

**EMORY OPPORTUNITY COMMITTEE**

**March 11, 2004**

**The Carter Center**

Dr. John B. Hardman, Executive Director of The Carter Center, called the meeting to order at 2:00 pm. Attending were Dr. Thomas Frank, Candler School of Theology; Dr. James Nagy, Department of Mathematics and Computer Science; Dr. David Pallas, Department of Biochemistry; Dr. John Petros, Department of Urology; Dr. Peter Roberts, Goizueta Business School; Dr. Gretchen Schulz, Oxford College; and Dr. Mark Wilson, Yerkes Primate Research. Invited faculty unable to attend included Dr. Ziaoping Hu, Department of Biomedical Engineering; Jane Mashburn, CNM, MN, School of Nursing; Dr. Albert Padwa, Department of Chemistry; Dr. Grace Pavlath, Emory University School of Medicine/Pharmacology; Dr. Diana Robertson, Goizueta Business School; Dr. George Shepherd, School of Law; and Dr. Paige Tolbert, Rollins School of Public Health. Dr. Steven Hochman, Director of Research, The Carter Center, assisted with the meeting. Carol Jean Johnson, The Carter Center, took minutes.

Dr. Hardman welcomed the group, distributed the agenda and President Wagner's vision statement, and gave a brief overview of The Carter Center's peace and health work, noting the Center's links with Emory and President Carter's hope that Emory would be a premier institution looking at the developing world. He then asked those attending to introduce themselves.

Gretchen Schulz has been at Oxford for 24 years. She has served for many years on the advisory boards of the Women's Center and the Ethics Center. She also serves on the Advisory Council on Teaching.

Mark Wilson has been a research professor at Yerkes since 1982. He also is chief of the Division of Psychobiology and has an adjunct appointment in medicine and in psychology at Emory College.

John Petros has been at Emory since 1993. He is a urologic surgeon, runs a laboratory, and is a full-time faculty member.

Peter Roberts came to Emory in 2003 as an Associate Professor of Organization and Management in the Goizueta Business School.

Thomas Frank joined the School of Theology in 1987. He has served on the University Senate and Faculty Council and is enthusiastic about Emory's current strategic planning process.

James Nagy has been on the faculty of the Department of Mathematics and Computer Science for five years.

David Pallas is in the Department of Biochemistry and the Winship Cancer Institute. He directs a research laboratory working on cancer and Alzheimer's.

Steve Hochman came to The Carter Center in 1982 and is Director of Research. He has seen a number of strategic processes, both at Emory and the Center.

John Hardman noted the leadership changes that have occurred at Emory recently. This is an exciting time for the university, a time for unlimited potential in Emory's growth as a premier institution of learning and research. He reviewed the questions being addressed to the Opportunity Committees and noted that President Wagner is interested in specific opportunities. The minutes of this informal discussion will be shared with President Wagner. A draft will be distributed for review and further comment. Since the deadline is March 22, those wishing to make more detailed comments can send them either to him or President Wagner. (Note: Comments from Dr. Petros are attached.)

### **I. UNIQUENESS**

**What are the unique aspects of Emory University and the context in which we find ourselves?**

**Noted on flip chart (not prioritized):**

- 1. Connection with human values and emphasis on translating values into action.**
- 2. Interdisciplinary, with emphasis on undergraduate education.**
- 3. Interdisciplinary emphasis in graduate education and research as well. Examples: ILA, Medical School-Georgia Tech, CDC, Yerkes, and Carter Center. New buildings support interdisciplinary work.**
- 4. Atlanta: ethnic and racial balance, African American institutions.**
- 5. Oxford College: special undergraduate program, scholarship of teaching laboratory.**
- 6. The Carter Center**

#### **Comments:**

The Emory charter is very broad, non-sectarian, and an affirmation of human values. The Carter Center and Center for Ethics express this, but Emory may not have expressed this as much as possible.

The emphasis has always been on values translated into action.

From the College's viewpoint, the emphasis is on liberal arts education. There also is a strong emphasis on an interdisciplinary research mission to get various interactions among departments. This is somewhat unique.

The graduate programs are interdisciplinary. This is a strength at Emory. The academic and research elements provide diverse perspectives that are assets in addressing problems in the real world.

## Committee 11 Report

There is an interdisciplinary approach to problems, and this is something special. We can go further, however, in curricular offerings.

Emory's development of a joint department with Georgia Tech is unique.

The proximity with the Centers for Disease Control is unique. Also, Emory will have a full-fledged national cancer center in the future.

The Carter Center's health programs have drawn heavily on the CDC. The CDC has seconded professional staff to the Center for two-year appointments. The Nursing School and Law School have linkages to the Center. Interns at The Carter Center represent most of the departments and schools at Emory.

The interdisciplinary approach is a huge challenge. The true challenge is to break down departmental barriers. It is difficult for some colleagues to get out of their safety zone and to extend to other departments.

Some organizations (Ethics, Women) have promoted cross-disciplinary efforts.

New buildings being constructed are supposed to encourage interdisciplinary interaction.

Should we let interdisciplinary interaction spontaneously happen, or should specific recommendations be made?

Note was made of a visitor to The Carter Center who planned to make a contribution to Emory. The person noted he had visited Harvard, Yale, and Emory. Harvard set up centers for everything, little happened in terms of action. Yale and Emory were more interdisciplinary, with fewer centers and the possibility of working with foreign universities. Emory has collaboration across departments. It takes initiatives that start at the faculty/staff level, but need organization to bring them together.

Time is a factor and the language barrier among different fields needs to be bridged. There is a special role for graduate students or postdoctoral students working across disciplines to help bridge the gap.

There are two ways to do this: (1) Build from the bottom up. (2) Build complementarity. Build solid nodes in the system in order to build complementary enterprises. This has been done with violence studies, human rights, and ethics.

The impact of the growth of Atlanta on Emory was noted. In 1987 Atlanta had a population of two million; today the population is 4.5 million. Atlanta is a huge economic engine and population center. Historically, there has been racial balance, a significant balance of African American and European American populations and institutions. There is now a growing Hispanic population. There is a tremendous opportunity to build on this.

In 1987, Emory was known as a white institution. Today, in the Theology school, 25-28% of the students are African American. We have an opportunity to continue to improve the racial and ethnic balance of the University.

In 2004 Oxford became 50%+ minority/international. Oxford is unique and makes Emory special. It may be the only institution with a teaching college for freshmen and sophomores. Students move to Emory for their junior and senior years. Oxford is known as the teaching campus; one cannot ignore research and professional advancement, but this does not need to take the form of publication. Faculty teach six or seven courses a year, and there is a new program of research on the scholarship of teaching. Oxford has been named one of the top twelve institutions of teaching; it provides an excellent laboratory for teaching and learning. It also has worked with Agnes Scott College, Kennesaw and other institutions.

There is a sense of community of nurturing at Oxford. Many students end up in leadership roles when they come from Oxford to Emory. Community as a value is emphasized at Oxford.

What is the interaction between faculty at Emory and Oxford? There is a teacher exchange program, but more can be done with faculty exchange and student interaction.

The Carter Center is unique. Oxford is unique. Atlanta is unique with its racial and ethnic diversity.

## **II. DISTINCTIVE OPPORTUNITIES**

**What are the distinctive opportunities that we should seize in moving forward?**

**Noted on flip chart (not prioritized):**

- 1. Analysis of new data sets in health and biology for outcomes.**
- 2. Informatics beyond health fields: library science, business, etc. within Emory, but also opportunities to pursue with Georgia Tech and other academic and research institutions in the region.**
- 3. Service learning in Atlanta area.**
- 4. Potential for growth of fundraising in community.**
- 5. Briarcliff campus: need overall plan that includes connections with other Emory campus areas. Deal with traffic problems for Emory areas.**
- 6. Research in economic growth and value creation.**
- 7. Graduate education.**
- 8. Take advantage of presence of other local health institutions—pull together, develop communication.**
- 9. More opportunities for discussion across disciplines, and encourage what already exists.**
- 10. Build on existing international links.**
- 11. Encourage language training, including English as a second language.**
- 12. Expand links with foreign nations for students and faculty.**

13. **Improve education for graduate students—expose them to subjects outside of their disciplines.**
14. **Train undergraduates to teach grade school and high school. Increase faculty connections with K-12 education.**

**Comments:**

In health care and human biology, there have been cumulative advances in human genome research. The opportunity is there to begin collecting clinical data sets in a systematic way. Real disease-oriented outcome-databases correlated with molecular descriptors will enable us in defining disease prognoses and outcomes. This requires substantial investment in tissue and biologic specimen banking and the coupling of these specimens with disease-outcome data. While the university has made small steps in this direction, large strides are necessary.

Informatics has large data-sets in many fields. There is a natural reaction to go to Georgia Tech for this information, but we do have people at Emory capable of providing the expertise needed. Emory needs to look internally for connections Emory can exploit with the medical school, information data, etc. External funding is available now in biology, math, library science, and economics.

Emory can build in this area, but it should not be exclusive. It should continue building with Georgia Tech. Take advantage of what is in the neighborhood.

Take advantage also of Agnes Scott, traditional black colleges, and all academic institutions. These are rich resources.

Take advantage to give back to Atlanta itself by putting students in place in the community as servant leaders, Cole Fellows, etc.

Atlanta is a phenomenal city for fundraising. Emory could augment its endowment in a major way in the coming years. It will be an error if fundraising is not a specific objective in the strategic plan.

It is important to note that not all funds in the Emory endowment are accessible.

The nature of the campus is important. The strategic plan needs to reinforce keeping the natural integrity of the campus. Keep the green space. The Briarcliff campus has potential. Thought needs to be given to deciding how to use the Briarcliff campus and how to tie the different pods together (Emory, Briarcliff, Carter Center, Clifton Corridor, Decatur, Oxford, Clairemont, etc.) We need a strong integrated plan in order to insure there is a shared posture on what kind of campus we are going to have.

Emory can take a more prominent leadership role in a plan to alleviate traffic. Use light rail into the campus.

There is a need for research focus on value creation and economic growth. Normative or descriptive approach.

The Ethics Center is positioned to promote this conversation.

There is an opportunity to train people. There are limitations now, but as we grow, we need to make Emory a recognized place for training excellence. Graduate education can be approached as an opportunity to provide mechanisms for people to meet to promote interdisciplinary interactions.

Take advantage of the opportunity to promote interdisciplinary opportunities at all levels.

Seed money and support are needed to accomplish this.

Publications, like *Choices & Responsibility*, *Teaching at Emory*, and *Research at Emory*, made recommendations on ways to bring people together. There needs to be more opportunity for this type of discussion and action.

Build on existing internal links. We need to think of ways to take advantage of the concrete relationships we already have. Part of this has come through The Carter Center and departments.

Globalization. Build international links. More needs to be done with language instruction. It took forever to get a one-year language requirement. More needs to be done to provide training in English as a second language.

The Carter Center goal has been to involve students and faculty in international work. The challenge is time.

We need a set of interrelated issues that could serve as the basis for a meeting ground.

Train a new generation of graduate students who are less boring and know something about areas other than their disciplines. Expose them to ideas, concepts, and dialogue outside their defined disciplines.

Neuroscientists need an appreciation for broad-based issues in order to have an impact on society. NIH funding is going to be disease-oriented.

Emory needs to do more to train students to be good teachers (grade school through high school).

Emory faculty should get more involved with education at the pre-collegiate level.

### **III. CHALLENGES**

**What are the issues or challenges that cut across all of our academic (and perhaps some administrative) units?**

**Noted on flip chart (not prioritized):**

- 1. Atlanta not appreciated outside South.**
- 2. Real problems with Atlanta—housing, transportation.**
- 3. Problems of logistics for interdisciplinary work**
- 4. Lack of post-doctoral positions—research assistant professors with solid funding**
- 5. Need more endowed chairs.**
- 6. Need more support of graduate programs; need more graduate students to support faculty research.**
- 7. Infrastructure to support research—people and facilities—funded by institution.**
- 8. Faculty leave—lack of funding for research and writing.**
- 9. Time problems: Some high teaching loads, heavy committee responsibilities.**
- 10. Needs for high-quality staff—better pay.**
- 11. Recent reduction of benefits—people feel unappreciated.**

**Comments:**

The external reputation of Atlanta is not consistent with reality. There needs to be a concerted effort to spread the word that Atlanta is attractive and cosmopolitan. This is important in recruiting postdoctoral staff. Similar problem at Carnegie Mellon: The image of Pittsburgh was the #1 issue.

Is this an Emory problem or an Atlanta problem?

Housing costs are a big issue. Costs are prohibitive to live in the Emory community. There also are transportation issues.

Quality elementary and high school education: are there problems or is there merely a perception of problems? The controversy around teaching evolution in the schools hurt. There was consensus that a quality education can be achieved through the regional public school systems.

There has been talk of Emory building faculty condos. Agnes Scott did this and it has been a good thing.

There are logistical challenges to interdisciplinary work: salary, course loads, borrowing from one discipline to another, and the availability of release-time.

Emory could use named professor positions in junior positions, such as research assistant professors that are funded continuously by the university and not dependent on soft money.

More endowed chairs are needed in some departments to honor people who have worked so hard.

Emory needs to sustain its position among the top research schools.

There is insufficient support in core infrastructure and graduate education. For example, there may be an increase in faculty in one area by 50%, but there will only a 10% increase in graduate students and postdoctoral students. There is not enough support for graduate education. Graduate programs are too small. There have been cut backs in the number of students in order to give greater stipends to the faculty.

In the lab sciences graduate students are a necessity.

Core facilities are needed to help professors do more. Some of this can be outsourced.

More commitment is needed to support the infrastructure (people and facilities) to help everyone. Subsidization helps faculty get work down—like a seed grant to get a NIH grant.

Emphasis on increasing NIH funding is important in the School of Medicine. Emory has a leading person who is constrained by the poor infrastructure. His one core interacts with 90% of those getting NIH funding. Others leave because support is lacking. Cores are expensive in the short run, but beneficial in the long term. The top universities have a good core infrastructure in place.

The Faculty Council is looking at faculty leave policy. In the humanities and social sciences, it is more difficult to find funding for a full year of leave. There is discussion about creating a fund at Emory to make leave policy more generous and practical. Emory policy now is out of line with other peer institutions.

University teaching funds are a great resource for teaching projects at Oxford and Emory.

Teaching loads—some departments have higher teaching loads than their peers. This also is a public relations issue. Time is an issue; it is not always a monetary thing. There are high teaching loads and committee responsibilities. Ways to free up time need to be examined.

Human resources are the most valuable asset of the university. It is a waste for top-level medical people to practice medicine full-time. If you want to be an innovator, you need to find a way to release creativity.

The Business School has the reputation of being well resourced. This is not so. Considerable time is needed to complete forms and deal with bureaucracy.

At Johns Hopkins University, every neurology faculty has an endowed position. Emory treats physician faculty differently. There is not enough time for research and teaching.

Emory needs to do more to attract the best staff, administrators, researchers, etc. Benefits need to be readdressed for staff and faculty. Salary issues have been the object of backward steps. There is a feeling of being unappreciated. There has been an increase in academic load and a reduction in the number of administrative assistants. This reflects fiscal policy, not core values.

#### **IV. LANDING**

**If Emory is “poised” for a great leap, where should it be certain to land?**

**Noted on flip chart (not prioritized):**

- 1. Destination university.**
- 2. Better, without losing community—a good place to work.**
- 3. Land as Emory. Keep balanced.**
- 4. In position of leadership.**

**(To achieve successful landing: Find places where more resources would make a great difference. Ask people: Where would you spend outside your department or school? Continue to push for excellent teaching at the undergraduate and graduate levels.)**

#### **Comments:**

Do we want to be a division one school with a big football team?

Emory should be a destination university.

Emory should have an intellectual environment without losing a sense of community. It should have a positive environment and the ability to make hard choices to move ahead.

What are the tipping points where more resources would reap immediate real benefits and would be the most instrumental use of resources? The following were mentioned:

- Graduate programs
- Infrastructure
- Ask each department where it would allocate a big pot of money, but not spend it on your department.
- Things that seed growth: seed grants, joint grants to promote interaction in research (between the CDC and Emory, for example).

Don't land where teaching is no longer valued. Push for teaching.

Training the next generation of leaders. Free up faculty time for research. Support more graduate and postdoctoral students. Expand on The Carter Center model in other disciplines.

Land as Emory. I'm tired of comparisons with other schools. We are not lacking something.

Don't lose community values, the emphasis should be on teaching. There should be balance between science and the humanities. There should be balance between Clifton Road and the Old Green.

We are distinctive. We are who we are. We need to claim this. We need our own model.

**V. ADJOURNMENT**

Dr. Hardman thanked the group for taking the time to meet to discuss an issue important to Emory and its future direction. The meeting was adjourned at 4:00 pm.