



## Courageous inquiry steers Emory closer to its vision



**A**s a community, we are receiving high praise for having formulated a statement of our vision and a strategy to achieve it. Emory aspires to be a destination university, internationally recognized as an inquiry driven, ethically engaged and diverse community. We intend to work collaboratively for positive transformation in the world through courageous leadership. We want to distinguish ourselves by great teaching, path-breaking research, enduring scholarship, excellent health care and transformative social action. Our strategic plan thus calls us to step out boldly through big initiatives. It also calls us to uphold certain fundamental principles that guide our smaller daily decisions.

The product of broad, high energy and creative involvement by representatives of the entire Emory community, our strategic plan must now become a discipline. It must become the set of habits that guide our use of time, money and talents, so that we become comfortable with the plan, as if it were second nature. It calls us to high aspirations but also to hard work and patience to endure short-term inconveniences. In some ways it's more fun to plan than to implement. But implementation ultimately brings greater reward.

To meet our goals will require not only discipline but also a sense of ownership. It is not enough merely to obediently follow instructions. We must own the desire to make Emory a good and great university, to achieve and seek success because we want to, not just because we are told that this is what we should do.

What better way to ensure ownership of Emory's future than by engaging with this plan through dialogue, testing and re-evaluation?

Moving forward from planning to implementation of the plan can be challenging. Moving forward requires

the discipline to make difficult decisions about allocating resources to support the strategies of the institution. But this discipline should be tempered with adaptability, a kind of ability to improvise within constraints, much the way a good jazz singer makes a Cole Porter song her own by riffing on the melody.

What other disciplines will we need? For one thing, we have taken on the practice of measuring the success or outcome of our strategies every year. Each January, beginning this month, we will undertake critical review of our progress against specific indicators for each of the strategic goals. The Provost's Office has generated a "dashboard" of these indicators that provides a detailed snapshot of the University's quality, measured by certain key statistics. These include, in the area of students, such measures as selectivity in admissions, national scholarships won by our graduates, diversity of our student body, scores of our seniors who take the LSAT, MCAT and GRE and so on. For our faculty, the measures include compensation as compared to that at our peers, memberships in the national academies, spon-

sored research and publications. For staff, the indicators include turnover, diversity and average compensation compared to the market.

By some of these measures we are doing quite well; in others we have a way to go before we can declare that we are truly a "destination university."

On the other hand, it is exciting to be part of an organization that has a sense of where it is going. The comprehensive University-wide plan complements the plans for excellence in the schools, and the parts are working together.

What can we expect in the year ahead? We can expect investment and measurable progress within the initiatives of each of our five strategic themes:

- Strengthening Faculty Distinction;
- Preparing Engaged Scholars;
- Creating Community — Engaging Society;
- Confronting the Human Condition and Human Experience;
- Exploring New Frontiers in Science and Technology.

Furthermore, both our processes and accomplishments will bear the hallmarks

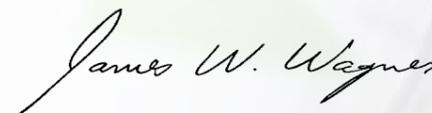
of Emory's special character, including integrity, collaborative engagement and determination to lead, not only as successful competitors, but also as exemplary contributors.

We will be measuring our success in implementing the plan as well as evaluating our effectiveness in using strategic funds. Although the strategic plan has been successfully set in motion, we continue to learn as we develop new organizational solutions, improve measures and indicators and adjust the paths to our goals.

During this next phase of our work, I encourage you to become fully engaged, and to take ownership of your own part of Emory's strategic objectives.

With gratitude for your commitment to Emory's bright future.

Sincerely,



James W. Wagner  
President

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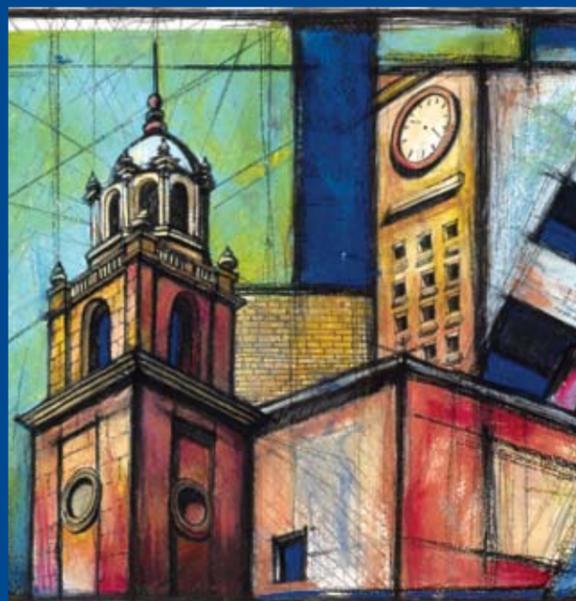
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# Strategic Plan Overview

## Emory's investment impressive, growing

Emory's investment is impressive . . . and growing: \$35 million for a Faculty Distinction Fund dedicated to the retention and recruitment of excellent scholars . . . \$7 million annual investment in a financial aid program to slash debt burden for lower- and middle-income students . . . more than \$171 million for capital projects, including support for a new school of theology and Ethics Center complex; a new psychology building; a major chemistry addition; new student housing and more.

All totaled, Emory will provide nearly half a billion dollars of its own resources (excluding capital) over the next decade to fulfill overarching University-wide strategic goals, and the plans of individual schools and major units.

Announcements of new funding for strategic initiatives means an investment in people, those who have built the foundation upon which the strategic plan was developed, and those who embody the University's vision on a daily basis through their leadership, creativity, innovation, commitment . . . and hard, hard work.

This special issue of Emory Report tells the University's story through the voices of faculty, researchers, staff, students and health care providers who make the plan come alive every day through their teaching, research, service and patient care.

People like Keith Klugman

whose research may mean that South African children will be less likely to die of pneumonia related to influenza or HIV . . . staff member James Roland who is helping colleagues establish a healthy and productive work-life balance . . . nursing student Karen Thomisee who works with teens at Grady Memorial Hospital and travels internationally to assist with global health initiatives . . . business professor Michael Sacks who is leading students in a project to assess Atlanta city parks for the community.

"You can do it all at Emory," is what Coach Christy Thomaskutty tells top scholar-athletes she's recruiting for the women's basketball team.

And we believe it, especially after meeting and reporting on the experiences of colleagues who are working to support the University's strategic themes and initiatives, and leading the plans of individual schools and major units.

These 16 pages serve as a snapshot of where Emory is at the moment. It would take many more pages to merely list the number of initiatives, plans and percolating ideas taking place in this community today. By giving voice to the colleagues featured in this issue, we hope that we have captured the spirit, energy and commitment inherent in the entire Emory community.

After all, we have 10, 15, 30 years to tell many more stories.

—Nancy Seideman

## Where Courageous Inquiry Leads

Emory University's mission is to create, preserve, teach and apply knowledge in the service of humanity.

### Vision

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.

**Goal 1:** Emory has a world-class, diverse faculty that establishes and sustains preeminent learning, research, scholarship and service programs.

**Goal 2:** Emory enrolls the best and the brightest undergraduate and graduate students and provides exemplary support for them to achieve success.

**Goal 3:** Emory's social and physical environment enriches the intellectual work and lives of faculty, students and staff.

**Goal 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.

Creativity and the Arts		Strategic Alliances	Institute for Advanced Policy Solutions
Strategic Themes	University-wide Initiatives		
Strengthening Faculty Distinction	<ul style="list-style-type: none"> <li>Faculty development activities</li> <li>Tenure and promotion practices</li> <li>Recruitment and retention</li> </ul>		
Preparing Engaged Scholars	<ul style="list-style-type: none"> <li>Students</li> <li>Community outreach</li> <li>Curriculum</li> <li>Pedagogy</li> </ul>		
Creating Community — Engaging Society	<ul style="list-style-type: none"> <li>Professional and leadership development</li> <li>Diversity</li> <li>Sustainability</li> <li>Work-life enhancement</li> </ul>		
Confronting the Human Condition and Human Experience	<ul style="list-style-type: none"> <li>Understanding religions and the human spirit</li> <li>Understanding race and difference</li> <li>Implementing pathways to global health</li> </ul>		
Exploring New Frontiers in Science and Technology	<ul style="list-style-type: none"> <li>Neuroscience, human nature and society</li> <li>Predictive health and society</li> <li>Computational and life sciences</li> </ul>		

### Internationalization Plan and Initiatives

## How to get involved:



More than 1,000 faculty, staff, students and alumni worked for 18 months to get us to this point in the strategic plan process — it will take the entire community to make our collective vision a reality over the next decade and beyond.

There are many ways to take an active role in implementing the strategic plan: whether it's serving on a standing committee, developing an idea for a strategic initiative, lending expertise to a particular project, mentoring students and colleagues, helping to plan and stage a program or volunteering for a community project . . . the opportunities are vast and the needs are many.

### Here are just a few suggestions for getting started:

- The Strategic Implementation Advisory Committee, with University-wide representation, is charged with coordinating and monitoring plan implementation, including recommending resource investment. For a list of committee members and for more information, see The University Strategic Plan. [www.admin.emory.edu/StrategicPlan](http://www.admin.emory.edu/StrategicPlan)
- Check the strategic plans of Emory schools and major operating units on their individual Web sites.
- Submit your ideas to the Work-Life Task Force, a group dedicated to exploring ways in which we can make our community more vibrant and our work lives more fulfilling. [www.admin.emory.edu/StrategicPlan/WorkLife](http://www.admin.emory.edu/StrategicPlan/WorkLife)
- Comment on the strategic planning process and/or the implementation process. [www.admin.emory.edu/StrategicPlan/gencmmnt.html](http://www.admin.emory.edu/StrategicPlan/gencmmnt.html)
- Get information about and provide input on the Clifton community. [www.cliftoncommunitypartnership.org](http://www.cliftoncommunitypartnership.org)
- The Office of University-Community Partnerships maintains an electronic bulletin board listing a variety of employment, volunteer service, and internship opportunities [www.oucp.emory.edu/Help.cfm](http://www.oucp.emory.edu/Help.cfm)
- Participate in a "Difficult Dialogue" through Emory's Transforming Community Project. [www.transform.emory.edu](http://www.transform.emory.edu)
- Explore more about the "Year of the Faculty." [www.emory.edu/PROVOST/year/yearofthefaculty.html](http://www.emory.edu/PROVOST/year/yearofthefaculty.html)
- Get involved with a faculty development program. [www.emory.edu/PROVOST/acad\\_planning\\_fac\\_dev/index.html](http://www.emory.edu/PROVOST/acad_planning_fac_dev/index.html)

## EmoryReport

Executive Editor:  
Nancy Seideman  
[nancy.seideman@emory.edu](mailto:nancy.seideman@emory.edu)

Editor:  
Helen Anne Richards  
[helen.richards@emory.edu](mailto:helen.richards@emory.edu)

Senior Editor:  
Kim Urquhart  
[kim.urquhart@emory.edu](mailto:kim.urquhart@emory.edu)

Designer:  
Christi Gray  
[christi.gray@emory.edu](mailto:christi.gray@emory.edu)

Photography Director:  
Bryan Meltz  
[bryan.meltz@emory.edu](mailto:bryan.meltz@emory.edu)

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### Contributing writers:

Pam Auchmutey, Beverly Clark, Allison Germaneso Dixon, Sarah Goodwin, Elaine Justice, Michelle Lampl, Rosemary Magee, Lisa Newbern, David Payne, David Raney, Bridget Guernsey Riordan, Victor Rogers, Karon Schindler, Holli Semetko, Kenneth Thorpe, Kay Torrance, Robin Tricoles and Sylvia Wrobel

### Special thanks:

Stephen Bowen, Shari Capers, John Ford, Gary Hauk, Makeba Hill, Holly Korschun, Rick Luce, Tom Robertson, Ron Sauder, Claire Sterk and Jim Wagner

### Cover Photos:

Kay Hinton, Bryan Meltz and Jack Kears

### Cover Illustration:

Francis Irizaray

## Strategic Themes

Strengthening **faculty distinction**

Bryan Meltz

Frances Smith Foster, Charles Howard Candler Professor of English and Women's Studies, and chair of the English department, is a prime example of the distinguished faculty Emory hopes to retain and attract.

If Frances Smith Foster, Charles Howard Candler Professor of English and Women's Studies, were to write the recipe for the success of a faculty, the ingredients would call for equal parts teacher and scholar, mixed with interdisciplinary work and flavored by professional recognition.

"A good cook surveys the pantry first," says Foster, who believes an inventory of Emory's classrooms, laboratories and libraries would reveal a well-stocked assortment of outstanding faculty members "who are respected and known outside in the larger universe, but who also take their work in the classroom, in their college and in the University just as seriously."

Foster, who received the University Scholar/Teacher Award in 2006 in recognition of her contributions to the scholarly life of the University, is an example of the faculty excellence that Emory values. Foster's tenure at Emory has raised the visibility of the African American studies, women's studies and creative writing programs, in turn attracting other leading scholars to Emory. An excellent faculty also attracts exceptional undergraduate and graduate students, serves as role models for the next generation of faculty, and creates new knowledge that advances humanity.

Emory seeks to foster a culture that values and supports faculty excellence. Several initiatives are under way aimed at strengthening faculty distinction.

To celebrate, reward and retain distinguished faculty and recruit promising scholars, the University has committed \$35 million to a Faculty Distinction Fund dedicated to the retention and recruitment of outstanding scholars. The fund, supplemented with \$10 million for equipment related to research, will also serve to enhance faculty diversity.

Emory strives to balance the hiring of distinguished faculty, such as the headline-making faculty appointment of celebrated author Salman Rushdie, with the pursuit of building and sustaining an outstanding resident faculty. Outstanding faculty are being identified for nomination to the national academies and other prestigious awards. Promotion and tenure processes are being reviewed, and a University-wide dialogue has begun to discuss ways of defining faculty excellence and assessing career paths.

Developing guiding principles for building and strengthening faculty distinction is at the core of a series of "Year of the Faculty" conversations. Provost Earl Lewis has initiated with each school and college to define faculty excellence and how to achieve it.

Enhancing opportunities for faculty development is a key component of strengthening faculty distinction. Emory's existing faculty development activities on which to build include interdisciplinary faculty seminars, manuscript development and conference funding. Emory's faculty newsletter, the Academic Exchange, provides an opportunity for a campus-wide faculty dialogue; and the Emeritus College invites retired faculty to remain engaged in the life and scholarship of the University. Funding for faculty research is available through a variety of small grants awarded through the University Research Committee.

"I absolutely love the ways in which Emory builds into our options for improving our own personal and professional knowledge," says Foster, who is one of the faculty members featured on the Office of Academic Planning and Faculty Development's new "Great Scholars, Great Works" Web site. "Emory gives me opportunities every single year for knowing more, for learning more."

Foster also values Emory for its rich resources, such as the extensive collection of African American literature in Emory's libraries, as well as the opportunities to interact with other faculty across disciplines. When Foster

leaves her Emory quadrangle office and crosses the bridge to attend a seminar at Emory's Center for Health, Culture and Society, for example, she feels like a "true citizen of the University" with access to a critical mass of science and humanities colleagues with whom to collaborate.

To provide further opportunities for collaboration and faculty development, Emory also plans to establish a Center for Faculty Excellence. Envisioned as an umbrella organization that will combine Emory's existing resources for faculty development, one of the center's first components under development is a University-wide Center for the Advancement of Scholarship on Teaching and Learning at Emory. Proposed by the University Advisory Council on Teaching, CASTLE is envisioned to promote and support Emory's firm commitment to distinction in teaching.

And what is a university, after all, without its teachers?

"A university is about trying to put our theories into practice and to make sure that all this data we create can become knowledge," says Foster. "This means that students — and society — must understand how to apply it, and this is why a strong faculty is essential."

—Kim Urquhart

## Upcoming faculty development events



### Faculty Symposia

Thursdays, Feb. 15 and April 5, 5–7 p.m.

New faculty orientation workshops will focus on interdisciplinary and cross-disciplinary scholarship, faculty development activities, university programs, and tenure and promotion processes at the central level. For more information, contact Stacia Brown at 404-727-9947 or [stacia.brown@emory.edu](mailto:stacia.brown@emory.edu).

### Conference on End of Life Issues

As part of the Religions and Human Spirit strategic initiative, Emory's Timothy Jackson and Margaret Battin from the University of Utah will discuss right-to-die issues on April 19 at the Emory Conference Center. On April 20, Emory faculty and Atlanta religious and civic leaders will participate in three panel discussions about end-of-life issues.

### Manuscript Development Program Workshops

Upcoming colloquia slated for this spring will focus on working with literary agents, the implications of the recent Modern Language Report on Publication and Tenure, and writer's block. Dates and times will be posted at [www.emory.edu/PROVOST/acad\\_planning\\_fac\\_dev/ManuscriptDevelop/ManuDev.htm](http://www.emory.edu/PROVOST/acad_planning_fac_dev/ManuscriptDevelop/ManuDev.htm).

### Gustafson Faculty Seminar

Participants in the 2007–2008 Gustafson Seminar, an interdisciplinary faculty seminar addressing topics of central importance to a variety of scholars from all facets of Emory's intellectual community, will meet monthly over the course of three semesters to discuss the topic "The Purpose and Future of Liberal Education." For more information, contact Nick Fabian at [rfabian@emory.edu](mailto:rfabian@emory.edu).

# Preparing engaged scholars



Steve Ellwood

The Farm Worker Family Health project in the Nell Hodgson Woodruff School of Nursing is one example of engaged scholarship at Emory. The program gives nursing students an intensive, two-week immersion learning experience in rural Georgia while providing much-needed health care to migrant and seasonal farm workers and their families.

## Emory Advantage helps students



"Emory Earns A for Aid" is how the Jan. 17 Atlanta Journal-Constitution lead editorial greeted news of the University's efforts to reduce costs for lower- and middle-income students. The Emory Advantage program will cap student loans for families making \$50,001 to \$100,000 a year, and grants will replace need-based loans for students whose parents make \$50,000 and under.

The editorial noted that Emory's initiative will increase economic diversity among its students and make education more affordable at a time when higher education is increasingly out of reach for many.

The program received broad local and national coverage. Emory was prominently featured in a Jan. 16 Business Week article about efforts Emory, Yale, Harvard and the University of Pennsylvania are making to increase their affordability.

For more information on Emory Advantage, see the Jan. 16 issue of Emory Report or visit the Web site at [www.emory.edu/FINANCIAL\\_AID/emory\\_advantage](http://www.emory.edu/FINANCIAL_AID/emory_advantage).

Emory College seniors Badri Modi and Cameron Schlegel are headed to medical school next year, but it was a religion course this past fall that helped shape the path they plan to take as doctors.

Majoring in biology and chemistry respectively, they took part in a religion internship course that seeks to create a connection between classroom work and hands-on experience. In addition to examining community service and partnership theories in the classroom, Modi and Schlegel worked as interns at St. Joseph's Mercy Care in Atlanta in its Community Homeless Outreach Program.

"It was fantastic to take a course that actively engaged me in something besides theory," Modi said. "The experience shaped my outlook on how to approach health and medical care, that it is more than just curing diseases. Everything is connected: health is related to employment and the ability to hold a job, which is related to addiction issues, which is related to homelessness. The approach has to be holistic."

The religion internship course was taught by senior lecturer Bobbi Patterson, founder of the Theory-Practice-Learning Program at Emory and a longtime advocate of TPL and its capacity to create engaged scholars. The course is "one of the defining experiences of my time at Emory," said Schlegel, who is now looking into medical schools that offer community internships as part of the coursework.

"Engaged service learning gives new life to the liberal arts," Patterson said. "It makes the classroom a very vibrant place where the real world can be explored, studied and reflected upon."

Several professors already use some aspects of service learning in their courses, she said. Service learning is a vital aspect of Emory's goal to create a community of engaged scholars and reach the strategic goal "to provide a rich intellectual experience that fosters academic growth and community engagement."

The TPL program at Emory is one of many existing initiatives closely aligned with Emory's Office of University-Community Partnership's work to increase and improve the University's work with the greater Atlanta community and beyond. The first phase of the "engaged scholars" initiative to be implemented is a plan developed by OUCP, led by director Michael Rich, associate professor of political science. A \$2 million investment from Emory's strategic plan fund — plus a university commitment to raise \$10 million more over the next five years — leverages and jumpstarts the expansion of activities sponsored by OUCP.

Programs such as Students Helping in the Naturalization of Elders or SHINE, the Emory Community Building Fellowship and faculty mini-grants are now expanding. The Community Partnership Faculty Fellows program — which helps faculty learn about the pedagogy of community-based learning and research — has been reestablished. The funding also helps fill a critical need for more staff.

The OUCP's Emory Community Building Fellowship, after a year off, is now entering its fifth year and is a national model for such programs. The fellowship provides undergraduate students an intensive year of training, research and experience, and so far has prepared 61 undergraduates to become, in the words of the university's strategic plan, "socially conscious leaders with a portfolio of skills proven and values tested in community involvement." The new class of 11 fellows begins its work this semester.

Last month, Emory's commitment to engaged scholarship earned recognition from the Carnegie Foundation for the Advancement of Teaching, which named Emory one of the first schools in the country to receive the foundation's new "Community Engagement" designation.

In the coming months, an advisory board of students, faculty and staff will continue to examine the best strategies for advancing engaged learning and scholarship at Emory as it relates to the OUCP's strategic initiative. The board, led by Emory law professor Frank Alexander, founding director for the Center for the Study of Law and Religion, also will help define the future of OUCP, particularly in regard to its role, function and governance structure. The group will report its recommendations to Provost Earl Lewis this spring.

—Beverly Clark

# Creating community engaging society



Emory College junior Anna Altizer and senior Ben Corley volunteer at a Habitat for Humanity job site in New Orleans as part of the Emory Cares program.

Bryan Melitz

“You better believe I’d take advantage of it!”

Leslie Hence, an accountant with Emory’s Alumni Development Records, didn’t mince her words when she heard about Emory’s plans to offer housing on Clifton Road. She was excited by the development because it would specifically target full-time Emory employees and others who work on Clifton Road. The condos would include incentives for a wide range of Emory employees at every income level to own homes near their jobs, allowing them to walk or bike to work.

Details of the mortgage program are still being ironed out, but the program and the development itself, across from the Centers for Disease Control and Prevention, are supportive of Emory’s efforts for “Creating Community — Engaging Society” as part of the Strategic Plan.

“University communities thrive on an interesting mix of local residents, on street-level foot traffic during the day and night, and on social areas that people consider fun,” said Mont Rogers, a director with Emory’s Marketing Department. Rogers and Hence both work in the 1762 building and literally would be able to walk from the Clifton Road mixed-use project across the street to work.

Emory’s student population also will begin to see the effects of “Creating Community — Engaging Society” in 2007.

The University will break ground on a new graduate housing complex on Briarcliff Road, accessible to the Sage Hill shopping center and Emory’s campus.

In another plan, changes to housing will consolidate Emory’s freshman population into a centrally located “Freshman Village.” The change

will enhance the first year college experience and strengthen the overall campus community by increasing the number of students on Emory’s main campus.

The first dorm in the Freshman Village opens in July; the second and third residence halls begin construction this summer. Ultimately, the complex could include 10 residence halls near Eagle Row.

Each of these housing communities will be served by Emory’s shuttle service, as well as by bicycle paths and expanded sidewalks. The transportation options support Emory’s Sustainability Initiative and negate the need to travel by car.

As Rogers added, “Great universities aren’t isolated from their communities, they reflect their communities.” It’s one new road Emory intends to follow.

—David Payne

## Work-Life Initiative

Assistant Debate Coach James Roland views his job at Emory as anything but work.

“My work is an extension of what I see as my purpose in life, and I see many of the people that I work with as family,” said Roland, who has introduced thousands of students — many of them at-risk youth — to the power of words. “I’ve been at Emory seven years, but I could see myself being here 70.”

Roland is a member of Emory’s newly formed Work-Life Task Force, where he hopes to help others find a work-life balance. As part of the University’s strategic planning process, the task force is evaluating ways to enhance the work, health and well-being, and family life of Emory’s faculty, staff and students.

The Work-Life Task Force grew out of a recommendation from the President’s Commission on the Status of Women, Assistant Professor of Law Julie Seaman explained. Attracting and keeping talented women is a key focus of Seaman’s Recruitment, Tenure, Retention and Promotion Subcommittee.

“It has been said that the biological clock and the tenure clock coincide,” said Seaman, “with a disproportionate impact on women.” Extending the timeframe for earning tenure because of fam-

ily responsibilities is one of the faculty issues her group is examining.

Subcommittees also are working in the areas of dependent care and flexible work options, with staff members such as Laura Papotto, Betsy Stephenson, Steve Sencer and Allison Dykes leading the charge. Health and wellness, work-life stressors and professional development are among the other issues that the task force is exploring.

Co-chaired by Rosemary Magee, vice president and secretary of the University, and Vice President of Human Resources Peter Barnes, the Work-Life Task Force has created an online forum at

[www.admin.emory.edu/StrategicPlan/WorkLife](http://www.admin.emory.edu/StrategicPlan/WorkLife) where community members can voice their opinions.

“We are trying to create an environment where people see themselves as part of a greater whole,” Roland said. The task force is assessing existing strengths, identifying and addressing barriers, and mapping out Emory’s future as a destination workplace.

“We want to be the place that people say ‘If I could be anywhere, I want to be at Emory,’” Roland said.

—Kim Urquhart



## A new voice

Emory anticipates filling the newly created role of Senior Vice Provost for Community Diversity and Institutional Development in early 2007. The position will be responsible for “envisioning and enabling an environment where community, diversity and engagement are fostered,” and will report directly to the Provost and the Executive Vice President for Academic Affairs.

### Milestones: A look at key events in 2007 that will shape “Creating Community — Engaging Society”

- **January:** Emory opens the latest in its growing number of Park-n-Ride shuttle routes. The third location is at South DeKalb Mall.
- **July:** Emory completes its endeavor with the Clifton Community Partnership to create urban design guidelines for Clifton Road and sections of North Decatur Road. These guidelines will reflect community input on how key streets should be improved.
- **September:** Emory anticipates breaking ground on its Clifton Road mixed-use project across from the CDC. The first phase of development is expected to last 18 months.

# Confronting the human condition and human experience

## Religions and the Human Spirit

The Emory Collaborative for Contemplative Studies has a quiet-sounding name, but among its bold aims is nothing less than turning around one of the top health problems of the 21st century: depression.

Faculty in the health sciences and humanities are working toward dual goals: Not only do they want to broaden and deepen knowledge of contemplative practices of the world's religious traditions; they are studying how implementing these practices can help improve people's health and emotional well-being.

"What people actually do in engaging in religious practices is important," said John Dunne, assistant professor of religion, one of the initiative co-directors and a specialist in Indian and Tibetan Buddhism. "In the case of traditions such as Buddhism, religious practices are literally transformative; they change your brain."

Those changes are intensely interesting to Chuck Raison, assistant professor of psychiatry and behavioral sciences and director of the Behavioral Immunology Clinic in the School of Medicine. Eighteen months ago, Raison began collaborating with Lobsang Negi, senior lecturer in religion, and Daniel Adame, associate professor of health, physical education and dance. They are researching whether training groups of Emory freshmen in socially-based meditative techniques can reduce symptoms of depression.

Studying depression in the young is vital, said Raison, since "depression once started can be lifelong" and can have a negative impact on a variety of later developing illnesses.

Negi, who also chairs the Emory-Tibet Partnership, was able to distill a large number of Buddhist meditative techniques and to present and teach these techniques to the students in a secular context.

"This is the wild, wild West," said Raison of the study. "To my knowledge, this is the first time anyone has tested these types of



Sam Cherni

**Humanities and health sciences faculty are working through Emory's Collaborative for Contemplative Studies Initiative to discover how contemplative practices from a variety of religious traditions, including Buddhism, contribute to health and emotional well-being. Pictured above: His Holiness the Dalai Lama and Robert Paul, dean of Emory College.**

compassion meditation techniques for health benefits. We're capitalizing on the incredible knowledge people have about these techniques here at Emory."

"Emory is definitely in the vanguard of contemplative study," said Negi. "For a long time it was hard to give serious attention to the workings of the mind. But now science has made tremendous advances with tools such as MRI and other machines so that scientists are much better equipped to handle issues of the mind and meditation, which 10 to 15 years ago would not be possible. Emory is one of the leaders in this field."

Emory is taking that leadership position one step further in creating a new Encyclopedia of Contemplative Studies, spearheaded by Dunne. The encyclopedia is receiving a total of \$155,000 in strategic planning funding over the next four years, in addition to grants from the Hershey Foundation and others.

The encyclopedia will be published as an educational Web site and will draw material from a database that will be updated continuously with the latest findings.

"What the encyclopedia will do for the first time is allow us to understand prayer and meditation in a very deep and rich way not only in terms of one tradition, but across traditions," Dunne said.

"One role of the encyclopedia will be to help scientists identify the active ingredients in contemplative practice," said Dunne. "The National Institutes of Health is starting to fund these studies; they want to know the differences in these practices, how and why they work the way they do. Amazingly enough, this has never been done." Until now.

—Elaine Justice

## Global Health Institute



Emory recently announced a new \$110 million University-wide Global Health Institute directed by Jeffrey Koplan, vice president for academic health affairs. The Institute builds on Emory's considerable strengths in global health, and will create and enhance partnerships with governments and academic and private institutions in the most needy parts of the world. The first group of programs identified for Emory support includes:

- Republic of South Africa Drug Discovery Training Program, which develops skills in young African scientists in discovery of new therapeutic drugs. Led by Dennis Liotta, professor of inorganic chemistry.
- Vaccine discovery partnership with International Center for Genetic Engineering and Biotechnology in New Delhi, India. Led by Rafi Ahmed, Emory Vaccine Center director.
- Expansion of the collaboration between Emory University and the Instituto Nacional de Salud Publica of Mexico to create long-term sustainable strategies for research, capacity building, training and student exchange to improve global health. Led by Reynaldo Martorell, chair, Hubert Department of Global Health, and Robert W. Woodruff Professor of International Nutrition.

The Bill and Melinda Gates Foundation has granted \$20 million to Emory, in partnership with Finland's National Public Health Institute, to support the International Association of National Public Health Institutes. IANPHI is an alliance of nearly 50 CDC-like institutions dedicated to optimizing global public health by improving public health infrastructure around the world. Jeffrey Koplan is president of IANPHI and principal investigator of the IANPHI grant.

Other high-priority programs in the Global Health Institute will focus on public health research and training in developing nations, health care work force shortages, international bioethics, and the health impact of global migration. A new undergraduate minor in Global Health, Culture and Society is available through Emory College.

For more information, visit [www.whsc.emory.edu/globalhealth](http://www.whsc.emory.edu/globalhealth).

## Race and Difference

After a year of research and reflection, the Understanding Race and Difference Strategic Initiative is moving forward to put proposals into action while supporting ongoing efforts to address one of society's most challenging issues.

"This is an exciting time to do this work, especially here in Atlanta as the home of the King papers and future site of a Center for Human and Civil Rights. There is continuing contention around issues of diversity throughout society, and theoretical attention, practical action and moral leadership are needed," said Robert Franklin, Presidential Distinguished Professor of Social Ethics at the Candler School of Theology, who has led the Race and Difference initiative this past year.

Two programs tied to the initiative are well under way.

The Transforming Community Project, a five-year program to document the University's past and confront current challenges around the issue of race, is in its second year. One of the most comprehensive initiatives ever

undertaken by a major university, TCP has engaged faculty, staff and students from across the University in candid and difficult "community dialogues." Other TCP groups are researching various aspects of Emory's history.

The James Weldon Johnson Institute for Interdisciplinary Study and Social Advocacy, led by African American Studies Associate Professor Rudolph Byrd, has received funding from the Mellon Foundation. The institute will play a vital role in generating new knowledge and research by bringing significant and influential thought leaders to campus who will deliver public lectures, hold classes and do research.

The first-ever map of existing activities related to race and difference also has been completed. "To our credit, we have a huge number of existing practices and programs. Now the challenge is to make them known and integrated across the University," Franklin said.

A meeting of stakeholders in February will lead to working groups that, Franklin said, "will move the work forward to establish Emory as one of the premier sites in the world for the study of race and difference."

—Beverly Clark

# Exploring new frontiers in science and technology

## Predictive Health

**W**hat is “predictive health?” What does it mean to *predict* health and what are the implications? These are the common questions that we encounter, followed by concerns ranging from issues of privacy to the ethics of presenting people with what could be construed as “bad news” regarding risks for conditions we can presently do nothing about. A number of people have commented, “I don’t want to know which diseases I’m programmed to get!” — feeling that prescience of one’s health “destiny” is more information than they care to have. The idea that medical care is intervention for disease or injury is so embedded in our cultural experience that the shared assumption regarding predictive health most often focuses on disease prediction rather than health prediction.

Enhanced disease predictability is part of the translational value to society of basic scientific research. Disease-associated genomic markers assist in early diagnosis and the promise of predictive health histories from knowledge of genes is part of a pre-emptive and personalized vision of a transformation in medicine.

Emory scientists have made groundbreaking discoveries in these areas. Advances in imaging technology have resulted in increasingly sensitive devices for identifying pathology at ever earlier stages. Research in disease-specific processes is providing measurable chemical markers that may provide for early interventions and more targeted drug therapy. And novel research into generic, root-cause cellular processes gives us the earliest window into indications of potential disease as well as points of intervention to prevent disease from happening. But genes alone are only part of the predictive story as environmental and epigenetic effects influence genomic expression. The predictive efficacy and financial feasibility of biomarkers in the medical toolkit are presently under study.

Specific disease prediction in itself is not a new approach to medical care. Health prediction, by contrast, is a fundamental paradigm shift. The proposition of predictive health requires articulating a conceptual framework that defines the meaning of health beyond a medicalized vision of the human body and experience. This is a funda-

mental challenge and we do not yet share semantics for such concepts. One of the first steps in attaining a “new model of health and healing” is to put the emphasis on health in “health care.”

Scientific inquiry has drawn the broad outlines of possibility for reconceptualizing health in medicine: there are fundamental processes that contribute to human biological function, including oxygen pathways, immune function, inflammatory pathways and regenerative potential. Throughout the life cycle, flexibility in these basic processes contribute to maintaining health, and perturbations lead to multiple outcomes that may become manifest as disease. Better understanding of these processes will permit us to intervene and maintain biological stability in ways we have yet to discover.

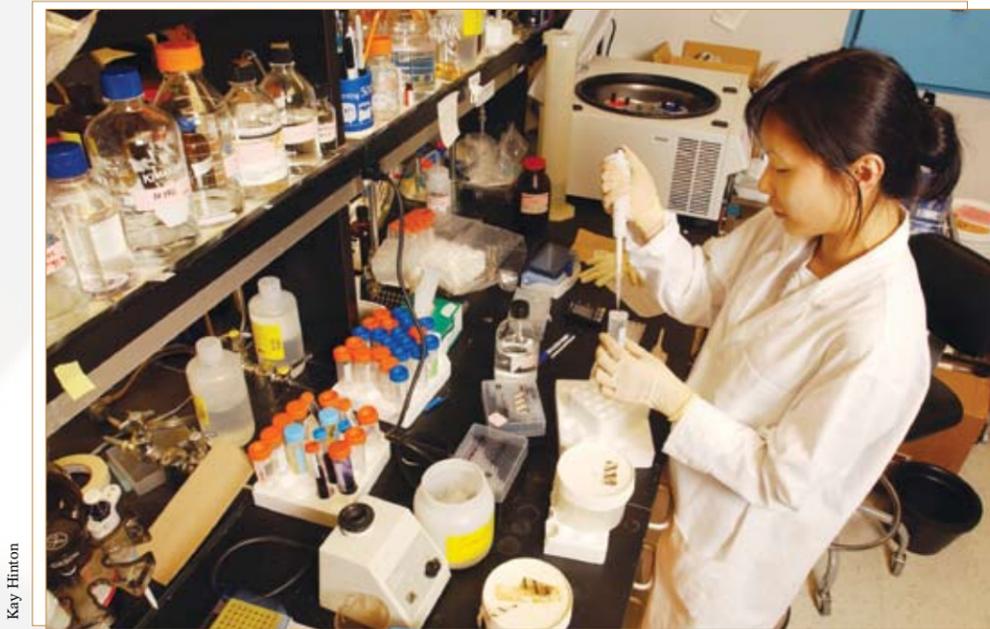
Critical to the success of this transformative vision is to inspire the University’s overall research protocol to move from a traditional model of vertical foci to cross-disciplinary, collaborative teams that span departments, schools and external institutions.

In the relatively short time since the initiative began, it has sponsored a quarterly University lecture series, two national conferences and 18 projects that are under way, involving faculty from across the University. Research objectives range from trying to determine how health status can best be defined to explorations of how immune system function may be useful for non-infectious neurodegenerative disorders. A Center for Health Discovery is scheduled to open in late spring 2007.

Cutting edge technologies will, no doubt, be critical to clarify human biological flexibility across the life cycle. But implementing these discoveries into daily life is the greater challenge. Issues of ethical, legal, religious and cultural values challenge society, as will the continuing issue of health disparities. The impact of shifting emphasis from remedy to preemption in the established medical/pharmaceutical/health care complex challenges business and government. Addressing these issues is the work of an entire University community. Taking the concept of predictive health to practice requires fundamental realignment not only of health care delivery modalities, but involves educating individuals in their personal responsibility for their well-being. As research progresses, it is ever more important to break the barriers between the laboratory and community, bridging the gap between discovery and societal/cultural concepts. We need to ignite innovation in our University, merging cutting edge bench science with public health, community outreach and school education projects, teaching the youngest members of our community to think about their own health.

Exploring new ideas and paradigms with colleagues across the University, engaged in a fundamentally important issue in everyday life, is exciting. The vision of predictive health is a challenge in terms of how we educate the next generation to function not only as independent scholars and scientists, but as intuitively collaborative contributors to the significant, not yet recognized questions that we will face in the future.

—Michelle Lampi



Key Hinton

At Emory, engaged scholars are working to confront the human condition and experience and explore 21st century frontiers in science and technology.

## Computational and Life Sciences

Imagine sorting, storing and analyzing the three billion molecular base pairs that make up human DNA — all by yourself, without a computer. The task would be insurmountable. But with help from biochemists, geneticists and computer scientists equipped with powerful computers and software, this feat is possible. This is one of the many ideas behind Emory’s new Computational and Life Sciences Initiative.

The CLS Initiative includes three areas of concentration: computational science and informatics, synthetic science and systems biology. The initiative’s aim is to establish a vigorous community of scholars that links basic sciences with applied sciences through collaboration and education across the Health Sciences and Arts and Sciences to arrive at theoretical and applied solutions to important fundamental problems.

“Science is the driving force behind CLS,” said David Lynn, chair of Emory’s Department of Chemistry. “We hope that integrating these three areas and working across disciplines, schools and subjects will lead to fresh knowledge and discoveries in areas such as cancer therapy, imaging and pharmaceuticals.”

“CLS sees itself as a catalyst for bioinformatics and the life sciences. In the

20th century, science broke things down into parts. But in the 21st century, people are seeing how all those parts fit together,” said Lanny Liebeskind, Emory’s director of University Science Strategies. “By building this community of scholars, the result is a whole that is much greater than the sum of individual laboratories, departments and schools.”

Liebeskind says the upcoming year should be an active one for CLS with the search for a director and for new faculty as well as the launch of a Ph.D. and post-doctoral fellow program. To accommodate these new scholars, plans are under way to include offices and a communal workspace on two floors of the future addition to the chemistry building. And in spring 2008, the CLS will hold a conference marking the 150th anniversary of Darwin’s “Origin of Species.”

For more information about the initiative, please visit CLS’s newly launched Web site at [www.cls.emory.edu/index.php](http://www.cls.emory.edu/index.php). The site contains detailed information about CLS, including up-to-date information on CLS fellowships and seminars as well as contact information of potential collaborators. Online forums on CLS-related topics are also available.

—Robin Tricoles

## Neuroscience, Human Nature and Society



**B**eginning this year, more than 250 faculty members from 23 departments and centers across the University will integrate the study of basic and clinical neurosciences

with the aim of transforming Emory into a premier center for comprehensive neuroscience training. The Neuroscience Education Initiative will provide undergraduate and doctoral students, medical residents and fellows with unprecedented opportunities to train in integrative clinical and basic neurosciences.

This novel approach of blending teaching, training and research in the neurosciences in the College, the Graduate School and professional schools will allow for robust growth and development of all areas in neuroscience, including neuroethics and public policy, community outreach and translational neuroscience.

The initiative also will allow the different neuroscience-related units at Emory to work together as an intellectual and social community and join their complementary strengths.

A focus on imaging, brain function and therapeutics will be enhanced with the arrival of scientist Sam Gandy in July as its newest Georgia Research Alliance Eminent Scholar. Gandy is an internationally recognized expert whose latest research involves the development of vaccines for Alzheimer’s disease.

“Dr. Gandy’s passion for translating basic research into medical applications that benefit patients is perfectly aligned with the missions of both Emory and the GRA,” said Allan Levey, chair of neurology in the School of Medicine. “By any measure, he has been a remarkably successful scientist. His body of work has had a major impact in the field of Alzheimer’s research and continues to influence investigators

and policy makers throughout the world.”

Gandy will direct Emory’s Center for Neurodegenerative Diseases and will join the leadership of Emory’s NIH-funded Alzheimer’s Disease Research Center. He also will work closely with scientists at Yerkes National Primate Research Center.

Gandy opened a new vista in the search for a cure for Alzheimer’s disease when he and his colleagues discovered the first drugs that could lower formation of amyloid, the sticky substance that clogs the brain in patients with Alzheimer’s. He also is recognized for his discoveries involving estrogen and testosterone and their role in plaque formation in the brain.

Currently director of the Farber Institute for Neurosciences at Thomas Jefferson University, Gandy also serves as chair of the Alzheimer’s Association’s National Medical and Scientific Advisory Council.

—Robin Tricoles

## Roundtable

# Emory leaders reflect on Strategic Planning process

As Emory enters the first full year of implementation of the strategic plan, Emory Report joined three of the plan's principal stewards for a conversation regarding what they've learned about the University community during the early phase of the process.

The participants included: Michael M.E. Johns, executive vice president, health affairs and CEO, Woodruff Health Sciences Center; Earl Lewis, provost and executive vice president for academic affairs; and Mike Mandl, executive vice president, finance and administration.

**Emory Report:** What have you learned about Emory that you did not know before we started the strategic planning process?

**Lewis:** Sure. Some of those weren't dispelled by analysis to be honest, but confirmed. The one word that has been associated

image forever has been that you're poised to do something. So are you guys now going to do it?"

**Mike Mandl:** For me, I was surprised about how difficult it was to convey the notion that identifying cross-cutting strategic themes was not about usurping the strategic plans of the schools and taking

**Lewis:** And we'll continue to do so. Religion, for example, started out in six broad areas and has now refined them to three to concentrate resources. Each of the plans is going through a continual examination process, including how to bring in people currently on the sidelines.

**ER:** Have these bridges helped campus conversation and understanding among the individual schools, both university and health sciences?

**Mandl:** Intellectual pursuit has brought together faculty in the health sciences and the other schools for decades, an example being Dennis Liotta (professor of

**"If anything the strategic plan has forced us to confront the limitations of potential and to talk about what we *have* to achieve rather than framing it in the context of what we *have potential* to achieve."**

—Earl Lewis

activity away from them. In fact, faculty drive our reputation and our activities. Having said that, I think that the community and faculty leaders have responded wonderfully to the call.

**ER:** Any sense outside of Emory that we are beginning to realize our potential here?

**Mandl:** While many of the initiatives haven't been implemented yet, there's a fairly widespread buzz in higher education that there is deliberate intention and ambition here, not just about the plan, but about where Emory is in its history. Something's going on here, and it's a wonderful place to be.

**Michael Johns:** A great illustration is what one of our recent recruits from a Big Ten school said. His colleagues asked, "Why would you leave to go to Emory?" His answer was because not only does Emory talk about being a top ten institution, but we have a plan and the resources to get there. We're embracing the fact that we have a plan that we can revisit regularly. We can adjust it and track the results. And we have an opportunity to do that at both the school and institutional level. In fact, there already have been adjustments to some of the themes.

**Johns:** Fundamentally the plan is about what's going on at the faculty level and the schools and the colleges. Cross-cutting themes and initiatives are bridges across those schools and colleges. By having plans visible to all, it means that every other dean is

chemistry, Emory College) and Ray Schinazi (professor of pediatrics, School of Medicine) — co-inventors of leading anti-HIV/AIDS drugs. But bureaucratic barriers can and do exist and must be broken down. We all need to be committed to working with



Earl Lewis

**Earl Lewis:** For me, coming in brand new, the strategic plan process offered a great opportunity to learn the institution. To have an analysis from each of the schools and colleges within one month of my arrival generated some honest conversations about where there are strengths at the faculty level, the school and college level and at the institutional level. Oftentimes it takes several months if not several years of engagement and trust building before you actually can get to that kind of candid assessment.

**ER:** Did you have stereotypes about Emory in mind when you first arrived?

with Emory in higher education was the word "potential." And that word was still out there when I arrived. If anything, the strategic plan has forced us to confront the limitations of potential and to talk about what we have to achieve rather than framing it in the context of what we have potential to achieve.

**ER:** By limitations you mean the idea of having high potential only takes you so far? You have to do something about it.

**Lewis:** Right. When I took the job I actually had colleagues around the country say, "Okay, your



Mike Mandl

aware of what his or her colleagues are doing too, which is reinforcing and beneficial — in particular as we look toward the comprehensive campaign, but also for other projects across the institution.

deans and department chairs to do so.

**Johns:** My observation would be that I think the interaction (between health sciences and other schools) is already there, and that

## Roundtable

**“To me when you put that phrase [Where Courageous Inquiry Leads] on the table it is who we are, who we are striving to be, and what our future is.”**

—Michael Johns

**Mandl:** There’s a role for all staff as well. When I’m asked how to get involved, I suggest looking at the Creating Community strategic theme and thinking about the variety of ways sustainability touches our lives in terms of our habits, use of energy and transportation choices. Every single individual can contribute to the advancement of these initiatives that benefit the greater community.

**Johns:** I remember way back when I first heard about the notion of a strategic plan, I looked

an opportunity to revisit where we are and where we want to go.

**Mandl:** I think about it as an energizing mechanism. It enables you to be proactive instead of just sort of sitting back waiting for things to happen to you. It gives us deliberate direction. We’ll be changing and moving the plan as it rolls along.

**Lewis:** When thinking about all the college plans and overall themes, at the top it’s about strengthening faculty distinction. How do we continue

for us to step back and to figure out, across the institution, how do we assist faculty, what things do we need to do.

**ER:** Ten years from now when Emory needs to write a successor to “where courageous inquiry leads,” where will we be?

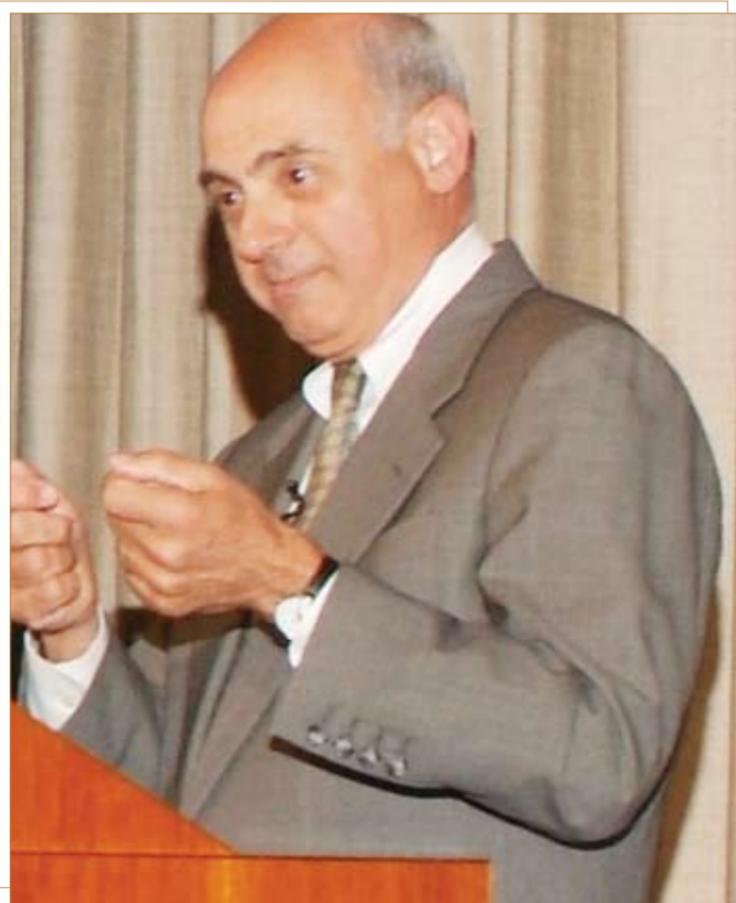
**Johns:** We’ll be at a different spot. We’ll reevaluate what has changed in our environment, then reset our direction again. One day I was walking across campus and I saw a woman carrying a blue tote bag. I looked down at the bag and it read, “Emory Department of English, Where Courageous Inquiry Leads.” And I was really taken by that. I thought “Wow, that’s great.” The English department has picked it up and they are running with it. I would love to know how they interpret where courageous inquiry leads, as departments. There’s nothing more important than the English department wanting to be where courageous inquiry



Bryan Melitz

**“I think about [the strategic plan] as an energizing mechanism...It gives us deliberate direction. We’ll be changing and moving the plan as it rolls along.”**

—Mike Mandl



Michael Johns

there is much more interaction happening than people give themselves credit for. And there’s an opportunity for a whole lot more.

**ER:** So if somebody’s out there, as an individual, in a department, who hasn’t been part of the strategic plan process to date but wants to, how would they plug in?

**Lewis:** Each school and college has its own strategic plan so I would start there. There are people who are hankering for others to come in and shoulder some of the responsibility of seeing these things through. There’s still work to be done.

up the definition. Well, strategic is all about war. This is not about war. I was annoyed by this whole concept... I did get religion after awhile (laughter). But you know, I think there’s still some of that feeling out there. People think, “Someone’s going to chart my life for me. They’re going to make me go in a particular direction where I may or may not want to go.” Many of us may think that way early on, but what I really learned over time is that strategic planning is really an opportunity to sit down and ask ourselves where we want to go and how we want to get there. And so, it’s an opportunity to start mapping out for ourselves what it is going to take, and to be a little bit more thoughtful about it. Sometimes the words of the process get in the way of people’s thinking because their first emotional response is “Oh, they’re going to do that to me.” But then, I think, we get away from that and think of it more as

to assist the faculty we have to realize their full potential, to identify new faculty who will come in and continue to push and pull the institution forward, and then how

do we think of faculty over the course of their careers from assistant to associate to full? If there’s one thing that I’ve heard in some quarters, it’s that as an institution we may not have been as deliberate in working on faculty development. So the strategic plan becomes an opportunity

is leading. Because it is at these departmental levels that we ultimately will be known as the greatest university, that’s the exciting part about it. To me when you put that phrase on the table it is who we are, who we are striving to be, and what our future is.



Bryan Melitz

## School Aspirations and Academic, Research and Major Operating Unit Goals

## Emory College



Jon Rou

When the time came for Gina Atwater (C'06) to choose a college, she decided to follow her father's advice. She chose a college that would offer her a scholarship so that she would be able to join clubs and activities without worrying about holding down part-time jobs to pay her tuition.

And what did Emory get in return? A campus leader who, among other things, won the English Department's annual undergraduate essay contest and founded a women's retreat that may become an Emory tradition.

"She's one of those students who makes any class better simply by showing up," said Lynna Williams, an associate professor of English and creative writing who was also Atwater's major adviser. "She's genuinely interested in learning, and in the people and world around her."

Atwater's decision to attend Emory College hinged on a scholarship. To attract other talented students like Atwater, the College has begun to increase the number of both merit- and need-based scholarships to encourage students from all geographic and economic backgrounds to attend Emory. Once these students arrive, the College plans to ensure their success by offering more learning programs and undergraduate research activities, as well as by rewarding high-quality work and service with continuing scholarships.

Providing scholarships, however, is only one aspect of the College's plans to strengthen its investment in teaching and research. The College expects to hire 100 new faculty members in the coming years, providing greater opportunities for students to work closely with their professors. Already the College has increased its faculty by 33, including two endowed positions.

Expanding the faculty provides greater diversity in both instruction and research, particularly when the faculty collaborates across disciplines. The College encourages such cross-disciplinary efforts and has developed plans for a "science plaza" that will include a new psychology building with an fMRI facility and additional research space for chemistry. "Future scientists will have to

collaborate to solve problems that have no geographical boundaries — the greenhouse effect, genetically modified foods, arsenic in groundwater, and so forth. To succeed and lead, our scientists need to understand different cultures and communicate across cultural boundaries with respect and tolerance," said Preetha Ram, the College's assistant dean for science.

To help students bridge cultural divides, the College sponsors a variety of study abroad options that provide opportunity for research and outreach, including Emory's Science Experience Abroad program. The program was recently recognized by the Institute of International Educators and will receive the 2007 Andrew Heiskell Award for Innovations in International Education.

The College also has intensified interdisciplinary inquiry in instruction and research. The Bill and Carol Fox Center for Humanistic Inquiry has been recognized nationally for its work in connecting disciplines through the humanities. Last year, the National Endowment for the Humanities gave the Center a \$500,000 challenge grant — its only grant to a U.S. humanities center. Building on its NEH support, the CHI plans to launch a series of Great Works seminars to connect humanists on campus with the extended Emory family.

The theme "African America and the African Diaspora" also engages scholars across disciplines and in the wider community in questions that involve the human condition. The College likewise supports the Transforming Community Project and participates in the Creativity and the Arts projects.

The College also has taken measures to ensure that faculty and students become fully engaged in the community. The College received \$2 million in strategic plan funding from the Office of University-Community Partnerships to expand and strengthen community engagement activities across the University. The Center for Science Education continues to thrive and receives external funding for pre-college science programs in the Atlanta area.

—David Raney

## Oxford College

A visit to Oxford College 35 miles or so east of Atlanta is in one sense a step back in time to Emory's historic roots. The rural, tranquil campus has had many incarnations since Methodist ministers founded Emory College there in 1836. Today, Oxford is on track to substantially strengthen and deepen its long-time role in providing a transformative, liberal arts intensive program for the first two years of the Emory baccalaureate degree.

Oxford's distinctive qualities — a small liberal arts college with access to everything a major university offers — provide the best of both worlds, said Sarah Parsons, a junior in Emory College who spent her first two years at Oxford. Parsons already has emerged as a leader on Emory's main campus around environmental sustainability issues — an interest that was fostered at Oxford.

"There is an intense network of support, with faculty that encourage you to delve into your area of interest," Parsons said. "There is such a feeling of community there, and a very enriching environment, especially for the first two years of school. Building community gets instilled in you at Oxford, and that is a valuable skill to take with you to the Atlanta campus and wherever you go in life."

The school's size, strong faculty-student relations and its deep commitment to the liberal arts are strengths

Oxford is building upon as the college moves forward with its strategic plan.

"There is nothing else quite like Oxford anywhere in the country," said Oxford College Dean Stephen Bowen, who joined Oxford in fall 2005. Since then, the College has completed its strategic plan and a campus master plan that will transform the campus.

"Through our strategic planning process, we are now much better able to articulate the role of Oxford within Emory University," Bowen said. "We now have specific plans to deepen and strengthen our distinctive characteristics, which will in turn help Emory emerge as a national model of the best practices in undergraduate education."

Plans slated for this academic year include breaking ground on a new residence hall, using new recruiting strategies that offer Oxford as a focused option in undergraduate admissions, and intensifying fundraising efforts for a new Library and Information Technology Center, a science center, student center and other new facilities.

A key part of achieving Oxford's goals will be implementation of the school's campus master plan. A space needs analysis found a 40 percent deficit in the campus' physical plant compared to schools of similar size and mission, with the most critical needs in student housing and the sciences. The immediate goal is to support Oxford's

current enrollment of nearly 700 students. The college also collaborated closely with the City of Oxford to support the development of the college community.

Academically, Oxford has developed a new Center for Academic Excellence that focuses on the scholarship of teaching and learning, educational research and research design, learning theory, faculty development, and assessment of student academic success. A director for CAE is expected to be hired and in place by fall 2007.

"The CAE will help us to raise even higher our level of innovation as a laboratory of teaching and learning," Bowen said, adding that this is an area in which Oxford's accomplishments have led to its recognition by the Carnegie Foundation for the Advancement of Teaching as a national leader in this form of scholarship.

Oxford also has developed the Pierce Institute for Leadership and Community Engagement, which is supported through the Pierce endowment. The Institute, led by Pierce Professor of Religion David Gowler, supports and implements programs that prepare students to assume roles of leadership and service at Oxford and in the community by integrating academic study, leadership development and community engagement.

Another major program is the "Green Campus and Healthful Living Initiative," which will renew Oxford's effort to become a model of an environmentally committed and healthful campus.

—Beverly Clark

## Campus Life

It is obvious that I attend Emory to get a stellar education, but I've come to realize that there are so many more aspects of the university outside of the classroom that have enhanced my experience here," said Jennifer DiNicola, Emory College junior, Inter-Sorority Council vice president of standards and a member of the Business School Honor Council. DiNicola says that Emory has helped her find that "delicate balance" between a rigorous academic program and a well-rounded co-curricular experience.

Emory senior Brian Platt also has taken advantage of a variety of opportunities available to him at Emory, and he's impressed with the respect Emory enjoys within the Atlanta community. Platt has run varsity track and served as an Emory tour guide, a high school algebra tutor, a sophomore advisor in the residence halls and president of his fraternity.

"In addition to my fraternity, every club, team or other group that I have been a part of has allowed me to engage

with the community and accomplish so much more than I could have on my own or without such a well-established relationship between Emory and the community," Platt remarked.

The Campus Life strategic plan focuses on creating an exemplary community that experientially prepares students for ethical leadership and active citizenship. Ensuring a well-rounded student experience is paramount to the success of Campus Life, and the goal is achieved through the wide variety of living and learning experiences, as well as opportunities for social and community engagement.

"You can do it all at Emory," is one of the encouraging phrases used by Coach Christy Thomaskutty in recruiting top scholar-athletes to play on the women's basketball team. The multitude of opportunities at Emory give students many ways to create community, engage in society, understand differences and explore ways to complement their academic endeavors.

Creating community and

successful living experiences also depends on a supportive physical environment, including new dorms. The new Turman residence hall for first year students is scheduled to open in August 2007. Construction on a second new residence hall will begin in May 2007. Barkley Forum and Emory athletics and recreation teams have been given increased funding for safe travel. And plans are under way for a new university bookstore and career center.

In addition to providing an exceptional physical environment, Campus Life will implement recommendations from the President's Task Force on Alcohol and other Drugs, as well as recommendations from the President's Task Force on Mental Health. The Center for Student Leadership and Engagement (formerly the Office of Student Activities) will expand its late-night programs and services. Additional resources for community service and civic engagement will be offered through Volunteer Emory, Multicultural Programs and Services and Lesbian, Gay, Bisexual and Transgendered Life.

—Bridget Guernsey Riordan

## Goizueta Business School

**M**ichael Sacks, assistant professor of organization and management at the Goizueta Business School, took a novel approach for the final project in one of his M.B.A. classes. Rather than having students analyze a diverse range of organizations, Sacks asked them to design a specific project for a local organization — a first-ever assessment of Atlanta's city parks.

Students presented their findings and recommendations to representatives from the project sponsor, the Arthur M. Blank Family Foundation, and to Mayor Shirley Franklin's office, turning the research into valuable information for the city. The students benefited by transferring skills from the classroom to a project whose recommendations actually can be implemented.

The parks project demonstrates two of Goizueta's goals: developing its internal community and reaching out to its external community. The business school has developed a number of initiatives to strengthen both and is seeing results as the initiatives are launched.

One of the first initiatives to be developed is a plan to

support the diversity of the internal community. The business school has established a diversity committee and has appointed a director of diversity and community initiatives. During the last year, Goizueta has doubled the number of underrepresented, full-time M.B.A. students enrolled through the Consortium for Graduate Study in Management.

Goizueta also is continuing to strengthen its faculty and student body while growing in academic areas where it has exceptional strength and student demand. The school already has made one faculty hire of national distinction for the 2007–2008 academic year and is planning others.

To help attract talented students, the new Goizueta Scholars program has been developed to support top high school students interested in business. The business school also is working with Emory College to create programs to meet the needs of all students.

The business school has achieved targeted growth in its Evening M.B.A. and Executive M.B.A. programs. The relatively new Ph.D. program is measuring success, in part, by its graduate hires, and has had

early success in placing graduates in top business schools.

In order to provide the best business education possible, Goizueta also is examining academics, particularly the M.B.A. program. A committee has analyzed the curriculum and is now developing new and innovative coursework. The curriculum will provide leadership development in both the undergraduate and M.B.A. programs and includes plans for a Leadership Institute — with support from major donors — that will develop its graduates into ethical leaders in the global business community.

Goizueta plans to strengthen its relationship with the business community and formed a team to coordinate a holistic approach to corporate relationship management. Members are developing a plan to re-energize relationships with key recruiters at targeted companies.

The school also is committed to providing executive education to the business community and is refocusing Emory Executive Development to provide comprehensive and customized executive learning solutions that deliver solid returns on investment.

—Victor Rogers

## Graduate School of Arts and Sciences



Kay Hinton

**W**hen Emory graduate student Josh Plotnik enters the job market with a Ph.D. in psychology, he wants to find a position teaching at a research university, and continue to study complex social behavior in chimpanzees and elephants.

His prospects look great. He'll hold a doctorate from a respected university, and he's entering one of the best job markets since the 1960s. Plotnik and others like him will replace the thousands of 60-something baby boomers just beginning to reach retirement age.

But graduate students are not looking exclusively at jobs in the academy. They are also taking positions in museums, libraries, non-governmental organizations, government and industry.

The Graduate School and its new dean, Lisa Tedesco, are working to ensure that its graduates will be at ready to take on the challenges of both worlds — that they will be teachers, researchers and scholars who are prepared to contribute to the public good, working inside or outside the academy.

"We have a deep responsibility not to squander our resources," Tedesco said. "The care and mindfulness with which we proceed is exquisitely important."

The Graduate School is undertaking an assessment of its programs and policies to help map the way forward.

The Graduate School occupies a unique place at Emory. Its programs span every school in the university, giving it great flexibility to create interdisciplinary study. Along with a number of faculty colleagues, the dean and Graduate School staff are currently examining ways to assemble the best minds on campus to address issues.

One initiative on the drafting table is an institute for advanced graduate study that would provide a place for visiting professors, post-doctoral and graduate students,

and resident professors to work in an interdisciplinary context to engage the most complex issues of this day and on public scholarship. Later this spring, Tedesco hopes to engage a faculty group to explore ideas for structure and funding.

Another important priority is protecting funding for graduate fellowships in all fields. As the University confronts the downturn of a very robust cycle of external funding in the health sciences, Tedesco is seeking ways to ensure that funding for graduate students in the sciences stays strong at Emory.

Making a difference in the world and conducting interdisciplinary research for the greater good are not new concepts to the Emory Graduate School. Dennis Liotta, professor of chemistry and co-developer of Emtriva, an AIDS drug, regularly connects the humanities and social sciences to the health sciences. He said that 80 percent of projects in his area are done in collaboration.

"The real problems that face society are so complex that no one person is capable of asking or answering all of the questions," he said. "A collaboration comes closer because, by its nature, it involves more people, and students turn out to be the glue that holds it together. Students go back and forth among researchers and come up with their own insights."

Another important concern of the Graduate School is supporting graduate students. Tedesco would like to offer services to help students manage the challenges of graduate school, whether that involves satisfying degree requirements, making good arrangements for children and other dependents, or handling finances.

Tedesco says that the Graduate School has a brilliant future and the difficult, quiet work of assessment and planning currently underway will allow the school to excel. "We must look at how we have worked in the past and determine what will serve us best in the future," she said.

—Helen Anne Richards

## Yerkes Research Center



Jack Kearse

**T**he Yerkes National Primate Research Center, in collaboration with the Emory Vaccine Center, is bringing together, for the first time, scientists who study immune system function and scientists who study brain systems. The goal of such collaboration is to explore the possibility of developing therapeutic vaccines against noninfectious neurodegenerative diseases, such as Alzheimer's disease.

"The world-class immunologists, neuroscientists and brain imaging scientists at Yerkes and the EVC, coupled with state-of-the-art resources at both centers, such as the Yerkes imaging core, position Emory University as one of a very limited number of places worldwide capable of undertaking such an innovative challenge," said Yerkes Director Stuart Zola.

For more than seven decades, the Yerkes Research Center has been dedicated to advancing scientific understanding and to improving human health and well-being. Today, the Yerkes Research Center is a multidisciplinary research institute making land-

mark discoveries in the fields of neuroscience, microbiology and immunology, psychobiology and sensory-motor systems. The research advancements made at Yerkes have positioned the center well for its leading role in helping Emory University explore new frontiers in science and technology.

The Yerkes Research Center's unique positioning also is supporting the coupling of science and technology to develop a National Institutes of Health-funded Biomedical Informatics Research Network, which supports basic and translational research. Yerkes' role is to develop a test bed for linking brain imaging, behavior and molecular informatics in preclinical nonhuman primate models of neurodegenerative disease. The Yerkes BIRN test bed also will use BIRN resources for data sharing among the eight national primate research centers, as well as other regional centers.

Such knowledge sharing is a hallmark of the Yerkes Research Center's role as an international resource for research with nonhuman primates. To further the knowledge and

resources the center offers, Yerkes is redeveloping its field station located in Lawrenceville.

This satellite location houses approximately 2,300 of the center's animals and, in addition to supporting several areas of research, serves as the center's breeding colony.

"We're excited for construction to begin later this year on a new clinical veterinary medical and administration building," said Mark Sharpless, Yerkes' field station operations manager. "This new construction will complement the recently completed construction of specific pathogen-free animal housing facilities."

The SPF animal housing is paramount in supporting the center's work to produce SPF and genetically characterized rhesus macaques for NIH-supported AIDS-related research.

Yerkes also is investing in two center-wide programs to help researchers retain their research funding. The first is a mentoring program through which researchers will receive critical feedback from more experienced, internal colleagues before the researchers submit their proposals to the appropriate funding agencies.

The second program will provide monetary support between grants. Such bridging can be granted for ongoing projects when a competitive renewal application is not funded. This support is intended to allow researchers to continue their work from the time one grant ends until another begins.

—Lisa Newbern

## Law School



Bryan Meitz

Emory Law student Tammy Wilder (right) helped middle school students with a mock trial during the Challenge and Champions summer camp program at Emory.

Dean David Partlett knew Emory Law School was good when he arrived on campus, but he's convinced that with the right people and programs, it can become the best.

"You can't have a great law school without a great faculty," he said. "And a great faculty brings in the best students. We'll build on our existing strengths and look for opportunities that we haven't tapped."

Initially, the Law School plans to increase its faculty from 46 to 57, which will result in a faculty/student ratio of about 10 to one. The school's strategic plan calls for the creation of several new endowed faculty chairs, which Partlett believes will allow the school to recruit in the top echelon of law faculty. By strengthening the faculty, he said, the law school will be able to attract the brightest students.

The Law School also plans to create several high-level research centers, modeled on the centers already operating in the school such as the Feminism and Legal Theory Project and the Center for the Study of Law and Religion. The centers would encourage the creation of new legal and social knowledge.

Martha Fineman, a Robert W. Woodruff professor at the Law School and director of the FLT Project, said that research centers can spark new scholarship simply by hosting workshops and conferences. "When

scholars gather around certain issues, they create an incredible energy," Fineman said.

The interaction can inspire new connections, taking research into new areas or suggesting new approaches, she said. "You might get a new perspective from younger scholars or international scholars or interdisciplinary work."

John Witte, the Jonas Robitscher Professor of Law and Ethics and director of the CSLR, said the law and religion center's work is concerned with "faith, freedom and the family – the three things people will die for." And Witte believes that the complexity of the issues the center explores requires research that intentionally crosses disciplinary boundaries.

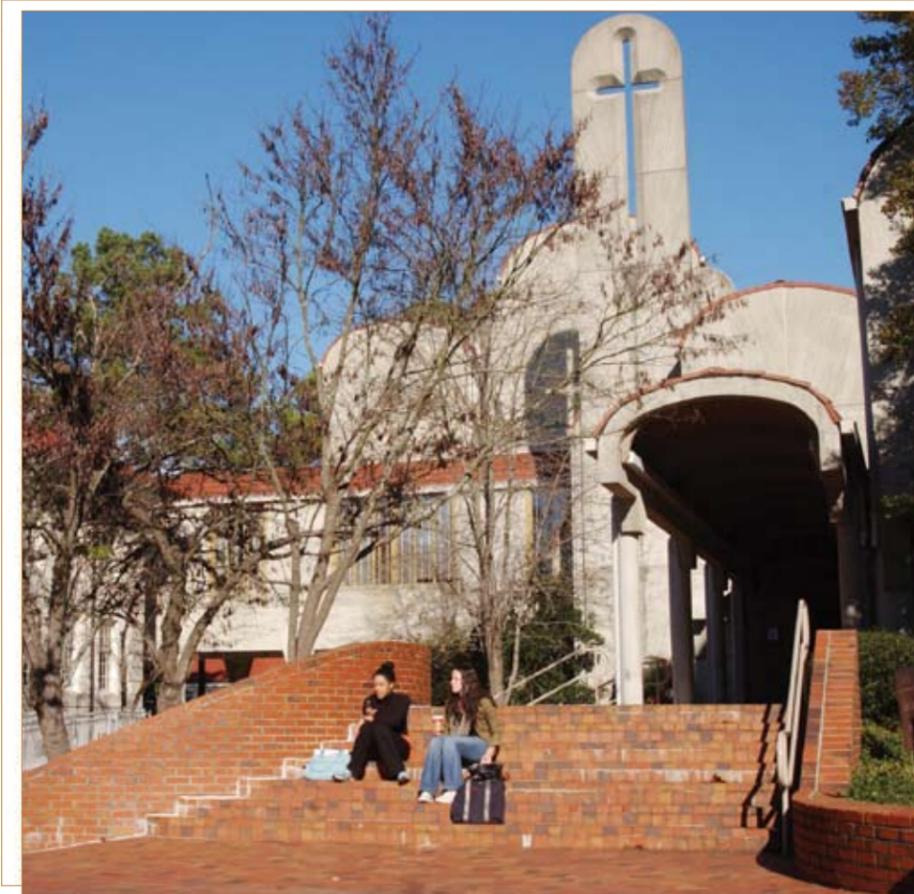
In fact, he said, the six dozen CSLR projects completed to date have already connected the law school to 80 Emory faculty in more than 20 disciplines. Future work on law, religion and science themes might well involve participation by both religion and science, and collaboration with a new center for health, law and policy will involve research with the health sciences.

Interdisciplinary work, however, will not be confined to post-graduate work in research centers. Fineman, for example, will launch an oral history and law project this spring. Students will conduct interviews with law school graduates about the integration of Emory Law School in the 1960s during the tenure of Dean Ben Johnson. Their work will be added to a larger University project about race at Emory. Topics for other existing and proposed interdisciplinary courses include one with Goizueta about structuring mergers and acquisitions, another about law, religion and sociobiology, and new five-year projects just under way on the pursuit of happiness, law, religion and human rights, and law, religion and the Protestant tradition.

Witte said that to have material published at CSLR, it must contain highly reasoned and innovative answers to old questions or it must ask new questions. If the dean has anything to say about it, Emory Law School will provide the best atmosphere to find the answers.

—Helen Anne Richards

## Candler School of Theology



Jon Rou

Candler School of Theology has a new dean this month, Jan Love, and on March 20 the school breaks ground on a brand-new building.

For Love, and for all at Candler, the new facilities symbolize the school's overarching goals, the first of which is nothing less than to "enhance the quality of religious and public life in America and the world."

The \$58.5 million two-phase project will begin with a structure behind Bishops Hall to house classrooms, faculty and administrative offices, and the University's Ethics Center. The second phase will involve demolition of Bishops Hall and the construction of a new home for Pitts Theology Library. The Graduate Division of Religion and the Religion Department of the College will be lodged in what is now Pitts Library on the Quad.

"Altogether, Emory will have a religion complex that

will include Candler, the Ethics Center, Pitts Library, Cannon Chapel, the Graduate Division of Religion, and the Religion Department of the College," said Love.

"It is almost unique in higher education for a university to comprehend, acknowledge and embrace the significance of religion to the human spirit in the way that Emory has done," she added.

Given the historic role that Candler has played in the life of the University, said Love, "we have an extraordinary opportunity to continue producing Christian leaders who are well trained theologically, ethically aware and engaged in making a positive difference in the world."

Making a difference in the world, reaching out into the world, across faith groups and across campus, are among Candler's goals that articulate exactly how Candler faculty, staff and students will go about enhancing religious and public life.

"One of our great strengths is the training of Christian leaders who have experience and depth of encounter with other faith traditions," Love said. "That's an exciting part of what it means to come to Candler."

"Our strategic plan builds on Candler's strengths," said David Petersen, professor of Old Testament and co-chair of the faculty strategic planning committee, along with Bandy Professor of Preaching Tom Long and Associate Dean of the Faculty Gail O'Day.

"Emory is unique in its ability to include in a significant way discourse on religion and theology throughout the University," said Petersen. "There is no other university that does that. It's a hallmark. It allows us to recruit well, because students are proud to be part of that community."

—Elaine Justice

## Institute for Advanced Policy Solutions

Rising health care costs represent one of the most important domestic policy issues facing employers, families and government. Since 2000, the cost of health insurance has increased by nearly 60 percent — about three times the rate of growth in wages.

To date, solutions proposed for addressing the issue seem ill equipped to drive major changes in the health care industry. Factors generating the rise in health care are complex and proposed solutions have been largely ineffective. The United States spends nearly 50 percent more on health care than other countries, yet our

health care outcomes (infant mortality, life expectancy) are about average when compared to other countries.

The new Institute for Advanced Policy Solutions is designed to forge new, innovative solutions to key policy issues, such as health care, that are facing the United States.

Researchers from across Emory, as well as visiting scholars from other universities, think tanks and the private sector, will be housed in the new institute, working in close collaboration. The teams will be organized around several key policy issues that will rotate every two to five years.

The institute teams will

operate as "skunk works," a term that has evolved to mean a small, loosely structured team that works outside of administrative structures to develop extraordinary projects. Many of Lockheed's aircraft and the Macintosh computer are products of skunk works.

An initial focus of the institute will be to establish a broad, interdisciplinary, cross-school and cross-institutional research group to tackle the high and rising costs of health care and to create ways to improve the value of health care spending.

The team's activities will include developing a university-wide seminar series on

health and health care, a series of reports, meetings with key industry and government leaders and a blueprint for reform that would be released at a major conference at Emory.

Health care is a logical first issue for the institute. In addition to its critical importance in the U.S., Emory already has a strong interdisciplinary team ready to address the issue, needing only modest seed funding. The institute director, working with Emory leadership, also could raise external funding easily to finance the ongoing work of institute faculty.

The skunk works team can be built through the Emory Center for Health Outcomes and Quality, which is a multidisciplinary research

center designed to address the nation's most compelling health policy issues. The Center is focused on improving the value and quality of health care and is organized around three key areas — mental health, cancer and chronic disease. The Center serves as the engine for embedding cutting edge policy and health services research into delivery systems, workplaces and cultures.

Emory's investment in the institute will have far-reaching effects in critical areas, and developing a collaboration to address such important policy questions is an ongoing contribution to the well-being of society.

—Kenneth Thorpe



Jack Kearse

## School of Medicine

referred to themselves as the 'nomads' because they had to wander all over to find a place to study or congregate," said Bill Eley, dean of education and student affairs. "And the teaching space was limited as well. The new building has space we've never had before where faculty and students can interact — and learn and teach — more routinely and informally."

The medical school administration and faculty, on the other hand, see one of the first major implementations of the strategic plan everywhere in the new \$58 million building to be completed this spring. Thanks to the philanthropic support of grateful patients, alumni and local foundations, the high-tech building makes possible a curriculum that reflects the extraordinary advances taking place in science, meets the needs of an ever-changing health care environment, and helps prepare professionals committed to their own communities and responsive to international concerns.

The medical school also made great strides on implementing other strategic ini-

tiatives. In addition to some extraordinary faculty recruitments and retentions, it paid special attention to diversity, creating a \$1 million matching fund to help recruit underrepresented minorities and women for senior academic positions, and has received gifts to establish seven new endowed chairs to recruit and retain faculty of distinction.

This year the medical school received \$292 million in research funding. Ranked 19th in National Institutes of Health funding, the school's NIH dollars rose 7 percent at a time when NIH's own budget grew less than 3 percent.

Other future-is-here-now advances include creation of a National Center of Cancer Nanotechnology Excellence, built with a \$19 million grant from the National Cancer Institute to Emory and Georgia Tech. This "discovery accelerator" integrates nanotechnology into early detection and personalized treatment of cancer and heart disease. The NCI also awarded the Winship Cancer Institute \$7.9 million to support medical school and University

researchers designing new drugs to interfere with the proliferation of lung cancer cells.

This list could go on and on.

Another goal of the strategic plan is to create community and engage society. Emory medical faculty were responsible last year for more than 3.3 million patient visits, including many services unavailable elsewhere in the city, state or region. Physicians practicing in Emory Healthcare provided almost \$71 million in charity care — service doctors provided with no payment — while the hundreds of physicians practicing in Emory's affiliated hospitals provided millions more in unreimbursed care.

As one of the school's numerous efforts in global health, the Emory Vaccine Center, the first U.S. university-based center to have an HIV/AIDS vaccine candidate in human clinical trials, partnered with an agency founded by the World Health Organization in India to develop better strategies for vaccines in Indian towns and villages hard hit by HIV.

—Sylvia Wrobel

**W**hen the medical school class of 2011 first enters the new medical education building next fall, they will not be thinking about Emory's strategic plan.

Instead, they are likely to be excited about anatomy classes held in sleek laboratories where they can simultaneously view MRIs and other images of the cadaver sections they are dissecting. Because Emory's new groundbreaking medical curriculum calls for students to

be engaged in clinical experiences from day one, they are likely to be appreciative of the patient simulation spaces where fully equipped examination or emergency rooms provide realistic settings for patient encounters.

A little nervous (whether they admit it or not) about beginning the road to becoming doctors, they also will appreciate the regard and concern the new building radiates for them and their faculty.

"Our students have always

### School of Medicine curriculum



**T**raditional medical curricula, including the one being replaced at Emory, begin with two years of basic sciences and only in the third year let students become more than tangentially involved with patients. At the urging of its own basic science faculty, Emory's new curriculum begins with a focus on the whole patient before proceeding down to cells and molecules. Students engage in clinical experiences from day one.

**Phase 1** teaches the fundamentals of science within a clinical setting, beginning with normal human function and then proceeding to month-long blocks based on organ systems, interweaving the normal and abnormal.

**Phase 2** focuses on applications of medical sciences, with students increasingly immersed in clinical experiences and strong physician mentoring.

**Phase 3** students become involved in research and discovery and consolidate their training as lifelong learners. For some, it may expand to a joint M.D./Ph.D., M.D./M.P.H., M.D./M.B.A. or other degree.

**Phase 4** translates medical sciences with sub-internships in key areas, electives in others, and a mandatory "capstone" course to integrate previous years, provide updates on medical advances, and re-emphasize areas such as medical, legal, economic and ethical principles.

### Partners in Predictive Health

Public health is fundamental to the success of the Woodruff Health Sciences Center's Predictive Health Initiative, a key part of "Exploring New Frontiers in Science and Technology" in Emory's Strategic Plan. Launched in 2005, the PHI serves as a new model of health care that emphasizes maintaining health rather than treating disease. Its programs encompass Emory researchers in medicine, public health and nursing, as well as scientists at Georgia Tech. RSPH faculty head six of the 18 research projects under way. Projects include cancer risk prediction and prevention, led by Robert Bostick in the department of epidemiology, and models to predict Parkinson's disease, led by Gary Miller in the department of environmental and occupational health.

## Rollins School of Public Health

**V**enkat Narayan looks out on the world from a corner office in the Rollins School of Public Health. Narayan, who joined Emory last fall after a distinguished career at the Centers for Disease Control and Prevention and National Institutes of Health, is a leading expert in diabetes and obesity. Through his research, Narayan strives to change health habits and health policy to prevent and manage diabetes.

Like his RSPH colleagues, Narayan is acting to improve global health and the human condition. Initiatives resulting from the University's strategic plan have created new opportunities for RSPH faculty and students to improve health locally and worldwide.

The RSPH's strengths in global health helped lay a strong foundation for the Global Health Institute, a multidisciplinary initiative that extends Emory's ability to address global health problems. Leading the institute's formation is GHI director Jeffrey Koplan, vice president for academic health affairs and a faculty member in the schools of medicine and public health. RSPH Dean James Curran and Reynaldo Martorell, Robert W. Woodruff Professor of International Nutrition, serve on the GHI internal advisory board.

Two GHI projects are under way in the RSPH — a program directed by Martorell to expand collaboration between Emory and the Instituto Nacional de Salud Publica of Mexico and a community leadership program for nongovernmental organization leaders, led by Kate Winkell Enger, assistant professor in the Hubert Department of Global Health. Martorell and other RSPH faculty also are collaborating with Peter Brown



Special

of the Department of Anthropology to expand global health opportunities in Emory College.

Other faculty are using Emory's strategic plan as a springboard to address health challenges that encompass different disciplines. Kenneth Thorpe, Woodruff Professor of Health Policy and Management, is interim director of the Institute for Advanced Policy Studies, which seeks solutions to U.S. policy issues, including health care. Michael Kutner, Rollins Professor of Biostatistics, is working to develop a bioinformatics center to support computational and life sciences research at Emory. Carol Hogue, Jules and Uldeen Terry Chair of Maternal and Child Health, co-chairs the Religion and Health Collaborative, a campus-wide umbrella that includes the African Religious Health Assets Program and the Religion and Reproductive Health Project. Both programs are based in the RSPH. Kathy Miner, Associate Dean for Applied Public Health, is helping to prepare engaged scholars by seeking more ways to connect students with faculty mentors through research and service opportunities.

The RSPH has developed an international reputation in

global health. With approximately 160 full-time faculty, more than 1,000 graduate and doctoral students, and \$45 million in research funding, the school is poised to become one of the world's top five schools of public health. In accordance with its own strategic plan, the school seeks to increase faculty by 30 percent, double its research base and the number of doctoral students, and increase funds for scholarships.

Providing the space to accommodate those goals is a top priority. An architect has been selected to design a second building that will expand classroom and laboratory space, consolidate programs and faculty spread out in eight locations and provide a home for the Global Health Institute.

In many respects, the new building will enhance the school's strengths as a global health leader in AIDS, nutrition, antibiotic resistance, diabetes and obesity, and safe water. "Improvement in global health not only saves millions of lives each year but also jump-starts poorer nations to become part of the world economy," said Curran. "Paying attention to global health is the right thing to do."

—Pam Auchmutey

# School of Nursing



Bryan Melitz

to become educators. Since its inception in 2003, the program has graduated 19 nurses who are now teaching at nursing schools and on clinical rotations throughout Georgia and even as far as the Bahamas. The nursing school is also fostering the education of nurses in other countries. O'Shea and Emory nursing faculty members helped the eastern European nation of Georgia develop the curriculum for its first university-level nursing school.

The school also created a number of new positions and hired nationally known faculty. The school developed a new Office of Research and recruited Kenneth Hepburn from the University of Minnesota to lead it. Another recruit from the University of Minnesota is Marsha Lewis, the school's first associate dean

for education. The school also recruited its second Institute of Medicine member, Sue Donaldson, from Johns Hopkins University, where she served as dean of the nursing school. To help bolster the school's clinical programs, Susan Mitchell Grant, chief nursing officer of Emory Healthcare, was appointed assistant dean for clinical leadership.

Susan Perlman is the new administrative director of the Office of Service Learning, which facilitates the school's long-standing focus on instructional community service. She'll help place students at a new service-learning site, Gateway Center, which is run by Atlanta's Regional Commission on Homelessness. Gateway connects the homeless with community services that can help them move toward self-sufficiency. Under the

direction of nursing instructor Monica Donohue, community health nursing students complete a five-week rotation at Gateway, providing needed services such as foot care or blood pressure screening. Students also care for homeless patients recently discharged from hospitals at Gateway's respite facility, and are responsible for developing a health care project for Gateway's clients.

Thomisee, who earned a bachelor's degree in photography and worked at a North Carolina newspaper before coming to the School of Nursing, said the various service projects have exposed her to a wide range of career avenues within nursing. "I don't think I would have appreciated nursing when I was younger," she said. "I didn't know the possibilities."

—Kay Torrance

**K**aren Thomisee is just the kind of student Dean Marla Salmon believes will help lead the Nell Hodgson Woodruff School of Nursing to become one of the top five private schools of nursing in the world. Thomisee, a senior who will enter the nursing master's program in the fall, has already compiled a resume with international experience and community outreach.

Thomisee is working on a program for obese teens at Grady Memorial Hospital and serves as education co-chair of the Emory International Student Nurses Association. She has traveled to Jamaica as part of the school's Alternative Spring Break collaboration with a Jamaican nonprofit to serve AIDS patients and the poor. The Jamaica project is just one of many that embody the school's values and its dedication to improving global health.

"Karen is a great example of the kind of student we nurture and develop," said Salmon. "Our students want to make the world a better place through nursing, and as such they embody our core values

of scholarship, leadership and social responsibility."

Thomisee saw firsthand the school's dedication to global health when she worked on the 2006 Global Governmental Health Partners Forum, organized by the school's Lillian Carter Center for International Nursing. The forum brought together chief nursing officers from around the world to tackle one of the most important issues facing nursing: the shortage of nurses in almost every country worldwide. The CNOs and world health leaders didn't just talk statistics and war stories. They explored programs in the Philippines and the United Kingdom that have successfully increased staffing, and they collaborated with others in their respective regions to develop plans to take home and put into action.

The nursing shortage also compounds the growing dearth of nursing faculty nationwide. As nursing faculty retire, there are too few coming up in the ranks of academia. In response, the nursing school established a fast-track summer program led by nursing professor Helen O'Shea to enable master's-prepared nurses

## Vision 2012: Transforming Health and Healing



What's in a name, or in this case, a center?

The Woodruff Health Sciences Center is redefining the term "center," making new investments in a number of specialty areas, with the goal of being a national leader in each. These new centers will be evaluated and funded further based on their ability to integrate research innovations that will help patients and create a model for patient-centered care that others throughout the country can follow.

Thus far, three centers have received initial funding for three years:

- Emory Transplant Center
- Emory Comprehensive Neuroscience Center
- Emory Heart and Vascular Center

Development of these centers is a primary strategy for the WHSC and demonstrates one way the WHSC can tie together patient care, research and education across Emory Healthcare, Yerkes, and the schools of medicine, nursing and public health. For more information about Vision 2012, visit [http://whsc.emory.edu/vision2012\\_future.cfm](http://whsc.emory.edu/vision2012_future.cfm).

A fourth center, the Center for Respiratory Health, is under consideration, and plans continue for support of the Winship Cancer Institute.

Each center's progress will be assessed annually by the WHSC leadership team. The Centers will be evaluated based on their ability to do the following:

- create new models in which interprofessional and interdisciplinary teams work together to provide patient-centered care
- power the clinical models by innovative research that differentiates Emory from other academic health sciences centers
- integrate system-wide priorities and themes, including patient quality and safety, bioinformatics and predictive health.

## Emory Healthcare

**T**he new Emory University Hospital neurocritical care unit, opening in February, is a nationally distinctive demonstration of Emory Healthcare's dedication to patients and their families.

To design the new unit, faculty and administrators assembled a team, including family members of former patients, neurologists, critical care nurses, pharmacists, social workers and health care design experts.

"With increasingly larger numbers of critically ill patients requiring long hospital stays, we are addressing the needs of patients and their families by adding a patient- and family-friendly environment for neurocritical care," said Owen Samuels, assistant professor of neurosurgery. "This unit will allow the healthcare team to perform procedures at the bedside without having to transport fragile patients to other parts of the hospital."

Delivering outstanding patient care is one of the guiding principles for Emory Healthcare. EHC is dedicated

in equal measure to training healthcare professionals for the future, pursuing discovery research and clinical innovation, and serving the community. The components of EHC's mission are highly interrelated. For example, implementing computerized physician order entries is a substantial investment in high-quality patient care of the 21st century. EHC has devoted thousands of hours of faculty and staff time to its Emory Electronic Medical Record project, a multi-year, \$50 million initiative.

The newest component of the EeMR project is a system that allows physicians to enter orders into a computer at the patient's bedside or in clinical exam rooms. Its goal is to reduce errors and improve communication among members of the healthcare team; improvement in both areas benefits patients.

EHC, focusing on improving quality, has created a new Office of Quality with an expanded team of experts based in the Emory Hospitals and The Emory Clinic. The Office of Quality team, working

under the direction of the new EHC Quality Council and the Patient Quality Committee of the EHC Board, has identified high-priority breakthrough projects, selected because of their projected impact on improving quality.

In addition, the Office of Quality is leading a series of projects using an approach called "Lean." Lean is adopted from the Toyota Production System and focuses relentlessly on eliminating waste and improving value for the patient.

This year, Susan Grant joined EHC as new chief nursing officer. She has introduced shared governance and is providing leadership for its implementation. Shared governance is a process and structure that facilitates communication and optimizes the practicing clinician's participation in decision-making. A myriad of multidisciplinary practice councils throughout Emory Healthcare are now engaging and promoting ownership of clinical quality, safety and patient care, improving clinical practice and job satisfaction.

With an ongoing drive to

provide superior patient care, EHC continues its recent engagement in a process to gain recognition for excellence in nursing care from the American Nurses Credentialing Center Magnet Recognition Program. Magnet designation identifies EHC as an organization with a proven level of excellence in nursing care.

"Magnet is a roadmap for nursing care quality and excellence," said Grant. "It's about continuously raising the bar of excellence throughout the whole organization with an emphasis on interdisciplinary teamwork which results in outstanding patient outcomes. Magnet designation is also a proven strategy that helps attract and retain top talent in the health care work force."

The Emory Hospitals have launched the Palliative Care Program designed to enhance quality of life for patients suffering from serious, chronic or terminal conditions. This effort is now linked into a WHSC-wide strategic planning effort focused on integration of clinical and academic pursuits related to palliative care. The multidis-

ciplinary program includes guidance from medicine, nursing, public health and theology, as well as the Center for Ethics.

This month, EHC opened Emory Johns Creek Hospital, a 110-bed hospital located in north Fulton County. The hospital, a joint business venture with HCA, offers a full range of services.

With an eye to long-term growth, EHC is planning the next steps for facilities and programs system-wide. A \$240 million gift from the Woodruff Foundation in late 2006 will support modernization and transformation of The Emory Clinic. Plans call for a combination of patient, research and office space designed to integrate research and clinical care in an "Ideal Patient Experience," from parking, arrival and check-in to examination, treatment and patient discharge. Supported by the power of translational research, this will enable EHC to create a new world-class standard for health care.

—Sarah Goodwin

# Emory Libraries Carlos Museum

**R**ick Luce, vice provost and director of the university libraries, asks a single question about the future of the libraries, "How do we transform Emory's libraries into a 21st-century conceptualization of what a library is?"

At first glance, the answers seem to be unrelated — special collections, digital services and focusing on customers.

But Steve Enniss, director of Emory's Manuscript, Archives, and Rare Book Library, says that special collections are increasingly what differentiate one library from another, and digital access is a means of leveraging a university's rare and unique resources for the widest possible impact.

"When you begin to digitize your library, what do you choose but your special collections?" Enniss asked. "Emory is a relatively young institution. We're building collections today that will support teaching and research for generations."

Enniss made the comment while holding one of Salman Rushdie's leather-bound journals, part of a recent acquisition of Rushdie's papers. Emory's ability to acquire the Rushdie archive was predicated on the University's reputation for building distinctive special collections in modern literature, African American history and culture, and in Southern history.

The Rushdie archive contains nearly 100 linear feet of Rushdie's personal and literary papers, as well as four of his computers. Library staff are working to recover and preserve old e-mails and other electronic data from these computers, as well as conserve handwritten materials like the journals.

"We've had a radical shift in thinking about what special collections are," Enniss said. "They are increasingly places of innovation in the digital arena. They're here for students to cut their teeth on original research and to support scholarly research that simply could not be done elsewhere."

In order to do that, he said, the university needs more space to house Emory's growing special collections. It also needs smart classrooms where students can be introduced to electronic tools for archival research and examine original documents not held elsewhere. Planning for a state-of-the-art building currently is under way.

Digital materials, however, are not confined to special collections at Emory. Martin Halbert, director of digital programs and systems at Woodruff Library, and his staff are building online projects on a wide variety of topics. One of the most extensive projects will provide detailed information about the trans-Atlantic slave trade.

"Emory is uniquely situated to show what is possible in digital scholarship," Halbert said. "We are creating a model for scholars, technologists and librarians."

The Trans-Atlantic Slave Trade Database project began with a static, but important, collection of information on a CD-ROM. Created in 1999, the disk was expensive and not readily available.

The online project will transfer the original database from the CD to a Web site, and will add information about 8,000 additional voyages to the 27,000 originally catalogued on the disk, will enhance 9,000 other listings and will make the information available for free in a two-tier system for scholars, students and the general public. The data will be updated any time it's required.

As Emory's special collections and digital projects move forward, Luce and his staff are also building a customer-centered library. They plan to establish a library branch to house and create e-collections, digitized volumes and digitized special collections, and to create robust digital services. He expects to redesign physical spaces in the libraries to support new methods of instruction and research, and to upgrade the science and business libraries to meet future needs.

—Helen Anne Richards



The "Cradle of Christianity" exhibit includes on view for the first time the newly restored Temple Scroll, one of the most historically important of the Dead Sea Scrolls.

**T**hough not an art historian or an archaeologist, Carl Holladay, professor of New Testament at Candler School of Theology, describes biblical artifacts with the eloquence of a born curator. One such piece he describes with particular zeal, a Greek inscription in stone from the Temple that forbids non-Jews from proceeding past the balustrade that surrounds the Temple's inner court.

The inscription is one of more than 100 artifacts from the renowned Israel Museum in Jerusalem that will be on view in a landmark Michael C. Carlos Museum exhibition, "Cradle of Christianity: Jewish and Christian Treasures from the Holy Land," from June 16 through Oct. 14. The exhibit traces the shared roots of Judaism and Christianity through significant artifacts and ancient texts from the time of Jesus Christ through the seventh century.

"There are only two such inscriptions in existence and one of them will be right here at Emory," Holladay said. "I'm teaching a graduate seminar in the fall — The Jewish World in the Time of the Second Temple Period — which will be strongly shaped by this exhibition. Student access to these artifacts is unbelievable."

Like Candler theologians before him, Holladay is eager to share physical evidence of life in biblical times. "I have always understood and appreciated that part of Emory's tradition and how important the material world is in terms of what we do — interpreting texts and teaching," Holladay said. "Through artifacts we can see things we can't fully experience just by reading texts."

He believes the exhibition holds great opportunities for exploration by non-specialists as well, and will connect with people in the Emory community, Atlanta and the Southeast. "Religious traditions that streamed out of Palestine and the surrounding region have dramatically shaped our culture — the sheer cultural importance of these religions makes it imperative for people to be informed about what these buildings, artifacts and symbols meant," he said. "And aesthetically, there's a sheer fascination with the objects themselves. These are stunning artifacts people travel across the world to see."

In the art world, artifacts of such stature are dubbed "pilgrimage pieces" and continue to contribute to Emory's vision as a destination university. In keeping with that goal, the Carlos Museum's

curators have been working to acquire the highest quality works for its permanent collections. Recent successes include a national-headline-grabbing Roman sculpture of Aphrodite that once belonged to Napoleon's art minister and an oversized marble head of a female Greek deity.

Begun in the 1920s with former Emory professor William Arthur Shelton's expeditions and expanded with the purchase of a group of objects from a Niagara Falls museum in 1999, the Museum has formed a remarkable collection of ancient Egyptian coffins, which are among its most popular attractions. The collection is strengthened by the gift of a very rare coffin of the early New Kingdom (ca. 1500 BC). Few coffins such as this one have survived from antiquity; there are probably less than a dozen to be found worldwide. As the tombs of the New Kingdom were often quite prominent in the landscape and richly provisioned with burial gifts, they were frequently robbed and the coffins in them destroyed.

Purchased this past November, two outstanding engravings by the Renaissance painter and printmaker Albrecht Dürer are the most recent additions to the Museum's works on paper collection, Adam and Eve (1504) and The Virgin with Swaddled Child (1520). In the collection of sub-Saharan African art, the museum has been fortunate to receive several gifts of major pieces that will fuel discovery on African culture and beliefs, including an Itrokwu society mask in the form of an elephant (called "king of mask spirits" by its owners) from the Idoma in Nigeria and a striking brass processional cross used in Christian rituals in Ethiopia in the late 18th century. Museum designers are hard at work creating a new presentation of these works in renovated galleries to open Nov. 20.

—Allison Germaneso Dixon

## Creativity and the Arts

**H**ow will we deal with emerging diseases? How will we bring greater understanding among peoples and cultures in an age where new technologies allow misunderstandings to multiply? How will we continue to transform lives in and out of the classroom? How will businesses stay on the cutting edge in a rapidly changing marketplace? How will music, visual art, drama, and dance deepen and enrich our lives and community?

Poets and scientists alike proclaim the power of the imagination in seeking to discover what does not yet exist or is not yet known. "The possible's slow fuse," wrote Emily Dickinson, "is lit by the Imagination." Similarly, Albert Einstein emphasized both the imagination and a sense of

mystery as essential to scientific discovery.

By focusing our resources, Emory can build on the kind of creativity that already flourishes across disciplines and schools. For instance, Yerkes National Primate Research Center is making landmark discoveries in the fields of microbiology and immunology, neuroscience, psychobiology and sensory-motor systems.

The nursing school and anthropology department are working together on a new five-year program that would offer a B.A. in anthropology and a B.S. in nursing. Plans are under way for a humanities initiative that involves collaborative efforts between the health sciences and the arts and sciences. At Emory, creativity can also be found in numer-

ous scientific collaborations, including laboratories for drug discovery, as well as in humanistic inquiry and teaching.

The arts especially play a critical educational role in honing and disciplining the cognitive skills of creativity and in enhancing human understanding, both for individuals and society. Thousands of manuscripts on English-language poetry available through Emory's Raymond Danowski poetry collection represent the extraordinary range of research opportunities. The Schwartz Center and the Carlos Museum regularly host artists and exhibitions, building on Emory's own resources while reaching out to scholars, students, the community, and the world.

Salman Rushdie began his relationship with Emory through the Ellmann Lectures, one of the most distinguished literary lecture series in North America. And Rushdie's teaching appointment and

the acquisition of his papers reinforce Emory's recognition of the critical role of the arts in sustaining free societies and in confronting oppression.

Through an integrative platform, Creativity and the Arts provides vision and collaborative possibilities to promote school and unit goals, such as Emory College's new Center for Creativity and the Arts.

Creativity and the Arts will infuse all of the strategic initiatives with seminars and symposia, exhibitions and concerts. In so doing, Emory will further cultivate an environment that preserves and produces knowledge by upholding rigorous standards while simultaneously engaging the imagination. Beyond the campus, we will seek new opportunities for artistic and intellectual alliances across the city, the region, and the world.

As Emory embarks on ambitious plans for the future,

we must continue to nurture our imagination. One of the advantages of the American system of higher education is the emphasis we place on unlocking creativity — in a free economy, these qualities give us a distinct advantage. Increasingly, creative intelligence is acknowledged as one of the most prized attributes in the global market for talent. The breadth and depth of experience provided by this strategic framework ensures that Emory will more fully recognize, and be recognized for, the values of creativity and artistic expression in all that we do.

"Imagination," according to George Bernard Shaw, "is the beginning of creation." Our collective imaginations have the power to create — and in so doing to transform our lives and the world.

—Rosemary Magee

## Internationalization



Bryan Melitz

**T**hanks to thousands of personal connections, the Emory community can no longer be accurately defined by geographic boundaries. Atlanta may be Emory's home, but the University's influence is in evidence around the world.

In Korea, Sanghyun Lee (C'01), who now works in South Korea's Civil Service Commission and plans to return to the U.S. for further study next year, is doing his

utmost to strengthen Emory's longstanding relationship with his home country. Thanks to Lee, Emory now partners with the South Korean government to host civil servants on sabbatical at The Halle Institute's Program on Governance, which sponsors research and expert meetings.

Korean fellow Munsu Kim is working in Atlanta this year on pressing issues of South Korean national tax reform. Bradford Dickson of

Tarpley & Underwood is acting as his mentor. Dickson is an internationally engaged, locally based, "triple" alumnus of Oxford College, Emory College and Goizueta Business School.

Emory College has marked a steady increase in the number of international first-year students. They constituted 8 percent of their class in 2006, up nearly 3 percent in just one year.

Increased participation

also is evident in doctoral-level study and beyond. By realigning existing resources, we have created more opportunities for global post-docs and Ph.D. students to conduct international research through Emory's Institute for Comparative and International Studies and the College's prominent area studies programs.

As the number of international students and scholars at Emory has grown, however, housing Emory's international programs has become increasingly difficult. A new International Center is planned for Dobbs Hall and would serve to bring together key international offices, including the International Student and Scholars Programs, the Institute for Comparative and International Studies, areas studies programs, the Center for International Programs Abroad, the Office of International Affairs, the Emory-Tibet Partnership, the Institute of Human Rights and The Halle Institute for Global Learning.

A top priority for the coming months is to identify sources of support for the renovation of Dobbs Hall and for construction of a new international wing, equipped with smart classrooms and space for exhibitions and cultural events.

Emory also is dedicated to providing unique opportunities for students here to study abroad. Emory undergraduates can now engage in newly cre-

ated service-learning internships and fieldwork in developing countries, while qualified science students are placed in high-tech labs around the world through Emory's Center for International Programs Abroad.

Encouraging students to study abroad is only one of the University's initiatives to increase its international exposure. Emory launched an International Advisory Board for the Europe, Middle East and Africa region, which had its inaugural gathering at Westminster Abbey in London in 2005. The group met subsequently in Istanbul in 2006 and will convene in Atlanta next month. The events bring together prominent alumni and friends from the region to help raise awareness and recognition of Emory as an international destination.

In addition, the newly created Institute for Developing Nations and the Global Health Institute are prime examples of major new international initiatives that are addressing important problems and quickly becoming self-sustaining.

Emory's mission is reflected in the work of Lee, Kim, Dickson and countless other people making a difference around the world. Visit [www.international.emory.edu](http://www.international.emory.edu) or [www.emory.edu](http://www.emory.edu) for more information about Emory and its international programs.

—Holli Semetko

### Upcoming Internationalization Events and Milestones

#### January–April

Religion, Conflict and Peacebuilding Initiative's Inaugural Lecture Series: "Humanity at the Crossroads"

#### January 29

Center for the Study of Law and Religion Currie Lecture: "The Future of Shari'a: Secularism from an Islamic Perspective," delivered by Charles Howard Candler Professor of Law Abdullahi An-Na'im

#### February

Launch of Arabic Media Center by The Department of Middle East and South Asian Studies, in conjunction with the journalism program

#### February 7–8

Third meeting of Emory's Europe, Middle East and Africa Board

#### February 16

Asian Studies conference: "What's Indian about HIV/AIDS in India?"

#### February 25

2007 Sheth Lecture in Indian Studies to be delivered by author Salman Rushdie

#### March 22–24

World Law Institute's Inaugural Conference: "World Law and the Health of Women, Especially in Developing Countries"

#### June 16–October 14

"Cradle of Christianity: Jewish and Christian Treasures from the Holy Land" at the Carlos Museum

## Strategic Alliances

**S**trategic alliances can open the door to growth and new capabilities through collaborations with other universities, government agencies, and industry.

Emory has long enjoyed significant and productive relationships with its neighbors, including the national headquarters of the Centers for Disease Control and Prevention, the American Cancer Society, CARE and Emory's own Carter Center.

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.

Efforts in building partnerships and strategic alliances will be a priority and central to the strategic implementation of the plan,

under the leadership of the president and his cabinet. 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. Activities currently under way include exploring a partnership with Addis Ababa University in Ethiopia and creating an infrastructure for the Institute for Developing Nations.

### Institute for Developing Nations



"We want to draw upon the knowledge and expertise of our faculty as well as the commitment of both faculty and students in order to focus on issues related to poverty in the developing world," said Tom Robertson, executive faculty director of the recently formed Institute for Developing Nations.

Inspired by President Jimmy Carter's work to reduce the growing gap between the world's richest and poorest inhabitants, Emory and The Carter Center established the IDN in fall 2006 to create a research institute with networks that extend to partners in developing countries, including governments, universities, non-governmental organizations and foundations.

"Through our research, teaching and international collaborations we can make a significant contribution toward understanding poverty and its determinants, and toward suggesting meaningful remedies," said Robertson, who is working with a team from Emory and the Carter Center to develop a research agenda that reflects the institutional strengths of this unique partnership, and also their shared commitment to working with global partners to support activities that will make a meaningful difference in the lives of the poor.

Initially IDN will allocate its primary focus to sub-Saharan Africa, a region where, according to the World Bank, 45–50 percent of the population lives below the poverty line, more than 40 percent of the population lives below the absolute poverty level of one dollar a day, and where the depth of poverty — how far below the poverty line people are — is the greatest in the world.