep our excellent programs going

What would be the measurable outcomes, in five years how will we know that we are successful.

What benchmarks do we use for each of these?

There should be more strategies