



SCHOOL AND ACADEMIC, RESEARCH, AND MAJOR UNIT ASPIRATIONS

To achieve Emory's vision and overarching goals, the University will build pre-eminent schools and academic, research, and major operating units. These individual units have developed ambitious and exciting plans that will propel each unit forward and provide the core for Emory's University-wide plan. The executive summaries for each of the units are included in this summary report. The summaries provide an abbreviated version of the aspirations and overall direction that will make each school and academic, research, and major operating unit distinctive in 2015. The full plans for each unit are part of the overall University plan and will be available via the strategic planning Web site.

COMMON THEMES

A review of the plans identified many common themes. The most common include:

- ◆ Distinguished faculty
- ◆ Principled leaders
- ◆ Destination for students, faculty and staff
- ◆ Strong community engagement
- ◆ Impact on the world
- ◆ Peer recognition
- ◆ Groundbreaking scholarship that addresses society's problems

These common themes provide the foundation for development of the first three strategic goals and themes of the plan. These areas also reflect some of the basic foundational elements that make a university a strong and vibrant place.

SCHOOLS AND ACADEMIC, RESEARCH, AND MAJOR OPERATING UNITS

- ◆ Emory College
- ◆ Oxford College
- ◆ Graduate School of Arts and Sciences
- ◆ Goizueta Business School
- ◆ Emory Law School
- ◆ Candler School of Theology
- ◆ Woodruff Health Sciences Center
- ◆ Emory School of Medicine
- ◆ Nell Hodgson Woodruff School of Nursing
- ◆ Rollins School of Public Health
- ◆ Yerkes National Primate Research Center
- ◆ Emory Healthcare
- ◆ Emory Libraries
- ◆ Carlos Museum
- ◆ Division of Campus Life

EMORY EMORY COLLEGE
COLLEGE STRATEGIC PLAN
EXECUTIVE SUMMARY

Emory College combines the best qualities of both a traditional liberal arts college and a major research university. Our students, faculty, and facilities are among the finest anywhere. But we aspire to be more than simply elite. Our vision calls for us to capitalize on the dynamic combination of people, places and programs that Emory alone can offer. With targeted investments and strategic growth, Emory College will forge even stronger connections between its teaching and research missions, allowing for a learning experience like no other – one that is distinctive in its offerings and lasting in its effects. To bring an even greater Emory within reach, we will support and sustain three broad aspirations, each of which encompasses specific goals that will be implemented through a set of strategic initiatives.

Aspiration #1 Cultivate a diverse and intellectually vibrant community by recruiting and retaining outstanding students, distinguished faculty, and excellent staff.

Emory College has always chosen its incoming class for their intellect, passion, curiosity and conviction – we seek young people who promise to shine in their own lives and to improve the lives of others. As a result, our students excel both in and out of the classroom: as scholars, debaters, artists, athletes, campus leaders, and community volunteers. But if we are to be a destination school, unique both in academics and in our impact on the world, we must attract and retain even more of the nation’s top-level students, regardless of their ability to pay. By increasing both merit- and need-based scholarships, and thus removing all barriers to the best, we can be still more selective in accepting students and more certain of enrolling those we accept. Once enrolled, students will be encouraged to think and act in creative, thorough, and thoroughly responsible ways. By sharpening the focus of undergraduate life to emphasize independent research, academic growth, and volunteer service, the College will create a rich intellectual experience that extends seamlessly from classroom to campus life to community engagement.

Our students can expect to work alongside world-class faculty who embrace their two-fold responsibility as both teachers and researchers. Emory College faculty are as devoted to teaching, mentoring, and advising as they are to publishing, pursuing their own research, and serving the community. But if we are to honor our commitment to high quality teaching at the same time that we demand significant research, we simply must have more faculty to get the job done. By hiring 100 new faculty, the first phase of a long-term plan of growth, we will reduce the student-faculty ratio from 10:1 to 9:1, enhancing the meaningful student-faculty interaction that is so crucial to our vision. Of course we must also motivate our best faculty to stay at Emory when well-respected competitors come calling with offers of better compensation, greater visibility, or more impressive resources. To this end we will not only maintain our current faculty salary program but enhance it, to reward excellence and create incentives for achievement. In addition we will continue to invest in opportunities and infrastructure that enable our faculty to excel in every facet of their lives as teachers and scholars.

Adding faculty will allow us to teach and conduct research at even higher levels – but it will also, inevitably, strain the staffing levels of our programs and departments, already staffed at only half the rate of our peer institutions. To maintain our high standards of excellence we will hire more staff to efficiently carry out administrative duties, allowing our faculty to concentrate their time and energy on superlative teaching, research, and service and thereby improving the educational experience and intellectual community of the College.

Aspiration #2 Invest in targeted areas of academic strength where Emory can achieve genuine distinction.

Our vision of providing an unparalleled learning experience begins with superb teaching. At Emory we expect every College faculty member to teach, and to do so with great skill. Enriching Emory’s already strong tradition of classroom excellence, the College will increase both support for professional development in this area and rewards for high achievement.

The liberal arts tradition – the very idea of education – rests on a foundation of strong disciplines. From strong disciplines students gain the skills necessary to think critically, debate respectfully, and act responsibly. Emory College will identify the needs of core departments, target those areas, and hire in such a way that advances already fine departments and programs into the very front ranks of excellence both nationally and internationally.

Another mark of a great teaching and research institution is the ability to develop distinctive academic programs, particularly those that span traditional disciplines and create integrated approaches to framing issues and solving problems. Emory has acquired a national reputation for building strong interdisciplinary centers and for a culture that encourages the bridging of traditional divides between departments, divisions, units, and nearby institutions. We will promote Emory’s talent for developing and guiding interdisciplinary work by establishing flexible, responsive support structures. And we will invest in those areas of current interdisciplinary strength, existing as well as emerging – among them African-American studies, mind-brain research, urban studies, and the creative and performing arts – that offer promise of achieving genuine scholarly distinction.

Aspiration #3 Create a distinctive social and physical environment that enriches the intellectual works and lives of faculty, students, and staff.

None of this can happen without a place as unique as the people who work, learn, and live here. On the whole, the quality of College space is excellent. However, College facilities are currently at or above 95% capacity and our faculty have 10% less assignable space than at peer institutions. To accommodate projected program growth, newly recruited faculty, and the changing nature of teaching and research, additional facilities will be required, and several existing facilities will have to be renovated. The College will provide the social sciences and humanities with new and needed facilities for teaching and research and construct a “science neighborhood” where ideas across disciplines can grow, flow, and flourish. In addition, the College will create more common spaces to foster interaction and collaboration between students and faculty, an essential step toward cultivating a more vibrant intellectual community. We must also invest in infrastructure, in our library and computing systems, to meet the growing demands of a College community that thrives on knowledge and connection.

Emory College has a long, proud tradition of bringing together the nation's finest teachers, learners and researchers, and we will continue to enhance our reputation for top-tier academics by enrolling the best students, recruiting the best faculty, and nurturing the best work from both. At the same time that we take pride in being recognized by our peers and the public as an institution with few rivals for academic excellence, we will continue to envision a liberal arts education that truly sets us apart. Our students must be scholars, our scholars teachers, and our teachers leading researchers to an extent that other universities can only envy. A vibrant liberal arts tradition is at the heart of every great academic institution, and the College believes its contributions will propel Emory toward its future as a true destination university.



Oxford College is the place where Emory began as an institution built upon a Methodist foundation and dedicated to high standards for academic excellence. This history and sense of place continue to provide strength and energy to the community's pursuit of its mission. Oxford is a diverse community in which people actively care for one another, nurture openness of thought, experience, and culture, and dedicate themselves to excellence in undergraduate liberal arts education. As a college committed to the education and development of students during the crucial first two years of undergraduate education, Oxford embodies a philosophy of education grounded in liberal learning that integrates instrumental education—in which learners acquire knowledge or skills that enable them to do particular tasks—and transformational education—in which learners develop in important ways as human beings. Oxford also promotes students' academic progress from dependent learners—who rely upon teachers as authoritative dispensers of information—to engaged learners—who are self-directed participants in the learning process.

Building on this heritage, Oxford's Strategic Plan consists of thirteen strategic initiatives designed to achieve the following six goals:

1. To establish Oxford as the exemplar of a Liberal Arts Intensive college.
2. To support the continuing growth of Oxford's transformative learning environment grounded in innovative pedagogies of engagement.
3. To establish Oxford as a model for leadership in responsible action and healthful living - by individuals and institutions, across social, political, and environmental realms.
4. To build and continuously improve the personnel and physical infrastructures necessary to create a welcoming, attractive campus community that effectively supports Oxford's academic mission and vision.
5. To make the contributions of Oxford's students, faculty and staff a definitive, enriching element of the Emory University identity.
6. To catalyze the emergence of Emory University as the paradigm for undergraduate education within a national research university.

These goals form the pillars for developing Oxford over the next three to ten years into the exemplar of a liberal arts college, elevating us from the ranks of the very good to the great.¹ This process will create a peerless program of student engagement and experiential learning through innovation in teaching, leadership development, coordinated curricular and co-curricular programs, community engagement and the scholarship of teaching and learning.

To achieve and document this level of excellence, it is essential that Oxford develop resources for systematic research and assessment so we can monitor the impact of our work in the broader community, and undertake sustained study of how best to develop our students to become responsible citizens and independent, life-long learners who are successful during their subsequent undergraduate study, whether at Emory University or elsewhere, in various graduate and post-graduate schools, and in their later personal life. Only by creating an organizational structure and culture that is a student of its own practices—and thereby promoting continuous improvement—can the excellence to which Oxford aspires be realized; for as Aristotle first observed, excellence in human endeavors is not an end-state but a continual “seeking of the best.”

One of the engines driving our pursuit of these goals will be the new Center for Academic Excellence (CAE). The CAE will provide direct leadership for some initiatives, serve as the catalyst for others, and create an administrative infrastructure to effectively support these efforts. The CAE will be supervised by a Director with expertise in the scholarship of teaching and learning, educational research and research design, learning theory, faculty development, and assessment of student academic success. The CAE will help us to raise even higher our level of innovation as a laboratory of teaching and learning. (This is an area in which Oxford’s accomplishments to date have already led to our recognition by the Carnegie Foundation for the Advancement of Teaching as a national leader in this form of scholarship.)

The CAE will be one important part of a newly reorganized and expanded Office of Academic Affairs. We will add an Associate Dean for Academic Affairs and additional support staff so that we can better support our academic mission. This will also allow the Dean of the College to concentrate more on strategic issues. During the 2005-2006 academic year, the Dean of the College and the Academic Affairs staff will join the faculty in a dialogue through which we will work out in more precise terms exactly how we define Liberal Arts Intensive and what steps we will take to better achieve that ideal.

An expanded Office of Academic Affairs will have the staff and expertise to more effectively support growth and improvement. In particular, they will be able to:

- ◆ support course and curriculum development,
- ◆ seek opportunities for collaborative partnerships with faculty and programs in other divisions of the University (e.g., inter-campus enrollment, faculty exchange, joint faculty appointments),
- ◆ assist in assessment of courses, programs and curricula,
- ◆ coordinate the initiatives and programs of Oxford’s Advisory Council on Teaching, Learning, and Professional Development (commended by the Southern Association of Colleges and

¹ Note, for example, that Oxford ranks in the 90th percentile among 900 colleges in all five benchmarks of academic excellence on the National Survey of Student Engagement: rigor of the academic program, faculty-student interaction, enriching educational experiences, active and collaborative learning, and supportive campus environment.

Schools as a distinctive and effective method of promoting professional and program development),

- ◆ provide additional professional development to assist faculty in identifying and implementing “best practices” in student learning and development,
- ◆ develop an undergraduate research and internship program (including a Summer Institute),
- ◆ support expansion of interdisciplinary programming,
- ◆ establish and oversee a program of post-doctoral teaching internships, and
- ◆ promote open-ended faculty discussions of the curriculum to ensure that our academic programs effectively express the learning and development goals outlined in our Mission and Vision Statements.

As President Wagner stated in his inaugural address, “The true purpose of higher education is to lead us out of our self-centered universe to a place where we can perceive the world from others’ perspectives and have a positive effect on the community.” This more comprehensive view of education as a “decentering” of self and as engagement/service in the world is one of Oxford’s current strengths, and is further emphasized as a principal component of our vision for the future. In FY2006, with income from the approximately 12 million dollar Pierce endowment, Oxford will create the Pierce Institute for Leadership and Community Engagement. The Institute will support and implement programs that prepare students to assume roles of leadership and service at Oxford College and in the community by integrating academic study, leadership development, and community engagement. We will also continue to increase our offerings of Theory/Practice/Service/Learning courses and enhance our currently modest program of Intercultural Studies by increasing support for courses that involve travel abroad and pursuing other curricular initiatives that promote internationalization.

Oxford has a history of promoting environmental leadership and healthful living. The nationally recognized Oxford Institute for Environmental Education engages our strong science faculty, students, and program with K–12 teachers from Georgia and surrounding states to improve science education. Our physical education program emphasizes the connections between a healthy body, mind, and spirit, to promote practices of healthful living. These commitments to individual, community, and environmental health will be integrated into a “Green Campus and Healthful Living Initiative.” We plan to become a model of an environmentally committed and healthful campus by enhancing existing efforts to conserve energy, manage natural resources, use LEED principles in campus development, and engage the Oxford community in practices that promote individual and community well being. Oxford’s efforts might well provide a laboratory for appropriate research projects in the Rollins School of Public Health and/or an opportunity to work with the Georgia Institute of Technology’s program to develop alternative sources of energy.

We have created thirteen strategic initiatives to accomplish our goals and create a culture that will be alert to unforeseen opportunities. These initiatives are designed to overcome the barriers to the success of our *Strategic Plan* identified in our *Environmental Assessment*. To achieve these programmatic, physical, and organizational enhancements and innovations for excellence will require increased endowment and financial aid, upgraded and expanded facilities, and additional staffing.

If the outcome of research currently being conducted deems growth desirable, our student applicant pool must be enlarged, and independent of a commitment to growth, financial aid needs to be increased to enable us to “design” the entering class to provide the diversity (including varying levels of academic preparedness, as well as the standard categories of difference) which research indicates

optimizes achievement of our educational goals. Restructuring University undergraduate admissions to increase the student applicant pool and increasing financial aid to enable enrollment of the “mix” of students that creates the most potent learning environment are key to our success.

Oxford has an urgent need to improve its facilities. The recruitment of students is hindered by the contrast of our physical plant with those of other colleges and universities and even many high schools. Our living, learning, and recreational spaces are insufficient. Indeed, in a 2004 survey of admitted students who declined enrollment at Oxford, 71% of Georgia students and 68% of all respondents cited the quality of Oxford’s academic facilities as a “very important factor.” Moreover, Oxford does not have adequate library, science, teaching, or office space to allow for growth in faculty, staff or the student body, let alone the rich teaching space required to accommodate innovative teaching and learning programs or the extensive institutional research we plan to continue to grow as a national leader in the scholarship of teaching and learning. Since inadequate planning and investment in facilities will prevent the development and final success of our Strategic Plan, we will update our Master Plan to incorporate the facilities required to bring Oxford to the level of academic excellence that we envision. We also are understaffed. Our current faculty/student ratio is an unacceptably low 1:13; as Frank Rhodes states, the best universities “have an overall faculty-to-student ratio of 1:10 or better”² (and our research shows this also is true of the best free-standing liberal arts colleges). Our support staff also lags behind those of our peer institutions (our current staff-to-faculty ratio ranks ninth among our 10 benchmark institutions).

As it becomes better known, Oxford’s distinctive Liberal Arts Intensive program for the first two years of an Emory baccalaureate degree will be instrumental in making Emory University a national model for undergraduate education. This strategic planning process has begun to clarify what Oxford students, faculty, staff, administration, and alumni have long recognized about our transformative learning environment but have not expressed as cogently and forcefully as necessary: Oxford College is distinctive, in part because of its role within Emory University. On the other hand, Oxford also makes Emory University distinctive, in part because of Oxford’s character as a Liberal Arts Intensive division within it. Oxford’s place in the heart of Emory stems from its unique contribution not only to Emory’s heritage but also to Emory’s vision for the future as a destination university that is an inquiry-driven, ethically engaged, and diverse community.



GRADUATE
SCHOOL OF
ARTS AND
SCIENCES

GRADUATE SCHOOL OF ARTS AND SCIENCES
STRATEGIC PLAN
EXECUTIVE SUMMARY

EMORY

The reputation of a research university rests to a significant extent on the strength of its graduate training programs. The goal of the Graduate School of Arts and Sciences (GSAS) is to develop graduate programs that are recognized nationally among the top ranked programs in creating new knowledge and in training the next generation of leading researchers, scholars, and teachers.

² Frank H. T. Rhodes, *The Creation of the Future: The Role of the American University* (Ithaca & London: Cornell University Press, 2001), 100.

Despite their current strengths, most of Emory's doctoral programs are not yet counted among the top ranked programs in the country. These programs do not have the academic reputation, faculty recognition, and research intensity of similar programs at the major private, Research I universities we consider our peers. Yet many of our programs are very strong. Some are now excellent and need only recognition; others are very good and capable of becoming excellent. Results from our environmental assessment revealed that Emory's graduate programs are particularly strong in training their students in research and teaching, in mentoring them to completion of their degree, and in placing them in academic and research careers. Also, the quality of faculty and students in our programs has improved significantly. Still, the recognition received by many of our programs is lower than that of programs at other institutions. One reason our programs are less well known than those of our peers is that our graduate programs are relatively young. Emory was admitted to the AAU (Association of American Universities) only in 1995, and less than half our programs qualified for inclusion in the last National Research Commission assessment of doctoral education. However, another reason for our lower recognition is that many of our programs have not yet attained the research quality and intensity of the programs at peer institutions.

Our challenge is to significantly improve the quality of our programs. To address this challenge, our strategic plan is based on three underlying principles. First, as the PhD is the highest degree granted in the university, and because of the necessary link between excellent graduate programs and excellent research, the Graduate School should be recognized as leading Emory's research mission, within and outside the university. An eminent graduate school is key to attracting outstanding research faculty, and such faculty attract the best students. Second, to improve our programs we must assess their strengths and weaknesses. Future program development, including allocation of resources to support faculty and students, must be based on criteria of merit and an understanding of where additional resources will have the greatest impact. Third, graduate students should be seen as an important part of both the research and teaching missions of the university. Outstanding graduate students not only attract excellent faculty, they also enhance faculty research. With their unique relationship to faculty and undergraduates, graduate students also enhance undergraduate education by bringing their knowledge and enthusiasm for the latest research developments into the college classroom.

Building stronger programs will require the Graduate School to assume a much more active role in partnership with the deans of the other schools in which the program faculty are located. The Graduate School must work more closely with the other schools in evaluating its programs and in identifying which programs should be strengthened. In addition, the Graduate School must be more proactive in working in collaboration with the school deans in developing new programs and in reshaping existing programs. Because the GSAS is the only school with programs in all schools of the university, it is in a unique position to develop new programs and to reshape existing programs in ways that foster interdisciplinary and interschool research and scholarship. Ultimately we want to see the Graduate School become a vibrant intellectual center of Emory University and a national leader in graduate education.

The GSAS strategic plan is aimed at achieving the following six goals:

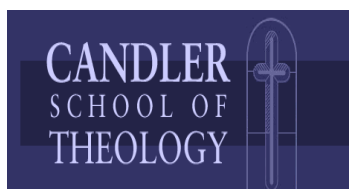
1. **Enhance the stature and recognition of the Graduate School both inside and outside the University:** To attract the best faculty and students we must elevate the status of Emory's

graduate programs to raise their standing and recognition nationally. To indicate the high priority of graduate education at Emory and to provide a more distinct identity, we would like to see the Graduate School set apart with a distinctive new name. To raise the research standing and recognition of our programs we will undertake several initiatives, beginning with the institution of a regular process of program review to evaluate our programs and to plan for their future development. We will also create endowed graduate faculty chairs, with graduate student lines, to foster the development of our best programs by adding outstanding faculty. These chairs will be selected in collaboration with the school deans, thus increasing the interdependence between the Graduate School and the other schools. To continue Emory's growth in research, we will support the creation of distinctive new graduate programs and reshape existing programs where needed. Since Emory is significantly behind its peers in the size and number of PhD programs in the natural sciences, and somewhat in the social sciences, the priorities for new programs and expanding present programs should address this imbalance. Finally, to raise Emory's stature as a preeminent Research I university, we will publicize the accomplishments of our programs, particularly their success in training and placing students. Given the present status of our departments, it is not unreasonable to expect that by 2010 we will have five programs ranked in the top 10 in the country and 10 ranked in the top 20.

2. **Attract the most well-qualified students:** Excellent graduate students improve the level of scholarly endeavor and teaching university wide. To recruit the finest students, we must provide financial support that is competitive with that offered by peer programs. Our programs already have strong applicant pools, but we still lose many of the best students to more highly ranked programs, partly because of reputation and partly because of financial support. To increase our capture rate among the strongest students we must immediately provide health insurance for all students, and by 2007/08 we must increase the base stipend levels in the natural sciences to \$24,000 and in the social sciences and humanities to \$18,000. Thereafter we must continually monitor the stipend levels of our peers in order to stay competitive.
3. **Garner additional funding from outside sources to support graduate programs:** To increase the research intensity of our programs we must create a grants culture among our faculty and students to increase the amount of external funds for graduate training. For faculty, we aim to increase grant applications by 10% a year through 2010; for students, we propose that 50% of students apply for some form of external funding during their graduate career, beginning with the 2006 cohort. To achieve this goal we will develop a tuition recovery plan to return some of the tuition generated from grants to the programs. We will also provide incentives and support programs to encourage faculty and students to apply for external funding. In order to measure our success in working toward this goal, we will develop a system to monitor external grant activity.
4. **Develop and enhance practices that assure student success:** Although our programs are already very strong in graduate training, mentoring, and career placement, we must continue to improve the present policies of admission, recruitment, funding, and degree requirements which underpin this success. Beginning in 2005/06, we must work with the departments to refine and broaden their student support programs; develop new programs in collaboration with the departments to expand the career opportunities for our students; create an exit survey for students to assess their graduate school experience; and work with the university and schools to ensure adequate space for the research, teaching, and social needs of graduate students.

5. **Build upon our successes in developing the teaching skills of our students:** To continue Emory's leadership in teacher training, we will develop new programs which capitalize on the research and mentoring skills of our graduate students and find ways to integrate the educational experiences of graduate and undergraduate students. We want to change the negative public perception of graduate students as teachers by demonstrating the fundamental importance of graduate students to the quality of undergraduate education.

7. **Establish the infrastructure necessary to accomplish these goals:** To accomplish these goals we need to modernize the operation of the GSAS office and enlarge its administrative and academic staff. To improve planning, communication, and operational processes we will need to develop a comprehensive data collection system to track student careers and monitor programs, and to continue to develop online and Web-based systems for procedures and forms.



CANDLER SCHOOL OF THEOLOGY STRATEGIC PLAN EXECUTIVE SUMMARY

Candler School of Theology sits at the heart of Emory University. Nestled among College buildings, fronting the quadrangle, immediately adjacent to the Administration Building, across from the Carlos Museum, backing up to the athletic complex, within walking distance of Law and Business on the one side and Medicine, Public Health, and Nursing on the other, and, like Emory itself, lying between The Carter Center and the Center for Disease Control and Prevention-Candler is centrally situated. Programmatically as well as physically, it is poised to be a, if not the, ***centering institution for Emory, a world leader in theological education and religious studies, a molder of the church's social conscience, and an agent of reconciliation within and beyond the Atlanta community.*** By 2015 Candler will have secured this leadership position through plans to renew all of its instructional, administrative, and library facilities, to endow new chairs, to underwrite its community-outreach programs, and to secure adequate scholarship resources.

Candler's aspirations for itself are enhanced and supported by Emory University's distinctive intellectual and programmatic profile. At Emory, the study of religion, religious practice, ties with specific religious communities, and the study of theology have found and continue to find themselves in a place that is religiously pluralistic and intellectually complex. The pivotal role of the study of religion at Emory, unparalleled in top-flight research universities, creates opportunities for ethically engaged and inquiry driven conversations that simply are not possible elsewhere. This positions Emory in general and Candler in particular to be leaders in public conversations about religion in the U.S. Candler's school strategic plan charts the leadership role that Candler will have in those conversations, and the University plan identifies religious study as one of the several cross-cutting themes to be given privileged attention in the decade ahead.

Candler School of Theology is one of a very few theological schools in the world with equally strong commitments to the church and the academy, to the preparation of ministers and other religious leaders, and to the education of outstanding academic scholars in religion. The church trusts Candler to

train excellent leaders; the academy looks to Candler and Emory for leading research scholars. The naming of these two commitments as the first goals in our strategic plan affirms Candler's steady and enthusiastic resolve to support them, to strengthen them, and to continue to allow them to be mutually enriching.

Candler as a whole with its incredible faculty strengths across the spectrum from the classical through the practical fields plays pivotal roles in connecting Emory to Atlanta and its congregations and care institutions, to the religious communities across the world, and to the United Methodist Church. Our vision statement well expresses our goals for ourselves and the crucial role we intend to play in the accomplishment of Emory University's vision. Our vision combines attention to first-rate education with a commitment to strengthening the public witness of the churches for the positive transformation of church and world.

As we look toward the future, we anticipate building on our manifold ties with the Emory College Religion Department and the Graduate Division of Religion in our new Lilly-supported doctoral venture in religious practices and practical theology. Candler also plans to work with the Religion Department to develop new strengths in comparative religion, including a new cooperative master's degree. With new appointments at Candler in music, hymnody and liturgy, we anticipate enriching our sacred music collaborative endeavor. The Pitts Theology Library serves the hundreds of faculty across the University with research and teaching interests in the religious traditions that have shaped Western and world cultures. Its new facilities, one of the central goals of the strategic plan will make it a world-class research center. Similarly, Candler faculty and programs engage the various university departments, particularly in the humanities and social sciences, which attend to the cultures touched by Christianity and Judaism (for instance, Classical, Middle Eastern, African American, African, and Women's Studies; History; Philosophy; Anthropology).

Recent developments illustrate the breadth of interest in religion across Emory. Theology and Nursing have just established a certificate in religion and health and are exploring a further venture in missions and nursing. The Carlos Museum and Candler are reclaiming old relations based in both of our investments in the biblical world. Candler and Law have quite extraordinary "law and religion" connections, both instructional and scholarly, and we are both intending to continue to build on that strength. The Ethics Center, with whom Candler has had and continues to enjoy a close partnership, will relocate to our sector of campus and reinforce our new relations with the health sciences and bio-medical enquiry. Our joint degree program with Business offers exciting possibilities that we look forward to exploring with that school's new leadership. Candler supports strengthening the ties between Glenn Church and Emory and the efforts to establish a religious life facility serving the various faith communities. We have expressed enthusiasm for The Carter Center's exploration of religion and violence as a major initiative and the efforts by the College through Aquinas Center assistance to test possibilities for a Catholic studies minor. These developments establish the foundations upon which the Candler School of Theology can exercise leadership roles within the University, in theological education and religious studies generally, across the Atlanta community, and globally.

The main obstacles that Candler faces in achieving its vision have to do with infrastructure. Candler has outgrown its buildings, outsoared its current curricula, and outpaced the capacity of its endowment to provide all the needed support. The strategic plan charts a way into the future that removes these

obstacles and provides Candler with the infrastructure it needs to be the top school of theology in the U.S.

A vital part of an internationally ranked research university, with strong educational programs, a world-class theological library, a superb faculty with an impressive record of research and publication, a diverse student body, alumni serving in leadership positions around the world, and a stimulating setting in a vibrant, culturally rich city, Candler School of Theology aspires *to be the best in theological education, a shaper of the community's conscience, a reconciling agent for church and society, and a leader for Emory.*

SCHOOL OF
LAW EMORY LAW SCHOOL
STRATEGIC PLAN
EMORY EXECUTIVE SUMMARY

Over the next 10 years, Emory Law School will build upon its solid foundations to emerge as one of the most dynamic, enthusiastic and creative law schools in the country. For the past decade, the Law School focused on building a distinguished faculty with national and international reputations in teaching and in scholarship. The next stage for the Law School is to leverage this strength in shaping a distinct character and leadership role in legal education.

In ways that mirror strengths of other premier law schools yet are modeled around a unique combination of commitments, Emory Law School will claim and proclaim a vision of legal education and the legal profession that becomes the standard for others. The three key commitments are: first, to the essential character of the legal profession as a service profession; second, to training in the practice of law as well as the study of law; and, third, to focused centers of excellence that are interdisciplinary, integrative, and international in nature.

In the face of skepticism, if not cynicism, about the role of law and the rule of law in society today, there is no more important task for legal education than to understand and to communicate that law makes life together possible and justice more than an abstract dream. The Law School will emphasize in all its manifold roles that the core of the legal profession is a service profession. It will do this by offering to every student the possibility of a subsidized summer internship in a public sector or private not-for-profit placement across the world. It will also strengthen the possibility of service-oriented vocational choices through the expansion of the existing Loan Repayment Assistance Program and with significant increases in student financial assistance.

Legal education in coming years must do a far better job of preparing students for the actual practice of law and not just the study of law. Emory Law School is already the nationally acclaimed leader with its Trial Techniques Program, and in the past few years has developed one of the leading initiatives in intellectual property law through its three semester TI:GER Program (Technological Innovations: Generating Economic Results). We will continue to support and expand programs that enable students to experience the practice of law. We will add a targeted program on transactional skills. New “live client” clinical programs in criminal defense and juvenile justice will supplement the celebrated Barton Child Advocacy Program and the Turner Environmental Clinic. We also will offer partially subsidized

summer internships for students working with law firms of less than ten attorneys. This private practice experiences will build new bridges to the practicing bar, reshape expectations of vocational options, and provide invaluable experience in the practice of law.

The third commitment that will define Emory Law School in coming years is its emphasis on pivotal centers of excellence that are known for substantive depth and interdisciplinary breadth. The Center for the Study of Law and Religion has become the premier program in the world in its teaching, its scholarship and its outreach. Our faculty members in international and comparative law are poised to develop parallel initiatives. Our new Project in Feminist Jurisprudence and Legal Theory probes the depth of domestic laws with the binoculars of international and cross-cultural vision. A fourth center of excellence concentrating on health law and policy will draw upon the powerful resources of the Schools of Medicine and Public Health at Emory, as well as the Centers for Disease Control and Prevention.

As Emory Law School matures into this leadership role in legal education and in the legal profession over the next decade, we must pay attention to the infrastructure necessary to support and implement these commitments. In just the past two years, we have filled key senior staff positions and reorganized administrative duties that allow us now to move forward in a strong and steady manner. We must make additional investments to maintain and upgrade our physical facilities, and to broaden the availability of advanced technology in each of our classrooms. To support our students in their own service and learning, we will need to increase the number of small classrooms and conference rooms and redesign new community spaces.

In just one generation Emory Law School has emerged from being a solid regional school to a top national law school. Within the next generation it will become one of the premier institutions in the country, recognized across the world, for its commitments and its excellence.

GOIZUETA
BUSINESS SCHOOL

GOIZUETA BUSINESS SCHOOL
STRATEGIC PLAN
EMORY **EXECUTIVE SUMMARY**

Goizueta Business School has enjoyed a truly momentous new millennium. In addition to launching and completing a capital campaign resulting in the dedication of a new Doctoral and Executive Education Center, the school has for the first time in its history, achieved top 20 rankings across all of its degree programs, both BBA and MBA – including the most competitive of all, the full-time MBA program.

To continue our success we need to strengthen our financial position. These funds will be critical in providing additional resources for our faculty, operational needs for the degree programs and to enhance our reputation. Our overall goal is to use additional resources to continue our momentum.

Our priorities are:

- **Implement a sound financial strategy for the next five years.**
Goizueta Business School's immediate plans include emphasizing our Evening MBA and Executive MBA programs. We will increase the size of those programs while maintaining the quality. Additionally, at Goizueta we will be fundraising with alumni and in the business community with an objective of broadening our donor base. The development staff of the school has been re-organized around this objective. We will also rely on continued growth in our Executive Education area to contribute funding for the school.
- **Strategically build the faculty.**
Goizueta's goal of increasing the quality and reach of faculty research and teaching requires that we grow the faculty consistent with the expectations of a top business school. This includes setting priorities for the faculty areas with the goal of establishing a position of leadership in certain fields. By growing our base of senior faculty with an emphasis on endowed chairs, we will enhance our faculty output and reputation, creating a productive research climate. Our first step in this process was the founding of the PhD program in business at Emory. The successful launch of the PhD creates a more robust research environment for faculty. Our faculty growth will also be commensurate with the program needs. As our programs grow in size, we will need qualified faculty for teaching additional courses in degree and non-degree programs.
- **Strengthen the brand through leadership development.**
Leadership is the hallmark of the Goizueta Business School degree programs. We will continue to develop our leadership programming in the BBA, full-time MBA, Evening MBA, Weekend and Modular Executive MBAs and will increase the awareness of our programs through marketing, branding and corporate relations. In addition to developing student leaders, we will continue to reach out to partner within the community. Some examples include collaborating with the Woodruff Health Sciences Center (WHSC) to provide leadership and business training for healthcare professionals and working with local nonprofit organizations to provide business education for that sector.
- **Develop deeper ties with the metro Atlanta region.**
In concert with the University, Goizueta will extend its reach in a tangible way to the Atlanta metro area, and create an engine for building and sustaining collaborative relationships. Partnerships between the Goizueta and businesses and other organizations in Atlanta and Georgia will benefit all constituents.
- **Creating a model business school community.**
Like Emory as a whole, Goizueta's strength lies in its culture of service to our community, our students and each other. We will continue to strive to be a model business school by advancing our culture to better support a diverse community. We will aggressively recruit students, faculty and staff to gain a more representative community. And we will continue to strive to be a destination where all are supported in their efforts to be the best at what they do.

We are moving into a new phase of growth for Goizueta Business School. Our reputation, student quality and faculty research place us among the world's best business schools. Goizueta will be a leader among its peers and will be recognized for the outstanding contributions made by its faculty, staff, students and alumni.



EMORY UNIVERSITY SCHOOL OF MEDICINE STRATEGIC PLAN EXECUTIVE SUMMARY

The School of Medicine has been remarkably successful in all its missions in the past decade. It is exemplified by the more than three-fold increase in NIH funding (\$55 million to \$178 million) between 1996 and 2004 which increased our NIH national ranking from 31 to 19. However, we aspire to become a top 10 medical school. The quality of our students has never been better with an average grade point average of 3.8 and outstanding medical college admission test (MCAT) scores. The School receives about 50 applications for every position.

The key to the School of Medicine's success in the next five years is the retention of our most talented and productive faculty and the ongoing recruitment of world class clinicians and scientists with specific expertise that will propel our research, clinical and teaching enterprise to elite status. In short, we are recruiting the best clinicians and scientists in targeted areas from the best schools of medicine in the nation to join us at Emory.

Creation of a new and innovative medical curriculum will better reflect the rapid scientific advances changing how medicine is practiced now and in the future (implementation beginning 2007). The medical education curriculum steering committee recommends that the School:

- Center on the student;
- Highly integrate course content;
- Define and assess Core competencies;
- Implement a flexible curriculum;
- Incorporate a "House System";
- Provide substantial mentoring;
- Require a discovery phase;
- Emphasize ethics;
- Develop strong interactions with other Emory schools and other Atlanta Institutions;
- Expect student volunteerism;
- Include leadership, scholarship, public health as strong threads; and,
- Make possible a tuition-free 5th year.

We want to construct a technologically advanced, state-of-the-art medical education and administration building that will support our new medical curriculum. Key elements of the new building will be:

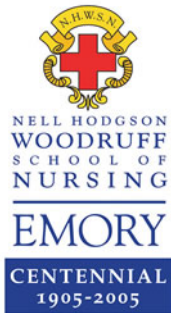
- State-of-the-art lecture halls that will allow the use of the most advanced interactive teaching techniques;
- Substantial numbers of technologically advanced small group classrooms;
- A technologically advanced gross anatomy laboratory with computing and imaging capabilities;
- Simulation laboratories and patient examination rooms where technical skills and interview techniques of both medical students and residents can be assessed;
- Advanced computer labs and study spaces for students; and,
- Gathering spaces for students, residents and faculty.

Emory's NIH research portfolio has grown at the one of the fastest annual compound growth rates (15.8%) during the past eight years among the top 25 medical schools in the nation. We aim to become a top 10 School of Medicine as measured by NIH funding. In 2004, we had \$178 million in NIH funding and the tenth ranked School, Stanford, had \$265 million of funding. Our growth has been achieved in part through research strategic planning that emphasizes specific areas of biomedical research, expansion of research facilities, and the recruitment of outstanding new faculty. Our new research strategic plan continues to build upon successes in neurosciences, cancer biology, transplantation, cardiovascular disease, and infectious disease as well as to identify new areas for emphasis including nanotechnology, systems biology, health services research, predictive health and global health.

The quality of the clinical care provided by the School of Medicine faculty, like our research, has never been better. The School, in collaboration with Emory Healthcare, is planning ways to provide ever more compassionate, state of the art healthcare to our patients which will include:

- Use of technologically advanced diagnostic and treatment modalities to enhance the care of our patients;
- Use of translational research to provide the most advanced and innovative therapies;
- Development of patient centered educational programs for our patients to promote healthy lifestyles;
- Define and develop the field of predictive health through creation of modalities and techniques that will influence the model of health care in the 21st century; and,
- Work with local hospital affiliates (e.g., Emory Healthcare, Grady Health System, Atlanta-based Veterans Affairs Medical Center, and Children's Healthcare of Atlanta) to provide excellent patient care and manage programs, finances, and relationships effectively.

We are also planning steps to maintain the School's financial security enabling it to meet present and future needs of medical education, research and patient care. The School will continue to work collaboratively with The Emory Clinic and Emory Hospitals to support and strengthen their financial performance which in turn will provide the necessary increase in academic enrichment fund support for the School. Efforts have been in place and will be heightened to attract more philanthropic support and to maintain the growth of indirect cost recovery through the growth of research.



THE NELL HODGSON WOODRUFF SCHOOL OF NURSING STRATEGIC PLAN EXECUTIVE SUMMARY

The Future of Caring. Now.

Backdrop: The global shortage of nurses is now having a profound negative impact on the capacity of countries to provide basic nursing services. Within the U.S., the shortage of nurses has threatened care quality, increased its cost and decreased access to needed services. This is the context in which the Nell Hodgson Woodruff School of Nursing (NHWSN) finds itself in its centennial year. While clearly challenging, the shortage of nurses worldwide also sets the stage for NHWSN to become one of the premier private schools of nursing in the world. Building on its 100-year track record of preparing influential nursing leaders and its more recent dramatic gains in national research and educational rankings, the school has charted an exciting path for the future. Capitalizing on the unique opportunities and resources of the Woodruff Health Sciences Center, Emory University and the Atlanta community, the NHWSN will become an even greater force in assuring *the Future of Caring. Now.*

Our aspirations: The Nell Hodgson Woodruff School of Nursing will *lead* nationally and internationally in improving the care of vulnerable people through nursing education, research and service. Not only are we within close reach of being among the very best private schools in this country, we have the capacity to *innovate new roles and strategies* that are intended to *propel progress in advancing nursing care*. Through living out our core values of scholarship, leadership and social responsibility, we will *chart excellence* in the field and we will *become the benchmark* in specific areas of distinction.

Becoming the Best: The following goals and measures of success reflect our commitment to *becoming the best* among our peers through strategies that are embedded in *societal and global need*, draw on our *unique context* and add *distinction and character* to the university.

Goal 1: Become the leading private school of nursing in the world in the area of international nursing, including health workforce development, policy and global government nursing and health leadership.

Measures of Success: Building on the major successes of the 2001 and 2004 Global Government Health Partners' Forums and the Global Government Chief Nursing Officers' Institutes, the school is poised to serve as an ongoing leading international focal point for the development of government nursing and health leadership. Our continued success will be measured by the following: 1) attendance at the 2006 global conferences, including the total number of participants as well as number of countries represented; 2) extramural support from U.S. and international agencies to fund not only the conferences but also the on-going operating expenses of our

secretariat administrative functions; and 3) increased participation of global nursing and medical leaders in the development of the health leadership agendas.

Goal 2: Become a national and international model for integration of social responsibility into all school curricula.

Measures of Success: Our core values of “scholarship, leadership and social responsibility” reflect the commitments of the school’s faculty and staff to enhance the health of our communities in positive, transformative ways. We find that outstanding undergraduate and graduate student applicants are especially attracted to the Nell Hodgson Woodruff School of Nursing because of the unique values and actions that set our school apart from other outstanding private schools of nursing. Evidence of our future success in achieving this goal will be measured by the following: 1) continuing the integration of service learning experiences into the BSN, MSN and doctoral program curricula; 2) faculty publication in peer-reviewed national and international nursing education journals on the topic of our model for service learning experiences in the curriculum and the integration of social responsibility into our school’s mission; 3) invitations to our faculty to make presentations at national and international nursing education and other conferences to discuss our successful initiatives; and 4) increasing the number of highly qualified undergraduate and graduate applicants who are attracted to the school because of our service learning opportunities.

Goal 3: Provide international and national leadership in faith-based and mission-related nursing programs.

Measures of Success: Our success in achieving this goal will be measured by 1) faculty publications in peer-reviewed national and international publications on the topic of faith-based and mission-related nursing programs; 2) extramural support for the expansion of these programs; and 3) invitations to our faculty for both consultation at other institutions and to make presentations at national and international conferences on the topic of faith-based and mission-related nursing programs.

Goal 4: Collaborate with university partners in curricular reform and research relating to predictive health.

Measures of Success: Our faculty have worked collaboratively with their colleagues in the School of Medicine and Public Health in developing and enhancing predictive health-related content in our individual courses. The school has played a leading role in the region in advancing genetics-related content in nursing curricula. As the school moves forward in its regional leadership roles, evidence of its success will be measured by the achievement of teaching and research collaborations between our faculty and the faculty of the schools of medicine, public Health and Emory College in the area of predictive health.

Goal 5: Become among the top three private schools of nursing in NIH funding.

Measures of Success: Our faculty have engaged in an important planning process resulting in an exciting plan, “Becoming the Best in Research.” The title reflects both our important progress and the very narrow gap in rankings and external funding that lies between our school and our peer private institutions. The school’s 2004 rankings in National Institutes of Health funding among all nursing schools is 19th, having moved from 36th over the last five years. And, among private schools

of nursing we are ranked fifth in NIH funding. By 2010 we expect to achieve at least the ranking of third among private schools of nursing, and 11th among all nursing schools.

Goal 6: Be among the top three private schools of nursing in educational rankings.

Measures of Success: The faculty are undertaking a planning process that reflects our commitment to continue to advance as a leading private school of nursing in the area of education. In 2004, the school ranked 26th overall, and sixth among private schools, in the *U.S. News and World Report* ranking of schools of nursing. Our nurse-midwifery graduate program ranks seventh overall and second among private schools of nursing. By 2010 we expect our overall rankings among private schools to be at least third.

Goal 7: Enhance the working climate of our people and the overall school community.

Measures of success: The dramatic positive transformation of the school over the last six years reflects both a well developed and implemented strategic plan and the enormous, committed effort of faculty, staff and administration. As the school now enters its next phase of development, it is also critical that the organizational culture and climate encourage, reward and support people in their work. Because our enterprise is fundamentally about caring, it is crucial that this ethos is a part of our every day work environment. While the school's scores on the university's "Climate Survey" are not significantly different than those of the overall university, we will gauge our success on our ability to improve our scores with the 2007 survey, reduce non-cause related, unavoidable turnover and put into place a vibrant school life program.



**ROLLINS SCHOOL OF PUBLIC HEALTH
STRATEGIC PLAN
EXECUTIVE SUMMARY**

The Rollins School of Public Health (RSPH) is uniquely positioned to become one of the world's premier schools of public health. Continuation of our trajectory will require additional strategic investment in **faculty, scholarships, and space**.

During the first 15 years as a school, the number of full time faculty has grown to more than 160. Graduate and professional student enrollment exceeds 900. Total annual operating budget is greater than \$60 million with extramural funding of more than \$50 million. This growth has been leveraged with a small amount of ongoing core support and funds (strategic endowment investments, key support from the Woodruff Fund, Inc, the WHSC, and the University). Increased endowment is crucial to sustain the current level of success and fund the strategic initiatives.

Faculty recruitment and research

Partnerships with the CDC, The Carter Center, CARE, The Task Force for Child Survival and Development, the American Cancer Society and state and local public health agencies give the RSPH a strategic advantage in public health education and research. The proximity of these leading national

and international public health agencies allows the school to serve multiple training needs, reinforces the spirit of cooperation, and has led to recognition of Atlanta as a public health capital.

Of special importance and opportunity is The Carter Center. In addition to the jointly appointed Rosalynn Carter Chair in Mental Health, a number of faculty members have held special appointments at The Carter Center and provide technical assistance in the Center's global health programs. Many RSPH students have benefited from the opportunity to complete global health thesis requirements while working in the field on The Carter Center projects. The CDC, CARE, and the American Cancer Society provide unparalleled opportunities for our faculty and students. Examples of continued development and nurturing of these relationships are found throughout our strategic plan.

As the Woodruff Health Sciences Center develops strength in predictive health, public health research will prove fundamental to our success. Faculty research in the transitional areas of epidemiology, outcomes research, behavioral sciences, health education, health literacy, and health economics will provide the necessary bridge in translating bench science to patient care.

Prominent RSPH Georgia Cancer Coalition Scholars are involved in the Winship Cancer Institute and play essential roles in Emory's pursuit of attaining designation as a comprehensive cancer center. Additional examples of interdisciplinary relationships include the following partnerships: Center for AIDS research (CFAR) (with the Emory School of Medicine (SOM) and YERKES), and the Center for Global Safe Water (with the SOM, CARE USA, CDC, Population Services International, and the Rotary Club of Atlanta), and the Center for Health Culture and Society (Emory College).

RSPH faculty members work with all units in the Woodruff Health Sciences Center as well as with Emory College and other Emory schools. Linkages with other departments and units within Emory have been very productive and should be strengthened and expanded. A substantial investment in faculty development will be required to provide sufficient academic depth and growth. By creating new positions in cancer, global health, HIV/AIDS, prevention sciences, biostatistics, outcomes research, and environmental health, we will build on a strong existing foundation and be well positioned to create new and stronger bridges with our partners. Targeted endowment is needed to fund faculty growth.

Scholarships

Attracting the most qualified MPH. and PhD students will require offering competitive scholarships, experiential learning, and career opportunities. Although much has been accomplished in the few short years since our founding, the school's relative youth may be most apparent in competition for the most promising public health students. Public health students graduate with high debt load and enter a career of global or local service or academia. While we routinely compete with the nation's leading schools, our inability to match scholarship offers results in our losing some of the best candidates.

A multi-pronged approach to increasing scholarship support is under way and remains a critical priority. Program specific scholarships are needed for global health, environmental health, infectious disease, joint degree and distance learning students. We will create a task force to strategically address special populations, targeted recruitment, and scholarship strategy.

Our instructional goals include increasing PhD enrollment through the addition of two new programs and leveraging existing programs with extramural support.

Additional MPH enrollment may be possible by taking advantage of specialized global health electives in existing programs (e.g. Global Environmental Health, Global Epidemiology, and Global Prevention Sciences.) A core course in Global Health is in development and will be available to all students in fall 2006.

Space

In order to become a world leader in public health education and research, the RSPH urgently needs to increase its footprint on the Emory campus. The leading schools of the 21st century must provide state-of-the-art physical and virtual educational and research facilities. We seek a technologically advanced infrastructure conducive to promoting health and preventing disease in a facility that addresses our current and future needs. A feasibility study to define potential construction adjacent to our current location in the Grace Crum Rollins Building is nearing completion.

We anticipate that this building will become the hub for global health at Emory. It will allow co-location of our natural interdisciplinary collaborators, (e.g. infectious disease) from the Emory SOM with our departments of epidemiology, behavioral sciences and health education and would enhance strategic partnerships with other units of the University (School of Nursing, College of Arts and Sciences, Business, Law, Theology, and The Carter Center).

Our goal is to extend the reach of the Rollins School of Public Health well beyond the boundaries of its new physical walls and deliver information and resources to where they are needed: locally, nationally and globally. The new building would serve as a destination for strengthening and enhancing collaboration with our Atlanta based public health partners. Lab space will create opportunities for a public/private partnership between RSPH and CDC scientists.



YERKES
NATIONAL
PRIMATE
RESEARCH
CENTER

YERKES NATIONAL PRIMATE RESEARCH CENTER
STRATEGIC PLAN
EXECUTIVE SUMMARY

The Yerkes National Primate Research Center (YNPRC) is one of only eight NIH-designated primate centers in the world. In many ways, the YNPRC is the glue that binds major components throughout the University of our basic research and our applied, translational missions. Additionally, Yerkes is emerging as a major academic force at Emory for training and educating undergraduate, graduate, and postdoctoral students, including minorities and women, for careers in research. Our vision is to be recognized internationally as a leading center for both basic and applied research, capitalizing on the unique aspect of using nonhuman primates in the service of humanity.

During the next five years of our strategic plan, Yerkes will have emerged as the only facility in the world where comparative behavior, genomics, and imaging all can be combined with the technology of nonhuman primate transgenics (i.e., monkeys in whom a gene from another species has been implanted, e.g., the human gene associated with abnormal production of proteins that make up the plaques and tangles of Alzheimer’s disease) in studies directed at clarifying the biology of health and disease. These ideas are illustrated in figure 1.

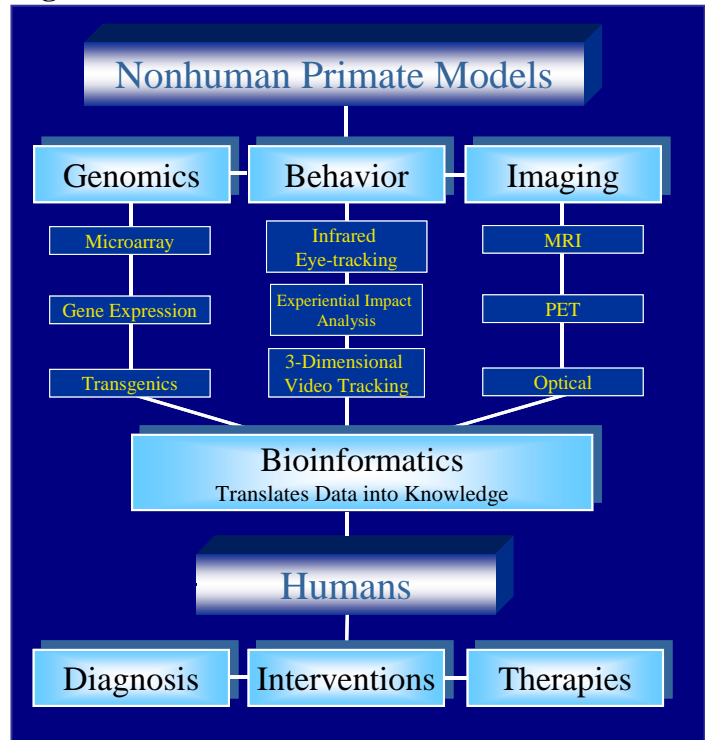
Discovery moves from work carried out initially in nonhuman primates, capitalizing on all of the technologies indicated, including the field of bioinformatics where all of the information derived from the technologies can be combined and made sense of, to work subsequently translated to humans where we then will have extraordinarily powerful tools for diagnosis, intervention, and all aspects of predictive health.

In this context, nonhuman primates will become uniquely valuable for identifying genetic and phenotypic specializations of humans in a wide area of programs that are delineated in our strategic plan, including the of vaccine development for infectious diseases (e.g., AIDS) and noninfectious diseases (e.g., Alzheimer’s disease), women’s health issues, and addictions. This is a matter of great biomedical significance because the human disease profile differs from that of chimpanzees (and other nonhuman primates), for example, in several important respects.

Specifically, certain cancers appear to occur at much higher rates in humans than in other primates. Humans are uniquely vulnerable to neurodegenerative diseases. Alzheimer’s disease, with its characteristic neuropathological hallmarks (neuritic plaques, neurofibrillary tangles, and neuronal loss), is only known to occur in humans. Similarly, the neuropathological and/or behavioral changes associated with Parkinson’s disease, multiple sclerosis, and schizophrenia have been observed rarely, if at all, in nonhuman primates. It is likely these human-specific disease characteristics reflect, at least in part, physiological and anatomical differences that have a genetic basis. Because human specializations are, by definition, features of humans that evolved subsequent to the separation of the human and nonhuman primate lineages, identification of human specializations is possible only by comparing humans to other nonhuman primates, including chimpanzees. The rapid development of genomic methods and resources (including the sequences of the human and nonhuman primate genomes) makes it possible for the first time to conduct a comprehensive survey of human specializations of chromosomal organization, gene sequence, and gene expression (proteomics).

A second area of focus embedded in our strategic plan has to do with our educational and training mission. During the next five years, Yerkes will increase its profile as a major academic contributor to training and educating undergraduate, graduate, and postdoctoral students at Emory. Three training and education programs will have grown to substantial portions by 2010.

Figure 1.



1. Yerkes currently is the focal point for a substantial portion of the Neuroscience Graduate Program. The Neuroscience Program Director, Chair of Admissions, Director of the Frontiers in Neuroscience Seminar series, and the Neuroscience Program's Chief Administrator all reside at Yerkes. Additionally, a majority of graduate students in the Neuroscience Program are carrying out their dissertation research in Yerkes laboratories. Also, we have two institutional training grants, developed and administered at Yerkes. With the growth and recognition of Yerkes as a world-class research training center, we will have the luxury of and the reputation for having the best and the brightest students compete for acceptance to our programs.
2. The National Science Foundation sponsored multi-institutional Center for Behavioral Neuroscience (CBN) has a major component of its faculty and student research as well as an educational component at Yerkes. The program is unique in its accomplishment of providing a pipeline into the field of behavioral neuroscience for minority students and women. During the next five years, the opportunity provided to minority students and women to be trained in neuroscience, from undergraduate to postdoctoral levels, will gain still more success and distinction, and will become a prominent differentiator for Emory University, with Yerkes as its foundation.
3. In April 2005, the Yerkes Research Center developed a memo of understanding with the Center for Conservation and Behavior at Georgia Tech (GT). The GT program is led by Dr. Terry Maple, previously the Director of Zoo Atlanta, and has a national reputation for producing some of the best behaviorists in the field. This agreement provides for an exchange of students between the two centers and, importantly, provides to Yerkes investigators a source of high-quality graduate students interested in all aspects of research on primate behavior, including studies of cognition, socioemotional behavior and primate cultures Yerkes provides unique resources to the program, including a colony of great apes (chimpanzees), seven species of monkeys, and genomics and imaging capabilities to study and type nonhuman primates. During the next five years, this agreement could evolve into a prominent differentiator for Emory and Yerkes, i.e., a joint Emory-GT program in Behavior and Conservation. Additionally, because the Yerkes and GT faculty have significant links to many countries in Africa and South America, we will have the opportunity to establish a significant program focused on conservation of endangered primate species. This will become a major differentiator for Yerkes, relative to other national primate centers, and an important differentiator for Emory that will converge on many of the University's themes.



**EMORY HEALTHCARE
STRATEGIC PLAN
EXECUTIVE SUMMARY**

As the clinical enterprise of the Woodruff Health Sciences Center and Emory University, Emory Healthcare (EHC) is dedicated to caring for its patients, training healthcare professionals for the future, pursuing discovery research and clinical innovation, and serving our community. With its vision “to be recognized as the leading health care system in Atlanta and the Southeast, differentiated by discovery, innovation, and compassionate, patient-focused care,” Emory Healthcare will continue to build upon its distinctive strengths during the next five years to become a model that other academic health systems will emulate.

Emory Healthcare shares in the University's commitment to become, "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, healthcare, and social action." Through our focused commitment to "Making People Healthy," Emory Healthcare is able to support and promote this vision.

GOALS

Emory Healthcare is focused on five goals organized around the categories of People, Quality, and Growth:

People:

- Become a talent magnet for patient-centered professionals who will allow 80% of the Emory Healthcare units to meet designated patient satisfaction targets for the 2 targeted improvement areas and also result in a turnover rate of less than 12.2% versus 15% in FY2003.

Quality:

- Achieve improvement in patient care quality and safety by reaching a risk-adjusted, observed over expected mortality ratio of 0.90, which reflects a 19% improvement over FY2003.
- Become recognized for innovation in patient care models and programs by being listed in "America's Best Hospitals Honor Roll" by U.S. News and World Report.

Growth:

- Achieve a more efficient use of system assets, growth in volume, and improvement in revenue contracting and cycle management, resulting in a system operating margin of 6.2% or better equaling \$135 million of Earnings Before Interest, Taxes, Depreciation, and Amortization (EBITDA) for Emory Healthcare.
- Generate a total endowment of \$60 million to fund strategic programs and a master facility development plan.

STRATEGIC INITIATIVES

To achieve the Emory Healthcare goals, EHC leadership has identified 12 strategic initiatives that will help focus the efforts of the organization. These initiatives address the need to impact change in the five strategic focus areas of the WHSC strategic plan: 1) People and the Workplace, 2) Leadership, 3) Innovation, 4) Knowledge Management, and 4) Financial Strength.

- Create single health system employment and become the employer of choice in the local healthcare market.
- Promote a high performance, patient -focused service culture.
- Create the organizational infrastructure to establish a depth of physician and administrative leadership and management talent.
- Develop and promote key programs by providing high quality, compassionate care, differentiated by nationally recognized research and education. Programs include Winship Cancer Institute, Heart Center, Musculoskeletal, Pediatrics, Neurosciences.
- Develop an Emory Clifton Corridor and Emory Midtown master facility plan to support long term growth.

- Develop evidence based care models to impact quality of care, patient safety and professional practice.
- Provide all hospital and clinic based records in one electronic enterprise-wide medical record system.
- Deliver films via digital images throughout the hospital and clinic setting.
- Improve the operating margin of the health system through more efficient use of system assets, volume growth and improvement in revenue contracting and cycle management.
- Reduce medical malpractice loss exposure.
- Strategically target clinical growth opportunities.
- Fund strategic clinical programs through philanthropy.



Division of Campus Life

DIVISION OF CAMPUS LIFE STRATEGIC PLAN EXECUTIVE SUMMARY

With our vision statement, “To create an exemplary learning community that experientially prepares students for ethical leadership and active citizenship at Emory and beyond,” the Division of Campus Life Strategic Plan strives to develop a community with outstanding resources, programs, and facilities that supports the University mission and the needs of Emory students. As we create an environment that teaches holistic well-being, ethical leadership, community service, and global citizenship, we will make Emory a destination university for students seeking an outstanding co-curricular experience.

The Campus Life plan infuses health practices into all aspects of co-curricular education in order to advance holistic well-being among members of the Emory community. To fulfill this, additional staff and resources will be necessary to meet the growing mental health needs of Emory students. The Counseling Center must meet the standards established by the International Association of Counseling Services (IACS). The Counseling staff must also be located in close proximity to the Student Health Service staff in order to effectively collaborate with the medical doctors and psychiatrists. In addition, implementing mandatory student health insurance will ensure that students have adequate health care coverage. Innovative health education efforts will emphasize alcohol and drug education and sexual assault awareness.

The Division will provide additional safe and entertaining late-night activities for students as alternatives to many aspects of contemporary student social life that promote substance abuse. Increased resources will be required as well as enhanced programming space. In providing for the physical health of our students, upgrades to athletic and recreational programs and facilities will be necessary along with the appropriate staff to oversee these.

Developing students to become recognized ethical leaders is another cornerstone of the Campus Life Strategic Plan. This will be accomplished through: increasing career exploration efforts, developing outstanding staff members who will act as mentors, creating an exemplary residential/learning environment, and exploring issues of ethics, integrity, and honor. Through the development of signature Campus Life programs such as Second Year at Emory (SYE), Emory aspires to lead our peer

institutions in providing a top-quality living/learning experience in the residence halls. A major aspect of quality housing will be comprehensive renovations of the residence halls on central campus. Providing attractive living arrangements conducive to sound learning and community building will be among the guiding principles. By developing an outstanding Career Center, a stellar Residence Life program, and a unifying creed that holds students to high standards, Campus Life can produce additional leaders who lead with integrity.

As Campus Life supports the university vision of “positive transformation in the world,” we will create opportunities for students to become global citizens. To accomplish this, additional staff and resources will be needed to address the recent federal requirements placed on international students and scholars, the University’s plan to increase international students and scholars, and cross-cultural education to the university community. Continual efforts will be made to educate the community and provide training in mediation and conflict resolution. Supporting a diverse community will continue to be a priority for Campus Life. Twenty-five percent of our undergraduates are students of color this year. We strive to provide many opportunities for all students to enjoy and experience this diversity.

Cultivating a campus culture that values service and fosters collaboration will be another key Campus Life initiative. As outlined in our plan, collaborative efforts will grow and prosper with Emory’s various academic units including Oxford College. Through joint student development programs such as Volunteer Emory and Barkley Forum, Campus Life seeks to advance these efforts and involve faculty and staff in helping us shape our students’ co-curricular experiences. In addition, more efforts will be made to develop and assess the learning outcomes of our programs and continually update them to meet the changing needs of Emory students.

Campus Life seeks a Multi-Purpose Center that will benefit the entire Emory community as a means for providing community space for multiple programs and activities on campus. With the motivation of keeping more programs and activities on campus and building community, the Multi-Purpose Center will be an ideal venue for large-scale programs, major academic experiences, and community gatherings. Furthermore, it will preclude noise disturbances and provide additional revenue-producing space for our conference program.

Because many Campus Life offices are not located where they can easily collaborate and reach students, our plan provides the vision for obtaining adequate space that will allow effective exposure and collaboration. The Offices of International Student and Scholar Programs, Multicultural Programs and Services, the Career Center, and the Counseling Center can have more impact on the community by gaining more efficient and logical space.

Two other community-building programs, the Bookstores and Food Service, will also provide opportunities for bringing all levels of staff and students as well as Druid Hills community members together. Through the Master Plan process, opportunities exist for various food service venues and for top-quality academic and university bookstores. We look forward to enhancing the services they provide in collaboration with our bookstore and food service vendors.

The Campus Life Core Values of human development, integrity, collaboration, professionalism, and community are interspersed throughout our strategic plan. Our staff members look forward to the opportunities presented by the University through the strategic plan. We aspire to make Emory

University a top destination for students seeking the highest quality educational experience both inside and outside of the classroom.



EMORY LIBRARIES STRATEGIC PLAN EXECUTIVE SUMMARY

Libraries are important campus intellectual centers, offering facilities for collaborative research, the integration of digital resources in teaching and learning, the housing of rare and unpublished materials, and exhibitions and programs that bring the community closer to collections and resources that shape and inform societal issues and concerns. Superior research libraries in the 21st century must provide not only general collections, but also an integrated and innovative network of digital resources and special and archival research materials that are the foundation for innovative teaching and scholarship.

In the past two decades, the Emory Libraries have built strong special collections, led collaborative digitization projects, and hosted programs and events that promote the vision of Emory University as a unique learning community. Emory students have the opportunity to use abundant primary materials, state-of-the-art digital resources, and growing general collections in the libraries. The libraries increase the value of these materials by partnering with faculty to instruct students how to identify, evaluate, and effectively apply information for scholarship and citizenship.

During this time, the Emory Libraries have distinguished themselves as leaders in two key areas. First, Emory has emerged as a leader in the development of tools for linking and providing access to digital collections and in building a national digital library network. Second, Emory has acquired special collections in modern literature and African American culture that are among the most distinguished in the world.

The Emory Libraries aspire to continue to play a leadership role in building a national digital library network, supporting innovative technology initiatives, and developing premier research collections and instructional programs that make the library a destination for students and scholars. In the next five to 10 years, the Emory Libraries will:

- ◆ Develop superior collections and services supporting academic programs across the University, through collaborative partnerships among all Emory libraries, and with other research libraries nationally and internationally;
- ◆ Build upon the internationally significant modern literature and African American special collections, and develop other strategic areas as opportunities arise, to create a humanities research center at Emory recognized as among the top five in the country;
- ◆ Build a signature, world-class research facility to house Emory's renowned special collections, and provide a site for collaborative projects in the humanities (Manuscript, Archives, and Rare Book Library or MARBL);

- ◆ Create a digital library program that consistently ranks among the most innovative and collaborative, producing major digital resources readily available and widely used for research and teaching;
- ◆ Support the vision of Goizueta Business School by developing a premier library space for student research and collaborative learning;
- ◆ Develop collection strengths in the general collection, targeting strategic areas of recognized depth and distinction, with endowments that support a major research library; and
- ◆ Prepare Emory graduates for responsible citizenship and leadership in the 21st century by helping them develop skills necessary for locating, assessing, and effectively using research resources in a complex information environment.

The libraries' strategic plan envisions a future that combines premier research collections, innovative digital resources and services, and collaborative facilities for teaching and research to create an unparalleled environment for learning, discovery, and engaged leadership.



**MICHAEL C. CARLOS MUSEUM
STRATEGIC PLAN
EXECUTIVE SUMMARY**

Great universities have great museums. The preservation and exploration of the achievements of the human mind and hand provide the foundation for humanistic inquiry and kindle the spark of creative discovery. Emory University's prestigious Museum stands on the cusp of greatness. Its renowned exhibitions, collections, and programs have brought international recognition to Emory and have greatly enriched the cultural landscape of the University and the region. However, relative to other world-class university museums, the Carlos Museum is below adequate in terms of acquisitions support, program funding, and facility space.

In order to continue the trajectory of the Carlos, three major goals are highlighted in the Museum's strategic plan: 1) to continue to enhance the quality of collections, exhibitions, and related programs, and to seek expanded space to accommodate growth; 2) to lead in the development of interdisciplinary educational programs; and 3) to strengthen the Museum's role in teaching and research activities at Emory.

To realize these goals and to create a sustainable program of excellence, the Museum must establish a \$25 million operating endowment and raise an additional \$10 million for facility improvements and technological initiatives. Endowment funds will allow the Museum to enhance the overall quality of its permanent collections, exhibitions, and publications and provide the highest quality scholarly resource for the University. Endowment funds also will facilitate the continued development of innovative, interdisciplinary programs that enable the Museum to lead its peers in museum education. Facility and technology funding will support the needed infrastructure improvements in order to ensure the University's collections are accessible for research and community service.

For more than 100 years, Emory University has demonstrated a commitment to acquiring, conserving, displaying, and interpreting art and artifacts that reflect the history of world cultures. Emory's collections date to 1876 when a general museum was established on the original campus in Oxford, Georgia. The growth of the Museum since that time has matched the growth of the University as a teaching and research institution. From the 19th-century acquisitions of Asian material by Methodist missionaries, to the early 20th-century acquisitions by Theology Professor William A. Shelton, to the more recent acquisitions developed to support the University's strengths in Latin American, African, Classical, and Middle Eastern Studies, the Museum has a long and distinguished history of providing opportunities for scholars in many disciplines to expand their work and for students to learn by participating in academically rigorous projects. The Carlos Museum has grown to become one of the Southeast's premier art museums with major collections of Classical, Ancient Egyptian, Near Eastern, Ancient American, African, and Asian art, as well as a collection of works on paper from the Renaissance to the present.

In addition to holding one of the most comprehensive art collections in the region, the Carlos also is recognized for presenting one of the most international and distinguished exhibition calendars of any university museum, operating a teaching laboratory and conservation center, publishing important scholarly catalogues, developing highly-regarded educational programs for the University and community, garnering international publicity, and maintaining the highest professional standards in collections care and exhibition design. The Museum serves as a portal where the University and the community meet, physically and intellectually. More than 150,000 visitors annually come to Emory by visiting its Museum, and public demand for exhibitions and programming has increased exponentially. Similar growth in media attention and impressive critical reviews focused on the Museum have brought unprecedented positive publicity to the University and enhanced its international reputation.

By 2015, the Michael C. Carlos Museum will be an international destination for scholars, students, and visitors seeking to study the art and history of world cultures and will:

- ◆ Hold collections led by world-renowned curators comparable to peer university museums in order to bolster Emory's teaching and research and enrich the Atlanta and tourist communities;
- ◆ Stand as one of the region's premier centers for the conservation and preservation of material culture;
- ◆ Create expanded and enhanced facilities to accommodate special exhibitions, larger permanent collections, and more visitors; and
- ◆ Provide the highest quality cultural and educational programming for the city and region, serving the University, the community, and area schools and teachers, with access to scholarship and resources.