



October 2019

Leading the Liberal Arts and Sciences:

Accomplishments and Progress

“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.”

– *Leading the Liberal Arts and Sciences*

In 2017, Emory College’s strategic plan, *Leading the Liberal Arts and Sciences: Strategic Priorities for Emory College of Arts and Sciences*, set a direction for the College that has helped us focus and foster our ambitions. The plan centers on how our scholarship, research, and teaching require creativity of inquiry, involve faculty and students alike in the process of discovery, and aspire to have an impact on our students, our academic communities, and the world beyond our campus.

The Faculty Senate of Emory College of Arts and Sciences endorsed the plan in December 2017, and it was subsequently accepted by Provost Dwight A. McBride. Since then, the University has established its own strategic framework, *One Emory: Engaged for Impact*, with four pillars that align with the priorities set forward by the College:

- **Faculty Excellence**—an *inclusive* excellence—remains our first priority.
- By enhancing both undergraduate and graduate education, Emory College seeks to improve our standing as an **Academic Community of Choice**.
- We have developed plans to invest in the arts and sciences to fuel **Innovation through Scholarship and Creative Expression**.
- Our hiring of faculty who study race and inequality, as well as our planned growth in the arts, will create new opportunities to engage **Atlanta as Gateway to the World**.

Though not exhaustive, this report summarizes our progress (including actions being planned for the short-term) toward the goals and initiatives in the College’s strategic plan, organized around three broad areas:

1. **Faculty Foundations:** *Recruit and retain a world-class faculty who will advance the principles of the liberal arts and sciences through their scholarship and teaching. (Section 1)*
2. **The Undergraduate Experience:** *Recruit and retain the most outstanding, intellectually curious students who are eager for a rigorous education in the liberal arts and sciences, and support them in their preparation for lives of consequence beyond their time at Emory. (Section 2)*
3. **Research Distinction:** *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 3)*

Section 1: Faculty Foundations

Goals:

- Enhance Faculty Diversity and Inclusion
- Address Faculty Salaries
- Increase Internal Research Support
- Support Public Scholarship

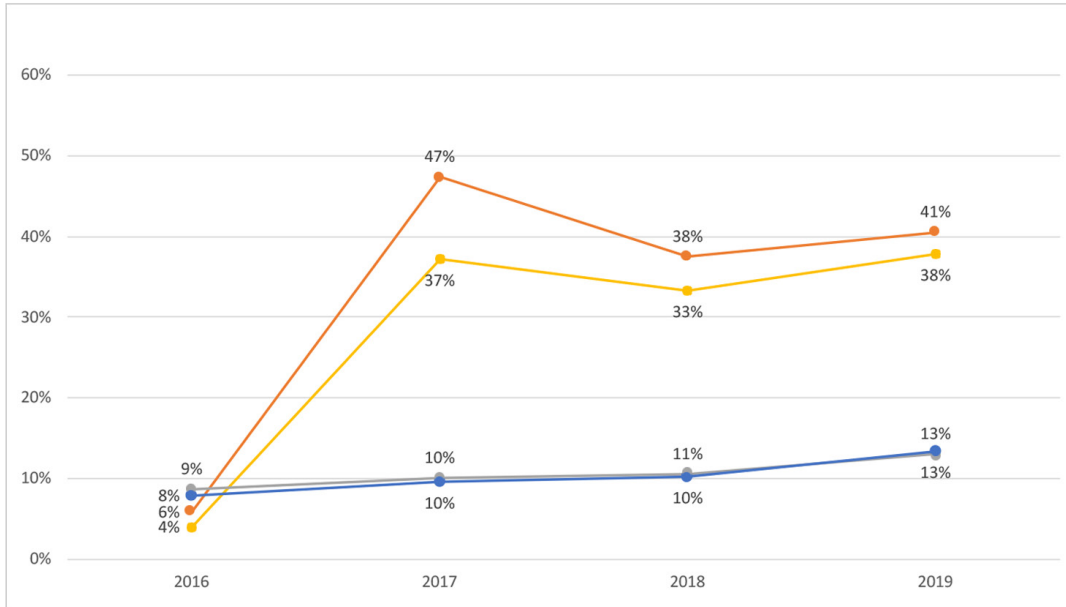
Enhance Faculty Diversity and Inclusion

Diversity in all its forms is a critical element to achieving excellence, from the education of our undergraduates to the creation of new scholarship and knowledge. Since the adoption of the strategic plan, we have worked to refine our hiring practices to further promote the recruitment of excellent and diverse faculty. Specific steps include deliberately seeking faculty who possess a vision for (and demonstrated experience with) mentoring diverse student bodies. In addition, we require all faculty search committees to undergo unconscious-bias training.

The College, with the assistance of the Office of the Provost, has invested heavily in faculty excellence through the recruitment of new faculty since the adoption of the strategic plan in December 2017. We are now in a period of ambitious and exciting faculty hiring and diversification. This year alone, we welcome 45 new faculty, including 23 faculty from under-represented groups and 28 women. (The phrase “underrepresented groups” encompasses both underrepresented minorities in all fields and women in the sciences and mathematics.)

We also have launched searches for another 43 faculty this coming year; several searches will occur in departments where we are experiencing significant retirements and have opportunities to define new signature areas, accelerate the research mission, and add much needed diversity. The charts below depicting URM and URG faculty hiring, as well as women in the sciences, reveals our significant progress in a short period of time and the more modest gains in overall faculty diversity.

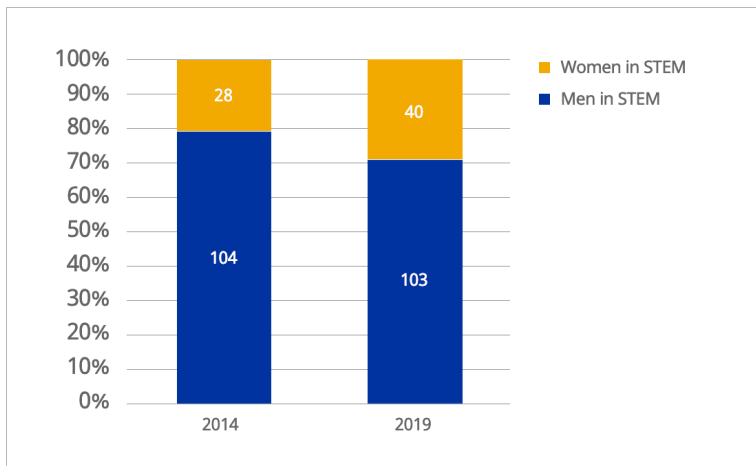
Faculty Hiring Trends In Underrepresented Minorities



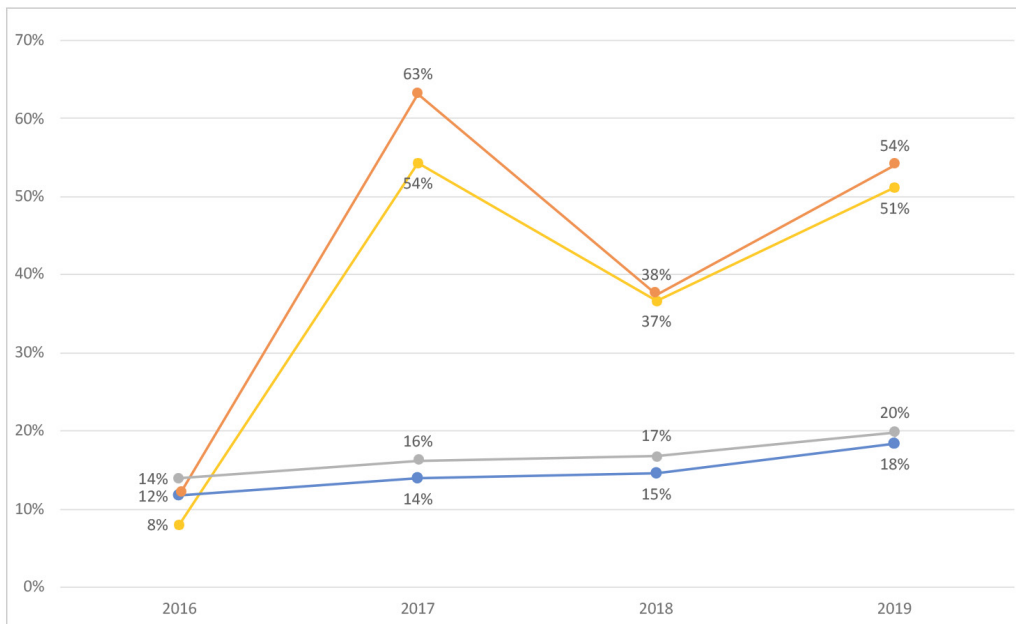
URMs (Under-Represented Minorities) are here defined to include any faculty self-identifying as Black/African American, Hispanic/Latino, American Indian/Alaskan Native, Native Hawaiian or Other Pacific Islander, or Two or More Races.

- % URM New Hires (TT only)
- % URM New Hires
- % Overall URM
- % Overall URM (TT only)

Women vs. Men in STEM (5-YR Change)



Faculty Hiring Trends In Underrepresented Groups



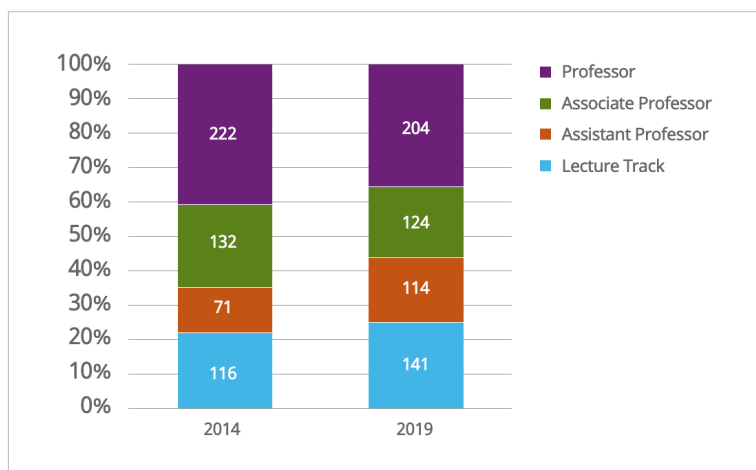
URGs (Under-Represented Groups) are here defined to include the union of 1) women faculty in STEM fields (the Natural Sciences) and 2) faculty self-identifying as Black/African American, Hispanic/Latino, American Indian/Alaskan Native, Native Hawaiian or Other Pacific Islander, or Two or More Races.

—●— % URG New Hires (TT only)
—●— % URG new Hires
—●— % Overall URG
—●— % Overall URG (TT only)

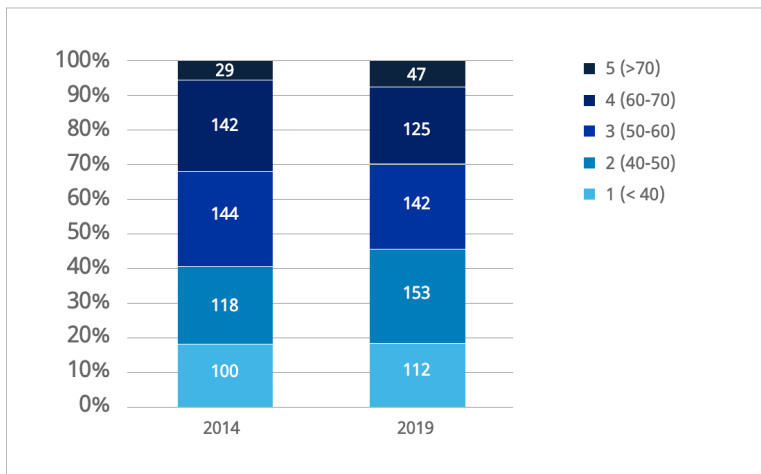
At the same time, we are seeing many of our longtime faculty retire or begin the retirement process. Since the beginning of the 2017-2018 academic year, 37 faculty members have retired — and as of fall 2019, an additional 38 faculty have formal plans for retirement. These colleagues comprise more than 10 percent of our overall faculty and represent the exceptional generation that helped shape the College as we know it today.

Some of the effects of the transition in faculty are evident in the faculty demographic graphs below. Faculty retirements have led to a notable decline in the number of full professors; the recruitment of new faculty is visible in the sizeable increase of assistant professors.

Breakdown by Rank (5-YR Change)



Breakdown by Age (5-YR Change)



Together, these two forces – retirements and the hiring of new faculty – bring about profound demographic changes to the College and with these, opportunities to redefine our academic community for decades to come.

In addition to the usual search process, in which a single department recruits a single member of the faculty, Emory College has experimented in the last three years with other hiring practices to broaden faculty diversity. Some results include:

- The sciences faculty cluster hire in 2017, which recruited seven new faculty, four on the tenure-track and three on the lecture-track, with excellent records of mentorship, teaching, and scholarship. Other candidates from the pool, including three tenured female faculty in the sciences, were identified for positions outside of the formal search process.

In 2018-19, we engaged in two other processes to hire multiple faculty, resulting in the recruitment of:

- Three new assistant professors within our Department of History, focusing on the history of race and ethnicity in the United States.
- Three new senior faculty in Latinx studies scholarship across the humanities and social sciences.

Both the College administration and faculty are keenly aware that as we bring so many new faculty to campus, achieving our goal of a diverse and inclusive faculty does not end with their arrival. We must support and promote their success as scholars, teachers, and citizens of the University, and ensure they help chart Emory's future.

Creating a vibrant and inclusive campus culture for all faculty across College departments will require the work of all faculty in the College. To nourish a supportive environment, beginning at the department level and working all the way across campus, the administration has been developing new programs for department chairs to help them gain the leadership skills and perspectives they need.

The College administration is also encouraging departments to bolster peer mentoring programs in ways that support the intellectual trajectories of our faculty across each career stage. Two new initiatives — one focused on teaching, one organized around a cross-disciplinary cohort structure — are in pilot phase and focus on mentoring and supporting junior faculty in all aspects of their scholarship, teaching, and professional development.

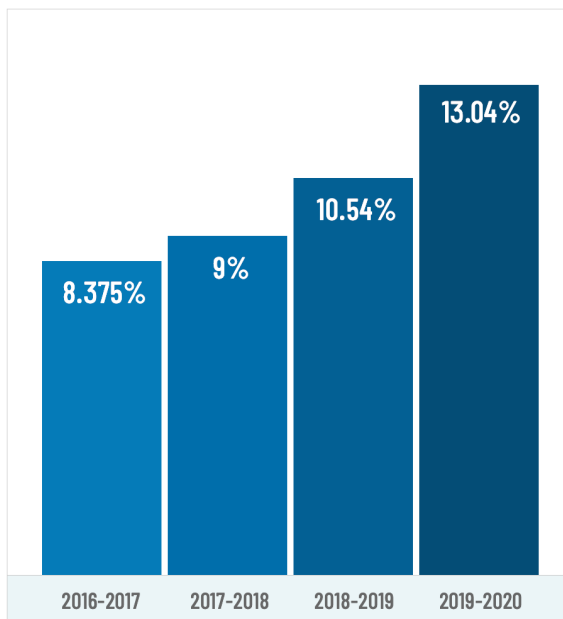
Address Faculty Salaries

Our analysis of salary data in fall 2016 obtained from the Consortium on Financing Higher Education (COFHE) revealed that salaries for Emory College faculty lag behind our peers, especially for associate and full professors, and the gap was growing.

Closing this gap continues to be a priority for the College so that we can compete for and retain the best researchers and teachers. During the last two years we have followed the strategies described in the original strategic plan:

- Salary raises have been increased for faculty at the time of promotion, for both tenure track and lecture track faculty. The average promotion increment has increased almost 5% since 2016-17 (see yearly increases below).
- The merit pool for College faculty salary increases (3.5%) has been a full percentage point higher in each of the last two years than the merit pool set by the University (2.5%).

Average Promotion Salary Increase for Faculty



In addition, the College has partnered with the Office of the Provost to conduct analyses of the salaries of under-represented and women faculty to compare them with their departmental colleagues of similar rank and field — a process that has led to additional salary adjustments. The College administration will continue to conduct such analyses on a regular basis.

As our budget allows, we will establish a merit pool for College faculty in both fiscal year 2021 and fiscal year 2022 that is larger than that designated by the University. In addition, we remain committed to offering salary increases of at least 10% to faculty receiving promotions and to provide merit increases at other career milestones and achievements.

Increase Internal Research Support

Internal funding support for faculty research and travel has increased through the allocation of College resources, fund-raising, and support from the central University.

- With the allocation of College resources and generous support from the Office of the Provost, we have increased internal funding for basic faculty research and travel, including an additional \$830,500 for 2019-2020. The College will submit a budget including this level of research support for 2020-21 and the foreseeable future. These funds will be dispersed by department chairs to support the needs of their departments and their faculty.
- The budget for bridge funding for faculty in the natural sciences has been increased by \$100,000, which has allowed us to honor all requests that meet criteria for the past two years. Funding for the Program to Enhance Research and Scholarship has not increased. However, the College Office of Research Funding Support has sought to award a greater number of mini- or seed- grants to develop faculty research projects.
- The Chronos Faculty Fellowship is a new opportunity for a tenured faculty member in the humanities or social sciences that provides one academic year of leave (salary and \$10,000 in research/travel funds). It aims to advance ambitious scholarship in the post-tenure period, when time for immersive research and writing can be difficult to secure. The Chronos Faculty Fellowship is funded through a generous grant by the Albert J. & Phyllis Katz Foundation; a single fellowship will be offered in each of the next five academic years.

Support Public Scholarship

For our work of discovery and the creation of new knowledge to have impact, we must support public scholarship and all of the ways in which the reach of our work can extend beyond the academy: 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, these endeavors often involve collaboration with central University programs and centers, such as Communications and Public Affairs (CPA) and the Center for Faculty Development and Excellence (CFDE). Selected initiatives to date are:

- CFDE and CPA, with input from the College, sponsored the Public Scholars Institute for 32 College and University faculty in fall 2018 that provided media training and other professional development.
- In May 2019, Emory College and the CFDE, with support from the Office of the Provost, hosted the national OpEd Project's two-day intensive "Write to Change the World" workshop for Emory faculty, with eight participants from the College.

Emory College continues to work in close collaboration with the CFDE, including an upcoming opportunity for communications training for science faculty in Spring 2020.

- The College has collaborated with the Office of Undergraduate Admissions to develop a faculty speaker's bureau for Atlanta-area schools, as well as a program of faculty "TED Talks" featuring faculty research for prospective students and families.
- The College team in Advancement and Alumni Engagement continues to bring several of our most high profile senior faculty and exciting rising stars to alumni audiences around the country to share their research and knowledge on multiple topics.

The College administration will continue to identify, cultivate, and support the College's next generation of public scholars and expand the impact of their work through social, mainstream, and digital media. Specifically, in the next 3 years, the College plans to:

- Provide comprehensive media training for interested faculty at least once per academic year.
- Offer workshops on how to use social media to develop public scholarship and outreach.
- Develop a strategy to facilitate more public speaking opportunities and outreach to the Atlanta community, in collaboration with the central administration.
- Launch a podcast featuring the discovery, creativity, and impact of faculty scholarship and teaching.

Section 2: The Undergraduate Experience

Goals:

- Increase Financial Resources for Student Aid
- Enhance and Expand Undergraduate Research
- Enhance Support for Pedagogy and Curricular Development
- Increase Opportunities for Graduate Study
- **NEW GOAL: Create University-wide support for students in the liberal arts and sciences**

At the undergraduate level, the College is attracting an applicant pool that is both larger and stronger than at any point in its history, making Emory University increasingly an academic community of choice for exceptional students, as indicated in the admission and recruitment data below.

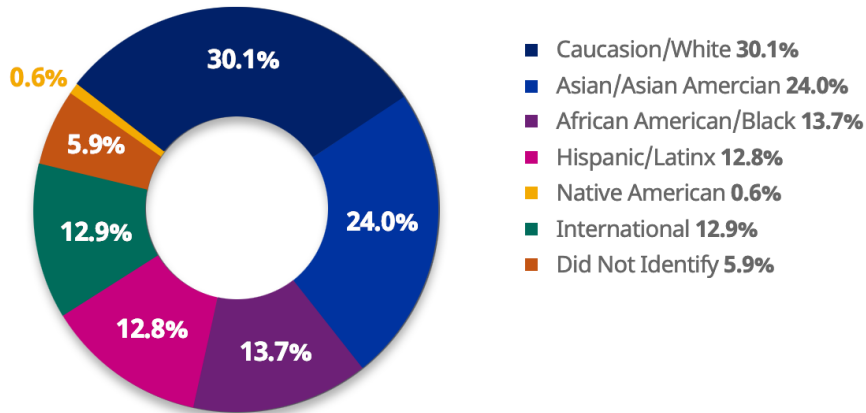
Emory College also has been able to admit classes with excellent academic credentials while remaining ethnically, geographically, and socioeconomically diverse. (For example, in the Class of 2023, 11 percent identify as a first-generation college student and nearly 20 percent are Pell Grant recipients, a common indicator of lower-income families).

Emory College Admissions Trends - 2014-2019

	2014 Entry	2015 Entry	2016 Entry	2017 Entry	2018 Entry	2019 Entry
DECISION STATUS SUMMARY						
Applications	17,796	20,492	19,924	23,747	27,559	30,017
<i>change</i>	1%	15%	-3%	19%	16%	9%
Admits	4,773	4,851	5,023	5,234	5,104	4,680
<i>admit rate</i>	26.80%	23.70%	25.20%	22.00%	18.50%	15.60%
<i>dual admits (EC+OX)</i>	936	1,412	1,206	2,062	2,064	1,728
Enrolled	1,365	1,357	1,358	1,388	1,431	1,388
<i>yield</i>	28.60%	28.00%	27.00%	26.50%	28.00%	29.70%
ACADEMIC METRICS						
H.S. GPA (unweighted)	3.69	3.72	3.72	3.76	3.78	3.8
SAT	1369	1373	1390	1426	1429	1442
ACT	30.6	30.8	31.1	31.6	32.1	32

Class of 2023 Snapshot

SELF-IDENTIFIED RACE/ETHNICITY



- 57% female, 43% male
- 11% are first-generation college students
- 50% attended public high schools
- 50% attended from private / independent / parochial / other schools
- 54 unique languages spoken in enrolling class

**All data accurate as of September 16, 2019, Emory University's official date of record.*

We should regard this data with pride and recognize that our current and entering students will challenge us. We must be prepared to engage and inspire them to become the leaders that our rapidly changing world requires, and push to continue making progress on our strategic goals.

Increase Financial Resources for Student Aid

Completing our **Scholarship Endowment Initiative (SEI)** — a \$50 million matching program for gifts to scholarship endowment — remains critical to realizing the College's vision and strategic priorities. Every dollar raised supports students directly and relieves College operating funds that can be directed to other priorities that support our academic excellence.

SEI Progress

FY 14-19	TOTAL CONTRIBUTIONS	TOTAL CONTRIBUTIONS + MATCH	TOTAL SCHOLARSHIPS
Grand Total	\$20,526,416	\$53,644,626	164

In addition to the SEI, the College has sought to use endowed funds more strategically in support of financial aid. The University's transition to a unified undergraduate financial aid budget also is expected to have a positive impact on the College by establishing more equity in financial aid costs per student across all the undergraduate schools.

Enhance and Expand Undergraduate Research

Our goal is for every student to be able to access and engage in the hands-on process of discovery found in the research opportunities that underpin a liberal arts education. Currently, demand exceeds supply for such opportunities for our students, and our infrastructure does not match our vision.

In 2018-19, several faculty, both in the College and beyond, took part in the College's Ad-Hoc Committee for Undergraduate Research. The yearlong process assessed needs, benchmarked with peers, surveyed faculty, analyzed current data on student research opportunities, and assessed the costs and support needed to achieve the College's goals.

The committee delivered a comprehensive report in June 2019. Broadly, the committee findings and recommendations include:

1. Improve tracking and documentation of student participation in undergraduate research.
2. Create faculty development opportunities and faculty recognition in areas related to undergraduate research.
3. Increase financial and administrative support for undergraduate research programs.
4. Enhance faculty engagement in undergraduate research programs and expand the definition of what constitutes undergraduate research to be inclusive of all disciplines.

During the 2019-20 academic year, the College and the Office of Undergraduate Research Programs will focus on determining how to implement these recommendations and acquire the resources necessary to substantially increase undergraduate research opportunities over the next three years.

The Undergraduate Research Program, which recently hired a new associate director, is also working with academic departments this year to help them expand the number of research-embedded courses they offer. We expect within the next three years to significantly increase the number of undergraduate research opportunities and better document the multitude of ways our students participate in research across all disciplines.

Enhance Support for Pedagogy and Curricular Development

Teaching is central to our mission. The College's new tenure standards now require a rating of "Excellent" in both research and teaching, which has created a greater need for clarity of expectations as well as more support for faculty eager to achieve greater pedagogical breadth and excellence.

We have enhanced and expanded pedagogical resources to meet the teaching mission of Emory College. In the past three years, the College administration and faculty have developed new mentoring and leadership structures, hired new staff in the areas of instructional design and technology, and enhanced classrooms to better meet instructional needs.

New initiatives include:

Assistant Professor Mentoring Program: Senior faculty mentors across all three divisions are paired with groups of junior faculty from different departments. This program recognizes the need for a multi-pronged approach to faculty mentoring, including department-based and external mentors.

Currently, all junior faculty are assigned a faculty mentor from within their department or program. The College Senior Associate Dean of Faculty and Chair of the Tenure and Promotion Committee also provide tenure and promotion workshops for all Assistant and Associate Professors every year.

Experts in the field of faculty development often emphasize the importance of mentorship by senior or peer colleagues who will not be directly involved in the faculty member's evaluation for tenure and promotion. To this end, our pilot program also has paired experienced mentors with groups of assistant professors to offer more general professional guidance and mentorship as well as to foster new 'cohorts' of faculty across discipline and division. Six senior faculty members (two from each division) were assigned faculty groups ranging in size from 15-18, meeting over lunch in the Spring 2019 semester. The group sessions are continuing this fall with eight senior faculty members.

Teaching Professors: Emory College has appointed three named Teaching Professors. These individuals have become creative leaders and mentors for faculty in many aspects of the teaching mission. Two of our named chairs (Arri Eisen, Nat C. Robertson Teaching Professor and Professor of Pedagogy, Biology and the ILA, and Tom Rogers, Arthur Blank/NEH Teaching Chair and Associate Professor of History) convened a new yearlong program — together with a new member of the College staff, Liesl Wuest, with expertise in Instructional Design — for assistant professors interested in teaching mentorship.

Enhanced Online Pedagogy: The Office of International and Summer Programs supports pedagogy and curricular development through several initiatives. Instructional Designer Leah Chuchran leads Emory College and Oxford faculty who are developing an Emory College online course through an 8-week training course, Emory College Online Teaching Strategies (ECOTS), each summer.

The College's two instructional designers further assist College faculty through direct consultations with departments on overall curricular development and alignment through discussions with faculty on the redesign of high-impact courses. Both instructional designers work with College faculty to "flip" courses and to supplement face-to-face courses with technologies that support learning objectives.

Increase Opportunities for Graduate Study

Several departments in the College of Arts and Sciences are developing 4+1 programs in which undergraduates can continue their studies in pursuit of an M.A. or M.S. degree with an additional year of graduate study, as well as stand-alone master's programs. These programs are a collaboration with the Laney Graduate School, and the College is also proactively seeking collaborations with other units of the University. We anticipate the establishment of a greater number of master's programs that will be available to students from within and beyond the College over the next several years.

4+1 programs

The Department of Computer Science is now offering a *4+1 master's degree program*, which allows Emory undergraduates to obtain a Computer Science BA/BS from Emory College in four years and a master's degree from the Laney Graduate School in one extra year. Mathematics and economics expect to launch 4+1 programs within the next few years.

Cross-school collaborations

Bioethics: The Center for Ethics currently offers a MA in Bioethics, and they have developed a 4+1 path to that degree that is under approval review.

Human Health: Other cross-school collaborations include potential 4+1 programs in Human Health that would involve faculty from medicine, nursing, and public health.

Master's of Science in Business Analytics (MSBA): Goizueta Business School is working on a streamlined process to admit Emory College students to their 1-year MSBA program, which should be available within the next year.

Programs for new students

The Department of Quantitative Theory and Methods is in the process of developing a stand-alone master's program to launch in the next 3-4 years.

NEW GOAL: Create University-wide Support for Students in the Liberal Arts and Sciences

Students seek out Emory University and the College of Arts and Sciences for an exceptional liberal arts education within a major research university. Too often, however, our students struggle with finding their way both within the university and in making connections between the value of their liberal arts education and the futures that they imagine for themselves after they graduate.

In response to this need, the College, in conjunction with the Office of the Provost and Emory's other undergraduate schools, has developed multiple initiatives set to address the student experience, primarily through the Emory Edge program (housed in the Office of the Provost's Emory Undergraduate Project) and the Humanities Pathways project, a partnership with Oxford College.

These initiatives emanate from Emory’s core belief that a liberal arts education empowers our students to create a life of meaning and consequence in a rapidly changing world. The work is central to our strategic priorities to make Emory an “academic community of choice,” and also offers opportunities to engage the Atlanta region.

Emory Edge

Emory Edge has evolved from a focus on career preparation to a comprehensive vision for realizing the highest aims of the Emory Undergraduate Project within the Office of the Provost: *To provide an integrated, intentional, and developmentally guided four-year journey of discovery that spans each student’s undergraduate education and gives all students transformative, high-impact experiences in preparation for life after college.*

Emory Edge ultimately seeks to integrate the liberal arts academic experience of all undergraduates with existing campus resources including academic advising, student support, engaged learning, co-curricular opportunities, alumni mentoring, and career coaching.

This year, the Emory Undergraduate Project is developing the programmatic aspects of Emory Edge in collaboration across the four undergraduate schools to maximize the four-year experience, including summers, for each student. A significant part of this effort will be to weave together and adapt existing programs and courses into a coherent and powerful experience, including:

- **Support for faculty** through initiatives, such as the current Humanities Pathways, an initiative funded by the Andrew W. Mellon Foundation, that support faculty seeking to create or enhance curricula that emphasize reflection, career exploration, or experiential learning.
- Establish a **fund to ensure that all students — regardless of their socioeconomic background — have access to co-curricular opportunities** such as internships, study abroad, and experiential learning.
- **Increased and more integrated staff support** for students to better connect the current work of established programs that help students navigate their Emory experience and prepare for post-graduate pathways.
- Create **co-curricular offerings**, such as the “Liberal Arts Edge” course, that guide students to reflect on their journeys and goals, and assist them in taking advantage of the resources of the University.
- **Increased investment in support for career exploration**, with an emphasis on connecting career services to academic departments, majors, and the curriculum.
- **An infrastructure to support increased alumni engagement in mentoring and networking with undergraduates** to create a stronger Emory network that shows the potential of the liberal arts to shape a lifetime of meaningful work.

Liberal Arts Edge Course

As part of Emory Edge, this one-hour, co-curricular course is being taught this fall to 32 sophomores and juniors after a successful pilot in Spring 2019. The co-curricular course encourages students to reflect how knowledge gained through their liberal arts education provides a foundation for the skills they will take to the global workplace and into their lives beyond college. Students complete the course with awareness of Emory resources, from alumni networking to career exploration and technology platforms, to help them develop their goals.

Humanities Pathways

A three-year, \$1.25 million Mellon Foundation grant funds the Humanities Pathways initiative at Emory College and Oxford College. It provides comprehensive support to humanities faculty for the development of new and refined curricula, classroom experiences, and course innovation that will empower undergraduates in the humanities to plan for their futures with confidence.

This grant will impact students in powerful ways through new curricula and changes to existing courses that prepare students to translate what they are learning in their coursework to post-graduate pathways. It requires more than a one-size-fits-all approach, and as a result we are tapping the creativity of our faculty to push this initiative forward in ways that will shape undergraduate education in the humanities for many years to come.

The Nature of Evidence

In addition to these newer initiatives, Emory's Quality Enhancement Project (QEP) — *The Nature of Evidence: How Do You Know?* — is in its fifth and final year. The QEP has provided comprehensive support to numerous faculty to develop new or retooled evidence-based courses, including 38 College faculty who participated in the QEP's final faculty workshop in spring 2019.

While the QEP started before the launch of the College's strategic plan and before the Emory Edge project, the QEP's efforts have led to clearer articulation of the value and impact of liberal arts education. It has fostered important curricular changes with more evidence-based instruction in our classrooms that support our strategic goals.

As we near the conclusion of the QEP, the College must recognize the indelible, positive impact that it has had on our curriculum. Importantly, the QEP has also created a successful model of faculty development. In many ways, the work of the QEP has created a foundation on which the Emory Edge project is building, and we must also work together as a faculty to ensure that we fully capture what we can learn from it.

Section 3: Research Distinction

Goals:

- Increase Interdisciplinary Research in the Natural Sciences
- Increase Support for New Works in Creativity and the Arts
- Establish Race, Inequality, and Resilience as a Distinctive Focus for Research and Scholarship

We have made less progress on our initiatives to build specific research areas as outlined in the strategic plan; however, we have taken important and necessary steps to reach these goals, including:

- The College has conducted critical faculty hiring in *Race, Inequality, and Resilience*, recruiting new faculty who will contribute to the Department of African American Studies as it recovers from a wave of departures and retirements, as well as faculty appointed in other humanities and social science departments.
- College faculty and administration worked with the Office of the Provost and the School of Medicine on a Task Force on the Basic Sciences that has led to investment in two interdisciplinary areas of research.
- College faculty, administration, and alumni worked with the Office of the Provost on a Task Force for the Future of the Arts to create a blueprint for investments that will strengthen the arts at Emory, with an emphasis on creating stronger connections to Atlanta arts communities.

Increase Interdisciplinary Research in the Natural Sciences

Our strategic plan outlined a goal to establish an Interdisciplinary Science Fellows Program. This year, the College is undertaking benchmarking with peers and more in-depth planning for such a program. The College administration, The Laney Graduate School, and the Office of the Provost are discussing how a program to support College postdoctoral scientists could connect with other investments in the sciences and faculty development.

During 2018-19 the College partnered with the Office of the Provost and the School of Medicine to create a Task Force on the Basic Sciences. The Task Force worked last year to identify priorities for investment through 2025 that will increase the impact of basic scientific research across the university. The Task Force, made up of scientists from across Emory College and the School of Medicine, inspired new collaborations across the university, expanded Emory's research contributions to society, and provided new opportunities for students and postdoctoral trainees to connect to exciting and meaningful research experiences.

Based on Task Force research and recommendations, Emory leadership is focused on advancing and investing in two major, highly interdisciplinary initiatives — “Biological Discovery through Chemical Innovation” and “From Molecular Pathogenesis to Global Pandemics” — that will foster collaboration of Emory College scientists with peers across the university.

Increase Support for New Works in Creativity and the Arts

Provost McBride and Dean Elliott convened the Task Force on the Future of the Arts in Fall 2018 with the charge to identify priorities for investment that will increase the impact of the arts across the university and better connect Emory arts to the City of Atlanta.

The Task Force, co-chaired by Kevin Karnes, chair of the Department of Music, and Emory alumnus Doug Shipman, President and CEO of the Woodruff Arts Center, delivered a comprehensive report in Spring 2019 that detailed multiple initiatives within the context of the One Emory strategic framework to enhance and fulfill the potential of the arts at Emory.

The report serves as a roadmap for the future of the arts at Emory, which will be critical for our increased engagement with Atlanta, our undergraduate experience, and for building greater connections with our alumni in the city and beyond. The recommendations, which include new academic programs, enhanced physical spaces, and deeper engagement and broader collaboration in Atlanta and beyond, are currently being assessed for implementation. Improved and flexible space for the arts also is being assessed as part of the University’s master planning efforts.

In addition to the Task Force, the College creative arts departments have welcomed many new faculty to their ranks, which will fuel the creation of new works and enhance undergraduate education. The arts also continue to be a College priority in our fundraising: a recent gift will help develop an arts fellowship and a gift to Theater Emory from a longtime supporter funds a student scholarship and provides programming support.

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

The College’s strategic plan described two interdisciplinary initiatives to advance the goal of establishing the study of race, inequality, and resilience as a distinctive focus of research and scholarship. We have not made progress on either of those initiatives, in large part because we have focused on building and rebuilding faculty strength in the study of race and inequality. This has involved many departments, most notably:

- We have worked with the leadership of the Department of African American Studies to rebuild and grow its faculty. Of the 14 core faculty currently in the Department, seven have been hired since the adoption of the strategic plan, including four faculty with joint appointments.

- The College authorized the hiring of three new assistant professors in the Department of History studying race and ethnicity in the United States. Those faculty joined Emory in fall 2019.
- The College hired two faculty in the Department of Spanish and Portuguese working in the field of Latinx studies, beginning fall 2018. Then, in partnership with the Provost, the College has hired three tenured faculty working in the field of Latinx studies in Philosophy, English, and Political Science. One of those faculty members began at Emory in fall 2019; the other two will join our campus in fall 2020.

Faculty hiring in this broad area of inquiry will continue to be a strategic priority. With the new faculty and with the College leadership, we will reevaluate whether the initiatives named in the strategic plan are still the right ones to pursue for Emory. In addition, faculty and the administration will be working together on two academic priorities in the next three years:

- The development of a doctoral program in African American Studies that draws on faculty throughout the College and indeed the University with expertise in this area.
- The development of an interdisciplinary research community and undergraduate curricula in Latinx studies.

Conclusion: Defining Success, Setting Priorities for Our Present and Future

The final section of the College’s strategic plan discusses assessment, particularly our desire to measure progress toward an “underlying goal [...] to increase the impact and prominence of the research of the College of Arts and Sciences.”

That section identifies a number of possible quantitative and qualitative measurements. It also speaks to the challenge of assessment in which the intellectual diversity of our research — which can result in everything from a drug patent to a symphony — is “a distinctive feature and a core strength.”

That challenge remains. Moreover, our methods of collecting the information that matters most to faculty and administrators alike are not sufficient to enable us to answer basic questions about our progress as a College of Arts and Sciences.

We have qualitative evidence that points in the right direction: The national acclaim that members of our faculty have received in the past two years has been impressive — and in fact a list of

all of the faculty who have received notice beyond the academy for their research would require a section of its own.

We can also point with pride at the quantitative measurement of external funding dollars awarded to support the research of College faculty, which has increased from \$30.8 million in 2014-15 to \$41.7 million in 2018-19 — an increase of 35% in the span of five years.

But what matters most to us as a College is not the simple fact of increasing external funding. What matters is what we do with that funding: the impact of experiments, seminars, fieldwork, and time spent in the archives.

As a College of Arts and Sciences, we still have work to do, work to do *together*, to capture that impact. Our ability to make progress toward our collective aspirations, and to measure that progress, requires departments and programs to consider their own goals. It requires the College faculty as a whole to make choices about our priorities.

Some of the important conversations will occur in the College Faculty Senate and in department meetings, and just as much of the dialogue will be informal, in hallways and over coffee. Those conversations will be more critical in the months and years to come.

This “progress report” begins with data about the number of new faculty that have been hired since the strategic plan was adopted — as well as data about the number of faculty who have recently or are currently planning retirement. There is no question that the College faculty is in the midst of a demographic transition unlike anything it has experienced in decades.

It is a moment of excitement and opportunity, but also challenge. How will we ensure that new colleagues thrive here? How will they change our work? How will we ensure that the best of Emory College — our deep commitments to pedagogy, the value we place on interdisciplinary research, our vibrancy as an intellectual community — carries into the future, even as our scholarly community is shaped in new and unpredictable ways?

The work of creating the scholarly community of Emory College of Arts and Sciences is work that will always be ongoing, and it is as urgent now as it has ever been. It requires time and emotional labor — to learn about and from each other, to think about how we join together to become sums that are greater than our parts.

It is also the work that will make our impact on our students, on our fellow scholars, and on each other more lasting and consequential. I applaud my colleagues, both faculty and administrators, for engaging in this work so vigorously, and I look forward to working with them toward our goal of leading the liberal arts and sciences.

— Michael A. Elliott, Dean, Emory College of Arts and Sciences