

Emory College of Arts and Sciences Strategic Plan August 2016

The Next Stage of our Remarkable Trajectory

Emory College of Arts and Sciences - in the span of a generation - made the dramatic climb from an excellent, regional liberal arts college to where we stand today: the leading, research-intensive core of a tier-one research university with global reach and impact. As the academic heart and soul of one of the world's top research universities, Emory College's ability to excel and thrive in an increasingly challenging higher education landscape is essential to the continued success of Emory University as a whole.

We are at a critical juncture in our history where we must push the limits of our research enterprise and the creation of new knowledge, while retaining the vital essence and excellence of our liberal arts education mission. To realize our ambitions will take significant investment, not just in monetary terms but also through the intellectual capital and drive of our faculty and students, and our dedication to carry out the hard work necessary for Emory College to continue to rise into the highest ranks of research institutions.

Our strategic planning process has re-focused our vision for Emory College to be: An internationally renowned, research-intensive college of arts and sciences that serves – and flourishes – as the intellectual and educational centerpiece of one of the world's top research universities.

Our success depends on, and will be fueled by, our collective commitment to:

- **Recruit and support a faculty of path-breaking scholars** who are changing our understanding of the world around us and redefining the conversations within and beyond their disciplines, and who are also highly effective teachers and mentors, creating transformative intellectual experiences for our students, inside and outside of the classroom. The quality of the faculty defines what is possible, and is the primary determinant of the stature of the institution, so our priorities begin with this core commitment. To achieve our ambitions requires that we provide our faculty with the support and resources they need to carry out their best work.
- **Provide an exceptional liberal education**, in which students are fully engaged in the university's research mission throughout their undergraduate experience. Their immersion in our culture of inquiry will lead our students to ask ever deeper and more challenging questions, struggle with provocative and often contradictory ideas, assess the validity and relevance of arguments and evidence, and communicate their conclusions effectively and persuasively. Led by our extraordinary faculty of scholars, artists and master teachers, all dedicated

to this mission of liberal education, our students grow as independent and innovative thinkers who are prepared to be leaders in whatever professional and personal communities they find themselves, to change the world in previously unimagined ways, and live meaningful and fulfilling lives.

- **Create departments, programs and other scholarly communities of national and international distinction.** The reach and impact of all of our work depends on, and benefits from, the visibility and stature of our most prominent programs. To establish itself among the premier institutions, Emory College must be home to more leading programs, including both traditional disciplines and emerging areas of inquiry. To maximize our success, we must enhance our distinctive ability to create and sustain dynamic scholarly communities, curricula and conversations that reside within, between and beyond the boundaries of the established disciplines, departments and schools. We must take full advantage of the range of resources and opportunities presented by all of Emory University and, indeed, the vibrant city of Atlanta.

- **Ensure that Emory College lives up to its vision as an academic community of access and inclusion.** We can only achieve our aspirations by building and supporting a fully diverse community of faculty, staff and students, in which all are welcomed, valued, and have the opportunities and support they need to achieve their personal goals and make their fundamental contributions to our collective success.

Setting Priorities to Achieve Our Aspirations

Strategic planning, at its core, is about articulating our aspirations, and charting a course forward by thinking creatively about the steps we must take to make real progress. This requires establishing priorities that will guide decisions for Emory College that have the potential to profoundly shape its future. The College – its faculty, staff and students – must continue to take a serious look at our collective work, determine with some precision where we are falling short of our boldest ambitions, and articulate clear actions that will lead to meaningful progress.

Through our comprehensive strategic planning process this year, which has been driven by the Emory College faculty and the invaluable service of four working groups of the ECAS Faculty Senate, the following areas have been identified for strategic prioritization:

- **We must enhance the strength of our faculty.** We must recruit and support a diverse faculty whose scholarly contributions are commensurate with our ambitions. We require a new standard of excellence for our faculty – confident that many of our current faculty would meet any bar we might set – and we must hold each other accountable through the hiring and promotion processes. We must also increase support, both structurally and financially, to maintain and drive faculty excellence in research and teaching to new levels of achievement.

- **We must enhance the undergraduate experience.** We must build on our commitment to a true liberal education, unique among the research universities, to create a challenging, compelling four-year experience, fully integrated into the research enterprise. By “research,” we mean the broad commitment to exploration, creativity and discovery. This will require that we develop new, innovative curricula, in which research shapes and energizes the learning. We also will need to create more opportunities for our undergraduates to collaborate with, and learn from, other members of our research community, including graduate students, post-doctoral fellows, and, of course, faculty. This must include, but should not be limited to, increased opportunities for our students to carry out independent research.

All of this will require our faculty to think creatively about our teaching mission, and devote the time and energy to implement new approaches. We must offer our faculty substantial and meaningful support to help them develop as excellent teachers, reimagine their curricula, and embrace best practices for effective pedagogy.

We also have an obligation to provide all of our students with the support, guidance and mentorship they need to take full advantage of the opportunities our faculty create. We must offer mechanisms that better

allow our students to find their way to the most rewarding opportunities, navigate through moments of transition, and create the most rewarding four-year experience.

- **We must build more programs of national and international distinction.** We must identify and support areas of research where Emory has the opportunity to be a national and international leader. These research areas should have the high potential to extend our reach and impact, and enhance the overall standing of the College. When assessing our opportunities, we must never lose sight of the fundamental connections to both undergraduate and graduate education, and the powerful intellectual resources found in the other schools of Emory University. We must also consider the potential of collaborations with neighboring universities, and organizations throughout the city of Atlanta.
- **To achieve our aims we must increase philanthropic support** for strategic priorities, including student scholarships and faculty support.

Building on Our Core Strengths

As we articulate our priorities, it is just as important to identify our particular strengths that we can build upon as we implement this vision of excellence.

Perhaps most notably, the undergraduate experience Emory College offers is uniquely rewarding and engaging, and is one of the greatest assets of the University. Attracted by our commitment to liberal learning energized by the resources and opportunities of a world-class research university, Emory College is the intellectual home of some of the most brilliant, talented and interesting students in the nation and world.

One element of Emory College which allows us to stand apart from our peers is the longstanding commitment to excellent teaching at all faculty levels. We offer an education that depends on having faculty who are excited by their interactions with undergraduates, energized by sharing their passion for learning and discovery with students, and inspired by our students' remarkable accomplishments.

The teaching mission is not limited to our undergraduates. Our graduate students enrich and energize our scholarly communities, catalyze creativity and collaboration, and, ultimately, extend the work of our faculty to other institutions, and to new generations of scholars. We must remain committed to being a leader in graduate education, attracting the most accomplished and ambitious students, and providing opportunities for them to develop into leading scholar-teachers, prepared to make fundamental contributions both inside and outside of the academy. As we commit to creating a campus in which every student is a fully engaged member of the research enterprise, we should not lose sight of the

opportunities for our graduate students to contribute to and benefit from this mission.

The most important goals we have for Emory College cannot be achieved with each member of our faculty working in isolation. Our best work often results from faculty and students coming together, either within departments or from multiple departments and disciplines, to explore an issue of common interest, sharing different perspectives and methodologies, and learning from, and debating with, each other. We ask better questions and arrive at better answers as a result. This work often results in innovative curricular and co-curricular programming that invites our students to share in both the excitement and the complexity.

Through such collaboration, Emory College has established a compelling track record of creating and supporting conversations and communities that live beyond and between the traditional departments, disciplines and schools. We have built distinctive, innovative, interdisciplinary programs including disability studies, sustainability and sustainability science, media studies, human health, the quantitative study of human behavior, the integrated study of the visual arts, and several area studies departments and language programs.

At the same time, we have fostered scholarly excellence in traditional departments, disciplines and subfields in the humanities, natural and social sciences, including our top-ranked departments and graduate programs of religion, anthropology, and women's, gender and sexuality studies; our program in creative writing; and our strong scholarly communities including – but by no means limited to – those focused on the study of African-American literature, continental philosophy, African history, disease ecology, macroeconomics, clinical psychology, neuroscience, social psychology, number theory and material science.

These strengths provide a strong foundation as we implement our strategic plan, which provides a forceful statement of our ambitions for the College, along with a clear sense of what we will need to do to achieve our aspirations and vision.

Emory College Strategic Goals and Initiatives

The specific goals and initiatives of our plan affirm Emory College's core mission, and seek to move the College forward to new levels of excellence and eminence, with broad impact across the University.

The College's Strategic Planning Process has identified core priorities, as well as goals and initiatives that fall within those priorities, to provide the road map needed to fulfill our ambitions. Some objectives can be implemented quickly while others will require long-range planning, effort and investment.

Strategic decisions rely on accurate information. As the College implements this plan, we will use qualitative and quantitative evidence that will allow us to reliably assess our progress and focus our efforts as we move forward.

Strategic Priority: Recruit, Support and Retain a World Class Faculty

1. Goal: Raise the expectations for the awarding of tenure to levels appropriate for our ambitions as a College

OVERVIEW: Every major facet of our mission has faculty at the very center. To achieve our ambitions as a College requires that we recruit, support and retain a faculty of the very highest caliber. It is in the tenure process that we most clearly articulate our expectations for our tenured faculty, and in which we hold each other accountable for those expectations. Our stated ambitions for Emory College require that these expectations be set at excellence.

This notion carries with it responsibilities not just for our faculty being considered for promotion, but also for the institution. Emory College must always be a home for innovation and ambition, and these traits imply that the impact of our best work will sometimes not easily be assessed by standard measures. It is crucial that we avoid relying on convenient, superficial or overly rigid notions of excellence.

Excellence in Research: Excellence in research requires evidence of a commitment to, and progress toward, the continuous production of scholarship of the highest caliber. The form of that evidence is expected to vary by discipline and department. The notion of excellence in this context refers to past accomplishments, as well as the clear potential and strong expectations for future work that will place the faculty member at the forefront of the appropriate scholarly conversations and communities.

Excellence in Teaching: Similarly, our unwavering commitment to provide our students with an exceptional education requires faculty committed to excellent teaching. Teaching, in this context, includes both

undergraduate and graduate students and has many facets: classroom instruction at all levels, advising, mentorship of research projects and curricular development.

To achieve excellence in teaching, a candidate need not excel at each of these elements. However, we require that every member of our faculty make fundamental contributions to our collective effort to provide a transformative educational experience for our students.

To be clear, we will not rely solely on course evaluations to define excellence. The standard can be achieved through a variety of work with students inside and outside of the classroom. Departments will be called upon to provide compelling evidence of significant contributions to our students' experiences for those candidates for whom they advocate promotion with tenure.

Strategic Initiative: We will work with the Faculty Senate and other University governing bodies as appropriate to formally change our expectations for tenure to require excellence in both research and teaching.

2. **Goal:** Clarify expectations for lecture-track faculty

Overview: Our Lecture-Track program is one of the key innovations that has fueled Emory's continued ascension.

In its current form, the lecture track is a relatively recent introduction to Emory College, with the first cohort of Professors of Pedagogy awarded that title just six years ago. The past several years have served to demonstrate the many fundamental contributions lecture-track faculty can make, and to illustrate some of the questions that remain. It is time to review our progress and reaffirm our commitment to making the lecture-track as successful as possible.

Our lecture-track faculty are extraordinarily gifted teachers and mentors, and often serve as a vital resource for colleagues who wish to enhance the effectiveness of their own teaching. Our lecture track faculty often carry out independent scholarship and are active in national and international professional societies.

In many departments, lecture track faculty have led efforts to engage undergraduates in independent research, and led processes to reimagine departmental and programmatic curricula. Many lecture-track faculty are called upon by their colleagues to take on leadership roles within their departments and programs, and at the College- and University-level.

However, precise expectations for these roles, and the standards for assessing the contributions of our lecture-track faculty, remain ambiguous, and vary from one department and program to another, and sometimes from one department chair or program director to another. The strategic planning process has highlighted the need for more discussion focused on adding greater clarity to the expectations, responsibilities and opportunities associated with our lecture-track faculty.

Strategic Initiative: Form an ad hoc committee charged with clarifying the expectations for our lecture-track faculty and appropriate standards for assessment.

3. **Goal:** Provide Emory College faculty with the support they need to reach our expectations for them.

Overview: Priority must be given to providing our faculty with the support they need to do the work they were hired to do, to the best of their potential, at the highest levels of excellence.

Financial support is one important aspect of this commitment. We must continually seek to generate the resources to offer our faculty salaries commensurate with their contributions to our campus and prominence in their disciplines. We are obligated to continue our recent efforts to provide more financial support for advances in both the teaching and research missions of the College. Faculty who have the potential to generate resources from external sources, including federal grants, foundations and individual donors, should receive high levels of administrative support to pursue those opportunities.

Support for the professional development of our faculty in all regards is a critical need. This requires, for example, the creation of dedicated resources to help all of our faculty learn how to be as effective as possible in the classroom.

At the same time, the allocation of our limited resources requires the discipline to support the research, teaching and programs that are most likely to result in clear progress in advancing our overall mission. Our research and teaching missions are collective endeavors, and our resource allocation is a means to fuel our greatest collective productivity. People and programs with a demonstrated track record of converting resources into excellence should be prioritized for investment, including money, but also the time, space and other resources that are necessary for the work of our faculty.

Strategic Initiatives:

1) Increase our financial support for salaries, as well as funds for research, travel and professional development using the current allocation processes – per-faculty allocations to departments, competitive funding through PERS, and indirect cost return.

2) Create a new center for teaching and curriculum development to provide substantial and meaningful support to help our faculty develop as excellent teachers, reimagine their curricula, and embrace best practices for effective pedagogy.

4. **Goal: Recruit and retain a more diverse faculty.**

Overview: Diversity is a crucial element of our commitment to excellence. As a faculty, we ask richer and more meaningful questions and reach more informed and nuanced answers when we engage faculty from a diverse set of cultures, perspectives and experiences. We are also better able to support the ambitions of our students if we offer them access to a faculty that bring a deeper understanding of their personal and academic experiences. We must continue to work to increase the diversity of our faculty across the arts and sciences.

This is not simply a matter of faculty hiring. Recent conversations have made clear that we often fall short of creating a community in which women, faculty of color, and members of other traditionally marginalized groups have the opportunity to thrive.

Many elements of these issues extend beyond the academy. This only increases our responsibility to respond aggressively to those aspects which are under our control. Most notably, women and faculty of color are often in great demand as student advisors and mentors. They often lack faculty mentors who understand the distinctive challenges they face or who can offer meaningful guidance, and are disproportionately called upon to provide department, college and university level service.

Strategic Initiatives:

- 1) Continue our efforts to introduce best practices for unbiased hiring processes into all faculty searches.
- 2) Carry out a cluster hire in the natural sciences – hiring prominent scientists and master teachers with a demonstrated track record of success in mentoring students from underrepresented minorities.
- 3) Continue to identify opportunities for targeted hires for scholars who will contribute at the highest levels to identified scholarly priorities, including those related to the diversity of our faculty.
- 4) Build on the observations and recommendations of the Class and Labor Report to create a more supportive climate and culture for

our women, faculty of color, and representatives of other marginalized groups.

Strategic Priority: Offer a superlative undergraduate experience that leverages all of the resources of Emory College and beyond.

1. **Goal:** Fully engage our students in the research enterprise throughout their undergraduate experience with a curriculum centered on exploration, creativity and discovery.

Overview: At its core, a *liberal education* is, and has always been, a process of struggling with ideas, testing their power and their limits, their meanings and their ambiguities. Through that work, students develop the fundamental and universally applicable capacities to tackle complicated problems, assess arguments and evidence, come to thoughtful conclusions, and communicate those conclusions effectively and persuasively. Engaging in research – and the learning that takes place at the frontier of what is known and understood – requires the kind of intellectual focus that underlies a liberal education, and is a uniquely powerful way to support the desired deeper learning.

Engaging in the research enterprise, students have the opportunity to go beyond the known, develop the self-confidence to question the prevailing authority, and experience the thrill of discovery. These are fundamental elements in their development as innovative and independent thinkers, ready to offer novel solutions to the most pressing issues facing our communities.

Engaging our students in the research enterprise throughout their undergraduate experience goes beyond prioritizing increased opportunities for independent research. Research also involves a broader set of experiences in which students are immersed in the culture and methodologies of exploration, creativity and discovery. This is already taking place across the College. Freshman seminars are often organized around the research interests of the faculty member, allowing new students to gain an understanding of what it means to do research, and to share in the joy of discovery.

In several departments, our faculty have carried out the difficult work of aligning their undergraduate curriculum more closely with the research interests of the faculty, so that the students can more naturally engage with the faculty around that work. Continuing to align coursework with faculty research interests and discipline perspectives will provide the framework needed to build a coherent undergraduate curriculum centered on exploration, creativity and discovery. Redesigning a curriculum in this fashion is a challenging intellectual exercise that requires true commitment from the faculty.

Strategic Initiatives:

- 1) Charge each department with assessing how to more explicitly align their undergraduate curriculum with their research foci, and infuse research, exploration, creativity and discovery throughout course offerings, while retaining a coherent undergraduate program.
 - 2) Provide funds and other forms of support for the creation of new courses and co-curricular programming which introduce students in meaningful ways to the research of our faculty.
 - 3) Develop a signature academic experience for the transitional sophomore year that will bring students more deeply into the research enterprise.
 - 4) Increase opportunities for undergraduates to engage in independent research. We will explore how graduate students can serve as research mentors for undergraduates in ways that are rewarding for both.
 - 5) Explore ways to extend the life of the mind across the campus, beyond the academic settings, to enhance student learning and create communities of learning.
 - 6) Create a new center for teaching and curriculum development to provide substantial and meaningful support to help our faculty develop as excellent teachers, reimagine their curricula, and embrace best practices for effective pedagogy.
2. **Goal:** Develop better support and processes for all students as they navigate the university and transition from one setting to another.

Overview: Our conversations with, and surveys of, our students have made clear that we do not always provide our students with the support they need to take full advantage of the opportunities we offer.

This begins with our orientation. International students, first generation college students, and students from under-resourced high schools have called for more effective support for their transition from high school to the Emory campus.

We must address the deficits of OPUS, a system our students find inadequate. We are limiting our effectiveness if we are not doing all we can to help students find their way to the classes they would find most rewarding.

There also are crucial moments of transition – from one school to another, from one major to another – which pose particular risks to our students. Many have requested that we focus more of our resources on these

moments, and to populations who may need more support to navigate these experiences.

Strategic Initiatives:

- 1) Review our orientation for international students to learn how to more effectively address the most common issues faced by this community of students.
- 2) Improve OPUS so that students can more easily explore the course offerings and find their way to courses most likely to be rewarding next steps.
- 3) Expand the Summer Bridge Program so that it better supports students for whom the entry to Emory is likely to be more challenging.
- 4) Provide dedicated mentoring and advising to support students at moments of transition – from one school to another, or from one major to another.
- 5) Find effective ways to take the student support offered by OUE out of the OUE office, and bring it to where students would find it easier and more convenient to access.

Strategic Priority: Carry out research that places Emory College at the forefront of research institutions

1. **Goal:** Identify and prioritize areas of excellence.

Overview: Emory College should aspire to create communities recognized as leaders in important areas of scholarship. In this context, a “community” can be a department or program, a formal interdisciplinary center, or a more informal community of researchers engaged in mutually synergistic work.

A great university will always be a place of unlimited opportunities and limited resources – time, space, funding and intellectual energy. Achieving our aim requires making strategic choices. We must identify areas for investment that meet three basic criteria:

- (i) It matters to us. It is something we, the Emory community, care about.
- (ii) It matters to others. Such areas of excellence enhance Emory’s impact and stature.
- (iii) We are a leader or can assume a leadership position with realistic levels of investment.

The appendix contains the report from the Faculty Working Group on Research, which includes a more refined description of the criteria that should be applied in identifying strategic priorities. The next step in this

process will be to apply these criteria to clearly identify our most compelling opportunities.

Strategic Initiative: Endorse the principles set forth by the Faculty Working Group on Research, Scholarship and Creativity, and develop a College-wide committee to solicit and assess proposals for areas of resource allocation.

2. **Goal:** We must offer leading graduate programs with resources that are better aligned with our other strategic priorities.

Overview: Graduate education is a crucial element of our mission, but it cannot be understood in isolation from our other strategic priorities – including the scholarly profile of our faculty. It is the primary responsibility of the University’s leadership – especially the Deans of Emory College and the Laney Graduate School – to find mechanisms to ensure that decisions are more closely coordinated. This is key, not only for the success of our graduate programs, but for all aspects of our research mission.

Strategic Initiative: Create mechanisms which ensure that the leadership of Laney Graduate School and that of Emory College better coordinate decisions, including but not limited to the allocation of resources.

3. **Goal:** Commit to reducing the unnecessary administrative burdens placed on our faculty.

Overview: Our greatest resource is the creative energy of our faculty. Some administrative constraints, with associated approval and oversight processes, are fully necessary to ensure compliance with appropriate requirements and expectations - whether set internally or by federal and other external, agencies.

We should recognize, though, that administrative duties, constraints and other demands on faculty time risk limiting the opportunities of our faculty to explore the intellectual and creative landscape freely. Such exploration is crucial to our spirit of scholarly ambition and innovation fulfilling the core mission of the university.

It is crucial for the advancement of our mission that we find ways to ensure that our faculty are able to pursue their intellectual ambitions with as few constraints and demands as possible. Progress on this front requires a shared commitment to reinforcing necessary and appropriate boundaries, and creatively seeking less burdensome mechanisms to ensure compliance.

Strategic Initiative: Create a new committee of College faculty and administrators charged with identifying burdensome administrative policies and practices, meeting with the appropriate college and university officials to learn more about the goals of these policies and practices, and exploring mechanisms for meeting the necessary objectives in ways that are more supportive of our faculty's ambitions.

Strategic Priority: Significantly improve communications and public scholarship to engage the broader community, extend the reach and impact of our work and substantially increase philanthropic support.

1. **Goal:** Increase philanthropic support for Emory College's overall strategic goals for faculty excellence and undergraduate education.
2. **Goal:** Better recognize, support, and value ways in which the impact of our work extends beyond the campus, and beyond the academy.
3. **Goal:** Tell the College's story consistently across multiple platforms to better engage our multiple audiences in the work and accomplishments of our faculty and students.

Overview: Philanthropy, public engagement and communications are mutually dependent and synergistic activities that play a crucial role in Emory's future and the fulfillment of its research and educational ambitions. Greater public awareness and greater public support are necessary for the Emory College to reach its overarching strategic goals.

This work is crucial for our ambitions to attract the very best students and world class scholars, for allowing the research of our faculty and students to have the desired impact, and for garnering the honors, awards and other external recognition appropriate for the remarkable accomplishments of our faculty and students, which, in turn, create new opportunities for all members of the Emory community.

Philanthropy

Philanthropy especially will benefit as parents, alumni and the public are more engaged with and learn more about the work that faculty, administrators, staff and students do in terms of research, teaching and public engagement. Departments, programs and faculty have a key role to play in philanthropic efforts. Gifts to the endowment ensure that Emory College will have ongoing funding for student aid, undergraduate research, faculty scholarship and research, and other funding priorities.

We must expand beyond our traditional emphasis on generating philanthropic support for student scholarships. Such support remains central to our mission, but our philanthropic energy must extend to include greater support for our

faculty and our research agenda. To accomplish this goal, we must better, and more effectively, engage all of our faculty in philanthropic efforts.

Strategic Initiative: Appropriately staff and resource the College DAR office to provide the staffing necessary to expand fund-raising priorities and better support faculty outreach.

Public Scholarship

We must also place greater value on, and offer greater support for, public scholarship. We use this term to include all of the ways in which the impact of our work can extend beyond the academy, including tech transfer, publicly engaged scholarship, and media outreach, such as the production of op-eds, articles and other forms of media intended for a general audience.

Strategic Initiatives:

- 1) Provide a program of opportunities for Emory College faculty who desire to develop as public scholars including public speaking, media training and op-ed development.
- 2) Create structures that better enable off-campus organizations to find their way to Emory faculty with the appropriate interests and expertise.
- 3) Support opportunities for our faculty to share their work and their passion with the broader public, both on our campus and around the city. This includes better use of the opportunities presented by the many thousands of visitors to our campus attracted by our vibrant performing arts, scholarly lectures, and the holdings of the Rose Library and the Carlos Museum.

Communications

We must continue our efforts to develop and promote dynamic content that “tells the College’s story” and conveys the distinctive aspects of the College within the larger University, including excellence in research in all its forms, teaching and undergraduate education. The full impact of our work depends on people knowing about it.

We must do a better job of telling our story to all of our many constituents – our faculty, staff and students, our alumni, prospective students and their families, funding agencies and other potential donors. This means effectively developing and sharing news of our work, and explaining why it matters.

Strategic Initiative:

Develop and implement a comprehensive strategic communications plan that promotes the College’s identity, including our innovative research, distinctive undergraduate education and other significant achievements, to all of the College’s audiences. This must include the resources to create and sustain a dynamic Emory College website, and increased support for department and program