Where Courageous Inquiry Leads…

Strategic Plan: 2005 – 2010

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EXECUTIVE SUMMARY

Over an eighteen month period, Emory University conducted an intense, searching, sometimes difficult, but forward-looking inquiry into itself and its role in the local, national and international communities of which we are a part. Our collective discussion has been deeply reflective and revelatory and has resulted in an inspiring and achievable plan for our university over the next ten years.

How did we come to this? We began with the University’s Vision Statement:

*Emory is a destination university, internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action.*

Gathering in our traditional academic and administrative units, we worked with our immediate colleagues to clarify everything from our performance to our institutional values and our goals. From our home units we then engaged with our colleagues from across the quads. We explored our diversity, comparing and sharing our individual passions and interests. We evaluated our performance compared to our peers and against our own high standards and aspirations. We took stock of our resources and of the many challenges facing higher education in this new century. We took an honest account of ourselves: how far we have come as a relatively young research university and how far we might go. Into these discussions we invited esteemed colleagues, alumni, and friends from beyond our University community.

We had hoped, in this vital process, to learn much about ourselves and our community. And we did. We enriched our understandings of our diverse and common heritages. We came away struck by just how thoughtful, ethically engaged, interesting and inspiring are our colleagues and how vital are our alumni, community partners and friends. We decided that we can enlarge our aspirations and look for more opportunities to catalyze and lead positive transformation in our world, both locally and globally. We came to realize the scope of what we can accomplish as a University if we leverage the MULTIplicity of our strengths, including the extraordinary power of penetrating, relentless and principled inquiry. One illustration of this multiplicity is Ethics with its interdisciplinary focus and the crucial role it plays in the life and mission of the University.

As a result of our collective discussion and planning, we have undertaken a profound commitment. Emory University shall be a place “Where Courageous Inquiry Leads.” We will be both a destination and an embarkation point for transforming ourselves and our world.

THE FIVE PILLARS OF COURAGEOUS INQUIRY

I. University-Wide Strategic Goals
II. Individual School and Unit Plans for Preeminence
III. Cross-Cutting University-Wide Themes and Initiatives
IV. Creative Implementation Strategies
V. Growing and Leveraging our Institutional Resources
UNIVERSITY STRATEGIC GOALS
Our planning has shown us that our aspirations as a UNIversity – to be “Where Courageous Inquiry Leads” – can best be reached within overarching University-wide strategic goals reflecting our commitment (1) to humane teaching and mentorship and a respectful interaction among faculty, students, and staff; (2) to open disciplinary boundaries that encourage integrative teaching, research, and scholarship; (3) to using knowledge to improve human well-being; and (4) to a global perspective on the human condition. Four overarching goals have been established. The first three emerged naturally and by consensus directly from our schools’ and other units’ plans. The fourth grew out of subsequent discussion of our aspirations for transformational impact locally, nationally and internationally.

1. **Emory has a world-class, diverse faculty that establishes and sustains preeminent learning, research, scholarship, and service programs.**
   Our faculty members are critical to the success of the University. Emory needs to further the development of faculty who have achieved or will achieve preeminence in learning, research, scholarship, and service programs.

2. **Emory enrolls the best and the brightest undergraduate and graduate students and provides exemplary support for them to achieve success.**
   Emory will attract smart, curious, creative, and socially engaged students, who will become lifelong learners and responsible citizens. We will prepare students who are fully engaged and literate as citizens of the 21st century.

3. **Emory’s social and physical environment enriches the intellectual work and lives of faculty, students and staff.**
   Emory will be an employment destination for staff and faculty. Our environment will promote and celebrate diversity, build supportive infrastructure and spaces, provide competitive compensation programs, support interdisciplinary and collaborative activities, and nurture respect and accountability.

4. **Emory is recognized as a place where engaged scholars come together in a strong and vital community to confront the human condition and experience and explore 21st century frontiers in science and technology.**
   Emory faculty, staff, students and alumni will play an increasingly critical role in addressing the most pressing issues of our time. We will do so within the time-honored traditions of humanistic scholarship and teaching that explore languages and literatures, philosophies, histories and artistic expression, as well as the sciences and technology.

INDIVIDUAL SCHOOL AND UNIT PLANS
Emory’s schools and other major academic, research and operating units are our bedrock, without which we cannot build or aspire to anything of lasting value. The individual plans developed within each of these units form the core of the University’s plans for the future. We aspire to transformational leadership on the basis of achievable plans for preeminence within each of our schools and our other major academic and operating units.

**Emory College** will become a national model for combining the personal engagement and excellent teaching of a traditional liberal arts college with the ground-breaking scholarship and resources of a major research university. Emory College will:
• significantly increase merit scholarships and need-based support to attract more of the nation’s top students and continue scholarships to retain Emory’s best students;
• hire 100 new faculty to strengthen those disciplines at the heart of the liberal arts curriculum;
• build on existing and emerging areas of interdisciplinary strength, including International and Comparative Studies, Religion, Ethics, Mind and Brain, Health and Society, Creative and Performing Arts and Women, Gender and Sexuality; and
• create an outstanding social and physical environment, including a science neighborhood where ideas across disciplines can grow, flow, and flourish.

**Oxford College** will develop into an exemplar of a liberal arts college by creating a national model for undergraduate education built upon its distinctive liberal arts intensive two-year program. To achieve this vision, Oxford will:
• determine proper balance between growth and stability and pursue optimal size for student body, faculty, staff, and facilities;
• construct, renovate, and upgrade living and learning facilities to support academic excellence and community life;
• prioritize environmental stewardship and healthful living by integrating them into the planning and implementation of programs and facilities; and
• enhance programs that establish Oxford College as a full partner in positive social action in the local community and that engage students in roles of leadership and service.

**The Graduate School of Arts and Sciences** will develop nationally recognized interdisciplinary and interschool research programs that create new knowledge and educate leading researchers, scholars, teachers and societal leaders. To create a strong grants culture among faculty and students and to provide students with the optimal training experience, the Graduate School will:
• offer a new level of graduate student support, including health insurance that will enable Emory’s graduate programs to compete with national and international peer programs for the very best students;
• provide incentives and create a culture and support programs that encourage and enable faculty and students to apply for and obtain external grants;
• develop broader range of career development services and support programs that will provide the optimal training experiences and prepare Emory graduates for a wide range of careers inside and outside of academe; and
• strengthen its Teaching Assistant Training and Teaching Opportunity and English as a Second Language programs and develop new programs, modeled on existing ones such as Problems and Research to Integrate Science and Mathematics, Summer Undergraduate Research Program at Emory, and Summer Inquiry Research Program at Emory, which will integrate the research and teaching experiences of graduate students with the learning of undergraduate students both inside and outside the classroom.

**The Goizueta Business School** will be regarded as a thought leader – creating and disseminating knowledge at the cutting edge of management practice – and developing principled leaders for global enterprise who drive performance and value creation. To achieve its vision, Goizueta will:
• establish an institute dedicated to developing all its students as leaders;
• grow its faculty size, research productivity and scholarly reputation; and
• advance its organizational culture to support and value a diverse community.
THE EMORY LAW SCHOOL will be nationally and internationally recognized for its commitment to the legal profession as a service profession, for its emphasis on teaching the practice as well as the study of law, and for its premier centers of excellence. The Law School will:

- reflect the essential role of service in a program that offers every student the opportunity to work in the public sector or private nonprofit sectors, a substantially expanded loan repayment assistance program, and greater scholarship assistance;
- teach the practice of law by building upon its outstanding programs in Trial Techniques, Intellectual Property, Child Advocacy and Environmental Law, by adding clinical programs in criminal defense and juvenile justice, and through expanded emphasis on transactional skills; and
- assure that each of its centers of excellence will be interdisciplinary, integrative and international in approach, and will include Law and Religion, International Law, Feminist Jurisprudence and Legal Theory, and Health Law.

THE CANDLER SCHOOL OF THEOLOGY will be a world leader in theological education and religious studies, a school committed to education for diverse forms of ministry and religious leadership, to intellectual vitality, and to the positive transformation of church and world. Candler, in conversation with key church leaders, will:

- develop an educational plan that coordinates the activities of all of Candler’s varied program units and strengthens the school’s ability to equip students for effective ministry in today’s church and world;
- implement a campus building plan that provides for a new building for educational, library, and administrative uses, renovation of Bishops Hall and remodeling of the present library for other educational uses; and
- strengthen Candler as a leading research institution that will establish it as a vibrant center for learning and conversation in the Emory and Atlanta communities on issues of religion and public life.

THE ROBERT W. WOODRUFF HEALTH SCIENCES CENTER, consisting of the School of Medicine, School of Nursing, School of Public Health, Yerkes National Primate Research Center, and Emory Healthcare will lead progress and change in health care through its superlative programs in education, research and patient care. Drawing on strengths throughout the university, the WHSC will pioneer the creation of a new model of health and healing for the 21st century.

THE EMORY SCHOOL OF MEDICINE aspires to be a top ten institution. To achieve this vision, it will continue to grow NIH and other federally funded research, successfully implement a highly innovative curriculum, and provide cutting-edge compassionate patient care. Specifically, the School of Medicine will:

- focus on the following research areas: Cancer, Neurosciences, Immunity, Host Defense and Pathogenic Agents, Cardiovascular and Epithelial Biology, Regenerative, Transplantation and Reparative Medicine, Integrative Medicine and Health Services Research, Molecular Structure and Interaction/Systems Biology, Global Health and Predictive Medicine;
- serve as a model for Medical School Education in the 21st century through the School’s innovative and revamped Medical Curriculum, which better reflects both the new knowledge about adult learning theory and the rapid scientific advances in medical science. The revised
medical curriculum and the School’s cutting edge research will be enabled by new state-of-the-art medical education and research buildings;

- provide an environment that will create future leaders who are creative and thoughtful thinkers with its emphasis on pioneering research and innovative curriculum; and
- remain committed to delivery of care to its patients through service at Emory Healthcare, the Atlanta-based Veterans Affairs Medical Center, Grady Health System, and Children’s Healthcare of Atlanta-Egleston and by recruiting faculty that strengthen departments and interdisciplinary care.

**The Nell Hodgson Woodruff School of Nursing** will be one of the nation’s top three private schools of nursing and a leading global force in research, education and leadership that improves nursing care. Building on its core values of social responsibility, scholarship and leadership and key partnerships within and beyond the Emory community, the School will continue its remarkable upward trajectory as a leading force for enhancing the health of vulnerable people in Georgia, the United States and the world. To realize these aspirations, the School will:

- become the leading private school of nursing in the world in the area of international nursing, including health workforce development, policy and global government nursing and health leadership;
- become a national and international model for integration of social responsibility into all school curricula;
- provide international and national leadership in faith-based and mission-related nursing programs; and
- collaborate with key university partners in curricular reform and research relating to predictive health.

In support of these goals, the School will also develop a work community that supports excellence, health, well-being and environmental stewardship.

**The Rollins School of Public Health** will become one of the top five schools of public health in the world. Serving as the hub of global health at Emory, the school will unite and energize the campus while furthering Emory’s stature through its commitment to improving health and preventing disease locally, nationally and globally. As complex local and global health challenges continue to threaten our health and future, the Rollins School of Public Health will be preeminent in training leaders for the public health workforce who can apply solid, grounded skills creatively in diverse environments. To achieve these goals, the school will:

- recruit an additional twenty-five tenure track faculty who are catalyst for interdisciplinary research;
- double the number of Ph.D. students and increase merit scholarships to attract the best MPH students;
- continue to nurture partnerships with the Centers for Disease Control and Prevention, The Carter Center, CARE, The Task Force for Child Survival and Development, the American Cancer Society and state and local public health agencies that provide a strategic advantage in public health education and research, reinforce the spirit of cooperation and add to the distinction of the Rollins School of Public Health; and
- construct a new building to add to its current resources.

**The Yerkes National Primate Research Center** will lead the world in bringing together comparative behavior, genomics, proteomics, imaging, and transgenic technology to pioneer in
comparative medicine and predictive health. Yerkes will focus on the following four key initiatives to achieve this vision:

- integrate modern immunological science with a detailed understanding of how diseases develop. Discoveries in this area will foster the creation of new vaccines and vaccine strategies, which Yerkes will extend to include noninfectious diseases;
- implement new and unique biomedical research paradigms that capitalize on the differences and similarities between human and nonhuman primates, to gain a deeper understanding across the life span of human vulnerability to disease;
- become the quintessential site for advancing biomedical and behavioral knowledge by combining the latest and most powerful cross-cutting technologies, including microarray-based genomics, molecular imaging, and sophisticated behavioral assays that take advantage of the unique contribution of nonhuman primates as a model for human behavior and disease; and
- develop plans to secure funding for a new building on the Yerkes campus to support the expanded programs and new initiatives proposed in its strategic plan.

**Emory Healthcare**, as the clinical enterprise of the Woodruff Health Sciences Center and Emory University, is dedicated to caring for its patients, training healthcare professionals for the future, pursuing discovery research and clinical innovation, and serving its community. With its vision to be recognized as the leading health care system in Atlanta and the Southeast, differentiated by discovery, innovation, and compassionate, patient-focused care, Emory Healthcare will continue to build upon its distinctive strengths to become a model that other academic health systems will emulate. Emory Healthcare will:

- implement the Emory Clifton Corridor and Emory Midtown master facility plan to support long term growth;
- develop and promote key programs by providing high quality, compassionate care, differentiated by nationally recognized research and education. Priority programs will focus on Cancer, Cardiovascular, Neurosciences, Transplant, and Lung Health;
- develop evidence based care models to impact quality of care, patient safety and professional practice; and
- promote a high performance, patient-focused service culture.

**The Emory Libraries** will support and enhance the vision and goals of the University and its academic units in the following ways. Emory Libraries will:

- build collections that provide distinction in key disciplines;
- create an outstanding digital library that seamlessly connects users with online information and resources;
- create an internationally renowned humanities center that will enable students and scholars from around the world to carry out groundbreaking research building upon its distinguished special collections in modern literature and African American culture; and
- actively collaborate in teaching and learning, helping to produce digitally literate Emory graduates who are able to navigate a complex and ever changing online information environment as successful scholars and effective citizens.

**The Carlos Museum** will be a premier center for the conservation and preservation of material culture, and an international destination for scholars, students and visitors seeking to study the art and history of world cultures. The Museum will use its programs and resources to measurably improve the quality of cultural life on campus for Emory students, faculty, and staff; provide educational and
cultural resources to the Atlanta community, setting an example for high-quality, enriching public service; and facilitate educational applications of technology by developing distance-learning programs, audio guides, and web sites that provide information, research opportunities, and interactive teaching and learning resources.

Carlos Museum will:
- build and upgrade its six major collection areas: ancient American art; ancient Egyptian, Nubian, and Near Eastern art; ancient Greek and Roman art; Asian art; sub-Saharan African art; and works of art on paper including European and American prints, drawings, and photographs;
- plan an enhancement of the Museum facility to accommodate growth in the collections and development of destination exhibitions and research spaces; and
- develop publications that support and expand intellectual inquiry and research at the Carlos Museum.

The Division of Campus Life will create an exemplary learning community, combining classroom and residential life with experiential learning that prepares students for a life of ethical leadership and active engagement. To achieve this vision, the Division of Campus Life will:
- develop staffing and upgrade facilities for Athletics and Recreation to meet the community needs and to compete with top institutions;
- update, renovate, and operate residence halls and complementary facilities to meet the goals of housing a larger percentage of undergraduates on campus, providing for the current needs of today’s students and promoting a living/learning community that fosters personal growth and discovery;
- explore issues of ethics, integrity, and honor throughout the University; and
- relocate and maximize space for Campus Life by gaining greater visibility for offices and creating a multi-purpose center.

University-Wide Themes and Initiatives
To enable the greatest leveraging of the multiplicity of our University-wide strengths and resources, the school and unit programs for preeminence will interconnect by and through University-wide themes and initiatives. We have identified several opportunities for such transformational interdisciplinary contributions, and others will be developed:

Theme 1. Strengthening Faculty Distinction
Our faculty shapes the university’s academic direction through outstanding teaching, research and service. Emory will invest in our faculty by recognizing and retaining current talent and by recruiting young promising scholars and distinguished established scholars.

Theme 2. Preparing Engaged Scholars
Emory’s diverse student scholars will be grounded in the arts and sciences and ready for significant achievement with a portfolio of skills and values tested in community involvement. Students will be challenged to engage the public, address
societal issues as they develop the skills and attributes of critical thinkers and citizens.

**Theme 3. Creating Community – Engaging Society**

Emory will be the preferred employer and first choice – a destination – for staff and faculty. Emory will be the best place for faculty and staff to work, raise families and provide a community environment where all can realize their full potential.

**University-wide Initiatives**

3.a. Leadership development
3.b. Diversity
3.c. Sustainability
3.d. Professional development

**Theme 4. Confronting the Human Condition and Human Experience**

No university committed to producing new knowledge can dare shy away from confronting timeless and timely questions of the human condition and the human experience. We will bring together interdisciplinary teams of humanists, artists, scientists, and social scientists to tackle difficult subjects, challenge prevailing beliefs and assert the university’s role in thoughtfully addressing important public policy issues.

**University-wide Initiatives**

4.a. Understanding religions and the human spirit
4.b. Understanding race and difference
4.c. Implementing pathways to global health

**Theme 5. Exploring New Frontiers in Science and Technology**

In the 21st century, science and technology are going to change radically, with dramatic impact on the world and the human condition. Emory will address this in three specific ways: Neuroscience, Human Nature and Society; Predictive Health and Society; and Computational and Life Sciences.

**University-wide Initiatives**

5.a. Neuroscience, Human Nature and Society
5.b. Predictive Health and Society
5.c. Computational and Life Sciences

**Creative Implementation Strategies**

Four specific strategies have been identified as important vehicles for realizing our transformational ambitions:

- the infusion of *Creativity and the Arts* in all that we do;
- critical *Strategic Alliances* with local, national and international partners;
- a comprehensive *Internationalization Plan* that will enable enhanced collaborations and resources necessary for international programs with impact;
- the creation of an *Institute for Advanced Policy Solutions* that can provide resources, platforms and direction necessary to significant cross-disciplinary and other complex collaborative policy solution efforts.
GROWING AND LEVERAGING INSTITUTIONAL RESOURCES

Our ability to realize our vision depends in large measure upon our capacity to create and harness the resources necessary to such transformative ambitions. Key resources include:

- A Campus Master Plan updated to reflect and incorporate our consensus goals;
- A Comprehensive Campaign for Emory’s Future, through which we can secure the support of our entire extended community for our strategies and plans.

CONCLUSION

Our vision of Emory is of a destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action.

Our planning shows that Emory – its faculty, staff, students, alumni, parents and friends – is a university absolutely committed to leadership for the 21st century. We understand and intend to demonstrate that transformational leadership, creativity, discovery and innovation are where courageous inquiry leads.
EMORY’S HERITAGE
Emory was founded in Oxford, Georgia, by the Methodist Episcopal Church and cherishes its historical and continuing affiliation with the United Methodist Church. Today, Emory's programs are entirely nonsectarian, its religious life is diverse and vibrant, and its School of Theology is both United Methodist and ecumenical. The University continues to derive from its heritage the conviction that education can be a strong moral force in both society and the lives of its individual members.

Emory University is home to nine major academic divisions, numerous centers for advanced study and research, the largest healthcare delivery system in Georgia, and a host of prestigious affiliated institutions. In addition to Emory College, its four-year liberal arts college, the University encompasses a graduate school of arts and sciences; professional schools of medicine, theology, law, nursing, public health, and business; and Oxford College, a two-year undergraduate division on the original campus of Emory in Oxford. Additionally, the University includes the Carlos Museum, the Yerkes National Primate Research Center, and Emory Healthcare.

In 1915, Emory College became part of a new university 40 miles away in Atlanta. Since then, the University planted on Asa Candler’s acres in Druid Hills has become Georgia’s third-largest private employer. Emory College consistently is ranked among the best twenty in the country. Emory is part of the nucleus of what has become “the public health capital of the world.” Candler’s acres house an ecumenical United Methodist seminary ranked among the top five nationally, one of the top 10 executive MBA programs in the world, top ranked graduate programs, a law school whose programs in public-interest law have set the standard, and a top 20 school of medicine.

EMORY’S MISSION
Emory University's mission is:

To create, preserve, teach, and apply knowledge in the service of humanity.

To fulfill this mission, the University supports the full range of scholarship, from undergraduate to advanced graduate and professional instruction, and from basic research to its application in public service. While being a comprehensive research university, Emory limits its academic scope to those fields in which, by virtue of its history and location, it can excel. Hence its academic programs focus on the arts and sciences, business, law, theology, and the health professions. These disciplines are unified by their devotion to liberal learning; by cooperative interdisciplinary programs; and by the common pursuit of intellectual distinction.

EMORY’S VALUES
The Emory community is open to all who meet its high standards of intelligence, competence, and integrity. It welcomes a diversity of ethnic, cultural, socioeconomic, religious, national, and international backgrounds, believing the intellectual and social energy that results from such diversity is a primary asset of the University.
In keeping with the demand that teaching, learning, research, and service be measured by high standards of integrity and excellence, and believing each person and every level of scholarly activity should be valued on its own merits, the University aims to imbue scholarship at Emory with:

- A commitment to humane teaching and mentorship, and a respectful interaction among faculty, students, and staff;
- Open disciplinary boundaries that encourage integrative teaching, research, and scholarship;
- A commitment to use knowledge to improve human well-being; and
- A global perspective on the human condition.

**Emory’s Vision**

By acting on its values in every respect, Emory University aspires to become ~

An *destination university* internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action.

Notes:

- **A destination university** – Recognized as the first choice of brilliant and committed students; known broadly, both within and outside academic circles; highly ranked; able to recruit leading scholar/teachers; attracting and developing the best staff; integrating the wisdom of alumni and parents into Emory life; attracting increased investment in research and education; admired for setting standards; fostering lifelong learning among all constituents; directed by effective internal governance and an internationally distinguished board of trustees

- **Inquiry-driven** – Blending expertly a focus on teaching and research; excelling at discovery; generating wisdom; nurturing creativity; engaged in productive partnerships; forging strong interdisciplinary programs; unequalled at translating medical breakthroughs into service and patient care; promoting personal discovery and growth beyond self

- **Distinctive for its ethical commitment** – Building on Emory’s heritage of engaging knowledge and faith; fostering openness and diversity of thought, experience, and culture; enhancing the environment through innovative stewardship; instilling integrity and honor; actively debating principles; nurturing and celebrating an unusual degree of collegiality and community

- **Working for positive transformation** – Setting standards followed by others; graduating highly sought leaders; unsurpassed in excellent and innovative health care; sought and prized for its opinions; making discoveries that benefit Emory, Atlanta, and the world
BACKGROUND

Emory: Where Courageous Inquiry Leads, Emory’s strategic plan for 2005 – 2010 provides a means to arrive at its vision for the future, which was defined and endorsed by the campus community in 2003 – 2004 before the strategic planning process was initiated. All students, faculty, and staff share responsibility in focusing and achieving the University’s vision for the future. The general principles, specific goals, and ambitions set forth in the plan will provide a framework that is both flexible and durable, and will allow Emory to guide its path during the next five to ten years.

The 18-month comprehensive strategic planning process began in March 2004 with the development of 13 University-wide opportunity discussion groups and progressed through Phase I. During Phase I, the school and academic, research, and major operating units completed internal and external strategic assessments. The process moved through Phase II with the development of unit-based goals, initiatives, and action plans, and the creation of University-wide strategic themes. Emory’s plan is built upon the success of its schools and units. The University-wide goals, strategic themes, and initiatives were developed to tie together the unit-based plans in ways that will create greater impact and differentiation for Emory. The plan was written by and for all of Emory’s stakeholders including, but not limited to, current and prospective students and their families, faculty, staff, alumni, board members, community members, local, statewide, national, and international colleagues, and friends of the University.

The process was explicitly designed to build upon strengths and opportunities by integrating a bottom-up process, originating from faculty and schools, with a top-down process involving University leadership. Throughout the planning effort, mechanisms were set up to gain broad input aimed at creating an iterative and inclusive process. The plan is built on the assumption that feedback occurred between various components of the University. It represents the input of more than 1,000 people. More than 20 Emory Report articles were written. Approximately 20 presentations on planning were given by the President, Provost and the EVP of Health Affairs to faculty, staff, and student groups. Two town hall meetings were conducted, and a futurist forum with approximately 250 attendees and 14 nationally recognized panelists was held in April 2005.

Emory: Where Courageous Inquiry Leads, which presents a five-year snapshot of how the University intends to achieve its long-term vision and goals in 2015, relies on the strengths of the unit-based plans, and pulls the individual unit plans together into a set of common goals and key University-wide priorities. The key components of the plan include:

- **Goal Statements and Accountability Indicators** – Outlines the benchmarks and targets Emory strives to attain by 2015 and will be used to measure successful movement toward the vision.
- **School and Academic, Research, and Major Operating Unit Aspirations** – Communicates the high-level view of the strategic plan for each of the units.
- **University-wide Strategic Themes and Initiatives** – Provides a framework to organize the plan in such a way that addresses the faculty, student, and community needs as well as an intellectual agenda that drives the reputation of the University. Describes the scope of work required by the entire University to achieve the goals and vision.
- **Implementation Strategies and Strategic Programming** – Outlines key components that will enable successful implementation of the strategic plan.
- **Strategic Financing Plan** – Indicates the approach that will be use to finance aspects of the plan.
To begin the process of developing the road map to the vision of becoming internationally recognized as an institution of higher learning that is among the best universities in the world, Emory undertook a rigorous analysis of its current operating environment. The analysis included an assessment of trends and changes occurring in the larger world within which it functions, and opportunities and challenges in the context of that analysis. Emory examined both the external context, including technological, pedagogical, social, demographic, economic, and higher education trends, and the internal context, including curricular offerings, faculty profile, student trends, program and/or accreditation reviews, resource constraints, and anticipated changes in relevant professions and institutional competitors.

Emory is a relatively young research university with unique challenges and opportunities. The following is a summary of the most significant strategic issues Emory University will need to address as it makes strides toward achieving its vision.

1. **National and international recognition and awareness of Emory**
   A clear difference between Emory and other top research universities that share similar program characteristics is that Emory’s comparative, competitive, and aspirant peer group schools have stronger, more established reputations for research. Also, Emory has significantly fewer faculty who are members of the national academies or recipients of prestigious awards. With a total of 17 faculty who are members of the National Academy of Sciences and the Institute of Medicine in 2004, Emory ranks far behind Duke (45) and Washington University (41).

2. **Faculty**
   In order for a University to maintain quality program offerings, to attract research funding, and to be a leader among its peers, it must employ the best faculty and staff. Universities must compete for a limited number of renowned faculty, who increasingly are more expensive to recruit and harder to retain. Emory’s reputation is highly dependent on the accomplishments of its students and faculty, and must be able to compete for and retain the type of faculty who can engage in leading-edge research and mentor students who will develop into successful leaders in their own right.

3. **Recruitment and enrollment**
   Although Emory continues to improve the quality of its incoming students, it continues to lose some of the most qualified and high-potential students to its peers. Emory can and must attract a wider and more diverse range of students from among the nation’s best and brightest, be more selective in accepting applicants, and realize a higher yield from its accepted applicants.

4. **Need for higher-profile graduate programs**
   Although Emory ranks first in terms of enrollment growth during the last decade, its total number of enrolled graduates remains one of the lowest among its peers. The Graduate School has benefited from a strong applicant pool, becoming more selective, experiencing higher completion rates, and receiving higher student satisfaction scores than the national average. However, the national rankings for Emory’s doctoral programs by the National Research Council (NCR) and *U.S. News & World Report* remain weak. Only one of Emory’s current graduate programs is in the top 10 (religion – five), and three are in the top 20 (religion – five, French – 15, and pharmacology – 15) of the NRC survey.
5. **Cost, access and quality of higher education**
   Attending college has become more expensive and often is far beyond the reach of even middle-class families. As students struggle to balance the cost of an education and the quality of programs, private institutions with traditionally higher tuition costs will find themselves ill prepared to compete with their state-subsidized peers who can offer a more affordable alternative. Increases in tuition and limited scholarship opportunities will continue to impact the type of student able to afford an Emory education and to hinder Emory’s efforts to expand economic and cultural diversity among its student body.

6. **Barriers to collaborative programming**
   Bureaucratic barriers can be a huge impediment to interdisciplinary collaboration, to collaborative activities in the curriculum, throughout institutional programming, and in research activities. The *Research at Emory* report noted a number of barriers to cross-unit research, the most prominent of which was the problem of sharing indirect cost recovery across school lines. Curriculum collaboration is hampered by the inability to find balanced solutions to transfer of tuition. Emory’s infrastructure must be capable of supporting collaborative activities such as providing access to data and information across areas and units. Appropriate incentives, financial and otherwise, will need to be implemented and resources made available to fund collaborative programs.

7. **Infrastructure to support growth**
   To support Emory’s growth, infrastructure such as facilities, technology, traffic flow, human resources, and parking will need to be addressed. Assignment and allocation of University spaces will need to be coordinated to allow for optimal use of current space and to encourage collaborative opportunities. As Emory grows, equipment and technology also must be upgraded in order to handle the current and future needs of the Emory community.

8. **Strategic partnerships in the Atlanta community**
   Emory’s community contributions often are disjointed and lack focus. To become a more vital and important community partner, Emory needs to focus its efforts strategically. The large and vibrant Atlanta business community is a strategic resource Emory has not leveraged well in the past, offering opportunities to develop research and educational partnerships in a diverse set of fields and industries.

9. **Nurturing and fostering community life**
   An important aspect of Emory’s culture during the years has been the desire to foster a sense of community. This has become more challenging as our physical environment and the scope of our programs have changed and grown. Faculty and staff must have the ability to interact easily with one another and with students.

10. **Building a culture of philanthropy**
    Recognizing that funding of collegiate endeavors requires diversified revenue streams, Emory has to address the fact it is behind in the culture of philanthropy. Emory currently trails its peers in the number of alumni solicited, the number of alumni who donate to the University, and the average size of alumni gifts.
A review of Emory’s mission, values, vision, and strategic issues provided the context for the development of several broad strategic goals used to guide University activity through 2010. The goals reflect common themes that were developed from the plans of the schools, academic, research, and major operating units and the University-wide brainstorming process conducted during the planning initiative. To be great, Emory must have great people supported by great resources in a place that compels the powerful convergence of intellect, imagination, and energy.

A discipline of accountability is intrinsic to the accomplishment of achieving the goals defined for Emory. Achievement of the goals will be monitored by ongoing assessment of key measures and targets. The targets for each of the measures are set for the year 2015. Emory, its faculty, staff, students, administration, and alumni are accountable for achieving these goals. All academic and major units also will be conducting an ongoing assessment of the measures and targets they outlined for their areas to gauge the overall accomplishment of the goals.

**Strategic Goals**

Emory has identified four strategic goals. The first three goals reflect the core elements of how Emory will achieve its vision – strengthening faculty distinction, preparing engaged scholars, and creating community-engaging society. The last goal focuses on what Emory will contribute to local, national, and international communities through inquiry focused on the tough issues facing society and by developing cutting-edge programs focused on leading research, scholarship, and social action.

- **Emory has a world-class, diverse faculty that establishes and sustains pre-eminent learning, research, scholarship, and service programs.**
  Faculties are critical to the success of the University. Emory needs to further develop the ranks of faculty who will or have achieved pre-eminent distinction. By developing and enhancing faculty distinction in key areas aligned with the strategic plan, scholarly impact will increase, research grants will grow, distinctive program development will occur, and knowledge learning will advance.

- **Emory enrolls the best and the brightest undergraduate and graduate students and provides exemplary support for them to achieve success.**
  Emory will attract smart, curious, creative, and socially engaged students, who will become lifelong learners and responsible citizens. Emory will prepare student scholars who are fully engaged and literate as a citizen in the 21st century. Emory will encourage students to combine the pragmatic aspects and spiritual content of their lives with a deep appreciation for learning.

- **Emory’s social and physical environment enriches the intellectual work and lives of faculty, students, and staff.**
  Emory will be the work place of choice for all of its staff and faculty. The environment will celebrate diversity, provide supportive infrastructure and spaces, reflect competitive compensation programs, demand accountability, and exemplify interdisciplinary and collaborative activities. A commitment to the values of Emory and to the core missions of undergraduate and graduate education, scholarship, service, and healthcare delivery will be evident in everyday practice.
Emory is recognized as a place where engaged scholars come together in a strong and vital community to confront the human condition and experience and to explore 21st century frontiers in science and technology.

The potential trends of the next quarter century that will impact society demand universities confront the most pressing issues of their time. Universities must do so within the time-honored traditions of humanistic scholarship and teaching that explore languages and literatures, philosophies, histories, and artistic expression. Additionally, science and technology will continue to change radically and dramatically, and impact the world and the human condition in the 21st century. Emory University will address these two broad areas through education, scholarship, and service-based programs. The specific University-wide initiatives that will be pursued include: Understanding religions and the human spirit; Understanding race and difference; Implementing pathways to global health; Neuroscience, Human Nature and Society; Predictive Health and Society; and Computational and Life Sciences.

**ACCOUNTABILITY INDICATORS**

The following measures and 2015 targets will be used to gauge Emory’s success in achieving its goals. These measures will be monitored and reported on a regular basis and used to adjust the strategic actions if necessary. This same discipline will be developed throughout the academic and major units of Emory. The measures are grouped into four categories: destination for faculty, destination for students, destination for staff, and destination for philanthropy.

**Destination for Faculty**

- **Faculty Awards** – number of national faculty awards, such as Guggenheim Fellowships and the National Humanities Medal, will have risen from 14 per year to 40 per year, a jump from 43rd to 6th
- **National Academy Membership** – number of faculty elected to national academies will have increased from 17 to 50, moving Emory from 56th to 21st
- **Research Activity** – research activity will have increased from $350 million in 2005 to $735 million, moving Emory from 39th to 20th after adjusting for inflation and relative advances of its peers
- **Recruitment and Retention** – first choice for recruitment; retention rates (to be defined)
- **Diversity** – faculty diversity measures will have improved
- **Number and Job Placement of Doctoral Students** – number of doctoral students attracted by Emory faculty will have doubled, moving Emory from 90th to 37th; and, more importantly, the number of new PhDs being placed in the top jobs in their fields will have increased Emory’s overall reputation by putting Emory alumni in positions of academic leadership for the next generation
- **Graduate Program Ranking** – five of Emory’s graduate programs will be ranked in the top five (currently only one is in the top five), and 10 others will be ranked in the top 20 (currently only three are in the top 20)
- **Top, Tier Healthcare Delivery System** – Emory will be a leader in healthcare delivery that produces topflight care, quality, and service. Clinical volumes, the patient care environment,
and cutting-edge clinical and translational research will enhance faculty job satisfaction of top tier faculty

Destination for Students

◆ **Acceptance and Yield** – first-choice school for admitted students with admission indicators improving while the number of applicants accepted for admission are continuing to drop, from 43 percent two years ago, to 36 percent this year, down to 25 percent in 2015; moreover, the number accepting Emory’s offer will rise from 29 percent to 40 percent

◆ **Completion Rate** – graduation rate for students completing their undergraduate degrees within five years will have risen from 83 percent to 90 percent

◆ **SAT Scores** – average SAT score for entering freshmen will have risen from 25th among Emory’s peer group to 15th

◆ **National Merit Scholars** – number of National Merit Scholars enrolling each year will have doubled from 59 this year, placing Emory 34th, to 118, placing Emory 18th

◆ **International Students** – percentage of students who come from other nations will have jumped from 3.8 percent to 10 percent

◆ **Major National Scholarships** – number of Emory students who are finalists for the major national scholarships, such as Rhodes, Marshall, Fulbright, and National Science Foundation, will have doubled from 27 to 54

◆ **Leadership** – number of graduates who go on to win national fellowships and enter public service at high levels, lead arts and nonprofit organizations, and get on track for corporate and healthcare leadership will have increased

◆ **Diversity** – student diversity measures will have improved

Destination for Staff (specific targets being defined)

◆ **Best Place to Work** – Emory will be ranked among the 100 best nonprofit corporations in which to work

◆ **Diversity** – staff diversity measures will have improved

◆ **Satisfaction** – staff satisfaction as measured by periodic climate surveys will have improved

◆ **Turnover** – turnover rates in key areas will meet defined targets

◆ **Internal Advancement** – internal promotions and appointments will have doubled

◆ **Benefits** – benefits will be aligned with Emory’s peer group and competitive with local Atlanta employers

◆ **Lifestyles** – healthy lifestyles of the staff and faculty will have improved

Destination for Philanthropy

◆ **Annual Giving** – annual giving, which totaled $110 million in 2004, the 39th highest among colleges and universities nationally, will have climbed to $285 million, putting Emory 12th

◆ **Alumni Giving** – percentage of alumni giving back to their alma mater will have jumped from 25 percent to more than 35 percent

◆ **Enthusiasm** – enthusiasm for annual giving by Emory communities will have increased
To achieve Emory’s vision and overarching goals, the University will build pre-eminent schools and academic, research, and major operating units. These individual units have developed ambitious and exciting plans that will propel each unit forward and provide the core for Emory’s University-wide plan. The executive summaries for each of the units are included in this summary report. The summaries provide an abbreviated version of the aspirations and overall direction that will make each school and academic, research, and major operating unit distinctive in 2015. The full plans for each unit are part of the overall University plan and will be available via the strategic planning Web site.

**COMMON THEMES**

A review of the plans identified many common themes. The most common include:

- Distinguished faculty
- Principled leaders
- Destination for students, faculty and staff
- Strong community engagement
- Impact on the world
- Peer recognition
- Groundbreaking scholarship that addresses society’s problems

These common themes provide the foundation for development of the first three strategic goals and themes of the plan. These areas also reflect some of the basic foundational elements that make a university a strong and vibrant place.

**SCHOOLS AND ACADEMIC, RESEARCH, AND MAJOR OPERATING UNITS**

- Emory College
- Oxford College
- Graduate School of Arts and Sciences
- Goizueta Business School
- Emory Law School
- Candler School of Theology
- Woodruff Health Sciences Center
- Emory School of Medicine
- Nell Hodgson Woodruff School of Nursing
- Rollins School of Public Health
- Yerkes National Primate Research Center
- Emory Healthcare
- Emory Libraries
- Carlos Museum
- Division of Campus Life
Emory College combines the best qualities of both a traditional liberal arts college and a major research university. Our students, faculty, and facilities are among the finest anywhere. But we aspire to be more than simply elite. Our vision calls for us to capitalize on the dynamic combination of people, places and programs that Emory alone can offer. With targeted investments and strategic growth, Emory College will forge even stronger connections between its teaching and research missions, allowing for a learning experience like no other – one that is distinctive in its offerings and lasting in its effects. To bring an even greater Emory within reach, we will support and sustain three broad aspirations, each of which encompasses specific goals that will be implemented through a set of strategic initiatives.

**Aspiration #1 Cultivate a diverse and intellectually vibrant community by recruiting and retaining outstanding students, distinguished faculty, and excellent staff.**

Emory College has always chosen its incoming class for their intellect, passion, curiosity and conviction – we seek young people who promise to shine in their own lives and to improve the lives of others. As a result, our students excel both in and out of the classroom: as scholars, debaters, artists, athletes, campus leaders, and community volunteers. But if we are to be a destination school, unique both in academics and in our impact on the world, we must attract and retain even more of the nation’s top-level students, regardless of their ability to pay. By increasing both merit- and need-based scholarships, and thus removing all barriers to the best, we can be still more selective in accepting students and more certain of enrolling those we accept. Once enrolled, students will be encouraged to think and act in creative, thorough, and thoroughly responsible ways. By sharpening the focus of undergraduate life to emphasize independent research, academic growth, and volunteer service, the College will create a rich intellectual experience that extends seamlessly from classroom to campus life to community engagement.

Our students can expect to work alongside world-class faculty who embrace their two-fold responsibility as both teachers and researchers. Emory College faculty are as devoted to teaching, mentoring, and advising as they are to publishing, pursuing their own research, and serving the community. But if we are to honor our commitment to high quality teaching at the same time that we demand significant research, we simply must have more faculty to get the job done. By hiring 100 new faculty, the first phase of a long-term plan of growth, we will reduce the student-faculty ratio from 10:1 to 9:1, enhancing the meaningful student-faculty interaction that is so crucial to our vision. Of course we must also motivate our best faculty to stay at Emory when well-respected competitors come calling with offers of better compensation, greater visibility, or more impressive resources. To this end we will not only maintain our current faculty salary program but enhance it, to reward excellence and create incentives for achievement. In addition we will continue to invest in opportunities and infrastructure that enable our faculty to excel in every facet of their lives as teachers and scholars.

Adding faculty will allow us to teach and conduct research at even higher levels – but it will also, inevitably, strain the staffing levels of our programs and departments, already staffed at only half the rate of our peer institutions. To maintain our high standards of excellence we will hire more staff to efficiently carry out administrative duties, allowing our faculty to concentrate their time and energy on
superlative teaching, research, and service and thereby improving the educational experience and intellectual community of the College.

**Aspiration #2 Invest in targeted areas of academic strength where Emory can achieve genuine distinction.**

Our vision of providing an unparalleled learning experience begins with superb teaching. At Emory we expect every College faculty member to teach, and to do so with great skill. Enriching Emory’s already strong tradition of classroom excellence, the College will increase both support for professional development in this area and rewards for high achievement.

The liberal arts tradition – the very idea of education – rests on a foundation of strong disciplines. From strong disciplines students gain the skills necessary to think critically, debate respectfully, and act responsibly. Emory College will identify the needs of core departments, target those areas, and hire in such a way that advances already fine departments and programs into the very front ranks of excellence both nationally and internationally.

Another mark of a great teaching and research institution is the ability to develop distinctive academic programs, particularly those that span traditional disciplines and create integrated approaches to framing issues and solving problems. Emory has acquired a national reputation for building strong interdisciplinary centers and for a culture that encourages the bridging of traditional divides between departments, divisions, units, and nearby institutions. We will promote Emory’s talent for developing and guiding interdisciplinary work by establishing flexible, responsive support structures. And we will invest in those areas of current interdisciplinary strength, existing as well as emerging – among them African-American studies, mind-brain research, urban studies, and the creative and performing arts – that offer promise of achieving genuine scholarly distinction.

**Aspiration #3 Create a distinctive social and physical environment that enriches the intellectual works and lives of faculty, students, and staff.**

None of this can happen without a place as unique as the people who work, learn, and live here. On the whole, the quality of College space is excellent. However, College facilities are currently at or above 95% capacity and our faculty have 10% less assignable space than at peer institutions. To accommodate projected program growth, newly recruited faculty, and the changing nature of teaching and research, additional facilities will be required, and several existing facilities will have to be renovated. The College will provide the social sciences and humanities with new and needed facilities for teaching and research and construct a “science neighborhood” where ideas across disciplines can grow, flow, and flourish. In addition, the College will create more common spaces to foster interaction and collaboration between students and faculty, an essential step toward cultivating a more vibrant intellectual community. We must also invest in infrastructure, in our library and computing systems, to meet the growing demands of a College community that thrives on knowledge and connection.

Emory College has a long, proud tradition of bringing together the nation’s finest teachers, learners and researchers, and we will continue to enhance our reputation for top-tier academics by enrolling the best students, recruiting the best faculty, and nurturing the best work from both. At the same time that we take pride in being recognized by our peers and the public as an institution with few rivals for academic excellence, we will continue to envision a liberal arts education that truly sets us apart. Our students must be scholars, our scholars teachers, and our teachers leading researchers to an extent that
other universities can only envy. A vibrant liberal arts tradition is at the heart of every great academic institution, and the College believes its contributions will propel Emory toward its future as a true destination university.

Oxford College is the place where Emory began as an institution built upon a Methodist foundation and dedicated to high standards for academic excellence. This history and sense of place continue to provide strength and energy to the community’s pursuit of its mission. Oxford is a diverse community in which people actively care for one another, nurture openness of thought, experience, and culture, and dedicate themselves to excellence in undergraduate liberal arts education. As a college committed to the education and development of students during the crucial first two years of undergraduate education, Oxford embodies a philosophy of education grounded in liberal learning that integrates instrumental education—in which learners acquire knowledge or skills that enable them to do particular tasks—and transformational education—in which learners develop in important ways as human beings. Oxford also promotes students’ academic progress from dependent learners—who rely upon teachers as authoritative dispensers of information—to engaged learners—who are self-directed participants in the learning process.

Building on this heritage, Oxford’s Strategic Plan consists of thirteen strategic initiatives designed to achieve the following six goals:

1. To establish Oxford as the exemplar of a Liberal Arts Intensive college.
2. To support the continuing growth of Oxford’s transformative learning environment grounded in innovative pedagogies of engagement.
3. To establish Oxford as a model for leadership in responsible action and healthful living - by individuals and institutions, across social, political, and environmental realms.
4. To build and continuously improve the personnel and physical infrastructures necessary to create a welcoming, attractive campus community that effectively supports Oxford’s academic mission and vision.
5. To make the contributions of Oxford’s students, faculty and staff a definitive, enriching element of the Emory University identity.
6. To catalyze the emergence of Emory University as the paradigm for undergraduate education within a national research university.

These goals form the pillars for developing Oxford over the next three to ten years into the exemplar of a liberal arts college, elevating us from the ranks of the very good to the great.¹ This process will create a peerless program of student engagement and experiential learning through innovation in

¹ Note, for example, that Oxford ranks in the 90th percentile among 900 colleges in all five benchmarks of academic excellence on the National Survey of Student Engagement: rigor of the academic program, faculty-student interaction, enriching educational experiences, active and collaborative learning, and supportive campus environment.
teaching, leadership development, coordinated curricular and co-curricular programs, community engagement and the scholarship of teaching and learning.

To achieve and document this level of excellence, it is essential that Oxford develop resources for systematic research and assessment so we can monitor the impact of our work in the broader community, and undertake sustained study of how best to develop our students to become responsible citizens and independent, life-long learners who are successful during their subsequent undergraduate study, whether at Emory University or elsewhere, in various graduate and post-graduate schools, and in their later personal life. Only by creating an organizational structure and culture that is a student of its own practices—and thereby promoting continuous improvement—can the excellence to which Oxford aspires be realized; for as Aristotle first observed, excellence in human endeavors is not an end-state but a continual “seeking of the best.”

One of the engines driving our pursuit of these goals will be the new Center for Academic Excellence (CAE). The CAE will provide direct leadership for some initiatives, serve as the catalyst for others, and create an administrative infrastructure to effectively support these efforts. The CAE will be supervised by a Director with expertise in the scholarship of teaching and learning, educational research and research design, learning theory, faculty development, and assessment of student academic success. The CAE will help us to raise even higher our level of innovation as a laboratory of teaching and learning. (This is an area in which Oxford’s accomplishments to date have already led to our recognition by the Carnegie Foundation for the Advancement of Teaching as a national leader in this form of scholarship.)

The CAE will be one important part of a newly reorganized and expanded Office of Academic Affairs. We will add an Associate Dean for Academic Affairs and additional support staff so that we can better support our academic mission. This will also allow the Dean of the College to concentrate more on strategic issues. During the 2005-2006 academic year, the Dean of the College and the Academic Affairs staff will join the faculty in a dialogue through which we will work out in more precise terms exactly how we define Liberal Arts Intensive and what steps we will take to better achieve that ideal.

An expanded Office of Academic Affairs will have the staff and expertise to more effectively support growth and improvement. In particular, they will be able to:

- support course and curriculum development,
- seek opportunities for collaborative partnerships with faculty and programs in other divisions of the University (e.g., inter-campus enrollment, faculty exchange, joint faculty appointments),
- assist in assessment of courses, programs and curricula,
- coordinate the initiatives and programs of Oxford’s Advisory Council on Teaching, Learning, and Professional Development (commended by the Southern Association of Colleges and Schools as a distinctive and effective method of promoting professional and program development),
- provide additional professional development to assist faculty in identifying and implementing “best practices” in student learning and development,
- develop an undergraduate research and internship program (including a Summer Institute),
- support expansion of interdisciplinary programming,
- establish and oversee a program of post-doctoral teaching internships, and
promote open-ended faculty discussions of the curriculum to ensure that our academic programs effectively express the learning and development goals outlined in our Mission and Vision Statements.

As President Wagner stated in his inaugural address, “The true purpose of higher education is to lead us out of our self-centered universe to a place where we can perceive the world from others’ perspectives and have a positive effect on the community.” This more comprehensive view of education as a “decentering” of self and as engagement/service in the world is one of Oxford’s current strengths, and is further emphasized as a principal component of our vision for the future. In FY2006, with income from the approximately 12 million dollar Pierce endowment, Oxford will create the Pierce Institute for Leadership and Community Engagement. The Institute will support and implement programs that prepare students to assume roles of leadership and service at Oxford College and in the community by integrating academic study, leadership development, and community engagement. We will also continue to increase our offerings of Theory/Practice/Service/Learning courses and enhance our currently modest program of Intercultural Studies by increasing support for courses that involve travel abroad and pursuing other curricular initiatives that promote internationalization.

Oxford has a history of promoting environmental leadership and healthful living. The nationally recognized Oxford Institute for Environmental Education engages our strong science faculty, students, and program with K–12 teachers from Georgia and surrounding states to improve science education. Our physical education program emphasizes the connections between a healthy body, mind, and spirit, to promote practices of healthful living. These commitments to individual, community, and environmental health will be integrated into a “Green Campus and Healthful Living Initiative.” We plan to become a model of an environmentally committed and healthful campus by enhancing existing efforts to conserve energy, manage natural resources, use LEED principles in campus development, and engage the Oxford community in practices that promote individual and community well being. Oxford’s efforts might well provide a laboratory for appropriate research projects in the Rollins School of Public Health and/or an opportunity to work with the Georgia Institute of Technology’s program to develop alternative sources of energy.

We have created thirteen strategic initiatives to accomplish our goals and create a culture that will be alert to unforeseen opportunities. These initiatives are designed to overcome the barriers to the success of our Strategic Plan identified in our Environmental Assessment. To achieve these programmatic, physical, and organizational enhancements and innovations for excellence will require increased endowment and financial aid, upgraded and expanded facilities, and additional staffing.

If the outcome of research currently being conducted deems growth desirable, our student applicant pool must be enlarged, and independent of a commitment to growth, financial aid needs to be increased to enable us to “design” the entering class to provide the diversity (including varying levels of academic preparedness, as well as the standard categories of difference) which research indicates optimizes achievement of our educational goals. Restructuring University undergraduate admissions to increase the student applicant pool and increasing financial aid to enable enrollment of the “mix” of students that creates the most potent learning environment are key to our success.

Oxford has an urgent need to improve its facilities. The recruitment of students is hindered by the contrast of our physical plant with those of other colleges and universities and even many high schools. Our living, learning, and recreational spaces are insufficient. Indeed, in a 2004 survey of admitted students who declined enrollment at Oxford, 71% of Georgia students and 68% of all
respondents cited the quality of Oxford’s academic facilities as a “very important factor.” Moreover, Oxford does not have adequate library, science, teaching, or office space to allow for growth in faculty, staff or the student body, let alone the rich teaching space required to accommodate innovative teaching and learning programs or the extensive institutional research we plan to continue to grow as a national leader in the scholarship of teaching and learning. Since inadequate planning and investment in facilities will prevent the development and final success of our Strategic Plan, we will update our Master Plan to incorporate the facilities required to bring Oxford to the level of academic excellence that we envision. We also are understaffed. Our current faculty/student ratio is an unacceptably low 1:13; as Frank Rhodes states, the best universities “have an overall faculty-to-student ratio of 1:10 or better” (and our research shows this also is true of the best free-standing liberal arts colleges). Our support staff also lags behind those of our peer institutions (our current staff-to-faculty ratio ranks ninth among our 10 benchmark institutions).

As it becomes better known, Oxford’s distinctive Liberal Arts Intensive program for the first two years of an Emory baccalaureate degree will be instrumental in making Emory University a national model for undergraduate education. This strategic planning process has begun to clarify what Oxford students, faculty, staff, administration, and alumni have long recognized about our transformative learning environment but have not expressed as cogently and forcefully as necessary: Oxford College is distinctive, in part because of its role within Emory University. On the other hand, Oxford also makes Emory University distinctive, in part because of Oxford’s character as a Liberal Arts Intensive division within it. Oxford’s place in the heart of Emory stems from its unique contribution not only to Emory’s heritage but also to Emory’s vision for the future as a destination university that is an inquiry-driven, ethically engaged, and diverse community.

GRADUATE SCHOOL OF ARTS AND SCIENCES
STRATEGIC PLAN
EXECUTIVE SUMMARY

EMORY

The reputation of a research university rests to a significant extent on the strength of its graduate training programs. The goal of the Graduate School of Arts and Sciences (GSAS) is to develop graduate programs that are recognized nationally among the top ranked programs in creating new knowledge and in training the next generation of leading researchers, scholars, and teachers.

Despite their current strengths, most of Emory’s doctoral programs are not yet counted among the top ranked programs in the country. These programs do not have the academic reputation, faculty recognition, and research intensity of similar programs at the major private, Research I universities we consider our peers. Yet many of our programs are very strong. Some are now excellent and need only recognition; others are very good and capable of becoming excellent. Results from our environmental assessment revealed that Emory’s graduate programs are particularly strong in training their students in research and teaching, in mentoring them to completion of their degree, and in placing them in academic and research careers. Also, the quality of faculty and students in our programs has improved

significantly. Still, the recognition received by many of our programs is lower than that of programs at other institutions. One reason our programs are less well known than those of our peers is that our graduate programs are relatively young. Emory was admitted to the AAU (Association of American Universities) only in 1995, and less than half our programs qualified for inclusion in the last National Research Commission assessment of doctoral education. However, another reason for our lower recognition is that many of our programs have not yet attained the research quality and intensity of the programs at peer institutions.

Our challenge is to significantly improve the quality of our programs. To address this challenge, our strategic plan is based on three underlying principles. First, as the PhD is the highest degree granted in the university, and because of the necessary link between excellent graduate programs and excellent research, the Graduate School should be recognized as leading Emory’s research mission, within and outside the university. An eminent graduate school is key to attracting outstanding research faculty, and such faculty attract the best students. Second, to improve our programs we must assess their strengths and weaknesses. Future program development, including allocation of resources to support faculty and students, must be based on criteria of merit and an understanding of where additional resources will have the greatest impact. Third, graduate students should be seen as an important part of both the research and teaching missions of the university. Outstanding graduate students not only attract excellent faculty, they also enhance faculty research. With their unique relationship to faculty and undergraduates, graduate students also enhance undergraduate education by bringing their knowledge and enthusiasm for the latest research developments into the college classroom.

Building stronger programs will require the Graduate School to assume a much more active role in partnership with the deans of the other schools in which the program faculty are located. The Graduate School must work more closely with the other schools in evaluating its programs and in identifying which programs should be strengthened. In addition, the Graduate School must be more proactive in working in collaboration with the school deans in developing new programs and in reshaping existing programs. Because the GSAS is the only school with programs in all schools of the university, it is in a unique position to develop new programs and to reshape existing programs in ways that foster interdisciplinary and interschool research and scholarship. Ultimately we want to see the Graduate School become a vibrant intellectual center of Emory University and a national leader in graduate education.

The GSAS strategic plan is aimed at achieving the following six goals:

1. **Enhance the stature and recognition of the Graduate School both inside and outside the University:** To attract the best faculty and students we must elevate the status of Emory’s graduate programs to raise their standing and recognition nationally. To indicate the high priority of graduate education at Emory and to provide a more distinct identity, we would like to see the Graduate School set apart with a distinctive new name. To raise the research standing and recognition of our programs we will undertake several initiatives, beginning with the institution of a regular process of program review to evaluate our programs and to plan for their future development. We will also create endowed graduate faculty chairs, with graduate student lines, to foster the development of our best programs by adding outstanding faculty. These chairs will be selected in collaboration with the school deans, thus increasing the interdependence between the Graduate School and the other schools. To continue Emory’s growth in research, we will support the creation of distinctive new graduate programs and reshape existing programs where needed. Since Emory is significantly behind its peers in the size and number of PhD programs in the
natural sciences, and somewhat in the social sciences, the priorities for new programs and expanding present programs should address this imbalance. Finally, to raise Emory’s stature as a preeminent Research I university, we will publicize the accomplishments of our programs, particularly their success in training and placing students. Given the present status of our departments, it is not unreasonable to expect that by 2010 we will have five programs ranked in the top 10 in the country and 10 ranked in the top 20.

2. **Attract the most well-qualified students**: Excellent graduate students improve the level of scholarly endeavor and teaching university wide. To recruit the finest students, we must provide financial support that is competitive with that offered by peer programs. Our programs already have strong applicant pools, but we still lose many of the best students to more highly ranked programs, partly because of reputation and partly because of financial support. To increase our capture rate among the strongest students we must immediately provide health insurance for all students, and by 2007/08 we must increase the base stipend levels in the natural sciences to $24,000 and in the social sciences and humanities to $18,000. Thereafter we must continually monitor the stipend levels of our peers in order to stay competitive.

3. **Garner additional funding from outside sources to support graduate programs**: To increase the research intensity of our programs we must create a grants culture among our faculty and students to increase the amount of external funds for graduate training. For faculty, we aim to increase grant applications by 10% a year through 2010; for students, we propose that 50% of students apply for some form of external funding during their graduate career, beginning with the 2006 cohort. To achieve this goal we will develop a tuition recovery plan to return some of the tuition generated from grants to the programs. We will also provide incentives and support programs to encourage faculty and students to apply for external funding. In order to measure our success in working toward this goal, we will develop a system to monitor external grant activity.

4. **Develop and enhance practices that assure student success**: Although our programs are already very strong in graduate training, mentoring, and career placement, we must continue to improve the present policies of admission, recruitment, funding, and degree requirements which underpin this success. Beginning in 2005/06, we must work with the departments to refine and broaden their student support programs; develop new programs in collaboration with the departments to expand the career opportunities for our students; create an exit survey for students to assess their graduate school experience; and work with the university and schools to ensure adequate space for the research, teaching, and social needs of graduate students.

5. **Build upon our successes in developing the teaching skills of our students**: To continue Emory’s leadership in teacher training, we will develop new programs which capitalize on the research and mentoring skills of our graduate students and find ways to integrate the educational experiences of graduate and undergraduate students. We want to change the negative public perception of graduate students as teachers by demonstrating the fundamental importance of graduate students to the quality of undergraduate education.

6. **Establish the infrastructure necessary to accomplish these goals**: To accomplish these goals we need to modernize the operation of the GSAS office and enlarge its administrative and academic staff. To improve planning, communication, and operational processes we will need to develop a comprehensive data collection system to track student careers and monitor programs, and to continue to develop online and Web-based systems for procedures and forms.
Candler School of Theology sits at the heart of Emory University. Nestled among College buildings, fronting the quadrangle, immediately adjacent to the Administration Building, across from the Carlos Museum, backing up to the athletic complex, within walking distance of Law and Business on the one side and Medicine, Public Health, and Nursing on the other, and, like Emory itself, lying between The Carter Center and the Center for Disease Control and Prevention—Candler is centrally situated. Programmatically as well as physically, it is poised to be a, if not the, centering institution for Emory, a world leader in theological education and religious studies, a molder of the church’s social conscience, and an agent of reconciliation within and beyond the Atlanta community. By 2015 Candler will have secured this leadership position through plans to renew all of its instructional, administrative, and library facilities, to endow new chairs, to underwrite its community-outreach programs, and to secure adequate scholarship resources.

Candler’s aspirations for itself are enhanced and supported by Emory University’s distinctive intellectual and programmatic profile. At Emory, the study of religion, religious practice, ties with specific religious communities, and the study of theology have found and continue to find themselves in a place that is religiously pluralistic and intellectually complex. The pivotal role of the study of religion at Emory, unparalleled in top-flight research universities, creates opportunities for ethically engaged and inquiry driven conversations that simply are not possible elsewhere. This positions Emory in general and Candler in particular to be leaders in public conversations about religion in the U.S. Candler’s school strategic plan charts the leadership role that Candler will have in those conversations, and the University plan identifies religious study as one of the several cross-cutting themes to be given privileged attention in the decade ahead.

Candler School of Theology is one of a very few theological schools in the world with equally strong commitments to the church and the academy, to the preparation of ministers and other religious leaders, and to the education of outstanding academic scholars in religion. The church trusts Candler to train excellent leaders; the academy looks to Candler and Emory for leading research scholars. The naming of these two commitments as the first goals in our strategic plan affirms Candler’s steady and enthusiastic resolve to support them, to strengthen them, and to continue to allow them to be mutually enriching.

Candler as a whole with its incredible faculty strengths across the spectrum from the classical through the practical fields plays pivotal roles in connecting Emory to Atlanta and its congregations and care institutions, to the religious communities across the world, and to the United Methodist Church. Our vision statement well expresses our goals for ourselves and the crucial role we intend to play in the accomplishment of Emory University’s vision. Our vision combines attention to first-rate education with a commitment to strengthening the public witness of the churches for the positive transformation of church and world.
As we look toward the future, we anticipate building on our manifold ties with the Emory College Religion Department and the Graduate Division of Religion in our new Lilly-supported doctoral venture in religious practices and practical theology. Candler also plans to work with the Religion Department to develop new strengths in comparative religion, including a new cooperative master’s degree. With new appointments at Candler in music, hymnody and liturgy, we anticipate enriching our sacred music collaborative endeavor. The Pitts Theology Library serves the hundreds of faculty across the University with research and teaching interests in the religious traditions that have shaped Western and world cultures. Its new facilities, one of the central goals of the strategic plan will make it a world-class research center. Similarly, Candler faculty and programs engage the various university departments, particularly in the humanities and social sciences, which attend to the cultures touched by Christianity and Judaism (for instance, Classical, Middle Eastern, African American, African, and Women’s Studies; History; Philosophy; Anthropology).

Recent developments illustrate the breadth of interest in religion across Emory. Theology and Nursing have just established a certificate in religion and health and are exploring a further venture in missions and nursing. The Carlos Museum and Candler are reclaiming old relations based in both of our investments in the biblical world. Candler and Law have quite extraordinary "law and religion" connections, both instructional and scholarly, and we are both intending to continue to build on that strength. The Ethics Center, with whom Candler has had and continues to enjoy a close partnership, will relocate to our sector of campus and reinforce our new relations with the health sciences and biomedical enquiry. Our joint degree program with Business offers exciting possibilities that we look forward to exploring with that school’s new leadership. Candler supports strengthening the ties between Glenn Church and Emory and the efforts to establish a religious life facility serving the various faith communities. We have expressed enthusiasm for The Carter Center's exploration of religion and violence as a major initiative and the efforts by the College through Aquinas Center assistance to test possibilities for a Catholic studies minor. These developments establish the foundations upon which the Candler School of Theology can exercise leadership roles within the University, in theological education and religious studies generally, across the Atlanta community, and globally.

The main obstacles that Candler faces in achieving its vision have to do with infrastructure. Candler has outgrown its buildings, outsoared its current curricula, and outpaced the capacity of its endowment to provide all the needed support. The strategic plan charts a way into the future that removes these obstacles and provides Candler with the infrastructure it needs to be the top school of theology in the U.S.

A vital part of an internationally ranked research university, with strong educational programs, a world-class theological library, a superb faculty with an impressive record of research and publication, a diverse student body, alumni serving in leadership positions around the world, and a stimulating setting in a vibrant, culturally rich city, Candler School of Theology aspires to be the best in theological education, a shaper of the community’s conscience, a reconciling agent for church and society, and a leader for Emory.
Executive Summary

Over the next 10 years, Emory Law School will build upon its solid foundations to emerge as one of the most dynamic, enthusiastic and creative law schools in the country. For the past decade, the Law School focused on building a distinguished faculty with national and international reputations in teaching and in scholarship. The next stage for the Law School is to leverage this strength in shaping a distinct character and leadership role in legal education.

In ways that mirror strengths of other premier law schools yet are modeled around a unique combination of commitments, Emory Law School will claim and proclaim a vision of legal education and the legal profession that becomes the standard for others. The three key commitments are: first, to the essential character of the legal profession as a service profession; second, to training in the practice of law as well as the study of law; and, third, to focused centers of excellence that are interdisciplinary, integrative, and international in nature.

In the face of skepticism, if not cynicism, about the role of law and the rule of law in society today, there is no more important task for legal education than to understand and to communicate that law makes life together possible and justice more than an abstract dream. The Law School will emphasize in all its manifold roles that the core of the legal profession is a service profession. It will do this by offering to every student the possibility of a subsidized summer internship in a public sector or private not-for-profit placement across the world. It will also strengthen the possibility of service-oriented vocational choices through the expansion of the existing Loan Repayment Assistance Program and with significant increases in student financial assistance.

Legal education in coming years must do a far better job of preparing students for the actual practice of law and not just the study of law. Emory Law School is already the nationally acclaimed leader with its Trial Techniques Program, and in the past few years has developed one of the leading initiatives in intellectual property law through its three semester TI:GER Program (Technological Innovations: Generating Economic Results). We will continue to support and expand programs that enable students to experience the practice of law. We will add a targeted program on transactional skills. New “live client” clinical programs in criminal defense and juvenile justice will supplement the celebrated Barton Child Advocacy Program and the Turner Environmental Clinic. We also will offer partially subsidized summer internships for students working with law firms of less than ten attorneys. This private practice experiences will build new bridges to the practicing bar, reshape expectations of vocational options, and provide invaluable experience in the practice of law.

The third commitment that will define Emory Law School in coming years is its emphasis on pivotal centers of excellence that are known for substantive depth and interdisciplinary breadth. The Center for the Study of Law and Religion has become the premier program in the world in its teaching, its scholarship and its outreach. Our faculty members in international and comparative law are poised to develop parallel initiatives. Our new Project in Feminist Jurisprudence and Legal Theory probes the depth of domestic laws with the binoculars of international and cross-cultural vision. A fourth center of excellence concentrating on health law and policy will draw upon the powerful resources of the
Schools of Medicine and Public Health at Emory, as well as the Centers for Disease Control and Prevention.

As Emory Law School matures into this leadership role in legal education and in the legal profession over the next decade, we must pay attention to the infrastructure necessary to support and implement these commitments. In just the past two years, we have filled key senior staff positions and reorganized administrative duties that allow us now to move forward in a strong and steady manner. We must make additional investments to maintain and upgrade our physical facilities, and to broaden the availability of advanced technology in each of our classrooms. To support our students in their own service and learning, we will need to increase the number of small classrooms and conference rooms and redesign new community spaces.

In just one generation Emory Law School has emerged from being a solid regional school to a top national law school. Within the next generation it will become one of the premier institutions in the country, recognized across the world, for its commitments and its excellence.

Goizueta Business School has enjoyed a truly momentous new millennium. In addition to launching and completing a capital campaign resulting in the dedication of a new Doctoral and Executive Education Center, the school has for the first time in its history, achieved top 20 rankings across all of its degree programs, both BBA and MBA – including the most competitive of all, the full-time MBA program.

To continue our success we need to strengthen our financial position. These funds will be critical in providing additional resources for our faculty, operational needs for the degree programs and to enhance our reputation. Our overall goal is to use additional resources to continue our momentum.

Our priorities are:

- **Implement a sound financial strategy for the next five years.**
  Goizueta Business School’s immediate plans include emphasizing our Evening MBA and Executive MBA programs. We will increase the size of those programs while maintaining the quality. Additionally, at Goizueta we will be fundraising with alumni and in the business community with an objective of broadening our donor base. The development staff of the school has been re-organized around this objective. We will also rely on continued growth in our Executive Education area to contribute funding for the school.

- **Strategically build the faculty.**
  Goizueta’s goal of increasing the quality and reach of faculty research and teaching requires that we grow the faculty consistent with the expectations of a top business school. This includes setting priorities for the faculty areas with the goal of establishing a position of leadership in certain fields. By growing our base of senior faculty with an emphasis on
endowed chairs, we will enhance our faculty output and reputation, creating a productive research climate. Our first step in this process was the founding of the PhD program in business at Emory. The successful launch of the PhD creates a more robust research environment for faculty. Our faculty growth will also be commensurate with the program needs. As our programs grow in size, we will need qualified faculty for teaching additional courses in degree and non-degree programs.

- **Strengthen the brand through leadership development.**
  Leadership is the hallmark of the Goizueta Business School degree programs. We will continue to develop our leadership programming in the BBA, full-time MBA, Evening MBA, Weekend and Modular Executive MBAs and will increase the awareness of our programs through marketing, branding and corporate relations. In addition to developing student leaders, we will continue to reach out to partner within the community. Some examples include collaborating with the Woodruff Health Sciences Center (WHSC) to provide leadership and business training for healthcare professionals and working with local nonprofit organizations to provide business education for that sector.

- **Develop deeper ties with the metro Atlanta region.**
  In concert with the University, Goizueta will extend its reach in a tangible way to the Atlanta metro area, and create an engine for building and sustaining collaborative relationships. Partnerships between the Goizueta and businesses and other organizations in Atlanta and Georgia will benefit all constituents.

- **Creating a model business school community.**
  Like Emory as a whole, Goizueta’s strength lies in its culture of service to our community, our students and each other. We will continue to strive to be a model business school by advancing our culture to better support a diverse community. We will aggressively recruit students, faculty and staff to gain a more representative community. And we will continue to strive to be a destination where all are supported in their efforts to be the best at what they do.

We are moving into a new phase of growth for Goizueta Business School. Our reputation, student quality and faculty research place us among the world’s best business schools. Goizueta will be a leader among its peers and will be recognized for the outstanding contributions made by its faculty, staff, students and alumni.
The key to the School of Medicine’s success in the next five years is the retention of our most talented and productive faculty and the ongoing recruitment of world class clinicians and scientists with specific expertise that will propel our research, clinical and teaching enterprise to elite status. In short, we are recruiting the best clinicians and scientists in targeted areas from the best schools of medicine in the nation to join us at Emory.

Creation of a new and innovative medical curriculum will better reflect the rapid scientific advances changing how medicine is practiced now and in the future (implementation beginning 2007). The medical education curriculum steering committee recommends that the School:

- Center on the student;
- Highly integrate course content;
- Define and assess Core competencies;
- Implement a flexible curriculum;
- Incorporate a “House System”;
- Provide substantial mentoring;
- Require a discovery phase;
- Emphasize ethics;
- Develop strong interactions with other Emory schools and other Atlanta Institutions;
- Expect student volunteerism;
- Include leadership, scholarship, public health as strong threads; and,
- Make possible a tuition-free 5th year.

We want to construct a technologically advanced, state-of-the-art medical education and administration building that will support our new medical curriculum. Key elements of the new building will be:

- State-of-the-art lecture halls that will allow the use of the most advanced interactive teaching techniques;
- Substantial numbers of technologically advanced small group classrooms;
- A technologically advanced gross anatomy laboratory with computing and imaging capabilities;
- Simulation laboratories and patient examination rooms where technical skills and interview techniques of both medical students and residents can be assessed;
- Advanced computer labs and study spaces for students; and,
- Gathering spaces for students, residents and faculty.

Emory’s NIH research portfolio has grown at the one of the fastest annual compound growth rates (15.8%) during the past eight years among the top 25 medical schools in the nation. We aim to become a top 10 School of Medicine as measured by NIH funding. In 2004, we had $178 million in NIH funding and the tenth ranked School, Stanford, had $265 million of funding. Our growth has been achieved in part through research strategic planning that emphasizes specific areas of biomedical research, expansion of research facilities, and the recruitment of outstanding new faculty. Our new research strategic plan continues to build upon successes in neurosciences, cancer biology, transplantation, cardiovascular disease, and infectious disease as well as to identify new areas for emphasis including nanotechnology, systems biology, health services research, predictive health and global health.

The quality of the clinical care provided by the School of Medicine faculty, like our research, has never been better. The School, in collaboration with Emory Healthcare, is planning ways to provide ever more compassionate, state of the art healthcare to our patients which will include:
Use of technologically advanced diagnostic and treatment modalities to enhance the care of our patients;
Use of translational research to provide the most advanced and innovative therapies;
Development of patient centered educational programs for our patients to promote healthy lifestyles;
Define and develop the field of predictive health through creation of modalities and techniques that will influence the model of health care in the 21st century; and,
Work with local hospital affiliates (e.g., Emory Healthcare, Grady Health System, Atlanta-based Veterans Affairs Medical Center, and Children’s Healthcare of Atlanta) to provide excellent patient care and manage programs, finances, and relationships effectively.

We are also planning steps to maintain the School’s financial security enabling it to meet present and future needs of medical education, research and patient care. The School will continue to work collaboratively with The Emory Clinic and Emory Hospitals to support and strengthen their financial performance which in turn will provide the necessary increase in academic enrichment fund support for the School. Efforts have been in place and will be heightened to attract more philanthropic support and to maintain the growth of indirect cost recovery through the growth of research.

THE NELL HODGSON WOODRUFF SCHOOL OF NURSING
STRATEGIC PLAN
EXECUTIVE SUMMARY

The Future of Caring. Now.

Backdrop: The global shortage of nurses is now having a profound negative impact on the capacity of countries to provide basic nursing services. Within the U.S., the shortage of nurses has threatened care quality, increased its cost and decreased access to needed services. This is the context in which the Nell Hodgson Woodruff School of Nursing (NHWSN) finds itself in its centennial year. While clearly challenging, the shortage of nurses worldwide also sets the stage for NHWSN to become one of the premier private schools of nursing in the world. Building on its 100-year track record of preparing influential nursing leaders and its more recent dramatic gains in national research and educational rankings, the school has charted an exciting path for the future. Capitalizing on the unique opportunities and resources of the Woodruff Health Sciences Center, Emory University and the Atlanta community, the NHWSN will become an even greater force in assuring the Future of Caring. Now.

Our aspirations: The Nell Hodgson Woodruff School of Nursing will lead nationally and internationally in improving the care of vulnerable people through nursing education, research and service. Not only are we within close reach of being among the very best private schools in this country, we have the capacity to innovate new roles and strategies that are intended to propel progress in advancing nursing care. Through living out our core values of scholarship, leadership and social responsibility, we will chart excellence in the field and we will become the benchmark in specific areas of distinction.
**Becoming the Best:** The following goals and measures of success reflect our commitment to becoming the best among our peers through strategies that are embedded in societal and global need, drawing on our unique context and adding distinction and character to the university.

**Goal 1:** Become the leading private school of nursing in the world in the area of international nursing, including health workforce development, policy and global government nursing and health leadership.

**Measures of Success:** Building on the major successes of the 2001 and 2004 Global Government Health Partners’ Forums and the Global Government Chief Nursing Officers’ Institutes, the school is poised to serve as an ongoing leading international focal point for the development of government nursing and health leadership. Our continued success will be measured by the following: 1) attendance at the 2006 global conferences, including the total number of participants as well as number of countries represented; 2) extramural support from U.S. and international agencies to fund not only the conferences but also the on-going operating expenses of our secretariat administrative functions; and 3) increased participation of global nursing and medical leaders in the development of the health leadership agendas.

**Goal 2:** Become a national and international model for integration of social responsibility into all school curricula.

**Measures of Success:** Our core values of “scholarship, leadership and social responsibility” reflect the commitments of the school’s faculty and staff to enhance the health of our communities in positive, transformative ways. We find that outstanding undergraduate and graduate student applicants are especially attracted to the Nell Hodgson Woodruff School of Nursing because of the unique values and actions that set our school apart from other outstanding private schools of nursing. Evidence of our future success in achieving this goal will be measured by the following: 1) continuing the integration of service learning experiences into the BSN, MSN and doctoral program curricula; 2) faculty publication in peer-reviewed national and international nursing education journals on the topic of our model for service learning experiences in the curriculum and the integration of social responsibility into our school’s mission; 3) invitations to our faculty to make presentations at national and international nursing education and other conferences to discuss our successful initiatives; and 4) increasing the number of highly qualified undergraduate and graduate applicants who are attracted to the school because of our service learning opportunities.

**Goal 3:** Provide international and national leadership in faith-based and mission-related nursing programs.

**Measures of Success:** Our success in achieving this goal will be measured by 1) faculty publications in peer-reviewed national and international publications on the topic of faith-based and mission-related nursing programs; 2) extramural support for the expansion of these programs; and 3) invitations to our faculty for both consultation at other institutions and to make presentations at national and international conferences on the topic of faith-based and mission-related nursing programs.

**Goal 4:** Collaborate with university partners in curricular reform and research relating to predictive health.

**Measures of Success:** Our faculty have worked collaboratively with their colleagues in the School of Medicine and Public Health in developing and enhancing predictive health-related content in our
individual courses. The school has played a leading role in the region in advancing genetics-related content in nursing curricula. As the school moves forward in its regional leadership roles, evidence of its success will be measured by the achievement of teaching and research collaborations between our faculty and the faculty of the schools of medicine, public Health and Emory College in the area of predictive health.

Goal 5: Become among the top three private schools of nursing in NIH funding.

Measures of Success: Our faculty have engaged in an important planning process resulting in an exciting plan, “Becoming the Best in Research.” The title reflects both our important progress and the very narrow gap in rankings and external funding that lies between our school and our peer private institutions. The school’s 2004 rankings in National Institutes of Health funding among all nursing schools is 19th, having moved from 36th over the last five years. And, among private schools of nursing we are ranked fifth in NIH funding. By 2010 we expect to achieve at least the ranking of third among private schools of nursing, and 11th among all nursing schools.

Goal 6: Be among the top three private schools of nursing in educational rankings.

Measures of Success: The faculty are undertaking a planning process that reflects our commitment to continue to advance as a leading private school of nursing in the area of education. In 2004, the school ranked 26th overall, and sixth among private schools, in the U.S. News and World Report ranking of schools of nursing. Our nurse-midwifery graduate program ranks seventh overall and second among private schools of nursing. By 2010 we expect our overall rankings among private schools to be at least third.

Goal 7: Enhance the working climate of our people and the overall school community.

Measures of success: The dramatic positive transformation of the school over the last six years reflects both a well developed and implemented strategic plan and the enormous, committed effort of faculty, staff and administration. As the school now enters its next phase of development, it is also critical that the organizational culture and climate encourage, reward and support people in their work. Because our enterprise is fundamentally about caring, it is crucial that this ethos is a part of our every day work environment. While the school’s scores on the university’s “Climate Survey” are not significantly different than those of the overall university, we will gauge our success on our ability to improve our scores with the 2007 survey, reduce non-cause related, unavoidable turnover and put into place a vibrant school life program.
During the first 15 years as a school, the number of full time faculty has grown to more than 160. Graduate and professional student enrollment exceeds 900. Total annual operating budget is greater than $60 million with extramural funding of more than $50 million. This growth has been leveraged with a small amount of ongoing core support and funds (strategic endowment investments, key support from the Woodruff Fund, Inc, the WHSC, and the University). Increased endowment is crucial to sustain the current level of success and fund the strategic initiatives.

**Faculty recruitment and research**

Partnerships with the CDC, The Carter Center, CARE, The Task Force for Child Survival and Development, the American Cancer Society and state and local public health agencies give the RSPH a strategic advantage in public health education and research. The proximity of these leading national and international public health agencies allows the school to serve multiple training needs, reinforces the spirit of cooperation, and has led to recognition of Atlanta as a public health capital.

Of special importance and opportunity is The Carter Center. In addition to the jointly appointed Rosalynn Carter Chair in Mental Health, a number of faculty members have held special appointments at The Carter Center and provide technical assistance in the Center’s global health programs. Many RSPH students have benefited from the opportunity to complete global health thesis requirements while working in the field on The Carter Center projects. The CDC, CARE, and the American Cancer Society provide unparalleled opportunities for our faculty and students. Examples of continued development and nurturing of these relationships are found throughout our strategic plan.

As the Woodruff Health Sciences Center develops strength in predictive health, public health research will prove fundamental to our success. Faculty research in the transitional areas of epidemiology, outcomes research, behavioral sciences, health education, health literacy, and health economics will provide the necessary bridge in translating bench science to patient care.

Prominent RSPH Georgia Cancer Coalition Scholars are involved in the Winship Cancer Institute and play essential roles in Emory’s pursuit of attaining designation as a comprehensive cancer center. Additional examples of interdisciplinary relationships include the following partnerships: Center for AIDS research (CFAR) (with the Emory School of Medicine (SOM) and YERKES), and the Center for Global Safe Water (with the SOM, CARE USA, CDC, Population Services International, and the Rotary Club of Atlanta), and the Center for Health Culture and Society (Emory College).

RSPH faculty members work with all units in the Woodruff Health Sciences Center as well as with Emory College and other Emory schools. Linkages with other departments and units within Emory have been very productive and should be strengthened and expanded. A substantial investment in faculty development will be required to provide sufficient academic depth and growth. By creating new positions in cancer, global health, HIV/AIDS, prevention sciences, biostatistics, outcomes research, and environmental health, we will build on a strong existing foundation and be well positioned to create new and stronger bridges with our partners. Targeted endowment is needed to fund faculty growth.

**Scholarships**

Attracting the most qualified MPH. and PhD students will require offering competitive scholarships, experiential learning, and career opportunities. Although much has been accomplished in the few short years since our founding, the school’s relative youth may be most apparent in competition for the most promising public health students. Public health students graduate with high debt load and enter a
career of global or local service or academia. While we routinely compete with the nation’s leading schools, our inability to match scholarship offers results in our losing some of the best candidates.

A multi-pronged approach to increasing scholarship support is under way and remains a critical priority. Program specific scholarships are needed for global health, environmental health, infectious disease, joint degree and distance learning students. We will create a task force to strategically address special populations, targeted recruitment, and scholarship strategy.

Our instructional goals include increasing PhD enrollment through the addition of two new programs and leveraging existing programs with extramural support.

Additional MPH enrollment may be possible by taking advantage of specialized global health electives in existing programs (e.g. Global Environmental Health, Global Epidemiology, and Global Prevention Sciences.) A core course in Global Health is in development and will be available to all students in fall 2006.

**Space**

In order to become a world leader in public health education and research, the RSPH urgently needs to increase its footprint on the Emory campus. The leading schools of the 21st century must provide state-of-the-art physical and virtual educational and research facilities. We seek a technologically advanced infrastructure conducive to promoting health and preventing disease in a facility that addresses our current and future needs. A feasibility study to define potential construction adjacent to our current location in the Grace Crum Rollins Building is nearing completion.

We anticipate that this building will become the hub for global health at Emory. It will allow co-location of our natural interdisciplinary collaborators, (e.g. infectious disease) from the Emory SOM with our departments of epidemiology, behavioral sciences and health education and would enhance strategic partnerships with other units of the University (School of Nursing, College of Arts and Sciences, Business, Law, Theology, and The Carter Center).

Our goal is to extend the reach of the Rollins School of Public Health well beyond the boundaries of its new physical walls and deliver information and resources to where they are needed: locally, nationally and globally. The new building would serve as a destination for strengthening and enhancing collaboration with our Atlanta based public health partners. Lab space will create opportunities for a public/private partnership between RSPH and CDC scientists.

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**YERKES NATIONAL PRIMATE RESEARCH CENTER**

**STRATEGIC PLAN**

**EXECUTIVE SUMMARY**

The Yerkes National Primate Research Center (YNPRC) is one of only eight NIH-designated primate centers in the world. In many ways, the YNPRC is the glue that binds major components throughout the University of our basic research and our applied, translational missions. Additionally, Yerkes is
emerging as a major academic force at Emory for training and educating undergraduate, graduate, and postdoctoral students, including minorities and women, for careers in research. Our vision is to be recognized internationally as a leading center for both basic and applied research, capitalizing on the unique aspect of using nonhuman primates in the service of humanity.

During the next five years of our strategic plan, Yerkes will have emerged as the only facility in the world where comparative behavior, genomics, and imaging all can be combined with the technology of nonhuman primate transgenics (i.e., monkeys in whom a gene from another species has been implanted, e.g., the human gene associated with abnormal production of proteins that make up the plaques and tangles of Alzheimer’s disease) in studies directed at clarifying the biology of health and disease. These ideas are illustrated in figure 1. Discovery moves from work carried out initially in nonhuman primates, capitalizing on all of the technologies indicated, including the field of bioinformatics where all of the information derived from the technologies can be combined and made sense of, to work subsequently translated to humans where we then will have extraordinarily powerful tools for diagnosis, intervention, and all aspects of predictive health.

In this context, nonhuman primates will become uniquely valuable for identifying genetic and phenotypic specializations of humans in a wide area of programs that are delineated in our strategic plan, including the of vaccine development for infectious diseases (e.g., AIDS) and noninfectious diseases (e.g., Alzheimer’s disease), women’s health issues, and addictions. This is a matter of great biomedical significance because the human disease profile differs from that of chimpanzees (and other nonhuman primates), for example, in several important respects. Specifically, certain cancers appear to occur at much higher rates in humans than in other primates. Humans are uniquely vulnerable to neurodegenerative diseases. Alzheimer’s disease, with its characteristic neuropathological hallmarks (neuritic plaques, neurofibrillary tangles, and neuronal loss), is only known to occur in humans. Similarly, the neuropathological and/or behavioral changes associated with Parkinson’s disease, multiple sclerosis, and schizophrenia have been observed rarely, if at all, in nonhuman primates. It is likely these human-specific disease characteristics reflect, at least in part, physiological and anatomical differences that have a genetic basis. Because human specializations are, by definition, features of humans that evolved subsequent to the separation of the human and nonhuman primate lineages, identification of human specializations is possible only by comparing humans to other nonhuman primates, including chimpanzees. The rapid development of genomic methods and resources (including the sequences of the human and nonhuman primate genomes) makes it possible for the first time to conduct a comprehensive survey of human specializations of chromosomal organization, gene sequence, and gene expression (proteomics).

A second area of focus embedded in our strategic plan has to do with our educational and training mission. During the next five years, Yerkes will increase its profile as a major academic contributor to
training and educating undergraduate, graduate, and postdoctoral students at Emory. Three training and education programs will have grown to substantial portions by 2010.

1. Yerkes currently is the focal point for a substantial portion of the Neuroscience Graduate Program. The Neuroscience Program Director, Chair of Admissions, Director of the Frontiers in Neuroscience Seminar series, and the Neuroscience Program’s Chief Administrator all reside at Yerkes. Additionally, a majority of graduate students in the Neuroscience Program are carrying out their dissertation research in Yerkes laboratories. Also, we have two institutional training grants, developed and administered at Yerkes. With the growth and recognition of Yerkes as a world-class research training center, we will have the luxury of and the reputation for having the best and the brightest students compete for acceptance to our programs.

2. The National Science Foundation sponsored multi-institutional Center for Behavioral Neuroscience (CBN) has a major component of its faculty and student research as well as an educational component at Yerkes. The program is unique in its accomplishment of providing a pipeline into the field of behavioral neuroscience for minority students and women. During the next five years, the opportunity provided to minority students and women to be trained in neuroscience, from undergraduate to postdoctoral levels, will gain still more success and distinction, and will become a prominent differentiator for Emory University, with Yerkes as its foundation.

3. In April 2005, the Yerkes Research Center developed a memo of understanding with the Center for Conservation and Behavior at Georgia Tech (GT). The GT program is led by Dr. Terry Maple, previously the Director of Zoo Atlanta, and has a national reputation for producing some of the best behaviorists in the field. This agreement provides for an exchange of students between the two centers and, importantly, provides to Yerkes investigators a source of high-quality graduate students interested in all aspects of research on primate behavior, including studies of cognition, socioemotional behavior and primate cultures. Yerkes provides unique resources to the program, including a colony of great apes (chimpanzees), seven species of monkeys, and genomics and imaging capabilities to study and type nonhuman primates. During the next five years, this agreement could evolve into a prominent differentiator for Emory and Yerkes, i.e., a joint Emory-GT program in Behavior and Conservation. Additionally, because the Yerkes and GT faculty have significant links to many countries in Africa and South America, we will have the opportunity to establish a significant program focused on conservation of endangered primate species. This will become a major differentiator for Yerkes, relative to other national primate centers, and an important differentiator for Emory that will converge on many of the University’s themes.

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As the clinical enterprise of the Woodruff Health Sciences Center and Emory University, Emory Healthcare (EHC) is dedicated to caring for its patients, training healthcare professionals for the future, pursuing discovery research and clinical innovation, and serving our community. With its vision “to be recognized as the leading health care system in Atlanta and the Southeast, differentiated by discovery, innovation, and compassionate, patient-focused care,” Emory Healthcare will continue to
build upon its distinctive strengths during the next five years to become a model that other academic health systems will emulate.

Emory Healthcare shares in the University’s commitment to become, “a destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, healthcare, and social action.” Through our focused commitment to “Making People Healthy,” Emory Healthcare is able to support and promote this vision.

GOALS
Emory Healthcare is focused on five goals organized around the categories of People, Quality, and Growth:

People:
- Become a talent magnet for patient-centered professionals who will allow 80% of the Emory Healthcare units to meet designated patient satisfaction targets for the 2 targeted improvement areas and also result in a turnover rate of less than 12.2% versus 15% in FY2003.

Quality:
- Achieve improvement in patient care quality and safety by reaching a risk-adjusted, observed over expected mortality ratio of 0.90, which reflects a 19% improvement over FY2003.
- Become recognized for innovation in patient care models and programs by being listed in “America’s Best Hospitals Honor Roll” by U.S. News and World Report.

Growth:
- Achieve a more efficient use of system assets, growth in volume, and improvement in revenue contracting and cycle management, resulting in a system operating margin of 6.2% or better equaling $135 million of Earnings Before Interest, Taxes, Depreciation, and Amortization (EBITDA) for Emory Healthcare.
- Generate a total endowment of $60 million to fund strategic programs and a master facility development plan.

STRATEGIC INITIATIVES
To achieve the Emory Healthcare goals, EHC leadership has identified 12 strategic initiatives that will help focus the efforts of the organization. These initiatives address the need to impact change in the five strategic focus areas of the WHSC strategic plan: 1) People and the Workplace, 2) Leadership, 3) Innovation, 4) Knowledge Management, and 4) Financial Strength.

- Create single health system employment and become the employer of choice in the local healthcare market.
- Promote a high performance, patient-focused service culture.
- Create the organizational infrastructure to establish a depth of physician and administrative leadership and management talent.
- Develop and promote key programs by providing high quality, compassionate care, differentiated by nationally recognized research and education. Programs include Winship Cancer Institute, Heart Center, Musculoskeletal, Pediatrics, Neurosciences.
- Develop an Emory Clifton Corridor and Emory Midtown master facility plan to support long term growth.
• Develop evidence based care models to impact quality of care, patient safety and professional practice.
• Provide all hospital and clinic based records in one electronic enterprise-wide medical record system.
• Deliver films via digital images throughout the hospital and clinic setting.
• Improve the operating margin of the health system through more efficient use of system assets, volume growth and improvement in revenue contracting and cycle management.
• Reduce medical malpractice loss exposure.
• Strategically target clinical growth opportunities.
• Fund strategic clinical programs through philanthropy.

DIVISION OF CAMPUS LIFE
STRATEGIC PLAN
EXECUTIVE SUMMARY

With our vision statement, “To create an exemplary learning community that experientially prepares students for ethical leadership and active citizenship at Emory and beyond,” the Division of Campus Life Strategic Plan strives to develop a community with outstanding resources, programs, and facilities that supports the University mission and the needs of Emory students. As we create an environment that teaches holistic well-being, ethical leadership, community service, and global citizenship, we will make Emory a destination university for students seeking an outstanding co-curricular experience.

The Campus Life plan infuses health practices into all aspects of co-curricular education in order to advance holistic well-being among members of the Emory community. To fulfill this, additional staff and resources will be necessary to meet the growing mental health needs of Emory students. The Counseling Center must meet the standards established by the International Association of Counseling Services (IACS). The Counseling staff must also be located in close proximity to the Student Health Service staff in order to effectively collaborate with the medical doctors and psychiatrists. In addition, implementing mandatory student health insurance will ensure that students have adequate health care coverage. Innovative health education efforts will emphasize alcohol and drug education and sexual assault awareness.

The Division will provide additional safe and entertaining late-night activities for students as alternatives to many aspects of contemporary student social life that promote substance abuse. Increased resources will be required as well as enhanced programming space. In providing for the physical health of our students, upgrades to athletic and recreational programs and facilities will be necessary along with the appropriate staff to oversee these.

Developing students to become recognized ethical leaders is another cornerstone of the Campus Life Strategic Plan. This will be accomplished through: increasing career exploration efforts, developing outstanding staff members who will act as mentors, creating an exemplary residential/learning environment, and exploring issues of ethics, integrity, and honor. Through the development of signature Campus Life programs such as Second Year at Emory (SYE), Emory aspires to lead our peer
institutions in providing a top-quality living/learning experience in the residence halls. A major aspect of quality housing will be comprehensive renovations of the residence halls on central campus. Providing attractive living arrangements conducive to sound learning and community building will be among the guiding principles. By developing an outstanding Career Center, a stellar Residence Life program, and a unifying creed that holds students to high standards, Campus Life can produce additional leaders who lead with integrity.

As Campus Life supports the university vision of “positive transformation in the world,” we will create opportunities for students to become global citizens. To accomplish this, additional staff and resources will be needed to address the recent federal requirements placed on international students and scholars, the University’s plan to increase international students and scholars, and cross-cultural education to the university community. Continual efforts will be made to educate the community and provide training in mediation and conflict resolution. Supporting a diverse community will continue to be a priority for Campus Life. Twenty-five percent of our undergraduates are students of color this year. We strive to provide many opportunities for all students to enjoy and experience this diversity.

Cultivating a campus culture that values service and fosters collaboration will be another key Campus Life initiative. As outlined in our plan, collaborative efforts will grow and prosper with Emory’s various academic units including Oxford College. Through joint student development programs such as Volunteer Emory and Barkley Forum, Campus Life seeks to advance these efforts and involve faculty and staff in helping us shape our students’ co-curricular experiences. In addition, more efforts will be made to develop and assess the learning outcomes of our programs and continually update them to meet the changing needs of Emory students.

Campus Life seeks a Multi-Purpose Center that will benefit the entire Emory community as a means for providing community space for multiple programs and activities on campus. With the motivation of keeping more programs and activities on campus and building community, the Multi-Purpose Center will be an ideal venue for large-scale programs, major academic experiences, and community gatherings. Furthermore, it will preclude noise disturbances and provide additional revenue-producing space for our conference program.

Because many Campus Life offices are not located where they can easily collaborate and reach students, our plan provides the vision for obtaining adequate space that will allow effective exposure and collaboration. The Offices of International Student and Scholar Programs, Multicultural Programs and Services, the Career Center, and the Counseling Center can have more impact on the community by gaining more efficient and logical space.

Two other community-building programs, the Bookstores and Food Service, will also provide opportunities for bringing all levels of staff and students as well as Druid Hills community members together. Through the Master Plan process, opportunities exist for various food service venues and for top-quality academic and university bookstores. We look forward to enhancing the services they provide in collaboration with our bookstore and food service vendors.

The Campus Life Core Values of human development, integrity, collaboration, professionalism, and community are interspersed throughout our strategic plan. Our staff members look forward to the opportunities presented by the University through the strategic plan. We aspire to make Emory University a top destination for students seeking the highest quality educational experience both inside and outside of the classroom.

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March 28, 2006
EMORY LIBRARIES
STRATEGIC PLAN
EXECUTIVE SUMMARY

Libraries are important campus intellectual centers, offering facilities for collaborative research, the integration of digital resources in teaching and learning, the housing of rare and unpublished materials, and exhibitions and programs that bring the community closer to collections and resources that shape and inform societal issues and concerns. Superior research libraries in the 21st century must provide not only general collections, but also an integrated and innovative network of digital resources and special and archival research materials that are the foundation for innovative teaching and scholarship.

In the past two decades, the Emory Libraries have built strong special collections, led collaborative digitization projects, and hosted programs and events that promote the vision of Emory University as a unique learning community. Emory students have the opportunity to use abundant primary materials, state-of-the-art digital resources, and growing general collections in the libraries. The libraries increase the value of these materials by partnering with faculty to instruct students how to identify, evaluate, and effectively apply information for scholarship and citizenship.

During this time, the Emory Libraries have distinguished themselves as leaders in two key areas. First, Emory has emerged as a leader in the development of tools for linking and providing access to digital collections and in building a national digital library network. Second, Emory has acquired special collections in modern literature and African American culture that are among the most distinguished in the world.

The Emory Libraries aspire to continue to play a leadership role in building a national digital library network, supporting innovative technology initiatives, and developing premier research collections and instructional programs that make the library a destination for students and scholars. In the next five to 10 years, the Emory Libraries will:

- Develop superior collections and services supporting academic programs across the University, through collaborative partnerships among all Emory libraries, and with other research libraries nationally and internationally;
- Build upon the internationally significant modern literature and African American special collections, and develop other strategic areas as opportunities arise, to create a humanities research center at Emory recognized as among the top five in the country;
- Build a signature, world-class research facility to house Emory’s renowned special collections, and provide a site for collaborative projects in the humanities (Manuscript, Archives, and Rare Book Library or MARBL);
- Create a digital library program that consistently ranks among the most innovative and collaborative, producing major digital resources readily available and widely used for research and teaching;
Support the vision of Goizueta Business School by developing a premier library space for student research and collaborative learning;

Develop collection strengths in the general collection, targeting strategic areas of recognized depth and distinction, with endowments that support a major research library; and

Prepare Emory graduates for responsible citizenship and leadership in the 21st century by helping them develop skills necessary for locating, assessing, and effectively using research resources in a complex information environment.

The libraries’ strategic plan envisions a future that combines premier research collections, innovative digital resources and services, and collaborative facilities for teaching and research to create an unparalleled environment for learning, discovery, and engaged leadership.

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**Michael C. Carlos Museum Strategic Plan Executive Summary**

Great universities have great museums. The preservation and exploration of the achievements of the human mind and hand provide the foundation for humanistic inquiry and kindle the spark of creative discovery. Emory University’s prestigious Museum stands on the cusp of greatness. Its renowned exhibitions, collections, and programs have brought international recognition to Emory and have greatly enriched the cultural landscape of the University and the region. However, relative to other world-class university museums, the Carlos Museum is below adequate in terms of acquisitions support, program funding, and facility space.

In order to continue the trajectory of the Carlos, three major goals are highlighted in the Museum’s strategic plan: 1) to continue to enhance the quality of collections, exhibitions, and related programs, and to seek expanded space to accommodate growth; 2) to lead in the development of interdisciplinary educational programs; and 3) to strengthen the Museum’s role in teaching and research activities at Emory.

To realize these goals and to create a sustainable program of excellence, the Museum must establish a $25 million operating endowment and raise an additional $10 million for facility improvements and technological initiatives. Endowment funds will allow the Museum to enhance the overall quality of its permanent collections, exhibitions, and publications and provide the highest quality scholarly resource for the University. Endowment funds also will facilitate the continued development of innovative, interdisciplinary programs that enable the Museum to lead its peers in museum education. Facility and technology funding will support the needed infrastructure improvements in order to ensure the University’s collections are accessible for research and community service.

For more than 100 years, Emory University has demonstrated a commitment to acquiring, conserving, displaying, and interpreting art and artifacts that reflect the history of world cultures. Emory’s collections date to 1876 when a general museum was established on the original campus in Oxford, Georgia. The growth of the Museum since that time has matched the growth of the University as a teaching and research institution. From the 19th-century acquisitions of Asian material by Methodist...
missionaries, to the early 20th-century acquisitions by Theology Professor William A. Shelton, to the more recent acquisitions developed to support the University's strengths in Latin American, African, Classical, and Middle Eastern Studies, the Museum has a long and distinguished history of providing opportunities for scholars in many disciplines to expand their work and for students to learn by participating in academically rigorous projects. The Carlos Museum has grown to become one of the Southeast's premier art museums with major collections of Classical, Ancient Egyptian, Near Eastern, Ancient American, African, and Asian art, as well as a collection of works on paper from the Renaissance to the present.

In addition to holding one of the most comprehensive art collections in the region, the Carlos also is recognized for presenting one of the most international and distinguished exhibition calendars of any university museum, operating a teaching laboratory and conservation center, publishing important scholarly catalogues, developing highly-regarded educational programs for the University and community, garnering international publicity, and maintaining the highest professional standards in collections care and exhibition design. The Museum serves as a portal where the University and the community meet, physically and intellectually. More than 150,000 visitors annually come to Emory by visiting its Museum, and public demand for exhibitions and programming has increased exponentially. Similar growth in media attention and impressive critical reviews focused on the Museum have brought unprecedented positive publicity to the University and enhanced its international reputation.

By 2015, the Michael C. Carlos Museum will be an international destination for scholars, students, and visitors seeking to study the art and history of world cultures and will:

- Hold collections led by world-renowned curators comparable to peer university museums in order to bolster Emory’s teaching and research and enrich the Atlanta and tourist communities;
- Stand as one of the region’s premier centers for the conservation and preservation of material culture;
- Create expanded and enhanced facilities to accommodate special exhibitions, larger permanent collections, and more visitors; and
- Provide the highest quality cultural and educational programming for the city and region, serving the University, the community, and area schools and teachers, with access to scholarship and resources.
**STRATEGIC THEMES: 2005 – 2010**

**STRATEGIC THEMES OVERVIEW**

Not only will the University work to build strong schools and academic, research, and major operating units, but it also will focus attention on five strategic themes that depend on the success of the units. All the themes are aligned with one or more of the University’s goals, are supported through several initiatives that touch every corner of campus, and will be implemented in concert with the school and unit plans.

The themes leverage multiple strengths of the University and provide opportunities for positive, transformative impact on Emory’s community and the broader world. The strategic themes recognize faculty, student, staff, alumni, and community resources and needs at the same time as delineating an intellectual agenda that drives the reputation of the University. The strategic theme framework of the plan is below.

As indicated in the framework, each theme has three or four associated major University-wide initiatives, which describe the specific means through which the University will accomplish its goals. Each school, academic, research, and major operating unit is central to the implementation of each of the strategic themes and will play a major role in forming and advancing the University-wide initiatives.

Additionally, there are three components of the plan that cut across these strategic themes – strategic alliances, policy solutions, and internationalization. They are outlined in the Implementation Strategies and Strategic Programming section of the plan.

The following pages describe the themes and their related University-wide initiatives and action items that will be executed by Emory and its units. Within each of the thematic areas, references to the development of centers and Institutes are made. The specifics of the organizational principles that are inherent in a center or institute have not been developed and will be a key implementation priority during the next year.
STRATEGIC THEME 1
STRENGTHENING FACULTY DISTINCTION

To achieve faculty distinction, Emory must invest in its faculty by recognizing and retaining current talent and by recruiting young promising scholars and distinguished established scholars. Faculty members shape the University’s academic direction through outstanding teaching and research. Emory will groom its faculty from within and also foster external recognition of its faculty, thereby strengthening its distinguished faculty and nourishing, retaining, and recruiting the next generation of outstanding scholars.

The three main initiatives aimed at strengthening faculty distinction include faculty development activities, tenure and promotion practices, and the continued recruitment and retention of excellent faculty at all ranks.

STRATEGIC INITIATIVES
The Office of the Provost at Emory, in conjunction with the academic units, will develop and implement University-wide strategic initiatives to strengthen faculty distinction. The following are brief summaries of the three initiatives and associated activities.

1.a. Faculty Development Activities
A Center for Faculty Excellence will be established at Emory to advance faculty careers as excellent teachers and scholars engaged in cutting-edge intellectual inquiry. Faculty development requires collaboration among individual faculty, their peers, those who mentor and evaluate them, their students, and the larger intellectual community. The Center for Faculty Excellence will consist of a center for research on teaching and learning, a second for grant writing and manuscript development, and a third to coordinate crosscutting faculty seminars and other faculty development activities.

Emory is committed to further the ranks of its faculty who will or have achieved distinction. It will foster a culture that supports and values faculty distinction and that assists its faculty in becoming recognized for excellence (e.g., through prestigious professional awards and positions in national academies).

1.b. Tenure and Promotion Practices
The recognition of faculty distinction from within includes awarding promotion and tenure to those who achieve and exceed Emory’s standards. Emory values outstanding faculty teaching and research, and it must provide an environment that fosters faculty excellence. Emory will maintain and enhance promotion and tenure practices that include faculty mentoring designed for each career stage and that recognize expectations for excellence by discipline. The tenure and promotion practices will include clearly defined leave policies, including sabbaticals and maternity leave.

1.c. Recruitment and Retention
Emory will implement strategies to retain and recruit outstanding faculty by maintaining competitive compensation packages and providing an environment known for excellence, tolerance, and collaboration. Specific initiatives include competitive retention offers, endowed professorships.
symbolizing recognition of distinction, targeted hiring, and opportunities for dual careers. In doing so, Emory recognizes the importance of diversity among its faculty.

**EMORY AND ITS SCHOOLS AND ACADEMIC, RESEARCH, AND MAJOR UNITS WILL:**

- Foster excellence in teaching (e.g., through the Center for Teaching and the curriculum) and research (e.g., through grant-writing workshops, internal grants, manuscript development assistance, support for other scholarly output, and faculty seminars)
- Strengthen extant and facilitate potential centers of excellence
- Implement strategies to increase faculty nominations for prestigious scholarly awards, membership on national academies and similar international organizations, and representation as editors and co-editors on editorial boards of leading peer-reviewed journals
- Prepare faculty for tenure and/or promotion standards and policies, and provide an environment that is supportive of achieving excellence in teaching, research, and service. The latter includes assuring those involved in tenure and/or promotion decision making understand the standards and policies, especially in an environment characterized by rapidly shifting expectations
- Systematically track faculty appointments, including progress toward tenure and/or promotion
- Provide competitive appointment and retention offers, including sufficient compensation and start-up funds, library and computing resources, travel funds, research space, access to outstanding students and postdoctoral fellows, and access to a critical mass of colleagues with whom to collaborate
- Recruit outstanding faculty in strategic program areas. The growth in faculty will create a diverse faculty body, enhance the faculty concentration in targeted areas, accelerate strategic programs, increase research funding, provide additional resources for student mentoring and educational programming, and reduce the student-faculty ratio
- Improve faculty regarding racial/ethnic and gender diversity
- Accelerate the recruitment of outstanding mid-career faculty
- Implement and enhance dual-career opportunities
- Develop strategies to allow for joint appointments
- Explore tenure-track appointments in interdisciplinary programs and centers
- Systematically identify and actively recruit the top 10 percent of graduating PhD students or equivalent professional degree recipients and junior scholars to Emory
- Enhance the number of endowed professorships
- Systematically track faculty who leave Emory and record the nature and effects of retention offers
STRATEGIC THEME 2
PREPARING ENGAGED SCHOLARS

The second theme, Preparing Engaged Scholars, is about students. Emory will produce socially conscious leaders with a portfolio of skills proven and values tested in community involvement. Students will be challenged to engage the public, address societal issues, and develop the skills and attributes of critical thinkers and citizens. Emory’s student body will be a diverse collection of student scholars who will be anchored in a liberal arts education and ready for significant achievement in vocations and endeavors that will range from educator to scientist to artist to business, to policy or community leader.

The foci of Theme 2 are student needs and development, community outreach, curriculum, and creativity, art, and liberal arts.

STRATEGIC INITIATIVES
The following are brief summaries of the areas that will be addressed as the University implements programs required to achieve the goals outlined by the plan. Moving forward in these areas is highly dependent on each academic and major unit. Each unit has outlined strategic initiatives to address students, community outreach, curriculum, and the incorporation of creativity, art, and liberal arts.

2.a. Students
Emory will develop an academic climate and environment that fosters diversity, promotes experiential, interdisciplinary learning, and develops a commitment to a lifelong search for knowledge. Emory will be a leader in finding ways to make the resources of a research university, such as graduate students, labs, and a faculty focused on research, an asset to undergraduate education rather than a detriment that detracts resources and energy from the liberal arts education.

For undergraduates, Emory will improve the current student experience, recruitment efforts, need-based financial aid packages, facilities, athletic programs and extramural activities. This will require updating, renovating and building residence halls and complementary facilities to meet the goals of housing a larger percentage of undergraduates on campus (80 percent), providing for the current needs of today’s students and promoting a living/learning community that fosters personal growth and discovery.

Ethical leadership will be developed through increased career exploration programs, mentor programs, the Second Year at Emory program, as well as comprehensive living/learning experiences in the residence hall. Students will take advantage of the opportunities provided through Campus Life-based programs to include improved spaces for informal gatherings and creation of a multi-purpose center as well as through signature programs such as the Barkley Forum Debate Team, Volunteer Emory, and Varsity and Club Athletics. Top students are accustomed to an active lifestyle with conveniently located fitness centers, wired and wireless Internet access and support, full-service dining options, and flexible library hours.
Providing broader access to higher education will require the creation of more effective need-based financial aid for lower and middle-income students of high caliber through increased endowment for scholarships. Financial aid packages that compete effectively with Emory’s peer groups are required to attract top caliber students regardless of their socioeconomic background.

Additionally, Emory will implement an enrollment management strategy consistent with the strategic goals and targets. Included in this strategy is the development of one of the best strategic admissions offices in the nation. The office will work collaboratively with the campus community to develop, implement, and document new, innovative admissions strategies targeted to high-achieving, motivated students. The attractiveness of enrolling at Emory will be increased by packaging of admissions and financial aid in a timely fashion, and providing attractive residential opportunities with many options for student involvement inside and outside the classroom.

Emory will demonstrate excellence in graduate education and research that attracts increased national and international recognition. One of the measurements for the University is to increase the number of top ranked graduate programs. The ability to attract and retain top quality graduate students requires Emory remain competitive with stipends offered by peer institutions nationally and internationally. In addition to offering competitive stipends, recruitment of graduate students is best enhanced by the presence of, and direct student involvement with, an accomplished faculty and staff who maintain national and international reputations of disciplinary excellence and are committed to individualized attention and scholarly achievements.

2.b. Community Outreach

Emory has a track record of producing citizen-scholars and intellectual capital and now is well positioned to dramatically expand and build upon that record. Individuals and organizations in the global community will benefit from transformative efforts of Emory University’s citizen-scholars, while at the same time Emory University benefits from meaningfully engaging with the global community.

**Undergraduate students will benefit from:**

- Community experience-focused curriculum
- Community-oriented research and service learning

**Graduate students and faculty will benefit from:**

- Being able to more readily identify issues for research and scholarship
- Gaining access to research sites and data

**Staff will derive greater satisfaction from** working on activities that are more clearly linked to community improvement.

Service and outreach activities will be expanded in line with the strategic priorities of the plan.

Examples of service and outreach activities include:

- Internships
- Cooperative education
Service learning
Athletic and cultural events

An expanded commitment to service and outreach increases awareness and participation in activities that enhance the intellectual, social, political, and cultural life of Emory. It also allows members of the campus community opportunities to give back to the local, state, national, and international communities.

2.c. Curriculum
The goals and initiatives of the strategic plan will require a review of the curriculum of academic units to ensure the curriculum is reflective of the strategic initiatives. Emory will create comprehensive, learner-centered educational programs strengthened by breadth and depth in curricula. Appropriate support services will prepare learners to be innovative and to excel in their future academic and professional pursuits. Included in this initiative is the need to enhance library and other information resources, and provide state-of-the-art computational and information technology resources supporting campus-wide research and learning environments.

2.d. Pedagogy
How we teach is arguably the most important factor in fostering preparation of engaged scholars. The emergence of the National Survey of Student Engagement as a widely respected measure of educational quality attests the importance of pedagogy in engaged learning. Emory will consider how we can most effectively make pedagogies of engagement available and supported at the University.

Emory and its Schools and Academic, Research and Major Units Will:

- Create an exemplary learning community that combines classroom and residential life with experiential learning that prepares students for a life of ethical leadership and active engagement
- Integrate service-learning strategies, local, national, and international, into all of the curricula
- Create a new medical education curriculum and teaching strategic plan by 2005 for implementation beginning in July 2006
- Develop curricular innovation to enhance reputation of the BBA program and curricular and program enhancements aimed at increasing the quality and size of the Evening MBA program, Executive MBA programs, and the PhD program
- Ensure excellence in Candler’s MDiv, MTS, and ThM degree programs by diligently evaluating and carefully revising the current curricula, including the contextual education program
- Review and rethink core curriculum and electives for the RSPH
- Strengthen opportunities for student engagement in the community. Build upon the current programs and services to include the Office of University – Community Partnerships (OUCP), The Kenneth Cole Fellowship Program in Community Building and Social Change, Volunteer Emory, Theory-Practice Learning (TPL), The Center for Science Education (CSE), The Ethics and Servant Leadership program (EASL), Science & Society, and Bridging Academics, Service, and Ethics (BASE)
Enhance programs that establish Oxford College as a full partner in positive social action in the local community and that engage students in roles of leadership and service by 2008.

Develop a special exhibition program that engages students in roles of leadership and service by 2008.

Provide educational and cultural resources to the Atlanta community, and set an example for high-quality, enriching public service.

Build upon the Museum's strength as a resource to elementary, middle, and high school students studying world cultures by sustaining and developing innovative programs and educational materials.

Reflects consideration of the quality of the works of art represented as well as contributions to scholarship.

Supports a dynamic experience for the viewer, provides a major permanent collection area, supports the mission of the Carlos Museum, and complements the University curriculum, complementing the University's strengths as a resource to elementary, middle, and high school students.
STRATEGIC THEME 3
CREATING COMMUNITY – ENGAGING SOCIETY

Emory will be the preferred employer and first choice – a destination – for staff and faculty. This is the focus of the third theme, Creating Community – Engaging Society. Given the demographic realities of an aging population, competition for the best and brightest faculty and staff will only continue to increase. Emory must be the best place for faculty and staff to work, raise families, and provide a community environment where all can realize their full potential. By accomplishing that, Emory will retain those who wish to stay here and those who leave will only leave to go to higher opportunities in leadership or career advancement.

STRATEGIC INITIATIVES
Initiatives of this theme include leadership development, diversity, sustainability, and professional development. Additional detailed implementation planning will be conducted during fiscal year 2006 to further develop specific action items.

3.a. Leadership Development
Emory will foster a University-wide leadership and management culture in which excellence in management is a hallmark, and responsibility for excellence in leadership and management is supported across the institution. Specific programs will be developed to provide learning opportunities for staff and faculty in all roles and at all levels. In addition to skill and functional-based training, Emory will emphasize leadership development and afford programs for leadership and management development to optimize the quality of the institution.

3.b. Diversity
Fundamental to the success of Emory is a campus community welcoming, embracing, and celebrating diversity in all aspects of University life, including academic programming, co-curricular services, and University events. Diversified environments give students, faculty, and staff opportunities to develop skills and competencies necessary to succeed in the global community of the 21st century. Emory University is deeply committed to establishing diversity across ethnically, racially, socioeconomically, gender, sexuality and intellectually based areas. Building true community depends on the ability to interact beyond mere coexistence, including open dialogue, genuine engagement, and creative encounter of ideas.

3.c. Sustainability
Sustainability is related to the quality of life in a community – whether the economic, social, and environmental systems are providing a healthy, productive, and meaningful life for community residents, present and future. The dilemmas of sustainability for the University present opportunities for leadership in our management and operational practices as well as development of research and scholarship on how people, companies, cities, and nations can develop and change addressing issues of food, energy, health, transportation, and urbanism and what legal, cultural, and political arrangements work effectively to encourage sustainable practices and acceptable levels of environmental and health risk. The development of comprehensive plans for wellness and health promotion activities are included in creating a healthy work culture. Emory values the continuing existence of a healthy, safe,
and environmentally sustainable campus that enhances individual health, community well-being, positive teaching/learning experiences, and environmental stewardship.

3.d. Professional Development
Emory is the third-largest private employer in the state of Georgia. Emory relies on its employees to accomplish the complex missions that are common to a higher education system and healthcare delivery provider. Priorities for this area will emerge as ongoing work is completed to further develop this initiative during fiscal year 2006. To complete the action of this initiative, state-of-the-art human resource infrastructure is required to support the professional development, career management, and benefit management needs of faculty and staff. Training programs will go beyond elevating technical skills and will develop staff in meaningful ways to advance their careers. Implementation of innovative and effective professional development programs will require defining attainable and rewarding career paths at Emory to create a culture of promoting from within.

**Emory and its Schools and Academic, Research and Major Units Will:**

- Support staff and faculty in their efforts to participate in University and community activities
- Advance human resources practices to create innovative and proactive approaches to develop strategic leadership of Emory’s faculty and staff
- Establish and fund comprehensive professional development for faculty and staff that includes all four modes of scholarship (teaching and learning, engagement, integration, and discovery)
- Construct, renovate, and upgrade living and learning facilities to support academic excellence and community life
- Develop and maintain a state-of-the-art information technology infrastructure that is fully staffed by highly skilled professionals
- Identify faculty and staff (especially women and minorities) with leadership potential and desire, and provide them with internal and external opportunities for training and development
- Create the organizational infrastructure to establish a depth of faculty and administrative leadership and management talent
- Develop processes and systems to manage personnel and other critical resources effectively to meet the requirements of investigators and programs, and achieve Emory’s scientific mission and mandate as a national entity
- Become the employer of choice in healthcare delivery and education for faculty, staff, and administrative leadership
- Promote a high performance, patient-focused service culture at Emory Healthcare
STRATEGIC THEME 4
CONFRONTING THE HUMAN CONDITION AND HUMAN EXPERIENCE

As we look to Emory’s future, we are guided by the human past. From the early days of recorded history, human beings have had to reconcile war and peace, beauty and destruction, creativity and chaos, innovation and decline, wealth and inequality, life and death. No university that is committed to producing new knowledge can dare shy away from confronting timeless and timely questions of the human condition and the human experience. At Emory University, this will require bringing together interdisciplinary teams of humanists, artists, scientists, and social scientists. Those teams must be willing to tackle difficult subjects, challenge prevailing beliefs, and assert the University’s role in thoughtfully addressing important public policy issues. Thus, the fourth strategic theme is Confronting the Human Condition and Human Experience.

STRA TEGIC INITIATIVES

Emory will focus on three interfaculty, multidisciplinary initiatives related to Theme 4, which the Provost’s Office will oversee and support. These initiatives are University-wide and all pursue a tripartite mission comprising education, research, and social action. These initiatives ultimately will have compiled listings of courses offered throughout the University in the areas of focus. The following are brief summaries of the new multidisciplinary initiatives that have been developed by Emory faculty, staff, and students, and endorsed by the Strategic Planning Steering Committee and the Emory Board of Trustees.

4.a. Understanding Religions and the Human Spirit

One of the unifying themes that has tied together human communities since the beginning of history has been a common set of beliefs and practices that now are called religions. To understand religion in the context of art, music, language, and social interactions is one of the endeavors of this crosscutting initiative. Its goal is to explore the broadest features of the human condition, to juxtapose the study of religions and the human spirit. Too often in top tier research universities, the study of religions and their impact on society are overlooked. Emory has chosen a different path, fostering a culture of interdisciplinary inquiry into religions and intentionally cultivating a religiously pluralistic faculty and student body. Emory’s qualities of openness and its emphasis on interreligious literacy are very much in keeping with the University’s Methodist roots.

Also unique is Emory’s institutionalization of the study of religion outside of the typical places (schools of theology, departments of religion, etc.). Inquiry into religion takes place in many departments in the humanities and social sciences, as well as in schools of law, nursing, and public health. In research – whether it is making distinctive advances in religion and health initiatives, publishing groundbreaking historical studies of ancient texts and religious practices, developing new models for the role of religion in conflicts and their resolutions, or writing cutting-edge research on the complex interplay between religion and political cultures – Emory is a place where the serious study of religion is encouraged and treated with respect. Given its own religious diversity and that of Atlanta and the world, Emory is uniquely positioned to set the leading agenda for the study of religion and, by doing so, contribute to policy and practice in the greater world.
Emory has the opportunity to achieve pre-eminence in four specific areas:

- Religion, Law, and Public Policy
- Religion, Health, and Professional Practices
- Religion, Identity, and Conflict
- Religion, Culture, and Critical Inquiry

A tangible outcome of this initiative, specifically in the area of Religion, Identity, and Conflict, will be a Center in Religion and Conflict, which will embody the component of Emory’s vision statement that emphasizes Emory as a diverse community that incorporates social action into its intellectual mandate.

4.b. Understanding Race and Difference

This initiative draws on Emory’s almost unique ability to bring together a cross section of faculty and scholars, including humanists, social scientists, and life scientists to study race and social difference in the era of the genome. Emory’s approach to understanding race and difference has broad social, biological, medical, and ethical implications. Given Emory’s strengths in the humanities, science, and health disparities research and its location in a city considered as the cradle of the U.S. civil rights movement, Emory has the additional opportunity to lead in several distinctive areas:

- Race, Science, and Social Translation
- Race, Community, and the Emory Curriculum
- Difference, Diversity, and the International Community
- Conflict Resolution, Social Engagement
- Difference, Gender, and Sexuality

Emory will develop a Center for the Study of Race and Difference, including a repository of information and scholarship that addresses topical matters on a two-year rotating basis. A group of five external individuals will be invited to participate in the two-year project in partnership with Emory faculty and students. The projects will include research studies, policy documents, and multimedia productions.

4.c. Implementing Pathways to Global Health

Global health is an area that can connect all parts of Emory University in its mission of research, teaching, and service. Indeed, the global health challenges of the 21st century cannot be met by narrow biomedical research and technology. Understanding the determinants of health and designing appropriate responses requires intellectual resources and skills from all sectors of the University community.

Global health necessarily involves issues like human rights, the quest for social justice, mental health, creative sharing of information, prevention of violence, politics, trade policy, sustainable use of resources, globalization, promotion of economic development, and the expansion of human potential through education. Global health also requires an important service component – knowledge creation alone is insufficient without efforts to put knowledge into action in partnership with people from other countries. Partnerships need to be based on mutual respect and equality. Emory needs to work with others to support their development in the broadest sense of the word.
Emory is unique in that it is the only university in the world to have the world’s major public health institution only a few yards down the road. It also has easy access to the world’s major disaster relief organization and the world’s leading center for the prevention and care of cancer. It has the untapped linkages of The Carter Center. With added resources, by 2015, Emory will have new creative and productive ways of integrating academic units. Partnerships with the CDC, The Carter Center, CARE, and other Atlanta institutions will be strengthened. Multidisciplinary research efforts and centers will have expanded markedly. Students and faculty will be working on the ground in countries all over the world. Emory will be known as the U.S. university global health leader that is the best listener and partner for collaborative efforts.

Emory will create a Global Health Institute (GHI) to serve a leadership and coordination function. Faculty affiliated with the GHI will have primary appointments in existing departments. The GHI will act as:

- Coordinating center
- Location for nurturing new collaborations
- Source of seed funding for new projects
- Facilitator of curricular innovation
- Central contact for the management of international collaborative arrangements
- Lively intellectual meeting ground for multidisciplinary discussion and debate on topics of global health, broadly defined

Because of its crosscutting functions, an important aspect of the GHI’s mission will be to make sure all units of the University, insofar as they desire, are able to actively contribute to the University discourse on global health. This endeavor will serve a collaboration-promoting and coordination role and will not replace or displace existing programs, departments, or structures.

**Emory and Its Schools and Academic, Research, and Major Units Will:**

- Increase the number of postdoctoral fellows and senior fellows, recruiting international scholars from diverse disciplines to spend significant time in residence at Emory
- Develop the administrative infrastructure to support new initiatives
- Identify resources that enable scholars to meet regularly to discuss common topics in the area of religion and the human spirit, and engage in collaborative research
- Create new academic appointments in some of the schools and new programming
- Develop interreligious literacy programs that engage Emory undergraduates in academic and existential understanding of religious traditions other than their own
- Develop a visiting fellows program that brings together both academics and religious leaders throughout the world who study and are actively engaged in practices of conflict mediation and reconciliation
- Create a College of Fellows in Religion, housed within the Graduate Division of Religion, which could host 20 postdoctoral fellows in the broad range of religious studies
- Evaluate the University’s current initiative in the area of race and difference to create a blueprint for action and create a timeline with measurable, achievable actions, and associated resource needs to transform the University
- Explore ideas of race and difference at the unit level, and begin to plan individual unit participation in the creation of this initiative
- Develop a Center for the Study of Race and Difference, including a repository of information and scholarship that addresses topical matters on a two-year rotating basis
- Develop the infrastructure necessary to support the Global Health initiative, including identifying a leader with a substantial and independent budget who works as an equal with various deans to leverage faculty appointments and create innovative synergies in research, service, and teaching
STRATEGIC THEME 5
EXPLORING NEW FRONTIERS IN SCIENCE AND TECHNOLOGY

In the 21st century, science and technology are going to change radically, with dramatic impact on the world and the human condition. Emory: Where Courageous Inquiry Leads will address this in three specific ways: through Neuroscience, Human Nature, and Society; Predictive Health and Society; and Computational and Life Sciences.

STRATEGIC INITIATIVES
Emory will undertake the following major cross-departmental and cross-school intellectual initiatives related to science and technology that will shape its intellectual profile, serve as cornerstones in the attainments of its goals, and play a central role in the effort to be the leader among its peer institutions. These initiatives are expected to intersect with, and reinforce, more targeted strategic development of departments and intellectual areas.

5.a. Neuroscience, Human Nature and Society
Neuroscience is the next great frontier of science. Emory University is ideally positioned to attain international distinction for interdisciplinary and integrative studies of the brain, using neuroscientific approaches to: 1) address fundamental questions about human uniqueness and the basis of human nature; 2) create a new comprehensive and interdisciplinary center for brain diseases that integrates clinical care, research, and education, while shifting the focus to disease prevention and promotion of well-being; and 3) explore the larger social implications of findings from brain research and translate this understanding into public policy so as to benefit society as a whole.

Emory’s uniqueness includes the ability to link arts and science areas to include philosophy, anthropology, the humanities, and psychology with the health sciences including the unique resource of the Yerkes National Primate Research Center. Few universities rival Emory with respect to opportunities for integrative programs between arts and sciences and health sciences.

Emory has opportunities to pursue four distinctive areas:
- Neurobiology of well-being and disease
- Evolution and human uniqueness
- Interdisciplinary study of human nature
- Neuroscience and public policy

Emory will develop a uniquely structured Comprehensive Clinical and Translational Neuroscience Center at Emory that will integrate discovery-based translational research, clinical care, and education, all focused on promoting well-being and reducing the burden of brain disease. This center will extend well beyond the School of Medicine and Emory Healthcare, drawing on many faculty and programs across the University including arts and sciences, public health, the graduate school or arts and sciences, law, and business.
5.b. Predictive Health and Society

Emory will transform the paradigm of health and of contemporary medicine from disease care to health care. The Emory model of Predictive Health will be a revolutionary approach that moves the practice of medicine from a reactive, disease-focused system to a proactive health-focused system. In this model, disease becomes a medical failure. This initiative integrates research, scholarship, and education in an innovative effort aimed at revolutionizing care of people to define, preserve, and prolong the health of individuals and of society. The nature of predictive health dictates dynamic interactions among a diverse group of scholars. This Emory Predictive Health initiative will integrate scientific research, education, and technology with personalized healthcare. The Emory community will pioneer strategies to translate predictive health into ethical and economically and socially feasible practice for the benefit of humanity.

A number of academic, private, and industrial institutions have initiated programs that address health care challenges and opportunities presented by developing science and technology. These, however, tend to be focused exclusively on developing technology, applying traditional preventive medicine programs or pursuing commercial interests. Several concepts underlying the Predictive Health and Society initiative at Emory differentiate this effort from others. In addition, Emory and the Atlanta area have characteristics uniquely suited to pursuing this theme. For example:

- **Unique combination of technologies** – The technological expertise at Emory and Georgia Tech is cutting-edge in several areas, including nanobiology, imaging, and genomics/metabolomics.

- **Integration of science, technology, ethics, humanities, law, business, health policy, and economics** – The focus not only brings science and technology together, but engages the numerous other areas of expertise that will be essential to implementing a new approach to health care and will make Emory one of a kind in the area and propel it to the forefront of efforts to change the system.

- **Systems science—cells to societies** – The developing Systems Biology program at Georgia Tech brings a basic approach to integrating biologic processes at a cellular level that will make major contributions to predictive health. Emory will design social models that will function to implement a new health care system, which involves a similar rigor in defining interacting networks and modeling responses to perturbations. This initiative could create new synergy by bringing together experts in both areas with a common focus.

- **Building bridges between population health and individual health** – A predictive model of health care should impact both approaches to health, and development of the model should integrate information and issues across the spectrum from individuals to populations. With the School of Public Health and the CDC, Emory has extensive involvement and expertise in population health and the opportunity to bring that perspective together with the science, technology, and individual focus is special.

The key points that define this initiative and describe the planned activity and focus are:

- Define and measure health using cutting-edge, basic and applied scientific research
- Discover optimal biomarkers of health and understand their interrelationships
- Determine the best interventions to optimize health throughout an individual’s or a population’s lifetime,
Determine, using insight from scientific research, ethics, economics and policy, how best to apply a predictive health system to individuals and populations.

Emory can move quickly to the vanguard of a new biomedicine by bringing together these unique concepts and resources to focus on development and design of a workable system of care that is aimed at defining and maintaining health. By integrating the range of disciplines essential to new discoveries that span the spectrum from basic science through translational research to design and proof of principle of a delivery system that is ethical, effective, economically viable, and achievable in this country and elsewhere, Emory can declare itself a destination university for health-related matters.

5.5. Computational and Life Sciences
The computational and life sciences initiative joins numerous strengths at Emory to establish a community that integrates the traditional science disciplines in exciting new ways, while spearheading innovative methodologies that combine computational and synthetic approaches to science and technology. The computational and life sciences initiative will promote three breakthrough concentrations where Emory can achieve scholarly and technical excellence and competitive distinction in the next few years: Computational Science and Informatics; Synthetic Sciences; and Systems Biology. The intention is to leverage synergies among these three focus areas; to excel in terms of scientific relationships, faculty, programs and facilities; to become a driving force in education, basic and applied research, and knowledge transfer; and to provide a robust scientific foundation for other cross-cutting initiatives in predictive health and neuroscience.

Synthetic Sciences: From Molecules to Machines
As physics brought forward alternative forms of energy and chemistry ushered in new generations of pharmaceuticals and materials, we are now witnessing a revolution in synthetic sciences. The title itself captures crucial dynamics between scientific observation and control, highlighting our opportunity to build – to create! – beyond even the truly remarkable in biology. When integrated with the computational arm of this initiative, we will have joined theory and experiment, and established the foundation for Emory science to contribute to 21st Century society on an unprecedented scale.

Just as development of high throughput sciences allowed for sequencing the human genome and provided the blueprint for life, we are now poised to move from molecules to machines; to expand on nature’s secrets for self-assembling and self-healing materials; to evolve microbes that detect and fight against, rather than cause disease; to create new synthetic systems as potent and selective armaments against disease; to probe new opportunities for renewable energy research; to work with nature to remove pollutants, enhance nutrition, and ensure ecological sustainability.

Computational Science and Informatics
Computational methods vastly accelerate research and discovery in many fields, particularly those relating to the life sciences. In fact, they facilitate some forms of research that would be impossible to attempt with traditional methods. Emory is uniquely positioned to originate basic knowledge in the science disciplines related to computation and informatics, while concurrently enabling quantum advances in many varied application domains.

Computational Science and Informatics will benefit from close relationships between research groups at Emory that drive innovations in databases, biostatistics, numerical analysis, and high
performance systems design. Simultaneously, translational research will immediately impact advances in medicine, neuroscience, computational chemistry, human genomics, and biophysics among other disciplines. Novel algorithms, data-mining techniques, and supercomputing capabilities forged by this initiative will help unlock the full potential of bioinformatics, functional MRI, drug and small molecule analyses, and high throughput science.

**Systems Biology**

Systems Biology is an emerging multidisciplinary and holistic view of the biological sciences. It moves beyond molecular link scales to confront biological complexity at the cellular, organ, individual and population levels. Among its overarching goals, Systems Biology attempts to understand how complex biological systems arose, how they operate individually, and how they collectively define networks, societies, and communities. The approach can be likened to a “hub and spokes” model, in which the center produces meaning that ripples to the periphery. It draws knowledge of all kinds into a common crucible of discovery and invention.

**EMORY AND ITS SCHOOLS AND ACADEMIC, RESEARCH, AND MAJOR UNITS WILL:**

- Identify human resources and mechanisms to coordinate development of the initiatives and provide institutional support for faculty time commitment
- Recruit new faculty, postdoctoral fellows, and students specifically to carry out the scientific and educational agendas of the initiatives and focus on collaborations and integration across levels of analysis
- Enhance some of the extant research and educational faculties at Emory to pursue the initiatives
- Build an Institute for Neuroscience, Human Nature, and Society to unite the interdisciplinary neuroscience community on campus and allow Emory to become the destination for neuroscience
- Invest to create a new physical space that permits the academic home for investigators from each of the key disciplines and provide resources for recruiting a few (5-10) faculty who complement current Emory and Georgia Tech faculty committed to the Predictive Health and Society endeavor
- Enhance the size and scholarly strengths of all Emory science departments and programs and, in so doing, bring to the level of national prominence clusters of excellence encompassing the study of life and health – including biomedical engineering, biophysics, bioinformatics/computational biology, the biology/chemistry interface, molecular evolution and self organization, and neuroscience
Emory has identified three specific strategies and methods that support the strategic themes. They include Strategic Alliances, the Institute for Advanced Policy Solutions, and Internationalization. Additionally, a comprehensive campaign, the Campus Master Facility Plan, and the annual planning cycle process all must support the implementation of the strategic plan.

**Creativity and the Arts**
Creativity and the arts are an essential part of any intellectually vibrant community. Creativity cuts across all disciplines and divisions – enlivening lecture halls, libraries and laboratories – and brings into being new or different ways of seeing, knowing and doing. Ours is an era, as several recent commentators on higher education concur, in which creativity has become both a public good and a benchmark of a truly great university. At Emory, the effects of this evolution touch every corner of campus: our students crave imaginative assignments and innovative technologies, our faculty aim for highly original scholarship and our broader community is abuzz when bold thinkers and daring works come to campus. Creativity underlies and animates much of our strategic plan, too. Take the themes of Confronting the Human Condition and Human Experience and Exploring New Frontiers in Science and Technology as telling examples: to make a real and lasting difference in each of these areas of inquiry, we must be creative enough to answer questions that no one had yet thought to ask.

The arts play an equally important and invigorating role at Emory. Our long, proud tradition of providing a quality liberal arts education – one that is as broad as it is deep – pivots on a strong, diverse, highly regarded and well-supported arts faculty and curriculum. But by no means are students the only beneficiaries. The arts help to advance Emory’s teaching and research missions by being a hub for innovative pedagogy, bold scholarship, critically-acclaimed performances and interdisciplinary work that engages multiple campus units and community organizations. The arts also represent one of our best strategies for building community both within and beyond the walls of the University. A recent survey by the Metro Atlanta Arts & Culture Coalition shows that Atlantans overwhelmingly agree that the arts greatly improve living and learning in the metro area. And while Emory has already established itself as a reliable community arts partner, welcoming the public to more than 200 annual events featuring student, faculty and guest artists, we can certainly build on that momentum, making the Emory brand ring true for a bigger, broader audience of local citizens and community leaders. We
can point to the recent opening of the Schwartz Center for Performing Arts, the completion of a new Visual Arts building, the many successes of the Carlos Museum and the surging strength of our arts departments and programs and rightly consider our efforts to be good – too good, in fact, not to be better.

**STRATEGIC ALLIANCES**

Alliances have become critical to the successful execution of university and industry strategies. They open the door to growth and new capabilities through collaborations with other universities, government agencies, and industry.

Significant efforts and partnerships exist at Emory today and create differentiated approaches and programs that Emory could not achieve on its own. Many of Emory’s partnerships reach into the world through Emory’s Office of University and Community Partnerships. Partnerships with educational institutions such as Georgia Tech have been productive and combine the unique strengths of both organizations in the development of top tier research and educational programs. International partnerships range from collaborations in Tibetan Buddhist Studies with the Dalai Lama’s great monastic university in India, to society-changing programs in health care in the Republic of Georgia, to cooperative teaching and internships in journalism and museum management in South Africa. Emory’s significant partnerships with its neighbors include the national headquarters of the CDC, the American Cancer Society, CARE, and Emory’s own Carter Center.

Efforts in building partnerships and strategic alliances will be a priority and central to the strategic implementation of the plan. Emory University’s President and his cabinet are charged with leading this effort. An action plan to manage strategic alliances will be developed to facilitate successful implementation of this strategic method. Strategic alliances will include mutually beneficial relationships with other educational institutions in the nation and abroad, private sector partners, alumni, patrons, retirees, and friends. In the future, increased attention will be given to development of strategic alliances with the business community.

**INSTITUTE FOR ADVANCED POLICY SOLUTIONS**

The goal of the Institute for Advanced Policy Solutions is to bring together faculty scholars from multiple disciplines to develop innovative solutions to complex problems facing public and private sector policy makers. Faculty will be drawn from throughout Emory University as well as visiting scholars from other universities, think tanks, and the private sector. Faculty will be housed within a new institute as fellows, working in close collaboration. The teams will involve dozens of faculty and students from multiple schools, departments, and units as well as selected experts from outside Emory, and will be organized around two to four key policy issues of our nation’s most complicated policy problems and critical challenges that rotate every two to five years.

The innovation is the notion of multiple specialties and disciplines working collaboratively in teams to solve complex policy problems. These research issues will be guided, in part, by the existing strength of Emory faculty. Three examples of the initial agenda include:

- **How to keep America competitive in a global economy** – The U.S. faces several challenges to retain its competitive position globally. These include training and educating the next generation of innovative thinkers all the way to domestic and international trade and economic policies. Challenges to our international global position also include multiculturalism and fundamentalism. This team will be charged with providing a blue print for how best to spur
innovation and increase productivity. The team will include faculty and staff from business, political science, economics, law, and theology.

- **What to do about the high and rising costs of health care?** – Factors generating the rise in health care are complex, and solutions to date have been largely ineffective. The U.S. spends nearly 50 percent more on health care compared to other countries, yet its health care outcomes (infant mortality, life expectancy) are about average compared to other countries. This team can be built through the Emory Center for Health Outcomes and Quality (ECHOQ). The ECHOQ is a multidisciplinary research center designed to address the nation’s most compelling health policy issues, focused on how to improve the value and quality of health care. Organized around three key areas – mental health, cancer, and chronic disease – it serves as the engine for embedding cutting-edge policy and health services research into delivery systems, workplaces and cultures.

The team will include physicians, economists, public health faculty, business, law faculty, and other disciplines as well as several fellows from outside Emory. The team will work to develop new and innovative solutions to this highly complex problem.

- **Race, Racism, and Immigration** – The U.S. population is expected to rise by more than 50 million individuals during the next 20 years. Hispanics are expected to account for half of the increased U.S. population, with non-Hispanic whites accounting for less than a quarter of the growth. The role of race and religion in our society as it pertains to the allocation of resources, income gaps between the rich and poor, access to health care, education, and other basic needs will represent a major societal challenge. What challenges will the U.S. face given the growing role Hispanics and other current minority populations will assume in the future? How will these demographic changes impact the social safety net, employment, education, and training needs?

**INTERNATIONALIZATION**

Internationalization undergirds all themes, all activities – indeed, the very life of the University itself as it moves further into the 21st century. Drawing on its global engagements and its location in a burgeoning international city, Emory is committed to combining international research excellence with both an international curriculum and ethical engagements around the world. These come together in our international theme: global scholarship for informed action. At Emory, this key emphasis has three priority areas: improving global health, encouraging civil society, and promoting cultural understanding.

Emory’s plan for combining global scholarship with informed action fosters excellence in each of the University’s five overarching themes.

- Faculty distinction and excellence will be prominently internationalized through a dedicated fund for global faculty research and hiring
- The scholarly engagement of students will be galvanized by special grants, fellowships, and training support for global scholarship and informed global action, especially in low- and middle-income countries
- Emory’s larger community will be made truly global by cultivating new points of presence, strategic partnerships, and study abroad programs and exchanges around the world
Emory’s engagement with the human condition and human experience will become truly global through special training, outreach, and scholarly support in priority areas of cultural understanding and civil society

New frontiers in science and technology will be internationalized and connected to informed action through support for the priority area of improving global health

Emory’s commitment to integrating international research with teaching and application will occur quite physically on campus as well as abroad. These activities and their infrastructure will be centralized under one roof – a new international center facility on the central campus.

**CAMPUS MASTER FACILITY PLAN**

The Campus Master Facility Plan is part of the enabling infrastructure to implement the strategic plan. As part of its ongoing planning efforts, Emory has undergone a process to update its 1998 Campus Master Plan, which identified 3.4 million gross square feet (GSF) of capacity. Since 1998, 2.2 million GSF have been built on Emory’s campus. The 2005 Campus Master Facility Plan has identified 4.7 million GSF or 3.5 million GSF additional capacity beyond the remaining 1.2 million capacity of the 1998 plan.

**Proposed Campus Phasing**

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<th>Academic Space (GSF)</th>
<th>Student Life Space (GSF)</th>
<th>Number of Beds</th>
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<td>Phase 4 (Future Build Out)</td>
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Emory’s Campus Master Facility Plan grew out of observations and principles, which are inherent in the spirit, culture, and setting of Emory. The study to develop a master plan took place within the context of the University’s mission, vision, and the strategic direction established during the strategic planning process, knowing that the physical campus must be adapted to accommodate and facilitate the vision.

The primary drivers of the 2005 Campus Master Facility Plan were to increase the breadth of Emory’s walking campus, enhance student life, integrate disciplines, and develop a health care facility for the 21st century. Additionally, Emory needed to re-assess its natural areas and balance the transportation needs, prepare for growth of academic, research, and clinical space, and modernize outdated spaces. With plans to house at least 80 percent of its undergraduate student population, minimize additional parking need with transit incentives and housing, and become more integrated and connected to metropolitan Atlanta, the Campus Master Facility Plan needed to be comprehensive.

The six goals and objectives of the 2005 Campus Master Facility Plan are:

- Create a long-term vision; increase the campus capacity beyond the 1998 plan
- Establish a strong relationship between strategic plan initiatives and the campus plan
- Enhance the residential and campus life experience
- Improve transportation and the pedestrian campus
Integrate Emory Healthcare with academics and provide for a 21st century health care facility

Include all of the campus properties: Briarcliff, Johnson Road, Crawford Long, Oxford

The themes of the 2005 Campus Master Facility Plan include:

- Strengthening on-campus living/learning communities
- Integrating teaching and research to reflect Emory’s mission as a university
- Allowing the silos to thrive, while bridging them together
- Planning comprehensively and in balance with the environment

The final concept plan was presented to the Board of Trustees in June 2005. The concept has created an exciting physical plan for Emory’s future and it recognizes all of Emory’s aspirations to achieve its vision. The campus plan and accompanying perspectives provide a glimpse of what Emory can evolve into – an interconnected collegial setting with a coherence of its buildings and grounds, such that it creates a true intellectual community.

**COMPREHENSIVE CAMPAIGN**

With the strategic plan and campus master plan concept completed, Emory University is preparing to kick off a seven-year comprehensive campaign. The comprehensive campaign will be a primary means for the implementation of Emory’s bold new vision and plan. The campaign will not be limited to constructing more buildings and facilities, but will be aimed at generating support in the form of scholarships, fellowships, and endowed professorships, hence the term comprehensive rather than capital campaign.

If properly executed, the campaign will not just bring in significant dollars, but will broaden Emory’s base of philanthropic support and create a culture of philanthropy. This will be accomplished by:

- Drastically increasing the number of face-to-face visits with donors leading to a greater proposal flow to support the calculus to reach campaign goals
- Allowing market research and analysis capacity to measure and understand Emory’s constituents’ attitudes, and using the information to inform fund-raising and communications strategies
- Conducting external communications programs with a much higher degree of strategic intent so, over time, the broad public brand image of Emory will move into better alignment with its reality
- Identifying and engaging new generations of volunteer leaders to better support Emory’s goals

The campaign is not just about raising money. As Emory goes about establishing a culture of philanthropy, the campaign will be the platform from which to build infrastructure that will define and institutionalize the role private support will play at Emory for all time, not just during the period of the campaign.
IMPLEMENTATION AND THE ANNUAL PLANNING CYCLE

Now that the strategic plan has been developed, implementation activities must begin. The implementation process starts with communication of the plan and the primary messages that are central to creating an understanding within the Emory community regarding the University’s direction. The implementation framework includes the assignment of each strategic theme and some of the University-wide initiatives to senior faculty members and senior executives who will further develop detailed implementation plans for the next five years and identify the resource needs required to implement the themes. Most importantly, all academic and major units will initiate the process of implementation and communication of their strategic plans for their organizations.

Annual Planning Cycle

As Emory implements the strategic plan, it will demonstrate a culture of resource development, planning, and allocation that is driven by strategic plan priorities. Simultaneously, a culture of data-driven decision making will become pervasive across the campus while a sustainable well-crafted system to assess Emory’s progress on achieving its goals will be implemented. This process of assessment and reporting, one that links the strategic plan and drives budgetary processes and decisions, is called the Annual Planning Cycle. Included in this process is a consistent and regularly scheduled assessment and reports of progress on the strategic plan, its goals, and the metrics. Reports on progress will be provided at the academic and major unit level, which will feed into an overall University-wide report and then be reported to the Board of Trustees annually.
Achieving Emory’s vision will require a carefully constructed financing plan to support implementation of the strategic plan. The financing plan recognizes the interdependence of various funding sources and the importance of the need to leverage funds in supporting key initiatives. Once approved by the Board of Trustees as part of Emory’s long-range plan, the Strategic Financing Plan will provide a blueprint for future resource development and allocation. Specific financial commitments for the annual program expense and individual capital projects will be determined by Emory’s senior officers in the course of the regular operating and capital budget processes and subject to normal Board review and approval through those processes. In addition, the Board will participate regularly in the assessment of the overall effectiveness of the Strategic Financing Plan.

Key revenue assumptions of the financing plan include:

- **Fees and tuition** – Revenues will grow based on annual increases that will take into consideration competitiveness with peers, access to academically qualified students, and impact on enrollment.

- **Sponsored research funds** – Revenues will increase with growing sponsored research funding. Annual targets will be established based on the achievement of $735 million in extramural research funding by 2015.

- **Strategic investment fund** – Funds in the strategic investment fund will be targeted each year based on a review of the overall progression of Emory to achieve stated strategic goals and priorities.

- **Philanthropy** – Expendable revenues will be generated from an annual giving program and through the implementation of a major fund-raising campaign. Philanthropy also will drive an increase in expendable endowment income to support strategic initiatives.

- **Revenues from license and patents** – With heightened attention to technology transfer and commercialization, revenues from this source will be critical to advancing the research component of the plan. Expendable revenues will be determined annually.

In addition to identifying resources, Emory has a responsibility to continuously seek new and innovative ways to effectively leverage the resources available to it and to engage in responsible stewardship of resources. Responsible stewardship includes identifying opportunities to save or avoid costs where appropriate, reallocating internal resources, providing appropriate administrative and staff support, and identifying opportunities for restructuring academic and administrative units. These actions are important factors in effectively balancing daily operations with the long-term vision of the institution.

Achieving the vision will require targeted investments in several key areas. The University strategic plan, along with the strategic plans of the academic and major operating units, establishes a basis for setting annual priorities and guiding major budgetary and investment decisions. Many of the strategies identified in this plan will be addressed within the scope of existing resources. In addition, a number of key investment areas are identified and will require incremental funds to be invested during the next five to 10 years.
Key investment areas include:

- Enhancing and deepening the faculty
- Building new facilities and renovating existing ones
- Gaining student access through expanded financial aid
- Offering competitive compensation and supportive resources
- Upgrading information technology
- Expanding programs in experiential, collaborative, and interdisciplinary learning opportunities

**RESOURCE AND FINANCIAL PLAN**

During the planning process, academic and major operating units identified a set of resource needs required to implement their strategic plans. This process was moved to a second level of more detailed financial planning and produced consistent documentation of sources and uses of funds for each academic and major operating unit. The resource needs required to implement several of the University-wide initiatives are under review and will not be available at the time of publication of this report.

The Strategic Financing Plan includes the academic investment proposals and facilities projects that have been endorsed by senior officers in each unit through the planning process. The core operating budgets of the academic and major operating units also will advance many of the strategic priorities that are not specifically accounted for here. The plan is published in a separate document titled “Strategic Financing Plan: Version 1 Fall 2005.” The strategic investment plan calls for approximately $2.0 billion in capital expenditures during the next 10 years and incremental operating revenue and expenses of $175 million by 2015 (in FY 2005 dollars).

The Strategic Financing Plan will be linked to a program of assessment and financial checkpoints intended to keep Emory moving towards its strategic goals while guarding against over-commitments. The majority of the resource uses to implement the plan have been identified through this process but, at the same time, Emory is prepared to make midcourse corrections and tradeoffs that may be necessary should the resource outlook on the sources side prove less favorable. These issues will be revisited regularly within the framework of Emory’s ongoing annual planning cycle process.
Emory’s work of the past two years has given it a vision of what Emory will dare to be: “A destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action.” In summary, Emory will be a place where courageous inquiry leads. Emory will be both a destination to which courageous inquiry leads the best people, and a university whose courageous inquiry leads in making the world better.

Greatness comes down to three things: people, resources, and convergence. To be great, a university must have great people supported by great resources in a place that compels the powerful convergence of intellect, imagination, and energy. As stated in its vision and goals, Emory will build on its greatness in the next five to 10 years. First, Emory will invest in the best faculty in order to have the best faculty. Second, Emory’s story will become more substantive and better known, and the Emory promise pre-eminently attractive, so the Emory brand becomes the first choice of high school graduates. Finally, Emory will attract adequate resources to support the effort to become a destination for the best faculty, students, and staff.

Emory’s strategic plan is a map that shows how it intends to achieve its vision. As in any map, there are multiple routes to where Emory wants to go. Some of them will require a path to be carved out of unclaimed territory along the way. Some of the routes will require risk, though Emory will manage the journey with enough experience and smarts to minimize the dangers. Some of Emory’s ways into the future will be exhilarating vistas as much as challenging, unexpected obstacles.

There is no more important or more enjoyable journey than the one Emory is about to embark on. This is Emory’s journey: where courageous inquiry leads.
# APPENDICES

## Emory University Strategic Planning Participants

### Strategic Planning Steering Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Johns</td>
<td>Rosemary Magee</td>
</tr>
<tr>
<td>Earl Lewis</td>
<td>Michael Mandl</td>
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<tr>
<td>Susan Henry-Crowe</td>
<td>Thomas Robertson</td>
</tr>
<tr>
<td>Harriet King</td>
<td>Sharon Strocchia</td>
</tr>
<tr>
<td>Lanny Liebeskind</td>
<td>Kenneth Thorpe</td>
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<tr>
<td>Thomas Lawley</td>
<td>John Witte</td>
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</table>

### President’s Cabinet

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>James Wagner</td>
<td>John Ford</td>
</tr>
<tr>
<td>Michael Johns</td>
<td>Gary Hauk</td>
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<tr>
<td>Earl Lewis</td>
<td>Rosemary Magee</td>
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<tr>
<td>Michael Mandl</td>
<td>Johnnie Ray</td>
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<tr>
<td>Kent Alexander</td>
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### Deans and Directors

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Maryam Alavi</td>
<td>Thomas Lawley</td>
</tr>
<tr>
<td>Frank Alexander</td>
<td>Linda Matthews</td>
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<tr>
<td>Thomas Arthur</td>
<td>Bryan Noe</td>
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<tr>
<td>Larry Benveniste</td>
<td>Robert Paul</td>
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<tr>
<td>Stephen Bowen</td>
<td>Russ Richey</td>
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<tr>
<td>James Curran</td>
<td>Marla Salmon</td>
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<tr>
<td>John Fox</td>
<td>Bonnie Speed</td>
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<tr>
<td>Dana Greene</td>
<td>Stuart Zola</td>
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<tr>
<td>John Hardman</td>
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### Planning Support Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Richard Acosta</td>
<td>Edith Murphree</td>
</tr>
<tr>
<td>Shari Capers</td>
<td>Gail O’Day</td>
</tr>
<tr>
<td>Susan Eckert</td>
<td>Bridget Guernsey Riordan</td>
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<tr>
<td>Charles Forrest</td>
<td>Richard Rubinson</td>
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<tr>
<td>Susan Gilbert</td>
<td>Ron Sauder</td>
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<tr>
<td>Jan Gleason</td>
<td>Barbara Schroeder</td>
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<td>Thomas Gordon</td>
<td>Catherine Howett Smith</td>
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<tr>
<td>David Hanson</td>
<td>Dean Surbey</td>
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<td>Makeba Morgan Hill</td>
<td>Daniel Teodorescu</td>
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<tr>
<td>Charlotte Johnson</td>
<td>Mike Terrazas</td>
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<td>Ronnie Jowers</td>
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<td>Kent Linville</td>
<td>Sylvia Wrobel</td>
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<tr>
<td>Kim Loudermilk</td>
<td>Julia Yeager</td>
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<tr>
<td>Lynn Magee</td>
<td></td>
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<tr>
<td>Kitty McNeill</td>
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# Strategic Plan Financing Team

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Eric Bymaster</td>
<td>Brad Jones</td>
</tr>
<tr>
<td>Christopher Corrigan</td>
<td>Jerry Lockamy</td>
</tr>
<tr>
<td>Joseph Curtis</td>
<td>Nancy Mears</td>
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<tr>
<td>Roman Damena</td>
<td>Jane DiFolco Parker</td>
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<tr>
<td>Myra Frady</td>
<td>Brooks Seay</td>
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<tr>
<td>Joanna Green</td>
<td>Hollis Semetko</td>
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<tr>
<td>Jimmy Hatcher</td>
<td>Martha Walsh</td>
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<tr>
<td>Rosemary Hynes</td>
<td>Belva White</td>
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# Alumni Representatives

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
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<tbody>
<tr>
<td>Andrea Casson</td>
<td>Gerald Lowrey</td>
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# Theme Discussion Leaders

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Kenneth Brigham</td>
<td>Ajay Kohli</td>
</tr>
<tr>
<td>Peter Brown</td>
<td>Jeffrey Koplan</td>
</tr>
<tr>
<td>Ralph DiClemente</td>
<td>Michelle Lampl</td>
</tr>
<tr>
<td>Martha Fineman</td>
<td>Allan Levey</td>
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<tr>
<td>Robert Franklin</td>
<td>Marc Miller</td>
</tr>
<tr>
<td>Leslie Harris</td>
<td>Carol Newsom</td>
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<tr>
<td>Art Krellermann</td>
<td>Laurie Patton</td>
</tr>
<tr>
<td>Maureen Kelley</td>
<td>Ronald Schuchard</td>
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<tr>
<td>Clinton Kilts</td>
<td>Elaine Walker</td>
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# Futurist Forum

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dennis Carlson</td>
<td>Robert McKay</td>
</tr>
<tr>
<td>Arlene Cauthorn</td>
<td>Margorie Nunn</td>
</tr>
<tr>
<td>Lewis Fuller</td>
<td>Brenda Rockswald</td>
</tr>
<tr>
<td>Elizabeth Gallu</td>
<td>Larry Wagner</td>
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<tr>
<td>Joan Gershon</td>
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# Other Support

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Ann Bordan</td>
<td>John Mills</td>
</tr>
<tr>
<td>Kimberly Campbell</td>
<td>Bettye Neal</td>
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<tr>
<td>Jen Crabb</td>
<td>Jon Rou</td>
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<tr>
<td>Marion Dearing</td>
<td>Jon Saxton</td>
</tr>
<tr>
<td>Allison Dykes</td>
<td>Nancy Seideman</td>
</tr>
<tr>
<td>Jen Fabrick</td>
<td>Gary Teal</td>
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<tr>
<td>Randy Fullerton</td>
<td>Audrey Turner</td>
</tr>
<tr>
<td>Tom Kehner</td>
<td>Dee Wilson</td>
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<tr>
<td>Mary Loftus</td>
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</table>
The Importance of Emory’s Strategic Plan

Emory University’s comprehensive strategic planning process provides a systematic approach for addressing emerging challenges and for achieving our vision:

Emory: A destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action.

The planning process is oriented toward the future and will align the University with its environment, establishing a context in which to accomplish Emory’s goals and providing a framework and direction to achieve Emory’s future. The strategic plan will reflect upon and shape Emory’s unique philosophy and culture, and influence all areas, including the investment plan, to create our future and the foundation for a comprehensive campaign.

Specific benefits of our strategic plan include:

- Clear priorities and direction;
- Aligning of vision and goals;
- Focus for necessary and desired change;
- Help in anticipating surprises;
- A common framework for decision-making that will direct accomplishment of Emory’s vision;
- A proper context for operational and budget decisions;
- Clearly identified strategic investment plan and improved resource use.

The final strategic plan product will include a summary of the current state of the University, the external environment, and the University’s strategic issues, identification of goals and resources, and activities required to achieve the goals. (See Figure 1.)
Once Emory develops a five-year strategic plan, programming should ensure that the strategic plan drives ongoing choices and activities. Strategic programming occurs through the implementation of an annual planning cycle, which includes the continuous disciplines required to link strategic direction, mission, and vision to the annual financial, operational, and feedback activities as depicted in Figure 2.
II. **PROCESS AND TIMELINE**

The planning process will facilitate input from faculty, students, staff, alumni, trustees, and friends of the University and will include activity at the academic and other units, task forces, and a steering committee. The overall process will take approximately 13 to 15 months to complete and will be divided into three phases. The process will begin by initiating academic and other unit planning, move into University-wide initiative planning, and conclude with the development of the final strategic and resource plans. (See Figure 3.)

The **Kick-off Phase** of the effort will include presentation of the strategic planning process to the Emory University Board Trustees in February 2004. Soon after the Board presentation and adoption of the process, the President of the University will announce the planning effort through a letter to the faculty and staff and initiate the process. This phase also will include the development of University-wide opportunities, needs and cross-cutting themes through discussions with faculty organized into 13 University-wide committees.
Figure 3: Planning Process

<table>
<thead>
<tr>
<th>Kick-off Phase</th>
<th>2 MONTHS</th>
<th>FEBRUARY 2004 – MARCH 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>University-wide meetings to identify Emory’s uniqueness: opportunities, needs, and crosscutting themes</td>
<td>March 2004</td>
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</table>

<table>
<thead>
<tr>
<th>Phase I</th>
<th>5 MONTHS</th>
<th>APRIL 2004 – AUGUST 2004</th>
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</thead>
<tbody>
<tr>
<td>Academic and Other Unit Planning</td>
<td></td>
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</tr>
<tr>
<td>Initiate academic and other unit planning process</td>
<td>March – April 2004</td>
<td></td>
</tr>
<tr>
<td>Complete environmental assessment and strategic issues, and report to Steering Committee by June 15, 2004</td>
<td>April – June 2004</td>
<td></td>
</tr>
<tr>
<td>Develop vision, goals, measures, targets, and strategic initiatives</td>
<td>July – October 2004</td>
<td></td>
</tr>
<tr>
<td>- Provide a preliminary update on goal themes for the unit and from a University-wide perspective to the Steering Committee</td>
<td>July 2004</td>
<td></td>
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<tr>
<td>- Provide an update on planning process to the Steering Committee</td>
<td>August 2004</td>
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<table>
<thead>
<tr>
<th>Steering Committee Process</th>
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</thead>
<tbody>
<tr>
<td>Develop Steering Committee membership and notify participants</td>
<td>March – April 2004</td>
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</tr>
<tr>
<td>Convene Steering Committee – Meeting 1</td>
<td>April 2004</td>
<td></td>
</tr>
<tr>
<td>Address University-wide environmental challenges – Meetings 2 &amp; 3</td>
<td>May – June 2004</td>
<td></td>
</tr>
<tr>
<td>Review academic and other unit environmental assessments and updates on goal themes for the units and from a University-wide perspective – Meetings 4 &amp; 5</td>
<td>June – July 2004</td>
<td></td>
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Timeframe: 2 months
February – March 04

Required Outcome:
- Incorporate input from Deans
- Review planning process with Emory University Board
- President to announce planning effort through a letter to faculty and staff
- Identified University-Wide Uniqueness: Opportunities, Needs and Cross-Cutting Themes
- Initiate planning efforts

Timeframe: 5 months
April 04 – August 04

Required Outcome:
- Environmental assessment and strategic implications
- Preliminary update on goal themes for academic & other units
- Task force development

Timeframe: 6 months
September 04 – February 05

Required Outcome:
- Academic & other unit plans
- University-wide initiative plans
- Summary level of all goals and initiatives
- Coordination of academic and unit based plans
- Preliminary summary of required resources

Timeframe: 3 months
March 05 – May 05

Required Outcome:
- University goals
- Strategic initiatives
- Strategic investment plan
- Final strategic plan
Summarize environmental issues and implications, and develop themes for University-wide task forces – **Meeting 6**  
Review updates from academic and other units on planning process, and develop task forces for University-wide process – **Meetings 7 & 8**

### PHASE II 6 MONTHS SEPTEMBER 2004 – FEBRUARY 2005

#### Academic and Other Unit Planning
- Complete goals, measures, targets, and strategic initiatives  
  - **September 2004**
- Complete draft plan (without resource plans) and report to Steering Committee  
  - **October 2004**
- Develop resource plans and submit draft to Steering Committee  
  - **November – December 2004**
- Finalize plan and report to Steering Committee (revisions will be accepted through March)  
  - **January 2005**

#### University-wide Initiative Task Force Process
- Initiate task force process for University-wide initiatives  
  - **September 2004**
- Provide status report to Steering Committee  
  - **November 2004**
- Complete plan and provide report  
  - **January 2005**

#### Steering Committee Process
- Review academic and other unit plans, and initiate task force process for University-wide initiatives – **Meetings 9 & 10**  
  - **September – October 2004**
- Begin overall goal setting for the University – **Meeting 11**  
  - **October 2004**
- Review status report of task forces – **Meetings 12 & 13**  
  - **November – December 2004**

- Review and summarize final reports from task forces, and continue University goal setting – **Meetings 14 & 15**  
  - **January – February 2005**

### PHASE III 3 MONTHS MARCH 2005 – MAY 2005

#### Academic and Other Unit Planning
- Review University-wide task force reports  
  - **March 2005**
- Finalize plan and report any changes to Steering Committee  
  - **April 2005**

#### Steering Committee Process
- Develop summary set of goals and initiatives – **Meeting 16**  
  - **March 2005**
- Complete required resource and financial plans  
  - **April – May 2005**
- Finalize strategic plan and prepare Board presentation – **Meeting 17**  
  - **May 2005**

### II. STEERING COMMITTEE ROLE AND PROCESS

The role of the Steering Committee is to develop the final strategic plan for the University. The committee will provide oversight to the academic and other units and task forces and will present the recommended plan to the President of the University. The Steering Committee will be co-chaired by the
Provost and the Executive Vice President for Health Affairs. The committee will be appointed by the University President and include approximately 15 members representing administration, deans, and faculty.

The specific functions of the Steering Committee are to:
- Coordinate and direct the planning process;
- Summarize and assimilate the various plans and priorities;
- Identify the University-wide opportunities and infrastructure needs;
- Create the task forces to develop plans for University-wide themes;
- Challenge, review, and adopt academic unit and task force plans; and
- Document the strategic plan and resource plans.

III. STEERING COMMITTEE ROLE AND PROCESS

The academic and other unit and summary University plans will be developed using the following outline.

1. Executive Summary
2. Vision Statement – 10 Year Horizon
3. Environmental Assessment and Strategic Implications by Focus Area (Teaching, Scholarship, Research, Health Care and Social Action)
   - Strategic Issues
   - Internal: Strengths and Weaknesses
   - External: Opportunities and Threats
   - Key Statistics and Trends
   - Benchmark Assessment
4. Goal Statements
5. Measures/Targets for Each Goal – 5-year and annual targets
6. Strategic Initiatives to Accomplish the Goals
   - Initiate within the next year
   - Initiate within years two through five
7. Human Resource Plan: Faculty and Staff
8. Resource Plan: Space, Capital and Non-Capital Items, Infrastructure, Other
9. Financial Projections and Strategic Investment Plan – 5 Years
10. Summary Statement of How the Plan Supports the University Vision

Represents the basis for the development of an annual operating plan and budget development process.
### IV. GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th>Core Purpose/Mission</th>
<th>The University’s fundamental reasons for existence; not to be confused with specific goals or operating strategies.</th>
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</thead>
<tbody>
<tr>
<td>Core Values</td>
<td>The University’s essential and enduring tenets. The ethical, moral, and social basis of how Emory will move toward its vision. The values of the University should be widely accepted and govern conduct.</td>
</tr>
<tr>
<td>Vision</td>
<td>The stated end-point that is at least 10 years away and is an attainable and actionable stretch goal. Provides direction and encourages change. Motivates and provides a framework for future choices.</td>
</tr>
<tr>
<td>Environmental Assessment</td>
<td>An objective review of facts, observations, information that describe the current internal situation and external conditions for the University.</td>
</tr>
<tr>
<td>Strategic Implications and Issues</td>
<td>The interpretation of the impact on Emory of the internal and external environmental findings. It is the “So What” of the data review.</td>
</tr>
<tr>
<td>Goals</td>
<td>The comprehensive statements that define Emory’s desired outcomes for a 5-year period that are required to achieve the vision. Each goal should have a measure, a long-term 5-year target, and short-term annual targets.</td>
</tr>
<tr>
<td>Strategic Initiatives</td>
<td>An integrated set of choices which positions the University to create sustainable advantage relative to other premier universities. Strategic statements are specific and action-oriented and, if fulfilled, will achieve the University’s goals.</td>
</tr>
<tr>
<td>Decision and Operating Models</td>
<td>The people, processes, and technology needed to achieve the strategic initiatives and, therefore, the University’s goals. These include governance and organizational structure and decision making processes required to evaluate the progress towards the vision.</td>
</tr>
</tbody>
</table>