

MEMORANDUM

To: Mike Mandl
Mike Johns

From: Dana Greene

Subj: Opportunity Committee

Date: March 24, 2004

A provocative one and one half hour discussion with eleven University faculty participants was held on March 16, 2004. Input from two others who were unable to attend the meeting was solicited subsequently.

What follows is my interpretative summary of our wide-ranging discussion.

Opportunities

To capitalize on Emory's location in Atlanta

- maximize the "draw" of Atlanta for undergraduates
- collaborate with more higher education institutions in the city
- define the identity of Atlanta and how Emory can connect to this identity
- identify ways for Emory to be a good neighbor within the Atlanta community
- promote Emory's much improved arts programs as a resource to the community
- augment community-based learning courses as a means of outreach by each of the schools

To strengthen undergraduate education

- make the University "College-centered"
- expand the demographic representation of undergraduates
- enhance a sense of community and belonging among undergraduates (as at Oxford)
- support faculty in order to strengthen their availability to interact with undergraduates
- link undergraduate education to the resources of the professional schools
- develop an infrastructure which cares for students
- provide better opportunities for undergraduates to contribute to the Atlanta community through internships with the Carter Center, CDC, and through service in an "Emory Corps."

To re-envision Emory as one intellectual community

- use the upcoming campaign to energize the sense of Emory as one community with many parts
- re-imagine the relationships between arts and sciences and the professional schools. Undergraduate and graduate education are the center of the University; professional education moves the University out from this center to the community. There is a fluid relationship between these many parts.
- foster meaningful interdisciplinary opportunities for faculty to appreciate and interact with each other, e.g. Gustafson and Gregory seminars, Halle Institute trips, Callaway Gardens Teaching Colloquium

To enhance internationalization

- evaluate the administrative structures and the relationship among the various international programs, centers and institutes
- make efforts to stem the impending decline of foreign student enrollment
- promote internationalism in the curriculum, through study abroad (excellent programs in health sciences) and service opportunities (e.g. law school)

Constraints:

A weak sense of faculty community and belonging to Emory

- overcome, as best as possible, the distinctive cultures which separate the professional schools from arts and sciences
- evaluate the total demands on faculty time and lack of competitive compensation which militate against collaboration and strong investment in the University and its future

Infrastructure issues

- strengthen academic planning across the University. Lack of planning is an impediment to collaboration among units and the source of many missed opportunities.
- create permanent structures, e.g. centers and institutes, with more flexible and time-limited approaches in order to support innovation and collaboration.
- allow the schools to “drive” the University, but support these units through seed money, feasibility studies, improved communication and transportation systems, expansion of space, protection of the natural environment.