



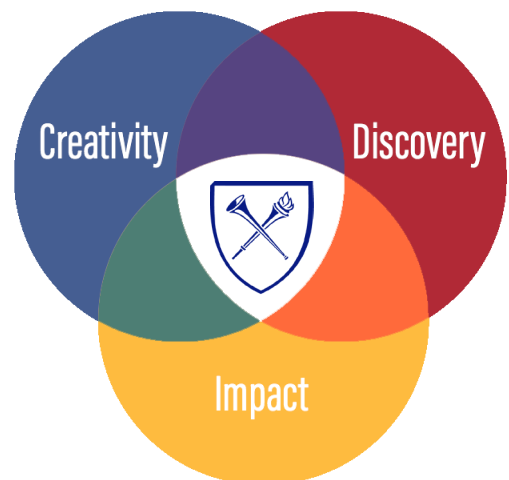
Strategic Priorities for Emory College of Arts and Sciences

Through our dedication to the creation and dissemination of knowledge, Emory College of Arts and Sciences leads Emory University in setting the standard for what a liberal arts research university can achieve.

Our passion for knowledge, backed by our unwavering drive for academic excellence, is the foundation of our research and teaching missions. They are most powerful when joined to one another and involve collaboration both within the College and across the University. This intersection of education and research, and its broad impact on the world, is what makes the liberal arts research university such a meaningful and essential institution for our rapidly changing society — and deeply intertwines the success of Emory College and Emory University to each other.

Academic excellence is the benchmark for everything we do. Our tradition of research and teaching in the liberal arts and sciences emphasizes critical thinking across disciplines, as well as creative collaboration that transforms old problems into new questions. Our faculty and students define and embody excellence in fields that range from the performing arts to the laboratory sciences, reflecting the intellectual diversity that is one of our core strengths.

Three integrated, foundational principles — discovery, creativity, and impact — guide the research and teaching mission of Emory College, and form the foundation for our achievements thus far — and in the future.



Discovery

Whether we are analyzing archives in the Stuart A. Rose Library, conducting field surveys in the streets of Atlanta, or running experiments in a laboratory, we have a drive to discover new ways of thinking about the world. Discovery infuses our educational mission, where students are integral partners in our process, working side-by-side with faculty in laboratories, libraries, and the field.

Our achievements in discovery include prominent research scholars in the theoretical humanities who challenge the concepts that we use to organize knowledge itself. Additionally, our faculty in the humanities and social sciences are producing provocative work on modern issues, such as the cultural aspects of modern sleep and the state of the death penalty in the United States, by reevaluating existing assumptions and uncovering new archival material.

In the natural sciences, faculty working across a variety of disciplines are pushing the boundaries of neuroscience and the life sciences by using new theoretical and computational methods. Our innovative curriculum in the quantitative social sciences — a national model — gives students the tools they will need to understand and ask new questions about the proliferation of data that is shaping our contemporary world.

Creativity

At the heart of the liberal arts and sciences is a belief in the transformative potential of creative thinking — and in a spirit of inquiry requiring the time, patience, and willingness to engage in intellectual risk that challenges long-held beliefs. In the liberal arts and sciences, we ask difficult questions that do not have easy answers. We often seek knowledge unfettered by an understanding of its ultimate application, and sometimes prize a new question more than a tidy solution.

We point with pride to the success of our faculty in the creative and performing arts — particularly our record of success in creative writing, as well as the focus on new works in our theater and dance programs, the conservatory-level achievements of our music department, and the innovation of our film and media studies faculty. But that is only one realm of our creative endeavors.

We can boast of creative achievements in fields such as number theory, where significant breakthroughs by our faculty and students in understanding ancient numeric riddles have been widely recognized. Our art history faculty have embraced new technologies both to answer research questions that are centuries old and to disseminate the results across the globe. And our faculty in chemistry and biology have taken inventive approaches to understanding the underlying mechanisms of Alzheimer's disease — foundational work that may lead to new therapies.

Impact

As scholars and educators, we work in the liberal arts and sciences to shape and increase the understanding of the world around us. We seek to prepare the students of Emory College of Arts and Sciences to become leaders in their communities and to participate in the transformation of the world

for the better. We pursue the production of knowledge that both shapes the future of scholarship, and has influence beyond the academy.

Our impact is evident through the recent success in the realm of public scholarship, with the work of Emory faculty being portrayed in film and discussed in the halls of Congress, and with our students, who are increasingly recognized with prestigious national scholarships and fellowships. The College's anthropology department is one of the nation's best, bridging the cultural and biological wings of its discipline, and redrawing the boundaries and expanse of that field in the process. Our growing program in Human Health connects the liberal arts orientation of the College with the applied research in public and global health undertaken throughout our university — including the Rollins School of Public Health, the Woodruff School of Nursing, and the School of Medicine — and prepares students who are ready to shape the approaches to those fields for decades to come.

Our aspirations as faculty, staff, and students can only be achieved when we engage in collaboration. Our collaborative impulse runs through our success in developing interdisciplinary departments and programs, and our ability to partner with other schools and units of the university. Our popular film-media and arts management partnerships with Goizueta Business School, joint research programs such as biomedical engineering with Georgia Tech, and the shared faculty appointments between the Department of Economics and the Atlanta branch of the Federal Reserve Bank are just a few examples of current collaborations we wish to build upon within the University and beyond.

By enhancing this collective drive for excellence, **and bringing our liberal arts perspective to the most critical issues of our time**, we can leverage unique opportunities — within the university and with other Atlanta partners — even further.

Our foundational principles — discovery, creativity, and impact — drive our thinking about how we invest our resources and seek new ones. Coupled with our collaborative spirit, they shape the strategic initiatives throughout this plan, and the overarching goals we set for ourselves, which include:

- Recruit and retain a world-class faculty who will advance these principles of the liberal arts and sciences through their scholarship and teaching. (Section I.)
- Recruit and retain the most outstanding, intellectually curious students who are eager for rigorous education in the liberal arts and sciences, and support them in their preparation for lives of consequence beyond their time at Emory. (Section II.)
- Invest in areas where Emory College of Arts and Sciences can achieve national and international prominence in both scholarship and teaching — often by utilizing the distinct opportunities and advantages of our campus and city. (Section III.)

Goals and Strategic Initiatives

SECTION ONE: FACULTY FOUNDATIONS

President Claire E. Sterk has named academic excellence as the first priority of the University, and the administration and faculty of Emory College of Arts and Sciences applaud that decision. Our inspiring faculty of exceptional scholars and teachers form the foundation of Emory College. Our ability to achieve our ambitions for academic excellence requires that we recruit, support, and retain a faculty of the very highest caliber. We have four goals to strengthen the faculty across the Arts and Sciences:

1. Enhance faculty diversity and inclusion;
2. Address faculty salary disparity with peers;
3. Increase research support; and
4. Support public scholarship.

Goal 1: Enhance Faculty Diversity and Inclusion

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 also are better able to support the ambitions of our students if we offer them access to faculty who 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 historically marginalized groups have the opportunity to thrive.

Many elements of these issues extend beyond the academy; our challenges in cultivating a diverse faculty are related to decades of systematic failure by institutions of higher education to provide equal access and opportunity for all. This social context only increases our responsibility to respond aggressively to those aspects that are under our control.

In addition to recruiting a diverse faculty, we must also address how to support our current faculty, provide mentorship, and foster a more inclusive community, beginning in the immediate spheres of departments and programs, and extending across the campus at large. Throughout higher education, women and faculty of color are often in high demand as student advisors and mentors, and they are

disproportionately called upon to provide department, college, and university service. At the same time, these faculty often lack their own mentors who understand these distinctive challenges or who can offer meaningful guidance. These are issues we must address with a strategic plan of action.

Strategic Initiatives to Enhance Faculty Diversity and Inclusion

1. **Build Best Practices:** Continue our efforts to introduce best practices in faculty recruitment, expanding our applicant pools, and mitigating bias in the hiring process across all faculty searches.
2. **Cluster Hires:** Use strategies such as cluster hiring in areas that extend beyond a single department where faculty diversity lags.
3. **Targeted Hires:** Continue to identify opportunities and resources for targeted hires of scholars who will contribute at the highest levels to our designated scholarly priorities, including those enhancing the diversity of our faculty.
4. **Foster More Support:** Develop programming that utilizes both College and existing University resources to address specific challenges and foster a more supportive climate and culture for women, faculty of color, and representatives of other marginalized groups.

Strategic Outcomes: We will track carefully our recruitment and retention of faculty at all ranks, to ensure that we are both recruiting *and retaining* faculty from under-represented groups. We will work with the University to develop ways of understanding and enriching faculty climate in individual departments and disciplines. We will also create more visible resources for departments and programs to both assess and improve their own cultures and practices.

Goal 2: Address Faculty Salaries

Our median and mean salaries for tenured and tenure-track faculty lag behind comparable figures for our peers, which hinders our ability to both recruit and retain exceptional scholars. (Importantly, we do not have reliable, comprehensive data for lecture-track faculty from our peers.) Our analysis of salary information data, obtained by the Consortium on Financing Higher Education (COFHE), from fall 2016 reveals three important points:

- Salaries in the College of Arts and Sciences, in the aggregate, match the mean for our peers at the assistant professor level. However, a gap emerges when comparing our mean salaries to our peers at the Associate level, and becomes even more pronounced at the level of full Professor. This holds true across academic divisions.
- Equally significant, the gap has become more pronounced over the last ten years. The trend data indicate that our peers — on average — have invested more in their salary programs since the Great Recession in 2008. Indeed, Emory College maintained a relatively competitive position in most fields and ranks through 2007, but then began to lose ground. It is also likely that, if unaddressed, the gap could become worse.
- Taken together, the annual salary gap between Emory College's tenure-track and tenured faculty and our peers was approximately \$1.92 million in fall 2016. If we presume that similar disparities exist for lecture-track faculty, the gap would be approximately \$2.35 million annually.

Strategic Initiatives: Faculty Salaries

It is crucial that we address the disparity between the salaries of our faculty and those of our peers, as our shortcomings diminish our competitiveness and ability to retain the best researchers and teachers. Given the size of this gap, we will not be able to compensate for the disparity with a single strategy.

We are seeking resources to address this gap from central University resources, as well as budget reallocation through philanthropic support for student financial aid. By shifting financial aid expenses to endowment, we can redirect more operating expenses toward faculty recruitment and retention.

We seek to pursue the following strategic initiatives to increase our ability to recruit and retain the strongest faculty:

- 1. Faculty Retirement Incentive Plan:** Faculty retirements enable the College to reinvest resources in new faculty. The data suggest that when we hire, we recruit new faculty who command salaries in line with our peers. Given the fact that our faculty are older than the mean faculty age data reported by our COFHE peers, we see this as a critical opportunity for strategic reinvestment in the College faculty.
- 2. Increase Raises at Promotion:** By identifying funds from the reallocation of existing resources, as well as central and philanthropic support, we seek to reward faculty achievement, specifically with greater salary increases for all faculty at the time of promotion.

Our initial goal is to award minimum raises of 10% at the time of promotion to Associate Professor and Senior Lecturer, and 15% at the time of promotion to Professor and Professor of Pedagogy, Performance, or Practice. We believe that in five years, this would increase the total faculty salary budget by 1.5%. Rewarding faculty achievement is critical to increasing our ability to retain leading faculty and compete with our peers.

- 3. Establish Supplemental Salary Program:** In order to address salary compression issues and other disparities, we propose a salary program beyond the University program for fiscal years 2019 and 2020, resulting in another increase of 1% each of those years.
- 4. Increase Financial Aid Support:** We must also complete the College's Scholarship Endowment Initiative (see below) so that more of the financial aid responsibility can be borne through endowment, freeing up resources for faculty salaries, particularly more aggressive rewards for faculty who achieve promotion and other professional milestones.

Strategic Outcome: Resolve faculty salary disparities and improve recruitment and retention of excellent faculty.

Goal 3: Increase Research Support

The ability of our faculty to engage in and disseminate discovery requires financial resources. As with salaries, our start-up funds for assistant professors and other new hires have been competitive, but we have not always had adequate support for research faculty at later stages, particularly during the mid-career phase.

Fulfilling the Scholarship Endowment Initiative is urgently necessary, as well as securing resources from foundations, to free up the operational funds required to support this goal. As financial resources become available, we will endeavor to increase funding over time.

Strategic Initiatives: Research Support

- 1. Increase Internal Grants:** We will repurpose existing funding for PERS (Program to Enhance Research and Scholarship) to emphasize seed grants for new work leading to new grants and publications (\$150,000 per year).
- 2. Increase Bridge Funding:** We will work to establish a specific bridge fund for natural sciences and the grant-intensive social sciences (\$100,000-\$150,000 year).
- 3. Increase Travel Funds:** We will seek to allocate greater travel and other revolving support for humanistic social sciences and humanities.

Strategic Outcome: Significantly increase the financial and administrative resources available to support faculty in their research and scholarship.

Goal 4: Support Public Scholarship

If we desire our work of discovery to have impact, then we must support 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, public speaking engagements, and media outreach, such as the production of op-eds, articles, podcasts, and other forms of local, national, and international media intended for a general audience.

Because of the resources necessary to achieve this level of faculty support, we expect that these endeavors will involve collaboration with central University programs and centers, such as Communications and Public Affairs and the Center for Faculty Development and Excellence.

Strategic Initiatives: Public Scholarship

- 1. Provide Professional Development:** Establish a program of professional development for Emory College faculty who desire to increase their impact as public scholars. Areas include public speaking, media training, and op-ed development.
- 2. Increase Community Access:** Create structures, such as a University Speaker's Bureau, that better enable off-campus organizations to find their way to Emory faculty with the appropriate interests and expertise.

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 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.

- 3. Increase Public Science Outreach:** In the natural sciences, increase participation of College of Arts and Sciences faculty in events such as the Atlanta Science Festival and Brain Awareness Month, where our faculty can directly interact with the broader Atlanta public.

4. **Recognize Public Scholarship:** Ensure that public scholarship is fully recognized in faculty evaluation processes by making clear the expectations and weight they carry in relation to research, teaching, service, and other factors.
5. **Increase Alumni Engagement:** Leverage public scholarship to increase alumni engagement by creating vehicles to ensure that our alumni and other supporters are aware of the impact of the work of our faculty.

Strategic Outcomes: Increase the visibility of our faculty locally, nationally, and internationally through strong support of public scholarship.

SECTION TWO: THE UNDERGRADUATE EXPERIENCE

Emory College of Arts and Sciences seeks to immerse students in a world of intellectual discovery and creativity so they can shape the world that awaits them beyond graduation. We share President Sterk's vision that we can accomplish this mission most effectively by acting in partnership with the other schools of Emory University. We seek to collaborate with them to augment and develop new ways of offering our students a liberal arts experience within the research university.

Goal 1: Increase Financial Resources for Student Aid

Our ability to recruit the most talented and intellectually curious students from across the nation and the globe depends upon our financial resources. Unfortunately, Emory College of Arts and Sciences lags behind its peers in terms of the amount of endowed scholarship aid that it can offer to students — a fact that impacts our ability to recruit a class that represents true socioeconomic diversity.

The Emory Advantage program has been successful in enabling us to compete for students with annual family incomes of less than \$100,000; however, we have not been able to offer aid packages for middle-income students in ways that would truly compete with many of our peers.

Strategic Initiative: Complete the Scholarship Endowment Initiative

Fortunately, Emory College of Arts and Sciences has an opportunity that will begin to remedy this shortcoming. In 2013, the College received an anonymous gift of \$50 million in the form of a matching fund for endowed scholarships. The Scholarship Endowment Initiative offers an aggressive scheme for making those funds active, thereby transforming our financial aid budget and allowing the College to be more successful in its recruitment of the most promising students.

So far, more than 100 scholarships have been created through this program, but more than \$30 million of the gift remains unmatched. Completing this scholarship match remains a critical strategic priority.

We will accomplish this goal by working closely with Development and Alumni Relations, and continuing a campaign of outreach to alumni that communicates the essential need for scholarship endowment support and secures the gifts that are needed.

Goal 2: Enhance and Expand Undergraduate Research

At its core, a liberal arts education is always a process of struggling with ideas, testing their power and their limits, and their meanings and ambiguities. Through that work, students develop the fundamental and universally applicable capacities to tackle complicated problems, assess arguments and evidence, reach 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 it is a uniquely powerful way to support deeper learning. Through our 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 students' development as innovative and independent thinkers, who are ready to offer novel solutions to the most pressing issues facing our communities.

Undergraduate research activities include everything from research-centered classroom teaching and independent summer research, to undergraduate honors theses. Our survey data suggests that currently 40% of Emory undergraduates report participating in an independent research experience. However, we must first collect better data to understand the actual extent of undergraduate research activities, and then set a more aggressive goal for student participation. We seek to increase the number of graduating seniors who participate in research experiences to 75% in the next five years.

Strategic Initiatives: Undergraduate Research

In pursuit of our goals for undergraduate research, we plan the following initiatives:

- 1. Increase Support Infrastructure:** Expand opportunities that introduce students to, and facilitate involvement in, undergraduate research, including:
 - Develop an online research portal that will better facilitate matching students with faculty and their research opportunities.
 - Double the size of the Research Partners Program, a program designed for sophomores new to research. It connects each student to a faculty research mentor, and supports students with workshops and mentoring by graduate fellows.
 - To increase student participation, we must increase the number of graduate student fellows who work with new researchers, and provide additional funding for students who use their work-study funds instead of course credit for this program.
 - Develop a workshop for second-semester first-year students to explore undergraduate research opportunities and the varied pathways for research experiences.

- 2. Increase Department/Program Participation:** Support efforts by departments and programs to involve undergraduates in research opportunities.
 - Offer “research for credit” options in all departments and programs for both directed and independent research. Currently, those options are available in the natural sciences and some social sciences, but not in the humanities.
 - Encourage departments and programs to consider field-specific ways to offer their students research experiences in the classroom, and/or through summer programs that involve field, international, or archival research.
 - Encourage and recognize efforts to develop curricula that connect the research and teaching missions of the College. There are already significant examples of courses that build-in experiences drawn from faculty research, from an art history seminar studying the placement and coloring of friezes on the Parthenon, to introductory biology labs that have first-year students designing their own experiments.
 - Provide staff support for assessment of research programs and opportunities. This is especially important for faculty seeking grant funding for undergraduate research.
- 3. Increase Financial Resources:** Expand funding for undergraduate research opportunities offered by the College of Arts and Sciences.
 - Increase the number of grants available for student projects, tripling the number of students receiving awards to support the costs of research. In 2016-17, 24 students received research grants, totaling \$32,000.
 - Increase overall funding for SURE (Summer Undergraduate Research Experience) summer research experiences by 100%. We also seek to expand SURE overall, and increase access for students in fields outside of the natural sciences.
 - Encourage faculty applications for summer funding of undergraduate researchers either within their own research grant applications or in applications for federally funded Research Experience for Undergraduates (REU) programs. The Undergraduate Research Program can support faculty-sponsored undergraduate research efforts by offering assistance with applications and the logistics of paying and housing students.
 - Increase funding for student presentations at national conferences. The Undergraduate Research Program currently offers \$500 awards for up to 6 students per year. Tripling that funding will help meet current demand, which is expected to grow.
- 4. Establish Specialized Programs:** Support research experiences designed for students with specific academic and research interests.
 - Re-establish the International Research Experience for Science Students (IRES) program, which placed experienced undergraduate researchers in science labs around the world by matching students with international faculty colleagues of Emory faculty. This program closed in 2012 due to financial constraints, but offered a valuable experience not available at other universities.
 - Offer IRES grants to 5-6 students per year, at a total cost of \$36,000 annually to cover travel, stipends, and living expenses for the 10-week award, funded through a combination of University, College, and external resources.

- Collaborate with the Fox Center for Humanistic Inquiry to develop more opportunities for undergraduate researchers in the humanities and humanistic social sciences. This may include undergraduate fellowships for honors students in residence at the CHI or summer opportunities for humanities students.

Strategic Outcome: Significantly increase the number of students who engage in independent or directed research projects with faculty, and ensure that *all* Emory College undergraduates have direct experience with research in the classroom. We will systematically track students involved in research experiences, as well as other pathways to undergraduate research, such as honors theses or paid research assistantships.

Goal 3: Enhance Support for Pedagogy and Curricular Development

In a research university, the pedagogy of our faculty should be deeply connected to the research enterprise regardless of the field or topic, and should reflect recent developments in how such knowledge is being created and organized. Equally important, the faculty of Emory College of Arts and Sciences understand the centrality of teaching to their mission — a stance reflected in the College’s new standards to require “excellence” in teaching as a condition for tenure-track faculty promotion.

We will seek to better utilize existing resources in the College and University for pedagogical support, and to pursue new resources to enhance our pedagogy and recognize pedagogical success.

We also will seek resources to aid those departments and programs that seek to transform their curriculum. The Department of Chemistry, for example, recently implemented a total revamp of its curriculum with the support of a \$1.2 million grant from the Howard Hughes Medical Institute. This work offers a dramatic example of the ways in which the College of Arts and Sciences is ready to rethink undergraduate instruction and to play a role as a national leader in undergraduate teaching.

Strategic Initiatives: Pedagogy and Curricular Development

1. **Form New Leadership Structures:** Establish a new leadership committee of faculty to spearhead pedagogical support in the College of Arts and Sciences by working closely with the Center for Faculty Development and Excellence. Existing endowed chairs in teaching (and an additional such chair for which we will seek external funding) will comprise the primary members of the committee.

The goal of this committee will be to ensure that all faculty — particularly new faculty — become aware of resources to support pedagogy so that they are able to achieve the standard of excellence required for both tenure-track and lecture-track faculty promotion.

2. **Increase Funding:** We will raise funds, primarily from grants and foundations, for summer financial support for those faculty who want to engage in extensive renovation of existing courses, or undertake significant new pedagogical enterprises. Because of our strategic emphasis on connecting teaching to research, described above, we place particular emphasis on supporting proposals that either embed the research experience in the undergraduate classroom or reflect the research mission of their departments in other ways.

- 3. Evaluate Infrastructure:** We must ensure that we have an infrastructure that empowers our faculty to creatively respond to new developments in pedagogy and discover what is most effective for our students. Therefore, we will evaluate the need for new staff support in the area of instructional technology, with the possibility of creating 1-2 positions to meet this need.
- 4. Enhance Classrooms:** We also will seek central University funding to renovate classroom spaces as identified in our comprehensive, strategic space study conducted in 2015-16, so that our faculty and students can engage in more interactive, collaborative forms of classroom instruction.

Strategic Outcome: Measurably enhance and expand pedagogical resources to meet the teaching mission of Emory College.

Goal 4: Increase Opportunities for Graduate Study

Several departments in the College of Arts and Sciences have offered 4+1 programs in which undergraduates could continue their studies in pursuit of an M.A. or M.S. degree. We seek to expand these opportunities for our undergraduates, both by creating a larger number of such programs, as well as proactively seeking collaborations with other units of the University. This process will also lead to the creation of a greater number of Master's programs available to students from beyond Emory.

Strategic Initiatives: New Master of Arts and Master of Science programs

- 1. Increase 4+1 Programs:** In partnership with the Laney Graduate School, develop the curriculum and financial models for 4+1 programs within the College of Arts Sciences in areas of significant student demand.
- 2. Cross-School Collaboration:** Work with departments and schools in other units of the University on proposals for similar 4+1 programs.
- 3. Programs for New Students:** Consider the development of Master's degree programs available to students who have not previously matriculated at Emory. Such programs should take advantage of the University's distinctive strengths and generate opportunities to advance the mission of the College of Arts and Sciences in other ways.

Strategic Outcome: Increased opportunities for graduate study, both for Emory undergraduates and others from the greater Atlanta region. By fall 2018, we seek to have plans in place for 2-3 additional 4+1 programs that represent significant opportunities for distinctive, meaningful educational programs; by 2020, we aspire to have an equal number of new, free-standing Master's programs ready for admission.

SECTION THREE: RESEARCH DISTINCTION

As a liberal arts research university, we seek to identify areas of scholarship where Emory can distinguish itself as a leader in the international community of scholars — and have an impact on the world beyond the academy. We already can point to departments and areas of scholarship in which we have achieved, or are near achieving, that level of prominence, such as chemistry, anthropology, art history, women's, gender, and sexuality studies, and fields within departments such as creative writing in English, and the number theory group in mathematics.

Throughout the Arts and Sciences we have often had our greatest successes in initiatives, programs, or research communities that extend beyond any single discipline — from the theoretical humanities to neuroscience. This kind of creativity has led to innovation in our pedagogy. For example, in the last decade we have launched interdisciplinary curricula in areas such as the Quantitative Social Sciences and Human Health that have quickly emerged as national leaders. These follow the pathway established two decades ago by our innovative major in Neuroscience and Behavioral Biology.

As we look to the future, we will need to sustain those areas that have achieved international distinction and identify the resources necessary to enable additional departments and programs to reach that level. As we do so, we must look for new opportunities for investment that cut across several departments — and can have a substantial impact as we collaborate in our work of creativity and discovery. These areas of investment will meet three initial criteria:

- They reflect the principles of **discovery** and **creativity** at the core of liberal arts research — and represent an opportunity to have an **impact** by raising Emory to national and international distinction through targeted, realistic levels of investment.
- They take advantage of established faculty excellence in research and resources available in the College of Arts and Sciences, the University, and the city of Atlanta, and have high potential for investment from external foundations and other sources.
- They can advance other strategic priorities of the College and the University, such as faculty diversity, enhancing the undergraduate experience, and engaging in transformative collaboration.

We must continually evaluate and consider new opportunities that meet these criteria. At this moment, we are prepared to move forward with strategic initiatives in three targeted areas that represent the convergence of our principles of discovery, creativity, and impact.

Goal 1: Increase Interdisciplinary Research in the Natural Sciences

Interdisciplinary scholarship in the natural sciences emerges organically from our need to explain natural phenomena at multiple levels and from different perspectives, from the scale of the atom to entire ecosystems. For example, a physicist working on molecular forces can inform the work of a molecular biologist who seeks to understand gene regulation. Field ecologists, theorists, and immunologists can work together to study how pathogens move through natural populations.

Seeding these interactions is essential to fostering a vibrant research culture at a liberal arts research university. Emory has strong interdisciplinary research communities, especially in the humanities and social sciences, but less so in the natural sciences. The Fox Center for Humanistic Inquiry, the Kavli Brain Forum @ Emory and Georgia Tech, and the Center for Mind, Brain, and Culture have succeeded in fueling the innovation of Emory's faculty as they seek to discover the answers to questions that span several fields of expertise.

Recognizing that these communities are essential to creative and leading research, we seek to enhance the pathways for such work in the natural sciences and synergistic social sciences through postdoctoral training and research. Doing so will allow us to be more nimble and responsive as we seek to support and enhance research activity that increasingly requires bridging scientific disciplines. Building a thriving community of interdisciplinary natural science researchers also makes us more competitive for center grants (e.g. NSF-Simons Research Centers for Mathematics of Complex Biological Systems) that can propel us to the forefront of research prominence.

Recent PhDs with exceptional disciplinary training often seek interdisciplinary research opportunities to further their scientific research careers, and they can catalyze interdisciplinary interactions among researchers at their respective universities. Emory must develop such interdisciplinary postdoctoral research and training to take our position as a national and international leader in innovative scientific discovery with broad impact.

Strategic Initiative: Establish an Interdisciplinary Science Fellows Program

As new clusters of research activity evolve — often reaching into other schools at Emory — we will use postdoctoral training and research as a mechanism to knit these research communities together and elevate the national visibility of science in the College of Arts and Sciences.

To achieve this goal, we seek to establish a program to recruit postdoctoral scholars working on emerging, interdisciplinary topics. The best research universities are known for their interdisciplinary work in the natural sciences. This initiative is critical to maintaining an environment that fosters innovative research and education in the natural sciences, computer science, and mathematics.

Interdisciplinary Science Fellows will span the natural sciences and the laboratory social sciences pursued in the departments of anthropology and psychology. We will be flexible in defining the research areas for fellowships, while leveraging existing areas of interdisciplinary strength, such as the evolution and ecology of infectious disease, computational and theoretical life sciences including neuroscience, and material sciences. We expect to expand into new areas such as the microbiome and health, molecular probes and biosensors, and other emerging interdisciplinary opportunities.

This initiative also draws on Emory's strength in training future faculty. We seek to seed the research faculty across the leading universities of our country, where they will bring their unique Emory experience to interdisciplinary work. By emphasizing the preparation of future faculty, in addition to promoting excellence in research, the program will capitalize on the College's strength in undergraduate pedagogy.

We also expect that this program will also allow us the opportunity to expand the diversity of scholars in the natural sciences at Emory and contribute to building a more diverse pipeline of scholars in these fields.

The Interdisciplinary Science Fellows program will enhance both the research culture of the campus and generate new faculty who will carry Emory's commitment to excellence in research and teaching into the broader academic world.

To build the Fellows program and achieve its ambitious goals will require focused effort in the following areas:

- **Establish Funding Pipelines for Interdisciplinary Science Fellows (ISF):** We will seek funds through grants, foundations, and other philanthropy to implement an interdisciplinary postdoctoral fellows program in the natural sciences, broadly defined, with an emphasis on preparing future faculty.

We will offer three-year appointments at competitive salaries (\$65,000/year plus fringe), as well as research funds (\$10,000/year). A fourth-year appointment may be offered to fellows who are making outstanding progress, subject to 50% funding from the co-mentors.

We seek initially to award three fellows per year, resulting in a standing cohort of 9-12 fellows (depending on the number of fourth-year-continuees) at an estimated cost of \$1million per year. This would require an endowment of roughly \$20 million.

The program may of necessity start small, and expand as it garners additional external support, with a goal to eventually establish an endowment for the Fellows program. Models for the ISF include the Miller Fellows at the University of California, Berkeley, and the Presidential Postdoctoral Fellows at Cornell University.

- **Strategic Recruitment of ISF:** Fellows will be recruited in areas that are of interest to multiple College faculty, with a goal of enhancing research activity that will build collaborations within the College but may also span other University units, including the School of Medicine, Yerkes Primate Research Center, Rollins School of Public Health, and the Woodruff School of Nursing. We also envision the potential for new partnerships with Georgia Tech via the Department of Biomedical Engineering, Georgia State, and the Atlanta University Center.

Selection of fellows will be highly competitive and will be overseen by a selection committee of College faculty with broad disciplinary representation (5-6 members). The primary criteria for selection of fellows will include: research promise in an area or areas of interest to Emory faculty; strength of the interdisciplinary project proposed; and the likelihood of generating a research trajectory that will make them competitive candidates for faculty positions at top-tier research universities at the end of their fellowships.

Cultivating diversity and inclusion in our processes, which enhances our research communities and can serve as a pipeline for a more diverse and inclusive faculty, is also a priority. We will aggressively recruit underrepresented minorities for the

Fellows program, and consider a parallel program dedicated to mentoring Fellows who could be considered for faculty appointments at Emory.

- **Innovative Teacher Training:** We will work with existing campus resources and develop new ones to provide teaching training and additional mentorship for our fellows. A committee of tenure-track and lecture-track faculty who are exemplary teachers in the natural sciences will coordinate efforts to provide two teaching workshops per year for the benefit of the fellows and other interested postdocs in Emory College labs.

These workshops will emphasize student engagement and effective teaching while balancing the pursuit of outstanding research. Each fellow will be expected to engage in two faculty-mentored teaching experiences (course or course equivalent) during their tenure that can span teaching a laboratory section in an undergraduate course to developing a course focused on their own research, such as the existing ORDER-IDEAS program.

- **Faculty Mentorship and Professional Development for ISF:** The fellows will be formally mentored by two or more faculty members (principal investigators) from different departments or fields in the College, or by a College faculty member and a faculty member from another University unit (such as the School of Medicine or Rollins School of Public Health).

Co-mentors will provide professionalization training to their fellows in ethics, scientific writing, oral presentation, professional behavior, and grant writing, with an annual assessment of progress. We will partner in these efforts with the Office of Postdoctoral Education in the School of Medicine.

We will particularly emphasize grant writing. Grants at all levels are an important means of scientific accountability, enforced self-assessment of progress, and external validation, as well as essential financial support for research. Grant writing training will explicitly encourage fellows to submit NIH F32 Postdoctoral Fellowships and K99/R00 Career Transition Awards. Garnering such awards can increase the duration of a fellow's stay at Emory, relieve resources of the program for use recruiting additional fellows, and facilitate the fellow's transition to a faculty position.

Strategic Outcomes

- Increase research activities (grants and publications) involving new interdisciplinary areas, or enhance research in existing interdisciplinary areas.
- Increase research partnerships that cross existing departments within the College, as well as programs in other University units.
- Prepare future faculty whose experiences at Emory will propel them to success throughout the academy, extending Emory's impact throughout the scientific community.

Goal 2: Increase Support for New Works in Creativity and the Arts

The creative and performing arts at Emory are distinguished by their emphasis in presenting and producing new works. In the liberal arts and sciences setting of Emory College, new works are produced in ways that are informed by, and in dialogue with, a critical understanding of this history in the arts and sciences of artistic production.

Many research universities include the creative and performing arts, and the emphasis on new work is one way that academic arts communities distinguish themselves from arts institutions in the non-academic sphere. Unlike other universities, our arts programs do not exist in separate schools or conservatories nor do they exclusively prepare students for professional arts careers. However, the exceptional quality of the arts programs at Emory, with their focus on new works and undergraduate education in a liberal arts and sciences context, is a distinctive feature of our campus. These opportunities attract many of our students who often integrate their studies in the arts with other academic interests.

In our classrooms, our students work side-by-side with faculty and professional artists in the creation of new work, and as a result, directly participate in the research enterprise of the university. Involving students in this process has become particularly meaningful in an age in which students seek opportunities to be involved in creative enterprises as a training ground for entrepreneurship.

Emory College seeks to provide greater resources for both faculty and students alike to be systematically exposed to new scholarship and works in the arts. It is time for us to build on the foundation of our outstanding arts programs to more intentionally integrate the arts into the intellectual work of the entire university, and to capitalize on the strength of our reputation for producing new works.

The interdisciplinary culture of Emory offers particular opportunities for collaboration across fields, including between the arts and the natural sciences, and especially around topics of urgent social concern. Our new work in creativity and the arts also draws many people to our campus and is one of the main ways that the University engages with Atlanta communities. We have opportunities to deepen that engagement further, and meet a need for new creative work not found anywhere else.

Through the initiatives described below, we seek to integrate the arts more fully into the liberal arts and sciences of our research university, and to increase successful collaborations with national and Atlanta arts communities. In pursuit of these goals, we have identified three broad areas for development and investment — including from philanthropy and foundations. As we pursue the following initiatives, we will build on resources within the College of Arts and Sciences, and foster stronger connections to Atlanta artists and institutions.

Strategic Initiatives in Creativity and the Arts

Initiative: Increase and Support Artists' Residencies

Residency programs play a vital role in supporting the arts and artists in the United States. At Emory, the creation of new residencies will provide artists with an opportunity to explore their craft and creativity in the context of arts disciplines embedded in the liberal arts and sciences — creative writing, dance, film and media studies, music, theater, and visual arts.

This context encourages both practice and study, fosters connections across the College and University, and has much to offer visiting artists. Artists in residence will introduce different perspectives and approaches to the various creative fields they represent by expanding the scope of artistic experience and practice for our students and building bridges for new collaborative possibilities for our faculty.

Whether these residencies entail collaboration with our Atlanta community artists, with national artists, or with international artists, the flow of residencies will expand our ability to generate and create new work and support our artistic visions. Residencies, done well, will bring merited attention to the arts at Emory.

All of the residency programs will emphasize the creation of new work; thus, the quality, significance, and focus of the creative work proposed is of paramount importance in the residency selection process. Artists would propose a project that will be in collaboration with an Emory department or individual faculty member, or an Emory/Atlanta institution such as the Michael C. Carlos Museum at Emory or the Alliance Theater in Atlanta.

The resident artists will be anchored in arts-specific departments in the College, but will have the potential to reach out to other units in the College and the University, as well as to the Atlanta community. Ideally the work developed via the residency is presented in some form at Emory or in Atlanta during or within a year of the residency.

We envision a series of artists' residency programs — one focused on Atlanta-area artists and another for artists of emerging national prominence — that will enrich the creative culture of the College, the University campus, and the city of Atlanta.

- **Atlanta Artists-in-Residence Program:** The Atlanta Artist-in-Residence Program will allow emerging and established Atlanta-based artists or companies the opportunity to collaborate with Emory arts departments and programs to explore the rich and diverse artistic milieu of the Atlanta area through a wide range of events and activities.

This program will further develop significant artistic ties between the University and Atlanta, and establish a mechanism for forging new connections in the future. The investment in these individuals at a critical point within their artistic development and practice also has the potential to shape the cultural landscape at large.

The Atlanta Artist-in-Residence program will initially invite proposals that examine the question of what it is to be a resident of Atlanta and explore the ways the new work can impact Emory and the Atlanta communities.

Resident artists will propose the creation of a new work that draws on both the resources of Emory and the Atlanta community. Residency lengths can vary from short intensives (one to four weeks), to more extended stays of one semester or an entire academic year; artists will devote 15 hours per week to the residency.

Emory will provide guest artists with access to our distinctive resources including the Carlos Museum, the Rose Library, and other academic departments and programs across the Emory campus.

Stipend: For two to three residencies per semester, stipends will be the equivalent of \$2,000 a month for the length of the residency, with up to \$5,000 for costs involved in presenting the work.

- **Variable-length Artists-in-Residence Program**

We seek to establish a program that supports a wide range of artistic engagements with highly accomplished artists (relative to career stage). We envision a flexible artists' residency program, ranging from one week to one semester in length.

The residency would be available to artists working in any media, and at all stages of their careers — from emerging to well-established. Artists whose projects extend beyond a single arts program — to other departments at the College and University or Atlanta-area institutions — are of particular interest for this program.

In awarding these residencies, we also will seek individuals currently teaching in a college or university, and offer an unusual opportunity for arts faculty across the United States who face very limited options for sabbatical and research support. Such residencies will be awarded across the spectrum of academic ranks, and a goal of the selection process is to create a diverse community of artists who are engaged with the Emory campus. Teaching one class is an encouraged option for sabbatical artists to foster a deep connection with a core group of students.

In addition to creating new work for presentation, the artist will be asked to make artistic contributions to the Emory community by making public presentations, such as teaching a class, offering workshops, giving performances, lectures, demonstrations, or artist's talks. This residency will require a proposed \$5,000 per month (pro-rated) stipend.

Initiative: Fellowships for New and Emerging Scholar-Artists

We will seek funding to create a two-year visiting fellowship program for recent MFA and PhD graduates in the arts, including creative writing, dance, film and media, music, theater, and visual arts. The fellowships will serve as a training ground for artists who choose to pursue the professoriate, allowing them to carry the skills and insights gained through their time at Emory throughout the academy.

These innovative, early-career artists and scholars will conduct artistic research and create new work while teaching in our arts programs. Special consideration will be given to applicants who demonstrate how their work will establish connections within Emory — spanning departments, drawing on campus resources — and to the greater Atlanta community.

These fellowships will capitalize on and enhance our success with existing fellowships in creative writing, which will serve as a model for fellows in other programs. The expanded fellowships program will strengthen Emory's commitment to the arts by attracting and nurturing emerging artists at the cutting edge of contemporary work and will further distinguish our campus as a destination for the most promising new artists.

The fellowships will provide each artist time to work on their craft and gain teaching experience. Fellows will teach three classes during each academic year while they pursue their artistic research. In addition to teaching, fellows will engage with the Emory and Atlanta communities through public presentations of their work such as performances exhibitions, seminars, conferences, and community

arts events. The fellows will help galvanize the arts on campus and will be part of a larger cohort of Emory Artists in Residence and arts faculty.

The projected cost is approximately a \$1 million endowment per fellowship/year, with six-seven fellows in residence each year with a total endowment required of \$7 million.

Initiative: Renovate and Establish a Screen, Media, and Arts Center

To create new works in moving image media, Emory faculty and students require the facilities and physical infrastructure that are essential to contemporary media studies and production. To meet this need, we aim to transform the existing Visual Arts Building into a state-of-the-art Screen, Media, and Arts Center (SMAC). The Center will provide a nexus for a lively, creatively engaged community of students, staff, and faculty exploring the expressive potential of the still and moving image.

Enhanced film and media production facilities will contribute to a dynamic learning environment that will allow students to engage more deeply in the process of seeing, recording and commenting on economic, social, and political realities in powerful ways, increasing our engagement with Atlanta, the United States, and the world.

This Center will enhance the culture of practice on our campus, not just for faculty and students pursuing the arts as their primary interest, but throughout the College. The Center's facilities will make essential contributions to the educational experience of students in arts and media professions and to those who choose other careers — whether they become entrepreneurs, work for non-profits, or go into fields like medicine and law.

The Screen, Media, and Arts Center will also raise Emory's profile and presence as a center for media creation in what has become one of the busiest centers for film and television production in the world.

When the renovation is complete the new Screen, Media, and Arts Center will comprise a large film teaching studio, with lighting grid and green screen cyclorama; a smaller, working film studio, also with green screen and audio dubbing capacity; a dedicated video editing lab with 12 work stations; upgraded screening facilities, photography labs, and printmaking, painting and sculpture studios; space for hair and make-up; scenery and prop storage areas; and commons areas for students and faculty. The projected cost is \$5 million, which will be raised through donors.

Strategic Outcomes

- Increase research activity in the arts — and the visibility of that research — by enhancing the research culture through investing in new works.
- Increase partnerships between Emory arts programs and other academic units.
- Begin to establish Emory as a destination for ambitious art and artists through its residency programs.
- Enhance the integration of the Atlanta arts communities with the arts at Emory.
- Provide new opportunities for students to become involved in the research activities of the arts by participating in the creation of new works and working with emerging artists.

Goal 3: Establish Race, Inequality, and Resilience as a Distinctive Focus for Research and Scholarship

Racism in all its forms has stunted the trajectory of lives, cities, nations, and even global society. However, focused research and teaching has the power to reshape what has previously seemed intractable. Emory College of Arts and Sciences seeks to have such impact and speak directly to the ways in which race and our understanding of racial identities, particularly those of African Americans, have shaped physical and emotional wellness, access to material resources, and cultural and social capital. Through both our research and the education that we provide for our students — and our work as scholars, teachers, and public intellectuals — we are developing the capacity to meet this vital aspiration.

We start this work from a position of strength: Our current intellectual resources span research throughout the humanities and the social sciences. They include the extraordinary special collections of the Stuart A. Rose Library and the vibrant programs of the James Weldon Johnson Institute for the Study of Race and Difference. With additional investment, we can play a more effective and public role in regional and national discourse.

This work correlates directly with our educational mission: We recruit students from across the nation and the world, and we aspire to prepare them to lead lives that will have an impact on their communities, and society-at-large. The strategic initiatives below offer opportunities to demonstrate to our students how their work in the liberal arts and sciences is preparing them to make a material difference wherever they may go.

We will start by developing a truly distinctive faculty working in the scholarship of African American culture and racial inequality. We can build on current faculty expertise ranging from sociologists who research public health disparities to philosophers who seek to understand how race and the formation of the state has been linked to the unequal distribution of power.

Our framework, though, is both broader than the work of individual scholars and distinctive. By mobilizing the resources of the University and the city of Atlanta, we believe that the College of Arts and Sciences can become a destination for the study of African American *resilience* — the myriad ways that African American individuals and communities have persisted and organized in the face of social and economic disempowerment.

Why resilience? From the Atlantic slave trade, to chattel slavery in the United States, to the rise of Jim Crow, to mass incarceration, there is clear evidence that there is a deeply systemic and long-term effort to undermine the fundamental rights of African Americans. This history of discrimination and social inequality often yields a model for understanding African American lives that emphasizes deficit or lack. In contrast, by employing a conceptual framework of resilience, we can flip this script and address a major question that has not been fully answered or understood. What methods and mechanisms have African Americans used to build and sustain their lives and their communities?

We have snippets of the answers — from religion, the courts, self-help, and cultural production. But to understand fully, and to draw upon those strengths and strategies as models for future action, requires something much more comprehensive. Emory University is uniquely positioned to provide

these answers and contribute to the role that Atlanta has played for over a century as a leader of African American intellectual activism.

The time is now for Emory to assume this mantle of leadership. In a world that is too often divided by fault lines, understanding the inequities that shape our world — from the past to the present — and the ways that communities mitigate them are more important than ever. Emory can bring the necessary tools of the liberal arts and sciences to our contemporary moment, especially in a city characterized by a long history of political and intellectual activity advocating for African American equality. In doing so, we will have significant impact on our region and our nation — and we will shape the leaders of tomorrow who travel an increasingly diverse and dynamic world.

In pursuit of this goal, we are outlining two initial areas for targeted investment (from internal resources, philanthropy, and foundations) where we believe that Emory can have a significant impact in the scholarship of inequality and resilience. As these two areas of focus take shape, we see potential for others initiatives on this topic to develop, including deeper engagement around African American popular culture, arts, and music, especially as it relates to Atlanta.

As we develop these initiatives, we will seek to build not only on existing resources within the College of Arts and Sciences and Emory University, but also on other institutional strengths within the Atlanta metropolitan region. As in our work with other units of the University, leadership here will require partnership and exchange so that our efforts can become truly greater than the sum of their parts.

Initiative: Health, Resilience, and African Americans

The reality of health disparities for African Americans — whether measured in infant mortality rates, chronic diseases, and/or life expectancy — is clear. Yet that focus, while absolutely essential, does not begin to address how we move beyond a medical model focused on illness, to a more holistic conceptual frame based on health and resilience. By shifting the focus to broader questions of health and the ability to fend off and circumnavigate structural societal barriers, we can create a richer, more precise lens through which to understand African American resilience that results from systemic inequality.

Throughout Emory University, the Centers for Disease Control and Prevention, and other neighboring institutions, researchers in the health sciences are asking questions about the effect of racial disparities on physical, mental, and social health. However, what Emory lacks at this time is a convening point that can bring these scholars into dialogue with one another and with scholarship in the deep cultural and political forces that shape and enhance the lives of African Americans. Emory College of Arts and Sciences can be that convening point, and in doing so can position the University as an international pioneer and leader on these topics.

In the College of Arts and Sciences, we understand health as more than the mere absence of disease. In our Center for the Study of Human Health (CSHH), we understand physical and mental health as something that must be understood holistically — encompassing the physical, the psychological, *and* the social — and we approach health as a phenomenon that is shaped by culture and history.

This liberal arts' understanding of health offers a distinctive approach for apprehending not only the disparities experienced by African Americans but also the internal and community strategies used to

combat the physical and psychological effects of systemic inequality. Indeed, the complex ways in which African Americans have and continue to navigate discrimination — through creative cultural production, spirituality and religious practices, continuous political assertions of their humanity, hard fought legal battles, ancestral knowledge, and more — can provide insights and tools that are significant for comprehending ways to combat health disparities across the globe.

- **Establish a Liberal Arts Research Hub:** Our goal is not, in this initiative, to replicate the work of research faculty in other schools of Emory. Rather, our work is to enhance those efforts by creating a research hub where these faculty can share their work and place it in dialogue with work of faculty in the College of Arts and Sciences and other schools, such as the Candler School of Theology and the School of Law. The role of the College of Arts and Sciences will be to serve as a site of integration — and to advance our capacity to answer fundamental questions about what it means to thrive in the face of adversity and inequality.

By working to connect disciplines and research across the campus on African American health and resilience, we will also impact the curriculum of our undergraduates and graduates in dramatic ways. Students in disciplines like sociology, anthropology, and history — as well as in the interdisciplinary curriculum of human health and African American studies — will have the opportunity to understand how the academic questions that drive their courses are being translated into research on immediate and pressing problems. As with the Human Health curriculum itself, this initiative will create pathways that can be traveled by students and faculty alike between the liberal arts and the health sciences.

As we begin this initiative, we will start with a symposium held on Emory's campus that brings together Emory faculty, Atlanta researchers and key scholars from across the nation working on questions of African American wellness and resilience. This convergence can help produce a more detailed vision of what a multi-disciplinary, collaborative research and intellectual center devoted to this area of fundamental, public-oriented scholarship could accomplish.

Hosted and funded by the College of Arts and Sciences, buttressed by key support from the Department of African American Studies, the Center for the Study of Human Health, and the James Weldon Johnson Institute, the conference will afford the opportunity for the College to identify nodes of strength and to understand better the landscape of intellectual resources already within Emory. It will also explicate key partnerships to be further developed in the Atlanta area and lay the groundwork for an intellectual center that transforms the work of disparate researchers into a concerted, integrated powerhouse.

- **Establish an Endowed Chair for African American Health:** From this symposium, we will conceive of a description for an endowed chair to be held by a faculty member jointly appointed between the Department of African American Studies and the Center for the Study of Human Health. We plan to raise funds in support of this chair through external sources, as well as to leverage foundation opportunities to support visiting fellows, post-docs, and programming in support of his or her work.

The chair in African American Health will have the mandate and resources to ensure that the College of Arts and Sciences plays a leadership role in convening researchers from across and beyond Emory. The chair will play a critical role in leading the College in articulating

the value of that work and bringing it into dialogue with colleagues in the liberal arts and sciences, conducting and publishing field-defining research, and in representing Emory with other potential community partners.

We expect that we will devote 2-3 additional faculty positions — in areas that might include mental wellness, the origins of health, and African American spirituality and health — in alignment with the vision of the new chair. These positions will be funded through reallocation of existing resources in the College of Arts and Sciences.

In addition to the joint appointment in African American Studies and CSHH, we will augment and utilize the James Weldon Johnson Institute for the Study of Race and Difference and the Center for the Study of Human Health — centers that have both played a leading role in bringing scholars to campus and engaging the public beyond it.

Thus, we envision an intellectual incubator of scholarship devoted to the study of African American resilience. This effort will be led by the endowed chair, supported with additional faculty and visiting scholars. Collectively, this will create and sustain the centripetal force of drawing together scholars across the university in the School of Medicine, Candler School of Theology, the School of Law, Rollins School of Public Health, from other Atlanta institutions, and in various departments throughout the College.

The result will focus coordinated research and pedagogical attention on African American resilience, draw on the strengths of Emory University scholars and those in neighboring institutions, and recognize that the breadth of disciplinary expertise in the College ties together the concepts, scholarship, and societal and cultural framing to make Emory University a pioneer and leader in this initiative.

Initiative: Economic Inequality, Resilience, and African American Business

Pundits and scholars note the growing wealth gap in an increasingly diverse America. By some estimates, the Great Recession stripped away half of the collective wealth of African American families. And, it has not rebounded, certainly not at the overall pace of that of whites, who have largely recovered from the foreclosure crisis.

The Pew Charitable Trust reported that in 2013 white wealth was 13 times greater than that of blacks — the largest gap between whites and African Americans since 1989. In 2016, the Institute for Policy Studies and the Corporation for Economic Development concluded that it would take African Americans 228 years to equal the current wealth of whites in the United States.

The economic structure of the African American middle class, even in a city known as the Black Mecca, is fundamentally different and more vulnerable than that of the white middle class. All of these phenomena are in full effect in Atlanta — a metropolitan region that represents national demographic trends, including the challenges of neighborhood- and school-based segregation. The College has an opportunity, and the right constellation of faculty, to make a major impact in this area in understanding both the roots and the consequences of these forces.

What can make Emory distinctive will be research into those activities and institutions that sustain African American communities in the face of this inequality. Historically, the hyper-segregation of

American society produced a range of black businesses, including Atlanta Mutual Life Insurance, one of the most successful in the United States, which served, supported, and invested in the African American community. The end of Jim Crow had an initial, unintended consequence where many of these larger businesses closed as the all-black market dissipated into the broader mainstream market for goods and services.

African Americans have responded to this development with new strategies. For instance, small businesses and individual entrepreneurship have become increasingly important. In fact, black women are the fastest growing segment of small business owners in the United States. Notably, Georgia is one of the top three states in the nation in this regard, with more than 300 percent growth since 1997. How, given limited financial resources and access to capital, has this been possible? What does it tell us about “making a way out of no way”? How do black business owners navigate through entrenched stereotypes? What can we learn from these activities about the roles that race and racial inequality play in the world of business today?

To pursue this set of questions, we are proposing a unique partnership between the College of Arts and Sciences and the Goizueta School of Business. Together, we will seek funds to form an interdisciplinary **Center for the Study of Race and Resilience in Business**. This Center will serve to connect scholars from the College who work on the history and contemporary study of economic inequality with faculty leaders from Goizueta who study organizational psychology, crisis response, and the role of race in corporate cultures. Together, this faculty will:

- **Create new curriculum** that connects the study of race and African American culture to the study of business, perhaps through a joint concentration available to undergraduates studying in either school. For students in the College, this will provide an opportunity to understand how their work in the liberal arts and sciences resonates in the professional world. For students in Goizueta, this curriculum will afford the chance to understand how the operation of the business world is shaped by the realities of racial difference and inequality.
- **Cultivate research partnerships** between faculty in both schools on topics such as race in the American workplace, entrepreneurship in minority communities, and the effect of social movements on business practices. Sustained collaboration on these topics offers Emory an opportunity to create a truly distinctive, interdisciplinary approach to the ways in which the world of business is shaped by race.
- **Develop venues** for sharing Emory’s research with business, political, and civic leaders in the greater Atlanta area. Using successful partnerships, such as the Goizueta Business School’s Start:ME program as a model, we can establish additional mechanisms for disseminating the research of faculty involved in the center, and we can impact the metropolitan area and the state of Georgia in positive ways — as well as introduce the work of the University to new audiences throughout the region.

This center will begin with a focus on African American business practices, and it will seek to identify researchers whose scholarship is of importance to the Atlanta region and the Southeast. However, we believe that this center will necessarily grow in its focus to include research on other racial and ethnic communities, including the immigrant populations so critical to the growth of our region.

As we advance this work, we will also seek funding to establish an endowed professorship to be shared between the College and the Goizueta School of Business — perhaps to serve as a director of the center — and to hire 2-3 additional faculty in existing College departments that can contribute to this scholarly mission.

Strategic Outcomes:

- A vibrant, internationally recognized community of scholars conducting research on race, inequality, and resilience that includes a strong Department of African American Studies but also extends to other departments throughout the College of Arts and Sciences.
- Increased collaboration between faculty in the College of Arts and Sciences and scholars throughout the University on research related to racial inequality and resilience.
- A strong record of public scholarship and engagement with other non-academic avenues to increase connections between Emory and Atlanta, as well as increase national and international media coverage of our faculty's scholarship.

SECTION 4: ASSESSMENT AND EVALUATION

Throughout this plan, we have offered specific goals and measurements of success. In this section, we will focus on even broader questions of how we evaluate our success as a College of Arts and Sciences and what success means.

An underlying goal of this plan is to increase the impact and prominence of the research of the College of Arts and Sciences. In a College in which research may result in everything from the production of a symphony to the licensing of a drug patent, we should not be surprised at the difficulty of assessing our progress. The intellectual diversity of Emory College is its distinctive feature and a core strength, but it also represents a challenge.

We must acknowledge that no single measure reflects all of our work in the College of Arts and Sciences nor can it capture the full impact of the work of our faculty and students. Attempts at comprehensive evaluation carry with them real risks that could distort our progress toward our goal of achieving a more prominent position of leadership among research universities.

We therefore plan to report annually — to the faculty and to the Office of the Provost — on a series of quantitative and qualitative measures of our work. Equally important, our assessment will allow us to change and adapt this plan on a regular basis. Using assessment as part of a dynamic planning process will allow the College of Arts and Sciences to reach its goals more quickly — and will make the College a more responsible steward of its resources.

1. Quantitative Evaluation

Funding for Research

External funding is crucial to the College's goal of achieving research prominence, even as the funding climate has become increasingly difficult in recent years. Research areas differ in their funding needs and availability of resources.

In the natural sciences and the laboratory areas of the social sciences (Anthropology and Psychology), funding needs are high and federal sources such as NIH, NSF, and DARPA provide a variety of substantial funding mechanisms. Foundations such as Simons, Howard Hughes Medical Institute, Kavli, and Keck represent not fully exploited sources of substantial funding.

Such grants are not only important underwriters of faculty research but our success in obtaining them serves as a proxy for the broader influence of the research we perform. In the humanities, arts, and humanistic social sciences, funding needs are smaller, with fewer sources, most of which are foundations. At Emory, the Andrew W. Mellon Foundation plays an outsized role in funding research, and other sources such as the Ford Foundation are not as fully exploited. Nevertheless,

grants expand the breadth of faculty research and our success in obtaining them brings recognition of the impact of faculty research. Because of these differences, we will tailor our metrics to reflect these different realities.

Natural Sciences and Laboratory Social Sciences

Our metrics will include the total grant dollars awarded, total proposed dollars submitted, and the number of faculty submitting/receiving grants. These measures will be considered as a whole and also will be broken down by department, so that we can determine which departments are improving their funding portfolios and have the highest participation rates, which will include the percentage of tenure-track faculty submitting a grant, and the percentage of tenure-track faculty that are funded by grants.

We will also normalize these direct measures by the number of tenure-track faculty in the department for each year so that large and small departments can be more meaningfully compared. We will also note the number of awards from prestigious foundations such as Simons, HHMI, Kavli, and Keck, and the number of research prizes that provide research funding. We will establish a baseline of these metrics from the past 5-7 years and assess changes from this baseline; these changes are a measure of progress and thus are particularly relevant.

Humanities, Arts, and Humanistic Social Sciences

We will track metrics similar to those in the sciences above. In the humanities, arts, and humanistic social sciences, external grants are important proxies for the caliber of the project and the reputation of the principal investigator and their department. Therefore, total grant dollars submitted and awarded are less important than number of faculty submitting and receiving grants.

Again, these measures will be considered as a whole and also will be broken down by department, so that we can determine which departments are improving their funding portfolios and have the highest participation rates, which will include the percentage of tenure-track faculty submitting a grant, and percentage of tenure-track faculty that are funded by grants. Here, participation rates are more important than dollar measures.

As with the natural sciences, we will normalize the direct measures by the number of tenure-track faculty in the department for each year so that large and small departments can be more meaningfully compared. We will also note the number of awards from prestigious agencies and foundations such as the National Endowment for the Humanities, Mellon, and American Council of Learned Societies, and the number of research prizes that provide research funding. We will establish a baseline of these metrics from the past 5-7 years and assess changes from this baseline; these changes are a measure of progress and thus are particularly relevant.

Publications and Citations

We will track the number of faculty publishing books, articles, digital projects, and creative works. While descriptive of Emory College as a whole, normalized metrics can help put these numbers in perspective. For instance, we will consider the relative importance of publishing books or journal articles depending on the field. Such normalized data will give us better insight into faculty productivity.

Within departments, we can track these measures for individual faculty to determine whether particular sub-disciplines outperform others and how such measures are stratified across faculty ranks. In the natural sciences, such department analyses can be supplemented by considering such metrics as average h-index across faculty ranks.

In all of these measurements, we will employ data from the last five years as a baseline, and focus on long-term trends, rather than year-over-year measurement, which includes a great deal of variation. In this case, our focus will be on sharing this data with departments, and reaching agreement with individual departments about both their goals and how we evaluate progress toward those goals.

Undergraduate Research

This strategic plan includes goals for changes to programs and funding, and the introduction of new undergraduate research opportunities. These steps are designed to increase involvement of undergraduates in research — both by increasing the number of opportunities and the number of students who participate in them. Our success in achieving these goals will be evaluated in the following ways:

- 1. Monitoring student participation in undergraduate research programs:** Working with Institutional Research on a yearly basis, the College of Arts and Sciences counts the number of unique students who receive academic credit for research or participate in established research programs. As we work to enhance undergraduate research opportunities, we expect to see increased numbers of undergraduate research participants overall, and increases in the research courses and department research opportunities available to students (which will be included in this yearly tally).
- 2. Self-reports by students in the Senior Survey:** Emory College of Arts and Sciences already asks graduating seniors if they have participated in undergraduate research during their time at Emory. Using that baseline information, we expect to see increased numbers reporting such experiences. This measure matters because it is important that our students understand how their experiences have intersected with the research mission of the University.
- 3. Presentations and publications by student authors:** We will develop a process for collecting and reporting the number of national presentations and professional publications by student researchers. Ideally, this will include publications with faculty mentors both inside and outside of the College.

In addition, in order to measure the progress of our faculty and the College administration in this area, we will also report on the following:

- The percentage of departments and programs offering research credit for directed or independent research (beyond their honors programs). Our goal is to reach 100% in this measurement.
- The amount of funding available for undergraduate research in the College of Arts and Sciences. This will include both 1) funding provided by the College and 2) funding from federal and other external sources.

2. Qualitative Evaluation

Department and Program Rankings

We will track rankings of departments, graduate programs, and other areas of research, and measure the number that rank our faculty in the top 25 of American universities. We know that such rankings are often based on questionable data, and that they rarely include either departments without graduate programs or interdisciplinary areas.

We will be mindful of these limitations, but we should acknowledge that the reputation of the faculty is one of the greatest assets of the College and the University. Departmental and program-based rankings offer a measure of how our work is perceived in the academic world. These rankings will include Academic Analytics, *U.S. News*, and, when available, discipline-specific rankings.

Rankings may seem to be quantitative measurements, but they are listed under qualitative measurement here for good reason. The methodologies behind all rankings vary: Some are rigorously based on data regarding research productivity; some are based purely on reputation; and others appear to have no discernible methodology at all. Moreover, rankings are not equally available in all disciplines — let alone smaller sub-disciplines or emerging areas of interdisciplinary research. Therefore, we will report on and evaluate the value of various rankings each year, without setting for ourselves specific quantitative goals.

Department and program review also serves as a significant means of qualitative departmental evaluation. The vast majority of the College's undergraduate-major-granting departments and programs undergo review internally (on a roughly 8-year cycle) through the preparation of a report comprising data and narrative, and externally by an evaluation of a committee of faculty from other institutions. The emphasis on this process is program enhancement. As part of this process we receive experts' assessment of the program under review, including its place in the national landscape. This feedback provides another source for our understanding of a program's reputation and national standing.

Faculty Promotion and Recognition

One way to measure the research trajectory of our tenure-track faculty is to focus on their progress from the rank of Associate Professor to their promotion to the rank of Professor. Therefore, we will track the number of years that faculty spend in the rank of Associate Professor. We are interested in increasing the number of faculty who are promoted to the rank of Professor within 9 years. We also seek to reengage faculty who have been in the rank for more than 12 years in research activities that will lead to promotion. We include this data under qualitative measurement because these stories of individual faculty are more nuanced than can be captured in any single measurement. Our goal will be to evaluate the progress of our faculty and use this information to inform how we support and mentor faculty throughout the College.

Another measure of the stature of the faculty is the number of faculty who have been named to national or international academies, such as the American Academy of Arts and Sciences and the National Academy of Sciences. We will track the number of faculty who have received such honors, including comparable prizes such as the Guggenheim Fellowship and the Pulitzer Prize. We will also

track the number of faculty who receive other awards from national and international scholarly societies — including book prizes, article prizes, teaching awards, and similar honors.

We include this data under qualitative measurement because we do not wish to create a comprehensive list of “top honors” or target a metric in terms of such prizes. Rather, we will use this information to evaluate our progress in supporting the work of our faculty in receiving this kind of recognition.

Faculty Diversity and Inclusion

We will evaluate faculty diversity and inclusion throughout all of our metrics by analyzing different measures of faculty success through demographic data, where available. We will also work with the Laney Graduate School to improve the diversity and inclusion of those doctoral programs affiliated with the College of Arts and Sciences faculty.

However, our progress will not be limited to metrics alone — and in fact we must acknowledge that we cannot set definitive targets. As important as it is to seek greater diversity in terms of those things we can measure quantitatively — we also know that the real hallmark of our success will be in those things that we cannot capture in numbers. We must constantly ask ourselves — in groups large and small — where we are falling short of our vision of an inclusive community, and what steps we can take to achieve that goal.

3. A Final Word About Assessment: The Stories That We Tell

At the beginning of this plan, we set forward a vision for Emory College of Arts and Sciences: We will lead the University by demonstrating the value of the liberal arts and sciences and defining their purpose and power to audiences throughout the nation and the world. That vision is grounded firmly in reality, in those places and areas where we are already playing a leadership role in our work as educators and researchers. But that vision is also an aspiration. We can measure our progress through both quantitative and qualitative data; we can collect information on our own work and compare it to the work of our peers.

What will signal our genuine success, however, will be when we tell that story of leadership with greater confidence and specificity — when it begins to feel true because we know as a College of Arts and Sciences that it is true.

For instance, Emory College has long pointed with pride to its faculty’s devotion to curricular innovation — from individual courses to new majors to the revamping of old ones. But there is no metric, quantitative or qualitative, that can really assess our commitment or success in shaping how we teach to meet the needs of new generations of students. No data point can capture that sense of leadership, but nothing is more important to the future of Emory College of Arts and Sciences. Leading the liberal arts and sciences requires broad and flexible thinking; it requires the ability to use the data at our disposal as well as to think beyond what can be measured in numbers.

To assume a leadership role in the landscape of higher education, Emory College will require both the courage to assess its work with a truly critical eye — and the courage to articulate its ambitions for the future.