

INTRODUCTION

All colleges and universities have strengths and weaknesses, face threats, and are presented with opportunities. As a first stage of the strategic planning process at Emory, your academic or operating unit is asked to complete a rigorous analysis of internal trends and changes occurring in the larger world within which it functions, and discuss its opportunities and challenges in the context of that analysis. You will want to examine both the external context (technological, pedagogical, social and demographic, economic, higher education trends, anticipated changes in relevant professions, institutional competitors, etc.) and the internal context (curricular offerings, faculty profile, student trends, program and/or accreditation reviews, resource constraints, etc.). The components of the internal and external environment that will be assessed reflect the core mission areas of the University and are highlighted in the Vision statement. These areas are Teaching, Scholarship, Research, Health Care and Social Action.

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

GOALS OF THE ENVIRONMENTAL ASSESSMENT

The environmental assessment is an objective review of the facts, observations, and information that describe the current internal situation and external conditions for your academic or operating unit. The goals of the environmental assessment are to:

- Identify the strategic issues defined through the review of internal and external information.
- Develop the context for the vision, goals, and initiatives for your academic and operating unit.
- Analyze key measurements and begin development of baseline data that will be used to measure accomplishment of goals for your unit.

COMPLETING THE ENVIRONMENTAL ASSESSMENT

To complete the environmental scan for your academic or operating unit, you will need to collect relevant data through one or more of the following methods:

- Assembling and reviewing internal trend data. Trend data should be reviewed over a three-year period using the fiscal year (FY) timeframe. The baseline and subsequent years that should be reviewed when analyzing trends include the following: FY 2001 (baseline), FY 2002, and FY 2003. If applicable, FY to date information for 2004 can be included.
- Conducting interviews and focus groups with faculty, staff, students, recent graduates and other alumni, and other stakeholder groups on and off campus to solicit input on trends impacting your academic or operating unit, perceptions of the academic or operating unit's strengths and limitations, and the future direction your unit should take.
- Completing a scan of the external environment, identifying those trends or potential future changes that will create strategic issues for the academic or operating unit.

- Benchmarking other leading schools or organizations in public and private universities and paying particular attention to assessments by national and international organizations in your discipline(s).

TIMELINE AND DOCUMENTATION

Development of the environmental assessment will occur from late March to June 2004. The completed assessment will be documented using the outline included in this template. Once the assessment is submitted by June 15, you will be asked to present the key findings, trends, and strategic issues to the Emory University Strategic Planning Steering Committee. The findings of the assessment may be changed as you continue to progress through the development of your strategic plan since strategic planning and the environment in which we live are not static. If changes occur in the assessment, please report those to the Emory University Strategic Planning Steering Committee in writing.

RESOURCES

The strategic planning staff and the Office of Institutional Research will provide support during the process and will clarify planning process needs as they arise. The Office of Institutional Research has access to benchmark data and internal trend data. Also, information exists on the Emory University web site and will be linked to the Strategic Planning web site in the near future. The contact information is as follows:

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ENVIRONMENTAL ASSESSMENT OUTLINE

The outline of the final report of the environmental assessment is as follows. Please use this outline to complete and document your academic or operating unit's assessment and findings. The outline is comprised of three parts:

- Part One – Summary of the key findings of the assessment
- Part Two – Review and documentation of data and information
- Part Three – Other information as applicable

PART ONE – SUMMARY OF KEY FINDINGS OF THE ASSESSMENT**I. SUMMARY OF STRATEGIC ISSUES**

From the review of the environmental assessment, develop a list of the priority strategic issues that will impact your academic or operating unit over the next five years. The issues will be addressed through the development of goals and initiatives in your academic or operating unit strategic plan. A bulleted list of the issues with a brief introductory statement is preferred. The content should address the following areas of the assessment: teaching, scholarship, research, health care and social action.

II. SUMMARY OF THE INTERNAL ASSESSMENT: SUMMARY OF STRENGTHS AND WEAKNESSES

In this section of the report, list the strengths and weaknesses of your academic or operating unit based the review of internal data. The complete review of the information will be documented later in the report. A bulleted list of the highlights of strengths and achievements, and constraints and weaknesses addressing the following areas is preferred:

- A. Teaching
- B. Scholarship
- C. Research
- D. Health Care
- E. Social Action

III. SUMMARY OF THE EXTERNAL ASSESSMENT: SUMMARY OF OPPORTUNITIES AND THREATS

List the opportunities and threats identified through the review of external trends and findings. The complete review of the information will be documented later in the report. A bulleted list of the highlights of opportunities and threats addressing the following areas is preferred:

- A. Teaching
- B. Scholarship
- C. Research
- D. Health Care
- E. Social Action

PART TWO – REVIEW AND DOCUMENTATION OF DATA AND INFORMATION

A suggested list of the assessment areas that should be addressed through gathering of internal trend data and information, benchmarking analysis and external data includes the following. The items included in this list should be used as a guide. Other areas that may be pertinent to your unit should also be reviewed.

IV. Teaching

- A. Degree and non-degree programs
- B. National and international rankings

- C. Recruitment and admissions strategy (size and quality of the applicant and matriculant pool, yield, etc.)
- D. Enrollment size (part time and full time students)
- E. Student diversity (ethnic, gender, and geographic representation)
- F. Scholarship support (merit and need-based)
- G. Retention and graduation rates; time to degree completion
- H. Academic or operating support services (tutoring services, teaching centers, etc.)
- I. Graduate placement
- J. Curriculum – advances, changes and innovation

V. Scholarship – General

- A. Faculty excellence (membership in national academies, national award recipients, etc.)
- B. Faculty participation in research and publications

VI. Scholarship – International Efforts

- A. Study abroad programs
- B. Research activity
- C. Programs that have an international impact
- D. Curriculum
- E. Collaborations with foreign scholars
- F. Formal relationships with foreign universities
- G. Lectures given by Emory faculty in other countries
- H. On-campus lectures given by international scholars

VII. Scholarship – Interdisciplinary Areas of Focus

- A. Formal joint appointments
- B. Joint programs
- C. Interdisciplinary centers and programs

VIII. Research Programs

- A. Areas of strength and research focus
- B. Research productivity and impact measures (research funding trends, NIH funding, faculty participation in research)
- C. Sources of research funding
- D. Technology transfer initiatives
- E. Partnerships and interdisciplinary efforts in research
- F. Support infrastructure (grant writing, equipment, etc.)
- G. Space dedicated to research activity

IX. Health Care

- A. Health care services provided to students, faculty and staff
- B. Trends of key indicators (volumes, financials, capacity, quality, patient safety)
- C. Service indicators
- D. Human resource trends
- E. Rankings and benchmark comparisons
- F. Other key indicators as appropriate

X. Social Action

- A. Research, clinical, and educational services provided to the community
- B. Partnerships with other organizations such as local universities, government agencies, industries, religious organizations, NGOs, and elementary and secondary schools

XI. Faculty and Staff

- A. Faculty size and composition (student-faculty ratio, % of tenured and tenure-track faculty, % of faculty with endowed chairs, average and median time in rank)
- B. Staff size and composition
- C. Diversity (% of underrepresented minorities and women)
- C. Competitiveness of compensation and start-up funds
- D. Opportunities for faculty/staff development and mentoring (include school-based teaching support programs)
- E. Faculty retention and staff turnover

XII. Financial Performance

- A. Sources of Revenue
 - 1. Tuition
 - 2. Indirect Cost Recovery
 - 3. Endowment
 - 4. Other
- B. Categories of Expenses
 - 1. People
 - 2. Space
 - 3. Infrastructure
 - 4. Other

XIII. Information Technology and Libraries

- A. Use of technology in instruction
- B. IT support
- C. Library resources

XIV. Space and Facilities

- A. Inventory of space and its usage. Include square footage, location, use of space, and quality of the space as it relates to programmatic needs

XV. Additional External Assessment Information

The components of the external assessment are required to examine the potential changes in the environment that will have an impact on your academic or operating unit. During a review of the internal indicators and benchmarking analysis, assessment of the external environment will occur. A complete analysis of the opportunities and threats of the external environment should also include the examination of the following items:

- A. General environmental trends
Identify macro level trends that will impact your unit such as economic indicators, population shifts, international affairs, changes in the political climate, or societal needs.
- B. Market opportunities in local, regional, national and international markets
What are the opportunities that exist in the external market? How does your academic or operating unit address these opportunities? What niches can Emory pursue in the market? How can your academic or operating unit differentiate itself in the market?
- C. Competitive threats
Who are the competitors? What are the reputation and differentiating points of your competitors? Is your unit positioned to compete with competitors in the future?
- D. Customers
Who are the customers of your academic or operating unit? What are the primary needs of the customer groups now and in the future? How well is your academic or operating unit meeting the current needs of the customer groups? Are you positioned to meet the future needs of your customers?
- E. Technological Impacts
What changes in technology may occur that will impact your academic or operating unit?
- F. Community Needs
How will the needs of the community change and what impact will this have on your academic or operating unit? Will your academic or operating unit be positioned to continue to address significant societal needs?

XVI. Benchmark Information

As you select your benchmark schools, bear in mind that these can be competitors for students, faculty, and/or research funding and can vary in size, programs offered, and number of faculty. Given your current resources, assess how well your unit competes on various performance indicators. Much of the

benchmark assessment can be included in other components of the environmental assessment. This section will include the following pieces of information:

- A. Definition of benchmark group
- B. Additional benchmark information review

PART THREE – OTHER INFORMATION AS APPLICABLE

Other information that is relevant to the Environmental Assessment for your academic or operating unit can be included in this section.