

Strategic Planning
Conversations, March 15 & 17, 2004
Cannon Chapel

Uniqueness of Emory and its Context:

tradition and reputation, especially on the east coast, of outstanding teaching, particularly on the undergraduate level—a reputation definer;

Atlanta as a vibrant locale;

rigorous, sustained conversations across disciplines and schools aided by structures, degree programs and centers (Pew Center, Center for Ethics) that institutionalize interdisciplinarity, a reality here, not just a rhetorical commitment;

widespread concern with ethics, ethical issues, the ethics “of”; correlative strengths in religious studies represented programmatically and in the research interests of some 300 faculty across the university

remarkable strengths in the health sciences and important partnerships with the CDC, the Carter Center,

Distinctive Opportunities:

to capitalize on academic strengths (health sciences, ethics, religion)
with regard to strengths in the health sciences, to relate them more to other fields, disciplines, schools;
to leverage them across the university;

to provide support systems, resources and reward structures for interdisciplinary endeavor that now runs on good will and on an “over-and-above” basis;

to build strengths in the health sciences and the professional schools generally and the patterns of interdisciplinarity and ethical analysis and concern into a distinctive Emory *intellectual style of problem-solving*;
bringing perspectives and wisdom from multiple angles to bear on major issues;
undertaking more political research and policy-formulation;
educating students—accenting the development of analytic, probing, rigorous, critical, comprehensive, creative intellectual skills;
humanizing science, technology, medicine;

to continue to make teaching a substantive emphasis; to sustain the convergence of

the academic enterprise, IT and libraries; to make sure that academic priorities drive the university

to build in the arts;

Issues and Challenges:

sustaining excellence in teaching as we put a higher premium on research;
making creative use of the tensions between and among graduate, professional and undergraduate teaching and learning;
becoming known as the university that offers and develops thought leadership;
enhancing news coverage of Emory's contributions;
providing international exposure, especially in the native countries of Emory students and faculty whose accomplishments are newsworthy;

clarifying what kind of students Emory can and should attract and building reputation and recruitment emphases around those we want;
dealing creatively with the tension between the pre-professional orientation of students and the importance of the range of fields for a liberal education;
offering all students, including undergraduates, research opportunities;
resourcing the academic enterprise with a more robust and better integrated IT system;

deciding what it means for Emory to be a diverse community, what diversity we have and should have, and how we will be community:
recognizing the Hispanic growth nationally and the tilt of Atlanta towards Latin America;
recognizing the importance of the Indian presence, recruiting more internationally and working on our international visibility;
affirming the value of the Halle faculty seminars;;
enhancing our tolerance for the dissenters in our community;

finding ways to undergird the health sciences and lessen risks to our institutional well-being of being run so extensively on soft money; extending partnership relations with CDC, Carter Center, Ga. Tech, etc. beyond the health sciences

making Emory at least the sum of its parts (reputation, perception):
learning to make choices as an institution, reducing the chaos, achieving institutional focus;
building to strengths;
developing better internal awareness of Emory and its strengths;
developing truly international recognition of Emory;
strengthening the infra-structure, communication systems, IT access that will sustain inter-school work within and enhance our relation to alumni/ae;

attracting and retaining talented faculty and administrators;
broadening the purview, talent mix and geographical base of trustees;

dealing constructively with the centripetal and centrifugal governance issues, especially as structural and decision making pertains to:
graduate programs;
interdisciplinary endeavor;
IT; and
infrastructure, financial support, coordination, and academic prioritizing for such inter-school concerns;

Leaping to Land on:

intellectual style of problem-solving;

ethical orientation

interdisciplinarity, especially tying health sciences to other fields and professions

formalized partnerships, nationally and globally, with truly peer institutions (research, libraries, programs)

academic excellence, world class in certain areas, reinforced there with strengthened graduate programs

Russell E. Richey, Convenor