Compliance Certification
September 2013
Part I
Signatures Attesting Integrity
Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That Emory University has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

2. That Emory University has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That Emory University has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison

Signature

Date 9/2/2013

Chief Executive Officer

Name of Chief Executive Officer

Signature

Date 8/26/2013
## Substantive Change Summary

### Reports to SACSCOC

**AY 2003 – AY 2013**

<table>
<thead>
<tr>
<th>School and Program</th>
<th>Notice to SACSCOC</th>
<th>Response from SACSCOC</th>
<th>Type of Change</th>
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Part III

Compliance Certification
2.1

Degree-granting Authority
The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment
☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory College was incorporated by an act of the Georgia legislature on 10 December 1836, assented to by Governor William Schley on 19 December 1836. Section 6 of that act states, “The President of the said College, with the consent of the professors and trustees, shall have power and authority to confer and award all such honors, degrees, and licenses as are usually conferred in colleges and universities.” The act of the legislature noted the college’s location in Newton County, Georgia [1].

On 16 July 1914, the Educational Commission of the Methodist Episcopal Church, South, determined to establish a new university in or near Atlanta. Several weeks later, on 5 August, the Emory College Board of Trustees resolved to:

Cooperate with the Educational Commission of the Methodist Episcopal Church, South, to the end that said Emory College may be incorporated into the University and become the proposed College of said University to be established by said Commission, and to be known as Emory University, the charter for which shall be obtained by the members of said Commission [2].

On 25 January 1915, Judge C. S. Reid of the Superior Court of DeKalb County, State of Georgia, granted the petition of the Educational Commission of the Methodist Episcopal Church, South, to establish a university in DeKalb County. Subsequently the Emory College trustees petitioned the Superior Court of Newton County “for such an amendment to its charter as would enable it to enter into a union with said University, and thus become the college of said University, under its [the college’s] own corporate identity and name, but with the same or related Board of Control” [3]. The petition noted that the primary educational purpose of the college would remain unchanged but would be enlarged. On 17 March 1915, the same Judge C. S. Reid, serving on the Superior Court of Newton County, granted the petition [4].

The amendment empowered the Emory University board of trustees to elect the Emory College board of trustees, and on 31 March 1915, the Emory University trustees elected themselves as trustees of Emory College [5]. The boards have been identical since then, and Emory College of Arts and Sciences has operated as a division of Emory University.

The charter granted by Judge Reid to establish Emory University in 1915 authorized the university trustees to grant degrees, including degrees at the campus of Oxford College. (The Associate of Arts degree was first conferred upon graduates of Oxford College in June 1972) [6]. Article 15 reads:

ALSO, POWER AND AUTHORITY to prescribe the course of study and the degrees of proficiency therein necessary to graduation in any school or department, or under any faculty created, maintained, or controlled by it, and to grant such diplomas or certificates to graduates or students in any of such schools or departments, or affiliated colleges, or under any such faculty as it may deem proper, and to confer such degrees upon such graduates as may be appropriate, and such as are conferred by other universities maintaining or controlling similar schools of instruction and learning; also, to grant honorary degrees to persons distinguished for learning, ability, and character in their respective vocations [7].
Emory is authorized to grant degrees in Georgia which is the only state where it has a physical presence. State authorization is through the Georgia Nonpublic Postsecondary Education Commission with exempt status for non-public, in-state, not-for-profit universities in existence for ten or more years prior to July 1, 1989 and accredited by a national or regional accrediting agency (Official Code of Georgia Annotated 20-3-250.3 section 10) [8]. As of July 1, 2014, the Department of Education will no longer accept state authorization or licensure on the basis of accreditation [9]. Establishing alternative authorization criteria requires legislative action and Emory legal counsel is working with the Georgia Nonpublic Postsecondary Education Commission on an appropriate solution. Emory offers three programs with significant online components (Radiologic Technologist to Bachelors in Medical Science in Medical Imaging (RT-BMSc), Career Masters in Public Health (CMPH), and Modular Executive Masters in Business Administration (MEMBA)) that grant degrees to students that potentially do not reside in Georgia. Emory is pursuing state authorization for distance education, where required. To date Emory is authorized to offer distance education in Alaska, Illinois, Montana, and Utah and is under review in Pennsylvania, Oregon and Massachusetts.

All degree programs have been reviewed and approved by the Board of Trustees upon the recommendation of its Academic Affairs Committee, which is given authority by the University Bylaws to review and propose “additions or deletions of degree offerings” [10]. Approval is not conditional. Article II Section 3 of the Emory University Bylaws specifies the responsibility of the Academic Affairs Committee in this process. Approval of the Juris Master degree program in November 2011 serves as a recent example of the process for approving degrees [11].

Actual approval to have conferred degrees is authorized by the full Board of Trustees at its June meeting, upon the recommendation of the deans, the provost, and the president. At the University commencement ceremony, the chair of the board pronounces, “On behalf of the trustees of Emory University, I take great pleasure in accepting the recommendations of the president and the faculties of Emory University. I hereby authorize you to confer degrees upon the 2012 graduates, together with all appropriate rights, honors, privileges, and responsibilities.” At the separate commencement ceremony held at Oxford College, the president of the university confers the degrees on behalf of the board.

The president then confers degrees on the graduates of each school in turn, using language specific to the respective school and concluding, “I hereby confer your degrees with all appropriate rights, honors, privileges, and responsibilities. Congratulations!” [12]

Sources (In Order of Appearance)

- [1] Act to Incorporate Emory College excerpt, 1936
- [5] Board of Trustees Minutes March 31, 1915
- [7] University Charter - Article 15 (Page 3)
- [9] State Authorization Delay to 7-1-14
- [10] University Bylaws - Article 2 - Academic Affairs Committee (Page 5)
- [11] Board of Trustees Minutes 11-10-2011 redacted (Page 2)
- [12] 2012 Commencement Script (Page 2)
2.2

**Governing Board**

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution. A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution’s programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

**Judgment**

☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

The governing board of Emory University, known as the Board of Trustees (BoT or board), consists of up to 45 members and is currently chaired by Ben F. Johnson III [1]. Biographical information about board members is available on the Board of Trustees web page within the Office of the Secretary web site [2].

Members of the board are elected by the Board of Trustees, following recommendation of the Governance, Trusteeship, and Nominations Committee. As stated in the Articles of Incorporation [3], there are term trustees and alumni trustees. The difference lies in the nomination process and whether their term is renewable. Otherwise, they share the same roles and responsibilities as defined in the previously referenced Articles of Incorporation and the University Bylaws [4], and as stated in the Statement of Trustees Roles and Responsibilities [5].

Up to 34 trustees (term trustees) may be elected to serve an initial 6-year term; a renewable 4-year term may follow. Up to 11 trustees (alumni trustees), following recommendation by the Emory Alumni Board, may be elected to serve a 6-year term. The election process is complete once the elected trustee has been "submitted to and confirmed by the Southeastern Jurisdictional Conference of the United Methodist Church” [6] [7].

The officers of the Board are elected annually, upon recommendation of the Governance, Trusteeship, and Nominations Committee [8], by the Board. Board committee chairs and committee assignments, upon recommendation of the Governance, Trusteeship, and Nominations committee, are reviewed and approved annually by the Executive Committee [9].

The authority of the board is specified in Articles 12, 14 and 16 of the Restated Articles of Incorporation (Charter) of Emory University [10], which establishes the board as the decision-making body of the University and gives it authority over all important aspects of University governance, including real property, endowment, all contracts, financial resources, faculty appointments, and student discipline. Articles 13 and 15 [11] state that the Board also has the power and authority to prescribe all courses of study.
Neither the Chair of the board nor any Board members have a contractual, employment, or financial interest in Emory University. As evidenced in the University’s adopted and published Conflict of Interest policy [12] and in Article IX of the University Bylaws [13], there are strong processes and procedures in place to address conflict of interest [14]. Examples of meeting minutes are supplied demonstrating the annual completion and review of the 990 forms [15] and conflict of interest being addressed at the board level [16].

The Board of Trustees meets three times a year and attends to pressing policy matters. In addition, the bylaws authorize the Executive Committee to carry out the duties of the board between meetings [17]. The work of the board is also conducted through a number of standing committees, including: Investment Committee; Real Estate, Buildings, and Grounds Committee; Finance Committee; Audit and Compliance Committee; Robert W. Woodruff Health Sciences Center Board; Academic Affairs Committee; Campus Life Committee; Emory Development and Communications Committee; and Governance, Nominations, and Trustees Committee. The specific responsibilities of each committee are outlined in Article II – Section 3 of the University Bylaws [18], and in the committee charters [19].

To ensure consistent committee representation throughout the year, the chairs of the standing committees are members of the Executive Committee. The University table of organization [20] and organizational chart of the board [21] further detail the governing structure of the University and the board.

To ensure diversity of perspective and independence of thought, trustees are typically assigned to one or two committees. Committees meet a minimum of three times a year; some meet more often depending on the work of the committee. For those unable to travel to the campus for meetings, conferencing is encouraged and resources are available to support collaborative conferencing. To foster board collegiality and sense of purpose, and to provide opportunities to relay skills, transmit knowledge, and cultivate wisdom from one board cohort to the next, most committee meetings coincide with board or Executive Committee meetings [22].

The board has a dedicated focus to the broader issues facing the institution. Standing committees, such as the Finance Committee [23], meet on a regular basis to discuss the financial operations of the University and make recommendations to the Board of Trustees and the President. Meeting agendas [24] allow for open discussions with the President and his cabinet, presentations of importance to advance the mission and vision of the institution, and reports and recommendations from the committees.

In 2007, upon recommendation of the Governance, Trusteeship, and Nominations Committee, the board adopted the "Strategic Plan for the Board of the Future." Over the past 5 years, this strategic plan has guided the work of the Governance, Trusteeship, and Nominations Committee as it worked to strengthen the governance foundation and to launch and implement other initiatives which would further strengthen the work of the board in support of the mission and vision of the university [25].

Sources (In Order of Appearance)

- [1] Board of Trustees - Board Member Information
- [2] Board of Trustees Webpage
- [3] [6] Restated Articles of Incorporation (Page 3)
- [4] University Bylaws
- [7] SEJC Confirmation Letter Example
- [8] Board of Trustees Meeting Minutes 11.8.2012 (Page 11)
Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification. The document can be found at http://www.sacscoc.org/policies.asp.)

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Emory University has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board [1]. James W. Wagner [2] has served as president of Emory University since 1 September 2003, and in that role he is chief executive officer of the university. As stated in the faculty handbook, “The President of the University is elected by the Board of Trustees and serves at the pleasure of the Board. The President is the chief executive and administrative officer of the University. The roles and responsibilities of the President are described in the Bylaws of Emory University” [3]. Emory’s president oversees the budget, operations, and strategic directions of nine schools and colleges as well as the Yerkes National Primate Research Center and Emory Healthcare, the clinical arm of the Robert W. Woodruff Health Sciences Center of Emory University. Reporting to the Emory University Board of Trustees, the President is the senior-most officer of the university, directing and supporting the administrative and academic work of the cabinet and Administrative Council [4].

The Chief Executive Officer and the Emory University Board of Trustees

Article III, Section 1, of the Emory University Bylaws outlines the responsibilities of the president, who is not a member of the Board of Trustees [5] and is, therefore, not eligible to serve as presiding officer of the board. The president is “elected by the Board of Trustees, to serve at the pleasure of the board” [6]. Although the bylaws of the university do not explicitly prohibit the board from electing one of its own members as president, the bylaws are clear that the president is “responsible to and reporting directly to” the board, and the section describing the president’s duties assumes a clear separation between administrative and governance roles. No president of Emory University has ever served as a member of the board.

Responsibilities of the Chief Executive Officer

In “maintaining primary responsibility to the institution,” President Wagner has sought in three ways to carry out the presidential duties outlined in the bylaws: (1) by articulating a vision [7] and strategic plan [8] for the university; (2) by appointing and regularly evaluating an executive leadership team to implement the vision and plan [9]; and (3) by ensuring that the university has adequate resources to achieve its mission and vision [10].

In carrying out the first set of duties—developing and guiding the operation and strategies of the institution—the president convenes weekly, two-hour meetings of his cabinet; meets monthly with the University Senate and the President’s Advisory Committee; convenes once-a-semester meetings of the Administrative Council (comprising all deans, vice presidents, and directors of major units); meets regularly with the Student Government Association, the Emory Alumni Board, and other constituencies; holds regular one-on-one meetings with each dean and his or her faculty; guides collaborations with other institutions in the Atlanta Regional Council for Higher Education (ARCHE), whose board he has chaired [11]; meets regularly with the Georgia Congressional delegation, state elected officials, county and government officials, and other community leaders; and engages nationally in higher education circles through the Association of American Universities.
and other representative and advocacy bodies. The president regularly reports to the Board of Trustees and its Executive Committee the university’s achievements, challenges, and opportunities in all of these dimensions of the university’s activities.

In carrying out the second set of duties—appointing and regularly evaluating the executive leadership of the university—the president has recruited eight of the current nine members of the cabinet to their positions and has redefined the position of the ninth member. Each of these positions requires board approval. The president meets with each cabinet member at least weekly to discuss matters of both urgent need and long-term direction. Each cabinet member is reviewed annually by the president and evaluated in a detailed performance letter against an annually developed and mutually agreed-upon list of opportunities and issues to be addressed by the cabinet member. The president also initiates a review of each cabinet member every five years, along with his or her unit, by both internal and external review committees and 360-degree evaluations [12].

Finally, in carrying out the third set of duties—ensuring adequate resources for Emory to achieve its mission—the president has given direction, purpose, and energy to the campaign to raise $1.6 billion, has traveled extensively to meet with donors and supporters, and has taken the lead in closing major gifts. In addition, the president has played a leading role in reshaping the relationship of the Woodruff Health Sciences Center to the rest of the university in order to steward the proper balance of resources between the two halves of the university, the clinical and the educational/research enterprise. The campaign, which was concluded successfully on December 31, 2012, was actively supported and guided by a volunteer chair from the Board of Trustees as well as other trustee leadership, and the president regularly provided the board with updates on the campaign progress.

Sources (In Order of Appearance)

- [1][6] University Bylaws, Article 3, Section 1, President (Page 6)
- [2] President James Wagner Biography
- [3] Faculty Handbook - President as Chief Executive Officer (Page 2)
- [4] University Organizational Chart
- [5] Board of Trustees Members
- [7] University Vision Statement
- [8] University Strategic Plan
- [9] President’s Cabinet
- [10] Campaign Emory
- [11] ARCHE Board Members
- [12] President's 5-Year-Review
2.4

**Institutional Mission**
The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

**Judgment**
☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**
Emory University has a clearly defined mission statement [1] that directs Emory’s strategic planning, policies, and University priorities. Approved by the Board of Trustees in 2002 [2] and reaffirmed in 2009, Emory’s mission is “To create, preserve, teach, and apply knowledge in the service of humanity.” This mission statement is appropriate to an institution of higher education and is comparable to mission statements of peer research institutions with its emphasis on scholarship, teaching, and public service.

To fulfill its mission, the University supports the full range of scholarship, from undergraduate to advanced graduate and professional instruction, and from basic research to its application in public service. The University provides comprehensive and relevant programs and curricula that prepare our students to serve in and add value to their chosen fields; facilitation by world-class faculty members with the knowledge, experience, and skills to guide student learning and foster students’ application of knowledge at Emory and beyond; and programs that are service-oriented and will use knowledge and skills practiced at Emory for the betterment of society.

The University mission statement is comprehensive and encompasses the research, teaching, and service that is the foundation of all research universities. Emory University pursues these activities wanting to have a positive impact on those directly involved with the University, as well as the world [3]. A visible example of application of knowledge in the service of humanity is Emory Healthcare, whose purpose is “to serve humanity by improving health through integration of education, discovery and health care” [4]. In conjunction with Emory’s Woodruff Health Sciences Center and School of Medicine, Emory Healthcare focuses on patient care, education of health professionals, research addressing health and illness, and health policies for the prevention and treatment of disease. Emory also demonstrates its commitment to community and worldwide service through programs and initiatives such as the Emory Global Health Institute [5], Emory’s Institute for Developing Nations [6], and Volunteer Emory [7].

Emory’s mission also reflects its research focus, as one of the nation’s leading research universities, building on a combination of campus-based resources and global partnerships. Emory supports its researchers in the advancement of public scholarship, accelerating the application of discoveries and communicating their significance. Emory is consistently engaging in efforts to improve the efficiency and effectiveness of its research administration [8] in order to continue carrying out innovative research studies and innovative applications [9] [10] [11] [12] [13].

Each school, unit, and program supports the mission of Emory University, and mission-driven initiatives are constantly being implemented. Recent examples include:

- the Center for Faculty Development and Excellence [14]
- online learning through Coursera [15]
- Ethics and Servant Leadership programs [16]
- new sustainability initiatives and the creation of Emory’s Environmental Mission Statement [17]
- the establishment of the Business Practice Improvement (BPI) office [18], with the goal of
significantly improving the services, performance, satisfaction, and cost effectiveness of the work required to support the mission of a top-tier research university in the 21st century [19]

- the Global Health Chronicles project [20]
- Emory Innovations Inc. [21]

Emory University’s mission statement is widely disseminated in University publications including, but not limited to, website pages [22] [23] [24], the faculty handbook [25], student handbooks and catalogs [26] [27] [28], policy manuals [29] [30], and strategic planning documents [31] [32] [33]. The mission statement is reviewed on a periodic basis as a part of Emory’s strategic planning process. The statement was last reviewed by University leadership, along with school and initiative leaders, during the University strategic plan update process in 2009 [34]. As a result of the review process, a proposal was made to revise the mission statement to: to create, preserve, teach, apply, and celebrate knowledge in the service of humanity [35]. Although this change was not approved, the leadership team is committed to review and evaluation in order to keep the mission and vision statements up to date and relevant for the current state of the University.

Please reference 4.8: Distance Education Appendix for additional information on how distance education is incorporated into Emory’s mission.

Sources (In Order of Appearance)
2.5

Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Judgment

☑ Compliant □ Partially Compliant □ Non-Compliant □ Not Applicable

Narrative

Emory University is committed to systematic, ongoing, integrated, research-based strategic planning that results in measurable improvement and effectiveness in carrying out its mission: to create, preserve, teach, and apply knowledge in the service of humanity [1]. Emory University’s mission statement was last revised and approved by the Board of Trustees in its May 2002 meeting [2], and it is included in all appropriate University publications. The University mission statement, as described in Requirement 2.4, directs Emory’s strategic planning, policies, and University priorities.

The administration works through clear structures to initiate, develop, and evaluate planning, and the continual assessment of these processes is reported annually to the governing board [3] [4] [5] [6] [7] [8] [9]. Emory’s commitment to continual improvement consists of multiple components, implemented at all levels of the institution. The main components of Emory’s institution-wide research-based planning and evaluation include:

- Strategic planning and evaluation
- Budget review and resource allocation
- Campus master planning
- Periodic administrative review
- Academic planning and assessment
- Administrative and educational support units assessment
- Business practice improvement

The following sections describe each of the components and demonstrate how they affect continuous improvement of the institution. Processes described are systematic and result in specific actions to be taken.

STRATEGIC PLANNING AND EVALUATION

University-wide Strategic Plan: 2005-2015

"Where Courageous Inquiry Leads [10],” Emory’s strategic plan for 2005-2015, was the result of Emory’s effort to develop a focused, coordinated, university-wide plan to guide the institution as a whole by communicating a renewed vision, suggesting priorities for future program development and investments, and establishing a basis for evaluating its progress. During President James Wagner’s first year in office, he led a campus-wide initiative, involving hundreds of faculty, staff, students, alumni, and trustees, to draft a University vision statement [11]. The vision statement was defined and endorsed by the campus community in 2003-2004 before the strategic planning process was initiated. He charged a steering committee [12], chaired by the Executive Vice President for Health Affairs and the Provost and Executive Vice President for Academic Affairs, with developing what he referred to as a roadmap, or strategic plan, to arrive at the vision. The general principles, specific goals, and ambitions set forth in the plan provide a means to arrive at the University’s vision for the future.

The plan was developed through a phased comprehensive strategic planning process over 18-
months in 2004-2005 [13]. The following chart displays the phases of Emory’s strategic planning process:

Throughout the planning process, mechanisms to gain broad input were employed. As part of the Kick-off Phase, the president sought input from the deans, presented the planning process to the board of trustees, announced the effort to the faculty and staff, and identified University-wide Opportunity Committees. The Opportunity Committees were set up to gain input from the campus community. Opportunity Committee discussions were facilitated from the beginning of the strategic plan development process [14] to discuss Emory’s strengths, challenges and opportunities in order to inform the long-term strategic plan and gain insight on goals and initiatives that might empower Emory to provide an even higher quality of education and service to its community [15]. All 13 Opportunity Committees were open to all Emory stakeholders and their reports represent the input of over 130 faculty members and staff spanning across multiple schools, departments, and areas of interest.

During Phase I, the Strategic Planning Steering Committee, made up of faculty and staff representatives, was established to guide the progression of the planning. Reports from the Opportunity Committees provided the Steering Committee with initial information on perceptions, the campus climate for planning, and unique opportunities for which Emory was poised to pursue. Schools, colleges, and other major units, including Carlos Museum, Campus Life, Yerkes, Emory Healthcare, and Emory Libraries, completed environmental assessments outlining their strengths, weaknesses, opportunities, and threats, and identified the related strategic implications. At the same time, the Steering Committee began facilitating the development of University-wide signature themes [16]. A comprehensive environmental assessment [17] was conducted that identified key strategic issues facing Emory in upcoming years.

As the process moved into Phase II, Theme Teams and Brainstorming Committees [18] refined the themes to further define areas of exploration to accomplish the vision. Progress was presented and additional feedback was gathered from the campus community in townhall meetings [19]. Academic and other major unit plans, which describe school/unit-based visions, goals, measures,
targets, resource allocation plans linked to the overall university vision were being finalized. At the end of Phase II, the president’s cabinet—comprising three executive vice presidents, three senior vice presidents, and three other vice presidents in addition to the president—, the steering committee, deans, and directors of major units, and faculty leaders of the proposed signature themes came together for a day and a half retreat to develop an initial set of University-wide goals, gain input from the Deans and Directors on themes, complete the process for theme development, understand the linkages among the school and unit plans, and discuss the remainder of the planning process [20]. The results from the working session [21] were presented to Emory’s Board of Trustees [22] and planning for a futurist forum to invite external experts to provide feedback on the feasibility, creativity, and innovation of the themes under consideration at Emory was underway [23].

In response to the president’s call for a roadmap to the vision, the schools and major units developed individual strategic plans [24] and faculty led groups identified signature themes. The school and unit plans and signature themes were vetted by the Steering Committee and by Phase III had culminated into a set of university-wide goals, initiatives, accountability indicators, implementation strategies, and a high-level strategic financing plan for the University. The plan was presented to the Board of Trustees for their information at the full board meeting in June 2005.

**Strategic Financing Plan**

Achieving Emory’s vision required a carefully constructed financing plan [25] to support the implementation of the strategic plan. The diagram below represents what Emory describes as the components required to achieve the vision, i.e., investments in people, programs, and infrastructure through funding generated from a comprehensive fundraising campaign, development of a strategic plan fund, and reallocation of resources to priorities.

Two of the primary funding sources for the University-wide Strategic Plan are described below: 1) Comprehensive Campaign and 2) Strategic Plan Fund.

**Campaign Emory**

With the approval of the Board of Trustees, Campaign Emory was launched in fiscal year 2006 with a goal of $1.6 billion to help support the strategic plan of the University [26]. Campaign Emory
concluded in December 2012 having raised more than $1.69 billion over a seven year period. The campaign supported the University’s strategic priorities of Quality (of faculty/staff, students, and health care), Distinction (of interdisciplinary centers and institutes, community culture, and affiliations), and Financial Strength and Resource Stewardship. More than $102 million was received for faculty support across the disciplines; $400 million was committed to new buildings for patient care, research, teaching and learning [27]; $863 million was invested in academic and research programs; $225 million was designated for student scholarships/aid and programs [28]; and $100 million came to the institution to address the most pressing needs.

Each year the President’s Annual Report [29] is compiled and made publicly available to provide the University community with updates on topics such as University rankings, finances, faculty and administration changes, and strategic planning. The most recent President’s Annual Report, published in 2012 discussed the success of Campaign Emory [30]. This gives faculty, staff, students, parents, alumni and others in the Emory community the opportunity to understand the strategic plan and discover ways to contribute to Emory’s efforts.

Strategic Plan Fund
The Strategic Plan Fund [31] was designed to provide seed funding to key academic initiatives that emerged from the planning process in advance of other revenue streams. $292 million was originally invested in key areas determined by strategic planning to be of particular importance in achieving Emory’s mission and vision. The Ways and Means Committee (WAM) [32] oversees the University budget, including fund allocation for strategic planning initiatives across the University. The committee annually reviews and provides updates on the strategic plan fund. In 2009, WAM reduced the Strategic Plan Fund during the 2009 plan review and assessment to balance the fund in view of the changing economic climate [33].

Strategic Plan Implementation and Monitoring
Implementation Committees
Implementation of Emory’s strategic plan is guided and monitored by the President’s Cabinet and Strategic Plan Executive Committee. From 2005 through 2012, several committees [34] whose membership consisted of stakeholders from all schools and units were also involved in implementation of the plan.

- The Strategic Implementation Advisory Committee (SIAC) met four times a year. For two of those meetings they joined with the Initiative Leaders Group (ILG). The SIAC consisted of members from the Executive Committee, deans, directors, theme leaders, and the Vice Provost for International Affairs. Their main priorities were to monitor and track strategic action plans, evaluate the success of strategic plan implementation, and provide a forum for communication and coordination [35].
- The Initiative Leaders Group (ILG) was made up of members from the Executive Committee, University administrators, and individuals previously identified as leaders for specific strategic plan initiatives. The ILG meet four times a year (including two joint meetings with the SIAC) to provide a forum for Initiative leadership to discuss current strategic plan implementation, priorities, issues, and challenges [36].
- The Initiative Support Team (IST) met monthly to share best practices, coordinate strategic plan programs, identify and develop strategies to resolve initiative-specific issues, and provide input to Initiative Leader Group agendas [36].
- The School and Unit Support Team (SUST) met on a quarterly basis to discuss issues and concerns related to strategic planning, and to provide feedback on planning tools and processes, including the annual report and scorecards [38].
- Staff support for the implementation committees was provided by Office of Institutional Research, Planning, and Effectiveness.

Monitoring
The University Dashboard [39], consisting of 59 indicators, was established as a way of gauging
progress toward Emory’s vision of a destination University. The measures were developed based on the accountability indicators established in the 2005 University Strategic Plan. The Dashboard, the primary tool for measuring progress toward the vision, reveals achievement targets and trends and provides comparative data for a set of 13 benchmark universities.

Schools and major units must submit annual reports that detail progress toward plans and goals. Schools and major units have developed scorecards to measure progress toward goals, and submit these annually to the provost’s office for review and evaluation as part of their annual reports on strategic plan progress. The annual reports also include information regarding plan changes from the previous year, priorities for the coming year, linkages to the University-wide strategic plan, and detailed student, faculty, and program data. To show how each initiative contributes to accomplishing University goals, core metrics were established in the areas of recruitment, research, teaching, outreach and strategic alliances, communications, and sustainability. As part of the annual report process, leaders of themes, initiatives, and implementation strategies were asked to use a core metrics tracking tool to provide data that will inform the annual strategic plan update for the board for the board of trustees.

Implementation of the University-wide strategic plan is also reviewed annually. Annual report information from schools and units, the University Dashboard, annual reports from strategic plan theme and initiative leaders, financial data, and assessment information provide the basis for the review. The results are presented to the Board of Trustees in November and published in the annual strategic plan update, which includes a detailed description of accomplishments and progress towards University-wide goals, effectiveness of initiatives and strategies, and priorities. The board also assesses changes in the internal and external University environment—and their expected impact is assessed to help identify needed changes to strategy.

**Strategic Plan Evaluation and Ongoing Planning**

The following image represents Emory’s ongoing planning cycle, which includes annual activities and activities that occur every (3 to) 5 years:
Evaluation
The University Strategic Plan is evaluated each year, but undergoes a major evaluation every three to five years. Strategic Plan progress is reported to the Board of Trustees annually at the Full Board meeting in the fall.

In 2009, Emory’s strategic plan underwent an extensive mid-point evaluation during its fifth year of implementation, in response to the economic downturn and a need to revisit strategies for the remaining five years of the plan. The evaluation involved a systematic review by the president’s cabinet, deans, directors, and strategic plan leaders, a review of Emory’s mission and vision, and a review of cross-cutting collaborations. The evaluation resulted in a refinement of the goals, major initiatives, and themes of the plan, and was used strategically to re-allocate limited resources. The proposed changes to the strategic plan were presented to the Initiative Leader Group and Strategic Implementation Advisory Committee in May of 2009 for their information.

September 2013 marks the beginning of the last two years of implementation of the current University strategic plan. Keeping the momentum going during the last two years of a strategic plan can be challenging, and although both the internal and external environments of the University have changed significantly since 2004-2005, the plan’s goals and initiatives are still being pursued. Planning efforts are underway to begin an in-depth evaluation of the current strategic plan in the fall 2013.

Ongoing Planning
Planning occurs regularly and continually at Emory University. The president’s cabinet plays a vital role in guiding, assessing, and driving University-wide planning processes at Emory. Usually twice, sometimes three times a year, the cabinet meets for half-day retreats or longer in order to review institutional priorities, reassess their value, and ensure that they are being appropriately managed and monitored. The results of these assessments are shared at least biannually with the board, in November and June (sometimes also in February), and form the basis of much of the university’s annual report. Moreover, this assessment by the cabinet sets the agenda for the Administrative Council, composed of all deans and directors of major units, which meets once per semester.

When review and assessment reveal potential challenges, the cabinet determines whether changes in policies or practices are in order, and if so what those changes should be. For instance, the significant growth in financial aid commitments following 2008 led to evaluation of enrollment strategies and a recommendation from the admissions office to increase early decision admissions as a way of managing its aid budget while maintaining the University’s commitment to need-blind admissions and meeting full need in Emory College of Arts and Sciences. A subsequent Strategic Enrollment Management plan was developed to anticipate and manage changes in the undergraduate enrollment.

The Cabinet reviews and approves Step One papers for all capital projects. These papers, which request permission to proceed with a feasibility study, outline the scope of projects as well as their alignment with institutional priorities and mission, and provide information about funding requirements and sources.

The Cabinet also reviews each iteration of the budget model as it is developed by the Ways and Means Committee during the budget cycle, including tuition projections, changes to institution-wide salary and benefits programs, and issues facing the individual units and schools. The three executive vice presidents serve on both the cabinet and the Ways and Means Committee. The latter is chaired by the Provost and Executive Vice President of Academic Affairs to help ensure the fullest integration of the academic and budgetary priorities of the University.

Schools and units periodically evaluate and update their strategic plans. Each year, schools and units are asked to provide updates on the implementation status of the goals and initiatives.
outlined in their strategic plans along with their accomplishments [61]. Following the 2009 university-wide strategic plan evaluation, schools were asked to provide any updates that they made to their strategic plan for the remainder of the plan period [62]. As shown in the table below, Emory’s schools and units engaged in cumulative evaluations of their strategic plans and participated in an administrative review which assessed their accomplishments thus far and resulted in revisions to their strategic plan goals for the remaining 5 years of their plans. Links to the school and unit strategic plans created in 2004, along with the implementation status updates and revised goals from 2009-2010 and accomplishments through 2012 are provided below.

<table>
<thead>
<tr>
<th>School/Unit</th>
<th>2005 Strategic Plan Executive Summary</th>
<th>2010 Midpoint Status and Goals</th>
<th>Accomplishments Through 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>[63]</td>
<td>[64]</td>
<td>[65]</td>
</tr>
<tr>
<td>Oxford College</td>
<td>[66]</td>
<td>[67]</td>
<td>[68]</td>
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<tr>
<td>Goizueta Business School</td>
<td>[69]</td>
<td>[70]</td>
<td>[71]</td>
</tr>
<tr>
<td>Laney Graduate School</td>
<td>[72]</td>
<td>[73]</td>
<td>[74]</td>
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<tr>
<td>School of Law</td>
<td>[75]</td>
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<td>[77]</td>
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<tr>
<td>School of Medicine</td>
<td>[78]</td>
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<tr>
<td>Woodruff School of Nursing</td>
<td>[81]</td>
<td>[82]</td>
<td>[83]</td>
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<tr>
<td>Rollins School of Public Health</td>
<td>[84]</td>
<td>[85]</td>
<td>[86]</td>
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<tr>
<td>Candler School of Theology</td>
<td>[87]</td>
<td>[88]</td>
<td>[89]</td>
</tr>
<tr>
<td>Michael C. Carlos Museum</td>
<td>[90]</td>
<td>[91]</td>
<td>[92]</td>
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<tr>
<td>Campus Life</td>
<td>[93]</td>
<td>[94]</td>
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<tr>
<td>Emory Healthcare</td>
<td>[96]</td>
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<tr>
<td>Emory Libraries</td>
<td>[99]</td>
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<td>[101]</td>
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<tr>
<td>Yerkes National Primate Research Center</td>
<td>[102]</td>
<td>[103]</td>
<td>[104]</td>
</tr>
<tr>
<td>Center for Ethics</td>
<td>[105]</td>
<td>[106]</td>
<td>[107]</td>
</tr>
</tbody>
</table>

While the Office of Institutional Research, Planning, and Effectiveness outlines timelines and templates for strategic planning and evaluation, many schools and units revise or create entirely new strategic plans depending on changes in their programs, leadership or environment. Emory’s College of Arts and Sciences, School of Medicine, and School of Nursing are all recent examples of this process.

In response to the “Leading in the New Economy” initiative [108] that the University, schools and units participated in during 2009 as a part of the specialized administrative review, Emory’s College of Arts and Sciences established a College Re-visioning Committee [109] which began to develop a new strategic plan [110] that would reflect the evaluation they completed during their recent review [111], along with a SWOT Analysis [112] they conducted.

In early 2010, the School of Medicine launched a new strategic plan in which they identified goals and initiatives around discovery and achievement, research, and infrastructure which supports their mission of research, education, and patient care [113]. Emory’s School of Medicine is an example of dynamic, ongoing planning, having developed and implemented five strategic plans between fiscal years 1996 and 2012. The School of Medicine developed and updated their strategic plan as necessary to stay relevant within the context of external factors, student needs, and University priorities. The school makes annual assessments of accomplishments and makes adjustments, if needed, to respond to changes in the environment.

In 2009, the School of Nursing participated in a strategic planning retreat [114] evaluating its culture and current mission, vision, and goals. Based on recommendations that came out of the retreat discussions, the school made revisions [115] to its strategic goal statements and action
BUDGET REVIEW AND RESOURCE ALLOCATION PROCESS

Emory defines a budget as “the intersection of a vision, plans, strategies, and resources” [116] and follows the principles of responsibility centered management [117]. This is a financial management policy that emerged in the 1980’s and is designed to support achievement of primary academic priorities while focusing on operational decentralization. The central framework for the development of the annual operating plan is the Emory University Strategic Plan. The Unrestricted Operating Budget [118] is the financial plan under which the academic and service units of the University operate in fulfilling their instruction, research and public service missions.

The process for establishing operating budgets is as follows:

The formal planning and budget cycle for the next fiscal year begins during the summer of each year when the Provost distributes the guidelines for the annual report [119]. The data collected during this process is then distributed in the Annual Strategic Plan Update. The University’s Budget Office also presents a budget schedule to the Ways and Means Committee for approval [120]. The committee, chaired by the Provost and Executive Vice President for Academic Affairs, includes the Executive Vice President for Finance and Administration, the Executive Vice President for Health Affairs, Senior Vice Provost for Administration, Vice President for Finance, and the Vice President for Health Affairs and Chief Operating Officer of the Woodruff Health Sciences Center. The three executive vice presidents also serve on the Strategic Plan Executive Committee. This overlap reinforces the linkage between the University Strategic Plan and the development of the annual operating plan. Once approved, the Budget Office distributes the budget schedule to the deans, vice presidents and directors (called “budget managers”) who have responsibility for the development of a budget for their departments. The Budget Office also obtains projections of major sources of income for preparation of preliminary income and expense guidelines, which are provided to the budget managers for use in preparing their departmental budgets. The guidelines require a narrative on how the budget will advance the strategic plan of the unit [121].

During February, each manager presents budget information to his/her appropriate executive vice president in the form of a narrative outline [122] along with specific annual budget requests [123]. Each Executive Vice President is responsible for distilling the information and providing an executive summary to the Ways and Means Committee. The academic deans are also provided with information on the requests from support units and provide input to the provost regarding their needs and priorities from the administrative and support units. Following those presentations, the Ways and Means Committee reviews the requests of the executive vice presidents and arrives at a proposed Unrestricted Operating Budget, establishing priorities for funding the requests from anticipated resources for the budgetary year.

Once a budget is developed, the provost completes a briefing for the president of the University. Next, the Ways and Means Committee presents its recommended budget to the Finance Committee of the Board of Trustees [124]. The Finance Committee reviews the proposed budget and approves it either in the form in which it was presented or in a revised form agreed to by members of both committees. The Board of Trustees approves the budget at its June meeting.
Budgeting and Strategic Planning
The University budget, along with individual school and unit budgets, is closely tied to strategic planning processes at Emory [125]. As described in previous sections, a specific portion of the University budget is allocated to the strategic plan fund to provide resources for strategic initiatives, overseen by the Ways and Means Committee. Details of how the strategic plan fund is being used are outlined in the President’s Annual Report [126] along with other periodic strategic plan updates [127] [128].

CAMPUS MASTER PLAN
In 1998, Emory completed a major campus master plan [129], establishing principles and guidelines for development into the next quarter-century. In 2005, prompted by the newly completed strategic plan, the University updated the original master plan, building on its principles and policies while taking into account the themes of the strategic plan.

The Campus Master Plan 2005 Update [130] articulated four primary emphases that harmonize the earlier campus plan with the current strategic plan. These are:

- Strengthening on-campus living/learning communities
- Integrating teaching and research to reflect Emory’s mission as a university
- Allowing “silos” to thrive while bridging them
- Planning comprehensively and in balance with the environment

To ensure coordinated development in alignment with these themes and the plan’s guiding principles, the University has established an eight-step process that involves appropriate committees of the University Senate (the Committee on the Environment and the Campus Development Committee) and entails review and approval from the president’s cabinet and the appropriate committees of the Board of Trustees, culminating in review and approval by the trustees’ Executive Committee [131] [132].

In 2006, Oxford College also developed a campus master plan [133] which focused heavily on sustainability—an initiative of the University-wide strategic plan—and resulted in a subsequent Sustainability Action Plan [134] with priority initiatives and action steps for 2007-2009.

PERIODIC ADMINISTRATIVE REVIEW
Colleges, Schools, and Major Administrative Support Units
Periodic Administrative Reviews [135] provide information in a regular and systematic manner that can be used to guide program development, allocate resources, evaluate progress, and inform decision-making toward continuous improvement. All reviews include a self-study that describes and evaluates how well the unit fulfills its strategic or operational mission and contributes to the overall mission of the University, a site visit from an internal or external review team, and a follow-up plan that establishes priorities for action.

The goal is to review units every five years, but not less often than every seven years. The review cycle [136] is established by the Provost and Executive Vice President for Academic Affairs, the Executive Vice President for Finance and Administration, and the Executive Vice President for Health Affairs. To the extent possible, the review cycle is coordinated with other review processes including leadership reviews and/or reviews by external accrediting bodies. The scope and focus of the review are determined by the Executive Vice President with oversight of the review in consultation with the unit leader. The review may be a comprehensive evaluation of the unit or targeted to specific functions.

Included as examples of this review process are reports from Oxford College (completed in 2010) [137], the Center for Ethics (completed in 2012) [138], and the University Finance Division (completed in 2013) [139].
ACADEMIC PLANNING AND ASSESSMENT

Each college and school has established periodic, systematic academic planning and assessment procedures. These processes are addressed in detail within Standards 3.3.1.1: Institutional Effectiveness – Educational Programs and 3.4.10: Responsibility for Curriculum. There are four major elements to the academic planning process:

1. Program Review
2. Curriculum Review
3. Student Learning Outcomes Assessment
4. Specialized Accreditations

With the exception of student learning outcomes assessment (a centralized reporting process, coordinated by the Office of the Provost and described below), each college and school has developed its own policies and procedures for academic review and planning. For programs in the professional schools, reviews are often combined with periodic specialized accreditations.

Program Review
Oxford College, the College of Arts and Sciences, and the Graduate School review programs every seven years; the professional schools review programs every five-ten years as part of reaccreditation processes for external accrediting organizations [140].

Oxford College’s departmental and program reviews have two components:

- an internal review in which the department or program undergoes a self-assessment within the context of its goals and creates a long-range plan, and
- an external review in which outside reviewers, chosen by the department in consultation with the academic dean, provide feedback on the department’s curriculum and academic programming in relation to departmental or program goals, review the department’s long-range plan, interview faculty, academic administrators, and students, and provide a written report of their assessment.

The self-assessment asks programs to evaluate curriculum, student learning and engagement, faculty teaching and development, and instructional resources, and also guides programs to develop a long-range plan [141].

Departments and programs in the College of Arts and Sciences and the Graduate School work in collaboration to facilitate program reviews [142]. Overseen by a committee of deans and administrators, this process comprises three major components, each of which spans at least one semester:

1. **Self-study**: A report that discusses the current state of the department and the critical opportunities and challenges the unit will face for the next seven to ten years. The self-study should be the result of informed collective discussion among the faculty, with a small leadership team assuming responsibility for this project.
2. **External review**: A small team of external experts from peer institutions conducts a two-and-a-half day site visit to review the department in the semester following the self-study. The reviewers submit their report to the administration, and it is shared with the departmental faculty.
3. **Follow-up and continuation**: The department or program, the College, and the Graduate School leadership work together to define the next steps for each unit based on the review. Follow-up conversations will occur at specific times, as discussed in the program review guidelines.
Departments and programs in the professional schools undergo program review every five to ten years, typically scheduled around their specialized accreditation reports. For example, Emory’s School of Law engaged in a self-study evaluation in 2007 which included assessment of past goals, curriculum reviews, resource evaluation, statements of future goals, and SWOT analyses across the school [143]. A second example is the Doctoral Program within the School of Nursing, which conducted a self-study in 2012 including faculty and staff resources evaluation, proposed curriculum revisions, and future goals and plans [144].

**Curriculum Review**

All Emory educational programs for which academic credit is awarded are approved by the faculty in comprehensive school-based curriculum review processes. Each of the colleges and schools has well-established and documented processes for the development, approval, evaluation, and improvement of their curricula. Each college and school has established faculty committee(s) charged with oversight for curricular matters, and most colleges or schools require a full faculty vote on significant changes. The various school policies, procedures, and processes are described and documented in **Standard 3.4.10: Responsibility for Curriculum**.

For example, in 2005 the School of Medicine announced a new curriculum for their MD program that would be rolled out after two years of planning [145]. Led by the Curriculum Planning Steering Committee—made up of faculty and department chairs, course leaders, deans, medical students, residents, and representatives of the School of Nursing, the School of Public Health, and the College—this initiative was in response to the recognition that the existing curriculum needed updates, specifically in its methods of delivery. Previously, the School of Medicine had used traditional classroom lecture format for the majority of the program, but the new curriculum called for more dynamic, experiential and case-based learning, giving students an early introduction to clinical medicine. The new curriculum also focused more heavily on clinical assessment, outpatient care, and understanding socio-cultural influences on individual health.

The Business School also engages in ongoing curriculum review. In 2007, the Business School’s fulltime MBA program proposed significant curriculum changes, resulting in an almost entirely new curriculum [146]. The changes called for the curriculum to become more flexible, analytical, experiential, integrated, and global, and to provide more opportunities for depth and leadership development. Subsequently, in 2008, the evening MBA program followed suit and proposed curriculum revisions that mapped to the innovations of the new fulltime MBA curriculum [147]. In 2011, after several years of facilitating the new curriculum, both the fulltime MBA and evening MBA programs evaluated their curriculum and made additional improvements to demonstrate their commitment to maintaining a relevant and effective curriculum [148] [149].

**Student Learning Outcomes Assessment**

In 2009 Emory implemented a systematic and centralized process for assessing student learning outcomes [150], and in 2011 provided standards of best practices for such assessment [151]. Each educational program documents assessment activities in annual reports, which are written by program faculty, reviewed by faculty committees and academic deans, and collected by the Office of Institutional Research, Planning, and Effectiveness (OIRPE). Reports are organized according to the following requirements:

1. identification of student learning outcomes
2. description of assessment methods
3. analysis of assessment results
4. use of results for program improvement

Most programs use a common reporting template developed by OIRPE [152]; however, as long as programs address the four major reporting requirements, they are encouraged to use the format that works best for them, as many programs share assessment data with multiple audiences. Specific examples of annual student learning outcomes assessment reports can be found in
Standard 3.3.1.1: Institutional Effectiveness – Educational Programs.

Specialized Accreditation Reviews
Many of Emory's academic programs are accredited by external specialized accrediting organizations and undergo comprehensive reviews every five to ten years, depending on the organization. These reviews typically require colleges and schools to write self-studies that include documented evaluations of program effectiveness, faculty qualifications, financial planning, student services, and student learning outcomes assessment. For example, the School of Public Health recently completed a 2012 self-study in order to maintain accreditation by the Council on Education for Public Health [153]. A second example is the School of Medicine’s Physician’s Assistant Program, which completed a self-study report in 2012 for their ARC-PA accreditation review in 2013 [154]. The table below lists programs that are currently accredited by an external national agency and maintain compliance with that accrediting body’s standards. As stated above, according to Emory’s program review policy, information gathered for professional accreditation reviews can also be used to fulfill program review requirements.

<table>
<thead>
<tr>
<th>Academic School</th>
<th>Accrediting Body</th>
<th>Last Review Date</th>
<th>Upcoming Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Theology</td>
<td>Association of Theological Schools in the U.S. and Canada (ATS)</td>
<td>2003</td>
<td>2013</td>
</tr>
<tr>
<td>School of Business</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>2011</td>
<td>2016</td>
</tr>
<tr>
<td>Graduate School</td>
<td>American Psychological Association (APA)</td>
<td>2008</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td>2007</td>
<td>2014</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Council on Education for Public Health (CEPH)</td>
<td>2012</td>
<td>2019</td>
</tr>
<tr>
<td>School of Law</td>
<td>American Bar Association (ABA)</td>
<td>2009</td>
<td>2016</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>Accreditation Council for Continuing Medical Educators (ACCME)</td>
<td>2011</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>Accreditation Council for Pharmacy Education (ACPE)</td>
<td>2009</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>Accreditation Review Commission on Education for the Physician's Assistant (ARC-PA)</td>
<td>2013</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td>Accreditation Council for Graduate Medical Educators (ACGME)</td>
<td>2012</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>American Dental Association (ADA)</td>
<td>2012</td>
<td>2016</td>
</tr>
<tr>
<td></td>
<td>Association of American Medical Colleges and Liaison Committee on Medical Education (AAMC/LCME)</td>
<td>2008</td>
<td>2015-2016</td>
</tr>
<tr>
<td></td>
<td>Commission on Accreditation in Physical Therapy Education (CAPTE)</td>
<td>2010</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>2009</td>
<td>2014</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2009</td>
<td>2019</td>
</tr>
</tbody>
</table>

Administrative and Educational Support Units Planning and Assessment
Annual Planning/Progress Reports
The following procedures outline the annual goal setting and review process for the administrative
divisions that report to the Office of the Executive Vice President for Finance and Administration (EVP-FA). These divisions include Business Practice Improvement, Campus Services, Finance, Human Resources, Information Technology, Internal Audit, and Investment Management [155].

1. In July/August, the EVP-FA meets with the vice president of each division to discuss and finalize annual division goals. These goals are based on University needs and typically include resources required, completion target dates, and intended outcomes.
2. The EVP-FA meets with each VP throughout the fiscal year to review progress on annual goals.
3. The EVP-FA holds a retreat during the middle of the spring semester to review progress on major challenges, significant opportunities, and progress on each goal [156].
4. By August 31, the VP of each division provides an end-of-year report that evaluates progress, documents whether each goal was achieved, and if not describes what the next steps will be.

The annual goal setting and review procedure is mandatory for each division that reports to the EVP-FA. Goals are discussed and set as a team during a September retreat each year. Included are examples of 2013 reports [157]. Please reference Standard 3.3.1.2: Institutional Effectiveness – Administrative Support Services for additional examples of planning reports.

Other administrative and support units and divisions, outside of Finance and Administration, such as Campus Life [158], Office of Communications [159], Office of Student Conduct [160], the University Libraries [161], the Center for Ethics [162], and the Emory Alumni Association [163], also engage in strategic planning and review. For additional assessment examples of support units, please reference Standards 3.3.1.2: Institutional Effectiveness – Administrative Support Services and 3.3.1.3: Institutional Effectiveness – Academic and Student Support Services.

Outcomes Assessment Reports
In 2010, Emory began implementing a centralized and systematic process for collecting outcomes assessment data for administrative support services [164].

Each unit documents assessment activities in annual assessment reports; these reports are reviewed by unit directors, approved by division vice presidents, and collected by the Office of Institutional Research, Planning, and Effectiveness. Reports are organized according to the following requirements:

1. identification of expected outcomes
2. description of assessment methods
3. analysis of assessment results
4. use of assessment results for improvement

Most units use a common reporting template developed by OIRPE [165]; however, as the assessment process evolves, some units (such as the Office of Research Administration) have developed modified reporting formats [166] in order to meet multiple reporting obligations.

The Administrative and Educational Support Units Assessment Committee [167], in partnership with OIRPE, provides oversight and support for outcomes assessment. OIRPE staff members meet regularly with administrative units to review assessment policies and procedures and to provide assessment guidance and support. In 2011, after reviewing each unit’s assessment plans, OIRPE staff members developed a new reporting template [168], instruction guide [169], and evaluation rubric [170]. These documents, as well as sample reports and additional resources, are posted on the OIRPE assessment website [171].
**Business Practice Improvement**

Established in 2010 and overseen by the Division of Finance and Administration, the Office of Business Practice Improvement (BPI) \[172\] addresses suboptimal business practices by engaging stakeholders in collaborative work to develop improvements to business operations and functions. Business Practice Improvement seeks to add value to people, schools, units and processes in support of Emory’s mission and goals. The office uses a combination of quantitative and qualitative methods and tools (such as data acquisition, interviews, focus groups, facilitated design sessions, and thematic analysis) to accomplish its project objectives. In 2011-2012, BPI launched initiatives to improve Emory’s research administration \[173\] and travel and expense reimbursement \[174\] processes.

The Research Administration Project involves redesigning the administrative structure to provide support to faculty for proposal submission, financial management, and compliance activities related to conducting extramurally funded (sponsored) research. At Emory, extramurally funded awards totaled over $518.6 million in fiscal year 2012, and that funding has more than doubled over the past decade. The administrative infrastructure, practices, and organization of labor across the university have not adequately developed at the same pace, yielding an opportunity for Emory to operate more effectively in research administration. The goals of the Research Administration Project include ensuring faculty are supported in their research endeavors by simplifying business processes, eliminating re-work, and empowering knowledgeable, accountable, and service-oriented research administration professionals \[175\] \[176\].

The goal of the Travel and Expense Reimbursement Project was to research, understand, and apply industry-leading practices, both within and external to higher education, related to reimbursement of travel and business-related expenses. New and simplified policies regarding travel receipts and documentation have been implemented to save time and money. Many of these changes, such as the removal of the lost receipt affidavit, are based on faculty feedback. Beginning February 14, 2013, receipts were no longer required for purchases less than $75 (airfare, hotel, and rental car are always required) that were made with the new corporate card. Faculty and staff had noted many instances when reimbursements were denied because itemized receipts were not provided. This was a big source of frustration, prompting hours of exchange between central and department personnel that translated into expenses that were often greater than the amount processed for reimbursement. From both a financial and customer service standpoint, the documentation policies were arduous. With the new changes related to travel and expense, BPI estimates that if there is 100 percent corporate card adoption, the University could save up to $1.8 million per year in staff time. This implementation is one of many examples of the way BPI is working to streamline processes and save the University money \[177\].

**Targeted Administrative Reviews**

In furtherance of Emory’s fifth strategic plan goal, which relates to effective stewardship of resources, targeted functional areas have undergone extensive review and improvement. For example, the Office of Information Technology has been restructured, the University has undertaken enterprise risk management and debt management processes, and procurement and cost allocation processes have been examined \[178\]. The procurement and cost allocation review served to reduce costs on major supplies which helped direct additional resources to the academic sector.

**Office of Institutional Research, Planning, and Effectiveness (OIRPE)**

To support University-wide institutional effectiveness efforts, Emory has created an integrated Office of Institutional Research, Planning, and Effectiveness \[179\]. The office reports directly to the provost and works closely with constituents in schools and units across campus. OIRPE’s mission is to facilitate and integrate University-wide strategic planning, assessment, accreditation, and data-driven decision making for Emory University.

The primary responsibilities of OIRPE include:
• **Institutional Research**
  o Provide accurate, timely, and consistent information in support of Emory University’s planning, policy formation, institutional assessment, and decision making
  o Serve as the University’s primary data source for federal agencies, accrediting bodies, data exchange groups, and publishers of college guidebooks

• **Strategic Planning**
  o Develop and lead the annual planning cycle and strategic management for the University, including formation, communication, evaluation, and updates of the strategic plan
  o Provide expertise in planning principles and strategic management disciplines, facilitate and prepare business, program, and strategic plans for University-wide academic priority areas, and develop planning tools and processes that facilitate strategy development and collaboration

• **Assessment**
  o Provide leadership and guidance for Emory University’s outcomes assessment processes
  o Enhance the consistency, rigor, effectiveness, and documentation of assessment processes for academic degree programs and educational and administrative support units

• **Accreditation and Compliance**
  o Ensure University-wide compliance with the Principles of Accreditation of the Southern Association of Colleges and Schools Commission on Colleges
  o Facilitate the process of University-wide reaffirmation of accreditation

**Sources** (In Order of Appearance)

- [1] University Mission Statement
- [2] Board of Trustees May 2002 Meeting - Mission Statement Approval
- [3] Nov 2006 Board of Trustees Minutes redacted (Page 6)
- [4] Nov 2007 Board of Trustees Minutes redacted (Page 5)
- [5] Nov 2008 Board of Trustees Minutes redacted (Page 5)
- [6] Nov 2009 Board of Trustees Minutes redacted (Page 5)
- [7] Nov 2010 Board of Trustees Minutes redacted (Page 5)
- [8] Nov 2011 Board of Trustees Minutes redacted (Page 5)
- [9] [45] Nov 2012 Board of Trustees Minutes redacted (Page 6)
- [10] Emory University 2005-2015 Strategic Plan
- [12] University Strategic Planning Steering Committee
- [13] University Strategic Planning Timeline
- [14] Opportunity Committee Report Archives
- [16] Development of University Themes
- [17] Summary of Environmental Assessment Final
- [18] University Brainstorming Committees
- [19] Town Hall Meeting March 23 Flyer
- [20] Planning Retreat Feb 4 & 5 2005 Agenda
- [21] Strategic Planning Working Session Notes
- [22] 2005 Strategic Plan Update Presented to Board of Trustees
- [23] Futurist Forum Dinner and Invite Letter
- [24] School and Unit Planning Tied to University Strategic Plan
- [174] BPI Travel and Expense Reimbursement Project Overview
- [175] BPI Research Administration Improvement Implementation Projects
- [176] BPI Research Administration Opportunities for Improvement
- [177] BPI Travel and Expense Enhancement Projects
- [178] Strategic Procurement Plan Checkpoint
- [179] Office of Institutional Research, Planning, and Effectiveness
2.6

**Continuous Operation**
The institution is in operation and has students enrolled in degree programs.

**Judgment**
☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**
Emory University has been in continuous operation since 1836 and currently has students enrolled in undergraduate, graduate and professional programs. One noted exception was from the summer of 1861 until January of 1866 when the admission of students was suspended due to the Civil War. Emory College, located in Newton County, was granted a charter by the State Legislature on December 10, 1836 [1]. The Emory University Charter was granted on January 25, 1915, by Judge C.S. Reid of the Superior Court of DeKalb County [2]. The professional and graduate schools were founded as follows:

- 1915 Candler School of Theology
- 1915 School of Medicine
- 1916 School of Law
- 1919 Goizueta Business School
- 1919 James T. Laney Graduate School
- 1944 Nell Hodgson Woodruff School of Nursing
- 1990 Rollins School of Public Health

In 1919, Emory College moved to today’s main campus in Atlanta from Oxford, Georgia in Newton County. In 1929 Emory University authorized a two-year program of college courses on the original campus at Oxford.

Currently, Emory University nine academic schools - two of which offer undergraduate degrees only, three offer undergraduate and graduate degrees, and four offer graduate degrees only [3]. The Office of the Registrar tracks enrollment at Emory University [4]. The total headcount enrollment for the fall 2012 semester was 14,952 made up of 8,862 undergraduate students and 6,090 graduate and professional students [5].

**Sources** (In Order of Appearance)

- [1] Emory College Charter - December 10, 1836
- [3] Undergraduate, Professional and Graduate Schools
- [5] Fall 2012 Enrollment by Degree Program

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Emory University
2.7.1

Program Length
The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment
☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory University has established program length criteria for all educational programs based on curriculum review and recommendations of qualified faculty, expectations of professional accrediting bodies, semester credit hour standards established by SACSCOC, and regular reviews. These processes ensure that Emory meets the expectations for a specific discipline. All degree programs offered at Emory must be approved by the Board of Trustees.

As described in Standard 3.4.1: Academic Program Approval, qualified faculty members are responsible for coordinating all academic programs. Interdisciplinary programs are the responsibility of designated program faculty members from various “home” departments. All major programs have more than one regular faculty member, with appropriate credentials, assigned to the teaching functions of the program. Undergraduate programs outside of Emory College do not have formal majors; however, fully qualified faculty coordinate program coordination, curriculum development, and review. Departmental faculty use SACSCOC guidelines and discipline-specific accrediting bodies to determine appropriateness of program length.

Credit Hour Determination
In accordance with the Department of Education, Emory University defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as outlined in (1) above in other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This credit hour definition applies to all certificate, undergraduate, graduate, and professional courses that award academic credit regardless of the mode of delivery. The expectation of direct classroom contact and student effort outside the classroom is the same in all course formats including but not limited to traditional lecture classes, seminars, fully online classes, or a combination of face-to-face contact and electronically delivered content. Emory defines contact as 50 minutes of engaged instruction per week over the course of a 15-week semester. A traditional lecture class would consist of 750 minutes of direct contact in the classroom and 1500 minutes of outside effort per semester for each credit hour assigned to the class for a total of 2250 minutes of work for each credit unit [1].

For additional information on Emory’s credit hour policy, please reference Requirement 4.9:
**Definition of Credit Hours.** For additional information on the program length of Emory’s distance education programs, please reference **Requirement 4.8: Distance Education Appendix.**

**Program Length**

With three exceptions (described below), each Emory program meets the SACSCOC standard that undergraduate degree programs are based on at least 60 semester credit hours or the equivalent at the associate level, and at least 120 semester credit hours or the equivalent at the baccalaureate level. Emory programs also meet the graduate standard of at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level (on top of existing baccalaureate credits). Lastly, Emory programs meet the standard for specialist and doctoral degrees, requiring a minimum of 30 semester credit hours beyond the masters and a minimum of three years of graduate study and a minimum of 60 graduate credit hours (with a maximum of 12 hours of dissertation preparation) beyond the master's degree.

All undergraduate and graduate degrees that Emory offers are listed in the table below along with their program length (credit hours required for degree completion). Note that all PhD programs also include dissertation research and execution, and that many of Emory’s PhD courses have variable credit hours—the minimum number of semester hours is listed.

<table>
<thead>
<tr>
<th>School/ College</th>
<th>Degrees offered</th>
<th>Number of Semester Hours</th>
<th>Justification (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxford College</td>
<td>Associate of Arts (AA)</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Bachelor of Arts (BA)</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science (BS)</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Bachelor of Science in Nursing (BSN)</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accelerated Bachelor of Science in Nursing (ABSN)</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Science in Nursing (MSN)</td>
<td>36-65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD in Nursing</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>School of Business</td>
<td>Bachelor of Business Administration (BBA)</td>
<td>134</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Business Administration (MBA)</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>School of Law</td>
<td>PhD in Business</td>
<td>45-59 (minimum range)</td>
<td>Juris Master (JM)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------</td>
<td>-----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Juris Doctor (JD)</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctor of Juridical Science (SJD)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Master of Public Health (MPH)</td>
<td>32-42</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Science in Public Health (MSPH)</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PhD in Behavioral Sciences and Health Education</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>School of Theology</td>
<td>Master of Divinity (MDiv)</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Credit Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Theological Studies (MTS)</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Theology (ThM)</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given its rationale and prospective audience, 24 credit hours is appropriate for the ThM degree, which is designed for persons who have already done post baccalaureate work in theological studies. The MARPL (Master of Arts and Religion and Public Life) degree (slated for launch in 2014 pending approval from SACSCOC) is also designed primarily for persons who have completed a post baccalaureate degree, but the target audience in this case is professionals in fields other than religion or theology who would benefit in their professional capacity from greater familiarity with religious issues. In this way, the MARPL is conceived as a supplement to practitioners’ primary professional specialization, analogous to the ThM, but addressing the needs of a different constituency. Upon review of peer institutions, the Duke Divinity School has also recently introduced a one-year Master’s degree fulfilled by completing eight three-credit courses.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>School of Medicine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors of Medical Science (BSMc)</td>
<td>119 - 127</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Medical Science (MMSc)</td>
<td>75 - 80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Doctor (MD)</td>
<td>179</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Undergraduate Degrees

Oxford College offers the Associate of Arts (AA) degree. Students who complete the first two years of the Emory bachelor's degree by earning the AA degree in Oxford’s liberal arts-intensive program with a minimum 2.0 grade point average are automatically enrolled as juniors in the Emory College of Arts and Sciences, or they may apply to enter Emory’s nursing or business schools [2].

Students continuing from Oxford College must earn a total of 127 semester credit hours to graduate from Emory College. Of these credits, a minimum of 54 semester hours must be earned in Emory College with a minimum of three semesters of residence in Emory College (12 semester hours or more per semester); a semester of fewer than 12 hours can be combined with another semester of fewer than 12 hours to make up one semester of residence; however, a partial semester may not be combined with a semester of more than 12 hours to form two semesters of residence [3].

The College of Arts and Sciences offers a Bachelor of Arts degree and a Bachelor of Science degree, both of which combine liberal studies with advanced studies. To earn the BA or BS degree, a student must successfully complete a minimum of 32 academic courses (which includes general education requirements and major-specific courses) totaling at least 124 semester hours in approved academic courses, plus two semester hours in physical education, and one semester hour of a personal health course, totaling 127 credit hours [4].

Both the business and nursing schools are available to students after completing their general education and core requirements (60 general education credit hours, two PE credit hours, and one hour of a personal health course) within the College of Arts and Sciences, which is typically done over four semesters during the first and second years of a four-year degree program.

The School of Nursing offers a BSN undergraduate degree which requires 60 credit hours for degree completion over a period of four semesters. When combined with the general education and core requirements for matriculation, the BSN requires a total of 120 semester credit hours. The school also offers an Accelerated Bachelor of Science in Nursing/Master of Science in Nursing

### Table: Credit Hours for Various Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint MD/PhD</td>
<td>7 years credit hours vary based upon PhD concentration</td>
</tr>
<tr>
<td>Joint MD/MPH</td>
<td>211-221</td>
</tr>
<tr>
<td>Doctor of Physical Therapy</td>
<td>129</td>
</tr>
<tr>
<td>Master of Arts (MA)</td>
<td>30-54</td>
</tr>
<tr>
<td>Master of Science (MS)</td>
<td>28-50</td>
</tr>
<tr>
<td>PhD</td>
<td>36-72</td>
</tr>
</tbody>
</table>
program which has the same credit hour requirements (60 hours over four semesters in addition to general education and core requirements) but within a different timeline (one full calendar year – summer to summer) and a curriculum of both undergraduate and graduate courses [5].

The School of Business offers the BBA degree, which requires 74 credit hours beyond the general education and core requirements, completed over four semesters [6].

The School of Medicine offers the BMSc in Medical Imaging degree, which requires 30 credit hours of prerequisite general education courses, in addition to a four-year program of 119-127 credit hours / 44-47 courses, totaling to a minimum of 149 credit hours needed to obtain the degree [7].

**Graduate and Professional Degrees**

As the table above indicates, the schools of nursing, business, law, public health, theology, and medicine and the Graduate School all offer post-baccalaureate masters and/or doctoral degrees. Credit hours and degree requirements vary by concentration, but with three exceptions (described above) all masters degrees require at least 30 credit hours beyond the baccalaureate, and all doctoral degrees require at least 30 credit hours beyond a master’s degree (totaling at least 60 hours of graduate course work).

The Graduate School offers the majority of master’s degrees available to students. For a full listing of all degrees offered from the Graduate School please reference [Standard 3.6.4: Post-baccalaureate Program Requirements](#). The school’s website [7] and program catalog [8] also list in details each degree available along with program length and requirements.

The School of Nursing offers an MSN degree with various concentrations ranging from 36 (the basic MSN) to 64 (MSN - Family Nurse-Midwife) credit hours completed over four semesters/ two academic years [9]. Students can also obtain a Nursing PhD which requires an additional 58 credit hours to be completed, on top of undergraduate and master’s work, over a period of four years [10].

The School of Business offers an MBA degree which can be completed full-time over four semesters/ two academic years, or students can engage in the Evening or Executive MBA programs which offer more flexible schedules. Credit hours vary depending on program and concentration, however the average number of credit hours required for degree completion is 69 [11]. Students can also obtain a PhD in Business, with a concentration in Accounting, Finance, Information Systems, Marketing, or Organization and Management. The PhD is completed over 4 years, with core classes taken during years one and two; year three focusing on the TATTO (Teaching Assistant Training and Teaching Opportunity) program; and year four spent on dissertation research. Credit hours vary depending on concentration and electives chosen, however the minimum credit hours required ranges from 45 to 59 [12].

The School of Law offers a JM degree which requires a minimum of 24 credit hours with custom coursework that can be completed in as little as one year or up to four years [13]. The school also offers an LLM degree available to students who have already earned a law degree (a JD for US students; for international students, a degree that allows one to practice law in their home country), requiring a minimum of 24 credit hours to be completed over two years [14]. Law students can also obtain a JD degree which requires 90 law school hours, on top of undergraduate coursework, to be completed over a period of six semesters/ three academic years [15] and a SJD degree which requires 30 semester hours completed over two years followed by dissertation work [16].

The School of Public Health offers an MPH degree which requires 42 credit hours taken over a period of two years for degree completion [17]; and a MSPH which requires 48 credit hours completed over two years [18]. Students can also obtain a PhD in Behavioral Sciences and Health Education from the School of Public Health which requires varying amounts of credit hours.
dependent upon the concentration chosen, but all degrees are completed over a period of four years with core coursework being fulfilled in years one and two followed by dissertation research and submission in years three and four [19].

The School of Theology offers master’s degrees in divinity (MDiv – 84 credit hours completed over six full-time semesters) [20], Theological Studies (MTS – 48 credit hours completed over at least three semesters) [21], and Theology (ThM – 24 credit hours completed over two semesters) [22] which all culminate in a thesis or majors research paper. The ThD degree requires 54 semester hours completed in more than six years with continuous student enrollment [23].

The School of Theology offers a Master’s in Medical Science (MMSc) degree with concentrations in Anesthesiology [24], Human Genetics [25], and Physician’s Assistant [26], ranging from 75-80 credit hours completed over a period of two or three years. The MD degree coursework requires 179 semester hours completed over 65 continuous months or 5 years and 5 months [27]. The School of Medicine also offers two joint program degrees. The first, in collaboration with the Laney Graduate School, is the MD/PhD degree in which students complete years one and two in the Medical School, followed by admission into the Graduate School where they begin working on their PhD under the direction of a thesis advisor, ending with years three and four of the Medical School curriculum. The length of this program varies by student and depends mainly on the PhD focus, but requires a minimum of 7 years for completion [28]. The second, in collaboration with the School of Public Health, is the MD/MPH degree which is designed to be completed within 5 years with 4 years spent in the School of Medicine and 1 year spent in the School of Public Health. On top of the School of Medicine MD requirements the MPH degree requires between 32-42 credit hours (depending on degree concentration) [29].

The School of Medicine offers an additional doctoral degree in Physical Therapy which requires 129 credit hours to be completed over nine semesters / three calendar years [30].

Program Length Determination and Review
Each school has faculty-represented standing committees, such as for curriculum and/or educational policy, that are responsible for the oversight of curriculum content, length, delivery, and ongoing review. **Standard 3.7.5: Faculty Role in Governance** describes each school’s and college’s standing committees.

The professional schools also have curriculum and standards that are evaluated by their discipline-specific accrediting bodies. The post-baccalaureate professional program in business has been accredited by Association to Advance Collegiate Schools of Business since 1949; the professional program in law has been accredited by the American Bar Association since 1923; the professional program in nursing has been accredited by the Commission on Collegiate Nursing Education since 1998; the professional program in public health has been accredited by the Council on Education for Public Health since 1992; and the professional program in theology has been accredited by the Association of Theological Schools in the United States and Canada (ATS) since 1938. These professional accrediting organizations define the commonly accepted standards and practices in the United States and ensure through periodic review that accredited programs conform to them. For more information on the program accreditations that each school maintains, please reference **Standard 3.13.1: Policy Compliance - Accrediting Decisions of Other Agencies**.

Sources (In Order of Appearance)

- [1] University Credit Hours Policy
- [3] Oxford College Continuation Requirements (Page 2)
- [4] College of Arts and Sciences BA and BS Program Lengths
2.7.2

Program Content
The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment
✔ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory University offers degree programs that are directly related to its stated mission and are based upon fields of study appropriate to higher education; these programs are coherent in terms of course sequencing, increasing complexity, and links between program components. Each college and school ensures compliance through the academic program approval process, ongoing curriculum reviews, annual outcomes assessment, and periodic program reviews.

Programs Compatible with the University’s Stated Mission
Emory University’s mission is to create, preserve, teach, and apply knowledge in the service of humanity. To fulfill this mission, the university supports the full range of scholarship, from undergraduate to advanced graduate and professional instruction, and from basic research to its application in public service. While being a comprehensive research university, Emory limits its academic scope to those fields in which, by virtue of its history and location, it can excel. Hence its academic programs focus on the arts and sciences, business, law, theology, and the health professions. These disciplines are unified by their devotion to liberal learning; by cooperative interdisciplinary programs; and by the common pursuit of intellectual distinction [1].

The following publications are posted on the university’s website and provide descriptions of degree programs and courses that are directly related to the university’s stated mission.

<table>
<thead>
<tr>
<th>College/School</th>
<th>Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>Emory College Catalog [2]</td>
</tr>
<tr>
<td></td>
<td>Emory College Programs and Degrees [3]</td>
</tr>
<tr>
<td></td>
<td>Oxford College Programs and Degrees [5]</td>
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<td></td>
<td>Oxford College Curriculum [6]</td>
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<tr>
<td>Graduate School</td>
<td>Graduate School Catalog [7]</td>
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<td>Graduate School Programs and Degrees [8]</td>
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<tr>
<td>School of Business</td>
<td>School of Business Catalog [9]</td>
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<tr>
<td></td>
<td>School of Business Programs and Degrees [10]</td>
</tr>
<tr>
<td>School of Law</td>
<td>School of Law Catalog [11]</td>
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<td>School of Law Programs and Degrees [12]</td>
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<td>School of Medicine</td>
<td>School of Medicine Curriculum [13]</td>
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<td>School of Medicine Programs and Degrees [14]</td>
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<td>School of Nursing</td>
<td>School of Nursing Catalog [15]</td>
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<td>School of Nursing Programs and Degrees [16]</td>
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<td>School of Public Health</td>
<td>School of Public Health Catalog [17]</td>
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<td>School of Public Health Programs and Degrees [18]</td>
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<td>School of Theology</td>
<td>School of Theology Catalog [19]</td>
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<tr>
<td></td>
<td>School of Theology Programs and Degrees [20]</td>
</tr>
</tbody>
</table>

Coherent Courses of Study
The faculty of each college and school ensures that degree programs embody a coherent course of study through the academic program approval process, curriculum reviews, annual outcomes assessment, and periodic program reviews. Comprehensive descriptions of these review processes...
are described in **Standards 3.4.1: Academic Program Approval**, **3.4.10: Responsibility for Curriculum**, **3.3.1.1: Institutional Effectiveness of Academic Programs**, and **Requirement 4.2: Program Curriculum**. Included below are specific policies and procedures governing course coherence as well as descriptions of degree programs that demonstrate coherence in sequencing, increasing complexity, and linkages between and among programs.

**College of Arts and Sciences**
The College curriculum committee regularly evaluates [21] proposals for new courses or programs [22] or changes to existing courses or programs [23]. New major and minor program proposals [24] require the following information:

- A discussion of the need for the new program, explaining how it supports the goals of the college, the use students could make of the program, and why it is not possible to secure the above benefits within the present structure of the department or of the college
- A discussion of the goals of the concentration which should describe the pattern of offerings and requirements in the concentration and the conceptual framework which underlies them
- A full description of each new course offered in the concentration

Examples of this process are provided for the Department of Biology (new course proposal [25], Curriculum Committee review [26] and follow-up [27]) and Visual Arts program (new program proposal [28] and Curriculum Committee review [29]).

Descriptions of major and minor requirements are posted in the college catalog [30]. The OPUS student records system allows departments and programs to specify and enforce prerequisites for courses to ensure that students are enrolled in courses appropriate to their background. The level of courses in college is evident in the course numbering system, which ranges from 100-level introductory courses through 400-level courses for majors with significant experience in that field. This numbering system is enforced by the curriculum committee in its course approval process [31].

**Oxford College**
All courses and degree requirements are initiated and approved by faculty through academic divisions and faculty committees which meet on a regular basis to review program content and report to the Dean and collective faculty body [32]. The Academic Policy and Planning Committee [33] is charged with maintaining the integrity of the academic program and considering specific curricular and course proposals, the recommendations regarding these proposals being sent to the full faculty for approval [34]. In order to ensure coherence with the College of Arts and Sciences academic program Oxford College maintains *ex officio* membership on the College of Arts and Sciences Curriculum Committee and the Educational Policy Committee. Oxford courses are numbered consistently with the comparable courses in the College of Arts and Sciences or, if specific courses are offered only at Oxford, are granted unique numbers.

Oxford has its own degree requirements that meet the standard established for the associate’s degree. In order to graduate from Oxford, students are required to complete the majority of the College of Arts and Sciences general education requirements [35] and the unique Oxford INQ requirement [36]. Upon graduation Oxford students will have declared an academic major, engaged in the liberal arts intensive investigation of disciplinary learning through the Ways of Inquiry curriculum [37], and completed or nearly completed the general education requirements required for the College of Arts of Sciences should they choose to continue on for a bachelor’s degree.

**Graduate School**
Graduate School programs also benefit from strong faculty governance procedures related to curriculum [38] and clear guidelines for curriculum revisions [39]. All new programs and courses, and all revisions to existing programs and courses, must be approved by the elected faculty on the
Graduate Executive Council [40].

The essential requirements for a student’s program of study are that it possesses coherence and unity of purpose, that it consists of advanced work appropriate to the individual program, and that it supports the mission of the university. All work counted toward degree requirements must be relevant to a student’s program of study. Graduate work may consist of lecture courses, seminars, laboratory courses, directed study, and research. The student’s program of study must be planned in consultation with an appointed adviser or advisory committee [41].

The Graduate School publicizes program requirements, course descriptions, and course and program prerequisites on its website; in addition, each program has developed its own website where more detailed information is available. A representative example is the Master of Arts in Bioethics website, which includes descriptions of courses that demonstrate coherence in sequencing, increasing complexity, and links between program components [42].

School of Business
Each School of Business program (BBA, Full Time MBA, Evening MBA, Executive MBA, Modular Executive MBA, and PhD) receives academic oversight from a corresponding program committee. These five committees provide direct oversight of the relevant curriculum and oversee all curricular review. Any changes in degree requirements or any modification of curricular structure (such as prerequisites, core classes, and number and scope of electives required) are reviewed by a program committee [43]. Program committee recommendations for curricular changes go to the full faculty for discussion and vote [44].

Within the requirements for the BBA degree, a set of specific electives are offered from which students choose in order to earn an area depth. Similarly, within the requirements for the Full Time or Evening MBA, a set of specific electives is offered from which students may choose in order to develop a concentration. Each academic area is responsible for internally determining the elective courses in the area that constitute an area depth or concentration. Modification in the overall structure of the depths or concentrations, or the implementation of inter-disciplinary depths or concentrations, are voted on and approved by the program committee [45] [46]. Curriculum overviews, descriptions of courses, and methods of delivery for the BBA [47], MBA [48], and PhD [49] programs can be found online.

School of Law
The curriculum committee is responsible for overseeing curricular development and for making recommendations to the faculty with regard to changes in the law school program and in individual courses [50].

To help accomplish the university’s mission, the Emory Law faculty has identified several major goals of the first-year program including:

- development of analytical skills and ability to read and understand cases statutory materials
- practice in oral skills and argument
- introduction to legal research and drafting
- development of perspective and appreciation for historical context
- basic substantive law coverage as the foundation for upper-level courses

Building on the first-year curriculum, with few exceptions, all courses are elective after the first year. All students must successfully complete Evidence (632), Legal Profession (747), and Trial Techniques (671). Each student is required to take Trial Techniques at the end of the second year. In addition, every student must fulfill the writing requirement prior to graduation. This requirement may be satisfied by successfully completing a seminar or a directed research project approved by a faculty member and the associate dean for academic affairs. Every student must research a topic in depth, submit drafts of a paper to instructor for revision, and complete a substantial paper on the
School of Medicine
The School of Medicine has a faculty-represented Executive Curriculum Committee responsible for monitoring the content, quality, and effectiveness of the curriculum through periodic review and revision by the program’s faculty. This includes the content taught in each discipline to insure that the educational objectives are achieved. Clear guidelines for program, course, and curriculum review are enforced.

The School of Medicine offers a Bachelor’s in Medical Science (BMSc) in Medical Imaging degree; Master’s in Medical Science (MMSc) degree with concentrations in Anesthesiology, Human Genetics, and Physician’s Assistant; a Doctor of Physical Therapy degree; the MD degree; and several dual degrees in collaboration with other schools at Emory. The MD degree coursework is divided into four phases which emphasize a foundation of medicine, knowledge application, research and discovery, and clinical training. The medical school also offers training through the RT-BMSc program, using a hybrid of both online and in-class instruction.

School of Nursing
The School of Nursing’s faculty curriculum committee serves as the mechanism through which all new programs, specialties, and courses are reviewed and approved. Evaluation continues through the life of the program and courses as they are reviewed each semester to ensure relevance to mission, quality of instruction, and alignment with changing professional standards. The Bachelor of Science in Nursing (BSN) program, in addition to reflecting the mission of the University, builds on a liberal arts background and external competencies, such as the AACN Essentials of Baccalaureate Education. Courses are sequenced by program outcomes, components, and increasing levels of complexity.

School of Public Health
The School of Public Health’s Education Committee has primary responsibility for the curriculum. The committee’s role includes developing standards pertaining to the curriculum of the MPH or MSPH programs and reviewing new course offerings. The committee reviews course learning objectives, contribution to the program’s objectives, proposed methods of evaluation, workload relative to course credits, and the extent to which the course overlaps with other courses already offered. A teaching subcommittee assesses current practices and develops proposals for instructional innovations, evaluation, instructional skill development for faculty, and other activities that would improve the quality of teaching.

The School of Public Health offers the MPH and MSPH degrees that allow students to concentrate in programs offered by six departments: Behavioral Sciences and Health Education, Biostatistics and Bioinformatics, Environmental Health, Epidemiology, Global Health and Health Policy and Management. The school also offers training through the Career MPH program, requiring on-campus meetings combined with online instruction. The general degree and individual programs require the achievement of listed competencies through courses designed to achieve them and include a field practicum and culminating experience (e.g., thesis or capstone paper).

School of Theology
Within the School of Theology, the Curriculum and Policy Committee (CPC) is responsible for the comprehensive review of academic programs, which include the MDiv, MTS, ThM, and ThD degree programs. Committee members are elected from the faculty. The CPC evaluates, and when indicated, proposes revisions to the curriculum. It is concerned with the constant improvement of educational practices in both classroom and clinical contexts. The committee, on behalf of the faculty, also considers and approves all proposals for new courses upon recommendation by area chairs.

The School of Theology’s four graduate degrees demonstrate a clearly defined sequence of post-
baccalaureate theological study. The MDiv and MTS are first post-baccalaureate degrees for students at the post-baccalaureate graduate level, with the former designed specifically to train students for positions of ministerial (especially ordained) leadership in the church and the latter intended for students who wish to pursue theological studies but not ordained ministry. By contrast, the ThM is a second post-baccalaureate degree, designed for students who have completed the MDiv or MTS or equivalent and wish to engage in tightly focused academic study of theology at a more advanced level. ThM students often use the degree to prepare for further graduate study. Finally, the ThD degree, the only doctorate currently offered by Candler, provides advanced training in pastoral counseling with an emphasis on clinical practice that sets it apart from the PhD program in pastoral care offered through the Graduate Division of Religion in Emory’s Graduate School [69].

Programs Based on Fields of Study Appropriate to Higher Education

As part of the University’s new program development, review, and approval process and in compliance with the SACSCOC substantive change policy, all new program proposals must provide (1) a clear statement of the nature and purpose of the program in context of the institution’s mission and goals, (2) background information and rationale for the new program, (3) documentation that faculty and other groups have been involved in the review and approval of the new program, and (4) an assessment of need [70] [71].

The coherence, content, and quality of existing programs are evaluated as part of curriculum review, annual outcomes assessment, and periodic program review. In addition, many programs are reviewed every five-ten years as part of external, specialized accreditation processes. For details on Emory’s program review and assessment processes, please reference Standard 3.3.1.1: Institutional Effectiveness of Academic Programs.

As part of the University’s strategic planning process (for details, please reference Requirement 2.5: Institutional Effectiveness), all schools and colleges provide information regarding degree programs to be compared with the University’s peer and aspirational universities. Emory also uses the U.S. Department of Education’s Classification of Instructional Programs (CIP) taxonomy for its degree programs, another indication that they are based upon fields of study appropriate to higher education [72].

For additional information on the program content of Emory’s distance education programs, please reference Requirement 4.8: Distance Education Appendix.

Sources (In Order of Appearance)
2.7.3

General Education
In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment
☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory University grants degrees from each of five undergraduate programs: Oxford College (AA), College of Arts and Sciences (BA/BS), School of Business (BBA), School of Nursing (BSN), and School of Medicine (BMSc). The College of Arts and Sciences and the Business School have the same general education requirements (GER), constituting 56 of the 127 academic credit hours needed to graduate, including two PE courses and one Health course [1] [2]. Oxford has a reduced but complementary general education requirement which constitutes 24 of the 66 academic hours to graduate, including two PE courses [3]. The School of Nursing has GER appropriate to the specific needs of a certified nursing program and that constitute 60 hours of general education prerequisites for applicants whether applying from the College of Arts and Sciences, Oxford College, or another accredited college or university [4]. Lastly, the School of Medicine’s only undergraduate degree, the Bachelor of Medical Science in Medical Imaging requires 30 hours of general education courses as a prerequisite to the four year program which requires an additional 119-127 credit hours for degree completion [5].

In order to assure that the separate divisions of the University work in concert and understand the goals of the GER, the Learning Outcomes Assessment Committee [6], a committee with representatives from each of the divisions of the University, periodically reviews and discusses educational goals within each unit and assesses general education competencies [7] [8].

Development, Goals, and Components of General Education Requirements
Prior to fall 2009, undergraduate students in the College of Arts and Sciences completed GER based on a system of courses that fulfill the goals of a general education. In the fall of 2007, the dean of the college charged the Governance Committee with reforming the GER [9] and created a task force to draft a revised GER to be presented to the faculty. The task force consisted of 47 members—one from each academic department and one from each major not within a department, e.g. journalism—in order to fully represent the interests of all constituencies within the college. The task force indicated a number of problems with the current GER including the recognition that they were too complicated, discouraged student exploration of academic interests beyond major and GERs, discouraged study abroad, were based on an unclear rationale, and did not produce a broad enough liberal arts education. The task force set as its goals to reduce the number of required courses and simplify the system yet maintain its strengths, such as freshman seminars and courses that develop key skills or competencies.

Approved by the Governance Committee during its March 2008 meeting [10], the proposed reform...
was a hybrid system with distribution of the traditional areas of knowledge, but one that incorporates most of the existing GER system in skills courses. While the old GER required a maximum of 22 courses, the new GER required a maximum of 15. Among the benefits of the new system:

- Students will be able to take more electives
- Advising will become stronger as faculty will no longer simply engage in checklist management
- Students will be given more responsibility to develop their own coherent program of study
- Study abroad becomes easier with fewer GER restrictions, especially for BS students and pre-meds
- The plan is intellectually transparent, in that a course’s role in the curriculum is determined by its content rather than its place on a list

The GER system adopted by the faculty, and currently in use today, is [11]:

- one course in Mathematics and Quantitative Reasoning (MQR)
- two courses in Science, Nature and Technology (SNT) one of which must include a lab
- two courses in History, Society and Culture (HSC)
- two courses in Humanities, Arts and Performance (HAP)
- two semesters of a language, Humanities, Arts and Language (HAL)
- In addition, students must complete a Freshman Seminar (FS), a First-year Writing course (FW), and three additional Continuing Writing courses (CWR)
- Students are required to take a one credit Health course and two Physical Education courses.

Each course within the college is labeled with the appropriate tag as determined by the course content [12]. Within each GER area there is a menu of courses that students can choose from to fulfill the requirements [13].

The college ensures that all courses within the GER support the goals of general education and meet collegiate standards by passing course proposals through two committees: the Curriculum Committee for approving new courses [14], and the Educational Policy Committee for approving the tagging designations for the GER [15]. Examples of meeting minutes for both are provided [16] [17].

**Business School**

The business school requires that its BBA students “obtain a firm basis in the liberal arts through a series of humanities, science and social science courses” prior to enrolling in the business curriculum. In addition to the business prerequisites, students are required to complete GER identical to those in the College of Arts and Sciences. These are completed, for the most part, at Emory College or Oxford College prior to admission [18].

Since the business school is a degree-granting unit, all governance issues and degree requirements are overseen by an internal committee, the BBA Program Committee, and voted on by the entire faculty. The Faculty By-Laws detail the responsibilities of the BBA Program Committee [19] and minutes from a committee meeting demonstrate due diligence with respect to the curriculum and course approvals [20]. A representative from the school also attends the Learning Outcomes Assessment Committee meetings (minutes provided above), ensuring the dissemination of standards for learning outcomes in GER courses.

**Oxford College**

Oxford students are required to complete a subset of the College of Arts and Sciences GER courses to earn the associate’s degree. If a student continues onto the College of Arts and Sciences, Nursing or Business Schools, the remaining GER courses would be completed during their pursuit of
a bachelor’s degree. While at Oxford, students are required to take one science course with a lab (SNT), one social science or history course (HSC), and one humanities course (HAP)—the three areas required by SACSCOC. In addition, Oxford students are required to complete three different tagged areas from among the five tagged areas—MQR, SNT, HSC, HAP, or HAL. Oxford students must also take a First-year Writing course (FW) and one additional Continuing Writing course (CWR). They are further required to complete two PE courses [21].

Oxford has a member (ex officio) on the College of Arts and Sciences Curriculum and Educational Policy Committees in order to facilitate communication between the colleges, especially with respect to curricular issues and academic standards for courses. Oxford College also has its own curriculum committee, the Academic Policy and Planning Committee (APPC), charged with reviewing all course proposals and overseeing curricular changes. Examples of meeting minutes are provided: APPC reviewing and approving new courses [22] and the Oxford faculty voting on those courses [23].

Oxford accepts transfer and transient credit for courses as stipulated by the College of Arts and Sciences. In cases where the College has not ruled on a course proposed for credit by a student, the appropriate faculty member in the academic area in question reviews the course to determine whether it deserves credit. The form used for approval is included [24].

School of Nursing
Nursing school applicants have a set of prerequisites which provide evidence of both a broad general education and proof of the knowledge necessary for success in the pursuit of a nursing degree. Applicants must have taken courses, totaling to 60 credit hours, in the physical sciences, mathematics, humanities, and social sciences [25].

If these courses have been taken in the College of Arts and Sciences or Oxford College, they will have already been reviewed by a faculty committee. In the case of transfer students, prerequisites can be taken at any regionally accredited college, university, or community college. Official transcripts must be sent from every college or university attended in order to verify course work [26]. Transcript evaluation by the BSN Admission Advisor is completed prior to the file review by the Admission Committee. On occasion, complete course descriptions are requested from the prospective student to verify course content.

School of Medicine
The School of Medicine’s only undergraduate degree, the Bachelor of Medical Science in Medical Imaging requires 30 hours of general education courses (10 hours in humanities, 10 hours in social science, and 10 hours in natural and mathematical science) as a prerequisite to the four year program which requires an additional 119-127 credit hours for degree completion [27]. The School of Medicine also offers the RT (Radiology Technician) to BMSc degree which is a one (full-time) or two-year (part-time) distance education program designed for individuals holding an RT degree and wish to complete the BMSc. This program also requires 30 hours of general education courses as a prerequisite for admission [28].

Sources (In Order of Appearance)

- [1] Undergraduate Degree Requirements
- [3] Oxford College Degree Requirements
- [4] BSN Program Prerequisites
- [5] School of Medicine BMSc Degree Requirements
- [6] Provost’s Charge to Learning Outcomes Assessment Committee
- [7] Learning Outcomes Assessment Committee Feb 2011 Minutes (Page 2)
- Learning Outcomes Assessment Committee Mar 2012 Minutes
- College of Arts and Sciences - Governance Committee Minutes Sept 2007
- College of Arts and Sciences - Governance Committee Minutes Mar 2008
- General Education Course Tagging Guidelines
- GER Courses - Math & Quantitative Reasoning area
- College of Arts and Sciences Curriculum Committee
- College of Arts and Sciences Educational Policy Committee
- College of Arts and Sciences Curriculum Committee Fall 2011 Minutes
- Educational Policy Committee Fall 2011 Minutes
- BBA Program Prerequisites
- Business School Faculty Bylaws - BBA Program Committee (Page 3)
- BBA Program Committee Minutes Mar 2013
- Oxford College Academic Policy and Planning Committee Sept 2012 Minutes
- Oxford College Faculty Meeting Minutes Oct 2012
- Oxford College Transfer Credit Application
- School of Nursing BSN Prerequisites
- School of Nursing Transfer Credits
- RT-BMSc Admission Criteria & GER Requirements
2.7.4

Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (Note: If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification. The document can be found at http://www.sacscoc.org/policies.asp.)

Judgment
☐ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Emory University awards associate, baccalaureate, master’s, doctorate, and professional degrees and provides instruction for all course work required for at least one degree program at each level at which it awards degrees. Degree plans and course requirements are published for all undergraduate, graduate and professional degrees in catalogs and on program websites [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12] [13]. Examples of programs at each level are presented in Table 1 below.

Table 1. Examples of program requirements for each degree level

<table>
<thead>
<tr>
<th>Degree</th>
<th>Discipline</th>
<th>Requirements</th>
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<tr>
<td>AA</td>
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<td>[26]</td>
</tr>
</tbody>
</table>

Sources (In Order of Appearance)

- [1] College of Arts and Sciences Degree Requirements
- [3] [4] [5] School of Nursing BSN, MSN, and PhD Program Requirements and Courses (Page 4)
- [3] [4] [5] School of Nursing BSN, MSN, and PhD Program Requirements and Courses (Page 19)
- [3] [4] [5] School of Nursing BSN, MSN, and PhD Program Requirements and Courses (Page 45)
2.8

**Faculty**
The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

**Judgment**

- Compliant
- Partially Compliant
- Non-Compliant
- Not Applicable

**Narrative**
The number of full-time faculty members at Emory is adequate to fulfill its mission “to create, preserve, teach, and apply knowledge in the service of humanity” \[1\] and to ensure the quality and integrity of its academic programs. The dean of each college or school continually evaluates the number of full-time faculty members for each discipline/degree program through annual reporting and strategic planning processes and ensures that the number is adequate.

**Faculty Definitions/Appointments**
Emory University by-laws establish two categories of faculty – continuous and limited \[2\]. Continuous appointments are made by the Board of Trustees or its Executive Committee upon the recommendation of the president following appropriate review and discussion by the dean of the academic unit and the appropriate academic executive vice president. Continuous appointments can only be terminated “as specified in the principles approved and published by the Board of Trustees, or by retirement in accordance with the provisions of the Emory University Retirement Plan.” Limited appointments are made by the dean of the academic unit and are reported annually to the Provost and Executive Vice President of Academic Affairs or the Executive Vice President for Health Affairs and are “terminated at the close of a period of time specified in writing to the appointee.”

The University by-laws specify that the tenure track is a continuous appointment track for full-time appointments at the rank of professor, associate professor, assistant professor, or instructor. Non-tenure track appointments are limited appointments and include more titles in teaching and service tracks (lecturer track – lecturer, senior lecturer, professor of pedagogy, performance, or practice; research track – instructor research track, assistant professor research track, associate professor research track, professor research track; Clinical track – instructor clinical track, assistant professor clinical track, associate professor clinical track, professor clinical track; Medical Educator and Service track – assistant professor MEST track, associate professor MEST track, professor MEST track). Each faculty member receives one primary appointment in one department within her/his school or college. Cross-departmental and cross-school appointments are possible and are considered either joint, secondary, or associated appointments.

The University Faculty Handbook establishes the primary responsibilities of faculty as falling within the three domains – scholarship, teaching, and service. Each is weighed carefully in all considerations involving track placement, appointment, reappointment, promotion, the granting of tenure, and salary determinations \[3\]. The dean and departmental chairs are responsible for determining teaching loads and course release policies \[4\] and many of the schools and colleges have their own definitions and descriptions of the effort that is expected of their faculty within appointment tracks \[5\] \[6\] \[7\]. In addition, schools have developed policies and procedures for governing temporary, part-time, and adjunct faculty \[8\] \[9\].

**Number of Faculty**

**Full-time and Part-time Faculty**
For the most recent academic year, 2012-2013, the University had a total of 3809 full-time and part-time faculty. The majority of these faculty members hold full-time positions (n=3134; 82%). The distribution of full-time and part-time faculty across schools is presented in Table 1 below. The
distribution of full-time and part-time faculty by department/division within schools is presented separately in Table 2 [10]. Only the College of Arts and Sciences, Rollins School of Public Health, and the School of Medicine are organized by departments. Oxford College groups faculty into divisions. The Candler School of Theology, Goizueta Business School, Nell Hodgson Woodruff School of Nursing, and the School of Law do not have departments. Faculty affiliated with the Laney Graduate School have their primary appointments in the Candler School of Theology, Emory College of Arts and Science, Goizueta Business School, Nell Hodgson Woodruff School of Nursing, Rollins School of Public Health, School of Law or School of Medicine. The only exception is faculty appointed in the Master’s of Development Practice Program; this is the only program housed within the Laney Graduate School.

<table>
<thead>
<tr>
<th>School</th>
<th>Faculty</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
<th>% Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candler School of Theology</td>
<td></td>
<td>45</td>
<td>27</td>
<td>72</td>
<td>63%</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td></td>
<td>588</td>
<td>121</td>
<td>709</td>
<td>83%</td>
</tr>
<tr>
<td>Goizueta Business School</td>
<td></td>
<td>79</td>
<td>18</td>
<td>97</td>
<td>81%</td>
</tr>
<tr>
<td>Laney Graduate School</td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Oxford College</td>
<td></td>
<td>59</td>
<td>17</td>
<td>76</td>
<td>77%</td>
</tr>
<tr>
<td>Nell Hodgson Woodruff School of Nursing</td>
<td></td>
<td>58</td>
<td>36</td>
<td>94</td>
<td>62%</td>
</tr>
<tr>
<td>Rollins School of Public Health</td>
<td></td>
<td>163</td>
<td>113</td>
<td>276</td>
<td>59%</td>
</tr>
<tr>
<td>School of Law</td>
<td></td>
<td>58</td>
<td>155</td>
<td>213</td>
<td>27%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td></td>
<td>2083</td>
<td>196</td>
<td>2271</td>
<td>92%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>3134</td>
<td>675</td>
<td>3809</td>
<td>82%</td>
</tr>
</tbody>
</table>

Unduplicated faculty counts based on primary department, February, 2013.
Source: Office of Institutional Research

Tables 1 and 2 reveal that more than 25 percent of all faculty members in the University’s schools and colleges hold full-time positions. The percentage of full-time faculty ranges from a low of 27 percent for the School of Law to a high of 92 percent for the School of Medicine. Within Emory College of Arts and Sciences, the percentage of full-time faculty ranges from lows of 35-36 percent in the Music, Health and Physical Education, and Dance departments to 100 percent for a number of departments including History, Middle Eastern and South Asian Studies, Physics, Psychology, Religion, Sociology, and Spanish and Portuguese. The relatively low percentage of full-time faculty in the Music and Dance departments is a result of the use of part-time practitioners for one-on-one and small-group instruction. Inter-departmental and area studies such as Neuroscience and Behavioral Biology and Women’s, Gender, and Sexuality Studies, and African Studies have a relatively small number of primary faculty appointments but share faculty with other departments. The percentage of full-time faculty across Oxford College divisions ranges from 67 to 87 percent. Within the School of Medicine, the percentage of full-time faculty ranges from a low of 75 percent in the Department of Rehabilitation to 100 percent in Biochemistry, Biomedical Engineering, Biomedical Informatics, Cell Biology, and Microbiology/Immunology. Within the Rollins School of Public Health, the percentage of full-time faculty range from 39% in the Health Policy and Management program to 76% in the Biostatistics and Global Health programs.

Across the University, 58 faculty taught distance education courses. Of these, the majority (n=37) were full-time faculty (see Table 3) [11]. The Career MPH (CMPH) program is the largest distance education degree program on campus. The CMPH program draws faculty from different departments in the school of public health. Of the faculty who taught in the CMPH program in Academic Year 2012-13, 30 percent held full-time faculty appointments.

**Instruction, Research, and Service**
The University Faculty Handbook defines the primary activities of the faculty as scholarship, teaching, and service. The allocation of effort to these activities and their importance for
appointment, promotion, and tenure varies based on the appointment track and type of appointment [12].

For faculty on the tenure track, “candidates for appointment or promotion to Associate Professor must show academic excellence, including meritorious scholarship, creative inquiry, and teach, as well as have the demonstrated promise to become leaders and transform their field as their career progresses. Candidates for appointment or promotion to Professor must show scholarly excellence and be established, nationally or internationally, as among the most distinctive and recognized voices in their discipline, consistently examining and addressing their field’s most pressing questions.”

For faculty with non-tenure track appointments, “Each dean, in consultation with the Faculty and Chairs, will establish standards for scholarship, teaching, and service for appointment and promotion on the limited tracks that are published in the School’s appointment and promotion policies and consistently applied.”

Expectations for the type of instruction, research and service vary widely across academic units and specific disciplines. Faculty members with tenure track appointments are expected to engage in all three activities. Faculty with limited appointments may specialize in instruction, research, or service. The numbers of faculty members with responsibilities across areas or with primary responsibility in an area are presented in Table 4 [13].

Across the university, the majority of faculty members (55 percent) hold positions that require teaching, with 37 percent in appointments that require scholarship, teaching, and service. Percentages range from 37 percent in the School of Medicine to 100 percent in the School of Theology, Business School, and Oxford College. Limited positions that support the University’s research and service missions are most prevalent in the health sciences – School of Medicine (Research 14 percent; Service 55 percent), School of Nursing (Research 5 percent; Service 27 percent), and School of Public Health (Research 19 percent, Service 9 percent) [14].

Credit Hours
The percentage of credit hours taught by full-time faculty indicates the commitment of faculty to Emory’s teaching mission. Table 5 [15] presents, for each discipline/degree program within each school, the number of undergraduate student credit hours taught by full-time faculty; the combined number of undergraduate student credit hours taught by part-time faculty, adjunct faculty, and graduate teaching assistants; the number and percentage of graduate student credit hours taught by full-time faculty members; the combined number and percentage of graduate student credit hours taught by part-time and adjunct faculty; and the number and percentage of general education credit hours taught by part-time faculty, adjunct faculty, and graduate teaching assistants during the 2012-2013 academic year. Data are provided separately for Emory’s undergraduate, graduate, and professional programs. Table 6 summarizes this information for each college and school. The Graduate School has only one program housed in the graduate school; these credit hours are included in the Arts & Sciences, Atlanta campus. The credit hours taught at Oxford College, an off-campus instructional site, are presented separately. Overall, 90 percent of the credit hours offered in the 2012-2013 academic year were taught by full-time faculty.
<table>
<thead>
<tr>
<th>School/Program</th>
<th>Undergraduate Total Hours</th>
<th>Undergraduate Full-time Faculty Hours</th>
<th>Undergraduate Other Hours</th>
<th>Undergraduate %</th>
<th>General Education Total Hours</th>
<th>General Education Full-time Faculty Hours</th>
<th>General Education Other Hours</th>
<th>General Education %</th>
<th>Graduate Total Hours</th>
<th>Graduate Full-time Faculty Hours</th>
<th>Graduate Other Hours</th>
<th>Graduate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health (Atlanta)</td>
<td>1576</td>
<td>1478</td>
<td>98</td>
<td>93.8</td>
<td>152120</td>
<td>22571</td>
<td>14.9</td>
<td>14648</td>
<td>14100</td>
<td>96.3</td>
<td>548</td>
<td>3.7</td>
</tr>
<tr>
<td>Arts &amp; Sciences (Atlanta)</td>
<td>182553</td>
<td>157718</td>
<td>24835</td>
<td>86.4</td>
<td>45890</td>
<td>45413</td>
<td>477</td>
<td>182553</td>
<td>151210</td>
<td>22571</td>
<td>45413</td>
<td>1.0</td>
</tr>
<tr>
<td>Arts &amp; Sciences (Oxford)</td>
<td>29287</td>
<td>26287</td>
<td>3000</td>
<td>89.8</td>
<td>26526</td>
<td>2325</td>
<td>10.2</td>
<td>29287</td>
<td>2325</td>
<td>22571</td>
<td>45413</td>
<td>1.0</td>
</tr>
<tr>
<td>Business (Atlanta)</td>
<td>28179</td>
<td>22778</td>
<td>5401</td>
<td>80.8</td>
<td>20800</td>
<td>19215</td>
<td>15.5</td>
<td>20800</td>
<td>19215</td>
<td>151210</td>
<td>22571</td>
<td>7.6</td>
</tr>
<tr>
<td>Law (Atlanta)</td>
<td>28179</td>
<td>22778</td>
<td>5401</td>
<td>80.8</td>
<td>20800</td>
<td>19215</td>
<td>15.5</td>
<td>20800</td>
<td>19215</td>
<td>151210</td>
<td>22571</td>
<td>7.6</td>
</tr>
<tr>
<td>Medicine (Atlanta)</td>
<td>29287</td>
<td>26287</td>
<td>3000</td>
<td>89.8</td>
<td>26526</td>
<td>2325</td>
<td>10.2</td>
<td>26526</td>
<td>2325</td>
<td>22571</td>
<td>45413</td>
<td>1.0</td>
</tr>
<tr>
<td>Nursing (Atlanta)</td>
<td>7852</td>
<td>7852</td>
<td>100.0</td>
<td>100.0</td>
<td>4375</td>
<td>4375</td>
<td>100.0</td>
<td>4375</td>
<td>4375</td>
<td>22571</td>
<td>45413</td>
<td>1.0</td>
</tr>
<tr>
<td>Public Health (Atlanta)</td>
<td>7852</td>
<td>7852</td>
<td>100.0</td>
<td>100.0</td>
<td>4375</td>
<td>4375</td>
<td>100.0</td>
<td>4375</td>
<td>4375</td>
<td>22571</td>
<td>45413</td>
<td>1.0</td>
</tr>
<tr>
<td>Theology (Atlanta)</td>
<td>11218</td>
<td>9662</td>
<td>1556</td>
<td>86.1</td>
<td>22288</td>
<td>20936</td>
<td>93.9</td>
<td>22288</td>
<td>20936</td>
<td>22571</td>
<td>45413</td>
<td>1.0</td>
</tr>
</tbody>
</table>

In each school and discipline area, at least 25% percent of the credit hours are taught by full-time faculty, with two exceptions. The Master of Medical Science in Ophthalmic Technology degree program closed in Spring, 2009 [16]. Faculty members formerly affiliated with this program occasionally offer an elective course to students pursuing the BMSc in Medical Imaging. Emory University and the Georgia Institute of Technology (GIT) offer a joint program in Biomedical Engineering. The majority of courses are taught at the GIT campus with GIT faculty who hold appointments in the program listed as the instructor of record. Students enroll through their respective institutions; GIT faculty, therefore, appear on the Emory course roster as affiliated faculty.

**Evaluation of Faculty Adequacy**

Each academic program in the College of Arts and Sciences and the Graduate School assesses the adequacy of its faculty resources through the academic program review process [17]. Similarly, Oxford College reviews the adequacy of faculty resources in each teaching discipline as part of its periodic review [18]. Since Oxford College does not have programs or departments, the unit of analysis in this review process is the teaching discipline. The professional schools ensure that faculty and program resources are continually evaluated as part of its annual planning and to meet and sustain accrediting requirements for the following agencies:

- Association to Advance Collegiate Schools of Business (AACSB),
- Accreditation Council for Continuing Medical Educators (ACCME),
- Accreditation Council for Graduate Medical Educators (ACGME),
- Accreditation Council for Pharmacy Education (ACPE),
- Accreditation Review Commission on Education for the Physician’s Assistant (ARC-PA),
- American Dental Association (ADA),
- Association of Theological Schools in the U.S. and Canada (ATS),
- American Psychological Association (APA),
- Commission on Accreditation in Physical Therapy Education (CAPTE),
- Commission on Dental Accreditation (CODA),
- Commission on Collegiate Nursing Education (CCNE),
- Council on Education for Public Health (CEPH),
- Joint Review Committee on Education in Radiological Technology (JRCERT),
- Liaison Committee on Medical Education of the American Medical Association (LCME), and
- National Council for Accreditation of Teacher Education (NCATE).


The adequacy of full-time faculty to ensure the quality and integrity of academic programs is addressed through annual faculty reviews where faculty report activities and accomplishments in teaching, scholarship, and service [19] [20] [21]. In addition, all candidates for tenure and/or promotion submit portfolios that provide detailed descriptions of teaching, scholarship and service [22]. Please reference **Standard 3.7.2: Faculty Evaluation** for additional examples of faculty evaluation.
reviews. When new programs are developed, approval processes require a discussion of faculty resources. Substantive changes require a proposal that uses the SACSCOC faculty template [23].

**Instruction**

Student-faculty ratios provide information about the adequacy of faculty resources. Data on faculty and student composition extracted from the IPEDS data website permit the calculation of an overall, university student-faculty ratio across our undergraduate, graduate, and professional programs [24]. The student-faculty ratio was calculated using the IPEDS/AAUP definition for instructional faculty and full-time equivalency (FTE) data for students and faculty reported over the most recent 5 year interval. The IPEDS/AAUP definition of instructional faculty excludes administrative ranked faculty and includes non-tenure track faculty whose primary responsibilities are instructional. Full-time equivalency is defined as the number with full-time status plus 1/3 (one-third) of the number with part-time status. Comparisons of the student FTE/faculty FTE ratio across aspirational and peer schools are presented in Table 7 below and show that Emory’s overall student-faculty ratio is comparable to peer institutions.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>School</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Brown University</td>
<td>10:1</td>
<td>10:1</td>
<td>10:1</td>
<td>10:1</td>
<td>10:1</td>
</tr>
<tr>
<td>2008</td>
<td>Columbia University</td>
<td>6:1</td>
<td>6:1</td>
<td>5:1</td>
<td>5:1</td>
<td>5:1</td>
</tr>
<tr>
<td>2009</td>
<td>Duke University</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
</tr>
<tr>
<td>2010</td>
<td>Emory University</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
</tr>
<tr>
<td>2011</td>
<td>Georgetown University</td>
<td>10:1</td>
<td>9:1</td>
<td>9:1</td>
<td>9:1</td>
<td>9:1</td>
</tr>
<tr>
<td>2012</td>
<td>Johns Hopkins University</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
</tr>
<tr>
<td>2013</td>
<td>Northwestern University</td>
<td>8:1</td>
<td>7:1</td>
<td>7:1</td>
<td>8:1</td>
<td>8:1</td>
</tr>
<tr>
<td>2014</td>
<td>Princeton University</td>
<td>8:1</td>
<td>8:1</td>
<td>8:1</td>
<td>8:1</td>
<td>8:1</td>
</tr>
<tr>
<td>2016</td>
<td>University of Chicago</td>
<td>6:1</td>
<td>6:1</td>
<td>6:1</td>
<td>5:1</td>
<td>5:1</td>
</tr>
<tr>
<td>2017</td>
<td>University of Pennsylvania</td>
<td>6:1</td>
<td>6:1</td>
<td>6:1</td>
<td>6:1</td>
<td>7:1</td>
</tr>
<tr>
<td>2018</td>
<td>Vanderbilt University</td>
<td>3:1</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
</tr>
<tr>
<td>2019</td>
<td>Washington University St. Louis</td>
<td>4:1</td>
<td>4:1</td>
<td>4:1</td>
<td>5:1</td>
<td>5:1</td>
</tr>
<tr>
<td>2020</td>
<td>Yale University</td>
<td>3:1</td>
<td>4:1</td>
<td>4:1</td>
<td>3:1</td>
<td>4:1</td>
</tr>
</tbody>
</table>

Source: National Center for Educational Statistics – IPEDS Data Center

Five-year comparisons across the same benchmark schools using the undergraduate faculty-student ratio reported in the US News and World Report rankings are presented in Table 8. These rankings use definitions of faculty and students from the Common Data Set. These are based on AAUP definitions of instructional faculty and reveal that the University’s undergraduate faculty-student ratio is comparable to our peer institutions.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>School</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Brown University</td>
<td>8:1</td>
<td>8:1</td>
<td>9:1</td>
<td>9:1</td>
<td>9:1</td>
</tr>
<tr>
<td>2010</td>
<td>Duke University</td>
<td>8:1</td>
<td>8:1</td>
<td>8:1</td>
<td>8:1</td>
<td>7:1</td>
</tr>
<tr>
<td>2011</td>
<td>Emory University</td>
<td>7:1</td>
<td>7:1</td>
<td>7:1</td>
<td>7:1</td>
<td>7:1</td>
</tr>
<tr>
<td>2012</td>
<td>Georgetown University</td>
<td>11:1</td>
<td>11:1</td>
<td>10:1</td>
<td>11:1</td>
<td>12:1</td>
</tr>
<tr>
<td>2013</td>
<td>Johns Hopkins University</td>
<td>11:1</td>
<td>11:1</td>
<td>10:1</td>
<td>9:1</td>
<td>9:1</td>
</tr>
<tr>
<td>2014</td>
<td>Northwestern University</td>
<td>7:1</td>
<td>7:1</td>
<td>7:1</td>
<td>7:1</td>
<td>7:1</td>
</tr>
</tbody>
</table>
Emory College conducts a survey of all graduating seniors to evaluate satisfaction with various aspects of their student experience. One measure of the adequacy of faculty to ensure the quality and integrity of the academic experience is students’ overall perception of their academic experience at Emory. Figure 1 below presents five years of satisfaction data with over 80% percent of graduating seniors reporting that they were satisfied with academics. This measure is included on the University’s dashboard and reviewed annually by senior administrators and the board of trustees.

**Figure 1. Emory College Graduating Seniors – Percent Satisfied with Academics**

![Satisfaction with Academic Experience](image)

Source: Emory College (Office of Institutional Research (ECAS Senior Survey))

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**Research**

The generation of new knowledge is a central component of the University’s mission. The ability of the faculty to ensure its research mission is reflected in the Carnegie Foundation for the Advancement of Teaching classification of Emory as a research university with very high research activity [25]. Emory University is a member of the Association of American Universities (AAU), a non-profit association of 62 North American research universities that focuses on national and institutional issues important to research-intensive universities [26]. In addition, the university has 37 faculty members recognized for their scholarship by election to membership in the National Academy of Sciences (n=5), Institute of Medicine (n=22) or the American Academy of Arts and Sciences (n=10).

All 1397 faculty members on the tenure track engage in teaching, research, and service. Their work is supplemented by 398 additional faculty whose primary effort is focused on research.

Grant activity is one indicator of the adequacy of faculty to support the University’s research mission. The total number of proposals submitted to all extramural sponsors in academic year 2011-12 was 3,619 reflecting a 7.5 percent increase from the previous year. The total dollars requested increased in FY12 to $915.9 million -- an 11.7 percent increase from FY11 ($819.9 million).
Over the past five years, Emory has grown from $411.2 million in FY08 to $518.6 million in FY12, which represents an increase of 26.1 percent. Sources and amount of extramural funding are reported annually by the Office of Research Administration [27]. Emory University has a number of mechanisms to support faculty engagement in research. The Office of Research Administration provides the Emory community with administrative systems and technical expertise to facilitate scholarship, research, and discovery from inception through dissemination and application [28]. The University Research Committee awards small grants to faculty to support research and creative scholarship in fields for which there is little or no external funding or to explore new areas of research that are likely to attract extramural sponsors [29].

Faculty scholarly productivity is another measure of the ability of the faculty to realize the University’s research mission. Table 9 presents the number of articles, book reviews, and proceedings written by Emory faculty counted in the Thomson Reuters Web of Knowledge database, compared to aspirational and peer benchmark institutions. Web of Knowledge counts articles, review chapters, and proceedings papers, as found in indexed sources, and omits editorials, letters, corrections, and abstracts. Articles are included in the institution’s count if any author lists an affiliation with that university. As can be seen, the number of faculty articles included in the Thomson Reuters Web of Knowledge database increased over this five-year interval and the numbers are comparable to Emory peer institutions.

Table 9. Number of Faculty Publications in Thomson Reuters Web of Knowledge Database

<table>
<thead>
<tr>
<th>School</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown University</td>
<td>2050</td>
<td>2188</td>
<td>2250</td>
<td>2396</td>
<td>2601</td>
</tr>
<tr>
<td>Columbia University</td>
<td>5890</td>
<td>5950</td>
<td>6247</td>
<td>6190</td>
<td>6665</td>
</tr>
<tr>
<td>Duke University</td>
<td>4698</td>
<td>4854</td>
<td>4928</td>
<td>5196</td>
<td>5566</td>
</tr>
<tr>
<td>Emory University</td>
<td>2955</td>
<td>3102</td>
<td>3213</td>
<td>3381</td>
<td>3467</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>1390</td>
<td>1440</td>
<td>1462</td>
<td>1657</td>
<td>1542</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>5790</td>
<td>5781</td>
<td>5522</td>
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<tr>
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<tr>
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<td>3270</td>
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<tr>
<td>Washington University in St. Louis</td>
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<td>Yale University</td>
<td>4570</td>
<td>4769</td>
<td>4889</td>
<td>5077</td>
<td>5620</td>
</tr>
</tbody>
</table>


Databases included: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, BKCI-S, BKCI-SSH, CCR-EXPANDED, IC.

Additional indicators of the adequacy of faculty to realize the University’s research mission include the level of undergraduate involvement in research, the quality of graduate research training, and faculty engagement in post-doctoral training.

The percent of undergraduates reporting direct involvement in faculty research on the senior exit survey is presented in Figure 2 below. Rates increased from 10.2 percent in Academic Year 2007-08 to 13.2 percent in 2011-12.
The Graduate School awards all research doctoral degrees. The number of research doctorates awarded by Emory University and peer and aspirational benchmark institutions are presented in Table 10. The Graduate School recently incorporated the benchmark comparisons developed by Academic Analytics [30] into their regular evaluation and planning process. This component of the graduate school’s comprehensive evaluation of doctoral programs examines discipline-based scholarly research productivity. Annually we identify the Emory programs ranked in the 20 percent of disciplinary peers and that number has increased steadily each year of the analysis.

Table 10. Number of PhD Degrees Awarded by Institution

<table>
<thead>
<tr>
<th>School</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown University</td>
<td>170</td>
<td>205</td>
<td>187</td>
<td>204</td>
<td>216</td>
</tr>
<tr>
<td>Columbia University</td>
<td>568</td>
<td>598</td>
<td>590</td>
<td>561</td>
<td>568</td>
</tr>
<tr>
<td>Duke University</td>
<td>277</td>
<td>302</td>
<td>333</td>
<td>288</td>
<td>329</td>
</tr>
<tr>
<td>Emory University</td>
<td>217</td>
<td>248</td>
<td>220</td>
<td>255</td>
<td>224</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>99</td>
<td>100</td>
<td>103</td>
<td>108</td>
<td>102</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>397</td>
<td>446</td>
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<td>434</td>
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</tr>
<tr>
<td>Northwestern University</td>
<td>462</td>
<td>438</td>
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<td>372</td>
<td>382</td>
</tr>
<tr>
<td>Princeton University</td>
<td>332</td>
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<td>349</td>
<td>302</td>
<td>350</td>
</tr>
<tr>
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<td>661</td>
<td>708</td>
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<td>University of Chicago</td>
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<td>366</td>
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<tr>
<td>University of Pennsylvania</td>
<td>483</td>
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<td>544</td>
<td>521</td>
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<tr>
<td>Vanderbilt University</td>
<td>274</td>
<td>297</td>
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<td>Washington University in St. Louis</td>
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<tr>
<td>Yale University</td>
<td>360</td>
<td>375</td>
<td>390</td>
<td>382</td>
<td>342</td>
</tr>
</tbody>
</table>

Source: National Center for Educational Statistics – IPEDS Data Center

The number of post-doctoral research training appointments across benchmark schools is presented in Table 11. Post-doctoral data were extracted from the NSF-NIH Survey of Graduate Students and Post-Doctoral Trainees in Science and Engineering. [31] Post-doctoral trainees are defined as any non-faculty research with a doctorate in a program whose primary purpose is research training. The number of trainees increased over the five year interval. The data also indicate that the University faculty members are engaged in post-doctoral training at a level comparable to peer institutions.
Table 11. Number of Post-doctoral Trainees

<table>
<thead>
<tr>
<th>School</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown University</td>
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<td>226</td>
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<td>759</td>
<td>765</td>
<td>807</td>
</tr>
<tr>
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<td>605</td>
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<td>671</td>
<td>695</td>
<td>694</td>
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<tr>
<td>Georgetown University</td>
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<td>140</td>
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<tr>
<td>Johns Hopkins University</td>
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<tr>
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<tr>
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<td>349</td>
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<td>Washington University in St. Louis</td>
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<td>484</td>
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<td>Yale University</td>
<td>978</td>
<td>988</td>
<td>1076</td>
<td>1195</td>
<td>1283</td>
</tr>
</tbody>
</table>

Source: WebCASPAR; NSF-NIH Survey of Graduate Students & Post-doctoral Fellows in Science & Engineering

Service

The Emory University mission “to create, preserve, teach, and apply knowledge in the service of humanity” has an explicit service component. All 1397 faculty members on the tenure track engage in teaching, research, and service. Their work is supplemented by 1317 additional faculty with clinical appointments whose primary effort is focused on service. The majority of these limited faculty appointments are in the medical school (n=1255), nursing school (n=25) and the school of public health (n=24) where they are engaged in the application of new knowledge.

Engaged Scholarship is an element of the University’s strategic plan with the following goals: “Create an exemplary learning community that combines classroom and residential life with experiential learning that prepares students for a life of ethical leadership and active engagement; integrate service-learning strategies locally and globally across the curricula; strengthen opportunities for student engagement in the community; and provide educational and cultural resources to the Atlanta community and set an example for high quality, enriching public service” [32]. Emory has invested strategic plan funds to enhance the quality of community engagement across the university, and uses the Center for Community Partnerships (CFCP) to coordinate those efforts [33]. The CFCP partners with over 60 local community agencies [34] to support volunteer activities and provide placements for academic courses featuring community-engaged learning, establish internships, and engage students in community research projects. The success of this initiative is demonstrated by the number of College of Arts and Sciences students engaged in community service. At least 80 percent of the College seniors described community service activities in the senior exit survey in each of the last five academic years with a high of 88 percent [35].
Emory has an active public scholarship program in which faculty can apply for a two-year fellowship that supports training in writing for various media [36]. Faculty members who receive the ‘Public Voices’ awards [37] commit to submitting two or more editorials for publication. In addition, they attend workshops and seminars, receive coaching and editing from journalists, and attend monthly conversations with representatives from different media outlets.

National recognition is one measure of the adequacy of the faculty in integrating learning and service. In 2006, the University was in the first group of higher education institutions to receive the Carnegie Foundation’s elective classification as an Engaged Institution for both Curricular Engagement and Outreach and Partnerships [38]. Emory was recognized also with the 2008 Presidential Award for General Community Service from the Corporation for National and Community Service [39]. The Emory Healthcare system has received numerous awards for the quality of patient care and the Winship Cancer Institute was named as the only National Cancer Institute-designated cancer treatment center in Georgia [40].

Faculty Strategic Initiatives
The University’s current strategic plan demonstrates its long-standing commitment to ensuring the quality and integrity of its academic programs by recruiting and retaining top faculty [41]. The first goal of the strategic plan is to strengthen faculty distinction – “Emory has a world-class, diverse faculty that establishes and sustains pre-eminent learning, research, scholarship, and service programs.” Strategic objectives include:

- Increasing national faculty awards from 14 per year to 40 per year
- Increasing the number of faculty elected to national academies from 17 to 50
- Raising research sponsorship from $350 million to $735 million
- Expanding faculty diversity
- Doubling the number of doctoral degrees awarded

Despite the recent economic downturn Emory continues to recruit new faculty. Figure 4 presents new faculty hires from Academic year 2007 through Academic Year 2012 by track. The majority of faculty hired on limited, non-tenure track appointments are in the medical school. The 5-year evaluation of the strategic plan revealed that 28 new faculty were hired using Faculty Distinction Funds committed by the Board of Trustees [42].
Summary
These data and analyses demonstrate that Emory has sufficient full-time faculty to fulfill the scholarship, teaching, and service missions of the university. Through its strategic commitment to recruiting and retaining faculty of distinction, planning processes for new programs, and the regular review of faculty and degree programs, the University ensures the quality and integrity of its academic programs.

Distance Education
Please refer to 4.8: Distance Education Appendix for more detailed information about Distance Education at Emory.

Sources (In Order of Appearance)

- [1] University Mission Statement
- [2] University Bylaws - Faculty Appointments (Page 13)
- [3] [12] University Faculty Handbook (Page 23)
- [5] Law School Faculty Handbook (Page 3)
- [6] College of Arts and Sciences - Faculty Appointment & Review
- [7] [9] School of Nursing Faculty Handbook (Page 21)
- [8] College of Arts and Sciences Temporary & PT Faculty
- [7] [9] School of Nursing Faculty Handbook (Page 15)
- [10] Table 2 FTPT Faculty by School and Department
- [11] Table 3 Faculty Teaching Distance Learning
- [13] Table 4 Faculty Effort by School & Department
- [14] Instruction, Research & Service Appointments
- [15] Table 5 Credit Hours Taught by Faculty Type
- [16] SACSCOC Notification of MMSc Ophthalmic Technology Program Closing (Page 3)
- [17] Program Review Guidelines (Page 10)
- [19] College of Arts and Sciences Annual Faculty Review
2.9

**Learning Resources and Services**
The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

**Judgment**
☑ Compliant □ Partially Compliant □ Non-Compliant □ Not Applicable

**Narrative**
The Emory Libraries support faculty, students, and staff by providing access to relevant collections, services, and learning and information resources. Library collections include print materials, electronic books and journals, databases, and materials in a variety of media formats. Subject librarians and other subject specialists develop collections to serve the needs of the Emory community. Through interlibrary loan and reciprocal borrowing agreements, Emory users obtain access to an expanded range of resources. Librarians and specialized services staff provide user education through a mix of course-related instruction, audio and video guides, and subject specific research guides.

The Libraries of Emory University include the Woodruff Library [1] and libraries for health sciences [2], law [3], theology [4], business [5], and Oxford College [6]. As the largest and most comprehensive library on the campus, and with services available to all Emory students and faculty, the Woodruff Library brings together technology specialists and librarians in a facility that includes Emory’s Center for Interactive Teaching (ECIT) [7], the Electronic Data Center (EDC) [8] and a range of services to support the academic mission of Emory University [9]. The Woodruff Library complex also houses the Goizueta Business Library, Hellbrun Music and Media Library [10], and the Manuscript, Archives, and Rare Book Library (MARBL) [11]. The Woodruff Library also has primary responsibility for the Chemistry Library [12], Matheson Reading Room [13], the Math and Science Reading Room [14], and additional specialized centers, galleries, and spaces. Libraries for health sciences, law, theology, business, and Oxford College serve the professional and specialized content needs of their constituencies, and each has the facilities and resources to provide appropriate levels of support.

The main library website provides access to information about the library system and also provides links to each associated website for all facilities within the system. Library web pages provide information and links to the wide variety of services and resources available, including a directory that describes services by user category [15]. The website also provides entry to library collections through the online catalog, databases, ejournals, research guides, and finding aids. The sections that follow describe the collections, access to collections, and resources and services provided by the libraries.

**Support for Student and Faculty Access and Use**
The Emory Libraries hold 3.9 million volumes, as reported to the Association of Research Libraries (ARL), August 31, 2012 [16]. Nearly 100,000 serials were held on that date, and of those, more than 75,000 titles are electronic access. More than 140,000 ebooks are available through the online catalog. Evidence, including results from Emory’s annual library survey, points to the increasing importance of electronic resources. In the 2013 survey, students and faculty describe the importance of electronic resources to their work. More than seventy percent of faculty use library resources remotely on a weekly basis [17], while only twenty-three percent use a library building on a weekly basis. More than forty percent of faculty and twenty percent of graduate students now choose “primarily online” when choosing their primary library, contributing to an ever-increasing focus on acquisition of electronic resources where possible [18]. All libraries share Emory’s
campus-wide, web-accessible library catalog, EUCLID [19]. Library collections are cataloged according to the Anglo-American Cataloging Rules, second edition. EUCLID contains records for print and electronic books and journals. Through discoverE [20], the Emory Libraries’ primary search and discovery tool, users can do combined searches of the library catalog, ejournals, Emory digitized materials, electronic theses and dissertations, Emory repositories, and the Hathitrust Digital Library. In addition to collections that Emory owns or to which Emory has contractual access, Emory users have access to a wide range of materials through interlibrary borrowing. Woodruff Library’s Interlibrary Loan Office [21] provides interlibrary borrowing services for students, faculty, and staff in Emory College, the Business and Graduate Schools, Health Sciences, University Administration, and Support Services. The Schools of Law and Theology, and Oxford College have separate interlibrary loan offices to serve their users. Emory faculty and students can visit libraries at the University of Georgia, Georgia Tech, and Georgia State and have access to additional resources through library participation in the GETS Interlibrary Use Program; the ARCHE Interlibrary Use Program; OCLC Research Library Partnership; and SHARES On-Site Access Program [22]. Emory users have access to WorldCat [23], a searchable database, through which they can search most of the private and public libraries in the U.S. (and, increasingly, libraries from around the world as well) to identify useful materials not available at Emory.

Woodruff Library provides primary support to the humanities, social sciences, and general sciences. Subject liaisons include professionals with library credentials and/or advanced degrees in subject areas and disciplines for which they provide support [24]. The Health Sciences Library collects in and supports medicine, nursing, public health, and the biological sciences. The Business, Law, and Theology libraries collect in and support areas appropriate to their professional school needs, and Oxford College Library collects in and supports the liberal-arts-intensive curriculum of Oxford College.

Since 2007, the Emory Libraries have conducted an annual survey of faculty and students to understand user needs and to assess adequacy in meeting those needs [25]. The survey evaluates the importance of and satisfaction with collections (print, electronic, media), search and discovery tools and the website, library spaces and technology (computers, printing), and library instruction. Satisfaction with collections and services is consistently around or above 90 percent, while satisfaction with library search tools and websites ranges between 80 and 90 percent [26] [27]. The libraries use the survey data to inform future planning and validate direction [28].

WOODRUFF LIBRARY Collections
Woodruff Library, as the largest of the libraries, holds 2.7 million of the total 3.9 million volumes. Levels four through eight of the Woodruff Stack Tower hold most of those volumes [29]. During the academic year, Woodruff is open 24 hours a day, from Sunday noon until Friday at midnight. Saturday hours are 9 a.m. until midnight. During the summer, Woodruff is open from 8am-10pm Monday through Thursday, 8am-6pm Friday and Saturday, and noon-10pm on Sundays, with some exceptions [30]. Hours are continually under review for additional opportunities to be responsive to student and faculty needs for access to library collections and spaces.

General Collections
Woodruff Library has a two-tiered policy for development and management of collections [31]. The first tier provides basic policy guidelines for building collections. The second tier provides guidance to build collections to support specific academic programs, departments, and subjects. The development and management of collections at Woodruff Library remains an integral and essential component for effectively supporting advanced teaching and research at Emory. The library acquires new and retrospective collections and builds those collections to support current teaching and research needs, and also to meet Emory’s future, long-term research interests.

The library evaluates the quality and use of collections on an annual basis to stay in line with campus initiatives and individual faculty needs and requirements [32]. The library collection is also
comprehensively evaluated on a periodic basis – most recently in 2004 [33] and 2006 [34], with the findings and recommendations shared with university senior leadership. The campus frequently requests assessments of existing resources to support new programs (recent examples include Development Studies, Islamic Civilization, Biomedical Engineering and Bioethics). Outside of these requests, the library has conducted discipline and format specific assessments (recent examples include Science Collections at Emory [35], and the status and growth of electronic holdings) [36].

Business Library users have access to an additional distinctive set of academic and business databases that supplement the resources provided to the Emory community through the Woodruff Library [37].

Special Collections
MARBL offers rich collections in areas such as the Irish literary revival, 20th Century American, British and Irish poetry, and African-American literature, history and culture. Notable acquisitions in recent years include the Raymond Danowski Poetry Library, the largest collection of modern English-language poetry ever assembled by a private collector (2004); the literary archive of Salman Rushdie (2006); the archives of Pulitzer Prize-winner Alice Walker (2007); and the archive of the Southern Christian Leadership Conference (SCLC) in 2008. MARBL also is strong in research collections devoted to the social and cultural history of the American South, with a particular emphasis on Georgia and Atlanta. MARBL holds more than 23,000 linear feet of manuscript and archive collections.

Through MARBL’s web pages, users get an overview of MARBL collections as well as access to information about digital resources including materials available online, online collections, portals, and online exhibitions.

Preservation
The Preservation Office of the Emory University Libraries [38] supports preservation activities in all of the Emory Libraries and is located in the Woodruff Library. Preservation staff act as a resource for the latest conservation and preservation techniques and provide care for the physical collection of all Emory library collections, both general and special. This unit also maintains the library disaster response plan and monitors environmental conditions and lighting levels in exhibition areas in all library buildings. Preservation plays a significant role in maintaining the value of the libraries’ investment in physical collections.

Digitization
The Digitization Center in the Woodruff Library Content Division [39] provides digital conversion services of materials in all formats to support researchers visiting MARBL, library exhibits, and library projects, particularly those in the Digital Scholarship Commons (DiSC). The Center also operates a book digitization program. Digital editions of books in the public domain are available through discoverE. Digital surrogates of selected sound recordings and moving images not in the public domain are available through a dedicated computer in MARBL.

Services
A subject librarian program in which subject specialists develop and manage collections in their areas of expertise ensures that faculty and students have access to relevant materials in all formats for their respective areas. Subject librarians are allocated varying budgets, dependent on size of program, costs of materials, and other relevant factors. Woodruff Library has followed a historical model for the allocation of collection dollars, meaning that allocations for specific areas or formats are based on the previous year’s spend. Adjustments are made for a number of reasons, including new program emphases, increases/decreases in the number of faculty and/or graduate students, inflationary increases in serials, strategic format changes (e.g. more emphasis on e-reference over print reference), and approval plan additions or changes. Budgets are divided up by disciplines and by format to ensure better tracking of expenditures and calculation of trends over time. Subject librarians are responsible for maintaining and monitoring budgets and responding
efficiently and effectively to collection requests from faculty and students. Subject team heads, along with relevant technical staff, review electronic materials of a certain price threshold and those which require licensing.

Subject librarian outreach includes:

- office hours
- tours
- meeting with new faculty, new students, prospective students and faculty
- workshops
- meetings with faculty councils
- meetings with faculty departments
- research guides
- tutorials and videos
- web pages
- partnerships with the Data Center, Research Commons [40], and Emory’s Center for Interactive Teaching

Subject librarians also market collections through research guides [41] and integrate collections into library instruction sessions and research consultations. Woodruff partners with other Emory libraries and with libraries in the region to build distinctive collections (e.g., Biomedical Engineering with Georgia Tech to support the Georgia Tech-Emory Joint Biomedical Engineering department’s programs, Life Sciences with the Health Sciences Library). Access to collections outside Emory is made available through resource-sharing agreements implemented through interlibrary loan.

Additional services are available within Woodruff Library to assist faculty and students with teaching and research. Emory’s Center for Interactive Teaching partners with faculty, staff and students, providing expertise, training and support for creating technology-enhanced materials. Additionally, ECIT supports student training for digital media assignments like creating e-portfolios and digital stories. ECIT offers consultations and one-on-one appointments to learn new technologies and to assist in applying technology to teaching. The Electronic Data Center supports the use of quantitative data and geospatial technologies as an integral part of Emory University’s teaching curriculum. Research Data Management services [42] recently were added to EDC offerings to provide faculty and students assistance with preparing data management plans for grant applications or guidance on how to manage research data. The Digital Scholarship Commons [43] offers faculty members and graduate students the space, expertise, and project management assistance they need to develop innovative multidisciplinary projects. Located in the Research Commons of Woodruff Library, DiSC is supported by funding from the Andrew W. Mellon Foundation and enables interested faculty and graduate students to build projects using the latest digital scholarship tools and software, partner with DiSC staff to add depth and insight to works of scholarship, and connect with a community of scholars. Help is available to faculty and graduate students in the areas of electronic text encoding, geographic information systems (GIS), and scanning and graphics. As of June 2013, the Emory Center for Digital Scholarship (ECDS) brought together four units already housed in the Robert W. Woodruff Library: Digital Scholarship Commons, the Electronic Data Center, the Lewis H. Beck Center for Electronic Collections and the Center for Interactive Teaching [44].

The Woodruff Library strives to effectively deliver services and resources to users. The library merged its Reference, Circulation, and Learning Commons services into a single library service desk where users can check out materials and obtain other assistance from one central location. The Library offers interlibrary loan and document delivery, group study rooms, and individual study spaces, including carrels [45]. The Learning Commons [46] has both PC and Mac workstations available for use, and machines are pre-loaded with a variety of software applications needed to complete coursework. Laptops are available for loan, and there is equipment to print, copy, scan, and fax materials. Users can borrow e-readers, either Nook Color or iPad. The Library’s Scholarly
Communications Office [47] is available to assist faculty and students with understanding and navigating copyright issues and provides services for OpenEmory, as well as an Open Access Publishing Fund.

Subject librarians support more than 45 academic departments, teach units in for-credit courses, collaborate with students and faculty on research projects, and provide assistance in person, via phone, or remotely through email, text, and instant messaging. In addition, staff members create videos and make them available on the library’s YouTube Channel [48], providing instructional content and library tours as well as literary readings. The library collaborates with the Writing Center [49] to assist students with writing assignments and offers a variety of instructional workshops on topics like citation management software and effective use of the library catalog. The library provides support to instructors for placing electronic and physical materials on reserve [50].

The library provides access to its print and electronic books and journals through its online catalog EUCLID and through other search tools. Through discoverE, it provides access to a larger aggregation of scholarly resources of global and regional importance. These include journal articles, ebooks, reviews, legal documents, government documents and more that are harvested from primary and secondary publishers and aggregators, and from open-access repositories. A wide variety of licensed databases are available to Emory authorized users, including searchable subject-specific quicksets of databases. The library provides access to more than 80,000 online full-text journals to which Emory’s libraries have paid subscriptions through the eJournals@Emory website [51]. As a first step toward developing an Institutional Repository, the Electronic Theses and Dissertations program [52] was initiated in 2006, and by the end of 2012 more than 2,300 ETDs were housed in the system. In fall 2012, Emory Libraries launched OpenEmory [53], an open access repository of Emory faculty authored articles, currently containing over 500 available articles.

In addition to resources that are typically found in a research library, the Library also holds a number of unique resources. The EmoryFindingAids database [54] provides centralized access to detailed descriptions of archival and manuscript collections held in various repositories at Emory. The database includes finding aids for both processed and unprocessed collections and currently contains finding aids for MARBL, the Emory University Archives, and the Emory Law School Archives. Through Illiad, the library’s electronic system that manages interlibrary loan (ILL) and document delivery requests, interlibrary loan staff can procure access to most items not held locally that are needed by Emory users. In 2012, the library filled more than 33,000 requests. Of those, over 14,000 requests were from Emory faculty and students, with the remainder being from other libraries within the interlibrary loan system. Through the course reserves service, instructors can make course materials available to students online with the web application ReservesDirect [55]. Reserves provides digitized versions of print materials and media formats such as audio and video, within the bounds of fair use, and posts them in instructors’ course reserves. Staff also support faculty by placing physical items (books and other media) at The Music and Media, Reserves Library service desk on the fourth floor of the Woodruff Library.

WOODRUFF HEALTH SCIENCES CENTER LIBRARY

Collections

The Woodruff Health Sciences Center Library (WHSCCL) serves the academic community by providing collections in the form of electronic books and journals, web-based resources, access to apps for mobile devices, and specialty tools to meet the information needs of users within the WHSCL. Print monographs are still an important part of the collection, but emphasis in collection building is on acquiring scholarly, peer-reviewed, English language journals in electronic format. In FY2012, approximately seventy-eight percent of the Library’s collection budget supported electronic journals, sixteen percent supported electronic databases, and six percent was allocated to other print resources. The WHSCL Collection Development Policy [56] provides selection criteria for approval plans, and guidance for librarians/informationists on selecting from assigned subject
areas to develop or expand collections. Hours for each location are posted on the website and are appropriate to the location’s operations [57]. Faculty, residents, and students on rotation can access libraries at Emory University Hospital and Emory Midtown 24 hours with activated ID.

The WHSCL website is the primary access point for library collections. Usability and ease of navigation are important to users. Between September 1, 2011 and August 31, 2012 the library’s website was visited by 193,043 unique visitors. The website had 452,740 visits, with 797,958 page views, of which 639,293 were unique page views. Through the website, users can link to over 1,000 electronic books, more than 100 databases and web-based resources, and access over 80,000 unique ejournal titles available to the WHSCL community. The website pages for Databases [58] and eTextbooks lists [59], as well as the Collections page [60], were among the top viewed website pages.

The WHSC Library employs open URL linking from the licensed databases and electronic journals, where library users can link directly to full-text journal articles from databases with the FindIT@Emory button.

**Services**

WHSCL offers a wide range of unique services and programs to fulfill its mission [61]. Services are delivered at the main WHSC Library, as well as branch libraries at Grady Hospital, Emory University Hospital, and Emory Midtown Hospital. Computer workstations are available in the Health Sciences Center Library as well as in each branch location: 22 at Grady Hospital; 12 at Emory University Hospital; 8 at the Midtown Hospital. The following programs and services comprise WHSC Library’s core business:

1. comprehensive and timely access to critical data and information in print and digital format by evaluating needs of the WHSC user community and assessing outcomes of information use or non-use, and by acquiring and licensing print and electronic materials;
2. information filtering (designing and documenting a search strategy), data analysis and mining by consulting in systematic review process (creating a process for managing the flow of information from retrieving and organizing abstracts for screening and full-text articles and reports for assessment and analysis), consulting in use of genetic data tools, and documenting nursing evidence inquiries;
3. analysis of scholarly productivity by creating structured customized reports on trends and patterns of faculty publications with projected outcome to reveal impact, visibility and scope of knowledge created by WHSC research;
4. ensuring the best use of published clinical evidence in patient care and educational situations by participating in resident report at four teaching hospitals (Grady, Emory University Hospital, Emory Midtown Hospital, and the Atlanta Veterans’ Administration Medical Center (partnership)—clinical informationists provide real-time information to address clinical questions arising from the Pediatric Department’s intern and resident reports at Grady Memorial Hospital, and from General Internal Medicine’s intern and resident reports at Emory University Hospital, Emory University Hospital Midtown and Grady Memorial Hospital; blogs are used as tools for communicating with clinicians and documenting these questions and the answers [62];
5. training to facilitate effective and efficient use of information resources, bibliographic and knowledge management tools, and genetic data analysis, including electronic delivery modules and curriculum-integrated instruction.

**LAW LIBRARY**

As emphasized in its mission statement [63], the Law Library strives to achieve excellence in collections, access, services, and staff. The library employs both traditional and state-of-the art means to achieve its mission, providing a carefully considered combination of print and electronic resources as well as a mix of face-to-face instruction and web-based research guides.
Collections
The print collection currently encompasses more than 329,665 volumes and 22,639 current serials, of which 1,862 are print and the remaining 20,777 are electronic web-based information resources. The FY 2012 budget for materials of all kinds exceeded $1,244,500. Emory’s Law Library spends far less on library materials than do law libraries at other top-tier law schools, yet it supports similar faculty research levels. The library is able to accomplish this through careful selection of materials, heavy reliance on resource sharing and electronic resources, and an emphasis on high quality service and information access.

The Law Library maintains a collection development policy [64], and all librarians participate in collection development by examining catalogs and publication announcements and submitting order requests for materials meeting the stated criteria. In-house selection is augmented by requests submitted by faculty and suggestions from students.

Services
The Law Library is housed in a five-story building that opened in August 1995 [65]. It is located immediately adjacent to the Law School, enabling students to visit the library easily between classes to conduct research or use the library’s computer facilities.

When classes are in session, the Law Library is open until midnight, Sunday through Thursday, and during the summer and most weekends, it closes at 8 p.m. However, off-campus users can access many law electronic resources remotely through the online catalog. Hundreds of full-text legal databases are reachable via the LEXIS and WESTLAW services and through the library’s Electronic Resources List [66]. In addition, many additional information resources in law-related subject fields are linked from the main Emory Libraries website.

The Law Library makes certain that collections and services remain focused on the needs of its users through several means. Suggestion forms at the Reference Desk enable individuals to make their desires known to the library administration. Student surveys [67] solicit input on all aspects of the library. A standing Faculty Library Committee serves as a vehicle for faculty involvement in library planning, and students may participate through the Student Government Association. Periodic inspections by the American Bar Association and the American Association of Law Schools present occasions for thorough and systematic self-evaluation [68].}

PITTS THEOLOGY LIBRARY
Collections
Pitts Theology Library holds 567,975 volumes. Of these, 122,750 are placed in Special Collections [69], which includes extensive materials on the German Reformation, Hymnody, English Church history and other sources. The collection development policy in the Theology Library [70] supports the mission of the School of Theology and that of the Graduate Division of Religion. Collection development activities focus primarily on those materials that relate to the development of Christian history and thought, especially for the western and Protestant churches. Pitts Theology Library is the third largest theological library in North America [71]. Moreover, School of Theology students and faculty have access to the collections of the Emory University library system [72]. Through consortial agreements with other ARCHE member institutions, students and faculty also have borrowing privileges at more than fifteen Atlanta-area colleges and universities [73] [74]. Pitts’ interlibrary loan service provides access to items not available locally.

Services
Pitts Theology Library has twelve full-time and three part-time staff members. The staff offers multiple avenues for instruction in use of the library and information resources, including library introductions and tours, weekly workshops on research and technology, and instructional sessions during classes at faculty request. Print and online research guides are available online [75]. Librarians are available to answer reference questions in person, via email, phone, and online chat, as well as for longer consultations. Librarians offer two credit-bearing courses as part of the
Candler School of Theology curriculum: Research Practices for Theological Inquiry, and Technology for Ministry. The staff has also collaborated with organizations outside the university to bring exhibits and workshops to the larger community.

Pitts Library conducts an annual survey of the School of Theology community. Results are posted online and attest to high regard for the Pitts Library’s collections and services. Overall satisfaction with the library in 2013 was good for all groups, with 90.3 percent of students (111 of 123 respondents) saying they were very satisfied (4) or satisfied (3) with Pitts. Eight students rated a (2) on this question, and four students said that they were very dissatisfied. Most faculty (12 completed the survey) indicated that they were very satisfied with all of the aspects of Pitts they were asked to assess [76].

OXFORD COLLEGE LIBRARY
Collections
The Oxford College Library provides the resources, facilities, and services for research and study at Oxford College. Students, faculty, and staff have access to the library’s collection of over 90,000 volumes, 67,370 ejournals, 683 electronic databases, and 239 print periodicals, as well as a growing audiovisual collection [77].

The acquisitions policy of the Oxford library is included in the collection development policy [78]. This policy governs the selection and weeding of the library materials and defines the responsibilities of the librarians and faculty in the development of the library collections. The library works with the University Preservation Office to plan for the preservation, replacement, or removal of deteriorating materials in the collection.

Services
The Oxford library website [79] serves as a gateway for access to the resources of the Oxford library and the other Emory Libraries. Website traffic increased by 110 percent in 2010 with website upgrades. From the library website, users may access the library research guides (LibGuides), databases, ejournals, and discoverE, the Emory libraries’ discovery system which provides access to materials available at Oxford and the other Emory libraries as well as articles available through aggregated database searching and Emory digital repositories. The professional and paraprofessional library staff members provide reference assistance during the hours the library is open. The Oxford library is open 106 hours per week. The hours are listed in the Guide to Services and Resources [80].

Library services include individual research consultations for students, the personal librarian program for faculty, library research instruction, intra-library loan between the Oxford and Atlanta Emory campus libraries, interlibrary loan for requests outside the holdings of the Emory libraries (using ILLiad, Ariel and Odyssey – electronic document transmission systems), print and electronic reserves, and printing, copying, faxing, and scanning. From 42 computer workstations (26 iMacs and 16 PCs), library users may access electronic resources available to Emory users. In addition, there are 30 MacBook Pros and 20 iPads that individuals may check out and use anywhere on campus.

The Oxford library’s research instruction program [81] aligns closely with the college’s mission and vision to develop critical thinkers. The library provides an extensive library orientation and instruction program including: a Guide to Services and Resources; research sessions taught to English literature, religion, anthropology, biology, and other courses; individual research consultations; one-on-one orientation sessions for new faculty; and electronic resources update sessions for faculty and administrative support departments. The librarians collaborate with individual faculty members to plan appropriate research instruction targeted toward specific research assignments and to help students learn when and how to use the various electronic resources available to them in both print and electronic formats. The library annual reports include overviews and statistics regarding instruction sessions and individual research consultations. The
library staff emphasizes point-of-use instruction of library resources and research processes in addition to providing personal reference and research assistance.

To assess its resources and services, the Oxford College library identifies ongoing student learning outcomes [82]. Evaluation of the Oxford library is a continuous process that employs a variety of methods and involves librarians, faculty, staff, and students. The Associate Dean and College Librarian prepares an annual report for the Dean of the college that includes an analysis and evaluation of services using statistics, progress made on goals during the past year, and goals set for the following year.

The library receives input from users by participating on faculty and staff college committees such as the Buildings and Grounds Committee and the Educational Programs Committee, as well as holding regular focus groups with faculty and with students. These committees help shape and respond to direct feedback given by these groups. According to the Emory University libraries survey for 2011 [83], Oxford students, faculty, and staff reported the highest rate of satisfaction (approximately ninety-three percent of respondents) with the Oxford library’s services. Satisfaction declined in the 2013 survey, but this occurred during new facility construction and relocation of services, and as the new facility opens and becomes operational, the library expects to see a rebound in satisfaction levels. In the most recent 2011 ACT Student Opinion survey [84], the number one ranked college service was the library facilities and services. Results of the sophomore exit survey also indicate a high level of satisfaction with library services and facilities among graduating sophomores.

Currently, Oxford College has moved into the construction phase of a renovation and addition plan for its library facilities. Approximately 10,000 square feet will be added to the existing facility to provide improved facilities in support of the growing library information literacy instructional program in direct support of the Oxford College liberal arts intensive, inquiry driven undergraduate program. Construction is expected to be complete in the summer of 2013 [85].

**Virtual Library/ Distance Education**

In addition to the physical library facilities at Emory, the Libraries are increasingly seen as a virtual space supporting off-campus users and distance education. In the 2013 Emory Libraries Survey eighteen percent of responding faculty and students identified themselves as “primarily online” users rather than identifying with a specific library [86].

Emory currently has a very limited number of distance education programs, so library services designed specifically for distance education needs continue to evolve. Current programs include the School of Medicine's RT-BMSc [87] and the School of Public Health Career Master of Public Health (MPH) [88]. The Modular Executive MBA, offered by the Business School, also has a significant distance education component with 30 percent online education and 70 percent in-class instruction. The School of Theology has added several online and blended courses, plus two fully online versions of existing courses. Emory’s online presence continues to expand, with two recently announced initiatives, Coursera [89] and Semester Online [90]. Coursera is a non-credit coursework offering available for anyone to take for free, while Semester Online offers for-credit undergraduate coursework with all its attendant requirements and costs.

The Health Sciences Center Library has an Informationist assigned to work with the Career MPH program [91] and an Informationist assigned to work with the medical education programs, including the RT-BMSc [92]. The Informationists provides a number of services to the programs, including:

- assistance to instructional designers with updates for the online orientation module for new students;
- face to face orientation with new students when they are physically present on campus several weekends during the year;
The Library supports the students and faculty of any for-credit distance education programs with the same resources, services, and technology that support campus-based coursework. Library web pages provide access from anywhere to online research guides, tutorials, online reserves, and other services that make for a seamless experience for users wherever they may be. Many Library resources are accessible from off-campus by connecting to them through Library web pages like Ejournals@Emory. For Emory licensed content, users gain access through the use of Emory’s Virtual Private Network Proxy (VPN Proxy). This uses a web browser to establish the remote session. By providing their network ID and password, users can access needed resources such as electronic journals and databases. Information about these modes of access is publicly available through the “Connect from Off-Campus” web page [93] on the Woodruff Library website and through research guides such as the “Off-campus Access to Library Resources” tab of the “Library Research While Abroad” Guide [94].

Librarians may also present information about accessing resources off-campus when doing library instruction or interacting with users through consultations. Off-campus users can get assistance by using the chat widget, by texting, by phone, or by emailing a librarian through the Library’s “Ask a Librarian” web page [95]. Through a variety of means including the annual Library Survey, faculty and graduate students identify electronic journals as the most important resource in their work. Thus access to ejournals and other electronic resources outside the library building is critical for providing outstanding service, both for on-campus and off-campus users. Document delivery services [96] are available for faculty and students that meet selected criteria for the various libraries at Emory. Most ILL articles are delivered electronically in PDF format, and users receive email notification of availability along with instructions for accessing an article.

The Library is continuing to transition from print journal subscriptions to electronic access where available through its “Moving Beyond Paper” initiative [97]. When practical and cost-effective, monographs are also being acquired in electronic rather than print format, including for the Theology Library, which relies heavily on monographs. While electronic access resources continue to increase, not all materials are available electronically. If distance education students need access to a journal article that is not available via Emory’s electronic resources for any reason, including embargo dates, ILL will scan and supply the article from an Emory-owned print journal, if available. If the Emory libraries cannot supply a copy from its own print collections, the Library will obtain a copy via ILL and supply it to the student electronically. Instructors may also either design distance education courses around materials that are readily available electronically and/or make essential articles available to students via Reserves Direct, BlackBoard or other course reserves/management systems without direct library involvement.

For additional information on Emory’s distance education programs and the services provided to students enrolled in these programs, please reference Requirement 4.8: Distance Education Appendix.

Additional Information
The Emory Libraries are members of the Association of Research Libraries (ARL) and in 2010-11, the most current ranking data, the Library ranked 25th among 115 libraries [98]. Additional memberships include OCLC, the Center for Research Libraries, the Coalition for Networked Information, the HathiTrust, and the Digital Library Federation.
Sources (In Order of Appearance)

- [1] Woodruff Library
- [2] Health Sciences Library
- [3] Law Library
- [4] Theology Library
- [6] Oxford College Library
- [7] Emory’s Center for Interactive Teaching
- [8] Electronic Data Center
- [10] Music and Media Library
- [12] Chemistry Library
- [13] Matheson Reading Room
- [14] Math and Science Reading Room
- [15] Woodruff Library Services
- [17] [18] [27] [86] Emory Libraries 2013 Survey Highlights (Page 10)
- [17] [18] [27] [86] Emory Libraries 2013 Survey Highlights (Page 12)
- [19] Euclid
- [20] discoverE
- [21] Interlibrary Loan Office
- [22] [45] Interlibrary Use Programs
- [23] WorldCat
- [24] Woodruff Library Subject Librarians
- [25] Emory Libraries Annual Surveys
- [26] [83] Emory Libraries Satisfaction Survey 2011 (Page 6)
- [17] [18] [27] [86] Emory Libraries 2013 Survey Highlights (Page 3)
- [28] Library Policy Committee Report
- [29] Woodruff Library Map
- [30] Woodruff Library Hours
- [31] Woodruff Library Collection Management Policy
- [33] Library Collection Assessment 2004
- [34] Library Collection Assessment 2006
- [35] Library Science Collections Analysis 2010
- [36] Building Electronic Library Collections 2011
- [37] Business School Library Databases
- [38] Preservation Office
- [39] Digitization Center
- [40] Research Commons
- [41] Research Guides
- [42] Research Data Management Services
- [43] Digital Scholarship Commons
- [44] Emory Center for Digital Scholarship
- [46] Learning Commons Resources
- [47] Scholarly Communications Office
2.10

**Student Support Services**
The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

**Judgment**

☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

**Student Support Services and Institutional Mission**
A large number of support services are available to students through the Division of Campus Life, whose mission is to strengthen and enhance the Emory community through its programs, activities, services, and facilities [1]. Consistent with Emory University’s mission to “create, preserve, teach, and apply knowledge in the service of humanity” and in collaboration with other units across the University, the Division of Campus Life creates a welcoming and supportive campus environment and is committed to modeling and teaching holistic well-being, ethical leadership, community service, and global citizenship.

In pursuit of its mission, Emory University created a ten-year strategic plan in 2005 featuring five strategic goals which are directly tied to student support programs and services.

1. Emory has a world-class, diverse faculty that establishes and sustains preeminent learning, research, scholarship, health care, and service programs
2. Emory enrolls the best and the brightest undergraduate, graduate, and professional students and provides exemplary support for them to achieve success
3. Emory’s culture and physical environment enrich the lives and intellectual work of faculty, students, and staff
4. Emory is recognized as a place where scholars work collaboratively as a strong and vital community to confront the human condition and experience and explore twenty-first century frontiers in science and technology
5. Emory stewards its financial and other resources to drive activities that are essential and those through which Emory can demonstrate excellence and provide leadership

In addition to the University strategic goals, the Division of Campus Life’s strategic plan includes five goals focused on the student experience through support services [2]:

1. Infuse health practices into all aspects of co-curricular education in order to advance holistic well-being (mental, physical, spiritual) among members of the Emory community
2. Develop students so that they become recognized as ethical leaders who bring integrity and honor to their professions and their communities
3. Immerse students in opportunities to become conscientious, compassionate, and active global citizens who will impact Emory and the world
4. Cultivate a campus culture that values service to the community and fosters collaboration among departments, units, and organizations resulting in students who are engaged scholars
5. Advance staff professional development through enhancing research, education, and mentoring

**Support in Health and Wellness**
Health and wellness is a critical part of student success at Emory University. To this end, the University provides support through its University Health and Counseling Services, Department of Athletics and Recreation, University Police, Emory Emergency Medical Services, and University...
Food Services.

The mission of Emory University Student Health and Counseling Services [3] is to empower students to take responsibility for their health and to complement the academic mission of the university by providing unified medical, counseling, and health promotion services that result in a healthy campus culture. Student Health and Counseling Services is committed to providing caring professional clinical services to a diverse student body and to reducing the stigma associated with seeking mental health services. Health services offered include primary medical, women’s health, physical exams, allergy and immunizations, travel clinic, on-site specialty clinics, emergency and after hours care, psychiatry, substance abuse consultations, HIV and STI testing, nutrition counseling and education, prescription medications, laboratory services, specialist referrals, radiology, and excuse notes.

The Emory University Student Counseling Center provides free, confidential counseling for enrolled undergraduate, graduate, and professional students at Emory University [4]. Consultation, outreach, and educational workshops are provided for Emory’s faculty, staff, and students. The staff at the Counseling Center knows that student life is a transitional period and can bring pressure and stress. They try to help students to understand this period, to find ways of coping with crises, and to grow from their experiences. The Student Counseling Center also works with administrators, academic agencies, and other campus agencies to increase the effectiveness of student services in the area of mental health. This is accomplished through individual, group, and couples counseling; psychiatric care; referrals to university and non-university resources and care; a state-of-the-art stress clinic; and outreach and consultation services.

The Office of Health Promotion’s mission is to facilitate student learning, engagement, and well-being, and to collaborate with departments for a healthy and socially just campus environment [5]. It does this by offering tobacco cessation resources, substance abuse risk reduction/educational consultation, HIV testing, nutrition consultations, sexual and relationship violence prevention education and response, sexual health counseling, and sleep consultations. It also offers programs including mini courses covering topics such as sleep habits, healthy relationships, and building positive relationships [6], and mindfulness meditation.

Emory Athletics’ mission statement is, “the pursuit of excellence at Emory is evident in its athletics programs not only in the competitive success of intercollegiate teams but also in the way that all the programs change the way students think and act. The Emory tradition of "Athletics for All" challenges and inspires the entire University by providing an example of community building and balance of body, mind, and spirit. The Department of Athletics & Recreation provides a myriad of facilities and programs that promote the physical, emotional, and social growth of individuals through the enhancement of lifelong skills revolving around sustainable fitness and wellness principles. Its programs complement the mission of Emory University and provide experiential learning and leadership opportunities for our students, faculty, staff, and alumni” [7].

The Department of Athletics and Recreation bases all of its programs on the vision of valuing athletics, ensuring departmental integration and staff recognition, pursuing academic representation and student-athlete recognition, instilling community values, and promoting recreation. The department supports club sports, intramural sports, fitness classes, personal training, rock climbing, and a low ropes course. In addition, Emory offers a broad-based intercollegiate athletic program with approximately 350 student-athletes participating in its 18 varsity sports.

The mission of University Food Services is to provide a customized, innovative and integrated dining experience [8]. Through quality, value, education and an environmental and sustainable consciousness, it fosters the personal growth of the Emory Community and its guests. University Food Services supports exemplary health and wellness through its education program Food EU, its sustainability efforts, and its support for a range of diets and nutritional needs.
To support the health and wellness of students, Emory University also provides safety and security through the University Police [9], Emory Emergency Medical Services [10], and Office of Student Conduct [11]. The Emory University Police Department provides law enforcement services to the Emory Community including the main campus, Emory University hospital midtown campus, and Oxford College. The main campus includes the main Emory University Hospital, Yerkes Primate Center, and extensive medical research and treatment centers. In addition to the approximately 12,000 students and 14,000 employees, there are 5,000 to 15,000 visitors and guests daily at Emory University’s main campus. Emory Emergency Medical Services serves the Emory community 24 hours a day, 7 days a week while school is in session. The service is a 911-based agency staffed and operated by volunteer Emory students, who provide basic life support while assisting the local ambulance services in providing the best care possible to all of the different people in our community.

The Office of Student Conduct is responsible for upholding the integrity and purpose of the University through the fair and consistent application of policies and procedures to undergraduate students’ behavior to ensure a community that respects the dignity and right of all persons to reach their highest potential. The Office delivers services that promote student safety and success, the pursuit of knowledge, respect for self and others, global citizenship, personal accountability and integrity, and ethical development.

Support for Diverse Communities

Emory University supports a diverse and engaged community of scholars and learners. To ensure that this community thrives, the University has committed resources through its Office of Religious Life, Office of Multicultural Programs and Services, Office of Lesbian, Gay, Bisexual and Transgender (LGBT) Life, Center for Women, International Student and Scholar Services, Office of Community and Diversity, and Office of Disability Services.

The Office of the Dean of the Chapel and Religious Life seeks to fulfill its role in maintaining a religious, spiritual, ethical, and moral presence in University and the Church [12]. To achieve its mission, the Office of Religious Life offers several programs including the Journeys Program, Institute for the Study and Practice of Religion, Chapel Tea, King Week activities and programs, Oxford Fellowship, voices of Inner Strength Service Trip, and Common Grounds. In addition, the Office of the Dean of the Chapel and Religious Life, the Interfaith Health Program of the School of Public Health, the Religion and Health Collaborative, and the Center for Health, Culture, and Society have together sponsored The Religion and Health Connection, a network for persons interested in both religion and health issues and exploring questions related to the integration of physical, emotional, and spiritual dimensions of health.

The Office of Multicultural Programs and Services (OMPS) [13] is committed to providing programs and services that encourage the holistic development of students, particularly students of color, and affirm identity through advocacy, outreach, and advising. It builds an inclusive, equitable, culturally competent community so students will excel in and contribute to a multicultural society. The vision of OMPS is to be a model of inclusion and cultural competency which empowers students to succeed, to share learning experiences through inter-cultural dialogue, and to build collaborative relationships in a vibrant, socially just, diverse University community. To support Emory’s diversity, OMPS offers programs including Crossroads, MORE Mentoring Program [14], Issues Troupe, and a variety of diversity training opportunities. In addition, it offers personal and group advising to students. OMPS also supports incoming students through the Office of Undergraduate Admission’s Essence of Emory program [15].

The Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Life [16] also supports the diverse community of Emory University. Its mission is to engage the University community in the creation of an affirming and just campus environment while supporting the development of students of all gender and sexual identities. To achieve this mission, the Office of LGBT Life facilitates educational
programs and trainings for faculty, staff, alumni, and students; supports, advocates for, and empowers individual students and student groups; maintains a space to build community and distribute resources; collaborates with campus and community groups to ensure access and equity for trans/queer students; works diligently to enfranchise students of intersecting identities through the understanding of the complexities of ability, class, faith/religious tradition, gender, race, sex, sexual identity, and other social identities; and develops best practices in gender and sexuality support services in higher education. Its programs include queer discussion groups [17] and Queer Connections events, designed to connect Emory students with faculty, staff, and alumni [18]. LGBT also provides community building space, individual support and referrals, and group advising.

International Student and Scholar Services (ISSS) [19] promotes global education through services and support for the international population and the wider Emory community. Its goal is to provide positive international educational exchange through all of its services, and to this end ISSS facilitates the enrollment of international students and the exchange and employment of international faculty and staff, ensuring institutional compliance with federal, state, and local laws, rules, and regulations. It is dedicated to assisting international students and scholars in achieving their academic, personal, and professional goals through advocacy, consulting, and training with our University partners, government agencies, and the international education community.

The Office of Community and Diversity [20] works in partnership with individuals and departments across the campus to enhance practices of access, equity, and inclusion. Its efforts deepen Emory's traditions of ethical, personal, and institutional engagement in all of its learning and working environments. The Office of Community and Diversity houses the Center for Women, Office of Disability Services, Office of Equal Opportunity Programs, and the Office of Community Partnerships, and also oversees the Advisory Council on Community and Diversity [21] as well as the Committee on Class and Labor [22].

The Center for Women [23] benefits the university and community constituencies by promoting gender equity and inclusion, developing women leaders, and providing education on gender issues. The Center brings people together to share information, ideas, and resources as it works toward positive individual, institutional, and global transformation. Its goals include supporting research and scholarship related to women and gender; preparing diverse groups of women to be leaders in their professional and personal lives; preparing Emory community members to be leaders in gender equity; providing educational programs, lectures, workshops, discussion groups, and resources related to women's and gender issues; connecting the Emory community to local and global gender issues; using technology to create a dynamic learning community; promoting equity, access, and inclusion at Emory; and building financial and other resources to fulfill its vision. The Center for Women offers support to students through financial seminars, lectures, and health and wellness activities. In addition, it collaborates in programming related to Men Stopping Violence, oral histories, public scholarship, and queer discussion groups.

The Office of Disability Services [24] assists qualified students, faculty, and staff in obtaining equal access and reasonable accommodation. ODS ensures opportunities for reasonable access and participation in all programs, as it promotes the value of a full and rich living, learning, and working experience. It provides various programs, services, and resources including campus access and barrier removal, educational accommodations, assistive technology, resources and advocacy, ADA compliance, campus/community partnerships, mobility and transportation, residential life accommodations, workplace accommodations, and outreach educational programs.

**Support for Leadership Development**

Emory University provides extensive opportunities and support for leadership and professional development. Emory’s schools and colleges intentionally weave leadership development activities and professional development opportunities throughout the student experience at Emory and after graduation.
Emory University has been a home for debate since its founding in the first literary society in the 1830s. The Barkley Forum [25] carries on this history with a mission to further Emory’s vision of a destination university as an inquiry-driven, ethically engaged, and diverse community through competitive debate, the Urban Debate League, and the Emory National Debate Institute and High School Tournaments.

The Office of Student Leadership & Service (OSLS) [26] engages students in leadership development and service-learning experiences. To accomplish this mission, the Office of Student Leadership and Service offers leadership development opportunities through advising, training, retreats, and programs; supports, advocates, and advocates for student organizations and student programming; connects students to the Emory community and supports their transition to campus; and creates intentional partnerships with families to enhance the student experience. OSLS houses Emory Jumpstart [27], whose mission is to work toward the day that every child in America enters school prepared to succeed. To this end, Jumpstart trains and supports college students and community members to serve as Corps Members, working with young children to build skills crucial to school success in over 60 communities nationwide. Volunteer Emory [28] also provides leadership opportunities for students, collaborating on service projects and social justice work that promotes learning about self and society. Volunteer Emory has annually engaged students in over 17,000 service hours through weekly service projects, alternative break service trips, and Emory’s International Emory Cares Day. In collaboration with the Office of Undergraduate Education, OSLS supports the selection, training, and oversight of 125 Orientation Leaders [29]. OSLS also provides support to over 300 student organizations on campus [30].

OSLS coordinates the campus-wide leadership initiative Leadership Emory [31], the mission of which is to unite the Emory community in teaching common elements of leadership that emphasize the important link between ethical leadership and civic engagement. The vision of Leadership Emory is that all Emory undergraduates will embody Emory’s Five Core Tenets of Leadership [32], value their own civic engagement, and understand that leadership is a lifelong process. OSLS also coordinates Emory’s LeaderShape program [33], LEAD team [34], and Emerging Leader Experience [35].

The Office of Sorority and Fraternity Life [36] fosters positive living and learning communities, strengthened through bonds of brotherhood/sisterhood, which encourages its members to live values-driven lives and develop skills of ethical leadership and active citizenship for use at Emory and beyond. There are 26 sororities and fraternities governed by one of four councils: Interfraternity Council, Intersorority Council, Multicultural Greek Council, and National Pan-Hellenic Council. Each council is responsible for governing its respective groups while providing educational programming, social events, and policy development for all members of the Greek community.

There are many other leadership programs throughout the university. The Office of Residence Life and Housing provides many opportunities for leadership development for undergraduate and graduate students [37]. Students selected as either residence or sophomore advisors are trained to build community and support their peers in all aspects of their college lives. The Center for Ethics coordinates the D. Abbott Turner Program in Ethics and Servant Leadership [38], which helps students become tomorrow’s ethical leaders by building strong connections between teaching, research, and service. Other leadership opportunities are offered by the Office of Multicultural Programs and Services through its Crossroads [39] and MORE Mentoring [40] programs, by the Office of LGBT Life, which uses students as facilitators for the Safe Space [41] and Queer Discussion Group [42] programs, and by the Office of Student Conduct through its Peer Review Board [43] and University Conduct Council [44]. Goizueta Business School (GBS) graduate students can participate in its Goizueta Advanced Leadership Academy [45]. In addition, GBS coordinates the Undergraduate Business School Leadership Conference [46].

In addition to these leadership development opportunities, Emory University provides resources for professional development. The Emory Career Center [47] facilitates relationships with students,
alumni, prospective employers, and graduate and professional schools to foster a community of learning designed to advance the career development process. The goals of the Career Center include career exploration and decision making, skill development, experiential learning, graduate or professional school selection, and employer development. It achieves its goals through career counseling and pre-professional advising, counselor office hours, formal career assessments, on-campus recruiting, career fairs, skills workshops and panel discussions, mock interviewing, document critique services, dossier and recommendation file services, and a resource library. The BBA Career Management Center [48] at Goizueta Business School serves as a link between the school and the Career Center. Its mission is to provide resources to undergraduate students for lifelong career development, to maximize student placement in both internships and full-time positions, and to develop and strengthen recruiting opportunities. Goizueta Business School also provides a Career Management Center [49] for its MBA students. It provides career support both while students are enrolled and post-graduation. The Emory Law School Office of Career Services [50] provides support for students including one-on-one advising appointments, training on job search skills, educational programming about the range of options available for individuals with a legal education, and career resource materials. In addition, through its Career Services Office [51], the Rollins School of Public Health supports students in exploring career options, developing skills, and locating employment resources and information in order for them to gain a competitive advantage in building a successful public health career.

Support for Academic Achievement
Emory University provides support for student academic success through advising, support services, and skills training. For detailed information and sources on University and school-specific academic student support services, please reference Standard 3.4.9: Academic Support Services.

Support for Distance Education
All Emory degree programs with an online component are hybrid, involving both on-site teaching and distance learning. Emory has two degree programs in which more than half of the instruction occurs online. The first is the Career Master’s in Public Health (CMPH) program offered by the School of Public Health [52]. The second is the Radiologic Technologist to Bachelor’s in Medical Science (RT-BMSc) offered by the School of Medicine [53], which just began offering more than fifty percent of its courses through distance education during the 2012-13 academic year. Emory’s other degree program that includes a significant percentage of distance education courses is the Modular Executive Masters in Business Administration (MEMBA) offered by the Business School [54] with 30 percent of instruction taking place online.

Emory University supports students in distance education through online access to materials and offices and students in these programs have access to the same support services as students who are on campus full-time. This includes assistance with admissions, orientation, course registration, advisement, financial aid, extra-curricular activities, and career services. For additional information on Emory’s distance education programs and the support services provided to their enrolled students, please reference Requirement 4.8: Distance Education Appendix.

Creating a Cultural Environment to Enrich Lives and Intellectual Work
Many offices and departments at Emory University provide cultural experiences and education to enrich students’ lives and intellectual work, in support of University strategic goal 3. The Office of Religious Life [55] coordinates university worship services, Common Grounds Coffeehouse, Chapel Teas, King Week, and other campus-wide religious and faith programs. The Office of Multicultural Programs and Services provides students with cross-cultural experiences through its Crossroads program [56], Issues Troupe [57], Unity Month Events, Heritage Month Events, and diversity trainings. The Office of Lesbian, Gay, Bisexual and Transgender Life provides training and programs around gender and sexuality, including Safe Space [58] training and lunch & learns, LGBT History Month programs, and diversity trainings. The Center for Women provides programming related to gender equity and inclusion through their Women’s History Month Programs [59], Public...
Scholarship Initiative [60], Men Stopping Violence Initiative [61], Oral History Project [62], and other programs on Women's health and wellness. The James Weldon Johnson Institute for the Study of Race and Difference [63] has a mission of fostering new scholarship, teaching, and public dialogue that focuses upon the origins, evolution, and legacy of the modern civil rights movement from 1905 to the present. It engages the community through its programs, dialogues, and scholarship.

Emory University calls on members of the Emory community to create positive transformation in the world. Students must therefore be engaged in cultural experiences that enrich their lives and intellectual work beyond the confines of campus. The Center for International Programs Abroad (CIPA) [64] is dedicated to fulfilling Emory College's commitment to internationalization through study abroad. In collaboration with Emory faculty, CIPA develops, promotes, and administers programming for undergraduate students that encourages both intellectual and personal growth through challenging scholarship and cultural immersion. Its services support students and faculty before, during, and after the study abroad experience. Approximately 50% of graduating seniors at Emory College have participated in study abroad, research abroad, or service-learning abroad. The Business School also offers study abroad and international internship opportunities [65] with the goals of expanding student knowledge of other cultures, becoming fluent in other languages, and complementing their business education by becoming more informed about the global marketplace. The School of Public Health provides students with an opportunity to apply for a Global Field Experience Award [66]. The purpose of this award is to provide financial assistance to students seeking public health research or practical experiences in low-resource or high-disparity global settings. The Office of Religious Life coordinates the Journeys Program [67], an inter-religious program that gives members of the Emory community the opportunity to cultivate relationships of partnership, service, and friendship with communities around the world. These immersion experiences examine root causes of conflict and struggle in various parts of the world. By visiting these communities and supporting their work of reconciliation, participants open themselves to possibilities, understanding, affirmation, hope, and healing.

**Creating a Physical Environment to Enrich Lives and Intellectual Work**

Emory University's Campus Services [68] is composed of over 800 dedicated, diverse, and hardworking individuals who provide: planning, design, and construction services, including project management, interior design, and graphics services; facilities management services, including building maintenance, custodial, and grounds and hardscape services; police and fire safety services; and the Office of the University Architect which ensures continuity in the design and aesthetics of the campus. Campus Services' strategic goal is to be the facilities service provider of choice for the Emory community while creating an organizational culture founded on respect, integrity, adaptability, openness, and caring. The organization is also firmly committed to sustainability and to growing the campus in a way that is environmentally sensitive, while maintaining its beauty; Campus Services has achieved LEED certifications for all of its new construction. The University holds the distinction of having one of the largest inventories by square footage of LEED-certified building space among campuses in America. Fifteen of our buildings are LEED Certified, six of these gold and six silver [69]. Emory was one of four local employers honored for its longstanding efforts to promote transportation programs including: a shuttle service that carries 2.5 million riders annually and is fueled in part on biodiesel from Emory's cooking oil; a bike and car sharing program; and a successful carpool and vanpool program.

Emory University is committed to sustainability. Emory's sustainability vision [70] is to help restore the global ecosystem, foster healthy living, and reduce the University's impact on the local environment. Progress will be measured using the "triple bottom line" of environmental, economic, and social sustainability. The sustainability initiative includes green buildings and green spaces, sustainable food, water conservation, energy awareness, recycling and re-use, commute alternatives, and a focus on curriculum and research.

The Office of Residence Life & Housing [71], through collaboration with students, faculty, staff,
and the community, provides multifaceted living-learning campus environments designed to promote year-round personal growth and development. It provides housing for undergraduate students in its residence halls, apartment-style housing, sorority lodges, and fraternity houses. In addition to these facilities, the Office of Residence Life & Housing offers living-learning communities, First Year at Emory, Second Year at Emory, and Junior & Senior Year at Emory programs. Emory is committed to building all new residence hall buildings to the standards of the U.S. Green Buildings Council’s LEED program, which supports the overarching goal of the university.

The Dobbs University Center’s (DUC) mission is to provide a welcoming and inclusive self-directed learning laboratory that complements the academic experience by providing programs and services representing the core values of human development, integrity, collaboration, and community. The DUC’s strategic goals include establishing and promoting the DUC as the center of campus community-building; creating and maintaining exemplary facilities for student and community use; providing intentional and sought-after programming for students grounded in student development and students’ social agendas; building a student employment program that serves the mission of the DUC as well as our student staff’s developmental needs; ensuring that the DUC’s services are executed efficiently and with excellent customer service; and regularly assessing its efforts in order to stay current on trends in student union programs and facilities.

Other Student Support Services
Emory offers several other services in support of students and their daily interactions with the University. These include the University Registrar, Office of Financial Aid, Bursar’s Office, Student Financial Services, and Transportation and Parking Services.

Assessment of Student Support Programs and Services
Emory student support programs and services are not only consistent with the mission and strategic goals of the University, but also contribute to student leadership and development. To determine the extent to which these outcomes are achieved, the Division of Campus Life created the Campus Life Assessment Team in 2007. The team includes a five-member steering team that sets strategic direction for the division’s assessment efforts and provides support to the departments. The assessment team follows an annual process including a proposal, analysis of methods, implementation, data collection, data analysis, recommendations, and reporting. The full 15-member team meets monthly to discuss projects taking place across the division and to participate in ongoing training. In 2009 Campus Life created an assessment conference which has been attended each year by 70 participants, attracting student affairs professionals mainly from the south and southeast.

Each unit at Emory is required to complete an assessment report every year. All assessment reports are collected and reviewed by The Office of Institutional Research, Planning, and Effectiveness, as well as by the Administrative and Educational Support Assessment Committee, which oversees Emory’s assessment activities for its various administrative and student support programs. For a more detailed description of the assessment of Emory student support services and examples of assessment reports, please reference Standard 3.3.1.3: Institutional Effectiveness of Academic and Student Support Services.

Sources (In Order of Appearance)

- [1] Campus Life Mission
- [2] Campus Life Strategic Goals
- [3] Student Health and Counseling Services
- [4] Student Counseling Services
- [5] Office of Health Promotion
- [57] OMPS – Issues Troupe
- [59] Women’s History Month
- [60] Center for Women Public Scholarship Initiatives
- [61] Men Stopping Violence Initiative
- [62] Center for Women Oral History Project
- [63] James Weldon Johnson Institute for the Student and Race and Difference
- [64] Center for International Programs Abroad
- [65] Business School Study Abroad Program
- [66] School of Public Health Global Field Experiences
- [67] Office of Religious Life Journeys Program
- [68] Campus Services
- [69] Emory University LEED Building List
- [70] Sustainability Initiatives
- [71] Residence Life and Housing
- [72] Dobbs University Center
- [73] Office of the Registrar
- [74] Office of Financial Aid
- [75] Bursar’s Office
- [76] Student Financial Services
- [77] Transportation and Parking Services
- [78] Campus Life Assessment
- [79] Campus Life Assessment Conference
- [80] Administrative Units Assessment
- [81] Administrative and Educational Support Assessment Committee
2.11.1

Financial Resources
The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."

Judgment
☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Financial Reporting
An annual external audit of Emory’s consolidated financial statements is conducted by the certified public accounting firm KPMG LLP. KPMG states in its Independent Auditors’ Report that the audit is conducted in “accordance with auditing standards generally accepted in the United States of America. Those standards require that KPMG plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement.” Emory received an unqualified opinion for fiscal years ending 2012 and 2011, meaning that the consolidated financial statements were presented fairly, in all material respects, and that the financial position of Emory University and the changes in its net assets and its cash flows for the years then ended are reported in conformity with U.S. generally accepted accounting principles (GAAP) [1] [2].

Emory also receives a management/CFO letter from KPMG for the University and Emory Healthcare as part of the annual audit process. The letter will note material weaknesses, if any and/or other recommendations. No material weaknesses were noted for the fiscal years ending 2012 and 2011. The letter and all management responses are presented on an annual basis to the Audit and Compliance Committee of the Board of Trustees [3] [4].

Emory prepares monthly consolidated financial statements according to GAAP. These statements are presented to management, the Finance Committee, and the Executive Committee of the Board of Trustees at their scheduled meetings [5] [6].

The financial history of Emory University also demonstrates its financial stability. Although net assets have increased only 8 percent over FY 2006 due to significant unfavorable market conditions in the fall of 2008, net assets have increased over 21 percent since FY 2009. Net operating results have been positive for at least the last ten years.

All major revenue streams, with the exception of endowment spending, have increased over the past ten years. After the significant decline in Emory’s endowment market value, Emory management and trustees made the decision to bring endowment losses into its spending
calculations more quickly than required by its spending formula to stabilize spending sooner. As a result, endowment spending for operations has remained stable the last two years [7]. Enrollment trends have also been stable and net tuition has increased over the past ten years. Grant and contract revenue has also increased over the past ten years, excluding ARRA awards.

Emory uses rating agency ratios to measure its financial trends, strengths and weaknesses and for comparison against peer institutions [8]. Expendable resources available for operations (one of these ratios) have increased by 2 percent from FY 2009 to FY 2012 [9]. Due to the changing economic environment, Emory began a five-year pro forma modeling process during FY 2013, showing projected financial results through FY 2017. The model includes GAAP statements for Emory University and Emory Healthcare as well as consolidated financial statements, in addition to a number of financial ratios for each. The model will be used on an ongoing basis to assist Emory in making sound financial and investment decisions [10].

**Investments**
The Emory Investment Management (EIM) Office works closely with the Investment Committee of the Board of Trustees to enhance the investment and current purchasing power of Emory’s investments while preserving its resources for future generations. The Investment Committee of the Board of Trustees provides investment oversight, sets investment policy, approves asset allocation targets and reviews overall investment performances [11] [12].

EIM has constructed a global, diversified portfolio and works with highly talented investment advisory firms and partnerships. The portfolio structure is designed to optimize value based on the foundation of a policy asset allocation, which structures the investment portfolio in a balanced manner to reduce exposure and risk in any particular sector or market, while enhancing performance growth. EIM prepares a monthly report of allocation and performance for management and Investment Committee members [13].

Asset allocation is based on long-term asset allocation studies conducted internally. Policy benchmarks are set based on target allocations and the portfolio is systemically rebalanced to policy targets. Each segment in every asset class is diversified in order to reduce risk and portfolio concentrations. Analytical and research standards are established and consistently applied [14].

**Liquidity**
Emory continually monitors its liquidity needs and risks. Meetings are conducted every two weeks to review projected cash flows and related portfolio management topics, including the portfolio’s liquidity profile [15]. Records are maintained of the portfolio’s liquidity profile, including varied, changing, and complex liquidity terms negotiated with each external investment manager. These are updated regularly to reflect changing conditions.

In addition, Emory has prepared stressed case scenarios and identified emergency liquidity sources prioritized according to possible cash needs for worst case scenarios [16]. These scenarios are used to determine the University’s liquidity cushion, steps to be taken and tools to be used to satisfy cash/liquidity demands in the event of a “highly stressed case scenario” and a “more likely stressed scenario.” With these analyses in mind, EIM considers impacts on the portfolio’s liquidity profile as an input when making investment and allocation decisions. These scenarios are prepared in addition to Emory’s quarterly liquidity reporting to each rating agency [17] [18].

**Debt**
Emory University has a formal debt policy, which has been approved by the Finance Committee and Board of Trustees [19]. Emory closely monitors its debt portfolio, conducting biweekly meetings with executive management and its financial advisor. Also on a biweekly basis, it prepares a document which outlines current market conditions, debt pricing, counterparty news, swap valuations, liquidity information and other debt information [20].
Emory’s ratings from Moody’s and Standard and Poor’s are Aa2 and AA respectively [21] [22]. In its last two rating reports on Emory, Moody’s noted Emory’s strong debt portfolio management stating that “Emory’s governance and management is viewed as a credit strength for the University. Management has implemented, with Board support, active monitoring of the investment markets, liquidity within the operating and endowment funds as well as debt management tools - all regularly reported up to the University's Board of Trustees. Emory’s management was proactive in recognizing the looming investment market issues in 2008, forecasting scenarios for the impact on the endowment, the endowment spend and on operations. The Board approved and implemented various measures to address the expected financial impact, including reducing the endowment draw and cost management efforts while continuing to make its planned strategic investments. The University conducts a regular surveillance of its variable rate debt, investment commitments and liquidity to meet its forecasted liquidity needs. As a result, we expect Emory to continue to demonstrate good management best business practices and board engagement with these creditworthy approaches.”

**Annual Operating Budget**

The central framework for the development of the annual operating plan is the Emory University Strategic Plan. The plan, which began in the fall of 2005, is built upon the aspirations and plans of the individual schools and units and is composed of five cross-cutting goals, fifteen major initiatives, three strategic priorities, and four framing principles [23].

The Unrestricted Operating Budget is the financial plan under which the academic and service units of the University operate in fulfilling its instruction, research and public service missions. The University publishes rates and recruiting brochures, packages financial aid for new and continuing students, and notifies faculty of salary increases in a timely fashion. The formal planning and budget cycle for the next fiscal year begins during the summer of each year. The provost and executive vice president for academic affairs distributes the guidelines for the annual review. This review includes an update on the accomplishments and priorities as they relate to the five university-wide strategic goals. The data accumulated in this process provide the basis for the Annual Strategic Plan Update. In addition, the University’s Budget Office presents a budget schedule to the Ways and Means Committee for approval. This committee is chaired by the provost. Other members include the executive vice president for business and administration, executive vice president for health affairs, senior vice provost for administration, vice president for finance, and vice president for health affairs and chief financial officer for the Woodruff Health Sciences Center. The three executive vice presidents also serve on the Strategic Plan Executive Committee. This overlap reinforces the link between the University Strategic Plan and the development of the annual operating plan. Once approved, the Budget Office distributes the budget schedule to the deans, vice presidents and directors who have responsibility for the development of a budget for their departments (budget managers). The Budget Office also obtains projections of major sources of income for preparation of preliminary income and expense guidelines, which are provided to the Budget Managers for use in preparing their departmental budgets. The guidelines require a narrative on how the budget will advance the strategic plan of the unit [24].

During January and February each manager presents budget information to his/her appropriate executive vice president [25], who is responsible for providing an executive summary to the Ways and Means Committee. The academic deans are also provided with information on the requests from the support units and they provide input to the Provost regarding their needs and priorities from the administrative and support units. Following those presentations, the committee reviews the requests and arrives at a proposed Unrestricted Operating Budget, establishing priorities for funding.

Once a budget is developed, the provost completes the briefing for the president of the University. Next, the Ways and Means Committee presents its recommended budget to the Finance Committee of the Board of Trustees. That committee reviews the proposed budget and approves it either in the form in which it was presented to the committee or in a revised form agreed to by members of
both Committees. The Board of Trustees approves the budget at its June meeting [26] [27].

The operating, capital and equity transfer budgets of Emory Healthcare are developed and approved by a similar process, which commences in February of each year with the various hospitals, faculty practice plans, shared service units and related entities preparing annual operating plans that are reviewed and approved by Emory Healthcare leadership. These budgets are then submitted to the Woodruff Health Sciences Center leadership for review and approval. Once approval is granted, the Ways and Means Committee reviews the budgets in August of each year, after which the budgets are presented jointly for approval to the Emory Healthcare Board of Directors, the Woodruff Health Sciences Center Board of Trustees and the Finance Committee before final approval is requested at the next meeting of the Executive Committee of the Board of Trustees.

**Sources** (In Order of Appearance)

- [1] Consolidated Financial Statements and Supplementary Information (Page 2)
- [3] KPMG Management.CFO Letter -Emory University
- [7] Endowment Spending
- [8] Emory University 5 year Model ratios
- [9] Expendable Unrestricted Net Assets
- [10] Emory University 5 year Model
- [12] Investment Committee - Adopted Charter 2 2008
- [14] Investment Manager Due Diligence Guidelines
- [15] [16] [20] Emory Debt Checklist (Page 8)
- [18] S&P Quarterly Coverages March 2013
- [19] Emory University Debt Policy
- [22] Emory's S&P Debt Report 2013 (Page 2)
- [23] Annual Strategic Plan Update 2012
- [24] Budget Package Cover Letter -College of Arts and Sciences Example
- [25] Emory College Binder
- [26] Emory University Unrestricted Operating Budget (Page 2)
- [27] Board of Trustees Approval of FY 2014 Budget
2.11.2

Physical Resources
The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment
☐ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative
The condition and quality of campus facilities is a high institutional priority, and facility maintenance, renovation, and construction are normal and customary parts of Emory University’s operational efforts. The operation and maintenance for all University space is the responsibility of Campus Services (CS), which includes Facilities Management, Planning Design and Construction, University Architect, Campus Services Administration, Emory Police Department, and Transportation and Parking Services. Services are provided to healthcare facilities by request.

Main Campus
Emory University’s main campus is located in the suburban Atlanta neighborhood of Druid Hills encompassing approximately 730 acres, including 42 acres approximately one mile west of the main campus known as the Briarcliff Property. The Briarcliff Property consists of facilities used for the development and expansion of teaching, research and clinical programs [1]. Emory’s main campus is home to the undergraduate Emory College of Arts and Sciences as well as undergraduate programs in business and nursing. This campus also has graduate and professional programs in law, business, nursing, theology, medicine, public health and graduate studies, as well as Emory University Hospital, and medical clinics and institutes. The University, excluding Emory Healthcare facilities, has over 165 buildings encompassing more than 11.5 million net square feet comprised of lab, academic, residential, library, administrative, and parking structures [2].

The main campus also features four irrigated athletic fields supporting softball, baseball, and intramural sports. The athletics and recreation program provides two Olympic-sized pools; a large arena serving basketball, volleyball, badminton and fencing; outdoor and indoor tennis courts; 400-meter outdoor and 200-meter indoor tracks; and other athletic facilities designed to promote physical strength and wellness for students, faculty, and staff [3].

Residence Life and Housing [4] provides residential opportunities for undergraduate students who live on campus, with 1.9 million square feet of residence halls, fraternity and sorority facilities and other spaces dedicated to student housing [5]. Emory does not currently offer on-campus housing for graduate and professional students [6], however there are two complexes within walking distance to campus and on the Cliff Shuttle route [7] that provide housing options for graduate students: Campus Crossings at Briarcliff and the newly developed Emory Point. The Office of Residential Life and Housing also hosts a free-of-charge off-campus housing finder website [8].

Satisfaction with residential facilities is measured through the annual EBI (Educational Benchmarking, Inc.) survey [9] sent to all residential students. It includes benchmarking against other institutions and shows that we are comparable to or rated higher in student satisfaction than our benchmark peer campuses [10].

<table>
<thead>
<tr>
<th>Space Type</th>
<th># of Buildings</th>
<th>Net Square Footage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/Classroom/Office</td>
<td>87</td>
<td>5,701,073</td>
</tr>
<tr>
<td>Residence Life/Housing</td>
<td>53</td>
<td>1,908,058</td>
</tr>
<tr>
<td>Plant &amp; Utilities</td>
<td>14</td>
<td>147,269</td>
</tr>
<tr>
<td>Parking Structures/Lots</td>
<td>14 decks</td>
<td>3,801,411</td>
</tr>
</tbody>
</table>
Oxford Campus
One of Emory’s nine academic divisions, Oxford College, is located 38 miles east of the main campus and serves as Emory University’s distinctive freshman/sophomore college, a two-year option for entering students. There are 46 buildings comprising approximately 546,623 net square feet [11]. This campus of 331 acres is the site of Emory’s founding in 1836. Today, there are seven buildings around the quad that were constructed before 1900 and are in daily use [12].

Asset Values
As of August 31, 2012 the net value of University property and equipment was $2,663,442 [13]. Costs related to the operation and maintenance of property, including depreciation of property and equipment and interest on related debt, are allocated to program and supporting activities based upon information reported in the latest space study and debt financing records. Total amounts allocated in 2012 and 2011 were $152.9 million and $138.2 million [14], respectively. Land, buildings, and equipment are recorded at cost at the date of acquisition or fair value at the date of gift to the University [15].

Organization
Campus Services has an organizational structure that supports a variety of services to all units of campus, including skilled trades, mechanics, engineers, architects, custodians, groundskeepers, interior and graphic designers, police, bus drivers, administrative professionals, etc. For fiscal year 2013 the University will provide an annual net operating budget of $47.15 million to ensure physical resources are adequate to meet the needs of the institution [16].

Construction and Renovation
Campus Services has procedures in place to ensure that the built environment follows established principles of design and construction detailed in documents such as Design and Construction Standards and Campus Design Guidelines [17]. The University has a formal capital project planning process [18] that involves all campus stakeholders in the development of capital projects. Several governing bodies in this process are involved in the review and approvals for all capital projects, including the Ways and Means Committee (WAM), Capital Development Committee (CDC), Committee on the Environment (COE), the Real Estate Buildings and Grounds Committee (REBG), and the Finance Committee of Emory’s Board of Trustees which ensure that we exercise fiduciary responsibility for the long-term, well-being of the institution. Emory has invested $644,914,766 in capital projects over the last five years [19] which include site preparations for Emory Hospital’s new bed tower facility on Clifton Road; construction on two new facilities advanced at the Yerkes National Primate Research Center; the opening of Hamilton Holmes Hall as part of the full redevelopment of Emory’s first-year residence halls and its “freshman village”; Emory Point, a mixed-use development; a new research facility on Haygood Drive that connects the new health sciences research building with the existing Emory-Children’s Center building; and improvements to the roads and public amenities in Emory Village [20]. All main campus capital projects are in alignment with the 2005 Campus Master Plan [21] along with the Oxford Master Plan [22], which provide outlines for planning campus facilities well into the 21st century.
Maintenance Repair and Replacement
Campus Services is in the process of updating the University’s major repair and replacement needs. This effort, called Facility Lifecycle Inventory Program (FLIP) [23], will gather and populate information into an Emory-designed application to track changes in facility conditions. This information is used to strategically plan the expenditure of money allocated annually for renewal and replacement. Campus Services maintains a rolling three-year plan for these expenditures and the FLIP program will increase the accuracy of those planning activities [24]. There are similar programs in place for housing renewal and replacement (HR&R) [25], parking renewal and replacement (PR&R) [26] and utility renewal and replacement (UR&R) [27].

Information Technology
Campus Services Information Technology (CS IT) [28] maintains extensive electronic files on all capital assets including equipment, buildings, pertinent documents, surveys, warranties, operation and maintenance manuals, technical/operational verification reports, etc. Capital assets are barcode so that electronic access to equipment data is readily available. The department has developed extensive document delivery standards [29] to ensure that the submittal of capital project documents is formatted in a way that maximizes their value and versatility. This department also maintains the campus space inventory, interactive campus maps [30], and campus building blueprints and archives. The e-Doc system [31] is a proprietary document retrieval program that provides easy access to all University building and infrastructure documentation and plans.

Utilities
The University has an aggressive energy conservation plan [32] to achieve the University’s energy and carbon reduction goals, reduce greenhouse gas emissions, and ensure high-quality, reliable, and affordable utility costs. The plan is implemented through a capital renewal/energy conservation program which outlines FCA (facility conditions assessment) projects over a ten year period [33]. As of December 2013, Emory has attained a reduction in energy use of 21 percent over its base year 2005 level. The goal is 25 percent by 2015. Campus Services provides the operation and maintenance support to deliver utilities to the campus, including select utilities to Healthcare. Electricity, natural gas, fuel oil, and water are purchased from local utility companies. The University’s central plants furnish steam and chilled water to buildings. The estimated utility budget for FY 2013 is $37.7 million [34].

Sources (In Order of Appearance)

- [1] Revenue Bond - Official Statement (Page 4)
- [3] Athletics and Recreation Website
- [4] Resident Life and Housing - Undergraduate Housing
- [6] Residence Life and Housing - Graduate Student Housing Options
- [7] Cliff Shuttle Route - Campus Crossings at Briarcliff and Emory Point
- [8] Off-Campus Housing Finder Website
- [9] [10] EBI Report for Campus Services 2012 (Page 4)
- [9] [10] EBI Report for Campus Services 2012 (Page 33)
- [12] Oxford 175th Anniversary Candlelight Celebration (Page 2)
- [16] Campus Services FY2013 Budget Approval Letter (Page 5)
2.12

Quality Enhancement Plan
The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

Judgment
☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☑ Not Applicable

Narrative
This requirement is not addressed by the institution in its Compliance Certification per the SACSCOC Principles of Accreditation updated January 2012.
3.1.1

Institutional Mission
The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University’s mission statement is current and comprehensive, accurately guides the institution’s operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution’s constituencies.

Emory University’s mission statement [1] is to create, preserve, teach, and apply knowledge in the service of humanity.

Emory University’s vision [2] is to be a destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action.

These statements appear together in publications (print and web), and serve as the basis of all University operations.

Current and Comprehensive
The existing mission was approved by the Board of Trustees in 2002 [3] and reaffirmed in 2009. It is reviewed and evaluated on a periodic basis as discussed in the “Periodically Reviewed and Updated” section of this narrative.

The University mission statement is comprehensive and encompasses the research, teaching, and service that is the foundation of all research universities. Emory University pursues these activities wanting to have a positive impact on those directly involved with the University, as well as the world [4]. A visible example of application of knowledge in the service of humanity is Emory Healthcare, whose purpose is “to serve humanity by improving health through integration of education, discovery and health care” [5]. In conjunction with Emory’s Woodruff Health Sciences Center and School of Medicine, Emory Healthcare focuses on patient care, education of health professionals, research addressing health and illness, and health policies for the prevention and treatment of disease. Emory also demonstrates its commitment to community and worldwide service through programs and initiatives such as the Emory Global Health Institute [6], Emory’s Institute for Developing Nations [7], and Volunteer Emory [8].

To fulfill its mission, the University supports the full range of scholarship, from undergraduate to advanced graduate and professional instruction, and from basic research to its application in public service. The University provides comprehensive and relevant programs and curricula that prepare our students to serve in and add value to their chosen fields; facilitation by world-class faculty members with the knowledge, experience, and skills to guide student learning and foster students’ application of knowledge at Emory and beyond; and programs that are service-oriented and will use knowledge and skills practiced at Emory for the betterment of society.

Emory’s mission also reflects its research focus, as one of the nation’s leading research universities, building on a combination of campus-based resources and global partnerships. Emory supports its researchers in the advancement of public scholarship, accelerating the application of
discoveries and communicating their significance. Emory is consistently engaging in efforts to improve the efficiency and effectiveness of its research administration [9] in order to continue carrying out innovative research studies and innovative applications [10] [11] [12] [13] [14].

Guides the Institution’s Operations
Emory’s mission actively guides Board of Trustees decisions, University operations, and impacts how funding and resources are allocated [15] [16].

The University mission guides strategic plan goals (listed below) and initiatives related to people, programs, and finances [17]:

1. to have a world-class, diverse faculty that establishes and sustains preeminent learning, research, scholarship, health care, and service programs
2. to enroll the best and the brightest undergraduate, graduate, and professional students and provide exemplary support for them to achieve success
3. to provide a culture and physical environment that enriches the lives and intellectual work of faculty, students, and staff
4. to be recognized as a place where scholars work collaboratively as a strong and vital community to confront the human condition and experience and explore twenty-first century frontiers in science and technology
5. to steward its financial and other resources to drive activities that are essential and those through which Emory can demonstrate excellence and provide leadership

Each school, unit, and program supports the mission of Emory University, and mission-driven initiatives are constantly being implemented. Recent examples include:

- the Center for Faculty Development and Excellence [18]
- online learning through Coursera [19]
- Ethics and Servant Leadership programs [20]
- new sustainability initiatives and the creation of Emory’s Environmental Mission Statement [21]
- the establishment of the Business Practice Improvement (BPI) office [22], with the goal of significantly improving the services, performance, satisfaction, and cost effectiveness of the work required to support the mission of a top-tier research university in the 21st century [23]
- the Global Health Chronicles project [24]
- Emory Innovations Inc. [25]

In 2009, in response to the economic downturn, the Ways and Means Committee, overseen by the President’s Cabinet facilitated an administrative review, “Leading in the New Economy”, in which schools and units were asked to identify the ways in which their core functions contribute to the fulfillment of the University mission and vision [26]. As an example of a response to this initiative, Emory’s College of Arts and Sciences established a College Re-visioning Committee which began to develop a new strategic plan [27] that would reflect the evaluation they completed during their recent review [28], along with a SWOT Analysis [29] they conducted. In addition, schools and units provide metrics directly linked to strategic goals [30] [31] as part of the annual reporting process [32].

Please reference 4.8: Distance Education Appendix for additional information on how Emory’s distance education guides the University mission.

Periodically Reviewed and Updated
The mission statement is reviewed on a periodic basis as a part of Emory’s strategic planning process. The mission statement was last reviewed by University leadership, along with school and
initiative leaders, during the University strategic plan update process in 2009 [33]. As a result of the review process, a conversation was initiated to revise the mission statement to: to create, preserve, teach, apply, and celebrate knowledge in the service of humanity [34]. Although this change was not approved, the leadership and various committees at Emory are committed to frequent review and evaluation in order to keep the mission and vision statements up to date and relevant for the current state of the University.

Communicated to Institution’s Constituencies
Emory University’s mission statement is widely disseminated in University publications including, but not limited to, website pages [35] [36] [37], the faculty handbook [38], student handbooks and catalogs [39] [40] [41], policy manuals [42] [43], and strategic planning documents [44] [45] [46].

Sources (In Order of Appearance)

- [1] [35] University Mission Statement
- [2] University Vision Statement
- [3] Board of Trustees Mission Statement Approval 2002
- [4] Faculty, Staff & Student Volunteer Guidelines
- [6] Emory Global Health Institute
- [7] Emory's Institute for Developing Nations
- [8] Volunteer Emory
- [9] Emory News - Emory launches pilot projects to make research administration more efficient
- [10] Emory Research News - Stopping the malaria parasite
- [12] Emory Research News - Study shows lifestyle change works in a large national healthcare system
- [14] Research at Emory's Winship Cancer Institute
- [15] Mission Funding
- [17] [44] University Strategic Plan Framework
- [18] Center for Faculty Development and Excellence
- [19] Coursera
- [20] Ethics and Servant Leadership programs
- [21] Sustainability Initiatives
- [22] Business Practice Improvement Office
- [23] 2012 Annual Report - BPI
- [25] Emory Innovations Inc. (Page 3)
- [26] 2009 Administrative Review (Page 3)
- [27] College of Arts and Sciences - 2010 Strategic Planning
- [28] College of Arts and Sciences - Leading in the New Economy
- [29] College of Arts and Sciences 2010 SWOT Analysis
- [30] Carlos Museum Strategic Plan Scorecard Example
- [31] School of Theology Strategic Plan Scorecard Example
- [32] Provost's Annual Report Instructions
• [33] Summary of 2009 Strategic Plan Session Recommendations - Review of Mission Statement
• [34] Joint ILG SIAC 2009 Meeting- Mission Statement Review (Page 3)
• [36] HR Webpage - University Mission Statement
• [37] Office of Student Conduct Webpage - University Mission Statement
• [38] Faculty Handbook - University Mission Statement (Page 6)
• [39] School of Medicine Catalog - University Mission Statement
• [40] School of Nursing Catalog - University Mission Statement (Page 3)
• [41] College of Arts and Sciences Catalog - University Mission Statement
• [42] Policy Example 1 - University Mission Statement
• [43] Policy Example 2 - University Mission Statement
• [45] University Strategic Plan Implementation Progress Report
• [46] University Strategic Plan Executive Summary (Page 11)
3.2.1

Governance and Administration: CEO Evaluation/Selection
The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment
☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Article III of Emory’s bylaws addresses the duties of the officers of Emory, including the president, to fulfill the requirement of proper management, control, and conduct of the affairs and property of the University. Included in Article III is the description of the process of selection and role of the president. As stated in Article III, Section 1, “a President of the University . . . shall be elected by the Board of Trustees, to serve at the pleasure of the Board.” [1]

The current president, James W. Wagner, was appointed at the end of a seven-month search process that began in December 2002 [2] and concluded with the vote of the Board of Trustees on July 30, 2003 [3]. That process was undertaken by a committee of eleven, including six trustees, three faculty members, a senior administrator, and the Student Government Association president [4]. The chair of the board chaired the search, and the University engaged the firm of SpencerStuart as its search consultant [5]. Consultation with all University constituencies led to the development of an institutional profile and position description [6].

The position description states consultations with a broad internal and external community led to the identification of four priorities for the next president: (1) ability to help the institution articulate a vision for its place among great universities while maintaining its Methodist heritage and commitments to diversity; (2) creation of an overarching strategic plan that would enhance the arts and sciences, the professional schools, and the health sciences; (3) promotion of Emory as a “university of choice” for faculty, staff, and administrators due to its excellence and energy; and (4) continued commitment to undergraduate education.

As stated in the bylaws [7] and affirmed in the Executive Compensation and Trustees’ Conflict of Interest Committee Charter [8], it is the responsibility of the Executive Compensation and Trustees’ Conflict of Interest Committee to review compensation of senior leadership, including the president, based on the Executive Compensation Policy [9] and the annual review and compensation approval process. Such annual review based on performance is a university-wide policy which is reaffirmed in annual budget award letters [10].

The chair of the board, who serves on the Executive Compensation and Trustees’ Conflict of Interest Committee, evaluates the president of the University annually. The board chair regularly surveys members of president’s cabinet, deans, and others regarding their perspective on the effectiveness of the president [11]. The chair summarizes that information and shares it with other key members of the Executive Committee of the Board of Trustees [12]. Evaluation is based on the president’s performance as well as other criteria that may be of timely importance.

The chair, following such consultations, submits compensation recommendations for the President to the Executive Compensation and Trustees’ Conflict of Interest Committee for review and approval. The actions of this committee are reflected in minutes filed in the Office of the Vice President and Secretary. The committee’s actions are also reported to the Executive Committee of the Board of Trustees in executive sessions [13].
Sources (In Order of Appearance)

- [1] [7] University Bylaws (Page 6)
- [2] University Presidential Search Process
- [5] SpencerStuart Consultation
- [6] Emory President Position Description (Page 2)
- [1] [7] University Bylaws (Page 5)
- [8] Executive Compensation Committee Charter (Page 2)
- [9] Executive Compensation Policy
- [10] Budget Allocation Letter
- [11] Email from Chairman of the Board Surveying President's Performance
- [12] Executive Compensation Committee Minutes June 2012 (Page 2)
3.2.2.1

Governance and Administration: Governing Board Control: Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: institution’s mission.

Judgment
☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

The University’s legal authority and operating control for the institutional mission are defined within Emory University’s governance structure. The Restated Articles of Incorporation state that the institution’s “sole purpose will be to give, promote, and extend... instruction and education in theology and in the arts, sciences, and professions, and to encourage and promote research and study in all branches of learning” [1]. The Restated Articles of Incorporation also state that Emory shall be managed by a board of trustees and that said board shall have the authority to adopt bylaws, rules, and regulations for the proper management of the University [2].

The bylaws of Emory University state that the president shall be elected by the Board of Trustees and “charged with the duty of supervising all the interests of the University with the aid of the faculty and the administrative staff of the University” [3].

Emory’s current mission statement was developed as part of a comprehensive strategic planning process. At its May 2002 meeting [4], the Executive Committee of the University Board of Trustees unanimously approved the current mission statement: “Emory University’s mission is to create, preserve, teach, and apply knowledge in the service of humanity.” The approved statement is included in all appropriate publications and can be found in its entirety on the University web site [5].

While Emory’s vision statement [6] provides the framework for the strategic planning process, it is the mission statement [7] that drives the goals and initiatives of Emory’s strategic planning. The administration of Emory is committed to pursuing and fulfilling the mission and vision of Emory through ethical leadership, community collaboration, encouraging diversity, and applying knowledge in the service of humanity [8].

![Diagram of Strategic Planning Process]

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Emory University

Page 102 of 516
The University’s annual reports review Emory’s initiatives, accomplishments, challenges, finances, and overall progress each year; and demonstrate that Emory’s mission statement guides decision-making and budget allocation as the University strives to advance its mission and vision in an ever-changing higher education environment. The annual reports allow University administration to communicate priorities and goals, aligned with the University mission and vision [9] [10]. The 2012 annual report, for example outlines progress on faculty engagement [11], research innovations [12], and business practice improvement initiatives [13], all prioritized because of how they help to fulfill Emory’s mission and vision.

Please reference **Standard 3.1.1: Institutional Mission** for additional information on Emory University’s mission.

**Sources** (In Order of Appearance)

- [1] [2] Restated Articles of Incorporation for Emory University (Page 2)
- [1] [2] Restated Articles of Incorporation for Emory University (Page 4)
- [3] Approved University Bylaws as of 2-8-2013 (Page 8)
- [5] University Mission Statement
3.2.2.2

Governance and Administration: Governing Board Control: Fiscal Stability

The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: fiscal stability of the institution.

Judgment

☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative

The University’s legal authority and operating control for the institution’s financial stability are clearly defined within Emory University’s governance structure. The Restated Articles of Incorporation [1] provide for the adoption of bylaws necessary and proper to manage, control, and conduct the affairs and property of the University. The Bylaws of Emory University establish committees to oversee the affairs of the university, and define the roles and responsibilities of the administration to support the work of the board [2]. In addition, the Statement of Trustee Roles and Responsibilities states that the Board of Trustees, in particular, is responsible for the proper governance and long-range health of Emory University. The Board appoints the president and approves the appointments of deans, and executive and senior vice presidents; establishes policy; approves strategic priorities; helps identify and secure financial resources; holds the administration accountable for sound management; and authorizes the establishment of new degree programs and the awarding of individual degrees [3].

As stated in the Restated Articles of Incorporation, Articles 5 [4] and 12-16 [5], the board has the responsibility to establish broad institutional policies and to secure the financial resources necessary to support institutional goals. The Board of Trustees acts upon recommendations of the standing committees of the board and regularly receives reports from the committees. The committees and their responsibilities are outlined in the Bylaws of Emory University, Article II, Section 3 [6]. Committee roles and responsibilities are further defined in adopted committee charters [7].

Voting committee members include trustees and trustees emeriti. Trustees typically serve on two to three committees. Committee chairs also serve on the Executive Committee. Committee assignments are reviewed annually by the Governance, Trusteeship, and Nominations Committee and approved by the Executive Committee [8]. To strengthen communication among the committees, there is representation across key committees. For example, the chair of the Woodruff Health Sciences Center Board also serves on the Finance Committee; a member of the Academic Affairs Committee also serves on the Finance Committee.

It is the responsibility of the Finance Committee to review and recommend for approval the annual operating budget, capital budgets of the University, capital projects requiring bond funding, and bond refinancing [9]. The Finance Committee also annually reviews and submits for consideration and vote by the board, tuition, fee, and room and board rates [10].

It is the responsibility of the Finance Committee and the Woodruff Health Sciences Center Board to review and recommend for approval the Emory Healthcare annual operating plan [11]. Please reference Standard 3.2.2.3: Governing Board Control – Institutional Policy for an explanation of the relationship between Emory Healthcare and Emory University.

The Finance Committee also receives credit rating agency reports. These reports are issued following a thorough review by the rating agencies of the University’s financial and governance structures [12].

While it is the responsibility of the Finance Committee to oversee university budgets and capital
funding, other board committees assume some level of responsibility for the institution’s financial resources. For example, the Audit and Compliance Committee evaluates the internal and external audits of the university [13]; the Investment Committee adopts, and ensures compliance with, investment guidelines [14]; and the Emory Development and Communications Committee is responsible for developing institutional strategies and policies for fund raising [15]. The Audit and Compliance Committee and the Executive Compensation and Trustees Conflict of Interest Committee review the Form 990 prior to filing [16]. Through these committees, the Board of Trustees remains adequately informed about the financial condition and stability of the University.

In addition, the Bylaws of Emory University state that the president of the University “shall cause accurate reports of the fiscal and other affairs of the University to be prepared and submitted to the Board of Trustees and to its committees.” (Article III, Section 1). Section 3.1 of Article III of the University Bylaws defines the responsibilities of the institution’s chief financial officer (Emory’s Executive Vice President for Finance and Administration) and his reporting relationship to the president. The Bylaws state that the chief operating officer shall prepare financial reports as may be required by the president or the board [17].

The reporting requirements of the president and of the chief financial officer further confirm the board’s authority and oversight of Emory’s financial stability.

**Sources** (In Order of Appearance)

1. [1] [4] [5] Restated Articles of Incorporation of Emory University (Page 4)
2. [2] [6] [17] University Bylaws
4. [1] [4] [5] Restated Articles of Incorporation of Emory University (Page 2)
5. [1] [4] [5] Restated Articles of Incorporation of Emory University (Page 3)
7. [7] Committee Charters
8. [8] 2013 Committee Assignments
13. [13] Audit and Compliance Committee Meeting Minutes
16. [16] Audit and Compliance Committee and Executive Compensation Committee Minutes
17. [2] [6] [17] University Bylaws (Page 9)
3.2.2.3

**Governance and Administration: Governing Board Control: Institutional Policy**

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: institutional policy.

**Judgment**

☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

The legal authority and operating control over institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services, are clearly defined in the Emory University Articles of Incorporation.

Section 16 of the Article of Incorporation [1] states: “Said Corporation shall also have power to make and adopt all such bylaws, rules, and regulations as may seem to it necessary or proper for the management, control, and conduct of the affairs and property of said University, and said bylaws, rules, and regulations so adopted shall be binding on said Corporation until amended in the manner and form prescribed therein for their amendment...”

The University Bylaws authorize the administration to manage the University. Article III, Section 1 [2] states, “The President shall be the chief executive and administrative officer of the University, responsible to and reporting directly to the Board of Trustees; shall be charged with the duty of supervising all the interests of the University with the aid of the faculty and the administrative staff of the University . . . .” Article III, Section 3 of the Bylaws [3] also states that the Executive Vice President for Finance and Administration “shall be responsible to the President for all fiscal and nonacademic administrative operations of the University.”

In addition, the University has a clearly defined policy entitled “Approval Process for Policies with University-Wide Applicability,” [4] which describes the general procedures for creating and maintaining institutional policies. According to the policy, “each Vice President is responsible for the promulgation of policies of university-wide applicability in the area of his or her responsibility. In fulfilling this responsibility, Vice Presidents shall (a) monitor the appropriateness of existing policies; (b) identify the need for and draft new or revised policies; (c) consult with others – such as faculty, Deans, administrators, Office of General Counsel, and/or the President or the appropriate Executive or Senior Vice President – as needed and appropriate; and (d) authorize publication to the policies.emory.edu website.”

Institutional policies are also regularly reviewed through the annual Enterprise Risk Management (ERM) [5] risk assessment process. Vice presidents review the risks in their area and bring changes to the ERM Steering Committee for review and consideration.

The policies are available to the Emory community at the policies home page on Emory’s web site [6]. The page is readily available through Emory’s web site search function and is the first item listed in the search results for policies [7]. It is also a prominent link on the Human Resources home page [8].

**Affiliated Corporate Entities and Auxiliaries**

Emory University controls either directly or indirectly its affiliated entities listed in the table below. All are 501(c)(3) tax-exempt entities [9], with the exception of Northlake Regional Physicians Center Condominium Association, Inc., The Clifton Casualty Insurance Company, Ltd., Saint Joseph’s Service Corporation, Saint Joseph’s Real Estate Management Corporation and
**Affiliated Corporate Entities**

<table>
<thead>
<tr>
<th>Emory University Operating Divisions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emory University Hospital, Emory University Hospital Midtown and Emory Orthopaedics and Spine Hospital are all operating divisions of Emory University</td>
<td></td>
</tr>
</tbody>
</table>

**Single Member Limited Liability Companies – Emory University is the Sole Member – All Entities are Disregarded for Tax Purposes and are Subject to all Emory University Policies**

| Emory Integrated Health Services, LLC | Single member LLC of Emory University |
| Emory University Student Health and Counseling Services, LLC | Single member LLC of Emory University |
| Goizueta Business School Student Investment Fund, LLC | Single member LLC of Emory University |
| Rose Acquisitions, LLC | Single member LLC of Emory University |
| Goizueta Business School Real Estate Investment Fund, LLC | Single member LLC of Emory University |

**Nonprofit Corporations – 501(c)(3) Tax-Exempt Entities – Controlled by Emory University**

| Emory Innovations, Inc. & Drug Innovation Ventures at Emory, LLC | Formed to engage in innovate programs and enterprises to support University goals |
| - Emory University directly controls EII through the appointment of the Board of Directors |
| - EII’s Articles of Incorporation and Bylaws may not be amended without the approval of the Finance Committee of the Board of Trustees of Emory University and certain actions may not be taken without the approval of the Finance Committee of the Emory University Board of Trustees |
| - EII currently has one single member limited liability company, Drug Innovation Ventures at Emory, LLC, ("DRIVE") of which it is the sole member and which is disregarded for tax purposes |
| - DRIVE was formed as a drug development organization that will work with Emory University and its Emory Institute of Drug Discovery, an operating division of Emory University |
| - Emory University policies and procedures apply to EII |
| Emory Medical Care Foundation, Inc. | • Bills and collects for physician services that are provided by The Emory Clinic, Inc. and the Emory University School of Medicine to Grady Hospital  
• The Board of Directors of EMCF is composed of directors who serve by virtue of their position with Emory University  
• EMCF is staffed by Emory University employees, and Emory University policies and procedures apply to EMCF |
|---|---|
| Emory Healthcare, Inc. | • Manages Emory’s clinical healthcare enterprise  
• Emory University directly controls Emory Healthcare through the appointment of the Board of Directors  
• Emory Healthcare’s Articles of Incorporation and Bylaws may not be amended without the approval of the Executive Committee of the Board of Trustees of Emory University and certain actions may not be taken without the approval of the Executive Committee and Finance Committee of the Emory University Board of Trustees, upon approval and recommendation of the Robert W. Woodruff Health Sciences Center Board, a committee of the Emory University Board of Trustees |
| The Emory Clinic, Inc. | • Non-pediatric family medical practice  
• All physicians employed by TEC also have a faculty appointment from the Emory School of Medicine.  
• The majority of directors of TEC serve by virtue of their position with Emory University, Emory Healthcare, Inc. and the Emory Healthcare, Inc. Board of Directors  
• Is the sole member of several single member limited liability companies that are disregarded for tax purposes, are 501(c)(3) entities and are used for billing purposes. All TEC policies apply to these LLCs  
  o Dialysis Access Center of Atlanta, LLC  
  o Emory Dialysis, LLC  
  o Emory Patient Centered Primary Care, LLC  
  o Emory Physical Therapy, LLC  
  o Emory Pediatrics, LLC  
  o Emory Select Services, LLC |
| **Joint Ventures of which Emory University is a Member** |  
| Pediatric Center of Georgia, Inc. | • Emory controls 50% of the Board  
• Children’s Healthcare of Atlanta, Inc. is the other member |
| EmTech Biotechnology, Inc. | Established to facilitate the research and development of technologies and scientific advances, to support research activities by faculty of educational institutions and to enhance the economy by providing opportunities for economic development and job creation.  
Emory controls 50% of the Board  
Georgia Institute of Technology controls 50% of the Board |
| --- | --- |
| Wesley Woods Center of Emory University, Inc. | Geriatric care provider and contains the following operating divisions:  
Wesley Woods Geriatric Hospital and Outpatient Clinic;  
Budd Terrace a/k/a Wesley Woods Long Term Care; and  
Wesley Woods Towers a/k/a Epworth Towers.  
Board of directors of WWC is appointed by the board of directors of Emory Healthcare, Inc. (“EHC”), and certain actions, including the amendment or repeal of the bylaws, require the approval of the board of directors of EHC. |
| Emory Children’s Center, Inc. | Shell with no current activities |
| Emory Medical Laboratories, Inc. | Non-faculty physician practice plan that provides both primary and specialty care physician services at sites primarily outside of the Clifton Road and Emory University Hospital campuses.  
Emory Healthcare Care, Inc. is the sole member of ESA, which is a single member limited liability company. |
| Emory Specialty Associates, LLC | Network of physicians and hospitals  
ECIN is in the initial stages of implementation |
| Emory Clinically Integrated Network. LLC | Single member LLC of EHC  
Billing entity |
| EHC/JOC Holdings, LLC | Single member LLC of EHC  
Formed to serve as member of joint venture with Saint Joseph’s Health System, Inc. |
### Emory/Saint Joseph’s, Inc.

- 501(c)(3)
- EHC/JOC Holdings, LLC controls 51% of the Board
- SJHS/JOC Holdings, Inc., owned by Saint Joseph’s Health System, Inc. controls 49% of the Board

Wholly owned 501(c)(3) subsidiaries include:

- EHCA Johns Creek Holdings, LLC
- EHCA John’s Creek, LLC
- Emory Johns Creek Physicians, LLC
- Emory Johns Creek Obstetrics and Gynecology, LLC
- Johns Creek Family Physicians, LLC
- EHCA Johns Creek Radiation Therapy, LLC
- Saint Joseph’s Hospital of Atlanta, Inc.
- Saint Joseph’s Translational Research Institute, Inc.
- The Medical Group of Saint Joseph’s, LLC
- Peachtree Cardiovascular Surgeons at Saint Joseph’s, LLC
- Southeastern Gynecologic Oncology at Saint Joseph’s, LLC

### Joint Venture of which Emory Healthcare, Inc. is the Member

- Operates one hospital in Cobb County, Georgia.
- EHC is the sole Class A member and Adventist Health System/Sunbelt, Inc. ("Adventist") is the sole Class B member.
- EA has between ten and thirteen trustees. EHC, as the Class A member, elects four members of the board of trustees, and Adventist, as the Class B member, elects six members of the board of trustees. Up to three members may be elected by the board of trustees. Certain actions require the vote of the majority of the Class A trustees and a majority of the Class B trustees, e.g., the annual budget and the use of the Emory name.
- EHC has a right to 35% of the assets of EA upon dissolution.

### Other

<table>
<thead>
<tr>
<th>Luther C. Fischer Foundation</th>
<th>501(c)(3) organization that supports Emory University Hospital Midtown</th>
</tr>
</thead>
</table>
| Wesley Woods Long Term Hospital, Inc. | 501(c)(3)  
Long term acute care hospital  
Operated by Emory Healthcare, Inc. and Wesley Woods Center of Emory University, Inc., but in accordance with regulations governing acute care hospitals, it is not directly controlled by Emory University or its affiliates. |
The Clifton Casualty Insurance Company
- For-profit Cayman Islands corporation and captive insurance company
- Emory Healthcare, Inc. is the sole shareholder.

Northlake Regional Physicians Center Condo Association, Inc.
- Condo association for the medical office building at the Emory Orthopedics and Spine Hospital

Saint Joseph’s Service Corporation
- For-profit company
- Subsidiaries include:
  - Saint Joseph’s Real Estate Management Corporation
  - International College of Robotic Surgery, LLC

Other Joint Ventures
- Johns Creek Surgery Center, LLC
- Gwinnett Cardiovascular Services, LLC
- ACTx, Inc.

The University is supported by the following auxiliary services: bookstore, food services, conference center, transit, parking, copying, Blomeyer athletic facilities, and vending machine providers. Contractors that supply auxiliary services are selected through a competitive process, and the selected contractor enters into a contract with the University to provide the applicable services. The University maintains oversight of the various auxiliary service contractors by assigning a specific employee to each contractor. These employees are responsible for monitoring the provisions of services for their assigned contractors to ensure quality service in accordance with the applicable service agreement.

<table>
<thead>
<tr>
<th>Emory Auxiliary Services</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookstore</td>
<td>Emory University has a contractual relationship with Barnes and Noble to manage the on-campus bookstore.</td>
</tr>
<tr>
<td>Food Services</td>
<td>Emory University has a contractual relationship with Sodexo Operations, LLC to manage food services on campus.</td>
</tr>
<tr>
<td>Conference Center</td>
<td>Emory University has a contractual relationship with Crestline Hotels &amp; Resorts, Inc. to manage the Emory Conference Center.</td>
</tr>
<tr>
<td>Transit</td>
<td>Emory University has a contractual relationship with First Transit, Inc. to provide campus transportation services.</td>
</tr>
<tr>
<td>Parking</td>
<td>Emory University has a contractual relationship with Standard Parking, Inc. to manage parking services on campus.</td>
</tr>
<tr>
<td>Copy Center</td>
<td>Emory University has a contractual relationship with Ricoh USA, Inc. to manage copy centers on campus.</td>
</tr>
<tr>
<td>Blomeyer Athletic Facilities</td>
<td>Emory University has a contractual relationship with Corporate Sports Unlimited, Inc. to manage the Blomeyer Health Fitness Center</td>
</tr>
<tr>
<td>Vending Machine Providers</td>
<td>Emory University has a contractual relationship with Old Fashioned Foods to manage vending machines on campus.</td>
</tr>
</tbody>
</table>

**Governing Board Control**
The University exercises sufficient control over its subsidiaries and auxiliary enterprises to ensure that its mission, and that of the subsidiaries, is effectively carried out. In addition, Emory University monitors the financial stability and policies of its subsidiaries, either directly or indirectly, through control over appointment of directors and certain decisions. The following summaries demonstrate Emory University’s control over several subsidiaries and an auxiliary entity.
(1) Emory Healthcare, Inc.
As stated in the Bylaws of Emory Healthcare, Inc. (“EHC”), EHC was formed “for the benefit of, to perform the functions of or to carry out the purposes of Emory University” and other entities controlled by Emory University or Emory Healthcare [10].

The Bylaws and Articles of Incorporation of EHC set out Emory University’s control of EHC, and therefore, those entities that EHC controls. As stated in Article Five of the Articles of Incorporation, “[EHC] may not amend or restate [the] Articles of Incorporation or the Bylaws of the Corporation without the prior approval of the Executive Committee of the Board of Trustees of the University, based on the recommendation of the Robert W. Woodruff Health Sciences Center Board (“Woodruff Board”)” [11]. Additionally, Article Five of the Articles and the Bylaws set forth actions that may not be taken by EHC without the prior approval of the Executive Committee or the Finance Committee of Emory University [12]. Lastly, Article Seven of the Emory Healthcare Articles of Incorporation requires that “[n]ot less than annually, the directors of [EHC] shall deliver to the [Woodruff Board], a committee of the Board of Trustees of the University, a report of the financial affairs of [EHC] for the period concerned, including a statement of the assets and liabilities of [EHC], a statement of the receipts and disbursement of the Corporation, a statement of its then-current investment portfolio, and such other information as the directors of [EHC] or the Trustees of the Woodruff Board deem appropriate and helpful” [13].

As set forth in Article Two of the EHC Bylaws, the majority of the directors serve by virtue of their position with Emory University or are appointed by the Emory University Executive Committee [14].

(2) Emory Innovations, Inc.
As stated in Article IV of the Articles of Incorporation for Emory Innovations, Inc. (“EI”), EI was formed “for the benefit of, to perform the functions of or to carry out the purposes of Emory University” [15].

The Articles of Incorporation of EI set out Emory University’s control of EI. According to Article X of the Articles of Incorporation, any “amendment, modification, repeal or restatement” of the Articles must be approved by the Finance Committee of the Emory University Board of Trustees [16]. Additionally, Article VIII of the Articles [17] and the Bylaws [18] set forth actions that may not be taken by EI without the prior approval of the Finance Committee of Emory University. The directors of EI serve by virtue of their positions with Emory University.

(3) Drug Innovation Ventures at Emory, LLC
As stated in Section 1.4 of the Operating Agreement for Drug Innovation Ventures at Emory, LLC (“DRIVE”), the purposes of DRIVE “shall be: (a) to research and develop novel medicines; and (b) to engage in any other activities that are exclusively charitable and are entitled to charitable status under section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”). The purposes, activities and operations of the Company shall be subject to the limitations set forth in the Articles of Organization of the Company.” Emory Innovations, Inc. (“EI”) is the sole member and manager of DRIVE [19].

The Operating Agreement of DRIVE sets out Emory Innovation’s and Emory University’s control of DRIVE. According to Section 5.1 of the Operating Agreement, EI must authorize the amendment of the Operating Agreement pursuant to the written authorization of the EI Board of Trustees [20]. Additionally, the Operating Agreement sets forth in Section 2.2 the actions that may not be taken by EI without the prior approval of the Finance Committee, or other committee, of the Emory University Board of Trustees [21].

(4) Management Agreement between Emory University and Barnes & Noble College Booksellers, Inc. (“Barnes & Noble”)
Emory University has no relationship with Barnes & Noble except through a management agreement for bookstore services. Through this agreement, Emory attempts to ensure that the bookstores operated by Barnes & Noble comply with its standards and fulfill its mission. For example, as stated in Section 3.B. of the agreement, “Barnes & Noble shall operate the Bookstores as an independent contractor with its own credit and preferred vendors, with the facility and equipment agreed upon. Services of the Bookstores shall include the following:

1. Barnes & Noble must provide Emory University with the services reasonably expected of a university bookstore of the highest quality as defined by Emory University.”

In addition, Section 3.C. of the agreement states:

“5. Barnes & Noble will consult with Emory University regarding the hiring of the Bookstore Manager/Director, departmental managers, assistant managers, supervisors, and trade book buyers assigned to the Bookstores. Subsequent changes in these assignments are to be made by Barnes & Noble only after prior consultation with the Emory Bookstore Liaison’s Office. The person selected by Barnes & Noble to manage/direct the Bookstores is to have extensive experience in the management of bookstore service in a top-tier University community...

“8. Emory University views the establishment of Bookstores advisory group as an essential vehicle for student, faculty, and staff input into the bookstore operations. In addition to the establishment of the Faculty Advisory Committee, as referred to below, Barnes & Noble is required to establish advisory committees for student, staff, and faculty input for both the Main campus bookstore(s) and the Oxford College Campus bookstore. Membership in these advisory committees must include the Emory University Bookstore Liaison or designee.

“9. Barnes & Noble’s employees shall be subject to and comply with all applicable Emory University rules, regulations, and policies, as they may be amended from time to time.”

Additional provisions in this agreement address standards with regard to services, merchandise and the academic book department.

Sources (In Order of Appearance)

- [1] Restated Articles of Incorporation of Emory University (Page 4)
- [4] Approval Process for Policies with University-Wide Applicability
- [6] University Policies
- [7] Web site search results - policies
- [8] Human Resources Home Page
- [13] Emory Healthcare Articles of Incorporation (Page 8)
- [15] [16] [17] Emory Innovations Articles of Incorporation
- [15] [16] [17] Emory Innovations Articles of Incorporation (Page 4)
- [15] [16] [17] Emory Innovations Articles of Incorporation (Page 2)
3.2.3

Governance and Administration: Board Conflict of Interest

The governing board has a policy addressing conflict of interest for its members.

Judgment
☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative
Conflict of interest is addressed in the Section 17 (4) of the Restated Articles of Incorporation [1] and in Article IX of the Bylaws of the University [2]. Conflict of interest is further defined in the recently revised (2011) policy titled Conflict of Interest – Trustees, Principal Officers and Key Employees [3]. Sections of the policy include definitions, duty to disclose, determining whether a conflict of interest exists, and procedures for addressing a conflict of interest. In addition, the Statement of Ethical Principles, adopted in 2005 and found on the President’s web site, also addresses conflict of interest [4].

In addition, the Board of Trustees at its June 2012 meeting approved a revised Statement of Trustee Roles and Responsibilities [5] that includes a commitment of each trustee to have a working knowledge of the University’s charter and bylaws, and to abide by the University’s conflict of interest policy.

The Restated Articles of Incorporation, Bylaws of Emory University, and University policy titled Conflict of Interest are on Emory’s web site. These documents, along with the Statement of Trustee Roles and Responsibilities, are also posted on the trustee secure web site. See sources 4, 6, and 7 in Standard 3.2.2.3: Governing Board Control - Institutional Policy related to availability of institutional policies.

As part of the trustee orientation process, new trustees are briefed by General Counsel on several matters, including conflict of interest [6].

Each year board members are required to complete an annual questionnaire and disclosure form, which is required by Emory’s Conflict of Interest policy, and to gather information required for the Form 990 [7], which is submitted to the IRS. Among other questions, the survey asks board members and officers to disclose whether they have family or business relationships with each other and whether they have a relationship with an entity that, or an individual who, does business with Emory. This information is disclosed on Emory’s Form 990. The members are given a copy of the draft Form 990 prior to filing for review. Those with reporting relationships are provided an opportunity to confirm the information, and all board members have access to the final Form 990 [8] filed on the University’s behalf.

The Executive Compensation and Trustees’ Conflict of Interest Committee is responsible for reviewing potential conflicts of interest [9]. This committee also receives an annual conflict of interest report and reviews those parts of the University’s Form 990 that address compensation and transactions with related parties [10]. Such responsibilities are also reflected in the committee charter [11]. The Audit and Compliance Committee also reviews the Form 990 prior to filing [12].

Following each meeting, the Audit and Compliance Committee reports on the work and actions of the Committee to the Board of Trustees or its Executive Committee [13]. The Executive Committee, in executive session, receives reports from the Executive Compensation and Trustees’ Conflict of Interest Committee [14].

Sources (In Order of Appearance)
3.2.4

Governance and Administration: External Influence
The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence.

Judgment
☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative
Although Emory University is affiliated historically with the Methodist Church, and several board members are Methodist bishops [1], the board and the University remain independent of church influence. This independence is exemplified in the work of the board. Recent examples of University decision making independent of external influences include the Board of Trustees taking control of the University chapels in 1997 in order to oversee their uses; appointing a new School of Theology Dean in 2006, despite concerns from the Methodist community that the candidate had not been ordained by the Methodist church; and the decision to eliminate the Chick-Fil-A on campus in 2013, in spite of conservative political groups in the greater Atlanta business community expressing the desire for the franchise to remain. The attached documentation shows series of board meeting minutes deliberating over these decisions to determine the outcome that is in the best interest of the University, regardless of negative external political or religious viewpoints that were expressed [2].

The Restated Articles of Incorporation state that there shall be up to 34 trustees (term trustees), each elected to an initial six-year term with renewable four-year terms. The Articles of Incorporation also provide for the election of up to 11 alumni trustees, upon recommendation of the Emory Alumni Association, to serve a six-year term. Alumni trustees are eligible for election as a term trustee. Other than the term differences, term trustees and alumni trustees have the same board rights and responsibilities. Term trustees may serve until age 70. Trustees emeriti may continue to serve as voting committee members for up to five years, but not as voting board members [3].

As set forth in Article II, Section 3 of the Bylaws of Emory University [4] and in its committee charter [5], the Governance, Trusteeship, and Nominations Committee (governance committee) is responsible for evaluating the board’s structure and composition and presenting nominations to the board for membership.

The governance committee engages in a regular review of potential trustees and presents nominees to the Board of Trustees for election to the board. Names of potential trustees are received from a wide spectrum of the university community, including senior leadership, deans, trustees, and Development and Alumni Relations, and through research and data mining. The Office of the Vice President and Secretary of the University, in collaboration with Development and Alumni Relations, reviews potential candidates for desired attributes (demonstrated leadership, diversity of perspectives and backgrounds, commitment of resources, engagement and advocacy) before presenting prospective trustees to the governance committee. Alumni trustees are nominated by the Emory Alumni Board, a diverse group representing the 116,000 Emory alumni. Identification of alumni trustees who represent the broad diversity of the Emory alumni body is a stated goal of the nominating committee of the Emory Alumni Board [6]. This broad and collaborative solicitation of names and thorough review process ensures independence from undue influence.

Orientation sessions are conducted for new trustees, which include a briefing by the General Counsel. Orientation materials presented by the General Counsel state that “the most important duty you have as a member of the Board of Trustees is your duty as a corporate fiduciary... The
following are some examples of breach of fiduciary duty: conflicts of interest or self-dealing [and] failure to exercise the independence of judgment...” [7].

The governance committee engages in a mid-term and term review of elected trustees. To facilitate the review, the committee receives a trustee profile that includes service and attendance information. These data support the work of the committee as it determines whether to renew a term or present a trustee for emeritus eligibility [8].

The identification and cultivation processes, trustee orientation, and mid-term and term assessments support a board that is diverse in its perspectives and backgrounds. The strength of these processes is exemplified in the current board, which brings a wide range of skills and backgrounds to advance the mission and vision of the institution [9].

Other governing structures in place to ensure that the board is free from undue influence and control by external bodies include: limiting committee service to two to three committees; conducting an annual review and approval of committee assignments; allowing committee participation by phone; and establishing in each committee charter duties and responsibilities of that committee and indicating what constitutes a quorum in order to conduct business.

Approved and published documents, which are posted on the University’s web site, affirm a commitment to a diverse community that encourages and supports independence of thought [10] [11]. In addition, members of the President’s Cabinet support different board committees, thereby limiting undue influence by any one senior administrator.

The Statement of Trustee Roles and Responsibilities [12] further affirms a trustee’s commitment to abide by the University’s conflict of interest policy. That University policy, titled “Conflict of Interest – Trustees, Principal Officers and Key Employees,” [13] includes definitions, duty to disclose, determination whether a conflict of interest exists, and procedures for addressing a conflict of interest. For additional information on Emory’s Conflict of Interest policy and procedures in relation to the Board of Trustees, please reference Standard 3.2.3: Board Conflict of Interest.

Sources (In Order of Appearance)

- [1] Religious Composition of the Board (Page 4)
- [2] Actions of the Board of Trustees
- [3] Restated Articles of Incorporation of Emory University (Page 3)
- [4] University Bylaws (Page 8)
- [5] Governance Committee Charter June 2012 (Page 2)
- [6] Emory Alumni Board
- [8] Trustee Assessment and Term Renewal
- [9] Company Affiliations
- [10] Statement of Ethical Principles
- [12] Statement of Trustees Roles and Responsibilities June 2012
- [13] Policies and Procedures - Conflict of Interest
3.2.5

**Governance and Administration: Board Dismissal**

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

**Judgment**

- Compliant
- Partially Compliant
- Non-Compliant
- Not Applicable

**Narrative**

Section 9 of The Restated Articles of Incorporation of Emory University states:

The Southeastern Jurisdictional Conference of the United Methodist Church, shall have power to remove, for cause, any member of said Board, after giving said member opportunity to be heard in his own defense. After the removal of any Trustee by the Southeastern Jurisdictional Conference of the United Methodist Church, the action of said Conference shall be certified to the Board of Trustees of Emory University by the Secretary of the Southeastern Jurisdictional Conference and such action shall be entered on the minutes of the Emory University and, thereupon, the vacancy in said Board of Trustees shall be declared to exist and shall be filled as hereinbefore provided [1].

Board dismissal is also included in the Bylaws of Emory University. Article I, Section 4 states that "any member of the Board of Trustees who is absent from two consecutive annual meetings without being excused by a majority vote of those present at such meetings from which he or she is absent shall be dropped from membership on the board" [2]. At each board meeting, the board secretary notes that those absent are so for just cause and calls for a formal vote excusing them. The vote of the board is recorded in the minutes [3].

While trustees have resigned from the board (5 trustee resignations since 2007), the historical records do not reflect any board dismissals over the past 30 years. However, there is a review process in place [4] which could lead to dismissal of board members in the event of appropriate reasons such as lack of attendance, conflict of interest, or dissatisfaction with a board member’s service or engagement. Recent meeting minutes of the Board of Trustees show that the Governance, Trusteeship, and Nominations Committee of the Board of Trustees received and reviewed midterm assessments of each Board member [5] [6] and that the Board voted to re-elect term trustees [7].

The statement of trustee roles and responsibilities affirms a trustee’s commitment to attend board functions, actively participate in committee work, and engage in the life of the University [8]. The Trustees, Principal Officers and Key Employees Conflict of Interest Policy [9], contains provisions for addressing a conflict of interest and allowable actions when violations to the conflict of interest policy occur.

**Sources** (In Order of Appearance)

- [1] Restated Articles of Incorporation for Emory University (Page 3)
- [2] University Bylaws (Page 2)
- [3] Board of Trustees 2-8-2013 Meeting Minutes - Vote to Excuse Absences
3.2.6

**Governance and Administration: Board/Administration Distinction**

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

**Judgment**

☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**

The governing structure of Emory University establishes that while broad governing and policy-making authority for the University rests with the board of trustees, the management of the University and administration of its educational programs rests with the University’s executive administration.

**Board**

The Restated Articles of Incorporation establish the board’s authorities, including, but not limited to: acquiring and controlling lands, facilities, and assets; establishing or acquiring schools, departments, and faculties necessary to provide instruction in theology, and all of the arts, sciences, and professions; and prescribing courses of study and degrees necessary for graduation [1].

To carry out the board’s authorities, Section 16 of the Restated Articles of Incorporation states that “said Corporation shall also have power to make and adopt all such bylaws, rules, and regulations as may seem to it necessary or proper for the management, control, and conduct of the affairs and property of said University.”

The delineation of authority is also captured in the Statement of Trustee Roles and Responsibilities which is provided to the trustees at orientation and states: “The Board . . . establishes policy; approves strategic priorities . . . holds the administration accountable for sound management; and authorizes the establishment of new degree programs and the awarding of individual degrees” [2].

This delineation of authority is demonstrated through the work of the board, such as approving strategic priorities [3] and establishing programs which hold the administration accountable for sound management [4].

As described in the Bylaws of Emory University, the standing committees of the Board of Trustees carry out the work of the board. These include: Executive Committee, Audit and Compliance Committee, Academic Affairs Committee, Campus Life Committee, Emory Development and Communications Committee, Executive Compensation and Trustees’ Conflict of Interest Committee, Finance Committee, Governance, Trusteeship, and Nominations Committee, Investment Committee, Real Estate, Buildings, and Grounds Committee, and the Woodruff Health Sciences Center Board [5].

**Administration**

The Bylaws of Emory University define the authorities of senior leadership to carry out the institution’s policy-making authority as established in the Restated Articles of Incorporation. Specifically, Article III of the bylaws [6] defines the authorities of the president, chancellor, executive vice presidents, provost, senior vice presidents and secretary of the University. This delineation of authority is captured in the University’s organizational chart [7], available on the University’s web site. In addition, both the president’s web site [8] and the secretary of the University’s web site [9] contain sections concerning board and University governance. The web site for each executive vice president provost [10], finance and administration [11], and health affairs [12]) contains detailed information about the roles and responsibilities of his or her
organization.

Article IV of the University Bylaws [13] defines the authorities of the faculty and deans, and Article V [14] defines the authorities of the University Senate, a governing body charged with making recommendations concerning all matters of general University interest. In addition, the three University governing bodies (University Senate [15], Faculty Council [16], and Employee Council [17]) have approved bylaws which set forth roles and responsibilities. The work of these governing bodies is reported to the University community through Emory Report [18].

At each meeting the board of trustees, or its executive committee, receives committee reports and recommendations. In addition the board of trustees' and executive committee’s meetings agendas include a report from the president and senior leadership. The president’s report provides opportunities for open discussions on broad issues, and often seeks trustee advice and counsel [19].

The executive committee agenda includes time for a presentation from the diverse Emory community, including presentations from deans and directors, and panel discussions with students. The Board of Trustees agenda includes presentations and discussion of issues facing Emory and higher education in general [20]. This format provides opportunities for the board to focus on broader issues facing the University while at the same time attending to management’s recommendations for administering and implementing policy.

Sources (In Order of Appearance)

- [1] Restated Articles of Incorporation of Emory University (Page 3)
- [3] Health Sciences Strategic Plan (Page 5)
- [5] University Bylaws (Page 4)
- [6] University Bylaws (Page 8)
- [7] University Organizational Chart
- [8] Office of the President - University Governance
- [9] Office of the Secretary - University Governance
- [10] Provost’s Office Executive Leadership
- [11] Executive Vice President for Finance and Administration
- [12] Executive Vice President for Health Affairs
- [13] University Bylaws (Page 11)
- [14] University Bylaws (Page 12)
- [15] University Senate Bylaws
- [16] Faculty Council Bylaws
- [17] Employee Council Bylaws
- [18] Emory Report - University Governance Roundup
- [19] Full Board and Executive Committee Agendas
- [20] Agenda Topics 2010 - 2013
3.2.7

**Governance and Administration: Organizational Structure**

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

**Judgment**

☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

**Organizational Structure**

Emory University has a clearly defined and published organizational structure delineating responsibility for the administration of policies. The primary organizational chart for Emory is posted on the websites of both the president and secretary of the University [1]. This chart is amplified by links to the “President’s Cabinet” website with specific responsibilities for each cabinet officer and is further elaborated by links to the list of major administrative units accessible from the Emory home page. The positions represented on this chart report directly to the president or to cabinet officers, and they constitute the Administrative Council. The chart is updated regularly as positions reporting directly to cabinet members are added or eliminated, or as persons join or leave these positions. Previous versions of the University org chart are stored in an online database [2].

As reflected in the organizational chart, the president’s cabinet constitutes the most-senior leaders of the university, who report directly to the president. The executive vice presidents of the three major divisions (academic affairs, health sciences, and finance and administration) also constitute the Ways and Means Committee and have responsibility for making recommendations to the cabinet and from there to the Board of Trustees about budgetary and other financial matters.

This structure is consistent with the roles and responsibilities of the board, administration, and faculty as outlined in the Emory University Bylaws, Article III [3].

With the exception of the deputy to the president, each member of the President’s Cabinet serves as primary administrative liaison with at least one committee of the Board of Trustees for purposes of carrying out the administration’s responsibilities as outlined in the bylaws. The faculty participates in organizational governance by way of departmental and school structures, through the Faculty Council [4] and the University Senate [5]. In addition, each committee of the Board of Trustees is appointed one faculty liaison to serve as counselor [6].

**Administration of Policies**

All University policies are gathered in a central Emory website maintained by the Office of General Counsel, which has outlined the procedures for updating the policies and identifying the administrative office responsible for each policy [7]. Examples of policy statements are provided, illustrating the publication of its responsible official, administering division/department, effective date, and date of last revision [8] [9] [10]. A table of appropriate contacts and revision history for the policy is also posted at the bottom of each policy.

The University Senate is charged with reviewing or recommending “policies relating to matters of general University interest” and may refer its recommendations to the president and the Board of Trustees for consideration [11].

Policies specific to various constituencies are duplicated at websites particular to the interests of those constituencies. For instance, policies governing faculty are found in the Faculty Handbook (updated March 1, 2013) and the “Statement of Principles Governing Faculty Relationships,” which outlines principles of academic freedom as well as standards and processes for appointment, tenure, and promotion; it was last updated in February 2012. Both are posted online and updated
regularly by the Office of the Provost in concert with the Faculty Council [12].

Staff members receive orientation about Emory policies when they are hired, and they have access to a full range of information about policies, procedures, and administrative resources online [13].

Policies pertaining specifically to students are found in the Campus Life Handbook, which is published online, distributed electronically each semester to students, and updated annually (most recently in August 2012) [14].

Compliance with University financial and operational policies is overseen by the Internal Audit Division [15] with a staff of thirteen, including the chief audit officer, who reports to the executive vice president for finance and administration. The Office of Research Compliance [16], comprising a staff of six led by the associate vice president for research administration, oversees both development of research policy and coordination of compliance with existing federal, state, and local research regulations. The associate vice president reports to the vice president for research administration, who has a triple-reporting line to the three executive vice presidents—for academic affairs, for health affairs, and for finance and administration.

Sources (In Order of Appearance)

- [1] University Organizational Chart
- [2] University Org Chart Updated Over Time
- [3] University Bylaws (Page 6)
- [4] University Bylaws (Page 9)
- [5] University Bylaws (Page 8)
- [6] University Bylaws (Page 3)
- [7] University Policies
- [8] Policy Example 1
- [9] Policy Example 2
- [10] Policy Example 3
- [12] Faculty Handbook and Gray Book Access
- [13] Faculty and Staff Guide to Emory
- [14] Campus Life Handbook - Policies Pertaining to Students (Page 3)
- [15] Internal Audit Division
- [16] Office of Research Compliance
3.2.8

**Governance and Administration: Qualified Administrative/Academic Officers**
The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

**Judgment**
☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**
Emory University has qualified, experienced, and competent administrators who lead the institution effectively. Article III of the Emory University Bylaws [1] outlines the responsibility of Emory’s administrative officers, including the president, executive vice presidents, senior vice presidents and university secretary, as well as “other administrative officers as the president may deem necessary for the carrying on of the work of the University,” with the approval of the board of trustees. Principal strategic direction and administration of the University is overseen by the cabinet, comprising the president, three executive vice presidents, three senior vice presidents, the university secretary, the vice president for communications and marketing, and the deputy to the president. The members of the cabinet average more than twenty years of leadership in higher education, almost entirely at institutions in the Association of American Universities. As their CVs and professional backgrounds make clear, all have earned appropriate degrees for their roles and have demonstrated exceptional performance at increasing levels of responsibility in higher education before being appointed to their current positions.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>First year in current position</th>
<th>Highest degree, university</th>
<th>Prior position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claire Sterk [3]</td>
<td>Provost &amp; Executive Vice President for Academic Affairs</td>
<td>2013</td>
<td>Ph.D., Erasmus University</td>
<td>Senior Vice Provost for Academic Planning &amp; Faculty Development, Emory University</td>
</tr>
<tr>
<td>S. Wright Caughman [4]</td>
<td>Executive Vice President for Health Affairs, CEO of Woodruff Health Sciences Center, Chairman of Emory Healthcare</td>
<td>2011</td>
<td>M.D., Medical University of South Carolina</td>
<td>Vice President for Clinical &amp; Academic Integration, Emory University</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Year</td>
<td>Degree</td>
<td>Previous Position</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Stephen Sencer [7]</td>
<td>Senior Vice President &amp; General Counsel</td>
<td>2010</td>
<td>J.D., University of Michigan Law School</td>
<td>Deputy General Counsel, Emory University</td>
</tr>
<tr>
<td>Ajay Nair [8]</td>
<td>Senior Vice President &amp; Dean for Campus Life</td>
<td>2012</td>
<td>Ph.D., Pennsylvania State University</td>
<td>Senior Associate Vice Provost for Student Affairs, University of Pennsylvania</td>
</tr>
<tr>
<td>Rosemary Magee [9]</td>
<td>Vice President &amp; Secretary of the University</td>
<td>2005</td>
<td>Ph.D., Emory University</td>
<td>Senior Associate Dean, Emory College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Nancy Seideman [10]</td>
<td>Interim Vice President for Communications &amp; Marketing</td>
<td>2013</td>
<td>B.A., Simmons College</td>
<td>Associate VP, University Communications &amp; Executive Director, Office of University Media Relations, Emory University</td>
</tr>
<tr>
<td>Gary Hauk [11]</td>
<td>Vice President &amp; Deputy to the President</td>
<td>2005</td>
<td>Ph.D., Emory University</td>
<td>Vice President &amp; Secretary of the University, Emory University</td>
</tr>
<tr>
<td>Maryam Alavi [12]</td>
<td>Interim Dean of the Business School</td>
<td>2005</td>
<td>Ph.D., Ohio State University</td>
<td>Vice Dean, Faculty &amp; Research, Emory University School of Business</td>
</tr>
<tr>
<td>James Curran [13]</td>
<td>Endowed Dean of Public Health, Emory University</td>
<td>2009</td>
<td>M.D., University of Michigan</td>
<td>Director, Division of HIV/AIDS Prevention, (CDC)</td>
</tr>
<tr>
<td>Christian Larsen [14]</td>
<td>Dean, School of Medicine</td>
<td>2013</td>
<td>Ph.D., University of Oxford</td>
<td>Director, Emory Transplant Center</td>
</tr>
<tr>
<td>Linda McCauley [15]</td>
<td>Dean, School of Nursing</td>
<td>2009</td>
<td>Ph.D., University of Cincinnati</td>
<td>Associate Dean for Research, School of Nursing, University of Pennsylvania</td>
</tr>
<tr>
<td>Stephen Bowen [16]</td>
<td>Dean &amp; Chief Executive Officer of Oxford College</td>
<td>2005</td>
<td>Ph.D., Rhodes University, Grahamstown</td>
<td>Senior Fellow, Association of American Colleges &amp; Universities</td>
</tr>
<tr>
<td>Robert Schapiro [17]</td>
<td>Dean &amp; Professor of Law</td>
<td>2012</td>
<td>J.D., Yale Law School</td>
<td>Interim Dean, Emory University</td>
</tr>
<tr>
<td>Robin Forman [18]</td>
<td>Dean of College</td>
<td>2010</td>
<td>Ph.D., Harvard</td>
<td>Dean of</td>
</tr>
</tbody>
</table>
Responsibility for administration of the schools and colleges resides with their respective deans. The board of trustees appoints each dean upon the recommendation of the president, who consults with a representative search advisory committee and with the provost and/or executive vice president for health affairs. All of Emory’s current deans have earned degrees appropriate for their leadership positions and have performed exceptionally at increasing levels of responsibility before appointment to their deanships. Appropriate responsibility, on one hand, and accountability, on the other, are assured by means of reporting structures outlined in the university’s organization chart.

### Filling Vacancies

Vacancies in senior administrative positions are filled through a process of advertised and open searches that adhere to Emory’s policies against discrimination. For cabinet positions the president appoints a search advisory committee chaired by a cabinet officer or dean. For deans’ positions, the provost and/or executive vice president for health affairs appoints a search advisory committee comprising faculty from the dean’s respective school as well as others, and chaired by a cabinet officer, dean, or faculty member. The search process entails development of the description of the position, the required qualifications, the names of the persons serving on the search committee, and opportunities for relevant constituencies to provide input to the search advisory committee.

Cabinet officers and deans generally serve on five-year contracts and at the pleasure of the president (with the exception of the deputy to the president, who serves without contract). The president serves without a fixed term at the pleasure of the board of trustees, to whom he reports. The current president, Dr. James W. Wagner, has served since 1 September 2003. He reports annually to the full board of trustees on progress in implementing Emory’s ten-year strategic plan (launched in 2005). He also meets with the board, and its executive committee, to report on administrative operations, bring recommendations of policy, and apprise the committee of newsworthy and important matters.

### Sources (In Order of Appearance)

- Wagner, James CV
- Sterk, Claire CV
- Caughman, Stewart CV
- Mandl, Michael CV
- Cruse, Susan CV
- Sencer, Stephen CV
- Nair, Ajay CV
- Magee, Rosemary
- Seideman, Nancy CV
- Hauk, Gary CV

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Year</th>
<th>University</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Tedesco</td>
<td>Dean of the Graduate School</td>
<td>2006</td>
<td>Ph.D., University at Buffalo</td>
<td>Visiting Professor, Columbia University</td>
</tr>
<tr>
<td>Jan Love</td>
<td>Dean of the School of Theology</td>
<td>2007</td>
<td>Ph.D., Ohio State University</td>
<td>Chief Executive, United Methodist Church</td>
</tr>
</tbody>
</table>

3.2.9

**Governance and Administration: Personnel Appointment**
The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

**Judgment**
✓ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**
Emory University defines and publishes policies regarding appointment and employment of all faculty and staff. The employment policies and practices vary between faculty and staff and the differences are described below. However, all hiring procedures must be approved through the Office of Equal Opportunity Programs (EOP) [1] [2]. EOP maintains a written and published policy on Equal Opportunity Employment, Affirmative Action, Anti-Discrimination and Harassment [3]. Emory’s hiring practices conform to the Americans with Disabilities Act and Emory maintains an Office of Disability Services to accommodate and support employees with disabilities [4] [5].

**Faculty**
Policies regarding the appointment, employment, and academic freedom of faculty are defined and published in the Faculty Handbook [6]. These policies and principles were developed and approved by the Office of the Provost. Changes to these policies and procedures require approval by the Office of the Provost and the President’s Cabinet [7], the Academic Affairs Committee of the Emory Board of Trustees [8], and the University Senate [9]. The Faculty Handbook is discussed in new faculty HR orientations [10] as well as individual school orientations [11] and is publicly available online [12] [13].

**Employment**
Before a formal search for a person to fill a faculty position can begin, authorization in writing must be obtained from both the dean of the school and the senior vice president for academic affairs. Faculty hiring is managed by the appropriate academic dean, with responsibility for job descriptions and screening delegated to a faculty search committee or the hiring department. When the hiring department receives authorization to fill the vacant faculty position, the department chair or dean convenes a search committee. The search committee is formed in accordance with published guidelines and must follow procedures mandated by both Human Resources [14] and Equal Opportunity programs [15]. In general, the committee publicly advertises all new positions in addition to using other appropriate methods of candidate solicitation. Vacant faculty positions are posted online at the Human Resources website and may be advertised in the Chronicle of Higher Education and in other venues appropriate to the discipline [16].

Once the search announcement process has produced a list of suitable candidates, the search committee conducts and documents its interviews and then submits a listing of recommended applicants to the hiring official, along with supporting comments or documentation. A listing of alternates may also be prepared for use in case the original recommended candidates are not available for consideration. Once a qualified applicant has been selected to fill a faculty vacancy, the hiring department completes the applicable forms for both internal processing and affirmative action monitoring purposes.

**Staff**
Policies regarding the appointment and employment of staff are defined and published in the Staff Handbook [17]. Key hiring and employment policies are published on the Emory Human Resources website [18]. The Human Resources website provides University supervisors with guidelines and other information pertaining to pre-hiring practices and current employee processes. For instance, the site provides information regarding new hire orientation [19] and a new hire checklist [20].
Emory’s employment policies are initially disseminated to employees through new staff orientation. New hire orientation is done online via the prestart application. New employees are not allowed to begin work until all necessary employment paperwork is completed [21].

The appropriateness of Emory’s appointment and employment policies are primarily monitored by the Human Resources office. Recommendations for revisions of existing policies or implementation of new policies are often proposed individual employees or units who are encouraged to provide ongoing and honest feedback on University policies and procedures [22]. Such recommendations are presented to the Vice President of Human Resources for consideration.

HR also maintains an HRAF (Human Resources Action Forms) database [23] which allows University departments to notify HR of information that needs to be entered or revised in the HR systems. There are a series of forms for new employees to track personal information, hiring processes, and job information [24] [25].

Employee Evaluation
The performance of all Emory employees is evaluated regularly by the supervising school or department [26]. Administrative staff reviews are standardized across the University [27] [28], while faculty review processes are specific to each academic school. Please reference Standard 3.2.10: Administrative Staff Evaluations and Standard 3.7.2: Faculty Evaluation for detailed descriptions of evaluation policies and processes across the University.

Sources (In Order of Appearance)

- Office of Equal Opportunity Programs [1]
- University Employment (Recruitment) Policy (Page 2) [2]
- Equal Opportunity and Discriminatory Harassment Policy [3]
- Office of Disability Services – Faculty and Staff Accommodations [4]
- Office of Disability Services - Faculty and Staff Accommodations Log (names redacted) [5]
- Faculty Handbook (Page 15) [6] [7] [9]
- Faculty Handbook (Page 93) [6] [7] [9]
- Academic Affairs Committee (Page 5) [8]
- Faculty Handbook (Page 14) [6] [7] [9]
- New Faculty Orientation Policy [10]
- School of Medicine New Faculty Orientation [11]
- Provost Faculty Resources [12]
- University Policies Website - Faculty Handbook [13]
- Search Committee Guidelines [14]
- The Chronicle of Higher Education - Emory Faculty Job Posting [16]
- Staff Handbook (Page 4) [17]
- HR Resources for Employment [18]
- HR New Hire Orientation [19]
- HR New Hire Checklist [20]
- New Hire Pre-start [21]
- University Open Door Policy [22]
- Human Resources Action Form Manual [23]
- HRAF Example 1 [24]
- HRAF Example 2 [25]
3.2.10

Governance and Administration: Administrative Staff Evaluations

The institution periodically evaluates the effectiveness of its administrators.

**Judgment**

☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**

Emory University policy requires that Senior executives are reviewed at least every 5 years. These reviews are in addition to the annual performance review [1]. Organized by the executive’s supervisor, periodic reviews can be facilitated by external consultants, experts, peers and/or internal constituencies in order to gain objective feedback [2].

The president is evaluated by the chair of the board of trustees and members of the board’s Executive Compensation and Conflict of Interest Committee. They seek specific performance information and commentary from the direct reports of the president, trustees, the Executive Committee of the board, and the vice president of human resources. Please reference Standard 3.2.1: Governance and Administration – CEO Evaluation/Selection for evidence of the President’s evaluation.

Similarly, the president reviews the executive vice presidents for the Executive Compensation and Conflict of Interest Committee. The president presents his annual assessment of their strengths, a summary of annual accomplishments, and an assessment of overall performance of the areas under each Executive’s responsibility. He gathers information from direct reports of the EVP’s and reports a summary of this to the board. He responds to questions from the committee members, who also provide their assessment of their working relationships with the executive vice president, the EVP’s effectiveness, and any other observations of the EVP’s performance they may have. Areas for improvement are noted.

For those executives at the vice president level and above, including academic school deans, the board committee receives a review of each executive during its June meeting. These reviews are written by the executive vice presidents, who address performance, organizational contribution, areas of strength, areas for improvement, and retention risks for the executives who report to them. During these presentations, board members make inquiries about the executive’s leadership effectiveness, overall professional growth, and accountability. These evaluations are documented in the official minutes of the committee [3] [4]. Executives also receive annual letters to document their overall effectiveness and to highlight areas for enhancement or improvement [5]. Data for the reviews are gathered from observations, accomplishment of annual goals, reports from other University leaders, and peer input.

Members of the president’s cabinet have a formal five-year review conducted by peer evaluators selected by the president, with input from the cabinet member. A report of this review, provided to the president and cabinet member [6], documents findings of operational and leadership effectiveness and provides recommendations for improvement and innovation. The president summarizes this during his annual review before the trustee committee.

Annually, the president prepares for each member of his cabinet a formal review noting accomplishments and highlights of the year. He also notes expectations and opportunities for the upcoming year [7].

School and college deans are reviewed both annually and in a five-year cycle. Annually, each dean receives a letter from the provost outlining successes of the current year and expectations for the upcoming year [8]. Five-year reviews are coordinated by the office of the provost. Peers are
invited to evaluate the dean’s leadership effectiveness, the strength of the school, and opportunities for improvement in operations, curriculum and personal effectiveness. Information about performance is sought from other Emory deans, faculty, students, and school staff. These reviews are used to set the formal course for improvement and effectiveness in the school under that dean’s leadership.

**Sources** (In Order of Appearance)

- [1] Policy on External Reviews for Senior Executives
- [3] [4] Executive Compensation Committee Minutes June 2012 (Page 5)
- [3] [4] Executive Compensation Committee Minutes June 2012 (Page 7)
- [5] Example of Administrative Staff Review Letter
- [7] Example of President’s Review Letter to Cabinet Members
- [8] Example of Academic Dean Review Letter
3.2.11

Governance and Administration: Control of Intercollegiate Athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative

The president of Emory University, as chief executive officer, has ultimate responsibility for, and exercises appropriate administrative and fiscal control over the University's intercollegiate athletics program. As chief executive officer the president is actively involved in the direction and oversight, either directly or through designated representatives, of the intercollegiate athletics program. The president’s responsibility for and control over the university and its budget is codified in the Bylaws of Emory University [1].

Emory University is a member of the National Collegiate Athletic Association (NCAA) and the Division III University Athletic Association, and abides by the rules and regulations of both organizations. NCAA Bylaw 2.1.1 requires the chief executive officer to be “responsible for all aspects of athletics program administration, including approval of the budget and audit of all expenditures” [2]. Emory University competes with 8 teams as a member of the Undergraduate Athletic Association (UAA), which comprises eight private, urban, academically rigorous universities (Brandeis University, Carnegie Mellon University, Case Western Reserve University, Emory University, New York University, University of Chicago, University of Rochester, and Washington University in St. Louis). The Emory University president serves as a member of the Presidents Council of the UAA in accordance with the Article III of the Constitution of University Athletic Association which stipulates that “The Chief Executive Officers of the member institutions (“The Presidents Council”) shall be ultimately responsible for the direction and all policies of this Association” (Section 1) and that “The Chief Executive Officer shall be ultimately responsible for the control of athletics at each institution” (Section 2) [3].

NCAA Bylaw 6.3.1 requires that, once every five years, all NCAA Division III member institutions conduct a self-study focused on compliance with NCAA Operating Principles, including compliance with the requirement that the president provide adequate supervision of the athletic program [4]. A self-study conducted by Emory University in 2011 confirmed compliance [5]. Additionally, in compliance with NCAA Bylaw 31.2.1.7, the president certifies each year that the University is in compliance with NCAA rules [6].

The recruitment of prospective student-athletes is in compliance with the rules and regulations of the NCAA, the UAA and Emory University. Only prospective student-athletes who meet the admission standards of the University’s previous year’s admitted class are encouraged to apply.

Administrative Control

The president has delegated oversight of institutional and conference activities relating to intercollegiate athletics to the director of intercollegiate athletics. As is the case with all administrative appointees, the director is appointed by and serves at the pleasure of the president [7]. The director of intercollegiate athletics is evaluated annually and reports directly to the senior vice president and dean for campus life, who in turn reports directly to the president.

In addition, the University Senate charges a standing Athletics and Recreation Committee “to represent the interests of the entire university community in providing advice and oversight for the athletic and recreation programs and facilities at Emory University” [8]. The committee advises the president on immediate and longer range planning, compliance, budgeting, scheduling and other
matters of importance to the program. The Committee consists of five faculty members, two staff members, three undergraduate students and two graduate/professional students. The Committee meets three times each semester [9] and reports directly to the University Senate.

**Fiscal Management**
The budgeting process for intercollegiate athletics follows the process as outlined for all University departments. During the fall semester, the Director of Athletics and Recreation develops a budget presentation addressing accomplishments of the previous year and priorities for the coming year with related funding requirements. This proposed budget is then presented to the Campus Life Executive Leadership Team during annual budget hearings [10]. Following the budget review, the Executive Leadership Team recommends an annual budget to the Ways and Means Committee and then to the Finance Committee of the Board of Trustees before it is sent to the full Board of Trustees for approval.

**Fund Raising and Capital Projects**
The president of Emory University retains ultimate responsibility for the fund-raising priorities for the inter-collegiate athletics program. The assistant director of athletics for external relations reports directly to the athletic director [11] and is charged with fundraising and gift development to support the annual athletic budget. The fundraising activities of the intercollegiate athletics program are monitored and assessed in compliance with all University regulations and gift accounting procedures (University Policies and Procedures - Gift and Charitable Donations [12]). To further ensure fiscal compliance, all department of athletics and recreation financial operations are managed strictly under the financial guidelines of the University (University Policies and Procedures – Finance: Payment Card Processing and Compliance Policy [13]).

In the past five years, there have been a number of monetary gestures of support that have funded the activities of specific teams, including a $500,000 endowment to create the Women’s Soccer Leadership Fund and a $50,000 gift in support of swimming and diving. Emory University Athletics has also received a number of donations for the specific purpose of improving the facilities of the George W. Woodruff Physical Education Center and associated fields. In the past seven years, capital improvements have already been completed on the basketball arena, the outdoor track, and the outdoor tennis courts to enhance the experience for spectators in the stands as well as the safety of play for the athletes. Upcoming projects include renovations to the sports medicine office to support the physical health of student-athletes and completion of the third phase of the new softball complex, which will allow the softball team to host regional and national events. The Athletics and Recreation Master Facilities Plan [14] tracks the justification, progress, and funding source of projects.

**Academic Services and Success of Student Athletes**
One-fourth of the 17,027 students that were admitted in 2011 into the Class of 2015 were student-athletes. The academic success of all student-athletes remains a priority for Emory Athletics and Recreation. The Emory Student-Athlete Handbook [15] states that students must be enrolled in a minimum of 12 hours during the semester in which the intercollegiate participation takes place in order to be eligible to compete, and the NCAA requires that students be enrolled in a minimum full-time program of studies, in good academic standing and making satisfactory progress towards a degree. The handbook also outlines policies and procedures that are in place relating to hazing, probation, alcohol and illegal drug use misconduct, missed classes and exams, and student-athlete advisory committee.

Emory University also offers personal, academic, and athletic resources to student-athletes. Personal resources include leadership and health and wellness training for all student-athletes to encourage holistic growth. New direct partnerships with the Career Center will also aid in overall student development. There is already a strong tie between the Office of Admission and the recruitment of student-athletes, but further faculty partnerships and more streamlined communication will benefit the students once they arrive on campus. The Eagle Edge Program [16]
was newly designed to provide academic, athletic, and personal resources to Emory’s student-athletes so that they can perform at their peak.

Emory offers mental health counseling through the Emory Cares 4 U program – a service targeted to student-athletes that addresses specific mental health issues correlated with athletics [17]. Emory is also committed to the physical health of its student-athletes and keeps medical records of all student-athletes [18] which show a history of physical health before and during an athlete’s attendance at Emory. Records may include health appraisals, consent to release information, treatment consent record, accident reports, and other related files. University and industry protocol is to keep medical records for 7 years. This is done in order to facilitate bill payment as well as any necessary medical follow up. At the end of this period, records are delivered to the Director of Student Health, and are subsequently destroyed.

Emory’s student-athletes distinguish themselves on and off the field. From 1987-88 through the end of the 2011-12 academic year, Emory has captured a total of 151 UAA team championships and has won a total of 14 Division III national championships. This success occurred in a context of strong academic performance. A total of 133 student-athletes have been selected as College Sports Information Directors of America (CoSIDA) Academic All-Americans since 1983-84. Since the fall of 2000, the Eagles have earned 83 CoSIDA Academic All-America honors, trailing only Nebraska (89) and Notre Dame (84) during this stretch and leading all non-football-playing institutions. A further testament to the academic excellence demonstrated by Emory student-athletes is the fact that the university has been awarded 76 NCAA Postgraduate Scholarships over the school’s history, with the 59 awarded since 2000 the second-highest total by any NCAA member. Emory student-athletes typically have higher GPAs than Emory students in general (Fall 2012: 3.389 (athletes average) versus 3.387 (general average) and Spring 2012: 3.42 (athletes average) versus 3.37 (general average)). Though not statistically significant, this GPA difference does dispel the notion that academic excellence and athletic accomplishment are mutually exclusive.

**Oxford College Athletics**

Oxford College of Emory University competes at the Division III level of the National Junior College Athletics Association (NJCAA) [19] as a member of the Georgia Collegiate Athletics Association (GCAA) [20] where Oxford College is one of 22 academic institutions. Oxford College has four athletic teams: men’s and women’s tennis, women’s soccer, and men’s basketball. The Oxford College women’s soccer team has earned its second consecutive team academic award from the National Soccer Coaches Athletic Association with a team GPA of 3.21, and three members of the men’s basketball team earning spots on the Division III 2012-2013 all-region team for the Georgia College Athletic Association.

The president has delegated direct oversight of institutional and conference activities relating to the intercollegiate athletics program at Oxford College to the Dean of Oxford College and his designee, the Oxford College athletics director, both of whom are evaluated annually and ultimately report to the president of Emory University. As documented by the Oxford College Campus Life organization chart [21], the athletics director reports to the Director of the Center for Healthful Living, who reports to the Dean for Campus Life at Oxford College, who in turn reports to the Dean of Oxford College.

**Oxford College Academic Support Services**

Oxford College is committed to the highest levels of academic excellence for its student-athletes. Each student-athlete has access to:

- Academic advisors custom matched with students based on questionnaires [22]
- Supplemental instruction for historically difficult courses [23]
- The Mathematics Center [24] which supports the work of Oxford Athletics with tutoring for all math classes on a drop-in, one-on-one basis and also offers interactive technology
- The Writing Center [25]
- Study skills improvement workshops and resources [26]
- The Counseling Center which offers full time professionals who can facilitate one-on-one counseling and/or special sessions such as time management, study skills training, and/or anxiety reducing technique training [27]

Oxford College also houses the Center for Healthful Living [28] designed to increase student engagement with health and wellness activities. The CHL vision is to educate the mind and exercise the body. CHL often partners with other college departments to facilitate student programs and activities such as the annual "Love Your Body" week [29].

Sources (In Order of Appearance)

[1] University Bylaws - Responsibilities of the President (Page 8)
[2] NCAA Bylaw 2.1.1
[3] UAA Bylaws (Page 3)
[4] NCAA Bylaw 6.3.1
[6] NCAA Bylaw 31.2.1.7
[7] University Organizational Chart
[8] Athletics and Recreation Committee
[10] Campus Life Budget Process
[12] Policy and Procedures for Gift Acceptance
[13] Payment Card Processing and Compliance Policy
[14] Athletics and Recreation Facilities Master Plan
[16] Eagle Edge Overview
[17] Emory Cares 4 U - Student-Athlete Mental Health Issues
[18] Student Athletes Medical Records
[19] Oxford College - NJCAA
[20] Georgia Collegiate Athletic Association
[21] Oxford College Campus Life Org Chart
[22] Oxford College - Advising Questionnaire
[23] Oxford College - Supplemental Instruction
[24] Oxford College Math Center
[25] Oxford College Writing Center
[26] Oxford College - Study Skills Improvement
[27] Oxford College - Counseling Services
[28] Oxford College - Center for Healthful Living
[29] Oxford- Center for Healthful Living- Love Your Body Week
3.2.12

Governance and Administration: Fund-Raising Activities
The institution demonstrates that its chief executive officer controls the institution’s fund-raising activities.

Judgment
☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative
The President of Emory University is the chief executive officer of the institution, and has ultimate responsibility for the institution’s fund-raising activities. Article III, section 1 of the Bylaws of the University states that the president shall be “responsible to and reporting directly to the Board of Trustees” and “shall be charged with the duty of supervising all the interests of the University with the aid of the faculty and the administrative staff of the University” [1]. The Board of Trustees of the University executes its oversight functions via various standing committees, which report their findings and recommendations to the Board of Trustees or its Executive Committee for review and approval. The Emory Development and Communications Committee [2] recommends for approval to the Executive Committee all basic programs concerned with public and alumni relations of the University and its various divisions. This committee is particularly concerned with fund-raising and communications efforts of the University and its various entities and makes appropriate recommendations to the Executive Committee concerning policies and programs. The president is responsible for executing all policies established by the Board of Trustees, including all fund-raising policies and initiatives approved by the board based on the recommendations of the Emory Development and Communications Committee [3] [4].

While the president has ultimate control of the institution’s fund-raising priorities and activities and is actively engaged in the cultivation, solicitation, and stewardship of donors, he delegates the planning, implementation, and management of all fund-raising activities of the University to the Senior Vice President for Development and Alumni Relations (SVP) [5].

The Office of Development and Alumni Relations (DAR) uses a model which features front-line development officers reporting to either the Vice President for Development-Health Sciences or the Vice President for University Development. The executive directors of annual giving, development communications, foundation and corporate relations, gift planning, and stewardship report to the senior associate vice president for central programs, who reports to the vice presidents. The vice presidents report directly to the SVP [6].

Emory University began a silent campaign phase in fiscal year 2006 to assess feasibility of donor readiness and finalize a goal. Campaign Emory [7] publicly launched in September 2008 with a goal of $1.6 billion. The campaign funding priorities for every school, unit and program of the University supported the University 2005-2015 strategic plan [8] [9]. Funding priorities and goals were established in consultation with the deans and the SVP and reviewed and approved by the president, the provost and executive vice president for health affairs, and DAR’s senior leadership.

Campaign Emory concluded in December 2012 having raised more than $1.69 billion over a seven year period. The campaign supported the University’s strategic priorities of Quality (of faculty/staff, students, and health care), Distinction (of interdisciplinary centers and institutes, community culture, and affiliations), and Financial Strength and Resource Stewardship. More than $102 million was received for faculty support across the disciplines; $225 million was designated for student scholarships/aid and programs; $400 million was committed to new buildings for patient care, research, teaching and learning; $863 million was invested in academic and research programs; and $100 million came to the institution to address its most pressing needs [10].
DAR undergoes an annual planning process [11] each year in advance of the University’s annual budgeting process [12] to define engagement and fund-raising strategies for the purposes of developing an annual goal and informing the operational needs to support that annual goal. The annual plan and assessment report for the Office of Development and Alumni Relations aligns with and support the priorities set by the deans and University administration [13]. Any additional investments identified through the annual planning process, such as requests for strategic funds to support the additional staff, technology and operational framework necessary for the campaign, are included in DAR’s annual budget request to Ways and Means Committee [14]. Annual plans are archived on DAR’s internal website to measure engagement and performance.

The University’s Gift Acceptance Policy [15] captures Emory’s practices for accepting and accounting for gifts made to the institution by donors. Only gifts that are consistent with this policy and that advance the University’s mission may be accepted. Additional policies such as the naming opportunities and endowed funds policy [16], and the gift versus grant administration policy [17] guide the operations of DAR. DAR provides monthly fundraising updates electronically to its staff, who share those reports with their respective academic and healthcare leaders. The SVP reviews fund-raising progress in bi-monthly meetings with the president and via monthly updates to the deans/leaders and Executive Committee of the Board of Trustees. Progress is also reviewed with the Emory Development and Communications Committee at the quarterly board meeting.

Emory believes our development programs are “best practiced”, based upon requests to lead industry seminars and share operational counsel [18] [19] [20], by consultants and various professional organizations to which we belong including the Council for Advancement and Support of Education (CASE), the Association of American Medical Colleges (AAMC), Private Colleges and Universities Alumni Directors (PCUAD), and the Association of Professional Researchers for Advancement (APRA).

**Additional Information**

Information on policies and procedures within DAR are found on the organization’s internal website. The president’s engagement in development and alumni relations activities is actively managed by DAR [21].

**Sources** (In Order of Appearance)

- [1] [2] University Bylaws (Page 8)
- [1] [2] University Bylaws (Page 7)
- [3] Emory Development and Communications Committee Charter 2010
- [4] Emory Development and Communications Committee Meeting Minutes February 2012
- [5] Senior Vice President for Development and Alumni Relations
- [6] Development and Alumni Relations Organizational Chart
- [7] Campaign Emory
- [8] 2005-2015 Strategic Plan Overview
- [9] Case for Campaign Emory (Page 4)
- [10] Campaign Emory Contribution Overview
- [12] University Budgeting Process
- [14] Ways and Means Committee
- [16] Policy and Procedures for Naming Opportunities and Endowed Funds
- [17] Gift vs. Grant Administration Policy
- [18] CASE Automated Gift Processing Presentation
- [19] CASE Developing Young Volunteers Presentation
- [20] CASE The Anatomy of Reporting Presentation
- [21] President's Development Activity FY10-12
3.2.13

Governance and Administration: Institution-Related Foundations

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs, (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment
☐ Compliant    ☐ Partially Compliant  ☐ Non-Compliant  ☑ Not Applicable

Narrative
Emory University does not have any entities organized separately from the institution or formed primarily for the purpose of supporting the institution or its programs.
3.2.14

Governance and Administration: Intellectual Property Rights
The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University has clear policies concerning ownership of intangible rights, materials, compensation, copyright issues, and distribution of revenue derived from the creation and production of all intellectual property.

Policy 7.6: Intellectual Property ("IP Policy")
The ownership, management and distribution of commercial revenue received from commercialization of intellectual property created by University personnel are governed by the IP Policy. As noted in the IP Policy overview, the policy was established to govern the management of patentable inventions and other works with commercial potential [1].

Definition and Identification of IP
Intellectual property is very broadly defined by the IP Policy as "any intangible subject matter for which proprietary rights may be obtained or enforced pursuant to any international, federal, or state law, including, but not limited to, inventions (whether patentable or not), copyrightable works, trademarks, service marks, domain names, trade secrets, trade dress rights, moral rights, formulas, designs, software, programming code, new media, intangible rights in machines, compositions of matter and devices, techniques, processes, procedures, systems, formulations, databases and compilations of information." The IP Policy imposes an obligation on those bound by the policy to disclose IP to Emory’s Office of Technology Transfer.

Ownership of Intellectual Property; Distribution of Royalties and Licensing Income
Ownership of intellectual property is addressed in 7.6.01 of the IP Policy [2]. The IP Policy states that “Emory University owns all intellectual property created or developed by Emory personnel that is related to the Emory personnel's normal duties (including clinical duties), course of studies, field of research or scholarly expertise, or was made with the use of Emory support. All Emory personnel hereby assign their rights in any such intellectual property to the University.” This language makes clear that the ownership of all intellectual property is transferred through this policy to the University at the time of creation.

The IP Policy clearly identifies those groups to which it applies. As described in Section 7.6.02(A)-(C) [3], the Emory policy applies to:

- All persons working at Emory University, including:
  - Faculty members, whether tenured, non-tenured, part-time, volunteer, visiting or adjunct
  - Staff members, whether full-time, part-time, outside consultant or contractor
  - Post-graduate students who are enrolled in an Emory program
  - Trainees enrolled in an Emory program
  - Any of the above who are associated with an Emory Affiliate unless an affiliate agreement conflicts with such application

- Non-post-graduate students, if the intellectual property was: a) specifically assigned and funded by Emory; b) developed with the use of substantially more Emory support than is
normally provided to Emory personnel; or c) developed under an externally funded agreement with Emory, unless otherwise provided in the agreement.

Emory shares net proceeds from intellectual property with inventors according to the provisions of section 7.6.05 [4] and 7.6.06 [5] (as it relates to equity) in the IP policy. In addition, Emory has a policy under which inventors may request modifications to such distribution that can be granted under exceptional circumstances.

Section 7.6.05 relates to the distribution of revenue generated through licensing and states that, with the exception of the personal funds distributed to contributors of the intellectual property, funds must be used for scientific research purposes or education.

**Use of IP**

Emory’s Scholarly Communications Office [6] provides guidance addressing the use of others’ copyrighted material, as well as assisting faculty, students, and staff with management of their own copyrighted works. The issues addressed include: assistance with author agreements and book contracts; copyright issues, including public domain determinations and evaluation of the applicability of copyright exceptions, such as fair use, the classroom use exception, etc.; and assistance in utilizing site licenses or obtaining permissions from third parties where necessary.

**Dissemination of IP Policy & Informing Faculty, Students, and Staff**

Faculty, students, and staff are informed of the intellectual property policy and procedures via:

- the Emory University Policies and Procedures website [7]
- the Emory University Faculty Handbook [8]
- the Office of Technology Transfer website [9]

New employees are provided with the IP Policy when entering new employee information, and digitally sign an acknowledgment of receipt. Moreover, representatives of the Office of Technology Transfer (OTT) regularly meet with different campus groups and units to discuss fulfillment of obligations under the IP Policy and the various services available from OTT to assist with protection and commercialization of IP, as further discussed below.

These policies also apply to faculty and students involved in Emory’s distance education programs as described in Requirement 4.8: Distance Education Appendix, which also includes Emory's distance education policy.

**Issue Resolution**

The Vice President for Research Administration, in consultation with relevant supervisors or parties, is responsible for deciding disputes under the IP Policy. Any decision may be appealed to the executive vice presidents, who will make a final decision, as outlined in 7.6.08 of the IP Policy.

The Office of Technology Transfer provides advice and service to Emory faculty and staff regarding the management of intellectual property [10]. The OTT can assist with licensing of Emory’s intellectual property, development of confidentiality agreements, material transfer agreements, and patent, trademark and copyright processes on behalf of the University. Such efforts are designed to ensure maximum protection for intellectual property while maintaining a free and open academic environment.

**Sources** (In Order of Appearance)

3.3.1.1 Institutional Effectiveness: Educational Programs
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University improves student learning and educational programs by engaging in ongoing and systematic outcomes assessment processes. Assessment data are documented in annual student learning outcomes assessment reports, annual department and program reports, periodic program reviews, and periodic self-studies for accrediting organizations.

Student Learning Outcomes Assessment
In 2009 Emory implemented a centralized process for collecting student learning outcomes assessment information. Each educational program documents assessment activities in annual reports that are written by program faculty, reviewed by faculty committees and academic deans, and collected by the Office of Institutional Research, Planning, and Effectiveness (OIRPE). Reports are organized according to the following requirements: (A) identification of student learning outcomes, (B) description of assessment methods, (C) analysis of assessment results, and (D) use of results for program improvement. Many programs use a common reporting template developed by OIRPE.

After reviewing two years of assessment reports, the University Learning Outcomes Assessment Committee decided to further refine assessment requirements. Beginning in AY 2012, each educational program is expected to conduct student learning outcomes assessment procedures according to the following best practices:

1. Program faculty members identify student learning outcomes, develop assessment measures, analyze results, determine appropriate improvements, and write annual assessment reports.
2. Programs establish clearly defined, measurable student learning outcomes that focus on knowledge, skills, behaviors, or values.
3. Programs use direct assessment methods (e.g., examinations, research essays, theses, oral presentations, capstone projects, portfolios, performances, etc.) as their primary means of assessing student learning outcomes.
4. Programs use indirect assessment methods (surveys, questionnaires, focus groups, interviews, etc.) as secondary means of assessing student learning outcomes.
5. Assessment measures clearly address the degree to which students attain defined learning outcomes.
6. Assessment measures, though they may involve graded materials, are distinct from course grades and teaching evaluations.
7. Data and information are collected over time and analyzed longitudinally.
8. Improvements in programs and student learning are made in response to assessment findings.
9. All program-level student learning outcomes are assessed within three to five-year cycles.
10. Assessment reports are completed annually, evaluated by appropriate faculty committees, and collected by OIRPE.
This list of best practices has been converted into a report evaluation rubric [5] and is used by faculty committees to review learning outcomes assessment reports. For example, last year members of the Educational Policy Committee (a faculty committee in the College of Arts and Sciences) used the rubric to evaluate College assessment reports and determined that several programs needed to strengthen their direct assessment methods. These programs were provided guidance and support from the committee [6] as well as from OIRPE and have since improved their assessment procedures. Similarly, the Graduate School and the School of Public Health use the rubric to evaluate reports and provide constructive feedback to graduate program directors [7]. Each college and school has also established faculty assessment committees that meet regularly to evaluate assessment results and ensure compliance with University assessment standards.

Although all Emory educational programs have identified expected outcomes, implemented assessment methods, and used assessment results to improve student learning, some programs have developed more advanced assessment procedures than others. For example, Oxford College’s AA program in General Studies [8], the College of Arts and Sciences’ BA program in Sociology [9], and the Graduate School’s Ph.D. program in Psychology [10] have collected several years of comprehensive data; educational programs in the schools of medicine [11] [12], nursing [13], and public health [14] have a long history of using outcomes assessment results to improve programs and services. All new programs, such as the Ph.D. program in Islamic Civilization Studies [15], are required to develop detailed assessment plans as part of the program approval process.

The most comprehensive evidence that Emory academic programs are committed to ongoing, meaningful assessment is documented in annual student learning outcomes assessment reports. The table below provides links to seventy different reports submitted to OIRPE from 2010-2012 (AY 2012-13 reports are due October 1, 2013). The sample represents programs from every college and school and at all degree levels. Reports were selected to demonstrate the variability of learning outcomes, assessment methods, achievement targets, assessment results, and the use of results for program improvement.

Undergraduate Degree Programs — Student Learning Outcomes Assessment Reports

<table>
<thead>
<tr>
<th>Undergraduate College or School</th>
<th>Undergraduate Degree Program</th>
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<tbody>
<tr>
<td>Emory College of Arts and Sciences</td>
<td>2011-12  English Bachelor of Arts [16]</td>
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<tr>
<td></td>
<td>2011-12  Environmental Studies Bachelor of Science [17]</td>
</tr>
<tr>
<td></td>
<td>2011-12  Interdisciplinary Studies in Society and Culture Bachelor of Arts [18]</td>
</tr>
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<td></td>
<td>2011-12  Psychology Bachelor of Arts [19]</td>
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<tr>
<td></td>
<td>2011-12  Theater Studies Bachelor of Arts [20]</td>
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<td></td>
<td>2011-12  Women’s Gender and Sexuality Studies Bachelor of Arts [21]</td>
</tr>
<tr>
<td></td>
<td>2010-11  Anthropology Bachelor of Science [22]</td>
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<tr>
<td></td>
<td>2010-11  Biology Bachelor of Science [23]</td>
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<td></td>
<td>2010-11  Italian Studies Bachelor of Arts [24]</td>
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<td></td>
<td>2010-11  Music Bachelor of Arts [25]</td>
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<td></td>
<td>2010-11  Neuroscience and Behavioral Biology Bachelor of Science [26]</td>
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<td></td>
<td>2009-10  Dance Bachelor of Arts [27]</td>
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<td></td>
<td>2009-10  Economics Bachelor of Arts [28]</td>
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<td></td>
<td>2009-10  Linguistics Bachelor of Arts [29]</td>
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<td></td>
<td>2009-10  Sociology Bachelor of Arts [30]</td>
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<tr>
<td></td>
<td>2009-10  Spanish Bachelor of Arts [31]</td>
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<tr>
<td>Graduate/ Professional School</td>
<td>Graduate Degree Program</td>
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<td>-------------------------------</td>
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</tbody>
</table>
| Oxford College                | 2011-12 Associate of Arts [32]  
2010-11 Associate of Arts [33]  
2009-10 Associate of Arts [34] |
| School of Business            | 2011-12 Bachelor of Business Administration [35]  
2010-11 Bachelor of Business Administration [36]  
2009-10 Bachelor of Business Administration [37] |
| School of Nursing             | 2011-12 Bachelor of Science in Nursing [38]  
2010-11 Bachelor of Science in Nursing [39]  
2009-10 Bachelor of Science in Nursing [40] |
| Graduate School               | 2011-12 English Doctor of Philosophy [41]  
2011-12 Bioethics Master of Arts [42]  
2011-12 Biostatistics Doctor of Philosophy [43]  
2011-12 Psychology Doctor of Philosophy [44]  
The Graduate Division of Biological and Biomedical Sciences combined report of: [45]  
2011-12 Immunology & Molecular Pathogenesis Ph.D.  
2011-12 Microbiology and Molecular Genetics Ph.D.  
2011-12 Molecular & Systems Pharmacology Ph.D.  
2011-12 Neuroscience Ph.D.  
2011-12 Nutrition and Health Sciences Ph.D.  
2011-12 Population Biology, Ecology and Evolution Ph.D.  
2010-11 Epidemiology Doctor of Philosophy [46]  
2010-11 Film Studies Master of Arts and Doctor of Philosophy [47]  
2010-11 Institute of the Liberal Arts Doctor of Philosophy [48]  
2010-11 Sociology Doctor of Philosophy [49]  
2010-11 Psychology Doctor of Psychology [50] |
| School of Business            | 2011-12 Evening Master of Business Administration [51]  
2011-12 Executive Master of Business Administration [52]  
2011-12 Full-Time Master of Business Administration [53]  
2010-11 Evening Master of Business Administration [54]  
2010-11 Executive Master of Business Administration [55]  
2010-11 Full-Time Master of Business Administration [56] |
| School of Law                 | 2011-12 Reports (combined document) [57]  
2011-12 Doctor of Law  
2011-12 Master of Laws  
2011-12 Doctor of Juridical Science  
2010-11 Doctor of Law [58] |
### School of Medicine

- **2011-12** Doctor of Medicine [59]
- **2011-12** Doctor of Physical Therapy [60]
- **2011-12** Human Genetics and Genetic Counseling Master of Medical Science [61]

- **2010-11** Anesthesiology Master of Medical Science [62]
- **2010-11** Doctor of Medicine [63]
- **2010-11** Doctor of Physical Therapy [64]
- **2010-11** Physician Assistant Master of Medical Science [65]

### School of Nursing

- **2011-12** Master of Science in Nursing [66]
- **2010-11** Master of Science in Nursing [67]
- **2009-10** Master of Science in Nursing [68]

### School of Public Health

- **2011-12** Career Master of Public Health [69]
- **2011-12** Environmental Health Master of Public Health/MSPH [70]
- **2011-12** Global Health Master of Public Health/MSPH [71]
- **2011-12** Health Policy Management MSPH [72]

- **2010-11** Career Master of Public Health [73]
- **2010-11** Environmental Health Master of Public Health/MSPH [74]
- **2010-11** Epidemiology Master of Public Health/MSPH [75]
- **2010-11** Global Health Master of Public Health/MSPH [76]

### School of Theology

- **2011-12** Master of Divinity [77]
- **2011-12** Master of Theology [78]
- **2011-12** Master of Theological Studies [79]
- **2011-12** Doctor of Theology in Pastoral Counseling [80]

- **2010-11** Master of Divinity [81]
- **2010-11** Master of Theology [82]
- **2010-11** Master of Theological Studies [83]

- **2009-10** Assessment reports (combined document) [84]
- **2009-10** Master of Divinity
- **2009-10** Master of Theology
- **2009-10** Master of Theological Studies

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**Operational and Programmatic Outcomes Assessment**

Each educational program assesses operational outcomes such as resource allocation, program enrollment, graduation rates, curriculum changes, enrollment trends, faculty productivity, diversity goals, and student placement as part of college and school-based planning procedures. This information is documented in annual reports, periodic program reviews, and periodic self-studies written for external accrediting agencies.

Each college and school has developed its own reporting schedule and procedures for operational outcomes assessment. For example, every spring semester the dean of the College of Arts and Sciences engages in annual planning sessions with department chairs and program directors. The purpose of these planning sessions is to evaluate achievements, challenges, and goals as well as to plan for the short- and long-term needs of each department and its educational programs [85] [86].
The following excerpt from the 2012 planning report from the Chemistry department illustrates how annual planning and assessment information is used to make data-driven decisions. In his memo to the department chairs and program directors, the dean asked them to evaluate the allocation of teaching resources:

"During several meetings last year, we touched on the question of allocating teaching resources throughout the curriculum to maximize students’ experience of their major. For example, a number of chairs considered the benefits of capstone courses and how the teaching resources for such courses could be made available by offering some larger introductory level courses. We would like to begin this conversation with all departments and programs. How has your faculty approached the question of designing the curriculum for majors as a four-year experience? How do you balance courses with smaller and larger enrollments to introduce students to a variety of course formats and learning experiences as they progress through the major? Are certain courses particularly well-suited to a certain format? Will you need to rethink the balance of course offerings in light of the changes in credit hours and major requirements?"

On page four of its annual planning report, the Chemistry department responded to the dean’s request by providing this summary:

"Chemistry’s Undergraduate Committee has been charged with assessing the concept of allocating teaching resources for an optimized 4-year major experience and continues to debate the issue. For reference, the committee has reviewed the Chemistry major curriculum several times during the past few years and adjusted courses taught and requirements, as needed. Though Chemistry is more generally concerned about the large total enrollments for its introductory courses (typically 500-650), it has discussed whether section size (typically 120-125 for CHEM141) is a tool that can be used to optimize the 4-year experience. Chemistry would certainly like to free up teaching resources for additional non-major and upper level undergraduate courses, including a capstone course, but a move to larger sections is in some ways counter to Chemistry’s strategic decision to “flip” the classroom. For example, “flipped” introductory classes will be limited to a maximum of 99 students in the Chemistry addition. Beyond simply the size of its introductory course sections, Chemistry is also concerned about balancing small and large enrollment courses. Unfortunately, Chemistry’s introductory course sections are large (100+) and our major courses are not much smaller. It is far too common for a Chemistry major to have no major courses with enrollments less than 40 and more than half with enrollments close to 100. Chemistry’s Undergraduate Committee is concerned that these large class sizes may be negatively impacting student learning and perception of the major. This important topic will certainly remain a focus of discussion in 2013” [87].

For more detailed examples of the annual planning process, please see the reports (including appendices) provided below.

**Samples of College of Arts and Sciences Program’s Annual Planning Reports**

- Chemistry [88]
- Environmental Studies [89]
- German studies [90]
- Political Science [91]
- Psychology [92]
- Anthropology [93]
- Chemistry 2011-12 [94]
- Linguistics [95]

The Graduate School requires programs to submit annual reports every summer semester [96]. In addition to establishing and evaluating goals, programs review data regarding student progress,
retention, placement, diversity, and achievement as well as admissions and mentoring data. Included below are annual report summaries for ten programs; a full annual report with appendices is included for the Ph.D. in Nursing and the Ph.D. in Women’s Gender and Sexuality Studies.

**Samples of Graduate School Program’s Annual Planning Reports**

- Biostatistics [97]
- English [98]
- Nursing [99]
- Philosophy [100]
- Political Science [101]
- Psychology [102]
- Religion [103]
- Sociology [104]
- Women’s Gender and Sexuality Studies [105]
- Graduate Division of Biological and Biomedical Sciences [106]

The Allied Health Programs from the School of Medicine use a template developed by the Office of Institutional Research, Planning, and Effectiveness to report annual operational outcomes assessment. [107]

**Sample Assessment Reports from the School of Medicine’s Allied Health Programs**

- Anesthesiology [108]
- Genetic Counseling [109]
- Division of Physical Therapy [110]
- Medical Imaging [111]
- Medical Education and Student Affairs [112]

**Program Review**

Educational programs also assess outcomes as part of the program review process. Oxford College, Emory College of Arts and Sciences, and the Laney Graduate School review programs every seven years; the professional schools review programs every five-ten years as part of reaccreditation processes for external accrediting organizations [113].

The program review process provides departments and programs with an opportunity for self-evaluation, for assessment of their programs, and for articulation of their objectives, goals, and plans. Based upon a thorough consideration of the current state of the department, the process seeks to improve department and program quality by creating a solid plan for the future. The in-depth knowledge resulting from program review informs long-term administrative planning and decision making.

Included below are program review policies and procedures, a schedule of program reviews, examples of assessment results and recommendations of recent program reviews, and copies or excerpts from the most recent self-studies conducted by the School of Business, the School of Law, the School of Medicine, the School of Nursing, the School of Public Health, and the School of Theology. For a comprehensive list and documentation of all program accreditations, please reference **Standard 3.13.1: Accrediting Decisions of Other Agencies**.

**Oxford College**

- Program Review Policies [114]
- Physical Education and Dance [115]
- Psychology [116]
• Chemistry [117]

**College of Arts and Sciences and Graduate School**

• Program Review Policies [118]
• Program Review Summary [119]
• Classics [120]
• History [121]
• Math and Computer Science [122]
• Women’s Studies [123]

**School of Business**

• Doctoral Program External Review [124]
• Self-Study for the Association to Advance Collegiate Schools of Business [125]

**School of Law**

• Self-Study for the American Bar Association [126]

**School of Medicine**

• Physician Assistant Program Self-Study [127]
• Self-Study Summary for the Liaison Committee on Medical Education [128]
• Response Letter to Liaison Committee on Medical Education [129]

**School of Nursing**

• Doctoral Program Self-Study [130]
• Self-Study for the Committee on Collegiate Nursing Education [131]

**School of Public Health**

• Self-Study for Council of Education for Public Health [132]

**School of Theology**

• 2013 Self-Study draft for the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS) *(to be submitted in October, 2013)* [133]

**Certificate Programs**

At Emory, certificate programs are organized sequences of courses designed to give students expertise in a specific field. They are offered in conjunction with degree programs and are not assessed separately. An exception is the graduate certificate offered by the Center for Mind, Brain, and Culture, (CMBC) which is evaluated according to University assessment policies [134] [135] [136].

**Distance Education Assessment**

Emory has two degree programs in which more than half of the instruction occurs online. The first is the Career Master’s in Public Health (CMPH) program offered by the Rollins School of Public Health [137]. The second is the Radiologic Technologist to Bachelor’s in Medical Science (RT-BMSc) offered by Emory’s School of Medicine [138]. The RT-BMSc program just began offering more than fifty percent of its courses through distance learning during the 2012-13 academic year.
Emory’s other degree program that includes a significant percentage of distance learning courses is the Modular Executive Masters in Business Administration (MEMBA) offered by the Goizueta Business School [139]. This program includes approximately thirty percent on-line instruction. Each of Emory’s distance education degree programs follow University assessment policies and procedures. Please refer to Requirement 4.8: Distance Education Appendix for more information.

**Institutional Support for Educational Program Assessment**

OIRPE provides guidance and support for outcomes assessment at the University. This involves (1) coordinating and supervising the assessment reporting process, (2) providing assessment consultations with faculty members and administrators, (3) collaborating with committees to implement assessment policies and projects, and (4) developing compliance reports for accreditation purposes [140] [141].

The University Learning Outcomes Assessment Committee (LOAC), a standing committee of the Faculty Council, oversees and supports Emory University’s academic assessment processes [142]. The committee is charged with:

1. reviewing assessment plans as developed and implemented in each of the schools, providing feedback and guidance as needed
2. sharing best practices and strategies in learning outcomes assessment across schools
3. shaping a “culture of assessment” that is uniquely Emory’s and that informs and strengthens the accreditation process
4. reporting to the Provost on key opportunities and challenges related to assessment at Emory

Meeting minutes showing the LOAC’s projects and actions for the past three years are provided as evidence [143].

In addition, The Center for Faculty Development and Excellence [144] and Oxford College’s Center for Academic Excellence [145] provide consultations, workshops, and resources for faculty members regarding learning outcomes assessment [146]. For example, this past spring, the CFDE offered an Academic Learning Community focused on the assessment of student learning [147].

**Sources** (In Order of Appearance)

- [2] [142] Emory University Learning Outcomes Assessment Committee (LOAC)
- [3] Outcomes Assessment at Emory
- [6] [143] LOAC Minutes (Page 15)
- [8] Oxford College Associate of Arts Program Assessment Reports
- [9] Sociology BA Assessment Reports
- [10] Psychology PhD Assessment Reports
- [11] [128] School of Medicine LCME Self Study
- [12] [129] Response Letter to LCME
- [13] [131] School of Nursing CCNE Self-Study
- [14] [132] Public Health CEPH Self-Study
- [15] Islamic Civilization Studies PhD Program
3.3.1.2

Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.2 administrative support services.

**Judgment**

☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**

Emory University improves administrative support services by engaging in ongoing and systematic outcomes assessment processes. Administrative support services include units that report to the Office of the Executive Vice President for Finance and Administration, the Office of Communications and Marketing, the Office of Development and Alumni Relations, the Office of the General Counsel, the Office of the Provost and Executive Vice President for Academic Affairs, and the Office of the President [1]. Assessment data are documented in unit-level assessment reports, division-level progress reports, and institution-level strategic planning reports.

**Annual Outcomes Assessment Reports**

In 2010, Emory implemented a centralized process for collecting outcomes assessment data for administrative support services [2] [3]. Each unit documents assessment activities in annual assessment reports; these reports are reviewed by unit directors, approved by division vice presidents, and collected by the Office of Institutional Research, Planning, and Effectiveness (OIRPE). Reports are organized according to the following requirements: (A) identification of expected outcomes, (B) description of assessment methods, (C) analysis of assessment results, and (D) use of assessment results for improvement. Most units use a common reporting template developed by OIRPE [4]; however, as the assessment process evolves, some units (such as Research Administration) have developed modified reporting formats [5] in order to meet multiple reporting obligations.

The Administrative and Educational Support Units Assessment Committee [6] [7], in partnership with OIRPE, provides oversight and support for outcomes assessment. OIRPE staff members meet regularly with administrative units to review assessment policies and procedures and to provide assessment guidance and support [8]. In 2011, after reviewing each unit’s assessment plans, OIRPE staff members developed a new reporting template, instruction guide, and evaluation rubric [9] [10] [11]. These documents, as well as sample reports and additional resources, are posted on the OIRPE assessment website [12].

The following section includes specific examples of assessment results documented in annual outcomes assessment reports. These examples indicate the range of assessment methods practiced across Emory’s administrative support services units; they also illustrate how data are analyzed and used for improvements by individual units. For a much more complete and detailed sampling of reports, please see the table at the end of this section.

**Human Resources/Office of Learning Services**

**Excerpt from 2010-11 Outcomes Assessment Report**

**Outcome 1:**

Leaders and individual contributors who participate in Learning Services programs will develop and demonstrate skills within the leadership and professional competencies that support the mission of the organization.
Supports School/Division Strategic Goals:
Human Resources provides leadership in sustaining Emory as an “employer of choice”. We promote and foster an environment of excellence. We support diversity, individual development, and fair treatment of all employees as core values of Emory’s mission of teaching, research and healthcare to improve human well-being.

Supports University Strategic Goals:
Emory’s social and physical environment enriches the intellectual work and lives of faculty, students, and staff.

Method of Assessment:
Follow-up surveys and/or interviews are conducted with program participants and leaders to determine if they have improved their leadership skills by using the information that was presented during the program.

Achievement Target:
Participants will indicate meaningful improvements in their leadership skills.

Summary of Assessment Results:
For the Excellence Through Leadership Program (ETL), one-on-one interviews were conducted with the participants 8-10 months after their graduation from the program. The interview consisted of questions related to what had been most impactful and made the greatest difference in their leadership, ratings of the impact of each of the major segments of the program, questions related to any cost savings/revenue enhancements that were a direct result of implementing knowledge/skills learned in the program, their overall improved level of leadership, and if they felt the program was a good use of their time investment.

The results of the ETL interviews were very positive with all respondents. 13 of the 14 participants rated the investment of time as a 5 on a 5-point scale (5 being the highest rating). Participants provided numerous examples of how they had used the knowledge and skills learned, as well as examples of resultant cost savings. They also rated the improvement in their leadership skills at an average 3.88 on the 5-point scale. Quantitative data were also examined as it related to retention, promotions, merit increases, and movement across divisions.

Use of Assessment Results to Improve Unit Services:
Based on the results of the ETL data, two major changes were made to the program for future cohorts:

1. The half-day session on Conflict Resolution was eliminated and was replaced with a two-day course, Crucial Conversations.

2. The project teams were provided with their project topics in December, a month sooner than in previous years, in order to provide a more reasonable amount of time to address the complex nature of the problems being addressed.

Although not a change to the ETL program, feedback from the group was used to develop a pilot program of development for ETL Alumni.

Based on the results of the EXCEL data, minor changes were made to the program for the upcoming two cohorts:

1. Slight changes were made to the order in which the sessions would be delivered to maximize the use of the content.

2. The project teams were given their projects earlier in the program. [13]

Communications and Marketing
Excerpt from 2010-11 Outcomes Assessment Report

Outcome 3:
Maintain a level of readiness to handle PR aspects of an emergency that would bring substantial national attention to Emory with very short notice.
**Supports School/Division Strategic Goals:**
Goal 3. Anticipate and mitigate, to the best of our ability, issues and incidents that hinder the strategic momentum and damage the good reputation of Emory University and Emory Healthcare.

**Supports University Strategic Goals**

Goal 1. Emory has a world-class, diverse faculty that establishes and sustains preeminent learning, research, scholarship, and service programs.

Goal 2. Emory enrolls the best and the brightest undergraduate and graduate students and provides exemplary support for them to achieve success.

**Method of Assessment:**
Participation in a campus-wide, realistic public safety drill choreographed by Center for Emergency Preparedness and Response (CEPAR).

**Achievement Target:**
Favorable comments by CEPAR (Center for Emergency Preparedness and Response) and other university officials on the performance of Communications and Marketing in a realistic crisis drill.

**Summary of Assessment Results:**
On March 22, 2011, Emory Communications and Marketing participated in a real-time, morning-long, enterprise-wide, crisis simulation drill involving ‘fire’ in a research laboratory housing radioactive materials. The scenario involved actor-patients and incorporated Emory’s own environmental health and safety officers, hospital administrators, research administration, campus services, campus life, information technology, and emergency responders as well as the DeKalb County Fire Department. Emory Communications participated actively in the President’s Cabinet, the Emergency Operations Center, the Hospital’s Incident Command Center, and a Media Briefing Room that was set up for these purposes in the Emory University Hospital Annex auditorium.

**Use of Assessment Results to Improve Unit Services:**
The crisis drill exposed our need to plan better for a massive, sudden influx of calls from worried parents if Emory students are injured in a mass casualty event and taken to the hospital’s emergency room. The drill suggested that listed numbers could quickly be overwhelmed with callers. As a result, we held a follow-up table-top exercise on October 21, 2011, systematically exploring the capacity of Emory Healthcare’s nurse telephone center to assist us in handling a surge of calls. This planning continues under the direction of CEPAR. [14]

**Office of Development and Alumni**

Excerpt from 2011-12 Outcomes Assessment Report

**Outcome 2:**
Maintain or increase the overall engagement rate of alumni and increase alumni volunteer service to or through Emory University.

**Supports School/Division Strategic Goals:**
Engage Emory alumni.

**Supports University Strategic Goals:**
Goal 5. Emory stewards its financial and other resources to drive activities that are essential and through those which Emory can demonstrate excellence and provide leadership.

**Method of Assessment:**
Alumni volunteer engagement either on behalf of or in the name of Emory University, as tracked in AWA by the Emory Alumni Association. Categories of engagement include: committee participation, volunteer activities, mentoring, admissions volunteers, Emory Cares volunteers, and Emory Career Network volunteers. Source of Evidence: Existing Data.

**Achievement Target:**
The number of alumni volunteers engaged with Emory and measured in AWA should exceed the number reported in FY11 as 9,240.
**Summary of Assessment Results:**
The total number of Emory alumni volunteering for or on behalf of Emory University during FY12 is 9,275, which exceeds the achievement target by 35 volunteer engagements, an accomplishment given the high level of alumni engagement in volunteer activities in FY11. Ongoing emphasis by the EAA of volunteer opportunities, particularly of the Alumni Interviewing Program and Emory Career Network (alumni offer themselves to be career contacts for other alumni and students), has resulted in the continued increase in alumni engaged with the university through volunteerism. The EAA increased its marketing efforts in FY12 in an attempt to gather career contacts, due to the high ranking of career services on the survey sent to alumni asking what types of services they would like to receive from the Association. The EAA also grew its alumni interviewing program to include more cities, giving greater opportunity for alumni to engage with Emory.

**Use of Assessment Results to Improve Unit Services:**
DAR recognizes that engagement of alumni is a key component in building a strong pool of candidates for future leadership opportunities. The EAA will use information about engaged alumni to enhance the leadership pipeline and seek other opportunities to further cultivate relationships with these important constituents. The organization will also seek to grow both the Alumni Interviewing Program and Emory Career Network in the next fiscal year.[15]

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**Office of Institutional Research, Planning, and Effectiveness**
Excerpt from 2011-12 Outcomes Assessment Report

<table>
<thead>
<tr>
<th>OUTCOME #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise and improve university dashboard indicators.</td>
</tr>
</tbody>
</table>

**Supports School/Division Strategic Goals:**
Same as university strategic goals.

**Supports University Strategic Goals:**

1. Emory has a world-class, diverse faculty that establishes and sustains preeminent learning, research, scholarship, and service programs.
2. Emory enrolls the best and the brightest undergraduate and graduate students and provides exemplary support for them to achieve success.
3. Emory’s social and physical environment enriches the intellectual work and lives of faculty, students, and staff.
4. Emory is recognized as a place where engaged scholars come together in a strong and vital community to confront the human condition and experience and explore twenty-first century frontiers in science and technology.
5. Emory stewards its financial and other resources to drive activities that are essential and those through which Emory can demonstrate excellence and provide leadership.

**Method of Assessment:**
Gap analysis to determine focus areas where measures should be created or realigned.

**Achievement Target:**
Coverage of each strategic goal by appropriate metrics that measure Emory’s distinctiveness. Each strategic goal will be measured by a mix of locally defined measures and benchmarking metrics approved by the president.
Summary of Assessment Results:
The Emory University dashboard is the primary tool used to measure progress toward the strategic plan. In the past, dashboard measures were linked to the university vision. To provide a more consistent methodology for measuring progress toward Emory’s strategic plan, and to provide a more useful tool for Emory’s board and senior leadership, measures were linked to strategic plan goals in 2012. OIRPE led the effort to revise the university dashboard.

The first step in the process included conducting a gap analysis to determine measurement gaps. The gap analysis revealed focus areas where measures could be created or re-aligned. More than 10 meetings with strategic plan goal leaders were held to discuss existing and possible new metrics for a redesigned dashboard. The discussions were summarized, a draft list of possible metrics was established, and several follow-up meetings were scheduled with strategic plan goal leaders and executive leadership of the university. As a result of the meetings, a preferred one-page dashboard was created and presented to executive leadership and the president of the university.

Use of Assessment Results to Improve Unit Services:
Once approved, the revised dashboard will be published in the annual strategic plan update, and results from the revised measures will be used to evaluate University-wide progress toward strategic plan goals. Aligning the dashboard to strategic plan goals allows for more accurate analysis of achievements; results will help refine future iterations of the University-wide strategic plan. [16]

Sample of Administrative Support Units Annual Outcomes Assessment Reports
The table below provides links to 35 assessment reports submitted to the Office of Institutional Research, Planning, and Effectiveness from 2010-2012 (reports for the most recent academic year are due October 2013). Section three (assessment summary) of each report connects each unit’s outcomes with Emory’s mission and strategic goals. Reports were selected from every administrative division to demonstrate the variability of outcomes, assessment methods, achievement targets, assessment results, and the use of results for improvement.

<table>
<thead>
<tr>
<th>Administrative Unit</th>
<th>Outcomes Assessment Reports</th>
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</thead>
<tbody>
<tr>
<td>Campus Services</td>
<td>2010-11 Emory Police Department [17]</td>
</tr>
<tr>
<td></td>
<td>2010-11 Facilities Management [18]</td>
</tr>
<tr>
<td></td>
<td>2011-12 Transportation and Parking Services [19]</td>
</tr>
<tr>
<td></td>
<td>2010-11 Transportation and Parking Services [19]</td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>2011-12 Communications and Marketing [21]</td>
</tr>
<tr>
<td></td>
<td>2010-11 Communications and Marketing [22]</td>
</tr>
<tr>
<td>Development and Alumni Relations</td>
<td>2011-12 Development and Alumni Relations [23]</td>
</tr>
<tr>
<td></td>
<td>2010-11 Development and Alumni Relations [24]</td>
</tr>
<tr>
<td>Equal Opportunity Programs</td>
<td>2011-12 Equal Opportunity Programs [25]</td>
</tr>
<tr>
<td></td>
<td>2010-11 Equal Opportunity Programs [26]</td>
</tr>
<tr>
<td>Finance Division</td>
<td>2010-11 Finance Division [27]</td>
</tr>
<tr>
<td>General Counsel</td>
<td>2011-12 General Counsel [28]</td>
</tr>
<tr>
<td></td>
<td>2010-11 General Counsel [29]</td>
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<td></td>
<td>2010-11 Government and Community Affairs [30]</td>
</tr>
<tr>
<td>Human Resources</td>
<td>2011-12 Employee Services [31]</td>
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<td></td>
<td>2011-12 Faculty Staff Assistance Program [32]</td>
</tr>
<tr>
<td></td>
<td>2011-12 Learning Services [33]</td>
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<td></td>
<td>2011-12 Open Recruitment [34]</td>
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<td></td>
<td>2011-12 Worklife Resource Center [35]</td>
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<tr>
<td></td>
<td>2010-11 Faculty Staff Assistance Program [36]</td>
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<td></td>
<td>2010-11 Learning Services [37]</td>
</tr>
<tr>
<td></td>
<td>2010-11 Worklife Resource Center [38]</td>
</tr>
<tr>
<td>Internal Audit</td>
<td>2011-12 Internal Audit [39]</td>
</tr>
<tr>
<td></td>
<td>2010-11 Internal Audit [40]</td>
</tr>
</tbody>
</table>
Annual Planning/Progress Reports
The following procedures outline the annual goal setting and review process for the administrative divisions that report to the Office of the Executive Vice President for Finance and Administration (EVP-FA). These divisions include Business Practice Improvement, Campus Services, Finance, Human Resources, Information Technology, Internal Audit, and Investment Management [52].

1. In July/August, the EVP-FA meets with the vice president of each division to discuss and finalize annual division goals. These goals are based on University needs and typically include resources required, completion target dates, and intended outcomes.
2. The EVP-FA meets with each VP throughout the fiscal year to review progress on annual goals.
3. The EVP-FA holds a retreat during the middle of the spring semester to review progress on major challenges, significant opportunities, and progress on each goal.
4. By August 31, the VP of each division provides an end-of-year report that evaluates progress, documents whether each goal was achieved, and if not describes what the next steps will be.
5. The annual goal setting and review procedure is mandatory for each division that reports to the EVP-FA. Goals are discussed and set as a team during a September retreat each year.

Sample Planning and Progress Reports

<table>
<thead>
<tr>
<th>Division</th>
<th>2013 Planning Documents</th>
<th>2012 Planning Documents</th>
<th>New Unit (no report)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Practice Improvement</td>
<td>[53]</td>
<td>[54]</td>
<td></td>
</tr>
<tr>
<td>Campus Services</td>
<td>[55]</td>
<td>[56]</td>
<td>[57]</td>
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<tr>
<td>Finance</td>
<td>[58]</td>
<td>[59]</td>
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<td>Human Resources</td>
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<tr>
<td>Information Technology</td>
<td>[64]</td>
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<td>[66]</td>
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<tr>
<td>Internal Audit</td>
<td>[67]</td>
<td>[68]</td>
<td>[69]</td>
</tr>
<tr>
<td>Investment Management</td>
<td>[70]</td>
<td>[71]</td>
<td>[72]</td>
</tr>
</tbody>
</table>

External Administrative Reviews
External reviews are not conducted on a formal schedule, but rather as the needs of the administrative divisions and the institution dictate. They may involve outside consultants, such as...
the 2011 review of Emory Investment Management (EIM) [73]. The EIM report was conducted by Casey Quirk, a management consulting firm, and recommended changes to the structure, personnel, and practices of EIM to set the stage for the next decade of investment management at Emory. The Investment Committee of the Board of Trustees, the Executive Vice President for Finance and Administration, and Emory’s Chief Investment Officer implemented the report recommendations, established objectives, and designed a roadmap for the future. The first two years of a multi-year plan have been successfully implemented with marked improvements [74].

During the spring of 2013, the Finance division was reviewed by a team of finance executives from four peer universities. The team conducted a comprehensive review of key materials such as organization charts, financial statements, bond rating reports, bond prospectuses, University strategic plans, annual President's reports, Emory Finance goal statements, and reports to the Faculty Senate on research administration projects. The team held 16 separate meetings with Emory staff from the Finance division, schools and colleges, the health system, and faculty members. Findings and recommendations for improvement are included in the full report [75].

Assessment of University Initiatives
As part of the strategic planning process, the University has engaged in several initiatives that have involved the assessment of administrative services. Below are selected examples from the Office of Sustainability, the Office of Business Practice Improvement, and the Worklife Resource Center.

Sustainability Initiatives
Emory has identified sustainability as one of its top priorities. Emory's sustainability vision is to help restore the global ecosystem, foster healthy living, and reduce the University's impact on the local environment. Progress is measured using the environmental, economic, and social "triple bottom line" of sustainability [76] [77].

Emory currently has four University-wide committees addressing issues related to sustainability, establishing sustainability-related goals and policies and overseeing progress [78]. For example, the Sustainable Food Committee was charged with developing steps to meet Emory's goal of procuring 75 percent of food ingredients in cafeterias and hospitals from local or sustainably-grown sources by 2015, working with farmers and distributors to bolster regional food supplies, developing a farmer’s market on campus, and expanding awareness of sustainability issues related to food [79].

The Committee on the Environment is a standing committee of the Emory University Senate, comprised of faculty, staff, and students. The committee works with Campus Services and meets monthly to review all projects undertaken by Emory that impact the environment, including new buildings, transportation initiatives, and forest management. For assessment reports on eight different projects, please see the “How Are We Doing” webpage [80].

Business Practice Improvement Initiatives
Established in 2010, the Office of Business Practice Improvement (BPI) works with stakeholders to improve business operations and functions. BPI uses a combination of quantitative and qualitative methods and tools, including data acquisition, interviews, focus groups, facilitated design sessions, and thematic analysis [81] [82].

Examples of Business Practice Improvements

Travel & Expense Reimbursement Processing: The goal of this project was to research, understand, and apply best practices, both within and outside higher education, related to reimbursement of travel and business-related expenses. Simplified policies regarding travel receipts and documentation have been implemented to save time and money. Many of these changes, such as the removal of the lost receipt affidavit, are based on faculty feedback. Beginning
February 14, 2013, receipts were no longer required for purchases less than $75 made with the new corporate card. (Airfare, hotel, and rental car receipts are always required.) Faculty and staff had registered frustration over reimbursements denied because itemized receipts were not provided, which prompted hours of exchange between central and department personnel and expenses often greater than the original amount in question. With the changes, BPI estimates that if there is 100 percent corporate card adoption the University could save up to $1.8 million per year in staff time [83] [84] [85] [86] [87].

**Research Administration:** The Research Administration Project involves redesigning the administrative structure to provide support to faculty for proposal submission, financial management, and compliance activities related to conducting extramurally funded (sponsored) research. At Emory, such awards totaled over $518.6 million in fiscal year 2012, and that funding has more than doubled over the past decade. Administrative infrastructure and practices have not developed at the same pace, yielding an opportunity for Emory to operate more effectively in research administration. The Research Administration Project seeks to provide faculty research support by simplifying business processes, eliminating re-work, and hiring knowledgeable, accountable, and service-oriented research administration professionals [88] [89].

**WorkLife Initiative**
In 2006, at the recommendation of the President’s Commission on the Status of Women, Emory University President James Wagner appointed a WorkLife Initiative Task Force to explore Emory’s cross-cutting strategic theme of “Creating Community-Engaging Society.” Task Force members from across campus met over a period of 18 months to research how work-life programs could help sustain individuals and families within the University environment [90]. In 2007, the Task Force published its findings in a detailed report which examined Emory’s current policies, practices and programs and outlined 94 recommendations for improving work-life balance [91]. The recommendations were cataloged and grouped by interest group (e.g., faculty, staff, student, or all) and then prioritized using defined goals. A grid was developed to help monitor progress, timelines, and responsibilities for implementation. Five years later, work-life resources on campus have grown substantially with the opening of the Emory WorkLife Resource Center and the creation of several new programs and initiatives, all designed to support the diverse needs of the Emory community. The Five-Year Report documents the progress that has been made to date [92].

**Sources** (In Order of Appearance)

- [1] List of Administrative Services Units
- [2] Charge to the Administrative and Educational Support Assessment Committee Charge
- [3] Administrative and Educational Support Units Assessment Webpage
- [4] AES Units Report Template
- [6] AES Units Assessment Committee
- [7] AES Units Assessment Committee Meeting Minutes
- [9] AES Units Report Template
- [10] AES Units Assessment Report Guide
- [12] AES Units Assessment Webpage
- [13] [37] 2010-11 HR Learning Services Assessment Report
- [14] [22] 2010-11 Communications and Marketing Assessment Report
- [16] [41] 2011-12 OIRPE Assessment Report
3.3.1.3

Institutional Effectiveness: Academic and Student Support Services
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.3 academic and student support services.

**Judgment**
☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**
Emory University improves academic and student support services by engaging in ongoing and systematic outcomes assessment processes. Academic and student support services units report to the Office of the Provost and Executive Vice President for Academic Affairs, the Office of the Senior Vice President and Dean of Campus Life, and the Office of the Dean for each college and school [1].

In 2010, Emory implemented a centralized process for collecting outcomes assessment data for academic and student support services [2] [3]. Each unit documents assessment activities in annual reports that are reviewed by unit directors, approved by division vice presidents or college deans, and collected by the Office of Institutional Research, Planning, and Effectiveness (OIRPE). Reports are organized according to the following requirements: (A) identification of expected outcomes, (B) description of assessment methods, (C) analysis of assessment results, and (D) use of assessment results for improvement. Most units use a common reporting template developed by OIRPE [4], but as the assessment process has evolved, some units (such as those in the Division of Campus Life, discussed below) have developed modified reporting formats in order to meet multiple reporting obligations.

The Administrative and Educational Support Units Assessment Committee [5] [6], in partnership with OIRPE, provides oversight and support for outcomes assessment. OIRPE staff members meet regularly with academic and student support services units to review assessment policies and procedures and to provide assessment guidance and support [7]. In 2011, after reviewing each unit’s assessment plans, OIRPE staff members developed a new reporting template, instruction guide, and evaluation rubric [8] [9] [10]. These documents, as well as model reports and additional resources, are posted on the OIRPE assessment website [11].

The following section includes specific examples of assessment results documented in annual outcomes assessment reports. These examples indicate the range of assessment methods practiced across Emory’s academic and student support services units; they also illustrate how data are analyzed and used for improvements by individual units. For a much more complete and detailed sampling of reports, please see the table at the end of this narrative.

**The Emory Writing Center [12]**

<table>
<thead>
<tr>
<th>Outcome #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improve Writing Skills of Emory Students</strong></td>
</tr>
<tr>
<td>Students will improve as writers and thinkers after visiting the Writing Center.</td>
</tr>
</tbody>
</table>
**Supports School/Division Strategic Goals:**

**Writing Center Goals:**
- Goal 2.1. Construct an original thesis and support it in well written prose that demonstrates competencies in grammar, coherence, and content.
- Goal 3.1. Understand the value of a staged writing process and be able to engage that process independently in the student's own writing experience.
- Goal 3.2. Construct a sophisticated thesis and support it in well written prose that demonstrates competencies in grammar, coherence, and content.
- Goal 3.3. Develop an argument in the respective discipline offering the course.

**Supports University Strategic Goals:**
- **Goal 2.** Emory enrolls the best and brightest undergraduate, graduate, and professional students and provides exemplary support for them to achieve success.
- **Goal 3.** Emory's culture and physical environment enrich the lives and intellectual work of faculty, students, and staff.
- **Goal 4.** Emory is recognized as a place where scholars work collaboratively as a strong and vital community to confront the human condition and experience and explore twenty-first century frontiers in science and technology.

**First Method of Assessment for Outcome #1:**

**Pre & Post assessment of Eng 101 & 181 student writing**

The Emory Writing Center conducted a pre and post assessment of students enrolled in English 101 and 181 classes during Spring 2011.

Instructors who participated selected one assignment to be part of the EWC assessment. They required their students to write and turn in a complete first draft of an argumentative essay and then strongly encouraged their students to go to the EWC to discuss the draft, after which the students revised their essay and submitted the final version of the essay to the instructors. Students were asked not to receive any outside assistance on that essay in between writing the first draft and turning in the final version of the paper.

Instructors sent the first and final drafts of the essays to the EWC. The EWC graduate fellows—along with the director, assistant director, and program coordinator—read these essays, without knowing which ones were pre and which were post, and used a rubric to score them in seven categories: thesis, paragraph structure, overall organization, use of evidence, style, grammar, and overall (holistic). The readers assigned a score of outstanding, good, satisfactory, or inadequate (which we translated into a numerical score from 4 and 1 in order to analyze the data). Each essay was evaluated by at least two readers.

**Achievement Target:**
We hoped to see improvement in all seven categories outlined in the rubric and hoped to see an average score in every category that is at least "satisfactory" (2.0 on a 4.0 scale) for the post essays.
**Summary of Assessment Results:**
We read pre and post essays from 58 students. We found improvement in every category of our rubric between the pre and post essays. The pre essays scored an average of inadequate in five out of the seven categories. In all five of those categories, the average score rose to satisfactory after a visit to the EWC.

Some categories showed greater improvement than others. 27 students (47 percent) scored below a 2 on paragraph structure in the pre test, while only 16 (28 percent) scored below a 2 on the post test. 27 students (47 percent) scored below a 2 on use of evidence in the pre test, while only 15 (26 percent) scored below a 2 on the post test. 30 students (52 percent) scored below a 2 on style in the pre test, while only 14 (24 percent) scored below a 2 on the post test. 15 students (26 percent) scored below a 2 on grammar in the pre test, while only 5 (9 percent) scored below a 2 on the post test. Thesis, overall organization, and overall (holistic) scores showed some improvement as well, though there was less movement in these categories. Overall organization showed the least movement on the low end of the scoring spectrum: 22 students (38 percent) scored below a 2 on this category in the pre test, and even in the post test 20 students (35 percent) still scored below a 2.

Additionally, we found that students did not necessarily improve across the board in every category. Out of the 58 students included in our assessment, 48 (83 percent) of them improved in at least one category. 8 out of the 58 (14 percent) students improved in all seven categories.

**Use of Assessment Results to Improve Unit Services:**
It’s not surprising to see that freshmen writers who come to the Writing Center for a conference and then revise their essays show greater improvement in the categories that are more narrowly defined, while showing less improvement in the more global categories (e.g., their paragraph structure improves much more than their larger organization in the essay). As a result of the findings of this assessment, we are focusing more attention on global organizational concerns with our tutors. During our opening training sessions, we distributed copies of the rubric we used in the assessment. We ran small group discussion sessions of the rubric as an evaluative tool and asked them to think about how we define good writing at Emory University. We have also incorporated the categories from our rubric more directly into the reporting system in order to encourage the tutors to integrate these categories of evaluation into the way they run tutoring sessions.

The Assistant Director has spoken to some of the instructors of the English 101 and 181 classes to share the results of this assessment measure. He has encouraged them to think about strategies that will encourage their students to think about revision as a deeper reconception of their essays. He is organizing an informal discussion group for these instructors and will continue to discuss the results of our assessment and to encourage them to teach revision more effectively in their classes.

We are also revising our pre/post assessment system itself for next year. We will include classes from both the fall and spring semesters of Eng 101 and 181, in order to deepen the pool of essays we choose from for the assessment. In order to measure whether changes year-to-year in the scores come from differences in our services or from the changing group of raters of the essays each year, starting in 2011-2012 we will include some essays from previous years’ assessments. Doing so should give us a handle on how each group of raters varies in their scoring.

**Counseling and Career Services at Oxford [13]**

<table>
<thead>
<tr>
<th>Outcome #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustain high quality of care and high satisfaction with CCS services as staff expands to address the anticipated increase in service utilization secondary to increased student enrollment.</td>
</tr>
</tbody>
</table>

**Supports School/Division Strategic Goals:**
Respond to challenges and opportunities presented with growth in student enrollment.
**Supports Oxford College Goals:**
To establish Oxford as a model of leadership in responsible action and healthful living—by individuals and institutions, across social, political, and environmental realms.

**Supports University Strategic Goals:**
**Goal 2.** Emory enrolls the best and brightest undergraduate and graduate students and provides exemplary support for them to achieve success.

**First Method of Assessment for Outcome #1:**
Client Satisfaction Surveys and the CCAPS. Our Client Satisfaction Survey includes items that measure both learning outcomes and items that measure client satisfaction. The CCAPS is a 62-item self report outcome measure designed for repeated measurement of client progress throughout the course of therapy. Students seeking behavioral health services completed the CCAPS inventory at time of intake, and theoretically, after each course of 6 counseling sessions and at time of termination. Each report was comprised of overall scores in categories of depression, anxiety, social anxiety, academics, family distress, violence, eating concerns, and substance abuse, as well as a consolidated list of all test items and clients’ responses to each item. Decreasing category scores throughout the course of counseling suggest client progress and counseling effectiveness.

**Achievement Target:**
All items of the client satisfaction survey assessing learning outcomes and client satisfaction will be above 5.5 on a 7.0 point scale. CCAPS data will demonstrate decline in distress level in at least one category among counseling clients participating in a minimum six-week course of psychotherapy.

**Summary of Assessment Results:**
Scores on items addressing learning outcomes ranged from 5.3 to 6.4. Only one learning outcome item measured below 5.5. That item reads: "Counseling helped me become more successful in my academic endeavors." Scores on items addressing client satisfaction with personal and career counseling services ranged from 6.4 to 6.8. Analysis of CCAPS data indicated that the percentage of clients endorsing moderate to severe suicidal ideation dropped from 32 percent to 8 percent over the course of psychotherapy. Although one cannot assume causality, one can infer, based on these statistics, that students engaged in counseling for six weeks or longer did experience relief from the frequency and intensity of their suicidal ideation. The CCAPS data also indicated that the percentage of client-perceived improvement on all subscales was under 55 percent for CCS clients participating in, at least, a six-week course of psychotherapy.

**Use of Assessment Results to Improve Unit Services:**
CCS achieved a 33 percent response rate in Client Satisfaction Surveys. Efforts will be made to improve the response rate and generate more reliable data, especially since learning outcomes are not relevant to all CCS clients and students are instructed not to respond to items that are irrelevant to the focus of their counseling. In regard to the CCAPS, The CCAPS Center Wide Change Report which is currently the only method currently available to CCS for analyzing CCAPS data is under development and review by the Center for Collegiate Mental Health (CCMH). It is likely to be revised and improved in the coming year. Counselors were remiss in religiously requesting the administration of the CCAPS at time of termination of counseling; hence, results do not necessarily reflect the benefits of counseling for students participating in a longer course of psychotherapy. A plan will be devised and instituted to insure more reliable data collection in the 2011-2012 academic year.

---

**Center for International Programs Abroad [14]**

**Outcome #1:** CIPA will promote diversity of study abroad and maintain high quality advising in the following areas (a) discipline (academic majors studying abroad); (b) destination (locations of countries abroad); and (c) demographics (under-represented student populations).
**Supports School/Division Strategic Goals:**

**CIPA Goals**
- Increase enrollments, per strategic plan
- Promote diversity in programming
- Promote global citizenship

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

**Supports University Strategic Goals:**

**Goal 2:** Emory enrolls the best and brightest undergraduate, graduate and professional students and provides exemplary support for them to achieve success.

**Goal 3:** Emory’s culture and physical environment enrich the lives and intellectual work of faculty, students, and staff.

**First Method of Assessment for Outcome 1:**
**Direct:** Measure enrollments from 2009-2010 to 2011-2012; track outreach activity (Minority Student Outreach fairs and info sessions, etc.); track activity of new programs developed during 2011-2012 to attract diversity (for example performing arts in Argentina, medical sciences in Spain); track scholarship activity including (a) number of students applying for CIPA travel grants vs. number grants awarded, (b) deposit deferments requested and any cancellations due to financial reasons, (c) external grants provided to students); track outreach activity with academic departments (departmental meetings attended, new faculty outreach or under-represented department outreach). Obtain comparison data for Emory College population in the same year.

**Achievement Target:**
Diversity of the study abroad population will closely mirror the on-campus Emory College population (demographics and discipline areas). Increase programming that promotes diversity.

**Summary of Assessment Results:**
- Increase in male representation in 2009-2010, but declines in the next two years.
- Increase in Asian representation mirror increase among College general population, but Asians remain underrepresented in CIPA
- Increase in black representation such that equal to College general population in 2011-2012
- Hispanic and Unknown race-ethnicity overrepresented in CIPA
- International students underrepresented
- Approximately 40 percent of College of Arts and Sciences completers participated in CIPA during their undergraduate studies
- Women (~45 percent) more likely than men (~30 percent)
- Last two years, Hispanic completers most likely to participate: more than 50 percent increase from 2009-2010.
- ~50 percent of white completers participate
- ~25-30 percent of African American and Asian completers participate
- Jump in rates among Hispanic, black and international 2010-2011 completers- possible explanations to be determined
- CIPA continued routine outreach to academic departments, including specific outreach for Asia study abroad program locations–see rise of enrollments in relevant programs.
Use of Assessment Results to Improve Unit Services:

- Continue to track enrollment for another year to assess the trends
- Continue to work with director of educational research to compare CIPA data to overall Emory College data
- Analyze more closely data related academic majors abroad (compared to on-campus)
- Consider outreach initiatives with faculty in which CIPA feels we have some influence—focus on regional Africa programs for 2012-13
- Continue active contact with academic departments to further partnerships and advising students
- Continue Minority Student Outreach Initiative to diversify population
- Establish contact with new dean of student affairs, Dr. Nair, regarding minority outreach initiative and understanding Asian-American student population
- Support program proposals for faculty-led programs in underrepresented areas

Emory Division of Campus Life Assessment Team

Established in 2007, the Campus Life Assessment Team provides leadership and expertise to the fifteen departments within the division to advance a culture of evidence-based decision-making. The team is chaired by the Special Assistant to the Senior Vice President and Dean for Campus Life. A five-member steering team sets strategic direction for the division’s assessment efforts and provides support to the departments. The full 15-member team meets monthly to discuss projects taking place across the division and to participate in ongoing training [15] [16] [17].

The Campus Life Assessment Team also hosts the Emory University Student Affairs Assessment Conference [18] [19]. Now in its third year, the conference is designed to advance assessment practice and knowledge among student affairs practitioners across the southeastern United States [20].

Following are executive summaries from two Campus Life assessment reports [with links to full reports]. These summaries were selected as examples because they describe assessment projects that are representative (in terms of methodology, results, and improvements) of the types of annual assessment projects conducted by the fifteen units in Emory’s Division of Campus Life.

Note: Instead of using templates to report assessment results, Campus Life requires each unit to write a narrative research report, as unit directors present results to the Division in annual assessment presentations [21] and at professional meetings and conferences.

Emory University Student Health and Counseling Services Assessment of the Stress Management and Biofeedback Clinic

Executive Summary [22]

The Counseling Center’s Stress Management and Biofeedback Clinic offers a structured program in which students learn cognitive and behavioral strategies to reduce the physical and mental aspects of anxiety. Interventions also aim to enhance students’ self-efficacy across a variety of performance domains (e.g., academic, social, and occupational). Biofeedback is a tool that adds to the Clinic’s emphasis on the mind-body connection. Through the use of physiological feedback, students become more proficient in emotion regulation skills.

The current assessment was a re-examination of the effectiveness of the Clinic’s program with respect to degree of improvement in students’ social, cognitive, and emotional outcomes. Also evaluated was client satisfaction with services. This assessment was a follow up to the 2009-2010 Stress Clinic self-study, which led to our making structural changes in the 2010-2011 treatment protocol. Specifically, in order to address 2009-2010 problems with attrition and accessibility to biofeedback training, we added more computer equipment and another clinician. With these additions, we were able to offer a shorter and more integrated treatment plan. The goal of this study was to assess the impact of these changes.
Forty-eight clients were included in the 2010-2011 sample of Stress Clinic class participants. This was a 30 percent increase over the number of clients seen in Stress Clinic classes during the 2009-2010 academic year. While an additional 28 clients were seen for individual stress management counseling this year (a 154 percent increase over 2009-2010), treatment methods varied to such a significant degree that this group was not included in the current study. Rather, an emphasis was placed on comparing outcomes for those who participated in classes in 2010-2011 versus 2009-2010. This focus on evaluating our Class program was of particular importance since we are continually looking for ways to reach larger numbers of students in a manner that facilitates peer support and the de-stigmatization of treatment. Increased efficiency in the Clinic’s operations along with another staff member and the purchase of additional biofeedback equipment have allowed for growth in client numbers with a decrease in direct clinical hours used to staff the program (from 30 hours per week in 2009-2010 to 25 this year). This year’s 56 percent client completion rate was a substantial increase over last year’s 38 percent rate. This was likely a result of our transition to a six-week treatment protocol, which proved to be more efficient and effective than last year’s extended two-phase nine-week approach.

Similar to treatment outcome findings for last year, support was found again in 2010-2011 for predicted improvements in the following domains: 1) trait anxiety; 2) depressive symptoms; 3) general anxiety; and 4) social anxiety. Although there were reductions in academic distress in this year’s sample, the findings did not reach statistical significance as they had last year. As in 2009-2010, evaluations of class sessions provided support for immediate stress reduction, increases in feelings of being equipped to cope with stressors, and intentions to practice stress reduction strategies on at least two days out of the week. A final evaluation of the Stress Clinic suggested high levels of client satisfaction marked by the perceived helpfulness of classes, regular home practice of relaxation skills, improvement in academic performance/focus, increased self-confidence in coping abilities, and willingness to recommend services to others.

Although there was continued demonstration of very positive treatment outcomes, programmatic improvements should continue to center on increasing client capacity. At times, there was a six-week wait period for stress clinic slots, yet absences led to positions going unfilled each week. Despite attempts at minimizing wait times with a strict Stress Clinic cancellation/no show policy along with fees for missed sessions, there was significant student attrition from the waitlist. In upcoming years, with additional class offerings and/or more biofeedback equipment, we could effectively serve a much larger number of students while reducing clinic wait times.

Residence Life Assessment of the Leadership Living-Learning Community Executive Summary [23]

Background of Leadership Living-Learning Community (LLC)
Residence Life and Housing piloted a Leadership Living-Learning Community in Dobbs hall during the 2010-11 school year. The department partnered with the Office of Student Leadership and Service to offer this LLC designed specifically for first-year students. A steering committee developed learning outcomes for the pilot LLC.

Assessment Methodology
To obtain feedback about the Leadership LLC, the department used data from the EBI (Educational Benchmarking, Incorporated) Residence Life survey. Residence Life and Housing annually distributes this online survey to measure on-campus student satisfaction and learning. The commercial survey included 103 pre-determined questions that were multiple choice structured, primarily Likert scaled, and focused on specific aspects of a student’s experience of living on campus (i.e., satisfaction, learning outcomes, and perception of climate). In addition to the questions already on the EBI survey, the department added several questions specific to the Leadership LLC. The number of Leadership LLC residents that received the survey included 160, of which 68 responded (43 percent response rate).
Summary of Findings

- The responses show that the Leadership LLC participants (when compared to their first-year peers) reported higher levels of learning in communication skills, resolving conflicts, and living cooperatively. However, the Leadership LLC participants reported lower levels of learning related to respecting other races/ethnicities and lower levels of interaction with those who are different from themselves.
- Comparing satisfaction with programming amongst first-year residents revealed that the Leadership LLC residents were very satisfied, even when compared to other first-year living learning communities that have been established.
- A minority of the survey participants indicated learning about their own leadership skills, leadership style, values, and beliefs.
- Residents were asked to rate their involvement in their LLC’s. Comparing the responses amongst first-year LLC’s revealed that residents in the Leadership LLC were not as involved as residents in other LLC’s. A closer examination of the same data revealed that almost half of the residents felt that they were “moderately” involved in the Leadership LLC and 27 percent felt they were not involved at all.

Recommendations

- Incorporate language from the Five Tenets of Leadership (from Leadership Emory) into the programming of the Leadership LLC.
- Increase communication about leadership topics through the use of newsletters and weekly updates.
- Develop themed months that will focus on the leadership tenets.
- Sponsor a hall competition to encourage participation.
- Recognize a “leader of the month” chosen from the residents of the Leadership LLC.
- Require Resident Advisor staff to sponsor at least one program per month that relates to leadership.
- Continue assessment of the Leadership LLC by developing direct measures of learning outcomes.

Sample of Academic and Student Support Services Units Annual Outcomes Assessment Reports

The table below provides links to 65 assessment reports submitted to OIRPE from 2010-2012. Note: Reports for AY 2012-13 are due October 2013; however, the Division of Campus Life has submitted several reports early this year, and they are included in the table.

Reports were selected from a wide cross-section of units to demonstrate the variability of outcomes, assessment methods, achievement targets, assessment results, and the use of results for unit improvement. Section three (assessment summary) of each template connects the unit’s outcomes with Emory’s mission and strategic goals.
<table>
<thead>
<tr>
<th>Administrative Unit</th>
<th>Outcomes Assessment Reports</th>
</tr>
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<tr>
<td>College of Arts and Sciences</td>
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<td>2011-12 Summer and Pre-College Programs [27]</td>
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<td>2011-12 Writing Center [29]</td>
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<td>2010-11 Center for Science Education [32]</td>
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<td></td>
<td>2010-11 Scholarly Inquiry and Research at Emory [33]</td>
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<tr>
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<td>2010-11 Summer Undergraduate Research Program [34]</td>
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<td>2010-11 Writing Center [35] [36]</td>
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<td>2012-13 Student Leadership and Service [42]</td>
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<td>2011-12 Career Center [46]</td>
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<td>Center for Lifelong Learning</td>
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| Center for Faculty Development and Excellence | 2011-12 Center for Faculty Development and Excellence [66]  
2010-11 Center for Faculty Development and Excellence [67] |
| International Affairs | 2011-12 International Affairs [68]  
2010-11 International Affairs [69] |
| Graduate School | 2011-12 Student Services [70] |
| School of Business | 2011-12 Student Services [71] |
| School of Law | 2011-12 Student Services [72]  
2010-11 Student Services [73] |
| School of Medicine | 2011-12 Student Services [74]  
2010-11 Student Services [75] |
| School of Nursing | 2011-12 Student Services [76]  
2010-11 Student Services [77] |
| School of Public Health | 2011-12 Student Services [78]  
2010-11 Student Services [79] |
| School of Theology | 2011-12 Student Services [80] |
| University Financial Aid | 2011-12 University Financial Aid [81]  
2010-11 University Financial Aid [82] |
| University Libraries | 2011-12 Emory University Libraries [83]  
2011-12 Health Sciences Library [84]  
2011-12 Oxford College Library [85]  
2010-11 Emory University Library [86]  
2010-11 Health Sciences Library [87]  
2010-11 Oxford College Library [88] |
| University Registrar | 2011-12 University Registrar [89]  
2010-11 University Registrar [90] |

**Sources** (In Order of Appearance)

- [1] List of Academic and Student Support Services Units
- [2] Charge to the Administrative and Educational Support Assessment Committee Charge
- [3] Administrative and Educational Support Units Assessment Webpage
- [4] AES Units Report Template
- [5] AES Units Assessment Committee
- [6] AES Units Assessment Committee Meeting Minutes
- [9] AES Units Assessment Report Guide
- [10] AES Units Evaluation Rubric
- [11] AES Units Assessment Webpage
- [12] [35] 2010-11 Emory Writing Center Assessment Report
- [13] [57] 2010-11 Oxford Counseling and Career Services
- [14] 2011-12 ECAS Center for International Programs Abroad
- [15] Campus Life Assessment
- [16] Campus Life Assessment Committee Membership
- [17] Assessment Pushes Campus Life Goals
- [18] Campus Life Assessment Conference
- [19] About the Campus Life Assessment Conference
- [20] Campus Life Assessment Conference Programming
- [21] Campus Life Assessment Presentation Schedule
• 2010-11 Stress Clinic Assessment Report
• 2011-12 Residence Life Leadership Report
• 2011-12 ECAS Academic Advising
• 2011-12 ECAS Academic Support Programs
• 2011-12 ECAS Center for International Programs Abroad
• 2011-12 ECAS Summer and Pre-College Programs
• 2011-12 ECAS Summer Undergraduate Research Program
• 2011-12 Emory Writing Center Assessment Report
• 2010-11 ECAS Academic Support Programs
• 2010-11 ECAS Admissions
• 2010-11 ECAS Center for Science Education (HUES)
• 2010-11 ECAS Scholarly Inquiry and Research
• 2010-11 ECAS Summer Undergraduate Research Program
• 2010-11 ECAS Writing Center Report 2
• 2012-13 Dobbs University Center Assessment Report
• 2012-13 LGBT Life Assessment Report
• 2012-13 Multicultural Programs and Services
• 2012-13 Residence Life Assessment
• 2012-13 Student Health and Counseling Services
• 2012-13 Student Leadership and Service Assessment Report
• 2012-13 Technology and Communications Assessment Report
• 2011-12 Athletics and Recreation Assessment Report
• 2011-12 Barkley Forum Assessment Report
• 2011-12 Career Center Assessment Report
• 2011-12 Residence Life Assessment Report
• 2010-11 Dobbs University Center Assessment Report
• 2010-11 LGBT Life Assessment Report
• 2010-11 Student Leadership and Service Assessment Report
• 2011-12 Oxford Counseling and Career Services
• 2011-12 Oxford Religious and Spiritual Life
• 2011-12 Oxford Residential Education and Services
• 2011-12 Oxford Student Development
• 2011-12 Oxford Student Involvement and Leadership
• 2010-11 Oxford Athletics and Recreation
• 2010-11 Oxford Religious and Spiritual Life
• 2010-11 Oxford Student Health Services
• 2010-2011 Oxford Student Involvement and Leadership
• 2011-12 Carlos Museum
• 2010-11 Carlos Museum
• 2011-12 Center for Ethics
• 2010-11 Center for Ethics
• 2011-12 Center for Lifelong Learning
• 2011-12 CFDE
• 2010-11 CFDE
• 2011-12 International Affairs
• 2010-11 International Affairs
• 2011-12 Graduate School
• 2011-12 Law School
• 2010-11 Law School
• 2011-12 Medical School
• 2010-11 Medical School
• 2011-12 Nursing
• 2010-11 Nursing
• 2011-12 Public Health
• 2010-11 Public Health
• 2011-12 Theology
• 2011-12 Financial Aid
• 2010-11 Financial Aid
• 2011-12 Emory University Library
• 2011-12 Woodruff Health Sciences Library
• 2011-12 Oxford College Library
• 2010-11 Emory University Library
• 2010-11 Woodruff Health Sciences Library
• 2010-11 Oxford College Library
• 2011-12 Registrar
• 2010-11 Registrar
3.3.1.4

Institutional Effectiveness: Research
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.4 research within its educational mission, if appropriate.

Judgment
☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative
Emory University improves research by engaging in ongoing and systematic outcomes assessment processes. Research at Emory is defined within its mission statement as a unified effort to create, preserve, teach, and apply knowledge in the service of humanity. To fulfill this mission, the University supports the full range of scholarship, from undergraduate to advanced graduate and professional instruction, and from basic research to its application in public service. In keeping with the demand that teaching, learning, research, and service be measured by high standards of integrity and excellence, and believing that each person and every level of scholarly activity should be valued on its own merits, the University aims to imbue scholarship at Emory with:

- A commitment to humane teaching and mentorship and a respectful interaction among faculty, students, and staff
- Open disciplinary boundaries that encourage integrative teaching, research, and scholarship
- A commitment to use knowledge to improve human well-being
- A global perspective on the human condition [1]

The institution and its faculty, staff, and students actively engage in the creation of knowledge through scholarly endeavors that range from the arts and humanities to medicine and science. New knowledge created through these various forms of research and scholarship advances the educational mission of the institution, adds to the global body of knowledge available to humanity, and translates into new techniques and therapies available to a wide range of people [2].

Because of the breadth of scholarly activities pursued within the University, primary responsibility for setting standards of scholarship as well as the evaluation of impact and productivity falls to each individual college, school, and research center. Their evaluations include incorporating research and scholarship outcomes into academic programs as well as faculty promotion and tenure decisions. The deans are accountable to the provost for ensuring that their schools’ standards and evaluation procedures achieve the goals articulated in the University’s mission statement.

The following narrative includes specific examples of assessment results documented in annual reports, program reviews, self-studies, and outcomes assessment reports. These examples were selected to represent the wide range of research assessment methods practiced across Emory’s colleges, schools, centers, and institutes. They were also selected to illustrate how data are analyzed and used to improve research by individuals, units, and the institution at large. The narrative is organized into three sections: (1) assessment of faculty research, (2) assessment of student research, and (3) strategic planning and research assessment.

Assessment of Faculty Research
Faculty research is essential to Emory’s vision of an inquiry-driven, ethically engaged and diverse intellectual community. Professors must demonstrate scholarly excellence and be established among the distinctive and recognized voices in their discipline, examining and addressing their
field’s most pressing questions [3]. The following section provides evidence of the assessment of faculty research by school and college. For more details regarding each school’s specific evaluation policies and practices, please see the appendix as well as the response to Standard 3.7.2.

School of Nursing
The mission of the Nell Hodgson Woodruff School of Nursing (NHWSN) is to educate nurse leaders and scholars, generate new knowledge, and improve health and health care, all in service to the global community. This mission is congruent with the mission of Emory University, which is to create, preserve, teach, and apply knowledge in the service of humanity. The emphasis on research is further addressed in the NHWSN Strategic Plan, specifically Goal 2: “Exemplify eminence in research and scholarship” [4].

Given the mission of the NHWSN and Goal 2 of its Strategic Plan, in 2005 a NHWSN task force was formed to undertake a study of the best schools of nursing in the country in regard to research, to determine what it would take for the NHWSN to become one of the top three private nursing schools in research within the next 10 years. From its deliberations, the task force identified the following expected outcomes required to ensure the success of its research mission:

1. The recruitment of up to 10 new research-productive faculty members within five years (i.e. by 2010).
2. Strengthening of the research infrastructure by establishing, within two years, an Office of Nursing Research (ONR) dedicated to anticipating and supporting the needs of research faculty in order to streamline faculty grant submissions and increase the number and the size of awards.
3. The establishment of a standing research committee that meets monthly to monitor research progress and needs, including the progress and needs of students involved in research.
4. The recruitment of an associate dean for research within one year to lead the unit.
5. Maintaining an active network of student research and scholarship activities.

Assessment Strategies Used to Evaluate Outcome Successes
To assess the extent to which the NHWSN achieves its research-related outcomes, the following assessment strategies were implemented:

1. Tracking the number of existing research-productive faculty in the NHWSN each year.
2. Tracking the number of research-productive faculty who were recruited by the NHWSN each year and those who accept offered positions.
3. Annually surveying all faculty who have submitted grant applications through the ONR using a Survey Monkey questionnaire seeking information on their expectations of how the NHWSN could and should support their research success and whether the NHWSN met those expectations.
4. Tracking of research applications submitted for funding each year by research-productive faculty and the outcomes of those submissions. To this end, monthly/quarterly and annual reports are provided to the dean and leadership council that contain detail on grant application activity (number, dollar amount sought, associated indirect cost recovery) and on related grant activity within the school. The reports identify both total awards received through external funding mechanisms and awards achieved through Emory’s internal funding mechanisms each year.
5. Submission of research committee reports to the dean and the dean’s leadership council each month, identifying activities held within the school to promote research.
6. Tracking of other indices of research productivity including faculty publications.
7. Submission of research committee reports to the dean and the dean’s leadership council each month, identifying outcomes related to student research experiences and training including number of students completing research projects, as part of the undergraduate honors program or dissertation research, as well as presentations and publications on which
8. Tracking the National Institutes of Health published rankings of nursing schools in regard to research funding, including the research rankings of private nursing schools.

Evidence of Outcome Improvements through 2012

1. There are currently 31 full-time research-productive faculty in the NHWSN.
2. Of this number, 21 were hired between 2005-2012, four entered as full professors in the tenure track, 12 as assistant or associate professors in the tenure tract, and five started as visiting scholars/research associate professors; of this last group, two have since entered the tenure track as assistant professors and three are expected to do so within one to two years.
3. The Office of Nursing Research (ONR) was established in 2006 and the first associate dean for research was recruited soon thereafter. Over the years, the ONR has grown to include, in addition to the full-time Associate Dean: a full-time grant manager, two full-time statistician/methodologists, one half-time statistician, a 20% grant editor, and a 50% program assistant. In addition, the search for a second full-time grant manager, dedicated to post-award duties, is underway.
4. External research funding increased from $1,172,359 in 2008 to $1,996,075 in 2009, but since has fallen to $1,271,020 in 2011. It is projected to increase again, however, to $2,143,071 in 2012.
5. The Undergraduate Honors Program enrolls between 18-20 undergraduates per year. During the last five years, 100 percent of the students have presented their work at local, regional, or national conferences, and three students have published their findings in the last four years.
6. In the last five years, the NHWSN has graduated nine Ph.D. students, with rates varying from one to five per year.
7. The NIH research rankings for the NHWSN dropped in the first three years following the establishment of the taskforce, as senior and promising scholars accepted positions in other institutions. The NHWSN investment in their careers had shown results, but in response, their recognized talents made them targets for recruitment elsewhere. Currently, the NHWSN ranks 35th in the country for NIH funding, the seventh highest of the private nursing schools. We project a significant improvement by the end of the 2012 NIH cycle.
8. Total external research funding (NIH, Foundations, CDC, American Heart Association etc.) will exceed $12 million by the end of 2012.

School of Public Health

Research is one of the principal missions of the Rollins School of Public Health (RSPH) and is reflected in the goal to “advance the science of public health through discovery, dissemination and application of knowledge.” RSPH faculty members conduct research in a variety of areas including practice-based, community-based, clinical, and laboratory research. Success in research is measured by several objectives that support the RSPH goals to

- Educate individuals for leadership in community health promotion and disease prevention in populations around the world, and
- Advance the science of public health through discovery, dissemination and application of knowledge

Two key indicators of the success of the school’s research activities are per capita dollars in extramural funding and the mean number of publications in peer-reviewed literature. Additional indicators of success include the various honors bestowed on faculty, based primarily on their contributions to research [5] and the level of interdisciplinary scholarship. The table below (from the RSPH 2012 self-study for the Council of Education for Public Health) [6] summarizes the goals,
objectives, and measures the school uses to measure the success of its research activities.

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>OUTCOME MEASURE</th>
<th>YEAR 1 2008-09</th>
<th>YEAR 2 2009-10</th>
<th>YEAR 3 2010-11</th>
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<tr>
<td><strong>Goal I: Objective D:</strong> Engage students in collaborative research and practice with faculty and other public health professionals</td>
<td>Number of co-authored presentations at professional meetings with faculty members</td>
<td>Not reported this yr</td>
<td>61</td>
<td>133</td>
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<td></td>
<td>Number of published or accepted articles by faculty with student co-authors</td>
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<td>238</td>
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<td></td>
<td>Number of students employed on research projects</td>
<td>210</td>
<td>230</td>
<td>300</td>
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<td></td>
<td>Number of RSPH Merit Scholars with research assistantships</td>
<td>30</td>
<td>32</td>
<td>32</td>
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<tr>
<td><strong>Goal II: Objective B:</strong> Advance public health discovery through externally funded scholarship</td>
<td>Sponsored Awards • Total sponsored awards</td>
<td>$60.0 m</td>
<td>$64.6 m</td>
<td>$76.1 m</td>
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<tr>
<td></td>
<td>• Increase in sponsored awards over previous year</td>
<td>12%</td>
<td>8%</td>
<td>18%</td>
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<td></td>
<td>• Total research awards</td>
<td>$46.9 m</td>
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<tr>
<td></td>
<td>• Per capita for tenured and tenure-track faculty</td>
<td>$603,620</td>
<td>$639,710</td>
<td>$723,927</td>
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<td></td>
<td>• Per capita for all faculty who support the research program</td>
<td>$364,617</td>
<td>$377,766</td>
<td>441,157</td>
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<td></td>
<td>Amount of awards from the National Institutes of Health (NIH)</td>
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<td>Annual increase in NIH funding</td>
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<td>10.7%</td>
<td>29%</td>
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<td>Amount of all federal awards Non-Federal Funding</td>
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<td>Per capita for all federal awards</td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td><strong>Goal II: Objective C:</strong> Disseminate research findings through publications</td>
<td>Total (T) and per capita (P/C) number of faculty published or accepted refereed articles</td>
<td>Total: 862</td>
<td>Total: 830</td>
<td>Total: 1288</td>
</tr>
<tr>
<td></td>
<td>Number of faculty-authored book chapters</td>
<td>133</td>
<td>88</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Number of faculty-edited or -authored books</td>
<td>12</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Number of faculty presentations at professional meetings</td>
<td>661</td>
<td>611</td>
<td>689</td>
</tr>
</tbody>
</table>
Goal II: Objective D: Promote interdisciplinary, applied scholarship

| Number of sponsored collaborative research awards including faculty from more than one department or school | 80 | 91 | 84 |
| Proportion of collaborative awards of all research awards | 38% | 41% | 35% |

Use of Results for Improvement
In addition to being used for promotion and tenure reviews of faculty members, annual research reports are used by department chairs and the RSPH Research Advisory Committee (12 faculty members, two from each department) to identify opportunities for collaborative and/or interdisciplinary research and promote multidisciplinary activities, such as center and training grants. The committee stays abreast of trends among major funding agencies and identifies opportunities for faculty or groups of faculty for sponsored programs of research. The associate dean of research promotes the school’s alignment with research-related strategies, policies, and procedures through active participation on the Woodruff Health Sciences Center (WHSC) Research Advisory Committee, the Office of Sponsored Programs Faculty Advisory Board, regular meetings with other associate deans of research in the WHSC, and interaction with the relevant university and school offices [7].

School of Theology
Research is a vital component of the mission of the Candler School of Theology. The Candler mission statement affirms that the school is committed to “scholarship and teaching that are in critical and creative dialogue with the traditions of both church and university” [8].

With respect to research outcomes, the Candler Faculty Handbook stipulates that all tenure-track faculty are expected to engage in a continuing pattern of research, writing, and publication that engage both the academy and the church. Such research should demonstrate:

- serious engagement with primary data
- knowledge of the methodological issues in the discipline
- conceptual depth
- the orderly organization of thought
- originality in its conception

In addition, research should make contributions that help advance a field of study and be presented with clarity and imagination. Ordinarily, the expectation is for articles in refereed journals or books singly written. In the case of faculty with music performance, however, evaluation of research is based on two sets of criteria. The first involves publications beneficial to students, church leaders, and faculty studying and performing instrumental and vocal sacred and church music. The second involves performances, which reflect the scholarly contribution of music faculty [9] [10] [11].

Assessment of faculty research is part of the normal review of performance for all tenure-track faculty. These reviews are conducted at specified stages within a faculty member’s career. Every tenured faculty member, whether at the rank of associate or full professor, undergoes a full review, covering research, teaching, and service, every seven years. One purpose of the reviews, normally falling the year before a scheduled sabbatical, is to help faculty members reflect on their current research and plan for a productive sabbatical year.

With respect to results of these processes, the following table summarizes faculty research and publication over the past five academic years:
Findings from assessment of individual faculty are used to improve the institution principally through the submission of oral and written feedback to individual faculty members in the review process. Each review culminates in a letter from the dean to the faculty member identifying the strengths of his or her research program and production, areas for improvement, and suggestions on moving forward.

**School of Law**
To assess the success of the law school’s research mission, the dean uses a variety of metrics. First, with respect to faculty, the dean engages with each faculty member to assess scholarly output. For pre-tenure faculty, the law school prepares annual reviews that evaluate the faculty members’ teaching and scholarship. In addition, for promotion to associate professor (without tenure), the faculty member’s scholarship is sent to four external reviewers for evaluation of its quality [12].

In addition to the annual reviews, the staff members at the law school compile various data on the extent of the law school faculty’s publications. For each academic year, staff perform searches on the legal databases on Westlaw to determine how frequently our faculty are cited by other scholars or commentators. These data are tracked on a spreadsheet, showing individual faculty citation counts and total citation counts over the course of the previous five years. The citation count serves as a proxy for the influence our faculty is having on the academy. Individual faculty member’s citations can be compared to the mean and median for the entire faculty, though care must be taken because some fields of law are larger, with more scholars and publications, thus there is more opportunity to be cited. Moreover, the law school tracks the total number of citations for the entire faculty per academic year. The total citations for Emory faculty are shown below.

### Citations on Westlaw to Emory Law Faculty Scholarship

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>61</td>
<td>63</td>
<td>62</td>
<td>66</td>
<td>68</td>
</tr>
<tr>
<td>Average Citations</td>
<td>33.0</td>
<td>33.7</td>
<td>39.0</td>
<td>40.1</td>
<td>37.3</td>
</tr>
<tr>
<td>Total Hits</td>
<td>2014</td>
<td>2120</td>
<td>2416</td>
<td>2647</td>
<td>2537</td>
</tr>
</tbody>
</table>

### Emory Law Faculty Review Articles

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Articles</td>
<td>45</td>
<td>30</td>
<td>38</td>
<td>39</td>
<td>33</td>
<td>38</td>
<td>12</td>
<td>235</td>
</tr>
</tbody>
</table>

### Emory Law Faculty Books

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Books</td>
<td>25</td>
<td>13</td>
<td>20</td>
<td>13</td>
<td>24</td>
<td>21</td>
<td>16</td>
<td>8</td>
<td>140</td>
</tr>
</tbody>
</table>
The law school periodically searches for article placements by the faculty in what are regarded as the top 30 journals. Though imperfect, the law school uses this as a proxy for both the likely impact of the article and its quality. Articles placed in more highly regarded journals typically garner more external attention and help burnish the reputation of the law school.

School of Medicine
The School of Medicine’s mission includes the following expected outcomes: (1) integrate research with the education and service mission of the school; (2) foster a collaborative and supportive environment that values faculty investigators; (3) leverage rich local and global collaborative partnerships; (4) commit to translating discoveries to the overall benefit of human health, and (5) elevate the health of Georgia’s population and alleviate health disparities. Every five to seven years a school Research Strategic Plan is developed with the dean for research charged with implementation. The 2010 plan, 2012 Research Evaluation Report, and sample monthly dashboard are provided [13] [14] [15].

In terms of the assessment of faculty research, candidates for appointment or promotion to associate professor must show academic eminence, including meritorious scholarship, creative inquiry, and/or teaching, and have the demonstrated promise to become leaders and transform their fields. Candidates for appointment or promotion to Professor must show academic eminence and be established as among the most distinctive and recognized voices in their disciplines, consistently examining and addressing their fields’ most pressing questions.

As a proxy for research excellence and growth, the SOM has monitored NIH funding awards monthly over the past 15 years. The annual awards are shown in this graph.

![Graph of NIH funding awards](image)

The School of Medicine also tracks the market share of NIH awards garnered by researchers. The SOM market share has been climbing steadily since 1987 as shown here. Growth trajectories required to reach the #10 ranking are also plotted here.
Centers and Institutes Research Assessment

Emory’s research centers and institutes are periodically reviewed according to policies and procedures developed by the colleges and schools to which they report. Included here are sample review policies and recent reviews. As discussed in the previous section and in 3.7.2, individual faculty research is evaluated as part of the promotion and tenure process.

Emory College of Arts and Sciences Center and Institute Review Policy [16]
School of Public Health Center and Institute Review Policy [17]
School of Nursing Center and Institute Review Policy [18]

Center for Mind, Brain, and Culture Self-Study [19]
Emory Vaccine Center Annual Report [20]
Lillian Carter Center for Global Health and Social Responsibility Strategic Framework and Action Plan [21]

Assessment of Student Research

Faculty members identify expected student research outcomes, assess the extent to which students achieve these outcomes, and provide evidence of improvement based on analysis of the results in annual learning outcomes assessment reports. In addition, periodic program reviews are conducted by each of the colleges and schools to improve teaching, learning, and research (please see the response to Standard 3.3.1.1 for a detailed explanation of these reporting processes).

Oxford College

The development of research skills is one of the goals of the Oxford College curriculum. Oxford assesses students’ learning of these skills based on research papers evaluated by a cross-disciplinary team of faculty, and by the Research Practices Survey (RPS), developed for and by liberal arts institutions and informed by the Information Literacy Competency Standards of the Association of College and Research Libraries. Oxford has conducted the RPS in both fall and spring semesters in 2008-09, 2009-10, and 2011-12. The first round of research paper assessment in 2011 revealed that the use of sources and evidence is among the students’ weakest research skills. In addition, past RPS data indicated that students need assistance with narrowing their topic for a research paper, developing a list of sources to investigate, differentiating between academic and popular sources, deciding what information from sources to integrate into their paper, knowing how to cite sources correctly, and developing a thesis statement. In response, the Oxford Library began to target these skills in its research instruction sessions; analysis of research instruction also led to
an increased focus on how research skills can be transferred from one discipline to another. The Library has also increased the number of these sessions so that students are now reached more times during each semester [22].

**College of Arts and Sciences**

Through academic coursework and projects, undergraduates receive an introduction to research that develops foundational skills to build on in graduate school, work, and life. Almost three in four undergraduates report having been offered the opportunity to work with faculty on a research project and 43 percent report that they worked directly with faculty on research [23]. Each degree program establishes learning outcomes and assesses those outcomes using methods developed by program faculty. Assessment information is collected in annual outcomes assessment reports. An excerpt from the 2012 Sociology BA report [24] is included below as an example of how research is assessed at the degree program level. For additional examples, please see the reports for Psychology [25] and Women’s Gender and Sexuality Studies [26] as well as the response to 3.3.1.1. Note: Not all undergraduate degree programs require research as a student learning outcome.

### 2011-12 Assessment Report for the BA Program in Sociology

<table>
<thead>
<tr>
<th>Learning Outcome 2 -- Social Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to formulate empirical research questions, identify the major methods for collecting data to answer questions and the major advantages and disadvantages of each method, and demonstrate a basic understanding of the principles to employ in analyzing data.</td>
</tr>
</tbody>
</table>

#### Assessment Methods and Results

**a. Faculty Direct Assessments**

   - Faculty and PhD students reported that **100% of undergraduate participants exceeded expectations for Learning Outcome 2** through this hands-on research experience.

2. **Spring 2012: Soc355-000 & Soc355-001**
   - Soc355 Social Research I is a requirement for majors; it fulfills a writing requirement; and it provides a type of capstone experience for majors.
     - Dr. Scott and Ms. Kronberg used the same assessment rubric for the final paper in the class. This paper is a rigorous empirical research paper that addresses all three of our Sociology Major Learning Outcomes.
     - A comparison of results for the two classes shows great agreement in assessment outcomes. Specifically, **for Learning Outcome 2 (Social Research) 90% or more of students exceeded expectations for this outcome**.

Please see the attached document: 2011-2012 Assessment – Soc355 Grading Results & Rubric.

**b. Annual Course Inventory**

**We exceeded our Achievement Target: maintain >85% of our courses addressing learning goal #2.**

Of 49 classes taught in 2011-2012, 95% of courses included this goal. Thirty-five (71%) courses substantially addressed and directly assessed this learning objective in the course. Another 12 (24%) addressed this goal more generally and indirectly assessed it. (The only courses which did not address this learning objective were the Sociological Theory courses, whose primary goal is our 3rd Learning Objective.)
c. Annual Exit Survey

We exceeded our Achievement Target of maintaining majority percentage (≥ 85%) of our graduating seniors reporting that the Sociology major contributed to their knowledge and skills for learning goal #2 (most areas).

Almost 94% of students said that the Sociology major contributed “quite a bit” or “very much” to their knowledge and skills/development in “understanding different sociological research methods” (93.8%), and in “understanding the sociological research process” (93.6%). Eighty-nine percent said that the Sociology major contributed “quite a bit” or “very much” to their knowledge and skills/development in “understanding the ethical issues involved in sociological research.”

Use of Assessment Results to Improve Learning Outcome and Program

I. Addition of Statistics Requirement for the Major:

- With the development of the QTM100 (Introduction to Statistical Inference) course (through the new Institute for Quantitative Theory and Methods), the faculty decided to adopt this course as a requirement for the Sociology Major.
- Major Requirement approved by the Curriculum Committee, Spring 2012, for implementation with all students entering Emory Fall 2012 or after.

II. Enhancing Graduate Student Teaching

- Last year we incorporated a teaching block on Sociology Learning Outcomes in our departmental doctoral course Teaching Sociology (SOC767). We believe this has not fully filtered into classroom instruction by graduate student teachers.

Thus, we plan to conduct a Learning Outcomes Session (focused specifically on upcoming courses) with all graduates students in the semester prior to their teaching semester. This will ensure that our graduate student teachers incorporate attention to learning outcomes in a manner similar to the faculty in the department.

Scholarly Inquiry and Research at Emory (SIRE)

For undergraduate students who would like to participate more fully in meaningful research early on in their academic careers, the College offers Scholarly Inquiry and Research at Emory (SIRE) [27]. The SIRE research partner program allows students to join faculty researchers in all fields as student research assistants. Such faculty-student partnerships offer students the opportunity to be involved in a research team before they undertake their own independent research, and provide faculty with valuable support for their own research. Rising first-, second- and third-year students can apply with or without a prearranged faculty partnership. All applicants commit to working with a faculty mentor for a full academic year [28].

In addition to gaining practical research experience, research partners are required to attend workshops conducted by SIRE graduate fellows covering research techniques, oral and written communication, professional networking, and other skills. Students work in small groups with other students in diverse fields, and group meetings often focus on how different fields approach research questions and how to communicate research goals and findings across traditional academic boundaries. Please see the SIRE program annual report for assessment findings and results [29].

Summer Undergraduate Research Experience [SURE]

The Summer Undergraduate Research Program at Emory (SURE) [30] also allows undergraduate
students to conduct supervised research with a faculty mentor. Students receive training in the research methods applicable to their research plan, analyze data, and create written and oral presentations of their results. At the end of the summer each participant takes part in a formal research symposium. Panels of faculty and graduate students help explore mentoring issues and make recommendations on how to choose a graduate program and how to balance work and family responsibilities. Speakers address their own involvement in science and the requirements for success in their fields. Weekly ethics discussions allow students to explore the ethical aspects of research careers.

SURE Assessment
1179 students (57% from Emory) and 400 faculty mentors have participated in the SURE program [31]. Using follow-up survey data and academic transcripts, staff gauged SURE’s impact on levels of interest in, preparedness for, and actual pursuit of graduate study and professional careers in the sciences for the program’s first 15 summer cohorts. The follow-up survey indicated significant increases in all research preparedness skills considered, notably in ability to give a poster research presentation, discuss research at a graduate school interview, and apply research ethics principles. About a third of SURE graduates went on to complete a graduate degree, and over 90 percent considered SURE “important” or “very important” in their academic development. Respondents reported significant pre/post increases in the level of interest in academic and research careers, as well as high levels of employment in science careers and job satisfaction [32].

Graduate School
The Laney Graduate School (LGS) programs provide students with mastery of a field of inquiry and the research skills and experience necessary to advance the field. Each program includes research competencies in their learning outcome assessment reports, which are reviewed annually and submitted to LGS as part of the annual review process (please reference Standard 3.3.1.1 for additional information on the institutional effectiveness of academic programs) In addition, learning outcomes are discussed at annual program planning sessions in LGS. Although each program has designed the means to evaluate its own students’ research training, all programs include some direct and some indirect measures. Direct measures include program-wide seminars at which students are required to present research questions, research designs and research results; formal defenses of research proposals; formal defenses of dissertations; and faculty review of completed dissertations for quality of research question, method, analysis and presentation. Indirect measures include publication rates, presentations at professional conferences, and placement at research institutions. Included are outcomes assessment reports for the Ph.D. programs in Biostatistics, English, Psychology, and Sociology [33] [34] [35] [36]. In support of student research, LGS provides (1) Professional Development Support (PDS) funding for preliminary or feasibility studies, to gain competencies not available at Emory, for research materials and field or archival work; (2) training in the Responsible Conduct of Research; and (3) funds for presentations at professional conferences [37].

School of Nursing
All undergraduate and graduate students in the NHWSN take courses in research that are designed to provide, via didactic and case study experiences, an understanding of the basic (undergraduate) and advanced (graduate) principles of evidence-based research. These principles include appropriate exposure to research techniques, ethical procedures and responsibilities, and evaluation strategies of published research. Doctoral students receive additional education on research design and methods. In their coursework, students are encouraged to continually evaluate the common assessment, diagnostic, and intervention strategies they encounter in practice, and question whether they are evidence-based. The requirement for exposure to evidence-based research aligns well with the mission of the NHWSN to improve health and health care, all in service to the global community. Ensuring all Emory nursing undergraduate and graduate students have exposure to the underlying principles of evidence-based research will increase their confidence and ability to evaluate the effectiveness of the care they give their patients. By educating students to 1) recognize the need for evidence-based research; 2) evaluate the validity
of the evidence that supports the care they provide; and 3) use their experiences with patients to question or improve common but unproven procedures, we prepare our graduates to provide cutting-edge, patient-centered care. They will be better able to anticipate problems for patients and their families, intervene effectively as patient advocates when called for, and provide a level of care beyond what is expected of most nurses. In addition, our PhD students will be at the forefront of scholarship and knowledge development [38] [39].

School of Theology
The School of Theology offers four degree programs: the Master of Divinity (MDiv), the Master of Theological Studies (MTS), the Master of Theology (ThM), and the Doctor of Theology in Pastoral Counseling (ThD). Three of these – the MTS, ThM, and ThD – are research degrees and require a final research project.

The MTS is a two-year degree designed for persons interested in some aspect of teaching and research, often in anticipation of the pursuit of advanced (doctoral) study in religion. The specified research outcome for the degree is the production of a summative research project that reflects knowledge of the present state of the question addressed, supported by appropriate use of primary and secondary sources. This project can take the form of either a thesis or an integrative paper. The thesis is a more substantial project in both quality (demonstrating original research in a limited subject area) and quantity (normally 60-90 pages). The integrative paper is shorter (25-30 pages) and takes the form of a synthesis of themes drawn from across the student’s courses rather than the defense of an original thesis. Both options, however, require students to demonstrate the ability to conduct research at the post-baccalaureate level, including the appropriate assessment of evidence and the integration of disciplinary perspectives other than the student’s own. As part of the preparation for this work, all MTS students are required to take a three-hour research methods seminar in the second semester of their degree program.

With respect to assessment, the MTS thesis is marked by two faculty readers (an adviser and second reader, both selected by the student) and by the director of general and advanced programs. The MTS integrative paper is assessed by the faculty member teaching the MTS capstone course and by the director of general and advanced programs [40]. In both cases projects are marked using the Integrative Paper/Thesis Assessment Form, according to the following criteria:

1. identification of the problem, question, or issue
2. identification and summary of theological implications of the problem question, or issue
3. consideration of context and assumptions
4. development of thesis or hypothesis
5. presentation and analysis of supporting data
6. integration of other perspectives
7. identification of conclusions and implications
8. effective communication

The ThM is a one-year degree designed for students who have already completed a first-level theological masters degree and wish to explore a particular research area in greater depth. The research outcome for the degree is a substantial, summative research project that reflects knowledge of and serious engagement with the present state of the question addressed, supported by appropriate use of primary and secondary sources.

This project is assessed by the project adviser and by the director of general and advanced programs using the Integrative Paper/Thesis Assessment Form (see the MTS description above).

This degree outcome was evaluated as part of the 2010-2011 assessment for Emory academic programs. Thesis readers were asked to use the Integrative Paper/Thesis Assessment Form, which
was designed to guide and report reader assessments in relation to goals of the program. The program director reviewed and analyzed rubrics reports. For the two rubrics pertaining to this outcome students scored on average 4.1/6.0 (low C range). This is below the performance of MTS students. We are revising the rubrics to provide clearer assessment of outcomes, and are considering having students assess their own work using the same or similar rubrics [41].

The ThD in Pastoral Counseling is a professional doctoral program in which the expected research outcome is the successful completion of a research project and dissertation. The project should contribute useful findings and insights to the student’s area of interest; the dissertation is designed to report, analyze, evaluate, and interpret the results of the project. The research project and dissertation are assessed by a dissertation committee composed of a student’s adviser and the other faculty members composing the student’s advisory committee, according to the following criteria: (1) the ability to generate and explore an interesting and useful thesis in the field of pastoral care and counseling; (2) an adequate understanding of the contextual factors which are directly or indirectly related to that thesis; (3) scholarly competence in the academic disciplines relevant for the research and dissertation; (4) the ability to integrate the theory and practice of pastoral care and counseling; and (5) observance of acceptable canons of scholarly writing and documentation.

When each member of the dissertation committee has indicated to the adviser that the dissertation text is fundamentally acceptable (meaning that no substantial revisions are anticipated), the student meets with the committee for an oral review of the dissertation. At the review, the advisory committee formally votes to recommend the student for graduation [42].

School of Law
Research is a central component of law school education. During the first year, the students are taught legal writing and research in separate classes by full-time faculty members. They learn to perform legal research, to cite work properly, and to draft various forms of legal work, such as memoranda and appellate briefs. The students are graded in these classes, which culminate in an intramural moot court competition where students prepare appellate level arguments. Awards are given to the outstanding performers.

Students are also required to write a substantial paper in order to graduate. The paper must be at least thirty pages long and demonstrate thorough research in primary and secondary sources. Students can satisfy the writing requirement by taking a seminar, doing directed research with a faculty member, or writing a student note for one of Emory Law’s three journals [43].

While these research opportunities are required for students, the law school affords the students a variety of opportunities to go beyond the minimum requirements. The school provides opportunities for students to present papers in an academic setting. The student note award winners present at one of the faculty colloquium sessions, and select students are provided the opportunity to attend the sessions and prepare response papers. Other opportunities for research include the various clinics, such as the Turner Environmental Law Clinic and the Barton Child Law and Policy Center, the International Humanitarian Law Clinic, and the Emory Law School Supreme Court Advocacy Project. The project provides students with the chance to draft briefs before the U.S. Supreme Court on the merits or as a ”friend of the court” (amicus curiae).

The Emory Law Journal, the Emory Bankruptcy Development Journal, and the Emory International Law Review also provide an opportunity to review, edit, and research academic works by authors from across the country. .

All these activities are coordinated or supervised by faculty members. In particular, preparation of a paper to satisfy the writing requirement for graduate contemplates involves one-on-one interaction between a faculty member and student. Faculty members provide the students with comments on drafts leading to a final paper, which must earn a “C” or better to satisfy the writing
requirement. Student notes are eligible to be published in the appropriate law journal, but the faculty actively encourage all students to publish papers of appropriate merit. For other areas, the law school assesses the research component through external determinants, such as success in moot court competitions or references to the amicus briefs filed at the Supreme Court.

**School of Business**
The Ph.D. Program Committee has articulated four research learning outcomes for the doctoral program in business:

1. Graduates will be able to formulate or pose a research question or scholarly project
2. Graduates will be able to conduct independent research using methods appropriate to the field or discipline
3. Graduates will be able to communicate the results, findings, or new interpretations of their scholarly work
4. Graduates will be able to critically evaluate scholarly work and/or research conducted by peers

Students write research papers in the first and second summers of the program. They also take courses requiring research papers during their first two years. After passing the written qualifying examinations, they write their dissertation proposal and begin to work actively with faculty members on research, ultimately leading to a defense of their dissertation in their fourth or fifth year. In 2009, according to its normal cycle of reviews, the Laney Graduate School initiated an internal self study and an external review of the business PhD program. Several recommendations were made to improve the program, and the majority of those recommendations were implemented. In addition, the PhD program was evaluated during the School’s regular five-year external review in February, 2010, and again during our AACSB Maintenance of Accreditation visit a year later.

The Laney Graduate School oversees the Learning Outcome Assessment process for the PhD program. Detailed plans and reports on outcomes are on file with the Laney Graduate School and in the provost’s office. Learning goals have been established for students at various levels of the program, capturing relevant milestones. Appropriate assessment methods have been identified for each goal.

Area faculty, the student’s thesis committee, the director of the PhD program and others are directly involved in evaluating the learning outcomes for individual students, while the PhD director and the school’s doctoral studies committee monitor learning outcomes for the program as a whole. Results are used to continuously improve the program.

**School of Public Health**
MPH/MSPH students are involved in research in various ways, including thesis research, service as student research assistants or merit scholars, student research activity outside the school and authorship of presentations or peer-reviewed papers in collaboration with faculty. The number of students involved in each of these research-related activities for the past three years is included on Table 3.1e.

**Thesis Research**
All students complete a thesis, special study or capstone project as a culminating experience. Doctoral students complete a dissertation. All theses and dissertations (and some special study and capstone projects) involve original research. Some thesis and dissertation activity is related to research projects of faculty and of professionals at neighboring public health or health institutions (e.g., CDC, American Cancer Society). In 2010-2011, 114 theses and 8 special study projects were completed in collaboration with public health organizations or agencies.

**Student Research Assistants**
Many students are employed by research projects and programs associated with RSPH faculty members, professional staff and interdisciplinary teams. Some students work without compensation, as when they use some portion of a faculty research project for a thesis. Table 3.1e shows the number of students who were paid employees over the past three years; the majority of them provided assistance on research projects.

Table 3.1e: MPH/MSPH Students Involved in Research Sponsored Projects for the Past Three Years

<table>
<thead>
<tr>
<th></th>
<th>Students involved in Research Sponsored Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Head count of students</td>
</tr>
<tr>
<td>2008-2009</td>
<td>210</td>
</tr>
<tr>
<td>2009-2010</td>
<td>230</td>
</tr>
<tr>
<td>2010-2011</td>
<td>300</td>
</tr>
</tbody>
</table>

Table 3.1e.i: Other Indicators of Students’ Involvement in Research-Related Activities for the Past Three Years

<table>
<thead>
<tr>
<th></th>
<th>Students Completing Theses</th>
<th>Student Assistants</th>
<th>Merit Scholars</th>
<th>Student co-authored presentations with faculty at professional meetings</th>
<th>Student co-authorships with faculty on publications or in press</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>235</td>
<td>236</td>
<td>30</td>
<td>Not reported</td>
<td>Not reported</td>
</tr>
<tr>
<td>2009-2010</td>
<td>262</td>
<td>281</td>
<td>32</td>
<td>61*</td>
<td>238</td>
</tr>
<tr>
<td>2010-2011</td>
<td>238</td>
<td>466</td>
<td>32</td>
<td>133</td>
<td>274</td>
</tr>
</tbody>
</table>

Merit Scholars
RSPH MPH/MSPH merit scholars are promising students who receive four semesters of research assistantship support. Such students, recommended by their departments and selected by a committee represented by all departments, receive either full or partial support for tuition, as well as a research assistantship for each of four semesters.

Doctoral Students
Doctoral programs focus on training students for research (much of it applied research). Students are generally selected for admission to doctoral programs because of a demonstrated aptitude for scientific investigation that links to existing faculty research activity in a specific department. Following two years of stipend support, doctoral students are expected to be covered on grant support by their faculty mentors. All doctoral students complete a dissertation, based on empirical research, that is written either in narrative form or as a series of three publishable journal articles integrated with a common introduction and conclusion. Doctoral students are expected to author or co-author published articles in peer-reviewed journals during their program of study.

Student Research Activity outside the RSPH
Some students are involved in research activity outside the school through internships and other work arrangements, often supported by previous federal work-study funds or the RSPH Practical Experience Program.

Authorship of Presentations or Peer-Reviewed Papers in Collaboration with Faculty
Many MPH/MSPH (and doctoral) students co-author published papers or presentations in...
collaboration with faculty. Faculty members report student co-authors of publications at the end of each academic year as part of their annual report.

Outcomes Assessment Reports [48]

Strategic Planning and Research Assessment
Emory’s strategic plan, Where Courageous Inquiry Leads: 2005 – 2015, identifies five strategic goals:

1. Emory has a world-class, diverse faculty that establishes and sustains preeminent learning, research, scholarship, health care and service programs
2. Emory enrolls the best and brightest undergraduate, graduate, and professional students and provides exemplary support for them to achieve success
3. Emory’s culture and physical environment enrich the lives and intellectual work of faculty, students, and staff
4. Emory is recognized as a place where scholars work collaboratively as a strong and vital community to confront the human condition and experience and explore twenty-first century frontiers in science and technology
5. Emory stewards its financial and other resources to drive activities that are essential and through those which Emory can demonstrate excellence and provide leadership. [49]

Each of these goals includes a research component. Schools and major units have developed scorecards [50] to measure progress toward strategic plan goals, which they submit annually to the provost’s office for review and evaluation as part of their annual reports on strategic plan progress [51]. The annual reports also include information regarding plan changes from the previous year, priorities for the coming year, linkages to the University-wide strategic plan, and detailed student, faculty, and program data. To show how each initiative contributes to accomplishing University goals, core metrics were established in the areas of recruitment, research, teaching, outreach and strategic alliances, communications, and sustainability. As part of the annual report process, leaders of themes, initiatives, and implementation strategies were asked to use a core metrics tracking tool [52] to provide data that will inform the annual strategic plan update for the board of trustees.

The University Dashboard, [53] consisting of 59 indicators, was established as a way of gauging progress toward Emory’s vision of a destination University. The measures were developed based on the accountability indicators established in the 2005 University Strategic Plan. The Dashboard, the primary tool for measuring progress toward the vision, reveals achievement targets and trends and provides comparative data for a set of 13 benchmark universities. Indicators that measure research include (1) total sponsored research, (2) licensing revenue, (3) issued patents, (4) invention disclosures, (5) articles in Thompson-indexed journals, (6) major external faculty awards and honors, (7) members of national academies, and (8) doctorates granted.

Woodruff Health Sciences Center
The mission of the Robert W. Woodruff Health Sciences Center (WHSC) is to serve humanity by improving integration of education, discovery, and health care. The center's components include Emory University School of Medicine, Nell Hodgson Woodruff School of Nursing, Rollins School of Public Health, Yerkes National Primate Research Center, Winship Cancer Institute, and Emory Healthcare, the largest, most comprehensive health system in Georgia [54].

In 2010 over 100 WHSC research faculty and clinical and academic leaders worked collaboratively to develop strategies and institutional objectives for research. The strategies outlined in the WHSC 2011-2016 research strategic plan [55] focus on building interdisciplinary research and on identifying and creating new areas of discovery. The plan also emphasizes operational improvements and efficiencies and strategic investment in high-potential areas [56].
The WHSC measures success through research funding, development of facilities, and specific accomplishments in health discovery and their benefits to patients and populations. In addition to these traditional measurements, a new yardstick of success, Star Metrics, focuses greater attention on economic impact, workforce creation, and social outcomes. Star Metrics is an initiative of the White House Office of Science and Technology Policy and is directed by the National Institutes of Health and the National Science Foundation. Star Metrics measures research success through (1) economic impact of research (patents and business startups), (2) workforce outcomes (student mobility into the workforce and employment markers), (3) scientific outcomes (publications and citations) and (4) social outcomes (long-term health and environmental impact) [57].

Key findings from the most recent Emory report (2013 Q2) include:

- **Federal science awards generated jobs in 2013_Q2 in four ways:**
  - Awards supported 3,427 individuals working on grants at Emory University – equivalent to 1,810 full-time positions
  - The purchases of goods and services from vendors used by Emory generated 144 jobs
  - Jobs derived from sub-awards from the University to collaborating institutions totaled 154
  - Jobs derived from institutional support, such as University administrative staff, totaled 274 jobs
- **Science grants support the training of future workers.** Students, post-doctoral researchers, and support staff represent the bulk of the occupations directly supported by federal S&T funding; only about 26 percent of the jobs supported represent faculty positions.
- **The effect of science funding to universities goes well beyond the boundaries of each research institution.** Over a rolling 12-month period, the employment effects of direct expenditures on vendors and sub-awards are felt in 27 counties in Georgia.
- **The employment effects of direct expenditures on vendors and sub-awards are primarily in the manufacturing, educational services, and professional and technical sectors.**
- **The awards made by all federal agencies generated jobs in 2013_Q2 in four ways:**
  - Awards supported 3,746 individuals working on grants at Emory– equivalent to 1,989 full-time positions
  - The purchases of goods and services from vendors used by Emory generated 154 jobs
  - Jobs derived from sub-awards to collaborating institutions totaled 170
  - Jobs derived from institutional support, such as University administrative staff, totaled 290

**Office of Research Administration**

The Office of Research Administration provides the Emory community with administrative systems and technical expertise to facilitate scholarship, research, and discovery from inception through dissemination and application. Each of the nine units within the office establishes desired outcomes, assesses those, and uses the information to help improve research administration across the University [58]. In addition, Research Administration measures research productivity by individual, department, school, and center. Included below are highlights and milestones as well as selected graphs. For more detailed results and analysis, please see the 2011-2012 Research Administration Annual Report.

**Emory FY12 Research Funding Assessment Results**

- A total of $518.6 million was awarded from all extramural sources of sponsored research and training in FY12, a 3.9% decrease from FY11 and a 26.1 percent increase from FY08.
- The School of Medicine received $331.3 million, approximately 64 percent of the total dollars awarded. The total for the School of Medicine represents a 4.9 percent decrease
from FY11. Of this total, $202.3 million was awarded from the National Institutes of Health, a 6.9 percent decrease from FY11.

- The Rollins School of Public Health received $73.9 million, approximately 14.3 percent of the total dollars awarded. This total represents a decrease of 2.9 percent from FY11.

- The Yerkes National Primate Research Center received $65.3 million, approximately 12.6 percent of the total dollars awarded. This represents a decrease of 7.6 percent from FY11.

- Emory College received $28.9 million, approximately 5.6 percent of the total dollars awarded. This total represents an increase of 17.8 percent from FY11.

- The Nell Hodgson Woodruff School of Nursing received $7.4 million, 1.4 percent of the total dollars awarded. This represents a decrease of 25.7 percent from FY11.

- The total funding in the Woodruff Health Sciences Center was $481.7 million, 92.9 percent of the total $518.6 million awarded to the University.

- Of the federal agencies, the National Institutes of Health (NIH) was again Emory’s largest sponsor of research awards. NIH awarded $299.0 million (a 6.2 percent decrease from FY11). The NIH support accounted for 85.6 percent of total federal dollars obligated to Emory and 57.7 percent of all funding received.

Summary
The examples and data presented in this narrative demonstrate that Emory is committed to achieving its research mission. In keeping with the demand that research be measured by high standards, faculty and staff members engage in an ongoing process to identify research outcomes, assess the extent to which Emory achieves these outcomes, and use the results to improve research.

Sources (In Order of Appearance)

[1] University Mission Statement
[2] Emory University Research
[3] Emory University Faculty Research
[4] School of Nursing Strategic Plan
[5] RSPH Self-Study Research
[6] RSPH Self-Study
[7] RSPH Self-Study (Page 11)
[8] School of Theology Catalog and Handbook (Page 8)
[9] Candler Faculty Handbook (Page 30)
[10] Candler Faculty Handbook (Page 44)
[12] School of Law Assessment of Faculty Research
- Emory College Assessment of Faculty Research
- Oxford College Assessment of Faculty Research
- School of Business Assessment of Faculty Research
- School of Law Assessment of Faculty Research
- School of Medicine Assessment of Faculty Research
- School of Nursing Assessment of Faculty Research
- School of Public Health Assessment of Faculty Research
- School of Theology Assessment of Faculty Research
3.3.1.5

Institutional Effectiveness: Community/Public Service
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.5 community/public service within its educational mission, if appropriate.

Judgment
☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory University improves community and public service by engaging in ongoing and systematic outcomes assessment processes. Community and public service at Emory are explicit in its mission “to create, preserve, teach, and apply knowledge in the service of humanity” [1]. In 2000, recognizing service as a critical component of Emory’s mission, the Office of the Provost established the Center for Community Partnerships (CFCP)—previously named the Office of University-Community Partnerships and housed in the Center for Ethics and later, in Emory College of Arts and Sciences—to enhance the integration of Emory’s teaching, research, and service missions with an emphasis on serving the greater Atlanta community.

The community and public service mission are further emphasized in Emory’s vision statement, developed in 2003-2004: “to become a destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care and social action” [2]. To realize this vision, the University-wide strategic plan, Where Courageous Inquiry Leads: 2005-2015 was developed. “Preparing Engaged Scholars” was established as an element of the plan with the goal to “produce socially conscious leaders with a portfolio of skills proven and values tested in community involvement” [3].

To accomplish the goal by 2015, Emory committed to: 1) create an exemplary learning community that combines classroom and residential life with experiential learning that prepares students for a life of ethical leadership and active engagement; 2) integrate service-learning strategies locally and globally across the curricula; 3) strengthen opportunities for student engagement in the community; and 4) provide educational and cultural resources to the Atlanta community and set an example for high quality, enriching public service [4].

Institutional Definitions of Community and Public Service
The institution and its faculty, staff, and students actively engage in community and public service, which Emory defines as community-engaged scholarship, learning, and service. This involves pedagogical and thematic elements across the campus, offering many opportunities for the enhancement of undergraduate and graduate education that intersect with other salient components of the strategic plan, such as sustainability, internationalization, and ethical engagement. Related programs and activities span the University and include a wide range of opportunities for students, faculty, and staff. Programs and activities include: the Pierce Institute for Leadership and Community Engagement (Oxford College) [5], Ethics and Servant Leadership (Center for Ethics) [6], Contextual Education (School of Theology) [7], the Master’s in Development Practice Program (Graduate School) [8], Volunteer Emory (Campus Life) [9], the Barkley Forum/Urban Debate League (Campus Life) [10], Project SHINE (Center for Community Partnerships) [11], the Rollins-teen Service Learning Program (School of Public Health) [12], the Community Building and Social Change Fellows Program (Center for Community Partnerships) [13], the Barton Child and Law and Policy Clinics (Law School) [14], and the Urban Health Initiative (School of Medicine) [15].
Emory invested strategic plan funds to enhance the quality of community engagement across the University and to achieve the goals outlined in the strategic plan, and uses CFCP to coordinate those efforts. CFCP, now a unit of the Office of the Provost reporting to the Senior Vice Provost for Community and Diversity, is positioned to serve as the central resource for coordinating and connecting Emory’s engagement with the local community through teaching, research, and service. The CFCP partners with over 60 local community agencies [16] to support volunteer activities, provide placements for academic courses featuring community-engaged learning, establish internships, and engage students in community research projects. One demonstration of the success of this initiative is the number of College of Arts and Sciences students engaged in community service. At least 80 percent of the College seniors described community service activities in the senior exit survey in each of the last five academic years, with a high of 88 percent [17].

Figure 1. Percent of College of Arts and Sciences Students Engaged in Community Service

![Undergraduate Community Service]

Source: College of Arts and Sciences Senior Survey

Success is also demonstrated broadly through national awards and recognition for promoting civic engagement through scholarship, learning, and service. In 2006, Emory was among the first group of higher education institutions to receive the Carnegie Foundation’s elective classification as an Engaged Institution for both Curricular Engagement and Outreach and Partnerships [18]. Emory was recognized also with the 2008 Presidential Award for General Community Service from the Corporation for National and Community Service. In 2011, the University joined 34 peer institutions in The Research University Civic Engagement Network (TRUCEN). Emory was placed on the President’s Higher Education Community Service Honor Roll with Distinction in 2010 and 2013. Emory’s Community Building and Social Change (CBSC) fellowship, along with its founding director, was lauded in the May 2011 issue of the business magazine Fast Company in its feature "United States of Innovation." The CBSC program was highlighted among 51 "bold ideas and brilliant urbanites who are helping to build the cities of America's future" [19]. Six students from Emory’s Candler School of Theology were awarded 2010 Summer Fellowships by The Beatitudes Society. As fellows, these students serve as interns at selected social change organizations across the United States, where they explore links between social change advocacy and Christianity [20] [21].

Assessment
Assessment guides the wide range of community-engaged scholarship, learning, and service activities at Emory. According to the scholarship of engagement, community-engaged scholarship, learning, and service directly contribute to four key learning outcomes: 1) promoting a cycle of action and reflection that enhances understanding; 2) linking personal and interpersonal
development with academic and cognitive development; 3) extending learning beyond an awareness of social problems to practical application; and 4) preparing students for citizenship by cultivating a greater sense of civic and social responsibility. At Emory, learning outcomes vary by program, but they generally include one or more of these key outcomes.

The following narrative includes specific examples of assessment results documented in annual reports, student and faculty evaluations, and outcomes assessment reports. A targeted sample was selected to demonstrate the range of assessment methods used to evaluate service programs and activities at Emory. The examples were also selected to illustrate how data are analyzed and used to improve community and public service by the individual units and the institution at large. This narrative is organized in four sections related to the goals of the strategic plan: 1) ethical leadership and active engagement, 2) service-learning strategies across the curricula, 3) student engagement in the community, and 4) educational and cultural resources to community.

1. Ethical leadership and active engagement

Programs administered through the Student Development Office at Oxford College and the D. Abbott Turner Program in Ethics and Servant Leadership strive to create an exemplary learning community that combines classroom and residential life with experiential learning that prepares students for a life of ethical leadership and active engagement.

Oxford College

The mission of the Student Development Office at Oxford College is to assist new students in their adjustment to college life through the Peer Assistant Leaders (PALS) program, New Student Orientation, and the Freshman Seminar program. The Student Development Office also provides a range of opportunities for students to be involved in meaningful service with local and extended communities. These include one-time service projects, ongoing service commitments, academic based service learning, service based scholarships, and work study placements at local schools.

The Student Development Office identified three outcomes in 2011:

1. PALs (Peer Assistant Leaders) will successfully assist new students in the transition to college life
2. Students will have the opportunity to participate in a continuum of diverse service opportunities
3. Students involved in leadership through our programs will exhibit increased socially responsible leadership

The outcomes were assessed and the results and use of the results are described in the tables below.

**FIRST METHOD OF ASSESSMENT FOR OUTCOME #1**

**Method of Assessment:** PALs (Peer Assistant Leaders) are the student leaders who have primary responsibility for assisting new students during orientation and co-facilitating a Freshman Seminar section. New students will complete an orientation evaluation with a specific item regarding student satisfaction with their PAL. Students taking the Freshman Seminar course evaluate the course with a survey focused on learning outcomes and performance of the PAL for that course.

**Achievement Target:** Students will rate their PAL at least 4.0 on a 1.0-5.0 scale on the orientation evaluation. Over 90 percent of students will report satisfaction with the Freshman Seminar course (overall summary question at the end of the survey). Students also provide specific comments on their experience with their PAL.
Summary of Assessment Results:
Student evaluations of PALs is one of the highest rated items of the New Student Orientation program. Student evaluation of the Freshman Seminar program has been at record highs of 95 percent for the past two years.

Use of Assessment Results to Improve Unit Services:
The New Student Orientation evaluation is largely satisfaction-based. Orientation staff will seek to add more learning outcomes for this instrument.

FIRST METHOD OF ASSESSMENT FOR OUTCOME #2

Method of Assessment:
Student Development had a database developed by Information Technology which allows us to track students' involvement in all of our service programs (Theory Practice Service Learning, Bonner Leaders, Volunteer Oxford, Alternative Spring Break, and Emory Reads).

Achievement Target:
Although not all student service is reported to our office, success of this outcome will be measured by at least 60% of students having documented service in the Oxford College service database.

Summary of Assessment Results:
This goal was met during the 2010 year despite a larger student enrollment, which made the achievement more significant.

Use of Assessment Results to Improve Unit Services:
Our current database does not allow us to track what a cohort of students does over its 2 years at Oxford. A first step will be data gathering by the Office of Institutional Research, as they will now assess the percentage of students who take a TPSL course during their time at Oxford and how many courses they take. This will give us important baseline data as we seek to grow the TPSL program.

FIRST METHOD OF ASSESSMENT FOR OUTCOME #3

Method of Assessment:
“The Socially Responsible Leadership Scale (SRLS-R2) [21.1] is a 68-item survey that measures the eight dimensions of the Astin, et al. (1996) Social Change Model of leadership development (Tyree, 1988). This instrument is particularly well suited to students involved in service, both to new students and to the broader community. The survey is administered to new students during orientation and again at the end of their sophomore year. Institutional Research will be able to provide reports on each of the student leader programs administered through Student Development (PALs, Bonner Leaders, Volunteer Oxford Coordinators and Volunteer Oxford Project Chairs).

Achievement Target:
Students involved in leadership programs administered by Student Development will show a net overall gain in their Socially Responsible Leadership results. An exact target increase will be developed as we have more experience with this instrument.

Summary of Assessment Results:
The first year of results was very favorable. Both Bonner Leaders and PALs showed greater gains relative to other student leadership groups (Figure 2). This can be explained in part by the makeup of these two service oriented groups, which are naturally inclined towards socially responsible leadership.
Use of Assessment Results to Improve Unit Services:
The first year gave us a baseline to begin our evaluation. After a full year of focus on the social change model, we will be in a better position to determine an appropriate specific target gain.

Figure 2. Oxford 2012 Graduates’ Scores in Eight Dimensions of Socially Responsible Leadership, PALs, Bonner Leaders, and Others

Ethics and Servant Leadership
The D. Abbott Turner Program in Ethics and Servant Leadership (EASL) [22] was founded in 2000 and is administered by Emory’s Center for Ethics. The mission of the program is to promote servant leadership and ethically engaged practice throughout the Emory community. The Servant Leadership Summer Internship Program is a funded initiative that provides students with a supervised opportunity to work with Atlanta-area nonprofits in a wide variety of fields. The internship program is designed to enrich students’ lives and integrate the practical, intellectual, and spiritual components of work, while deepening understandings of responsibility, service, and vocation.

The method of assessment for this program is written evaluations, which are completed by students and site supervisors when the program concludes. Site supervisors assess the program and each student’s performance, and students evaluate their placement site. To maintain confidentiality standards, one staff member summarizes the evaluations in a report [23]. Based on the assessment, the program director and committee address the need for improvement in specific program areas, as well as the overall performance of each internship placement site. Evaluations play a major role in improving the selection process, strengthening communication, and determining how best to work with each community partner, including whether to continue a relationship with a particular site.

Evaluations also inform the selection of books and materials for the classroom component of the program, choice of topics and speakers, amount of time spent on various topics and programs, modes of presentation, and other decisions. For example, the evaluations consistently have shown that the students’ greatest challenge has been in planning and implementing the service project component. Over the years, EASL has adjusted that part of the Forum, hoping to give students more guidance while leaving room for choice and initiative. Students have tended to seek
additional structure, however, so this year they will deliver one set project in three locations.

Program improvements have made observable impacts on key measures of assessment. For example:

- In 2011, 72 percent of students reported that their experience in the EASL forum provided a very good or outstanding contribution to their growth, i.e., deepening their understandings of responsibility, service, and vocation. In 2012, 85 percent reported that the contribution to their growth was very good or outstanding.
- The percentage of students who rated the EASL Forum weekly discussions “of great value” increased from 36 percent in 2011 to 62 percent in 2012.
- Students’ rating of their sense of satisfaction with their experience in the EASL forum as outstanding also increased, from 18 percent in 2011 to 38 percent in 2012.

2. Service-learning strategies across the curricula

The schools and units have integrated service-learning strategies locally and globally across the curricula. New courses have been developed and students are increasingly enrolling in those courses. According to CFCP’s 2012 Annual Report, there are 87 courses incorporating community-benefiting service or research activities. A total of 874 undergraduate students and over 500 graduate students participated in new or ongoing course-based community-benefiting service or research activities.

<table>
<thead>
<tr>
<th>Engaged Scholars Teaching Metrics</th>
<th>FY12 Actual</th>
<th>FY12 Target</th>
<th>FY13 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of existing courses incorporating community-benefiting service or research activities</td>
<td>87</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Total dollars in minigrants awarded to faculty for course-based community benefiting service or research activities</td>
<td>$26,820</td>
<td>$25,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>Number of undergraduate students participating in new course-based community-benefiting service or research in existing course</td>
<td>75</td>
<td>225</td>
<td>150</td>
</tr>
<tr>
<td>Number of graduate students participating in new course-based community-benefiting service or research activities in existing course</td>
<td>65</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>Number of undergraduate students participating in ongoing course-based community-benefiting service or research activities</td>
<td>799</td>
<td>525</td>
<td>700</td>
</tr>
<tr>
<td>Number of graduate students participating in ongoing course-based community-benefiting service or research activities</td>
<td>457</td>
<td>550</td>
<td>500</td>
</tr>
</tbody>
</table>

Candler School of Theology’s contextual education program and the Graduate School’s Master’s in Development Practice program provide examples of assessment in integrating service-learning strategies across the curricula.

Contextual Education Program

Contextual education is an integral component of the curriculum at Emory’s Candler School of Theology. Contextual education combines academic instruction with formation in ministry and
leadership in churches, social service agencies, hospitals, and other clinical and social settings [24]. The Theology School’s unique commitment to contextual theology and theological education is formalized through the four-semester sequence, Contextual Education I (two semesters) and Contextual Education II (two semesters), required for all MDiv students. Candler’s contextual education program is administered by its Office of Contextual Education, whose mission is to educate—through scholarship, teaching, and service—faithful and creative leaders for the church’s ministries in the world.

Each spring students are asked to complete a self-assessment [25], along with an evaluation of the site supervision and teaching they received [26]. Likewise, the teaching team evaluates how well each student fulfills the School of Theology’s curricular values [27]. Following are selected examples of revisions based on evaluations. For more detailed results and analysis, please see the Contextual Education I Assessment Report [28].

The following learning goals relate most directly to Contextual Education I and are listed on all evaluation forms:

- Formation in reflective practices of leadership
- Informed sense of one’s self and one’s ministerial vocation through appropriation and integration
- Sense of vocation as practitioners, leaders, and public theologians who will generate positive change in the world and new possibilities for the church
- Knowledge and experience of a multi-ethnic, intercultural, ecumenical, and religiously diverse world
- Basic proficiency in practical skills for ministry, plus specific components in pockets of theological expertise

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Assessment Result</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation in reflective practices of leadership</td>
<td>Supervisors and faculty members were asked to evaluate students and invited students to evaluate themselves based on this learning outcome.</td>
<td>It was discovered that there was great ambiguity in the phrase, and students wondered how this learning goal related to their vocation as pastors.</td>
<td>The terminology was clarified, as seen in the new form.</td>
</tr>
<tr>
<td>Basic proficiency in practical skills for ministry plus specific components in pockets of theological expertise</td>
<td>Supervisors and faculty members were asked to evaluate students and invited students to evaluate themselves based on this learning outcome.</td>
<td>Pastoral care was identified as one of those practical skills students needed at every Contextual Education site.</td>
<td>The new form takes great care to highlight skills needed for quality pastoral care at this level. The level of detail helps students, faculty, and supervisors to understand the broad category of pastoral care. Also, everyone evaluates the same pastoral care skill set, whether the site is a hospital, prison, or homeless shelter.</td>
</tr>
</tbody>
</table>

In 2011, responses from all evaluations were consolidated into a single quantitative report [29], providing an at-a-glance overview of total scores in each of the 10 evaluated ministry practices for each of the 12 sites, broken out by program evaluation, site, supervisor, teaching team, and students. Combined totals of all responses for each practice were also reported, allowing for analysis of the overall program, as well as comparison of individual sites. Based on these data, the Contextual Education staff and faculty committee determined that program goals are being met and in some cases exceeded. More than half of the combined final scores evaluating students, teaching teams (faculty and supervisors), site work, and weekly seminars were the highest score.
possible, with the vast majority of remaining scores being the second-highest rating. By comparing particular sites to other sites and to the whole, sites or supervisors needing attention were identified. Only one site was rated significantly lower than others. At mid-year, this site had determined not to continue as an approved site.

Master's in Development Practice
The Master's in Development Practice (MDP) program at Emory University combines hands-on learning and field experience with rigorous training in a broad range of academic disciplines to address sustainable development in the face of global poverty, political and ethnic conflict, a degrading natural resource base, and irreversible climate change. The program director identifies competencies and learning outcomes and links them to courses and data sources to show how the learning outcomes will be achieved and measured.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Intended Learning Outcomes</th>
<th>Course</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Field Skills</td>
<td>1: Use of critical self-reflection to analyze attitudes, perceptions, assumptions, and biases, how they are formed, and how they affect decisions and assessments of options, resources, costs, and impacts</td>
<td>MDP 511</td>
<td>Summer Practicum: Field Reports</td>
</tr>
<tr>
<td></td>
<td>2: Communication, negotiation, and organizational skills and ability to effectively engage partners and stakeholders from diverse cultural backgrounds and in a variety of institutional settings</td>
<td>MDP 507</td>
<td>Fall-Spring Community Practicum: Year-End Assessment</td>
</tr>
<tr>
<td>Management</td>
<td>3: Ability to apply logical evidence-based approaches to project design, implementation, monitoring and evaluation, and to synthesize relevant information into a logical and cohesive project proposal</td>
<td>MDP 506</td>
<td>Project Proposal: MDP 506 Research Proposal: MDP 507</td>
</tr>
<tr>
<td></td>
<td>4: Ability to conduct an in-depth analysis of geographical, environmental, political, historical, religious, and institutional context that shapes development challenges, interventions, and outcomes</td>
<td>MDP 503</td>
<td>Term Paper: MDP 503</td>
</tr>
<tr>
<td></td>
<td>5: Proficiency with key concepts and theories of social dynamics, including culture, power, and social relations within households and communities, and across societal groups and nation states</td>
<td>MDP 500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6: Theories and metrics of economic development and globalization; tools and methods used to measure poverty, growth, and other human, social, and economic development indicators</td>
<td>MDP 504</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>7: Understanding interactions between public health and human development and patterns of economic growth</td>
<td>MDP 503</td>
<td>GH 501</td>
</tr>
<tr>
<td></td>
<td>8: Assessing the health status of a population (at various levels of aggregation) to identify priority areas for intervention</td>
<td>GH 501</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9: Ability to design and assess strategies to promote community participation and local management of the health care system</td>
<td>GH 501</td>
<td>GH 507</td>
</tr>
</tbody>
</table>
10: Ability to Develop comprehensive and appropriate interventions, integrating local environmental knowledge and citizenship with scientific expertise and global experiences to improve management of natural resources, agricultural production, and livelihood security

11: Critical analysis and problem-solving to achieve equitable distribution and sustainable use of natural resources such as water and energy, and their associated economic, environmental and health impacts

12: Development of strategies to promote protection and conservation of ecological resources and the production of environmental services through policy and governance mechanisms

For the Academic Year 2011-2012 assessment [30], multiple forms of data (syllabi, papers, project proposals, and reflective essays) were gathered from across the MDP curriculum. The assessment process had three parts: (1) a Course Syllabus Audit, (2) Holistic Scoring of Student Work Portfolios, and (3) Classroom-based Evaluation.

Assessment Results
1. Syllabus Audit
The ‘Course’ column of the learning outcomes matrix (Table 1) identifies the strongest pairings of course content and program objectives. As a whole, the array of core courses in the MDP program is addressing all current learning objectives.

2. Holistic Scoring of Student Work
Based on the average scores below, MDP students appear best equipped to understand and analyze the complex, contextual, and multisectoral challenges of development. Also, students seem to have obtained strong skills in project design, though they are slightly less proficient at the critical self-reflection that is integral to planning and management processes.

Learning Outcome 1
Use of critical self-reflection to analyze attitudes, perceptions, assumptions, and biases, how they are formed, and how they affect decisions and assessments of options, resources, costs, and impacts.
*Average Score: 1.4*

Learning Outcome 3
Ability to apply logical evidence-based approaches to project design, implementation, monitoring and evaluation, and to synthesize relevant information into a logical and cohesive project proposal.
*Average Score: 1.6*

Learning Outcome 4
Ability to conduct an in-depth analysis of geographical, environmental, political, historical, religious, and institutional context that shapes development challenges, interventions, and outcomes.
*Average Score: 1.9*

3. Classroom Observation and Evaluation
For detailed results, see Addendum, “Year-End Report and Assessment of Community Engagement & Local Field Practicum Program, 2011-2012.”
Learning Outcome 2
Communication, negotiation, and organizational skills and ability to effectively engage partners and stakeholders from diverse cultural backgrounds and in a variety of institutional settings.

Use of Results
As of Academic Year 2013-2014 the MDP is implementing a Capstone Project requirement for the Master’s degree. The goal is for students to synthesize and integrate the skills and competencies they have acquired and apply them to a problem that approximates a professional development practice experience. As such, the capstone constitutes a critical gauge for overall student learning.

3. Student engagement in the community

One way that Emory has strengthened opportunities for student engagement in the community is by expanding the Volunteer Emory program, which resulted in an increase in student participation in volunteer service activities by 17 percent from 2005 to 2009 [31].

Volunteer Emory
Volunteer Emory, operating out of the Office of Student Leadership & Service in the Division of Campus Life, offers students the chance to engage in the community through weekly service trips, alternative breaks, large scale special events, and social justice dialogues. Volunteer Emory was founded in 1980 by two Emory undergraduates to serve as a centralized vehicle for undergraduate service. Its mission is to “collaborate with agents of change for service projects and social justice work that promote learning about self and society” [32] [33]. Beyond the traditional notion of completing sporadic community service without context, Volunteer Emory strives to advance a social change movement at Emory University by creating a culture of social awareness and individual and group action. Through the organization’s weekly service trip program, large-scale and special events, alternative break programs, and social justice dialogue series, Volunteer Emory engaged more than 3,100 members of the Emory Community in its mission during the 2011-2012 academic year for more than 17,000 hours of service work in the city of Atlanta and the southeastern United States.

Volunteer Emory articulates specific learning outcomes in the domains of Leadership Capacity and Intercultural Competence to realize its mission. These outcomes are attached to a general philosophy statement, which all Volunteer Emory staff receive and review upon being hired, [34] and guide all programs and training in conjunction with the University’s Leadership Emory initiative [35].

Volunteer Emory has employed various assessment methods to gauge and enhance its effectiveness with regard to both student learning and community impact culture [36] [37]. Today, Volunteer Emory participates in an ongoing assessment of student learning through the University’s Leadership Emory initiative, measuring the eight values of the Social Change Model of Leadership Development (Higher Education Research Institute, 1996) [38] [39]. In addition to Volunteer Emory staff members, all alternative break participants complete surveys (205 participants, 75 percent response rate) for the Leadership Emory assessment, which produced rich data around immersion-style learning [40].

Most notably, the assistant director for community engagement launched a Volunteer Emory assessment to capture student learning and transformation resulting from participation in the Weekly Service Trip Program [41], which is tied directly to the organization’s learning outcomes [42]. The purpose of the assessment was two-fold: (1) to deepen the Office of Student Leadership and Service’s understanding of the leadership development taking place within Volunteer Emory; and (2) to examine the connections students make between their academic course work and their hands-on service experiences through participation in the Weekly Service Trip Program. Data collected have been used to evaluate current practices to enhance student learning and connection to their liberal arts education [43].
The assessment’s primary questions included:

1. To what extent do students who participate in Volunteer Emory weekly service trips learn about their individual identities, backgrounds, and privilege?
2. To what extent do students who participate in Volunteer Emory weekly service trips clarify personal values and ethics?
3. To what extent do students who participate in Volunteer Emory weekly service trips draw connections between academic course work and hands-on service-learning experiences?

Statistically significant growth was achieved within 26 of the 27 Likert-scale items assessed. The most notable growth, measured by the difference in means, included:

- Recognition and appreciation of difference in others ($|x| = .817$)
- Ability to work across difference ($|x| = .767$)
- Alignment of personal values and commitments ($|x| = .704$)
- Use of community engagement experiences as rich context for in-class learning ($|x| = .720$)—students were somewhat more likely to translate community practices to classroom concepts than the reverse
- Self-efficacy for effecting positive change ($|x| = .685$)

Finally, Volunteer Emory engages its community partners in a bi-annual community partnership collaboration assessment [44] [45]. The Assistant Director for Community Engagement and various student staff members meet twice each year with community partners to assess the immediate needs of their agencies, identify strengths and weaknesses in the university-agency relationship, and discuss pathways for progress.

Together, these assessment strategies provide a strong foundation for institutional accountability, ensuring the effective enactment of Volunteer Emory’s mission. Data are used to guide strategic planning, student training, and programmatic evaluation. Specific improvements resulting from assessment include:

- Refined job descriptions for Volunteer Emory co-directors and staff [46] [47]
- Re-envisioned social justice dialogue series, called the Social Justice Dialogue Initiative [48] [49]
- Development of an internal staff dialogue series [50]
- Creation of a structured reflection system to enhance student learning on service trips [51]
- Establishment of a second staff development retreat [52]
- Creation of a community partner recognition and celebration ceremony and community partner portal on the Volunteer Emory website [53]
- Identification of key goals for the continued development of community engagement within Volunteer Emory and the Office of Student Leadership and Service [54]

4. Educational and cultural resources to community

Emory provides educational and cultural resources to the Atlanta community and sets an example for high quality, enriching public services through programs such as the Barkley Forum and Project SHINE.

**Barkley Forum**

The Barkley Forum of Emory University is an organization committed to two major goals: academic and competitive excellence in debate, and engaged community service that shares the educational and personal benefits of debate with a larger local and national community. The Barkley Forum has been at the forefront of a national movement of Urban Debate Leagues with over 25 years of commitment of volunteer service to teaching debate to inner-city youth both in Atlanta and across
Recently, an assessment was conducted to determine the impact of participation in Barkley Forum activities for students in graduating classes from the 1950s through the most recent graduating class (2011). Specifically, alumni were asked to respond to a series of questions concerning participation in service-related activities including the Atlanta Urban Debate League and to assess the impact participation had on their career choices and current community involvement. Over half of the 340 alumni responded and the results indicate a strong association between community service activities of the Barkley Forum and commitment to community service in the post-graduate years [56].

The results of this survey indicate a strong relationship exists between service opportunities afforded through the Barkley Forum, especially through the Atlanta Urban Debate League, and a strong commitment to public service later in life. There are several reasons to believe that work with the Atlanta Urban Debate League encourages a long-term commitment to public service:

- Nearly half of all students who initially participate in debate continue to be involved in other Barkley Forum programs and remain actively engaged alumni after “retiring” from competition
- One-third of Barkley Forum alumni continue to participate in Barkley Forum community service after graduation
- 43.9 percent agreed or strongly agreed that Barkley Forum Community Service Projects influenced their career path
- 71.1 percent agreed or strongly agreed that their experience in the Barkley Forum increased their personal commitment to community service beyond their professional career

Based on the survey results, the alumni of the Barkley Forum recognize that debate as service has led the vast majority of them to value their time in the Barkley Forum. Debate as service gave the alumni of the Barkley Forum the skills to be effective teachers and advocates and the desire to be engaged members of society and their communities, fulfilling the Barkley Forum’s vision of furthering the mission of educating engaged scholars who create positive transformation in the world.

Project SHINE
Project SHINE (Students Helping in Naturalization and English) [57] was launched in 2004 at Emory, in conjunction with Temple University, to connect Emory students to the Atlanta metro area’s diverse immigrant and refugee populations and their communities. Project SHINE is a service-learning program administered by the CFCP that brings together Emory students and individuals from other cultures who are learning English, studying to become U.S. citizens, or enrolled in school. Emory students participate in Project SHINE as volunteers or to satisfy an academic course requirement. Project SHINE maintains partnerships with a range of organizations, including community centers, primary schools, and technical colleges.

As the semester ends, online program evaluation surveys are distributed to volunteers and site coordinators to assess their satisfaction with the program [58] [59]. The student engagement coordinator at the CFCP reviews the feedback [60] [61], which helps to improve areas including interest and anticipated retention of volunteers, use and value of student staff members, marketing and recruitment tactics, and the partnering organizations’ overall satisfaction [62]. In 2012, 75 percent of site administrators strongly agreed that the service provided by SHINE volunteers was useful and valuable to their organizations. Just over 95 percent of student participants strongly agreed or agreed that the service they provided to the community partner organization was useful and valuable, and their presence there was helpful, and 100 percent of the students who participated said they would recommend the program. Their comments confirmed that through the program they believed they were providing an educational resource to the community. Several examples of student comments are included below.
"The interests and mindset of this club is one that overlaps with many of my beliefs. I am the child of refugee and growing up I could see firsthand how that experience influenced many of my parents’ decisions. I am particularly interested in working with children in hopes that I can spread joy on what may seem like a negative situation to a child. I don't see Global Villages on the list to give preferences but that would be my first choice. I have heard about this project previously and would really like to work with them."

"I really enjoyed getting to know some of the children on a personal basis. I volunteered at the same site/same class for both semesters, and even though I really did not get to know the kids in just one semester, the second semester was much more personal. Many of the same students ask for help, and after seeing me so many times many began to talk and ask me questions. Since the children are refugees, I understand that many subjects can be quite sensitive to talk about. Instead of asking about their past though, I found many similar interests between them and myself. For example, there were two students who talked about dramas, and I was able to talk to them every week about our similar interests."

"I am a refugee myself, so I know what these people go through. I am eager to share my experience and help them in the pursuit of their American dreams. I successfully passed TOEFL and SAT and got into Emory where I got a full scholarship."

Recently, Project SHINE implemented end-of-semester meetings that include the Project SHINE director, student coordinator, and site coordinators to discuss their partnership. Based on fall 2012 meetings, Project SHINE updated its registration survey [63] to include questions on students’ specialized skills and interest in community engagement beyond tutoring. As a result the project director was able to accommodate site-specific requests when making placements and better engage volunteers’ skills and talents. In addition, interested students can now assist student staff with on-campus awareness events to attract new volunteers.

In Spring 2013, an external evaluation assessed Project SHINE's efficiency and program satisfaction [64]. Much of the feedback encouraged the program to continue as currently executed, but many volunteers expressed a desire to know more about the community context and population and ways they can engage beyond the tutoring opportunities. As a result:

- They established program objectives, which include: (1) at least 50 percent of student volunteers return to volunteer for 2014 programs; (2) by the end of 2013, graduate student volunteers will increase by 50 percent; (3) by the end of 2013, 100 percent of volunteer sites will be matched appropriately with the number of volunteers available; and (4) by the end of 2013, all student volunteers are appropriately placed at volunteer sites before their work begins.
- To achieve those objectives, the student engagement coordinator now presents community profiles to volunteers prior to their first day.
- Project SHINE will launch a series of group events called “Reflection and Connection” activities, featuring a variety of subject experts, panel discussions, documentaries, and community partner workshops, which will encourage students to reflect and think critically about their service, expand their knowledge of related social issues, and provide a more in-depth community context.
- The Project SHINE student staff model has been updated to reflect more leadership development and structure [65].

Strategic Planning and Service Assessment
The CFCP establishes outcomes, assesses those outcomes, and uses the information to help improve service programs, reporting those outcomes in its annual report for the Engaged Scholars strategic plan initiative. Through the CFCP, work related to preparing engaged scholars has been supported by launching a funding campaign in partnership with Development and Alumni Relations.
(DAR). CFCP contributed to the expansion of Volunteer Emory; added Service House for Action and Reflection at Emory, alternative Fall Break Trips and Emory Cares programs; increased the number of courses featuring community engaged learning and/or research experiences; and over the last two years funded 14 Community Engaged Learning Initiatives (CELI) for $448,529, resulting in increased, enhanced, or expanded community engaged learning, scholarship, and service opportunities for students [66]. However, according to the University dashboard, the percent of undergraduates engaged in community service decreased slightly from 88 percent in 2011 to 83 percent in 2012 [67].

Recognizing gaps in communication and coordination, in fall 2012, CFCP established the Emory Community Engagement Working Group (CEWG) [67.1], composed of representatives from across the University, to coordinate and deepen opportunities for community engagement. Included below are highlights and milestones from the 2011-2012 Engaged Scholars Annual Report. For more detailed results and analysis, please see the 2007-2008 [68], 2008-2009 [69], 2009-2010 [70], and 2011-2012 [71] annual reports.

- Re-organized personnel and infrastructure to increase efficiencies that enable CFCP to better meet its goals and live up to its mission.
- Awarded 14 FY12 Community Engaged Learning Initiative (CELI) grants across eight units to date in the amount of $448,529. Awarded eight FY11 CELI grants in the amount of $141,276 and all were completed. These grants are intended to increase, enhance, or expand community-engaged learning, scholarship, and service opportunities for students, build lasting bridges across departments and units, and acquire additional funding or become otherwise sustained) [72] [73].
- CUPID (Community University Partnerships and Initiatives Directory) went live November 2011 [74]. There are currently 313 initiatives, representing 10 campus units, loaded into the database. There have been 1,556 unique visitors to the database website. A summer graduate fellow examined the user interface and reached out to offices across campus to get feedback on ways to make the database more user-friendly. Ability to update entries is the biggest current challenge.
- Secured external funding from the DeKalb County Department of Human and Community Development ($162,000) and the Zeist Foundation ($25,000) to provide partial support for the Community Building and Social Change Fellows Program for FY 2012.
- The number of existing courses incorporating community-benefiting service or research activities was 87, exceeding the target of 50.
- There were 1077 non-course related outreach activities involving Emory students in service to local community, greatly exceeding the FY12 target (50).
- The Agents of Change social justice education curriculum was developed in late 2011 and implemented spring 2012. All new Volunteer Emory staff members were hired under a new social justice framework and expected to participate in and facilitate social justice dialogues both within the staff and for the greater Emory community.

Conclusion
Emory University leaders agree that universities should provide students with a deeper understanding of the way the world works, require them to question their assumptions, and instill in them a sense of responsibility to society. Community engagement helps students understand and respect many sources of knowledge—and it confronts the University with ethical challenges and obligations that must be addressed directly. Community-engaged scholarship, learning, and service provide a framework for Emory to meet these responsibilities to students and to our world.

Sources (In Order of Appearance)

- Emory’s Mission
- Emory’s Vision
Preparing Engaged Scholars
Emory's Strategic Plan
Pierce Institute for Leadership and Community Engagement
Center for Ethics - Ethics and Servant Leadership
School of Theology - Office of Contextual Education
Master's in Development Practice Program
Volunteer Emory
Barkley Forum Urban Debate League
Project SHINE
Rollins-tee Service Learning Program
Community Building and Social Change Fellows Program
Barton Child and Law and Policy Clinics
Urban Health Initiative
CFCP Community Partners
College of Arts and Sciences Senior Survey (Page 14)
Emory Carnegie Engaged Institution Award
CBSC Recognition
School of Theology Recognition (Page 4)
Beatitudes Society Summer Fellowship
Socially Responsible Leadership Scale
D. Abbott Turner Program in Ethics and Servant Leadership
EASL Evaluation Results
Contextual Education Student Self Assessment
Contextual Education Student Evaluation of Supervision
Contextual Education Teaching Team Evaluation of Student
Contextual Education Assessment Report
Contextual Education Consolidated Report
2011-12 Development Practice Assessment Report
Strategic Plan Evaluation (Page 43)
Volunteer Emory Mission
Volunteer Emory Social Justice Dialogue
Volunteer Emory Agents of Change Philosophy & Outcomes
Leadership Emory Overview
Volunteer Emory Staff Learning Data
Volunteer Emory Organizational Benchmarking Data (Page 7)
Volunteer Emory Leadership Emory Pre-Assessment Instrument
Volunteer Emory Leadership Emory Post-Assessment Instrument
Leadership Emory Final Assessment Report 2011-12
Volunteer Emory Fall Weekly Service Trip Assessment Data Summary
Volunteer Emory Weekly Service Trip Assessment Instrument
Volunteer Emory Community Partnership Collaboration Instrument
Volunteer Emory Community Partnership Collaboration Assessment Data
Volunteer Emory Staff Job Description
Volunteer Emory Co-Director Job Description
Volunteer Emory Social Justice Dialogue Initiative[VE] Plan
Volunteer Emory Reflection Guide
Volunteer Emory Winter 2013 Retreat Schedule
3.3.2

**Quality Enhancement Plan**

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

**Judgment**

☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☑ Not Applicable

**Narrative**

This requirement is not addressed by the institution in its Compliance Certification per the SACSCOC Principles of Accreditation updated January 2012.
3.4.1

All Educational Programs: Academic Program Approval
The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment
☑ Compliant    ☐ Partially Compliant    ☐ Non-Compliant    ☐ Not Applicable

Narrative
Each educational program for which academic credit is awarded at Emory University must be approved by the faculty and administration. University faculty and administrators are involved at each stage of the new degree program approval process on campus.

Degree Approval Process
Proposals for new academic programs (e.g. degree programs, certificates, concentrations within programs, and courses) are initially submitted by faculty members and approved within school-specific committees composed of faculty representatives. Recommendations are presented and must then be approved by the associate dean and dean for each school. Final recommendations are ultimately presented to the Academic Affairs Committee of the Emory University Board of Trustees for final approval. Throughout this process, the University's SACSCOC Liaison consults with the designated substantive change liaison in each school regarding program changes. Following Board of Trustees approval, the SACSCOC Liaison notifies SACSCOC of changes and submits a prospectus for approval when required.

College/School Committee Approval
Academic programs, typically initiated by school or department faculty members, require the approval of faculty committees specific to each school or college.

Within the College of Arts and Sciences, the Curriculum Committee [1] approves proposals to establish or change majors and minors, and approves all courses offered. The Educational Policy Committee [2] is responsible for approving academic policies, designating which courses fulfill General Education requirements and overseeing the assessment of General Education learning outcomes. The Governance Committee [3] oversees all faculty standing committees and has final review of committee decisions.

Within the School of Nursing, proposals for course or program changes are submitted in writing to the Curriculum Committee for review [4]. The Curriculum Committee then proceeds through a checklist of criteria that must be met in order to approve the change [5].

Similarly, the School of Theology requires a form to be completed by any faculty member requesting approval for a new course [6] or a new concentration [7]. For new course proposals, the School of Theology asks all faculty members within the corresponding curricular area to evaluate any requests before sending them on to area chairs for review. Final review and approval for any new course or program proposal is completed by the Curriculum and Policy Committee.

The academic programs and policies of the School of Public Health require the review and approval of the school's Curriculum Committee [8], which is comprised of elected faculty representatives from each department who serve three year terms. When a new course is proposed within the School of Public Health, the Curriculum Committee has procedures in place to review the syllabus; discuss the relevance, quality, instructor capacity, and evaluation methods of the course; and vote to approve the course if the Committee determines that it satisfies specific criteria. If the Committee does not believe that criteria have been met, they will ask that the proposed course be revised and presented to the Curriculum Committee for a second review [9].
The Graduate School has detailed procedures and guidelines for curricular revisions [10]. The Graduate School faculty Executive Council is responsible for reviewing credit hour policies, revisions to existing courses or programs, new course or program proposals, and any substantive changes. Each proposal must be submitted using a proposal template [11] which asks for an abstract and description; background information; assessment of need; evidence of faculty support; available faculty, library, physical and financial resources; quality evaluation and assessment methods; and letters of support for the new program or proposed change. External reviews are also conducted to provide an objective peer review of the proposed program.

At Oxford College, new course or program requests are discussed within the originating division, and then advanced to the Academic Policies and Procedures Committee (APPC) [12]. If the APPC approves a proposal, all college faculty members are asked to discuss and vote on the change.

Within the Business School, each degree program (BBA, MBA, Executive MBA, Evening MBA, and PhD) has a program committee responsible for reviewing any requests for changes to or the addition of a course, curriculum, or program [13]. These are standing faculty committees, with ex-officio representation by program office staff. Their recommendations are taken to the full faculty for a vote.

The Law School charges a standing faculty Curriculum Committee [14] with the responsibility of overseeing curricular development and for making recommendations regarding changes to programs and courses. Most curricular changes, therefore, are initiated through the Curriculum Committee, but the faculty of the Law School must approve all degree programs offered before any new programs are initiated within the school. The Law School’s faculty handbook also lists the policies that govern course and program changes [15].

The Law School has several recent examples of program and curriculum changes:

- First-year elective for the JD program in 2010 [16]
- LLM concentrations in 2010 [17]
- Creation of the SJD program in 2007 [18]

The School of Medicine’s Executive Curriculum Committee [19], which meets on a monthly basis, is charged with the development, delivery, and ongoing review of the school’s programs and courses [20]. During each meeting, a group of programs are reviewed and discussed [21] [22] [23]. A recent example of program approval within the School of Medicine was the development of the Master of Medical Science Program in Anesthesiology [24] in which the Curriculum Committee and Program Advisory Committee reviewed and approved the program proposal.

**Faculty Approval**

Once proposals are vetted within the appropriate committees, most schools and colleges involve their entire faculty in the approval of new programs before passing requests on to administration for final approval. Changes proposed at Oxford College are distributed to the faculty electronically and are presented, discussed, and voted upon by the full faculty at a subsequent faculty meeting. The School of Law, the Business School, and the School of Theology provide new program requests to the full faculty for discussion and approval during faculty meetings. The School of Public Health has also, since 2002, informed faculty of new programs or existing program changes by electronically circulating the minutes of their monthly Education Committee meetings to all faculty members.

**Substantive Change**

Emory University has developed and published a process for substantive changes [25]. When proposals for new programs or changes in an existing program involve a “significant modification or expansion of the nature and scope of an accredited institution”, Emory University follows the...
substantive change procedures of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [26].

Proposals appearing to involve a substantive change are reviewed by the Substantive Change Review Committee where it is determined whether or not a substantive change is involved. Should the committee determine the proposal to involve a substantive change, the proposal will be submitted to SACSCOC by the SACSCOC Liaison for review and approval. Once approved by Academic Affairs Committee of the University Board of Trustees, the request is sent to SACSCOC for final approval.

Sources (In Order of Appearance)

- [1] College of Arts and Sciences Curriculum Committee
- [2] College of Arts and Sciences Educational Policy Committee
- [3] College of Arts and Sciences Governance Committee
- [4] School of Nursing Guidelines for Curriculum Revisions (Page 2)
- [5] School of Nursing Curriculum Committee Checklist for Course Review (Page 3)
- [6] School of Theology - Procedures for Approval of New Course Proposals (Page 3)
- [7] School of Theology - Procedures for Approval of New Concentration (Page 3)
- [8] [9] School of Public Health - Curriculum Committee and Course Approvals (Page 2)
- [8] [9] School of Public Health - Curriculum Committee and Course Approvals (Page 4)
- [14] Law School Curriculum Committee (Page 2)
- [15] Law School Policies on Course and Program Changes (Page 2)
- [16] Law School - 2010 First-Year Elective for JD Program
- [17] Law School - 2010 LLM Concentrations
- [18] Law School - 2007 Approval of SJD Program
- [19] School of Medicine Executive Curriculum Committee Information
- [20] School of Medicine Executive Curriculum Reviewer's Worksheet for Course Review
- [21] School of Medicine Executive Curriculum Committee Meeting Minutes 10-3-2012
- [22] School of Medicine Executive Curriculum Committee Meeting Minutes 11-14-2012
- [23] School of Medicine Executive Curriculum Committee Meeting Minutes 12-05-2012
- [24] School of Medicine MMSc in Anesthesiology Program Approval Example
- [25] Emory University Substantive Changes Policy
- [26] SACSCOC Substantive Change Policy
3.4.2

All Educational Programs: Continuing Education/Service Programs
The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment
☐ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative
Emory University’s mission is: “to create, preserve, teach, and apply knowledge in the service of humanity” [1]. Its vision statement is: “A destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action” [2]. Through these statements Emory clearly identifies outreach and education in the community as core characteristics of the University.

CONTINUING EDUCATION
Overseen by the Office of the Provost, Emory Continuing Education (ECE) provides the majority of the University’s non-credit continuing education programs [3]. ECE’s mission and vision are directly aligned with the University’s, with a focus on non-traditional learners. ECE’s mission: “To enrich the lives and enhance the careers of non-traditional students by providing excellence in education, advancing Emory’s commitment to create, preserve, teach and apply knowledge.” And its vision: “A destination for non-traditional students, recognized as a leader in providing learner-focused continuing education through innovative programming and academic excellence.”

Founded in 1951, ECE serves more than 13,000 student registrations annually and provides continuing education in several areas: professional development courses [4], certificate programs [5], corporate learning programs [6] which include online course offerings [7], personal development courses [8], computer training programs [9], and the Osher Lifelong Learning Institute for senior learners [10]. ECE offers classes at multiple locations including the Briarcliff campus, main campus, Alpharetta and Decatur locations, and on-site for corporate clients with customizable training available. ECE courses are delivered in different formats ranging from multi-month certificate programs to single-day professional development workshops.

Several departments outside of ECE also offer continuing education opportunities. The Michael C. Carlos Museum provides workshops and courses for K-12 teachers aligned with Georgia’s Performance Standards, some of which qualify for Professional Learning Unit credits [11]. The Learning Services department within Human Resources facilitates an HR certification program with three different levels of courses focusing on transactional, practitioner, or strategic content [12].

SCHOOL-SPECIFIC EXAMPLES
School of Public Health
The School of Public Health is committed to supporting the professional development of practicing public health professionals. Every academic department in the school offers continuing professional education (CPE) activities [13]. Workforce development is a significant focus of many of the school’s centers and programs, and the school established a school-wide Office of Continuing Professional Education to centralize CPE supporting services and resources.

Consistent with Emory’s overall mission “to create, preserve, teach, and apply knowledge in the service of humanity,” the CPE mission is: “to further educate and support individuals in the public health workforce by enhancing their competence in analytic/assessment skills, policy development and program planning skills, communication skills, cultural competency skills, community dimensions of practice skills, basic public health sciences skills, financial planning/management
skills, or leadership and systems thinking skills” [14].

The school recognizes the importance of continuing education activities to its efforts to increase and spread knowledge by offering workforce development in these areas:

- teaching continuing education courses
- contributing to public health practice through consultation and instructional programs (e.g., service learning, practica and theses)
- delivering public health training programs funded through grants, contracts and formal agreements

School of Theology
The School of Theology provides continuing education for clergy and other church professionals through its Office of Lifelong Learning [15]. Courses include both academic credit-bearing and non-credit offerings, on campus and at other locations.

School of Medicine
The medical school’s Office of Continuing Medical Education [16] [17], in accordance with the mission of the school, facilitates educational activities for physicians, other health care professionals, patients and our community. These activities, including lectures, live conferences, ongoing rounds, interactive online programs, procedure-oriented programs, and individual fellowships, aim to advance the prevention, diagnosis, and treatment of disease and to encourage continued professional development. The Department of Radiology’s Medical Imaging Program, for example, provides monthly continuing education opportunities for staff radiologic technologists. These lectures are designed to keep Emory Healthcare technologists abreast of current clinical advancements and improve practice.

School of Business
Emory’s School of Business offers Emory Executive Education [18], whose mission is to provide a world-class business education combining functional specialization with broad business perspective to create principle-based leaders. Emory Executive Education supports the overall University mission and contributes to the reputation of the institution by providing non-degree programs allowing faculty to disseminate knowledge to practicing business executives.

OUTREACH AND SERVICE
University-Wide
Public service and outreach at the Emory University are essential components of the university’s mission to provide leadership in social action and to apply knowledge in the service of humanity. Emory engages with the wider world in many longstanding partnerships that strengthen communities, provide important services, highlight educational opportunities, and enhance the quality of life for many. Almost every unit of the university, from the arts and museums to administrative offices and academic departments, engages in outreach and service. Many of these activities are highlighted in the recent Emory Engaging the Community publication [19], as well as on Emory’s Community Impact Study webpage [20], which tracks Emory’s efforts in human capital, research, innovation, healthcare, and community services, aimed at positively impacting the community. The impact study initiative enables Emory to intentionally devote time and resources to applying knowledge in the service of humanity. Several examples of Emory’s most successful outreach and service departments and offerings are discussed below.

The Office of the Senior Vice Provost for Community and Diversity has overall responsibility for the coordination of outreach and service activities within the provost’s office. The Center for Community Partnerships (CCP) [21] is the primary hub for community engagement, supporting a variety of outreach activities and programs designed to engage faculty, students and staff in a range of community projects. The CCP maintains a searchable database of community partnerships [22] that is accessible to both the Emory community and the external community to facilitate...
engagement and to leverage resources. The CCP also frequently partners with Volunteer Emory within the Campus Life Office of Student Leadership and Service on initiatives such as service days and trips, and internship/fellowship opportunities with a community service focus [23]. The provost’s office overall also oversees a variety of community support and outreach initiatives and programs [24] such as:

- **Project SHINE (Students Helping in Naturalization and English)** – tutoring for ESL immigrants and refugees [25]
- **Graduation Generation** – programs and activities (in collaboration with numerous community partnerships) to improve the academic success of middle school students, with the goal of ultimately improving high school graduation rates [26]
- **Race and Difference Initiative** – ongoing public dialog (conferences, workshops, presentations) designed to promote an understanding and appreciation for diversity [27]

The Emory Alumni Association organizes an annual “Emory Cares International Service Day” [28] through which alumni, students, staff, faculty, parents and friends gather to serve their communities. What began as a local community service project has expanded to international scope, mobilizing alumni and friends around the world. In 2012, this event included 1848 volunteers engaged in 70 projects in 35 cities in five countries.

Being in higher education, much of Emory’s community service initiatives focus on the academic success of K-12 students and their continuation onto a college or university. This is an area where Emory can very successfully apply knowledge in the service of humanity. Several initiatives have already been discussed above, and several more are listed below to demonstrate how Emory engages K-12 students through a variety of activities and programs.

Each summer Emory hosts a Pre-College Program [29] for high school students in which they can earn college credit in six-week undergraduate courses or enroll in two-week non-credit courses. For middle school students, Emory facilitates a program called Challenge & Champions [30], in which rising 6th-8th graders can pursue learning and leadership programs including academic, athletic, and arts courses. These programs advance knowledge, teach leadership skills and prompt social action, to the benefit of both Emory and its larger community.

Beginning in 2007, Emory joined QuestBridge [31], a national non-profit initiative that provides full four-year scholarships to low-income students that excel academically. The program begins reaching out to students early in high school and helps to connect them with some of the most selective colleges and universities in the country such as Princeton, Yale, Stanford, Columbia, and Rice Universities [32].

Lastly, the Emory Continuing Education Office offers test preparation services for students studying for national exams such as the SAT, GRE, GMAT, or LSAT [33].

**SCHOOL-SPECIFIC EXAMPLES**

**College of Arts and Sciences**

Within the College, the Center for Science Education is a community outreach department that offers science advising and mentoring for K-12, undergraduate, and graduate students [34]; professional development opportunities for K-12 and college science educators [35]; and assistance in science curriculum development for grades K-12 and college undergraduate programs [36].

**School of Law**

The law school’s mission includes the aspiration: “through the quest for new knowledge and public service, to improve human well-being” [37]. To fulfill this, the school provides several not-for-credit educational opportunities to help students enhance their skills and advance the school mission to make a positive impact on society. These include:
School of Medicine
The medical school engages in a variety of outreach and service programs such as health care fairs and screenings, Emory Health Against Human Trafficking, volunteering at Atlanta inner-city student-run clinics, and service trips to rural Atlanta, Haiti, the Dominican Republic, Jamaica, the Republic of Georgia, Thailand, and Vietnam. These programs and activities are designed to provide patient-centered education about health care matters to the Atlanta community and to serve populations in need.

Other examples include:

- The Pipeline program designed as a mentoring experience for South Atlanta School of Health and Medical Science high school students [41]
- The Physician Assistant Program is involved in multiple outreach and service programs including the South Georgia Farmworker Project [42], the Good Samaritan Health Clinic [43], Habitat for Humanity, City of Refuge, and the Annual 5K Fun Run Fundraiser for non-profit partners providing healthcare to those who would otherwise not have access.

School of Business
The School of Business offers students the opportunity to be part of the Goizueta Service Organization [44], a club in which students give back to the greater Atlanta community through non-profit work and volunteer opportunities such as free consulting projects for charity organizations. Other initiatives include:

- Habitat for Humanity partnership [45]
- Martin Luther King, Jr. Community Service Awards [46]
- Social Enterprise Research Centers [47]

Sources (In Order of Appearance)

1. University Mission Statement
2. University Vision Statement
3. Emory Continuing Education Office (ECE)
4. ECE - Professional Development
5. ECE - Certificate Programs
6. ECE - Corporate Learning
7. ECE - Online Courses
8. ECE - Personal Development Courses
9. ECE - Computer Training Programs
10. ECE - Lifelong Learning Institute for Seniors
11. Michael C. Carlos Museum - Continuing Education
12. HR Certification Program
13. School of Public Health - Continuing Professional Education
14. School of Public Health - Continuing Professional Education Policies
15. School of Theology - Office of Lifelong Learning
16. School of Medicine - Office of Continuing Medical Education
17. School of Medicine - CEU Course Evaluation
18. School of Business - Emory Executive Education
[19] Emory Engaging the Community
[20] Community Impact Study
[21] Center for Community Partnerships
[22] Center for Community Partnerships Initiatives Database
[23] Volunteer Emory
[24] Provost's Office Initiatives
[25] Project SHINE
[26] Graduation Generation
[27] Race and Difference Initiative
[28] Emory Alumni Association - Emory Cares International Service Day
[29] Pre-College Program
[30] Challenge & Champions
[31] QuestBridge
[32] QuestBridge Partner Colleges
[33] ECE - Test Preparation
[34] Center for Science Education - Student Development
[35] Center for Science Education - Educator Development
[36] Center for Science Education - Curriculum Development
[37] School of Law Mission
[38] School of Law - Pro Bono Service
[39] School of Law - Volunteer Clinic for Veterans
[40] School of Law - Student Legal Services
[41] School of Medicine - Pipeline Program
[42] South Georgia Farmworker Project
[43] Good Samaritan Health Clinic
[44] School of Business - Goizueta Service Organization (Page 2)
[45] School of Business Habitat for Humanity Partnership
[46] School of Business - Martin Luther King, Jr. Community Service Awards
[47] School of Business - Social Enterprise Research Center
3.4.3

All Educational Programs: Admission Policies
The institution publishes admissions policies that are consistent with its mission.

Judgment
☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
To fulfill its mission to “create, preserve, teach, and apply knowledge in the service of humanity”, the University supports a full range of scholarship at the undergraduate, graduate, and professional levels. Admission to all nine academic divisions of Emory is highly selective. Review of candidates is holistic and takes into account both objective and subjective criteria. The mission statement defines the Emory community as “open to all who meet its high standards of intelligence, competence, integrity and desire for active engagement in and out of the classroom. It welcomes and encourages a diversity of ethnic, cultural, socioeconomic, religious, national and international backgrounds, believing that the intellectual and social energy that results from such diversity is a primary asset of the University and the world beyond” [1]. In all academic divisions, students are admitted without regard to race, color, creed, religion, sex, or national origin under the University’s Equal Opportunity and Discriminatory Harassment Policy [2].

While Emory does not have a University-wide admissions policy, the admission policies for Emory’s nine individual schools are consistent with the University mission. Each school or unit has the autonomy to set its own policies with regard to admission based on unique school needs—thus the policies for student selection include criteria specific to the individual programs. These policies are reasonable and applied consistently to ensure fair and equitable admission practices. Admissions practices for Emory’s distance education programs are described in Requirement 4.8: Distance Education Appendix.

The undergraduate programs are represented in five of the academic schools, with two (Emory College and Oxford College) admitting entering freshmen and three (Business, Nursing, and Medicine) admitting students beginning in their junior year. There are five graduate and professional schools, three of which (Business, Nursing, and Medicine) have both an undergraduate and graduate admission component. The undergraduate colleges (College of Arts and Sciences and Oxford College) are members of and adhere to the admission guidelines set forth by the National Association of College Admission Counselors (NACAC) [3] in the Statement of Principles of Good Practice [4], which set the industry standard for ethical college admission policies for its members. As the other units participate in their professional organizations, similar guidelines and references are available in order to help maintain consistency internally as well as among the multiple institutions enrolling students, whether for undergraduate or graduate and professional programs.

In order to be consistent in implementing policies, methods of oversight and periodic review of admissions procedures are determined by each school and described in detail below. All policies and procedures are available in the respective catalogs and on the websites for each school. Individual schools may choose to include this information in other printed materials as well. Information about the various categories of admission for each unit is included in the catalog and covers first-time applicants as well as transfer, transient, non-degree, special standing, joint enrollment and other specific admission programs offered by each unit.

College of Arts and Sciences
The scholarly mission of the College involves research and creativity, teaching, and service, and the College diversity statement demonstrates that the College is committed to valuing difference and ensuring that its students, faculty, staff, and administrators are diverse in ethnicity,
gender, religion, philosophy, sexual orientation, and physical ability [5].

The College has clearly defined admission requirements and application deadlines for first-year applicants, including home-schooled and international applicants [6] and also publishes credit policies [7] for incoming students who wish to apply previously earned credits to courses at the College, as well as transfer applicants [8].

Admission policies are reviewed and determined by a standing faculty/student Admission and Scholarship Committee [9] which meets at least twice a semester to review policies and standards for the admission of students into the College of Arts and Sciences and report recommendations [10].

Business School
The Business School’s mission statement includes a goal to “attract the best students” [11] and their commitment to diversity is evident in their student recruitment procedures and their strategy to ensure diversity [12]. The 2013 student class is currently made up of 46 percent females and 54 percent males. 34 percent of students are of African, Asian, Hispanic or Native American ethnicity, and 28 percent were born outside of the United States [13].

The Business School admits students into the Undergraduate BBA, and the graduate MBA, PhD, and Executive Education programs [14]. Typically, undergraduate students are accepted in their sophomore or junior year of college after completing core requirements at Oxford College or within the College of Arts and Sciences [15]. The Business School has clear academic requirements for admission and high academic standards [16]. The 2013 class of incoming undergraduate students had an average SAT score of 1360 and an average GPA of 3.6 [17]. The Business School also admits joint degree applicants who are typically pursuing an MBA along with an additional graduate degree elsewhere at Emory University [18].

Each of the Business School’s degree programs has a program committee. Its responsibilities include reviewing and voting on admissions requirement changes, course offerings, curriculum changes and any other academic matters related to the specific degree [19].

School of Public Health
Emory’s School of Public Health recognizes the importance of having a diverse faculty and student body and adheres to the University Equal Opportunity Policy, Affirmative Action Policy, and Americans with Disabilities Act as stated in the 2012-2013 catalog [20]. Admissions information as well as transfer credit policies can be found online [21]. The School of Public Health offers a variety of graduate degrees with their own admissions requirements and policies, all of which are described in detail in the 2012-2013 catalog [22] and on the school’s website [23]. Decisions to admit students are made by faculty members in each department. Each department has guidelines for admission decisions (published in the school catalog) and an admissions committee [24], responsible for admissions review and decisions. However, the school’s leadership group (school administrators and department chairs) establishes general policies concerning admissions and annually sets target enrollments both for the school and for each department.

The school reviews and provides updates of its recruitment web-materials and printed materials annually. Additional updates are made through the Schools of Public Health Application Service (SOPHAS) [25], a centralized application for applicants to the Council on Education for Public Health (CEPH) accredited schools of public health. The school is also a member of the Association for Schools of Public Health (ASPH) Centralized Application Service Advisory Committee and meets bi-monthly through conference calls to review policies and make recommendations with other member schools [26].

School of Law
Emory’s School of Law actively seeks to maximize the diversity of its pool of qualified candidates
for both admission and employment [27]. The Law School’s online academic catalog [28] lists the
degree programs offered along with admission and registration procedures, including policies for
transfer credits [29]. Admissions procedures are overseen by the faculty represented Admissions
and Scholarship Committee [30].

Graduate School
The Graduate School values diversity in thought, experience, and culture. Its mission states that
the school fosters an environment of inclusion that ensures the range of educational benefits that
can only come from diversity across the academic community [31]. The Graduate School offers a
variety of masters and PhD programs [32], along with dual and joint degrees [33] and lists its
admissions policies, procedures [34], and requirements [35] online. Each graduate program has a
faculty committee charged with oversight of policies, goals, and requirements.

School of Medicine
Emory’s School of Medicine states in its mission its commitment to recruiting and developing a
diverse group of students [36]. The school publishes online very specific and detailed admissions
policies and application requirements for its degree programs [37] which include its undergraduate
BMSc [38] and RT-BMSc [39] programs, and its graduate MD [40], MD dual degrees [41],
Doctor of Physical Therapy [42], MMSc in Anesthesiology [43], MMSc in Human Genetics and
Genetic Counseling [44], and MMSc – Physician Assistant programs [45].

The Admissions Committee [46] determines and reviews admission policies for medical school
programs. Members of the committee attend an annual orientation review session at the beginning
of each interview season where all the admission policies, interview day processes, interview
guidelines, evaluation sheets, and rating standards are reviewed by the committees. Program and
department-specific admissions policies, procedures, and requirements are also reviewed by the
faculty of each program.

School of Theology
The School of Theology’s admissions practices align with their commitment to build “a community
of faith and learning inclusive of women and men who are diverse in ethnic, economic, social, and
national background” [47]. Admissions procedures [48] and requirements [49] are set by the
faculty, at the recommendation of the school’s Admissions, Scholarship, and Honors (ASH)
committee [50]. The ASH committee is chaired by a faculty member and is composed of additional
faculty members, the Associate Dean of Admissions and Financial Aid, Associate Directors of
Admissions and Financial Aid, Financial Advisor, the Director of General and Advanced Studies, and
two student representatives, all appointed by the Dean.

School of Nursing
To “enroll a highly qualified and diverse student body and provide exemplary support to ensure
success” is one of the School of Nursing’s strategic goals for 2011-2015 [51]. In order to meet this
goal, the school’s admissions are governed by an Admissions Committee [52] which represents
the nursing faculty in the evaluation and selection of applicants to the undergraduate, master’s and
post-masters programs. The committee reviews the admissions criteria, policies and procedures
annually and recommends changes as appropriate.

Current admission requirements, policies and procedures for the BSN, MSN, and Post-Master’s
Certificate programs can be found in the School of Nursing catalog [53].

Oxford College
Admission requirements and procedures are described in the Oxford College catalog [54] and the
application review process is posted online [55]. Policies are reviewed by the Enrollment Planning
Committee, which meets twice monthly throughout the academic year. When changes or concerns
regarding policies affect academic credit or academic policies, they are presented to the Academic
Policy and Planning Committee [56] for review and recommendation.
Sources (In Order of Appearance)

- [1] University Mission Statement
- [3] NACAC Membership
- [5] College of Arts and Sciences - Mission and Diversity Statements
- [6] College of Arts and Sciences - Admissions Guidelines for First-Year Applicants
- [7] College of Arts and Sciences Credit Policies
- [8] College of Arts and Sciences - Transfer Applicants
- [9] College of Arts and Sciences - Admissions and Scholarships Committee
- [10] College of Arts and Sciences Admissions and Scholarships Committee Meeting Minutes
- [12] Business School - Commitment to Diversity
- [13] Business School - Diverse Class Profile
- [14] Business School - Apply to Goizueta
- [16] Business School Admissions Requirements
- [17] Business School - High Academic Standards
- [18] Business School - Joint Degree Applicants
- [19] Business School Faculty Bylaws - Program Committees (Page 2)
- [20] [22] School of Public Health Catalog 2012-2013 (Page 2)
- [21] School of Public Health Admissions FAQ and Transfer Credits
- [20] [22] School of Public Health Catalog 2012-2013 (Page 24)
- [23] School of Public Health Admissions Requirements
- [24] School of Public Health - Admissions Decisions
- [25] School of Public Health - SOPHAS
- [26] Association for Schools of Public Health Advisory Committee Meeting May 2008 (Page 2)
- [27] Law School Mission
- [28] Law School Academic Catalog
- [29] Law School Admission and Registration Procedures
- [30] Law School Admissions and Scholarships Committee (Page 23)
- [31] Graduate School Vision
- [32] Graduate School Degree Programs
- [33] Graduate School Dual and Joint Degrees
- [34] Graduate School Admissions Policies and Procedures
- [35] Graduate School Admissions Requirements
- [36] School of Medicine Mission Statement
- [37] School of Medicine Admissions
- [38] School of Medicine BMSc Admission Criteria
- [39] School of Medicine RT-BMSc Admission Criteria
- [40] School of Medicine MD Admissions
- [41] School of Medicine MD Dual Degree Admissions
- [42] School of Medicine Doctor of Physical Therapy Admissions
- [43] School of Medicine MMSc in Anesthesiology Admissions
- [44] School of Medicine MMSc in Human Genetics Admissions
- [45] School of Medicine MMSc – Physician Assistant Admissions
- [46] School of Medicine Admissions Committee
- [47] School of Theology Mission
- [48] School of Theology Application Procedures
- [49] School of Theology Admissions Requirements
- [50] School of Theology - Admissions, Scholarship and Honors Committee (Page 2)
- [51] School of Nursing Mission and Strategic Goals (Page 2)
- [52] School of Nursing Admissions Committee (Page 8)
- [53] School of Nursing Admissions Policies (Page 3)
- [54] Oxford College Course Catalog 2012-2013 (Page 2)
- [56] Oxford College - Academic Policy and Planning Committee (Page 2)
3.4.4

All Educational Programs: Acceptance of Academic Credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "Collaborative Academic Arrangement.")

Judgment
☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Each academic school and college at Emory has an academic program office that manages the responsibility of evaluating, awarding and accepting transfer credit. Each program has a defined and published policy that includes thorough expectations for the process of evaluating, awarding and accepting academic credit. Through existing faculty committee structures, these policies are reviewed and revised on a regular basis. In some programs, both a faculty committee and the dean of the school must approve credit.

Oxford College
Students transferring into Oxford College from other approved colleges can receive up to 32 hours of academic credit for approved college course work. To qualify for the Associate of Arts degree offered by Oxford and for continuation into Emory’s College of Arts and Sciences, transfer students are required to complete at least two semesters/35 credit hours of coursework at Oxford [1].

Oxford College accepts advanced academic credit for incoming students in the form of Advanced Placement (AP) and International Baccalaureate (IB) credits. Up to 16 hours of AP credit can be granted within the following parameters: four semester hours will be granted for each score of a four or five on an AP exam and no credits will be granted for scores of one, two, or three. Up to 16 hours of IB credit will be granted for IB exam scores of five or higher in up to four disciplines. No credit is awarded for subsidiary-level exams and students cannot receive IB credit in a discipline where an AP credit has already been granted [2].

College of Arts and Sciences
The College of Arts and Sciences accepts students transferring from other academic institutions and will grant up to 64 semester hours of previous course work toward a BA or BS degree. Students transferring to the College of Arts and Sciences from one of Emory’s undergraduate professional schools may receive up to 16 semester hours of credit, provided the credits have not already been used to complete another degree program [3].

For entering first-year students, the College of Arts and Sciences will grant up to 24 credit hours of AP credit, IB credit, or transient study credits earned after the freshman year at Emory. Three semester hours of college credit is awarded for each score of four or five on AP exams, and no credit is awarded for scores of three or lower. Three semester hours of college credit is awarded for scores of five or higher on IB exams, and no credit is awarded for scores of five or lower, or for the standard-level exams regardless of the scores achieved. The College of Arts and Sciences does not award academic credit for the College-Level Examination Program (CLEP) [4].

School of Business
Students wishing to transfer to the School of Business from other academic institutions must have reached junior standing. Additionally, all transfer students must be enrolled in Emory’s College of Arts and Sciences for a full academic year before being eligible to enter the BBA program. Transfer
credits can be awarded for previous course work [5]. AP and IB credits do not apply to students coming into the business school as students come in during their junior year; however AP/IB credit hours do count towards the 60 hours or pre-requisites that students must have attained before entering the business school [6].

The business school’s full-time MBA program does not accept transfer credits from other institutions [7]; however, students enrolled in the evening MBA program may transfer a maximum of 12 elective credit hours (i.e. up to four 3 credit hour elective courses) completed within 5 years prior to enrollment at Emory’s business school as a part of a graduate degree-seeking program from an AACSB accredited institution. Credit hours will not be granted if earned as part of a completed graduate degree [8]. Transfer credits are rarely granted in the business PhD programs [9].

School of Nursing
The School of Nursing accepts BSN students beginning their junior year of college. Undergraduate students can receive credit for courses taken jointly in an approved program of study at any fully accredited college or university prior to their application to the School of Nursing. The college credit must not have counted towards meeting high school graduation requirements; the course must be a regular college course taught by the university, college, or junior college in which regular college students were also enrolled (not a course taught strictly for high school students); students must earn a grade of C or better to receive advanced standing credit or exemption; and an official transcript reflecting credit and grades earned must be provided [10].

For nursing graduate students, a maximum of 12 semester hours of post-bachelor’s academic credit from an accredited school may be transferred, with faculty approval, toward meeting the MSN degree requirements. These 12 semester hours may not have been used to satisfy requirements for a previous degree [11].

Graduate School
The Graduate School accepts a maximum of 12 semester hours of transfer credit as residence credit toward a degree program. Graduate work submitted for transfer credit must be related to the student’s program at Emory, cannot have been applied to a prior degree, and must have been taken within eight years of the time of admission to Emory’s graduate school. The Dean of the Graduate School must approve all transfer credit requests [12].

School of Medicine
Only the MD and Master of Medical Science in Anesthesiology programs consider transfer credit. Students already enrolled in these degree programs at an outside institution wishing to transfer are considered on an individual basis. Students currently enrolled and in good standing only at other LCME-accredited medical schools will be considered for transfer admission with advanced standing to the second and third year classes of the school of medicine only when there are compelling reasons for the transfer and only on a space-available basis. Transfer credit is awarded on a course-by-course basis. Students accepted as advanced standing transfers under these circumstances may be required to study on an altered or modified curriculum and may be required to repeat certain courses taken at the student’s first institution. The MMSc in Anesthesiology program will typically recognize courses taken at the graduate level for basic sciences and clinical methods to satisfy the requirements of the program. These courses are limited to anatomy, physiology, pharmacology, and clinical methods [13] [14].

Law School
A student who wishes to transfer to Emory from another law school that is fully accredited by the American Bar Association and a regular member of the Association of American Law Schools (ABA-AALS) will be considered after he or she has completed the first year of law study and if he or she has performed exceptionally well in the first year of law study. A student who is ineligible for readmission to another law school is not eligible for transfer to Emory. No credit for advanced
standing is given for any law school work completed with a grade lower than C or its equivalent. Transfer students are still required to complete at least four full semesters of residence and 90 semester hours (with at least 58 earned at the Emory Law School) [15].

**School of Public Health**
Up to 6 semester hours of transfer credit may be accepted for relevant graduate-level courses taken at other academic institutions within the three previous years, provided that these credits were not applied toward another degree. The student’s transcript must reflect a grade of an A or B for transfer credit to be granted. Students can transfer up to nine credits if these were taken as a non-degree seeking student (special standing) at Emory’s Rollins School of Public Health. The request for transfer credit must be approved by the department chair where the course is taught and the executive associate dean for academic affairs [16].

**School of Theology**
The School of Theology offers graduate degrees for Master of Theological Studies (MTS), Master of Theology (ThM), Master of Divinity (MDiv), and Doctor of Theology (ThD). Students in each of these programs can receive transfer credit for coursework completed within five years of enrolling at Emory’s school of theology as long as the outside institution is accredited by the Association of Theology Schools was and the credits were not applied toward any previously earned degree. A minimum grade of B (3.0 GPA or 84 percent) must have been earned in a course in order for it to qualify towards transfer credit.

MDiv students may transfer a maximum of 26 credit hours, with a maximum of 12 hours applied towards the common courses. A maximum of 14 hours may be applied towards other course requirements excluding common courses, concentrations, contextual education, the first-year advising group, and the critical reflection colloquies. Under special circumstances, International students may be granted transfer credit with the approval of the senior associate dean of faculty and academic affairs. Supervised field experience completed at other seminaries ordinarily will not be granted transfer credit at Candler. MTS students may transfer a maximum of 17 credit hours, with a maximum of one course per area requirement. MDiv or special students who transfer to the MTS program may transfer up to twenty-six hours of course work completed satisfactorily toward the MTS program. In such a case, Contextual Education I and II credits will be counted as free elective credit. ThM students may transfer a maximum of three hours (either one academic course or one-half unit of clinical pastoral education) toward the ThM degree program, with the approval of the program director [17].

**Experiential Learning**
Experiential learning is integrated into the curriculum in the undergraduate and graduate schools. In the College of Arts and Sciences, credit hours for learning that takes place outside a formal lecture/seminar course (e.g. performance, research, internships, community based work and learning), are assigned on the basis of at least three hours of work per week, for the duration of a 14-15 week semester, for one credit hour. It is expected that these hours include some organized contact with an instructor to discuss/report on/enhance the experience. This contact need not occur during regular class times, and may occur on a one-on-one basis, or as a group. The nature of the contact with the instructor should be outlined in the course syllabus [18].

In addition, the College of Arts and Sciences allows students to receive credit for community based service opportunities. Community service that is connected with a class or course of study is also eligible for credit under the auspices of experiential learning. For example, if students enrolled in a course on sustainability spent one full-time week during spring break working for Habitat for Humanity (ca. 40-45 hours), they could earn an additional one credit for the class. Alternatively, students may be engaged in community-based work for three hours per week over the semester for one credit hour. There is an expectation that the community work is linked with the academic content of the course, and that there is some organized instructor contact/reporting. Instructor
contact/reporting should be outlined in the course syllabus [19].

The Law School offers an externship (field placement) program in which students have the opportunity to work under the supervision of practicing attorneys at one of Emory’s 80 government agency, public interest organization, law, or corporation partners in the Atlanta metropolitan area. Participating students receive three credit hours for 150 hours of work (120 hours of fieldwork plus written assignments and a weekly discussion class) [20].

The Theology School has partnered with the Wesley Seminary in Washington D.C. to offer the National Capital Semester for Seminarians (NCSS) every spring semester which provides an array of options for students to experience hands-on learning and intense study of ethics, theology, and public policy. Participants may earn 4-19 credit hours in this program [21].

**Study Abroad**

The Center for International Programs Abroad offers semester and summer abroad options for undergraduate students. When students study on an Emory-approved semester abroad program, they earn Emory credit and grades for the courses they take. Emory academic departments evaluate courses to determine if they meet Emory’s standards and are appropriate for Emory credit [22]. Summer study abroad programs offer courses designed by Emory faculty. Students earn four credits per course taken abroad. In most cases, students earn eight hours (or two courses worth) of credit [23].

The Center for International Programs Abroad [24] also offers student internships for academic credit while students are studying abroad for a semester [25]. Students can earn a maximum of 4 hours of academic credit for an internship taken while studying abroad. However, students are expected to be enrolled for three additional courses or 12 additional hours of credit. In order to receive academic credit, the internship should have 8-12 week duration, require a minimum of 15-20 hours of work per week, and include an academic component that involves supervision by a faculty member within the resident country.

The Business School also offers international study abroad opportunities for its BBA students. While abroad, students may earn credit for a maximum of four courses - one core course, two primary area depth electives, and one secondary area depth elective – that meet three business major requirements [26].

The School of Theology offers students international learning opportunities through academic exchange programs, internships, and travel seminars. Through choosing programs and courses that help them fulfill academic requirements, students can earn up to 24 transferable credits toward the Master of Divinity, 17 credits toward the Master of Theology Studies, and three credits toward the Master of Theology programs [27].

In order to receive credit for non-Emory study abroad programs, students must submit a request for approval to receive transfer credit from another study abroad program. All petitions are reviewed by the Education Abroad Committee and the decision of the EAC is final [28].

**Faculty/Committee Oversight and Evaluation**

Each academic school/college at Emory has an admissions committee responsible for evaluating incoming enrollment applications. In addition, many standing committees (made up of faculty, staff, students, and alumni) exist to provide oversight and evaluation of the acceptance of academic credit in transfer, advanced placement, experiential learning, and study abroad situations. For example, the Education Abroad Committee [29] makes recommendations to faculty regarding policies and standards for the creation, deletion, and periodic review of sponsored programs abroad and their integration into curriculum. This committee also gives final approval for the creation, change, or deletion of academic programs abroad and approves policies for the transfer of credit for courses completed abroad that are not equivalent to courses taught on
The College of Arts and Sciences Curriculum Committee is responsible for credit hour determination of new courses [30], and ongoing credit hour review for existing courses and programs [31] [32]. The College also charges a Study Abroad Advisory Committee [33] with establishing and reviewing guidelines and procedures for its approved study abroad programs.

The Law School’s Clinics and Field Placement Committee [34] exercises overall supervision of all clinical (placement and simulation) programs. The committee monitors all ongoing programs and may recommend changes in the credit hours afforded, supervisory personnel, or the structure or format of any program.

Additional examples of committees involved in the acceptance of academic credit are in the theology school, which has an International Studies Committee [35] and Contextual Education Committee [36].

In addition, University departments directly involved with non-traditional credit bearing activities identify goals and submit assessment reports annually. An assessment report from the Center for International Programs Abroad is provided as an example [37].

Sources (In Order of Appearance)

- [1] Oxford College Transfer Applicants
- [3] College of Arts and Sciences Transfer Applicants
- [4] College of Arts and Sciences - AP, IB, and College Credit Policies
- [5] Business School Transfer Students
- [6] Business School - AP and IB credits
- [7] Business School Full-Time MBA Transfer Credits (Page 7)
- [8] Business School Evening MBA Transfer Credits (Page 3)
- [10] [11] School of Nursing BSN and MSN Advanced Standing and Transfer Credits (Page 2)
- [10] [11] School of Nursing BSN and MSN Advanced Standing and Transfer Credits (Page 4)
- [12] Graduate School Transfer Credit (Page 2)
- [13] School of Medicine - Acceptance of Academic Credit
- [14] School of Medicine - Advanced Placement Credits
- [15] Law School Transfer Students (Page 2)
- [16] School of Public Health Transfer Credits (Page 6)
- [17] School of Theology - Transfer Credit (Page 7)
- [18] [19] College of Arts and Sciences - Experiential Learning and Community Service Credit Hours (Page 2)
- [18] [19] College of Arts and Sciences - Experiential Learning and Community Service Credit Hours (Page 3)
- [20] Law School Externship Program
- [21] School of Theology Off-Campus Study Opportunities for Credit
- [22] Center for International Programs Abroad – Semester Abroad Credits
- [23] Center for International Programs Abroad – Summer Abroad Credits
- [24] Center for International Programs Abroad – Internships for Credit
- [25] Active CIPA Study Abroad Programs
- [26] Business School BBA Study Abroad (Page 4)
- [27] School of Theology International Opportunities for Credit (Page 2)
• 28 Non-Emory Study Abroad Programs
• 29 Education Abroad Committee
• 30 Curriculum Committee Spring 2013 Meeting 1 Minutes (Page 3)
• 31 Curriculum Committee Fall 2011 Meeting Minutes (Page 4)
• 32 Curriculum Committee Fall 2012 Meeting 2 Minutes (Page 2)
• 33 College of Arts and Sciences Study Abroad Advisory Committee
• 34 Law School Faculty Governance and Standing Committees (Page 2)
• 35 36 School of Theology International Studies and Contextual Education Committees (Page 22)
• 35 36 School of Theology International Studies and Contextual Education Committees (Page 86)
• 37 Center for International Programs Abroad Assessment Report
3.4.5

All Educational Programs: Academic Policies
The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University establishes and publishes online academic policies that are consistent with good educational practices. Academic policies applicable to undergraduate, graduate, and professional students are located on the individual college/school websites and within school/college-specific student handbooks and catalogs, and can be accessed by students, faculty, staff, and other interested parties. The University, school and program websites accurately reflect Emory’s programs and services.

Publication of Academic Policies
University-wide policies that impact students are published in the Campus Life Handbook [1], in the Faculty Handbook [2], and on the Emory University Policies and Procedures webpage [3]. These include:

- Alcohol and Drug Abuse
- Campus Life Student Organization Speakers
- Confidentiality and Release of Information About Students
- Grievances Procedures
- Involuntary Withdrawal
- Mandatory Student Insurance
- Medical Amnesty
- Sexual Misconduct
- Student Interns
- Student Organization Recognition, Advising, and Activity Fee
- Undergraduate Code of Conduct (maintained by the Office of Student Conduct) [4]
- University Anti-Hazing

Each school and college at Emory University also maintains its own policies, procedures and regulations which are published in its catalogs and student handbooks and/or on a webpage.

- School of Theology Catalog and Handbook 2012-2013 – Procedures and Regulations [5]
- College of Arts and Sciences Catalog – Academic Policies and Regulations [6]
- Oxford College 2012-2013 Course Catalog – Academic Regulations [9]
- School of Public Health Catalog 2012-2013 – Academic Policies [10]
- School of Medicine Student Handbook 2012-2013 – Academic Regulations [12]
- School of Nursing Catalog 2012-2013 – Academic Policy and Regulations [13]
- School of Nursing Undergraduate Student Handbook 2012-2013 – Academic Policies and Procedures [14]

Although it is not recognized as an academic school of Emory University, the Continuing Education department does play a role in the instruction offered at Emory and also provides a listing of student and academic policies and procedures on its webpage [15].
These student handbook and catalog publications list many of the University-wide policies, along with school-specific academic policies. These include but are not limited to:

- Academic advisement
- Academic grievance and appeal procedures
- Academic review board processes
- Academic standing and academic dismissal
- Access to student records
  o Administration of curriculum
  o Attendance
  o Course load
  o Enrollment
  o Grading standards
  o Incomplete grades and course withdrawal
  o Leaves of absence
  o Probation and suspension
  o Requirements and eligibility for graduation
  o Student complaints and petitions
  o Student conduct and honor codes
  o Transfer credits, coursework at other colleges/institutions, and cross registration
  o University-student relationships

**Development, Approval and Quality Assurance of University-Wide Academic Policies**

The development of a new academic policy or a recommended policy revision follows an established process for review and approval. The University Senate [16] is the primary governing body of the University and is responsible for reviewing all changes in existing policies or the establishment of new policies relating to matters of general University interest [17]. The University Senate is composed of ex officio members from the University administration; members of the Faculty Council; executive board members from the Employee Council, Student Government Association, and Graduate Student Government Association; faculty and student representatives from each school; and representatives of alumni, librarians, staff, and academic deans.

Within the University Senate, there is a Faculty Council [18] composed of elected and appointed faculty members from all University schools and colleges. The Faculty Council considers and makes recommendations to the president concerning the academic affairs of the University and reviews all changes in existing academic policies or the establishment of new policies.

The Senate Executive Committee acts as a liaison group between the University Senate and the University president, provost, and board of trustees. The Senate Executive Committee is led by the president of the senate and comprised of the immediate past president, the president-elect, and the secretary of the senate; the president and presidents-elect of the Graduate Senate and the Student Government Association; the president and president-elect of the Employee Council; and non-voting administrative support for the University Senate. The Senate Executive Committee may also take the initiative to challenge current policies and practices and develop policy recommendations [19].

In addition, there are senate standing committees [20] responsible for oversight of certain University divisions and departments, such as Campus Life, that review and approve any proposed change of University policies, or a substantial change in the interpretation and practice of policies.

Within the Board of Trustees, an Academic Affairs Committee [21] functions specifically to review and govern academic policies. While the Board is charged with overseeing the final approval of University policies [22], each Vice President is responsible for the policy development, review, initial approval, and dissemination within the division or department that they oversee [23].
Development, Approval and Quality Assurance of School-Specific Academic Policies

While the majority of academic policies governing Emory are applicable University-wide, because of the breadth of offerings at Emory, as outlined above, each of Emory’s schools also maintain their own policies that might apply only to students in that academic area. Within each school, there are faculty-represented committees responsible for the development and oversight of those academic policies. For example, Oxford College’s Academic Policy and Planning Committee [24] and the School of Theology’s Curriculum and Policy Committee [25]. For a list of each school’s standing committees and additional details on faculty governance, please reference Standard 3.7.5: Faculty Role in Governance.

Examples of New Policy Development and Dissemination

New policies are frequently established at Emory in order to maintain current academic and ethical standards for students. Several recent examples (selected to provide variety of policies) include Emory’s new credit hour policy [26] (please reference Requirement 4.9: Definition of Credit Hours for the development, dissemination and examples of implementation of this policy), tobacco-free policy [27], and the School of Medicine’s policy on conflict of interest within industry relationships [28].

Sources (In Order of Appearance)

- [1] Campus Life Handbook - Policies Pertaining to Students
- [4] Office of Student Conduct Webpage
- [5] School of Theology Catalog and Handbook 2012-2013 (Page 2)
- [6] College of Arts and Sciences Catalog - Academic Policies and Regulations
- [7] Business School BBA Program Catalog 2012-2013 (Page 2)
- [12] School of Medicine Student Handbook 2012-2013 Academic Regulations
- [13] School of Nursing Catalog 2012-2013 - Academic Policy and Regulations (Page 2)
- [16] University Senate
- [17] [19] University Senate Bylaws (Page 3)
- [18] Faculty Council
- [17] [19] University Senate Bylaws (Page 5)
- [20] Senate Standing Committees
- [21] University Bylaws - Academic Affairs Committee (Page 8)
- [22] Board of Trustees - Policy Oversight
- [23] University Policy 1.1 Approval Process for Policies
- [25] School of Theology Personnel and Academic Policy Committee (Page 24)
- [26] New Credit Hours Policy FAQ
- [27] New Tobacco-Free Policy
- [28] School of Medicine New Policy on Industry Relations (Page 2)
3.4.6

All Educational Programs: Practices for Awarding Credit
The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment
☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory University has a unified policy on determining the amount and level of credit awarded for courses regardless of the format or mode of delivery [1]. This policy defines the credit hour in accord with federal regulations for all courses and programs at Emory. The Department of Education defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as outlined above for other academic activities as established by the institution including laboratory work, internship, practica, studio work, and other academic work leading to the award of credit hours.

Application of Credit Hour Policy
This credit hour policy applies to all certificate, undergraduate, graduate, and professional courses that award academic credit regardless of the mode of delivery. The expectation of direct contact in the classroom and student effort outside the classroom is the same in all formats of the course including but not limited to traditional lecture classes, seminars, fully online, or a combination of face-to-face contact with electronically delivered content.

Emory recognizes other forms of engaged/structured instruction outside of the traditional lecture or seminar class (e.g., research groups, internships, service learning or civic engagement). Credit hours for these forms of instruction are guided by the three hours of work per week formula outlined in federal regulations. Laboratory classes are considered all in class work with little or limited outside assignments. Thus one credit unit is assigned to three hours per week of laboratory time.

Some courses include additional structured instruction beyond the classroom. These additions generally take the form of supervised activities in which students use college resources to do required learning activities related to the course. An example is a three-unit lecture class in which students are required to also participate in a weekly one-hour discussion section with associated homework. Total work for the class would consist of four hours per week in engaged instruction (lecture + discussion section) and eight hours per week of homework. When additional instruction is based on supervised work similar to a lab with limited outside assignments (e.g., film series with film viewing plus discussion but no additional outside work), one credit unit is assigned for three hours of work per week. Activities considered as engaged instruction must be required and structured. Examples of activities that do not count toward engaged instruction include readings, homework and other preparation or activities (e.g., practicing calculations).

Courses scheduled outside the standard academic calendar are prorated to contain the same number of hours as if the course were scheduled for a full semester. To maintain the integrity of
the instructional program, course instructors make special efforts when scheduling non-standard courses so that there is adequate time for students to complete homework assignments or participate in discussion groups or other forms of engaged/structured instruction.

The School of Medicine determines the amount of credit awarded for courses according to the standards of the Liaison Committee on Medical Education (LCME), the accrediting body for medical education programs in the United States and Canada. The LCME defines academic credit in terms of weeks of instruction rather than semester hours. Emory assigns credit hours to medical school courses and clinical practicum and research requirements based on 40 clock hours in one week of instruction.

The School of Nursing assigns the amount of credit awarded to courses, seminars, clinical laboratory, clinical experience hours, and service learning according to student outcome requirements established by the Commission on Collegiate Nursing Education (CCNE) and the National League for Nursing Accrediting Commission as well as standards for academic work outlined in the Emory Credit Hour Policy.

**Academic Calendar**

Emory University defines contact as 50 minutes of engaged instruction over the course of a 15-week semester (50 x 15 = 750 minutes). Using the standards for work outlined in federal policy, a traditional lecture class would consist of 750 minutes of direct contact in the classroom and 1500 minutes of outside effort per semester for each credit hour assigned to the class for a total of 2250 minutes of work for each credit unit. This same formula is applied to the weeks of instruction as outlined by the LCME: 40 clock hours of instruction is equivalent to a minimum of 2400 minutes of academic work.

**Curriculum Review**

The curriculum committee or other appropriate governing body within each college or school of the University is responsible for the review and approval of credit hours for all courses according to the standards outlined in the credit hour policy. Credit hours are determined when new courses are proposed or existing courses are revised. The syllabus submitted with the application is reviewed for contact time as well as course requirements and assignments comprising the “amount of work represented in intended learning outcomes.” The reviewing body is responsible for maintaining documents that record the review and approval process. Please reference **Standard 3.4.1: Academic Program Approval** for additional details.

**Examples**

The credit hour policy is designed to establish standards for academic work while allowing colleges and schools the flexibility to determine the appropriate learning strategies and formats for their disciplines. The following examples are not meant to be exhaustive but rather to illustrate the policy.

<table>
<thead>
<tr>
<th>Format</th>
<th>Credit Unit</th>
<th>Contact Time/Week (minutes)</th>
<th>Outside Work/week (minutes)</th>
<th>Total /week (minutes)</th>
<th>Total Semester (minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture/Seminar</td>
<td>1</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td>2250</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>100</td>
<td>200</td>
<td>300</td>
<td>4500</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>150</td>
<td>300</td>
<td>450</td>
<td>6750</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>200</td>
<td>400</td>
<td>600</td>
<td>9000</td>
</tr>
<tr>
<td>Laboratory</td>
<td>1</td>
<td>150</td>
<td>None/minimal</td>
<td>150</td>
<td>2250</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>300</td>
<td>None/minimal</td>
<td>300</td>
<td>4500</td>
</tr>
<tr>
<td><strong>Alternative/Structured</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Emory University
<table>
<thead>
<tr>
<th>Discussion/Recitation</th>
<th>1</th>
<th>50</th>
<th>100</th>
<th>150</th>
<th>2250</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways of Inquiry</td>
<td>1</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td>2250</td>
</tr>
<tr>
<td>Writing Instruction</td>
<td>1</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td>2250</td>
</tr>
</tbody>
</table>

### Alternative/Supervised Work

<table>
<thead>
<tr>
<th>Internship</th>
<th>1</th>
<th>150</th>
<th>None/Minimal</th>
<th>150</th>
<th>2250</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>2</td>
<td>300</td>
<td>None/Minimal</td>
<td>300</td>
<td>4500</td>
</tr>
<tr>
<td>Internship</td>
<td>3</td>
<td>450</td>
<td>None/Minimal</td>
<td>450</td>
<td>6750</td>
</tr>
<tr>
<td>Service Learning</td>
<td>1</td>
<td>150</td>
<td>None/Minimal</td>
<td>150</td>
<td>2250</td>
</tr>
<tr>
<td>Cultural Events</td>
<td>1</td>
<td>150</td>
<td>None/Minimal</td>
<td>150</td>
<td>2250</td>
</tr>
<tr>
<td>Studio Work</td>
<td>1</td>
<td>150</td>
<td>None/Minimal</td>
<td>150</td>
<td>2250</td>
</tr>
<tr>
<td>Studio Work</td>
<td>2</td>
<td>300</td>
<td>None/Minimal</td>
<td>300</td>
<td>4500</td>
</tr>
</tbody>
</table>

Courses can also combine strategies. For example, a traditional three-credit-hour lecture class can be combined with a two-credit-hour laboratory for a total of five hours for the course. A traditional three-credit-hour seminar can be combined with a pedagogy that requires more academic work such as Ways of Inquiry or Writing Instruction for a total of four credit hours, so long as the pedagogy meets the formula of one hour of contact plus two hours of outside work. Strategies with different time frames can be combined as well. For example, a traditional lecture class that meets weekly can be combined with cultural events that occur outside of class in longer blocks of time (e.g. a three-credit-hour class with 2250 minutes of film).

The weeks of instruction format used in the school of medicine typically combines face-to-face instruction, small group discussion, laboratory exercises, and independent study. Similarly, classes and seminars offered by the school of nursing often include a combination of face-to-face instruction, demonstrations, hands-on practice, small group discussion, and independent reading and research. Combining formats requires that course instructors thoroughly specify the learning objectives, contact time, course requirements, and assessments on the syllabus.

### Institutional Evaluation of Credit Hours and Level for New and Changing Courses

All schools employ a faculty committee structure to oversee the approval of new courses and the modification or restructuring of existing courses. Although the makeup of these committees varies, faculty members oversee and control all the courses comprising the curriculum.

Emory’s College of Arts and Sciences has established clear policies and guidelines for proposals of new courses or changes in existing courses. Within the college of arts and sciences, the curriculum committee [3] [4] [5] approves proposals to establish or change majors and minors, and approves all courses. The educational policy committee [6] is responsible for approving academic policies, designating which courses fulfill General Education Requirements and overseeing the assessment of General Education learning outcomes. The governance committee [7] oversees all faculty standing committees and has final review of committee decisions. Within the School of Nursing, proposals for course or program changes are submitted in writing to the curriculum committee for review [8]. The committee then proceeds through a checklist of criteria [9] and approves or denies the request [10].

Similarly, the School of Theology requires a form to be completed by any faculty member requesting approval for a new course [11] or concentration [12]. For new course proposals [13], the school asks all faculty members within the corresponding curricular area to evaluate any requests before sending them on to the area chairs for review. The curriculum and policy committee has final review and approval for any new course or program.

The academic programs and policies of the School of Public Health require the review and approval
of the school’s curriculum committee [14], which is composed of elected faculty representatives from each department who serve three year terms. When a new course is proposed, the committee reviews the syllabus and discusses the relevance, quality, instructor capacity, and evaluation methods of the course. If the committee does not believe that criteria have been met, it will ask that the proposed course be revised and presented for a second review [15].

The Graduate School has detailed procedures and guidelines for curricular revisions (including the proposal of new courses) [16] which are carried out by the executive council. The council is responsible for reviewing credit hour policies, revisions to existing courses or programs, new course or program proposals, and any substantive changes. Each proposal must be submitted using a template [17] which asks for an abstract and description; background information; assessment of need; evidence of faculty support; available faculty, library, physical and financial resources; quality evaluation and assessment methods; and letters of support for the new program or proposed change. External reviews are also conducted to provide an objective peer review of the proposed program. New courses are approved or denied by the Executive Council during their monthly meetings [18].

At Oxford College, new course or program requests are discussed within the originating division, then advanced to the Academic Policies and Procedures Committee (APPC) [19]. If the APPC approves a proposal, all college faculty members are then asked to discuss and vote on the change.

Within the Business School, each degree program (BBA, MBA, Executive MBA, Evening MBA, and PhD) has a program committee responsible for reviewing any requests for changes to or the addition of a course, curriculum, or program [20]. These are standing faculty committees, with ex-officio representation by program office staff. Their recommendation is then taken to the full faculty for a vote.

The Law School charges a standing faculty curriculum committee [21] with the responsibility of overseeing curricular development and making recommendations regarding changes to programs and courses. Most curricular changes are initiated through the committee, but faculty of the school must approve all degree programs offered before any new programs are initiated. The school’s faculty handbook lists policies that govern course and program changes [22].

The School of Medicine’s Executive Curriculum Committee [23], which meets on a monthly basis, is charged with the development, approval, delivery, and ongoing review of the school’s programs and courses [24]. During each meeting, a group of programs are reviewed and discussed [25] [26] [27]. A recent example of program and course approval within the School of Medicine was the development of the Master of Medical Science Program in Anesthesiology [28] in which the Curriculum Committee and Program Advisory Committee reviewed and approved the program proposal and guidelines for awarding course credit.

Sources (In Order of Appearance)

- [1] University Credit Hour Policy
- [2] College of Arts and Sciences Guidelines for New and Changing Course Proposals
- [3] College of Arts and Sciences Curriculum Committee
- [4] College of Arts and Sciences Curriculum Committee Meeting Minutes Mar 2012 (Page 2)
- [5] College of Arts and Sciences Curriculum Committee Meeting Minutes Oct 2012 (Page 2)
- [6] College of Arts and Sciences Educational Policy Committee
- [7] College of Arts and Sciences Governance Committee
- [8] School of Nursing Guidelines for Curriculum Revisions (Page 2)
- [9] School of Nursing Curriculum Committee Checklist for Course Review (Page 3)
All Educational Programs: Consortial Relationships/ Contractual Agreements

The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See Commission policy "Collaborative Academic Arrangements.")

Judgment
☑ Compliant   □ Partially Compliant   □ Non-Compliant   □ Not Applicable

Narrative
Emory University ensures the quality of all educational courses, including courses offered through consortial relationships and contractual agreements. For each agreement, the University ensures compliance with the comprehensive requirements and evaluates the agreement or relationship with respect to the University’s mission.

Definitions and University-Wide Policy
The University defines a **consortial relationship** as a formal arrangement between the University and one or more other institutions of higher education to share in the responsibility to deliver courses or programs meeting mutually agreed-upon academic quality standards; consortial arrangements typically involve joint degrees. The University defines a **contractual agreement** as a formal arrangement between the University and another institution for receipt of courses, programs, or other academic credit delivered by the other institution; contractual arrangements typically involve dual degrees, international study, or exchange agreements. The University recognizes that beneficial learning experiences may occur throughout the state, the nation, and the world to augment and support the educational mission of the institution.

The University manages and evaluates its consortial relationships and contractual agreements according to its Policy on Educational Experiences Provided by Non-Emory Entities [1]. The University participates in cooperative agreements with other institutions to facilitate transfer of credit equivalent and comparable to credit earned at the University and to provide the University's students with opportunities to study away from campus. Emory ensures the quality of educational programs offered to its students by other entities, evaluates ongoing compliance with Emory’s standards, and evaluates the purpose of all such relationships with respect to Emory’s mission.

Consortial Relationships: Joint Degree Programs
Emory University engages in a small number of consortial relationships for graduate and professional study. The Graduate School partners with both the Georgia Institute of Technology and Peking University to jointly administer the Biomedical Engineering Program [2] [3] [4]; and the Law School collaborates with the KoGuan Law School at Shanghai Jiao Tong University to offer a Master of Comparative Law degree [5] [6]. Agreements governing these relationships specify the responsibilities of all parties and ensure the quality of program through regular, joint faculty reviews. The consistency of programs with the University mission is evaluated in the program approval process.

In addition, the School of Theology has a consortial relationship with Columbia Theological Seminary and the Interdenominational Theological Center, all of which are accredited by the Association of Theological Schools (ATS) [7]. Theology School faculty members serve with representatives from the other institutions on an ATS ThD committee that oversees the shared ThD program and periodically review the consortial arrangements [8] [9].
Contractual Agreements: Dual Degree Programs
At the undergraduate level, students may enroll in a joint Emory/Georgia Institute of Technology dual degree program in which students earn both a baccalaureate degree from Emory in the field of their choice and a BS degree from Georgia Tech in one of these engineering fields: aerospace, biomedical, chemical, civil, computer, electrical, industrial, materials science, mechanical, nuclear & radiological, polymer & fiber [10]. Emory University also partners with Agnes Scott College to offer a computer science degree. This dual degree agreement allows students enrolled at Agnes Scott College to pursue a BA from Agnes Scott and a BA or BS in computer science from Emory [11].

Contractual Agreements: Atlanta Regional Council for Higher Education
The Atlanta Regional Council for Higher Education (ARCHE) is an agreement among 20 public and private colleges and universities in Atlanta, as well as five affiliated libraries and 12 corporate and nonprofit community partners [12] [13]. ARCHE brings them together to build awareness of the campuses’ collective scope, impact, and value and to help them share strengths through cooperative programs. Emory students are allowed to register for courses at member institutions and may enroll for a total of 18 credit hours during their undergraduate years [14]. All partnering academic institutions are accredited by SACSCOC.

Sources (In Order of Appearance)

- [1] University Policy on Consortial and Contractual Agreements
- [2] Joint Biomedical Engineering Program with Georgia Tech and Peking University
- [3] Emory, GA Tech, Peking University Operating Agreement
- [4] BME PhD GT-Emory-PKU Prospectus
- [5] Emory University & Shanghai Jiao Tong University Consortial Relationship Agreement
- [6] MCL Emory-KoGuan Prospectus
- [7] School of Theology Joint ThD Degree
- [8] ATS Emory-CTS-ITC ThD Committee
- [9] ThD Committee Meeting Minutes 5-14-2010
- [10] Dual Degree Programs in Engineering with Georgia Institute of Technology
- [11] Dual Degree Agreement - Emory and Agnes Scott
- [12] ARCHE Overview
- [13] ARCHE Member Institutions
- [14] ARCHE Information for Emory Students
3.4.8

All Educational Programs: Noncredit to Credit
The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment
☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☑ Not Applicable

Narrative
Emory University does not award academic credit for course work taken on a noncredit basis. Please reference Standard 3.4.4: Acceptance of Academic Credit which outlines each academic school's policy for awarding credit for Advanced Placement (AP), International Baccalaureate (IB), transfer credit, and experiential learning.
3.4.9

All Educational Programs: Academic Support Services
The institution provides appropriate academic support services.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Each school at Emory University offers academic support services specific to their respective discipline, leveraging institutional resources as appropriate, to ensure student learning success. Services provided include orientation, academic advising, tutoring, subject-specific labs and help centers, and student academic complaints/grievances procedures which are available to students on campus full time as well as students enrolled in Emory’s distance education programs (discussed further in Requirement 4.8: Distance Education Appendix). Student services that are not academic in nature (but enable students to be successful at Emory), such as disability services, are described in Requirement 2.10: Student Support Services.

COLLEGE OF ARTS AND SCIENCES
Orientation
The College of Arts and Sciences offers programs for undergraduate students and facilitates an orientation [1] for each new class beginning each semester that classes start.

Academic Advising and Support Programs
Academic Advising and Support Programs in the Office for Undergraduate Education (OUE) provides a range of advising and support resources for Emory undergraduates [2]. These resources are designed to enrich students’ educational experience as they move into advanced courses.

• **Academic Advising/Concerns [3]**: Academic Advisors in OUE work closely with students, faculty and academic deans to provide individual academic advising and explain and interpret academic policy. They advise students on course selections, general education requirements [4], declaring majors and minors [5], and provide resources and guidance for students wishing to pursue future graduate studies [6].

• **Pre-major Advising Connections at Emory (PACE) [7]**: With an emphasis on individual, one-on-one advising, PACE provides support to incoming students before they declare a major. Prior to their arrival, first-year students are matched with faculty and peer advisers with closely related interests. Throughout the year, these advisers help new students acclimate to college life, enroll in classes and plan for academic and career success.

• **Emory Pathways to Academic Success for Students (EPASS) [8]**: EPASS is a peer tutoring service available for a variety of courses. EPASS tutors are upperclassmen who have proven proficient in a field of study and received extensive training in providing academic support. Through EPASS, students can review course content, master basic concepts and develop more advanced skills under the guidance of a fellow student. Undergraduates meet with a peer tutor in one-on-one or small-group sessions.

• **Peer Lead Mentoring Groups [9]**: Based on collaborative learning, Peer Lead Mentoring is an instruction method in which students work in groups to explore important concepts, review class notes, discuss reading assignments, practice test-taking strategies, and prepare for examinations. Sessions are facilitated by an undergraduate student recommended by faculty and trained in group facilitation skills.

• **Study Skills Consultations [10]**: Learning specialists work with students individually to develop skills and strategies that will help them be more efficient and effective at academic tasks such as time management, reading comprehension, note-taking, and test-taking. Working closely together to explore needs and identify unique learning characteristics, the
specialists suggest methods to promote academic excellence.

- **Study Skills Workshops** [11]: Group presentations address common challenges that students encounter. Presentations address general study skill concerns and can be modified for targeted audiences.

- **English as a Second Language (ESL)** [12]: Academic Advising and Support Programs provides several services for students who speak English as a second language, including individual appointments with either the director or assistant director of ESL, specialized ESL tutors, English conversation groups, and workshops on academic topics of interest to international students. Sections of ENG 101 and AMST 201 designed specifically for ESL students are also offered.

**Center for Science Education**

The Center for Science Education (CSE) [13] promotes access, interest and participation in science careers. CSE programs bolster science literacy and provide hands-on research experiences for students and teachers at the precollege, college and postgraduate levels. Through student and curriculum development activities, CSE integrates research and education and helps students explore the vast array of careers open to individuals with a solid background in science. CSE offers undergraduate student initiatives such as SURE (Summer Undergraduate Research Experience), HUES (Hughes Undergraduates Excelling in Science), Student Research, resources for declared science majors, and partnerships with affiliated student organizations [14]. For graduate students, CSE provides a teaching certificate program, mentoring seminars, PRISM (Problems and Research to Integrate Science and Mathematics), and HHMI Curriculum Development Fellowships [15].

**Emory Scholars**

Scholarships based on academic merit are offered to incoming first-year students as part of the Emory Scholars Program [16], which helps students take advantage of opportunities for research, focused conversations with faculty, summer study abroad, and internships. Outstanding rising sophomores and rising juniors may also become Emory Scholars through the Dean's Achievement Scholarships, which recognize superior academic performance in the College, unusual capability demonstrated in other activities, and involvement in the life of the Emory community.

**Writing Center**

Peer tutors at the Writing Center [17] provide students with support in constructing well-written papers. The Center's tutors offer a wide range of help for students with varying skills and abilities. Peer tutors are excellent writers who are trained to work with students desiring help with any stage of the writing process: generating ideas, constructing a thesis, structuring and revising drafts, and editing for grammar and style, as well as summarizing, paraphrasing and citing sources. During their scheduled hours at the Writing Center, peer tutors meet one-on-one with students who have signed up for 30- or 60-minute conferences. Typically, a tutor reads a draft of an essay and helps the writer clarify ideas and discover the language and structure that will communicate them most powerfully to the intended audience.

**OXFORD COLLEGE**

**Orientation**

Oxford College offers two-year programs for undergraduate students and facilitates an orientation [18] for each new class beginning each semester that classes start. Every incoming student is assigned a PAL (Peer Assistance Leader) group to aid in the transition to Oxford’s unique college setting.

**Academic Advisement**

Each student is paired with a faculty advisor who counsels and advises on matters of course selection, academic policy, academic direction, and related matters [19]. Advisers are assigned to students based on an advising questionnaire that new students complete prior to orientation [20]. Individual meeting times are scheduled with the advisor each semester. Students work with the same faculty advisor throughout their time at Oxford, and it is this advisor whose signature is
required to initiate academic actions such as course drops, overloading, etc. Students also have access to advisers with expertise in specific disciplines [21], as well as additional academic planning resources such as program requirements [22], course selection information [23], and pre-professional advising [24].

**Supplemental Instruction**
Supplemental Instruction offers weekly review sessions for students in historically challenging courses, led by students who have not only mastered the difficult course material but demonstrated their ability to lead other students through it [25].

**Writing Center**
The Oxford College Writing Center [26] is a place for all students to get feedback on their writing in a comfortable atmosphere. Students can visit the center to organize their thoughts, learn to recognize grammatical errors, smooth over transitions, and develop more focused papers.

**Math Center**
The Oxford Mathematics Center [27] offers tutoring for all math classes. This is done on a drop-in basis, and students are encouraged to use the center as a place to do their math homework, asking questions of the director and student tutors as needed.

**English as a Second Language**
Oxford College provides additional support for students whose primary language is not English. This involves intensive classroom instruction as well as continuous support outside the classroom to ensure that students are able to complete their coursework [28].

**Academic Difficulties**
Students who are identified through Freshman Concerns or Midterm Deficiencies (see below) or by other confidential referrals of faculty or staff, as experiencing academic difficulty related to behavioral, interpersonal, psychological or emotional issues, are brought to the attention of a select group of administrators for collaborative exploration of appropriate support or intervention. Students receiving attention from the administrative committee are reviewed 2-3 times per semester for follow-up as needed.

The Freshman Concern process collects faculty reports about students of concern in the first four weeks of the semester, providing feedback to the student, the faculty advisor, and Academic Services. Academic Services reviews and investigates concerns by speaking with faculty and staff, and meeting with the student as needed. Students are counseled and referred to additional resources as appropriate.

Students are notified of any mid-term deficiencies by professors via personal email if their academic performance is deficient at mid-semester. The notification details the student’s performance issues and may include suggestions for improvement. A letter is sent to the parents of any student receiving two or more mid-semester deficiencies if the student has authorized release of his/her academic information. Students meet with Academic Services for required consultation, recommended corrective action, and/or referral to other support services as appropriate [29].

**SCHOOL OF BUSINESS**
As undergraduates come to the business school during their junior year, after completing two years at either the College of Arts and Sciences or Oxford College, the majority of academic support services for these students is provided through those colleges. The business school does, however, deliver its own services to ensure student learning and success.

**Orientation**
At the start of each semester, the school hosts a BBA Orientation Retreat for incoming students transitioning to the Business School [30].
Academic Advisement
Each student is assigned an advisor in the school who oversees the student’s course of study [31]. New students are asked to complete an information form to help match them with an advisor [32]. Advisors meet with their assigned students at least once each semester to ensure that they are making satisfactory progress toward degree requirements [33]. The student and his or her advisor will develop an approved course of study based on the school’s requirements and the student’s personal, scholastic, and professional goals. An advising sheet containing this information, updated each semester, is used to ensure that each student receives careful attention in mapping a cohesive, effective academic plan. Students are encouraged to seek additional guidance from their advisors and to meet with faculty members who teach in their area.

Leadership Development
To develop leadership skills, all year-one students (typically juniors) are required to complete a 360 Degree Assessment, Junior Seminars, a Business Communications Course, and a WinShape Overnight Retreat. Students also have the option of fulfilling additional requirements for a Leadership Certificate. All year-two students (typically seniors) are required to develop an ePortfolio identifying key leadership skills, attend senior seminars, and have the option of participating in case competitions, electives focused on leadership, and completing additional requirements for an Advanced Research Certificate [34].

Academic Clubs and Organizations
The school provides a variety of both student-led and University-sponsored clubs and organizations, described in the catalog [35], that focus on academic achievement, subject-matter study, and career exploration.

Business Education Support Team (BEST)
The BBA Program Office offers academic support through BEST, a program for remedial academic help. Services include goal setting, learning style assessment, finals preparation, and course-load management; strategies for test preparation, coping with test anxiety, test taking, and class participation; and improvement of reading skills, note-taking skills, memory and concentration, and time management skills [36].

Business Writing Center
Open to undergraduate and graduate students, the center serves approximately 1,000 students each year, helping with resume and other writing assignments, building presentations, and grammar [37].

Career Management Center
The Career Management Center provides career preparation and advisement to undergraduate students. Resources include individual career counseling and coaching, graduate and alumni mentors, practice interviews, junior seminars and workshops, and career fairs [38].

Goizueta Scholars Award
This award supports four years of undergraduate study, including study-abroad options, and ranges from one-half of tuition to full tuition and fees. Goizueta Scholars have guaranteed admission to the business school and priority access to business classes. In the freshman and sophomore year, scholars enroll in special business scholar seminars, participate in an extensive array of leadership and professional activities, and interact with some of the most admired business executives in the world. Scholars are also personally advised by the Associate Dean of the BBA program and given access to a wide variety of resources including internships, mentoring, and other career services [39].

SCHOOL OF NURSING
All nursing school students are provided with academic advisers who provide assistance with
orientation and course registration, financial aid procedures, international student issues, career services, financial aid, peer tutoring, and the maintenance of student records [40].

Additional academic support services provided to students are outlined in the undergraduate student handbook [41] and the graduate student handbook [42]. These include:

- A dedicated Learning Resource Center computer lab The Charles F. and Peggy Evans Center for Caring Skills—Nursing Simulation Laboratory for demonstration and practice of nursing competencies, including models and equipment, and media software and hardware
- A Career Services Office [43] that offers career planning, professional development opportunities, and job search preparation

Service Learning
Service learning is an educational experience in which students participate in an organized service activity meeting identified community needs and fostering social responsibility. These activities enhance students' understanding of course content and ensure that the curriculum integrates service, social responsibility, and community-focused research [44].

SCHOOL OF LAW
The School of Law, through its Office of Student Affairs [45], offers multiple resources to its graduate students who need assistance to succeed academically [46].

- Orientation [47]: A 5-day orientation program for all new law students a focusing on building community, introductions of faculty and staff members, curriculum overview, student resources, and professionalism
- Study Smarter [48]: A lecture series presented by the assistant dean for student affairs covering general law school academic skills such as taking and using notes, outlining, and preparing for exams
- Dean’s Teaching Fellows [49]: Four high-achieving third-year students selected to serve as academic counselors for their fellow students—not as tutors but as resources for developing general academic skills
- Academic Success Project [50]: An external ABA program which provides student resources such as the Pre-Law Tool Kit, eLearning modules, and links to helpful books and articles

SCHOOL OF MEDICINE

- The Office of Medical Education and Student Affairs [51]: Provides academic advisement, tutoring, simulation learning labs, clinical skills labs, IT resources, and ExCEL (The Emory Center for Experiential Learning) for medical students.
- Alpha Omega Alpha [52]: An Honor Medical Society professional organization to which students are elected based on their embodiment of professionalism, scholarship, leadership, and service
- Student Portal [53]: An online tool that provides class schedules, events calendars, and links to general student resources
- Research and Volunteer Opportunities [54]: Assists students in finding fellowships, summer opportunities, and residency opportunities for hands-on experience in the medical specialty they wish to pursue

SCHOOL OF PUBLIC HEALTH
The School of Public Health delivers student academic services through its Student Services Department [55]. Admissions and Recruitment, Enrollment Services, and Student Affairs (including International and ESL services) provide students with support from initial inquiry to
program completion. The department is the liaison with University offices such as Campus Life, the Registrar, Financial Aid, and Student Financial Services. The Office of Career Services is also housed in the Office of Student Services.

Orientation
All new students go through a week-long orientation program to help them acquire the tools needed to navigate their first days and weeks as a graduate student. The goal of orientation is to help students feel like they are a part of a community and introduce them to fellow students and key faculty/staff members, and to make students aware of academic advisement and course registration procedures [56].

Departmental ADAPS (Assistant/Associate Directors of Academic Programs)
ADAPS provide departmentally-based advisement, monitoring student progress from admission through graduation and beyond, serving as advocates for students and available to assist them with issues such as course registration, Institutional Review Board requirements for research involving human subjects, thesis and/or special studies project requirements, and transferring to another department [57].

Global Field Experiences
Global Field Experiences allow students to apply the skills and knowledge they have gained in their first year in real-world settings around the globe. Students typically undertake international work during the summer between years one and two of their program, And return to their coursework with a better understanding of public health practice, more confidence in their abilities, and more focused career goals [58].

Career Services
The Office of Career Services provides advising services and programs designed to assist students in career development. The office works with students to explore career options, develop on-the-job and interviewing skills, and locate employment resources and information in order to gain a competitive advantage in building a successful public health career. Through strong alumni, corporate, and community relationships, Career Services provides networking resources and opportunities to promote the success of students and graduates in the job market [59].

English as a Second Language (ESL)
The school coordinates its own ESL program which provides weekly English speaking, reading, and writing classes; lunch and learn workshops; language and culture tips; and one-on-one appointments with an ESL instructor [60].

SCHOOL OF THEOLOGY
Orientation
All incoming students in the school attend an orientation which provides them with information on academic support services, student life and spiritual formation, and general University-wide resources. Students are also provided with a resource manual as a reference guide [61].

Academic Advisement
Theology students are assigned to a faculty adviser and required to complete advising each semester. First-year students are required to enroll in a First Year Advising Group, composed of ten to twelve first-year students along with a faculty adviser and a third-year student peer adviser. These groups assist first-year students with orientation to the Candler community, Emory, and graduate studies. The faculty adviser holds an advising conversation with every advisee at least once each semester, discussing the student’s progress in the program and course work for the coming term.

In the final year of a student’s program, the academic adviser conducts an Integrative Advising Conversation to discuss the student’s overall progress in theological studies, reflection on the
Candler experience, state of vocational discernment, and post-graduation plans. Completion of the Integrative Advising Conversation is a graduation requirement [62].

**Academic Skills Tutoring**
The school employs several tutors, available free of charge to assist students with coursework and assignments [63].

**Writing Center**
The School of Theology Writing Center offers one-on-one tutoring, in which students discuss their writing assignments in thirty minute sessions, and workshops, which address basic academic skills, to refreshers on grammar and writing practices, and advice on the particular types of writing required in Candler courses [64].

**GRADUATE SCHOOL**

**New Student Information**
Incoming graduate students are required to attend an orientation day on campus in which presentations are facilitated by University offices and organizations, student support services are outlined, and students are invited to a welcome picnic [65].

**Advisement**
Each graduate student is assigned an adviser who consults and helps to plan the student’s program of study and guides students in activities such as course choices, degree requirements, and thesis research and writing [66].

**Professional Development**

- **Support Funds [67]**: Available to doctoral students in endeavors related to their professional development, in three funding categories: (1) conference participation, (2) training not available at Emory, including language acquisition, and (3) research
- **Teaching Assistant Training and Teaching Opportunity (TATTO) [68]**: A degree requirement for all PhD students, enabling graduate students to gain experience educating others in their field of study and develop teaching knowledge and skills
- **Program for Scholarly Integrity [69]**: Provides students with a foundational, cross-disciplinary introduction to the question of ethics for their research, training and careers. It is an integral part of the curriculum in the over forty programs offered by the Graduate School across the humanities, social sciences, biomedical and natural sciences, public health, nursing and business divisions; and offers student resources in the areas of data management, authorship, human subjects, scholarly misconduct, and conflict of interest [70].
- **Interfolio [71]**: A professional resource available to students who are nearing degree completion and entering the job market which enables them to collect, manage and deliver dossiers to prospective employers
- **English Language Support Program [72]**: Provides high quality language instruction to students whose first language is other than English and encourages ongoing and long-term improvement of speaking and writing skills for Emory teaching roles and the speaking demands of the professional world.

**Graduate Writing Support Service**
In collaboration with the Woodruff Library, the Graduate School is piloting writing consultation for graduate students in which they receive one-on-one feedback on writing projects and assignments [73]. The school also offers a grant writing program to help students develop skills to secure funding for research and post-doctoral projects [74].
Networking and Mentoring Programs [75]

- **Alumni Mentor Program**: Emory Alumni volunteer to provide guidance to graduate students on career pursuits, preparing CVs, managing work/life balance, negotiating salaries, and more.
- **Pathways Beyond the Professoriate**: Connects students with distinguished alumni who have chosen a career path outside the academy. Alumni from a variety of fields return to Emory to network with students and discuss their career paths and the unique ways that they have used their Masters or PhD degrees to discover industries and identify positions that current students may never have considered.
- **Networking Nights**: A series of quarterly meetings bringing Atlanta-area graduate school alumni together with current students to share their experiences and offer guidance on the ways they have used their Emory degrees and skills to advance their careers.

LIBRARY AND TECHNOLOGY RESOURCES
The Libraries of Emory University include the Robert W. Woodruff Library and libraries for Health Sciences, Law School, Theology School, Business School, and Oxford College. As the University’s central library facility, the Woodruff Library brings together technology specialists and librarians in a facility that includes Emory’s Center for Interactive Teaching (ECIT), the Electronic Data Center (EDC) and a range of services to support the academic mission of Emory University. The Woodruff Library also oversees the Heilbrun Music and Media Library, Manuscript, Archives, and Rare Book Library (MARBL), Chemistry Library, Matheson Reading Room, Math and Science Reading Room, and additional specialized centers, galleries, and spaces. Libraries for health sciences, law, theology, business, and Oxford College serve the professional and specialized needs of their constituencies, and each has the facilities and resources to provide appropriate levels of support.

The Emory Libraries support students by providing access to relevant collections, services, and learning and information resources. Library collections include print materials, electronic books and journals, databases, and materials in a variety of media formats. Subject liaisons and other subject specialists develop collections to serve the needs of the Emory community. Through interlibrary loan and reciprocal borrowing agreements, Emory users obtain access to an expanded range of resources. Librarians and specialized services staff provide user education through a mix of course-related instruction, audio and video guides, and subject specific research guides.

For detailed descriptions of the library learning resources and services, please reference **Requirement 2.9: Learning Resources and Services**.

ACADEMIC GRIEVANCES
Each academic unit implements its own policies and procedures for dealing with academic grievances and student complaints. These are published in each school’s handbook and/or website, below.

- College of Arts and Sciences Student Complaints Procedure [76]
- School of Theology Student Grievances [77]
- Graduate School Student Grievance Procedure [78]
- School of Public Health Student Grievance Procedure [79]
- School of Medicine Guidelines for Grievance and Due Process [80]
- School of Nursing Undergraduate [81] and Graduate [82] Academic Grievance and Appeal Procedure
- School of Law Student Complaint Procedure [83]
- Oxford College Academic Misconduct and Appeals [84]
- School of Business Student Grievances Policy [85]

ASSESSMENT OF SUPPORT SERVICES
Each unit (academic and support) at Emory is required to complete an assessment report each
year [86]. Units are provided with a template, guide, evaluation rubric, and samples to assist them in creating their annual goals and outcomes. Examples (one from each academic school, as well as several from University-wide offices) of these assessment reports are provided.

- College of Arts and Sciences Academic Advising [87]
- Oxford College’s Counseling and Career Services [88]
- School of Business Student Life and Leadership [89]
- School of Nursing Educational Support [90]
- Graduate School’s Educational Support Program [91]
- School of Medicine Office of Medical Education [92]
- School of Law Student Affairs [93]
- School of Public Health Student Services [94]
- School of Theology Student Programming Office [95]
- Writing Center [96]
- Office of Undergraduate Education’s Academic Advising Office [97] and Academic Support Programs [98]

All assessment reports are collected and reviewed by The Office of Institutional Research, Planning, and Effectiveness, as well as by the Administrative and Educational Support Assessment Committee [99] who provides oversight of Emory’s assessment activities for its various administrative and student support programs. Assessment documentation for all academic support units can be found in **Standard 3.3.1.3: Institutional Effectiveness of Academic and Student Support Services**.

**FACULTY SUPPORT SERVICES**

Faculty members are provided with adequate teaching and learning resources in order to enable them to aid in the academic success of students. Examples of faculty development and support offices and programs include:

- **Center for Faculty Development and Excellence [100]** – provides teaching resources such as seminars, workshops [101], and technical services to support faculty.
- **Teaching and research consultations [102]** – mentors to provide guidance and support for faculty to develop teaching and research skills.
- **Center for Interactive Teaching [103]** – an instructional technology center focused on the improvement of teaching and learning through the provision of equipment, instructional support, and customized development programs.
- **Emory Continuing Education [104]** – offers non-credit instruction in the areas of professional and personal development, computer training, and online courses.
- **Human Resources [105]** – learning and development resources including training classes and workshops, educational benefits, professional development opportunities, and leadership programs.

For a full listing of all faculty support services, including services specific to each academic school, please reference **Standard 3.7.3: Faculty Development**.

**Sources** (In Order of Appearance)

- [1] College of Arts and Sciences Orientation
- [2] College of Arts and Sciences - Academic Advising
- [3] College of Arts and Sciences - Academic Concerns
- [4] College of Arts and Sciences - Course Selection and GERs
- [5] College of Arts and Sciences - Declaring Majors and Minors
- [6] College of Arts and Sciences - Pre-Professional Advising
• [101] CFDE Faculty Workshops
• [102] CFDE Teaching and Research Consultations
• [103] Center for Interactive Teaching
• [104] Emory Continuing Education - Online Courses
• [105] HR Faculty Resources
3.4.10

All Educational Programs: Responsibility for Curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Emory University faculty are responsible for decisions pertaining to curriculum, and all Emory educational programs for which academic credit is awarded are approved by the faculty in comprehensive school-based processes [1]. Individual colleges and schools have well-established and documented processes for the development, approval, evaluation, and improvement of their curricula as described below. Specifically, colleges and schools have faculty committees charged with oversight for curricular matters, and most require a full faculty vote on significant changes. The various school policies, procedures, and processes are described below. For substantive changes, each school is required to document new program details for review by the Provost’s Office and approval by the Board of Trustees, prior to notification of SACSCOC [2].

Additional details regarding curriculum content, oversight, and assessment can be found in the narrative responses to Standards 3.4.1: Academic Program Approval, 3.4.11: Academic Program Coordination, 3.6.2: Graduate Curriculum, and 4.2: Program Curriculum.

College of Arts and Sciences

The College curriculum committee is responsible for reviewing and making recommendations to the faculty concerning the curriculum [3]. After proposal by departmental or program faculty, this committee also gives final approval to the addition, deletion and alteration of courses not affecting uniform requirements. It approves concentration programs submitted by departments and divisions. Minutes and committee documents are posted on the college’s website [4]; an example of the review process is provided for the visual arts program [5] [6].

The Education Abroad Committee (EAC) [7] is a standing faculty committee of the college, composed of ten elected faculty members and two student government representatives. The EAC gives final approval to the creation, change, or deletion of college academic programs abroad and approves policies for the transfer of credit for courses completed abroad that are not equivalent to courses taught on campus. It approves the addition, change, or deletion of courses exclusively offered abroad. Minutes and committee documents are available on the college’s website [8].

The Educational Policy Committee (EPC) [9] is responsible for the assessment of programs. They review annual assessments of learning outcomes and regularly assess the General Education requirements. The college also requires a self-study and external review of departments and large programs on a seven-year rotation [10]. This review allows departments and programs to evaluate their educational offerings and receive feedback from colleagues at peer institutions. Minutes and committee documents are available on the college’s website [11].

Oxford College

All curriculum matters are first advanced by individual faculty members to the respective divisions, then to the Academic Policy and Planning Committee (APPC) [12], and ultimately to the full faculty. Program changes are vetted through those meetings. The APPC is chaired by the dean for academic affairs (or his/her designate). Other members are the associate dean for academic affairs, three faculty members representing each academic division, and two general faculty representatives. Among the duties of the committee are to establish guidelines for academic policy which then go to the full faculty for approval; to maintain an on-going review of the integrity of the
academic program; to consider specific course proposals and to make recommendations to the faculty regarding approval; and to review instructional proposals. APPC reports and faculty meeting minutes are published and archived [13] [14].

**Graduate School**
The graduate school faculty has primary responsibility for all aspects of the curriculum. The Graduate Executive Council (GEC) is an elected faculty body that guides curriculum adoption and approval [15]. It is charged with approving all new courses and course revisions, program development and program revisions, and program assessment learning outcomes [16] [17]. The Graduate School curricular revisions publication documents the process for new course proposals and approvals [18], required external reviews for new courses [19], revisions to existing courses [20]; and the process of approvals for any proposed new programs or revisions to existing programs [21].

**School of Business**
Each business program (BBA, Full-Time MBA, Evening MBA, Executive MBA, and PhD) receives academic oversight from a corresponding program committee. These five committees are described online [22]. Membership on each committee includes one faculty member from each of the five academic areas. Program Committees provide direct oversight of the relevant curriculum all curricular reviews. Any changes in degree requirements or any modification of curricular structure (such as prerequisites, core classes, and number and scope of electives required) are reviewed by a committee [23] [24], with recommendations for curricular changes forwarded to the full faculty for discussion and vote [25].

Within the requirements for the BBA degree, a set of specific electives are offered from which students choose in order to earn an area depth. Similarly, within the requirements for the Full-Time or Evening MBA, a set of specific electives is offered from which students may choose in order to develop a concentration. Each academic area is responsible for internally determining the elective courses in the area that constitute an area depth or concentration. Modification in the overall structure of the depths or concentrations, or the implementation of inter-disciplinary depths or concentrations, are voted on and approved by the program committee. A full faculty vote is not required to add or modify an area depth.

Individual course content is determined by faculty teaching the courses, subject to oversight by the faculty area coordinator. While an elective course can be temporarily added by any of the academic areas, the program committee reviews all course additions after two offerings. If the committee approves the course, it must then be ratified by a vote of the full faculty before it is added to the course catalog. The program committees also oversee all pilot international exchange agreements. After two cycles of exchange, the committee makes a recommendation to the full faculty, who must vote in order to establish a formal exchange program.

Periodic curricular reviews are conducted. Recent examples are the business school’s PhD program review [26] and the Evening MBA Program curricular review [27]. Reviews of courses in the Business School’s Modular Executive MBA distance education offering follow the same procedures as outlined above.

**School of Law**
The curriculum committee is responsible for overseeing curricular development and for making recommendations to the faculty with regard to changes in the law school program and in individual courses. Most curricular changes, therefore, are initiated through this committee [28].

Individual faculty members teaching a sequence course have the authority to require that courses be taken in sequence. At its discretion the faculty may establish prerequisites for their courses and waive the prerequisites on an ad hoc basis. While faculty members are not permitted unilaterally to increase the number of credit hours awarded a course, they may add a one hour “lab” option to a
substantive course in which students can engage in applied projects, drafting experiences, scholarly research or the like.

The dean may approve a seminar proposal or refer it to the curriculum committee for review. The dean also has the discretion to arrange for experimental or new courses on an ad hoc basis without prior approval of the committee. The committee may initiate recommendations for new or experimental course offerings to enrich areas of the curriculum. New or experimental courses only become a part of the regular curriculum after committee action. The review process is documented in faculty meeting minutes [29].

School of Medicine
The medical school has a faculty-represented executive curriculum committee [30] responsible for monitoring the content, quality, and effectiveness of the curriculum through periodic review and revision by the program’s faculty. The curriculum committee uses a standardized worksheet for course reviews and proposals [31], the results of which are discussed during monthly curriculum committee meetings [32] [33] and annual retreats [34]. Reviews of courses in the RT-BMSc distance education offering follow the same procedures.

School of Nursing
The curriculum committee is a standing committee of the nursing school [35], charged with ensuring that programs offered by the school are academically sound and meet requirements for professional licensure and/or certification. The committee sees that service learning, leadership and scholarship are integrated in all programs. The committee is the primary deliberative body pertaining to curriculum and educational program planning, coordinating the development, implementation, and evaluation of the curricula of the BSN, MSN, and the post-MSN programs. It makes recommendations regarding approval, modifications, or discontinuance of courses and programs to the full faculty. The committee consists of eight faculty representatives from the tenure/tenure track and clinical track who serve staggered terms to ensure experience in curricular matters. Two students also serve on the committee. The faculty has defined the types of curricular changes that may be simply reported to the committee, those that require committee approval, and those that also require approval from the full faculty. Meeting minutes demonstrating course and program reviews are included as evidence [36].

School of Public Health
The school’s education committee has primary responsibility for the curriculum [37] [38]. Its members include one faculty member appointed from each department and a representative from the Career MPH distance education program. The dean appoints a chair from among the committee members. The committee’s role includes developing standards pertaining to the curriculum of the MPH or MSPH programs (including the CMPH distance education offering) and reviewing new course offerings.

Departmental faculty develop and review proposals for new courses and academic programs, then take these to their department. A course must be sponsored by a department with the explicit support of the chair and faculty, as the department is ultimately responsible for monitoring the quality of instruction. Courses with departmental support are presented to the education committee, which reviews learning objectives, qualifications of the proposed instructor, contribution of the course to the program’s learning objectives, proposed methods of evaluation, workload relative to course credits, and the extent to which the course overlaps with other courses already offered. The course must be taught by an approved or appointed faculty member whose credentials have met the school’s standards.

The teaching subcommittee of the education committee assesses current practices and develops proposals for instructional innovations, evaluation, instructional skill development for faculty, and other activities that would improve the quality of teaching.
School of Theology

The Curriculum and Policy Committee (CPC) within the School of Theology is responsible for the general and comprehensive review of the academic programs of the school, including the MDiv, MTS, and ThM programs and all certificate programs. Committee members are elected from the faculty. The CPC evaluates, and when indicated, proposes revisions to the curriculum. It is concerned with continued improvement of educational practices in both classroom and clinical contexts. The committee, on behalf of the faculty, also considers and approves all proposals for new courses upon recommendation by the area chairs [39].

Several recent studies illustrate the School of Theology’s commitment to curricular review. A review of the MDiv program was undertaken beginning in 2006 [40], and a review of the MTS in AY 2009-2010 [41]. Subsequently, a further review of the Contextual Education Program was undertaken [42]. Finally, in connection with the school’s upcoming review by the Association of Theological Schools [43], each of the four program areas has produced a self-assessment [44] [45] [46] [47].

Effectiveness of the Curriculum

School-based curriculum committees are charged with ensuring curriculum effectiveness for academic programs, as noted above. In addition to committee review of curricula, periodic reviews are built into most of the processes. All schools conduct regular reviews, as stipulated in their bylaws or equivalent documents. For example, the College of Arts and Sciences [48], Oxford College [49], and the Graduate School [50] conduct reviews of departments and programs every seven years.

Other schools conduct reviews as part of professional accreditation. For example, the Business School must complete a self-study and external review of all of its programs every five years to maintain AACSB professional accreditation. Similarly, the School of Public Health is reviewed by the Council on Education for Public Health. For more information on school and program accreditations, please reference Standards 2.5: Institutional Effectiveness and 3.3.1.1: Institutional Effectiveness of Educational Programs.

In addition to regular and periodic reviews, professional accreditation, and other types of reviews, each school participates in a regular assessment of learning outcomes by its faculty [51]. Specifics may vary slightly based on the school, the size of the department and other factors, but learning outcomes are identified by faculty and assessments conducted annually. An assessment plan targeting specific learning outcomes for each academic program is submitted to the provost’s office each October. Assessment data are collected throughout the academic year, then reviewed by program. If learning goals are not met, the faculty develops a plan of action to address the concerns. An annual report on the outcomes for each program’s assessment plan is submitted to the provost’s office, also in October. For a more detailed description of outcomes assessment, please reference Standard 3.3.1.1: Institutional Effectiveness of Educational Programs.

Institutional Oversight

In addition to the monitoring role played by the Provost’s office regarding assessment plans and assessment reports, the office provides support for assessment in the form of speakers, resource material, and staff support.

The Provost’s Learning Outcomes Assessment Committee (LOAC) is an ad hoc committee of the University Faculty Council [52]. Its members include representatives from each school, primarily faculty members, to provide oversight of Emory University’s assessment plans for its various educational programs. Specifically, the committee reviews overall (school level) assessment plans; provides feedback and guidance as needed; shares best practices and strategies in learning outcomes assessment across schools; helps to shape a culture of assessment; and reports to the provost on opportunities and challenges related to assessment at Emory.
Sources (In Order of Appearance)

- [1] Emory University Bylaws (Page 7)
- [2] Emory University Substantive Change Policy
- [4] Curriculum Committee Meeting Minutes
- [5] Visual Arts Program Proposal
- [8] Education Abroad Committee Meeting Minutes
- [10] Emory College of Arts and Sciences and Graduate School Program Review Guidelines
- [11] Educational Policy Committee Meeting Minutes
- [12] Oxford College Faculty Bylaws (Page 2)
- [14] Oxford Faculty Meeting Minutes
- [15] Graduate School Faculty Governance
- [16] Graduate School Executive Council Meeting Minutes March 26, 2012
- [18] [19] [20] [21] Graduate School Curricular Revision Guidelines (Page 4)
- [18] [19] [20] [21] Graduate School Curricular Revision Guidelines (Page 19)
- [18] [19] [20] [21] Graduate School Curricular Revision Guidelines (Page 3)
- [18] [19] [20] [21] Graduate School Curricular Revision Guidelines (Page 7)
- [22] Business School Faculty Bylaws - Program Committees (Page 3)
- [23] MBA Program Committee Minutes
- [24] Program Committee minutes (BBA, Evening, EMBA)
- [25] Business Faculty Meeting Minutes
- [26] Business School PhD Program Review
- [27] Evening MBA Curriculum Evaluation 2011
- [28] Law School Curriculum Committee (Page 2)
- [29] Law School Faculty Meeting Minutes
- [30] School of Medicine Executive Curriculum Review Format and Meetings
- [31] School of Medicine Executive Curriculum Reviewer's Worksheet for Course Review
- [32] School of Medicine Curriculum Committee Meeting Minutes Oct 2012 (Page 2)
- [33] School of Medicine Curriculum Committee Meeting Minutes Nov 2012 (Page 3)
- [34] School of Medicine Executive Curriculum Committee Retreat Minutes
- [35] School of Nursing Faculty Constitution and Bylaws (Page 5)
- [36] School of Nursing Curriculum Committee Meeting Minutes (Page 3)
- [37] School of Public Health Education and Teaching Committees
- [38] School of Public Health EC Minutes
- [39] School of Theology - Curriculum and Policy Committee
- [40] School of Theology MDiv Review
- [41] School of Theology MTS Program Curricular Requirements
- [42] School of Theology Contextual Education Report
- [43] School of Theology Self-Study
- [44] 2011-12 Theology MTS Program Assessment Report
- [45] 2011-12 Theology MDiv Program Assessment Report & Appendices
- [46] 2011-12 Theology ThM Program Assessment Report
- [47] 2011-12 Theology ThD Program Assessment Report
- [48] College of Arts and Sciences Program Review Policy
• Oxford College Program Review Policies
• Graduate School Program Review Guidelines
• Outcomes Assessment at Emory
• Learning Outcomes Assessment Committee
3.4.11

All Educational Programs: Academic Program Coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Academically qualified faculty members are responsible for coordinating and managing each major in a degree program. Department chairs, program directors, and area coordinators, as well as faculty curriculum committees, assure that each major contains essential curricular components, has appropriate content and pedagogy, and maintains currency in the degree. A list of program coordinators, their area of responsibility, and their qualifications for coordinating the designated program is included in the supporting documentation [1]. For additional documentation of faculty credentials including copies of Curriculum Vitae, and any necessary teaching justifications, please reference Standard 3.7.1: Faculty Competence.

College of Arts and Sciences

Each department appoints a Director of Undergraduate Studies (DUS) to oversee its major and minor undergraduate programs [2]. In larger departments, the work of the DUS is supported by an undergraduate studies committee whose members oversee curriculum development and review major/minor requirements; in smaller departments these roles are performed by all department faculty. Directors of undergraduate study oversee decisions about transfer credit or study abroad credit that students request. They meet as a group twice a semester to discuss common concerns, college policies, and share best practices. Any significant changes in major or minor requirements and new course proposals are approved by the Curriculum Committee, an elected faculty committee with equal numbers of participants from the three divisions: natural science and mathematics, social sciences, and arts and humanities [3]. College by-laws give the committee the following charge: "This committee shall study and make recommendations to the faculty concerning the curriculum of Emory College of Arts and Sciences. It also gives final approval to the addition, deletion and alteration of courses not affecting uniform requirements and approves concentration programs as submitted by departments and divisions" [4]. The Curriculum Committee meets three times each semester to review course submissions from departments.

The Educational Policy Committee also has responsibility for curriculum. The by-laws indicate the following charge: "This committee shall engage in a continuing re-study of the Emory curriculum with the purpose of making proposals and recommendations to the entire faculty, to divisions, to departments and to interdepartmental groups as to new educational possibilities that should be investigated, duplications that should be eliminated, and other matters that would improve the quality and variety of undergraduate education of Emory College. The area of general education at Emory College should have the committee's special concern. The committee should keep abreast of the main currents of educational development in the nation's colleges and assess their present and anticipated influence on Emory College" [5]. The Educational Policy Committee meets two or three times per semester, reviewing departmental submissions and addressing any general concerns about curriculum and educational policy [6].

Oxford College

The dean of academic affairs and the associate dean of academic affairs work with the Academic Policy and Planning Committee, which functions as Oxford’s curriculum committee, to make curricular decisions [7]. The charge of this committee is as follows:
To establish, with faculty approval, guidelines for academic policy
To enact policy under established guidelines
To maintain an ongoing review of the integrity of the academic program with regard to core curriculum and long-range needs and in light of specific course proposals
To consider specific course proposals and make recommendations to the proposer(s) and to the faculty regarding approval
To review instructional proposals, such as course schedules
To work with the Academic Appeals Committee in establishing guidelines or procedures and policies in regard to academic appeals

**Graduate School**
Directors of Graduate Studies (DGS) have primary responsibility for graduate programs. For programs in which faculty align with a department, the DGS is recommended to the dean by the chair and, once approved by the dean, appointed by the chair. For programs that are divisional, interdisciplinary, composed of faculty from several departments or schools, or structured with multiple areas of study or sub-programs, the director is appointed by the LGS dean. Each director serves for a renewable term of three years.

The work of each DGS is supported by the Executive Council of the Laney Graduate School, nine members of the graduate faculty elected by the faculty as a whole in accordance with provisions detailed in the Governance section of the Graduate School Handbook. The council meets monthly, and meetings are chaired by the dean of the graduate school. The council reviews proposals for new courses or programs and for changes in existing courses or programs on a rolling basis. Members of the council serve three-year terms.

**School of Business**
Area coordinators supervise a program of instruction, including curriculum, scheduling, and faculty workload. They provide supervision and training to faculty and staff in the area as needed; participate in regular Academic Council and area coordinator meetings; and work with the vice dean for programs to manage issues related to curriculum and courses in the area.

The BBA and MBA Programs also receive oversight from their respective program committees. Membership includes one faculty member from each of the five academic areas: Accounting, Finance, Information Systems and Operations Management, Organization and Management, and Marketing. Faculty members serve on the program committee for renewable two-year terms. The current committee is comprised of four tenured faculty members and one tenure-track faculty member. The head of the communications area and the associate dean of the BBA program are non-voting members of the BBA Program committee.

Each program committee provides direct oversight of the curriculum and oversees all curricular review. Any changes in the requirements for the degree or any modification of curricular structure, pre-requisite or core classes, or the number and scope of electives required will be reviewed by the committee. Any committee recommendations for curricular change go to the full business faculty for discussion and vote. A set of specific electives are offered from which students choose in order to earn an “area depth,” with faculty responsible for determining the courses in each area.

Modification in the overall structure of the depths, or the implementation of inter-disciplinary depths, is voted on by the whole committee, but a full faculty vote is not required to add or modify an area depth. Individual course content is determined by faculty teaching the courses, subject to oversight by the faculty area coordinator. While an elective course can be temporarily added by any of the academic areas, the Program Committee reviews all course additions after two offerings of the course. If the committee approves the course, it must then be ratified by a vote of the full faculty before it is added to the course catalog. The committee additionally oversees all pilot international exchange agreements. After two cycles of exchange, the committee makes a recommendation to the full faculty who must vote in order to establish a formal exchange program.
School of Law
The School of Law assigns responsibility for program coordination, as well as for curriculum development and review, to the vice dean and the Curriculum Committee. Faculty members periodically review the curriculum acting through the committee [12], which is chaired by a senior faculty member. It is responsible for overseeing curricular development and for making recommendations both general and specific with regard to changes in the law school program and in individual courses. The committee must approve new courses except for the occasional course authorized on an experimental basis by the dean. The committee meets regularly throughout the year. The Clinics and Field Placement Committee [12] oversees all clinical programs, including clinics and field placements and simulation courses. In particular it must approve any new field placements, and discontinues or suspends existing placements on the recommendation of the field placement program director.

School of Medicine
The dean of the School of Medicine is the chief academic officer and delegates this authority to the Executive Associate Dean for Medical Education and Student Affairs (EAD). The medical education program is under the direction of the Executive Curriculum Committee (ECC), which formally oversees curriculum policy, content, sequencing, methods of teaching, methods of evaluation, and outcomes [13]. The EAD and the ECC chair organize the medical school’s review of the educational program in collaboration with the dean. During the regular 18-month formal review of blocks and clerkships, the ECC assesses areas including objectives, methods of teaching and evaluation, evaluations of the course by students, and measures of achievement of objectives. Liaison Committee on Medical Education standards are also used as a means of evaluating each block or clerkship [14] [15]. Input into this review process comes from faculty, especially those with a prominent role in medical student education, the department chairs, and those assistant and associate deans involved with medical education and student affairs. As a result, block and clerkship directors are provided a detailed set of comments, recommendations, date of expected change, and follow-up. Any noncompliance with the ECC recommendations is reported to the dean, who discusses it with the appropriate clerkship director and/or chair.

Allied Health program directors are responsible for the organization, administration, periodic review, continued development, and general effectiveness of the degree program. They report to the executive associate dean for medical education and student affairs. A sample job description is included here [16].

School of Nursing
Academic programs in nursing include undergraduate, masters, and doctoral programs. The undergraduate, masters and postmasters programs are headed by assistant deans who report to the associate dean for educational innovation. Faculty members who are specialty coordinators at the masters and postmasters levels and a clinical coordinator in the undergraduate program work with the assistant deans. Special tracks or programs within the degree programs, such as the Fuld Fellows, BSN to MSN and Segue Programs, may also have specially assigned faculty to head these efforts. The doctoral program is directed by the director of graduate studies and is appointed by the dean.

The associate dean for education takes the lead in assuring excellence for all levels of students and integration of the academic programs within the broader University. As a member of the senior administrative team, this leader reports to the dean and works in close collaboration with her/him, the school’s senior leadership team, faculty and staff. The associate dean for education also provides the overall leadership for the implementation of the school’s educational strategic plan, plays a key role in educational academic affairs, may serve as DGS as appropriate, and fosters collaboration and partnerships within and beyond the university.

Department chairs in nursing are members of the faculty who report to the dean and are responsible for managing the academic departments (Adult and Elder Health and Family and
Community Health). The chairs determine faculty assignments; recruit, develop, evaluate, and recommend faculty for promotion; and ensure that guidelines for appointment, promotion, and tenure are followed. They are also responsible for the financial health of their operations and supervise staff. The two associate deans work in concert with assistant deans, masters specialty coordinators, the undergraduate clinical coordinator, and faculty conveners to make curricular decisions [17].

**School of Public Health**
The department chair, or a delegated authority (varying by department but commonly a faculty member), is responsible for overseeing the Master of Public Health (MPH) or Master of Science in Public Health (MSPH) academic program: courses offered, program structure, and quality of instruction. Chairs also propose, implement and monitor changes to the curriculum (new courses, revised courses, program requirements), which are then brought to the central Education committee. Three departments have a formal curriculum committee that meets regularly. The others have more informal consultations with the faculty member or chair overseeing the MPH/MSPH program.

The education committee of the School of Public Health establishes and interprets standards pertaining to the curriculum of the MPH and MSPH programs. It also reviews and evaluates new and ongoing academic course offerings of the degree programs, and periodically revises standards and guidelines for academic programs, the curriculum, and student performance. Committee members include the ex-officio associate dean for academic affairs, the ex-officio assistant dean for student affairs, a faculty representative from each department, the director of the Career Master of Public Health (CMPH) program or designate, one representative each from the schools with dual degree programs, one assistant director for academic programs from each department and the CMPH Program, and one student representative [18].

**School of Theology**
Area chairs supervise a program of instruction, including curriculum, scheduling, faculty workload, and general area business [19]. The Curriculum and Policy Committee (CPC) is responsible for the general and comprehensive review of the academic programs of the school, including the MDiv, MTS, and ThM programs and all certificate programs [20]. The membership of the committee consists of the four area chairs (representing each of the curricular areas), one of whom serves as chair; three student members; and the academic dean, registrar and director of academic administration, director of the MTS and ThM programs, and director of the Pitts Theology Library, all *ex officio*. Working on behalf of the theology faculty, the CPC is concerned with the constant review and improvement of educational practices in classroom and clinical contexts. CPC reviews and evaluates the curriculum and all curricular policies for the three degree programs, and proposes changes as needed. Proposals for curricular revisions and policy changes are brought by the chair of CPC as a motion to be approved by the faculty at its monthly meeting. CPC reviews and approves all proposals for new courses upon recommendation by the area chairs.

**Sources** (In Order of Appearance)

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- [3] College of Arts and Sciences Curriculum Committee
- [4] [5] College of Arts and Sciences Bylaws (Page 6)
- [6] Educational Policy Committee Meeting Schedule and Minutes
- [8] Graduate School Faculty Governance By-Laws (Page 3)
- [9] Graduate School Governance - Executive Council
- [10] Business School Area Coordinator Activities Description
- [12] School of Law Curriculum and Clinics and Field Placement Committees (Page 2)
- [12] School of Law Curriculum and Clinics and Field Placement Committees (Page 3)
- [13] School of Medicine Executive Curriculum Committee Information
- [14] Liaison Committee on Medical Education (LCME)
- [15] LCME Standards (Page 14)
- [16] Medical Imaging Program Director Position Description
- [17] School of Nursing Administrative Governance Structure (Page 4)
- [18] School of Public Health Education Committee
- [19] School of Theology Area Chairs Responsibilities
- [20] School of Theology Curriculum and Policy Committee (Page 3)
- [20] School of Theology Curriculum and Policy Committee (Page 8)
3.4.12

**All Educational Programs: Technology Use**

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

**Judgment**

☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

Across the institution, from schools to central IT service, there is a clear, documented commitment at Emory to enhancing undergraduate and graduate student learning with appropriate technologies. This includes school-based training, which focuses on the specific enabling technologies unique to school domain and professional areas, and online resources and training available from the Office of Information Technology [1] and University Libraries [2]. This approach provides a comprehensive preparation for students in the ways that technology may influence their lives here at Emory, as well as their professional lives beyond it.

Since the last accreditation review, Emory has implemented a wireless network [3] that offers students access to the campus network from almost any location. Most courses today have an online component, with Blackboard [4], iTunes U [5], and class capture [6] complementing Emory's in-class experience. The first ten years of the twenty-first century have seen the emergence of a virtual campus here at Emory that helps us as an institution focus on student learning and outcomes.

Work related to student technology support is now pursued by groups much more varied than academic technologists. The Center for Faculty Development and Excellence (CFDE) [7] has made it a core part of its mission to investigate the role of learning technologies, emphasizing that this type of outreach needs an active and educated faculty aware of the relative strengths and weaknesses of different learning technologies. Also integral to this effort is the library, which offers the Electronic Data Center [8], research data management resources [9], and research guides [10] in support of data-centered student learning utilizing technology resources.

**Student Services**

The Academic Technologies Group in Emory’s Office of Information Technology coordinates both student and faculty support. This team is composed of three sub-teams: Student Services [11], Faculty Services [12], and Classroom Support [13].

The six-person Student Services team supports the centralized academic computing labs on campus, from Emory’s flagship Computing Center at Cox Hall [14] to smaller facilities such as computer labs and IT help kiosks [15]. In total, over 500 public computing seats are available to students, more than half of them in the Woodruff Library where 24 x 7 availability is the rule. IT Student Services prides itself on the consistency of the computing experience—every centrally managed desktop has familiar applications and capabilities, including procedures for backing up work and accessing foreign language support.

Emory’s Computing Center at Cox Hall is the home of Student Services and supports collaborative and group work at Emory [16]. During its ten years, this facility has seen unprecedented growth and now supports over 100,000 student visits per year [17].

From Emory’s own assessment [18], we know part of the reason for the facility’s success is that it provides an environment that supports the way students are working. There are two full-time instructional technologists on the Student Services team dedicated to keeping the location prepared and outfitted for a full range of assignments, from digital video to presentation authoring,
and staff and student assistance is available any time the facility is open.

An important element of Student Services outreach is the Student Technology Support service [19], also at Cox Hall, which offers students a service point to determine if their laptops or mobile devices are functioning properly and ensure that their equipment is not plagued by viruses or spyware.

Students enrolled in Emory’s distance education programs also have access to the same technology services as described in Requirement 4.8: Distance Education Appendix.

Faculty Services
This sub-team has primary responsibility for working with faculty as they incorporate technology into teaching. In many cases this is not only a matter of supporting the instructor, but also of supporting students as they work their way through a curriculum. The work this group offers includes student training on digital video applications like Final Cut Pro or blogging in WordPress. For any of the centrally supported academic digital environments, which at Emory include BlackBoard, the LUNA Digital Media Gallery [20], WordPress [21], and Echo360, there is training and support available for faculty members who want to arrange it on behalf of their students.

Faculty Services has its base of operations in Emory’s Center for Interactive Teaching [22], located in the Woodruff Library. This is the primary consulting venue for meeting with faculty, the place where many of Emory’s more experimental course offerings occur and where students participate in classes that are not only technologically facilitated but technologically delivered. A recent example is the World Shakespeare Project [23], where students in Atlanta and at Emory’s Oxford Campus interact, primarily through videoconferencing, with other students studying Shakespeare in places as far afield as India, Morocco, and South Africa. Another class, offered in the Graduate School, brings together students studying Native American Creek Culture [24] with members of the Creek tribe who actively teach and participate in a class from Ocmulgee, Oklahoma (again, through videoconferencing).

Classroom Technologies
Classroom technologies primarily focus on the formal environment in which students learn, certainly a critical component of enhancing student learning. This group supports over 200 technologically advanced classrooms [25], primarily for Emory College and the Graduate School, which, like their counterpart public computing facilities in Student Services, all offer a common interface. This is important in two regards. First, faculty members have the training and capability to walk into any of Emory’s teaching spaces and not worry about an unfamiliar interface or unique setup. Each of the advanced classrooms offers the same experience of equipment to allow faculty to confidently deliver content regardless of the space. This design choice has direct consequences for students as well. As they practice presentations in rooms that they can reserve in the library or in the Computing Center [26], they can be confident that their experience of later doing so in front of a class will be successful and can appropriately focus on the content of their presentation.

Infrastructure
Within the last three years, Emory has completed a build-out of wireless protocol 802.11n across the University, which has accelerated the move towards wireless connectivity and offered new opportunities for students to connect to content. With the arrival of 802.11n, a group of students can all be reviewing the online videos that supplement their in-class instruction in Arabic, knowing that the network has the capability to deliver this experience and the reach to accommodate users in the library, the food court, or a residence hall. The group work that students regularly pursue has been furthered by the introduction of this more robust wireless standard that suits the range of instructional materials now hosted online.

There has been a concurrent commitment to providing mobile access to many of the University’s IT resources, including a mobile portal available on iOS and Android to the campus directory, the
 campus calendar, campus maps, and content on Emory’s iTunes U site [27]. Fully two thirds of the University student body have downloaded this client and use it to navigate the campus. Emory has also licensed the mobile portal to Blackboard to provide students tablet and phone access to announcements and additions made within Emory’s course management system. The client allows students to maintain, if they wish, a more engaged relationship with the unfolding of the online component of their class. Since it was formally introduced in the fall of 2012, student adoption of Blackboard Mobile Learn has increased weekly, with nearly 2,000 students now using a mobile client in addition to a computer to access their online content.

Partners
In a transformation that began more than ten years ago, Emory’s use and support of technology is migrating out of the technology division and into the service portfolio of campus partners. Two key partners to the Office of Information Technology are the Emory Libraries and the Center for Faculty Development and Excellence (CFDE).

Managed by the Woodruff Library, the Learning Commons [28], a public computing infrastructure of over 260 workstations located in many of Emory’s branch libraries, is a joint venture with the Office of Information Technology to provide a consistent interface into the digital resources licensed by Emory [29]. Specialized training for students studying geospatial analysis in Emory College or in the School of Public Health are supported out of Woodruff Library, with its team of GIS and electronic data specialists. Students have access to facilities, in-depth training, equipment, and advanced expertise to complete their work. The Music and Media Library [30] is also increasingly a focus for digital distribution of content, beginning on the campus network, but more regularly employing the campus cable system [31] for facilitating the delivery of class-oriented audio and video.

Between 2009-2011, the Center for Faculty Development and Excellence in partnership with the Office of Information Technology, offered a Millennial Learner Series [32], which offered workshops and resources focused on teaching with technology and providing Emory’s faculty with knowledge and skills to better engage with students of the millennial generation.

School-Specific Examples
The Charles F. & Peggy Evans Center for Caring Skills [33] at Emory’s School of Nursing is a multifaceted simulation lab used to promote quality patient care and safety. The facility is equipped with two human patient simulator mannequins, one obstetrical birthing simulator, one neonatal simulator and multiple complete care dolls, which are used to provide a variety of educational experiences for the novice to the expert clinician. Unique to the simulation lab is an elaborate audio/visual system housed in a control room from which faculty can orchestrate a simulation scenario, speak to students through a microphone when needed, and provide a more realistic teaching experience. This system allows for individual or simultaneous filming of the exercise.

The School of Medicine features patient simulators located in the Emory Center for Experiential Learning [34]. These enable students to acquire and hone technical skills such as suturing, resuscitation, endotracheal intubation, basic life support, IV placement, and delivering a baby. The center is also used to simulate patient care in nearly any clinical setting, giving students an opportunity to virtually experience situations such as team resuscitation, emergency obstetric care, and even large-scale disasters.

In the College of Arts and Sciences, specialized facilities like the electronic composition lab and the piano lab [35] provide students in depth experience with the rapidly changing world of music, using Avid’s Pro Tools or learning the basics of reading notation and playing using keyboards connected to computers outfitted with Sibelius. Facilities like this are supported by departmental personnel with expertise in the proscribed technological area. Another college facility is the CAD/CAM lab in Art History [36], where 3D modeling of architectural excavations allows students to discover the complexity of both the examined site and the examining process. In addition, the
biology, chemistry, physics, math, and environmental studies departments all feature extensive facilities and accompanying support to allow computer-enhanced labs and simulations.

The College of Arts and Sciences and the Graduate School lead the licensing consortiums on campus that allow for the centralized offering of MatLab, Mathematica, Maple, SPSS, SAS, ARC GIS, and EndNote as part of the suite of applications that can be made available on University owned computers for all students.

A Federated Mission
Providing appropriate support and training to enhance learning and meet Emory’s diverse programmatic needs is now a function supported across the University. It is an environmental approach that underscores the many ways and places that students now use technology to achieve curricular and co-curricular goals. Students now experience technology in so many aspects of their academic life that it weaves through their education from their first setup of a laptop as a freshman to their final submission of a digital dissertation as a graduate student. Increasingly, their success as students and ours as an institution are tied together in a way that demands that the University be available both physically in its facilities and staff and virtually, in its service environments and approaches.

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- [14] Cox Hall Student Computing Center
- [15] Labs and Kiosks
- [16] Cox Hall Collaboration Classrooms
- [17] 2012 Summary of IT Faculty and Student Surveys (Page 2)
- [18] Academic Technology Services 2011-12 Assessment Report (Page 5)
- [19] Cox Hall Student Technology Support
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- [22] Emory’s Center for Interactive Teaching (ECIT)
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- [25] Emory’s Center for Interactive Teaching Classrooms
- [26] Cox Hall Room Reservations
- [27] Emory Mobile
- [28] Library Learning Commons
- [29] Digital resources for Research
- [31] Cable TV
- [32] CFDE and IT Millennial Learner Series
- [33] School of Nursing Charles & Peggy Evans Center for Caring Skills – Simulation Lab
- [34] School of Medicine, Emory Center for Experiential Learning
- [35] Music and Composition Labs
- [36] Art History Visual Resources
- [37] EndNote
3.5.1

**Undergraduate Educational Programs: General Education Competencies**

The institution identifies college-level education competencies and the extent to which students have attained them.

**Judgment**

☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**

Emory identifies college-level general education competencies and the extent to which students have attained them as part of periodic student learning outcomes assessment processes.

Emory has two colleges and three schools with undergraduate degree programs. Emory College of Arts and Sciences and Oxford College admit students as first-year students who must complete general education requirements; the Business, Medical, and Nursing schools admit transfer students who must complete general education requirements prior to admission (see 2.7.3 for a comprehensive description of general education requirements and transfer students).

The general education requirements of the two colleges and the general education prerequisites of the three schools differ slightly; however, all of the colleges and schools have agreed on five general education competencies that undergraduate students must attain.

<table>
<thead>
<tr>
<th>General Education Area/ Competency</th>
<th>Learning Outcomes</th>
<th>How is this competency addressed in undergraduate curricula?</th>
</tr>
</thead>
</table>
| **Writing and Communication**      | Upon completing the Writing and Communication General Education requirements, students will be able to:  
- construct a thesis and support it in an original essay that demonstrates competencies in grammar, coherence, and content.  
- develop an argument supported with secondary sources and following a specified style of documentation. | All undergraduates are required to complete a first-year composition requirement. In addition, all schools require at least three courses in the disciplines with significant writing or other communications components. General Education Requirements and Course Descriptions [1] [2] |
| **Mathematics and Quantitative Reasoning** | Upon completing the Mathematics and Quantitative Reasoning General Education requirements, students will be able to use problem solving, critical thinking, and quantitative skills to address relevant questions as appropriate to their discipline of study. | All undergraduates are required to complete at least one course. General Education Requirements and Course Descriptions [1] [2] |
Natural Sciences

This competency includes courses that demonstrate fundamental principles and techniques of scientific inquiry as a means of understanding the natural world and human life; courses focusing on scientific findings and concepts; and courses focusing on scientific methodology.

Upon completing the Natural Sciences General Education requirements, students will be able to:
• analyze data, develop hypotheses, and design experiments to address scientific questions.
• use problem solving, critical thinking, and quantitative skills to address scientific questions.
• communicate scientific information orally and in writing.

Social Sciences

This competency includes courses that focus on individuals and/or groups in society, demonstrate how the social sciences use theory and methods to expand our understanding of social phenomena, or examine historical forces, cultural traditions, and human values.

Upon completing the History, Society, and Cultures General Education requirements, students will be able to:
• demonstrate an ability to analyze a written historical, social, or cultural argument.
• demonstrate an ability to build an argument in well-crafted prose in the relevant course discipline.
• demonstrate understanding of the role of individuals and groups in society; the use of social science theory and methods in understanding social phenomena; and/or the role of cultural traditions, historical forces, and human values in societies.

All undergraduates complete at least two courses, including at least one with a laboratory component.

General Education Requirements and Course Descriptions [1] [2]
## Humanities

This competency includes courses that reflect on human experience and the human condition through texts or artistic forms, in performance of art, dance, music, or theater, and in related interdisciplinary humanities courses.

Upon completing the Humanities, Arts, Performance, and Language General Education requirements, students will be able to:

- use critical thinking to analyze, evaluate, and interpret texts that reflect upon human experience, the human condition, or artistic form.
- express their ideas orally, visually, in writing, in performance, or in other media.
- demonstrate advanced beginner competency in reading, writing, speaking, and listening in a foreign language.

All undergraduate schools require at least two courses in the humanities. In Emory College of Arts and Sciences, four courses are required, of which two must be language courses. Students must take at least one humanities course which is not a language course or is a language course above the elementary level.

General Education Requirements and Course Descriptions [1] [2]

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### Assessment of General Education Competencies

Faculty members of Emory College and Oxford College periodically assess general education competencies. This work is coordinated by the Emory College Educational Policy Committee [3] [4] and Oxford College’s Educational Programs Inquiry Committee [5] [6]. At the institutional level, general education assessment procedures and results are reviewed by the University Learning Outcomes Assessment Committee [7] [8].

In addition to collaborating on college-level general education assessment projects, faculty members also assess general education competencies as part of degree-level outcomes assessment (see Standard 3.3.1.1 for a comprehensive description of this process and sample reports).

Emory has assessed the writing and communication competency for the past three years; assessments for the four other general education competencies were completed this year [9]. Results are summarized below in seven report templates – three for writing and communication and one for each of the other four general education competencies. Please refer to the supporting documentation following each template for comprehensive reports.

### Attainment of General Education Competencies

| I. | Competency: Writing and Communication |
|    | College: Emory College of Arts and Sciences |
|    | Period of Analysis: Spring 2010 |
### Means of Assessment

A random sample of 60 courses taught during Spring 2010 was selected from a total of 167 courses that satisfy the continuing writing requirement. The Office of Institutional Research set up a Blackboard site where students in the selected courses could submit a copy of their assignments. Students were asked to submit a copy of an early writing assignment in the course and a copy of the final paper they prepared for the course (see instructions in Appendix A). Students’ names were removed from the papers and each paper was given a tracking number. In total, 50 students from 19 sections submitted both first and second writing assignments. One hundred papers were evaluated (two for each student).

### Criteria for success

A writing assessment rubric was used to assess student success. It included seven categories: Thesis, Overall Organization, Paragraph Structure, Use of Evidence, Style, Grammar and Mechanics, and Holistic Score. The committee sought to see statistically significant gains in all areas from the first to second paper, and for the majority of student papers to be evaluated as good or outstanding.

In addition to the direct assessment of sample writings, the Office of Institutional Research organized two focus groups with instructors who teach WRT courses.

### Justification for chosen criteria

The rubric was developed by the Writing Center director, Dr. Deborah Ayer, and four graduate fellows in the Writing Center based on the learning goals for these courses and their experiences working with students on writing.

### Findings

Overall, the findings from the direct assessment revealed that grammar and mechanics and use of evidence were the strongest areas while developing a thesis was the weakest area in the sample of papers reviewed. Over the course of the semester, however, the largest gain was in the area of thesis development. The improvement from first to last assignment was statistically significant for all areas, except grammar & mechanics. By the end of the semester, the average paper was rated at the midpoint between “satisfactory” and “good” on all seven criteria. Table 1 shows the results of paired t-tests for each of the seven areas of evaluation.

### Analysis of the extent of attainment

Most students were ranked as good or outstanding all areas. Grammar and mechanics were areas in which students did not make statistically significant gains between the first and second papers. While student writing was rated as mostly good or outstanding in the analysis, the focus group identified areas in which students need to improve, notably in the use of evidence and grammar/mechanics of writing.
In 2010-11 and in 2011-12, the Writing Center Director met with groups of faculty to talk about approaches to teaching writing and designing assignments to elicit the best student responses. This included a series of large lunch groups focusing on writing in general, and smaller groups in the humanities and the languages who met several times over the course of a year. Approximately 50 faculty members participated in one or more of these conversations. One set of conversations involved the use of rubrics for grading to help students understand components of evaluation. Others focused on best practices and successful techniques. This action grew out of the focus groups and the need to offer more support to instructors.

Emory College of Arts and Sciences hired a director of College Writing. He is charged with developing a more comprehensive program in writing, starting with the first year composition courses and then the continuing writing courses.

Supporting Documents

2010 Continuing Writing Assessment Report [10]
Continuing Writing Assessment Rubric [11]

II. Competency: Writing and Communication
College: Emory College of Arts and Sciences
Period of Analysis: Spring 2010

During spring semester 2010 students in ENG 101: Expository Writing were invited to participate in an assessment project conducted by the Emory College Writing Center (EWC), which coordinated the collection and analysis of papers. The process was as follows:

1. each participating student brought a draft of the designated essay to their EWC conference
2. the student then revised the essay as many times as he or she wanted, scheduling more conferences at EWC or consulting with their instructor
3. the instructor collected the final draft of the essay along with the first draft containing the tutor’s comments and sent these to the Writing Center.

EWC staff convened a group of graduate fellows and faculty to read the before and after essays and used a writing rubric to assess them. Forty-six students were randomly selected from among the 196 enrolled in ENG 101. Each essay was evaluated by at least two readers.
### Criteria for success

The assessors hoped to find improvement in all areas between the first draft and final paper. The rubric looked at seven areas: Thesis, Overall Organization, Paragraph Structure, Use of Evidence, Style, Grammar and Mechanics, and Holistic Score (reader enjoyment). The readers hoped to find that 75% or more achieved “satisfactory” or better ratings in each category.

### Justification for chosen criteria

The rubric was developed by the Writing Center director, Dr. Deborah Ayer, and graduate fellows in the Writing Center based on the learning goals for these courses and their experiences working with students on writing.

### Findings

The students gained in all areas between the first draft and final draft. Their writing improved most in organization, structure, and grammar, and least in thesis development and reader enjoyment.

See data in ENG 101 Frequencies and ENG 101 Assessment Data.

### Analysis of the extent of attainment

Averaging the two readers’ scores for each student, the two areas in which 75 percent of students did not achieve a satisfactory rating by the final draft were thesis development and structure. In all other areas, most students achieved a satisfactory rating.

### Actions taken as a result of the assessment

Though Emory’s students achieved mostly satisfactory ratings in this assessment, discussions about the assessment made clear that the first-year composition program needed support. Instructors for these courses are primarily graduate students, and the absence of a director means that we did not have an effective way to put in place changes to the composition program in all sections.

In fall 2012 Emory College of Arts and Sciences hired a director of College Writing charged with developing a more comprehensive program in writing, starting with the first-year composition courses and then the continuing writing courses. The director of first-year composition will set shared learning goals, monitor the implementation of those goals in first-year composition courses, and evaluate whether students are learning what we expect.

### Supporting Documents

- 2011 Emory Writing Center Annual Report [12]
- Writing Rubric [13]
- Directions for ENG 101 Instructors [14]
- Writing Information for Students [15]
- ENG 101 Assessment Data [16]
- ENG 101 Frequencies [17]
III. Competency: Writing and Communication  
College: Oxford College  
Period of Analysis: 2010-11, 2011-12

<table>
<thead>
<tr>
<th>Means of Assessment</th>
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<tbody>
<tr>
<td>On a yearly basis, Oxford collects papers from three disciplines and assesses those papers looking at the structure of the paper, the nature of the argument, and the use of evidence. Different rubrics have been used in different years. The assessors are faculty members and each paper is read by two faculty members.</td>
</tr>
<tr>
<td>In 2010-11, the assessment used a 4-point scale (rubric) to assess (a) control of syntax and mechanics, (b) context of and purpose for writing, (c) topic selection and content development, (d) sources and evidence, and (e) disciplinary conventions. The rubric used was an amalgam of two AAC&amp;U’s Value rubrics: “Inquiry and Analysis” and “Written Communication”—meant to enable assessing both writing and research skills.</td>
</tr>
<tr>
<td>In 2011-12, the assessment used a 3-point scale (rubric) to assess (a) style and grammar, (b) argument and structure, (c) research skills. Because those scoring last year’s papers felt the rubric used for 2010-2011 (an amalgam of two AAC&amp;U’s Value rubrics: “Inquiry and Analysis” and “Written Communication”) was too complex to be useful, the rubric for 2011-2012 was simplified to clarify the central goals of student writing and research.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Criteria for success</th>
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<tbody>
<tr>
<td>1. An Oxford College graduate will communicate clearly and effectively in writing for different audiences and purposes.</td>
</tr>
<tr>
<td>2. An Oxford College graduate will understand and be skilled in literature-based research. Specifically, a graduate will be able to write a research paper that begins with a skillfully constructed thesis statement that is evaluated, supported, and defended by appropriately interpreted and cited authoritative information sources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Justification for chosen criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rubric used in 2010-11 was an amalgam of two AAC&amp;U’s Value rubrics: “Inquiry and Analysis” and “Written Communication”—meant to enable assessing both writing and research skills. The 2011-12 was a simplified version of that rubric.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>In both evaluations, students were most successful in the mechanics of writing. Students have proficiency in the conventions of writing and using research skills, but need assistance in developing their own arguments and applying evidence to support their arguments.</td>
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</table>

<table>
<thead>
<tr>
<th>Analysis of the extent of attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty have not determined achievement goals for these assessments. They plan to have those goals set for the 2012-13 assessment. The faculty have also determined that research and writing should be evaluated separately.</td>
</tr>
</tbody>
</table>
Based on the experiences with the research paper analysis, it was decided that moving forward a separate rubric for research based on the AAC&U Value Rubric for Research would be used and that the library would assume a role in analyzing bibliographies of papers submitted. Also, librarians continue to have conversations with faculty about information literacy needs that are course-specific in order to tailor library instruction to individual courses. Using these conversations, we continue to move away from “one size fits all” library research classes to sessions specifically targeted to one particular discipline and one or two specific assignments, thus addressing disciplinary conventions. This way, even students who have several research classes are introduced to new research content in subsequent classes. The library continues to seek ways to integrate library research sessions into Ways of Inquiry (INQ) courses. In Fall 2012, the library led sessions for classes and disciplines which never before had a library instruction session. Students who have not had a library research class are not overlooked. In addition, outside of class, librarians provide in-depth, individual research consultations, customized to the discipline specific research topics that students are working on.

Supporting Documents

- Oxford 2011-12 Assessment Report [18]
- Oxford 2010-11 Assessment Report [19]

### IV. Competency: Mathematics and Quantitative Reasoning

**College:** Emory College of Arts and Sciences  
**Period of Analysis:** Spring 2012

**Means of Assessment**

The Science subcommittee of the Educational Policy Committee developed a multiple choice test focused on quantitative reasoning skills. The 8 questions include many different types of questions: questions on non-causal correlations, extrapolation of relationships, turning words into equations, logic and probability. None of these questions requires specific knowledge and should therefore provide some insight into general quantitative and reasoning skills.

The committee selected a stratified random sample of the three types of courses that fulfill this area of the GER: mathematics courses, logic courses, and social science statistics courses. The instructors were asked to give this short test at the end of their final exam. 274 students complete the test in nine courses.

**Criteria for success**

The committee sought to find that the majority of students would be able to answer each question correctly.

**Justification for chosen criteria**

These questions reflect a range of quantitative skills. The faculty expected that there may be differences in different types of courses in students’ ability to respond to some types of questions. However, most students should be able to respond to each one.
There was actually little variation across the courses in the proportion of students who responded correctly. For most questions, 80-90% of students responded correctly. For three questions, only half of students responded correctly. Two required students to draw conclusions from charts and one asked students to figure the probability of an event. The questions that require students to interpret a table suggest that students do not have good skills doing this. The last question resulted in a number of common errors in calculation. There were not significant differences in the ability of students in different kinds of courses to correctly respond to these questions.

Most students were able to correctly answer most questions, but the analysis suggested areas of weakness in students’ ability to understand quantitative information.

The faculty subcommittee has not yet shared this information with the instructors of quantitative courses.

A multiple choice test on scientific reasoning that drew questions from published ‘concept’ inventories was administered to students in introductory courses. The same test was given at the beginning of the semester (used in the first class meeting) and at the end of the semester during the final exam. Some students took the test in class and some took it online. The test was given to all 100-level Emory College students in Biology, Chemistry, and Physics in fall 2010.

Oxford College students received the SNT test in spring 2013. The analysis of these results is in progress.

The faculty expected to see statistically significant improvement in students’ application of science concepts with small to moderate effect sizes. Reasoning problems were selected that did not require discipline specific knowledge so that performance could be examined on the same items across all courses.
### Justification for chosen criteria

A science subcommittee of the Educational Policy Committee (EPC), led by Dr. Chris Beck, reviewed published instruments and identified those with good reliability. Questions were selected that do not require discipline specific knowledge (any necessary information is provided) but ask students to apply the principles of scientific reasoning to problems. The instrument also included questions about students’ beliefs about learning as these are thought to moderate problem-solving and reasoning. Expected changes were based on published information about scientific reasoning and research on pre-post changes in the application of science concepts.

### Findings

Please see the document “Natural Sciences Assessment Report” for more details and charts of findings. Briefly, difficulties in administering the assessment resulted in only 291 students having complete pre-test and post-test exams. Statistically significant improvements were found on only 3 of the 24 test items; effect sizes were small. The percentage of correct responses on items ranged from 41% to 97% at post-test with 80% or more of students providing correct responses on 9 different test items. Interestingly, pre-test scores were also high with item scores ranging from 32% to 96% at pre-test and 70% or more of students providing correct responses on 7 different test items. Students had more difficulty with questions requiring explanation of the meaning of observations or with questions that asked students to identify an experiment that would test new hypotheses.

### Analysis of the extent of attainment

Despite only 3 items showing statistically significant, small-moderate learning gains, the majority of students were able to answer most of the questions correctly. This could reflect a ceiling effect in the test items selected or strong high school preparation in the sciences. The evaluation also showed that students struggled with applications and explaining the meaning of their observations. This is consistent with writing on science education that suggests the need to teach meta-cognitive strategies that promote effective problem-solving and to provide students with more problem-solving opportunities as well as settings that promote application and experimentation.

### Actions taken as a result of the assessment

The Science Pedagogy group discussed these results. The Science Mentors program, which provides supplemental opportunities for students to solve problems in dyadic and small group sessions, has been enhanced in part in response to these results. Allowing students the opportunity to practice problem solving and to develop meta-cognitive strategies for applying concepts may help address some of the deficits that this test identified.

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**Supporting Documents**

- Natural Sciences Assessment [24]
- Natural Sciences Assessment Report [25]
- Natural Sciences Pre- and Post-Graph [26]
<table>
<thead>
<tr>
<th>Means of Assessment</th>
<th>Emory College and Oxford College jointly assessed learning goals for the social science general education requirement (History, Society, and Culture). The Emory College Educational Policy Committee developed a rubric based on the learning goals for this area. A randomly selected set of social science courses in both schools were asked to collect final papers from their students. A random sample of those papers (ensuring that approximately the same number of papers were selected from each course) were read by two faculty members and four advanced PhD students. Each paper had at least two readers. 77 papers from Emory College and 54 from Oxford College were evaluated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for success</td>
<td>The faculty expected that half of the students would meet or exceed the goals in key theoretical areas: Individual and Society, Group and Society, Culture, and Social Science Theory. In addition, the committee included a series of methodological approaches that are commonly used in social science fields, and expected to find that most students were using at least one of those methods. Because the final papers were not always research papers, and because the methods used by students did not follow neatly in these categories, the group reading the papers decided to drop the methods areas.</td>
</tr>
<tr>
<td>Justification for chosen criteria</td>
<td>These areas are a reflection of the way in which Emory faculty have defined this area of the GER. The rubric gives a detailed description of each theoretical area.</td>
</tr>
<tr>
<td>Findings</td>
<td>The rubric assumed that all papers/students would use each of the four theoretical areas. In fact, most papers focused on one or at most two areas. This was sometimes because of how the assignment was designed, but often reflects different disciplinary norms. The readers ended up using Not Applicable when they felt they could not assess a student's understanding of an area. As a result, the number of papers which were evaluated in each area varies. Students were very successful in reflecting the goals for Individual &amp; Society, Group &amp; Society, and Culture. However, the variety of approaches and perspectives that emerged in these papers pointed up the difficulty in developing common learning goals for the social sciences. The difference between approaches in fields like history and psychology, for example, create challenges for an assessment of this area.</td>
</tr>
<tr>
<td>Analysis of the extent of attainment</td>
<td>Seventy to eighty percent of students met or exceeded expectations for Individual &amp; Society, Group &amp; Society, and Culture. Half or fewer students met or exceeded expectations for Social Science Theory. Emory College students were somewhat less successful in this area.</td>
</tr>
<tr>
<td><strong>Actions taken as a result of the assessment</strong></td>
<td>The Educational Policy Subcommittee on the social sciences has had a series of meetings to reassess the learning goals in this area. They are considering one of two approaches: Developing a series of learning goals and asking courses to identify which goals they are seeking to achieve, or identifying common goals that are achieved despite the differences in approach.</td>
</tr>
</tbody>
</table>

Supporting Documents

Social Sciences Data Summary [27]
Social Sciences Assessment Rubric [28]

<table>
<thead>
<tr>
<th>VII. <strong>Competency:</strong> Humanities, Arts, and Performance</th>
<th><strong>Colleges:</strong> Emory College and Oxford College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period of Analysis:</strong> Summer 2012</td>
<td></td>
</tr>
</tbody>
</table>

| **Means of Assessment** | Emory College and Oxford College jointly assessed learning goals for the Humanities general education competency (see the HAP Assessment Documents). The Emory College Educational Policy Committee developed a rubric based on the learning goals for this area. A randomly selected set of humanities courses in both schools were asked to collect final papers from their students. A random sample of those papers (ensuring that approximately the same number of papers was selected from each course) was read by two faculty members and four advanced PhD students. Each paper had at least two readers. 111 papers from Emory College and 64 from Oxford College were evaluated. |

| **Criteria for success** | The faculty expected that the majority of the papers would meet or exceed expectations in each area. |

| **Justification for chosen criteria** | These criteria were developed by the Humanities subcommittee to reflect the goals set by the faculty for Humanities courses. |

| **Findings** | The three areas the rubric considered were Engagement with the Humanities, Critical Thinking, and Expression and Articulation. Most students met or exceeded expectations in those areas. In conversations with the readers after their evaluation, they identified students’ use of evidence as a problem. Students could develop a thesis, but they had difficulty using appropriate evidence in a way that would support that thesis. This was not part of the rubric but was a deficit in student papers that the committee felt was worth mentioning. The social science committee meeting the same day independently identified this same problem in the papers they read. |

| **Analysis of the extent of attainment** | Students in both Emory College and Oxford College met or exceeded expectations for Engagement with the Humanities and Reflection and Articulation. Less than half of the Oxford College students achieved the goals for critical thinking. |
The Humanities subcommittee in the Educational Policy Committee sent a memo to the directors of undergraduate study in humanities departments summarizing the results of the assessment. They asked departments to comment on the results and possible responses in the curriculum, and to evaluate the rubric used.

**Supporting Documents**

- HAP Subcommittee Report to Departments [29]
- HAP Assessment Documents [30]
- HAP Data Summary [31]

**Sources** (In Order of Appearance)

- [1] ECAS General Education Requirements
- [2] Oxford College Degree Requirements
- [3] Educational Policy Committee Webpage
- [4] Educational Policy Committee Meeting Minutes
- [5] Oxford College Faculty Bylaws
- [6] EPIC Meeting Minutes
- [7] Emory University Learning Outcomes Assessment Committee
- [8] LOAC Minutes (Page 11)
- [9] GER Assessment Schedule
- [10] WC 2010 Assessment Report
- [14] WC Assessment Guidelines for Instructors
- [15] WC Assessment Information for Students
- [16] ENG 101 Assessment Data
- [17] ENG 101 Frequencies
- [21] MQR Assessment
- [22] MQR Assessment Results
- [23] MQR Sampled Sections
- [24] Natural Sciences Assessment
- [25] Natural Sciences Assessment Report
- [26] Natural Sciences Pre and Post Graph
- [27] Social Sciences Data Summary
- [28] Social Sciences Assessment Rubric
- [29] HAP Subcommittee Report
- [30] HAP Assessment Documents
- [31] HAP Data Summary
3.5.2

Undergraduate Educational Programs: Institutional Credits for a Degree
At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements.")

Judgment
☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative
Students enrolled in undergraduate degree programs at Emory University earn at least 25 percent of the credit hours required for graduation through instruction in the College of Arts and Sciences, School of Nursing, Business School, and Oxford College [1]. Please reference Standard 3.6.3: Institutional Credits for a Degree for information on credits toward Emory’s graduate and professional degrees.

College of Arts and Sciences
College of Arts and Sciences students earn at least 25 percent of the credit hours required for graduation through instruction in the College. Residency requirements in the college catalog stipulate that all students, including transfer and advanced placement students [2] [3] [4], must spend a minimum of four semesters, including their last four, in residence at the college, with the exception of special non-residency programs approved by both departments and the faculty at large, usually study abroad courses [5] [6]. Normal full course load is 12 credit hours. All candidates for bachelor’s degrees (BA, BS) must successfully complete at least 127 credit hours. Residency requirements therefore result in students earning significantly more than 25 percent of their credit hours through instruction in the College. Enrollment data on the credits earned by graduating seniors between Spring, 2006 and Spring, 2011 verify that at least 33 of 131 credit hours (25 percent) earned by graduating seniors were taken in the College [7].

Students and academic advisors may monitor degree progress through the College’s online degree audit [8], which continually records students’ enrollment in and completion of courses. Approved transfer courses and test credits also appear in the degree audit, as does progress toward completion of General Education Requirements.

School of Nursing
The BSN degree is awarded once students have completed 64 credit hours (the equivalent of four semesters) in the College of Arts and Sciences and an additional two years in the nursing school. Students admitted to the nursing school must complete 45 of the 60 required bachelor’s level nursing credit hours (75 percent) at Emory University [9]. Up to 12 credit hours of undergraduate course work from an accredited institution may be transferred to a degree program in the nursing school, assuming they have not been used toward a prior earned degree [10].

Oxford College
Students may earn an Associate of Arts (AA) degree from Oxford College and continue on to Emory’s College of Arts and Sciences for BA and BS degrees. The last eight semester hours of credit must be taken in residence at Oxford College or in Emory College summer school. Upon matriculation at Emory, Oxford students must earn a minimum of 54 semester hours in residence at the College of Arts and Sciences, out of the 132 total hours required for a degree from the College. Having to earn at least eight semester hours at Oxford and at least 54 semester hours in the College, Oxford students therefore earn at least 47 percent of their credits toward graduation at Oxford and the College [11]. Oxford College does welcome transfer applicants and students with advanced academic credit, but no more than 32 hours of credit from another institution [12], and no more than 16 hours of AP or IB credit [13], can be transferred toward a degree at Oxford.


**Business School**

Students who seek the BBA degree from the Business School normally enter the program after spending the first two years enrolled in the College of Arts and Sciences or Oxford College, completing general education requirements as well as required business school electives. Students must have earned 60 credit hours and attained junior standing before entering the business school [14]. Once enrolled, students must complete a minimum of four semesters and 70 credit hours in residence. Therefore, BBA students earn over half of the 138 credit hours required to graduate from the Business School [15]. Because undergraduate students typically enter the business school from the college of arts and sciences or Oxford College, it rarely accepts students transferring from other institutions, but when it does, the school evaluates previous courses taken for elective credit. Students wishing to transfer to the business school from other academic institutions must have reached junior standing and be enrolled in the college of arts and sciences for a full academic year before being eligible. Transfer credits are awarded for previous course work based on an assessment by Emory Admissions. AP and IB credits do not apply to students coming into the business school during their junior year, but do count toward the 60 hours or prerequisites that students must have attained before entering the Business School [16].

**Academic Transcripts**

Courses taken by students at other institutions that are accepted for credit at Emory University are clearly indicated as such on transcripts [17], which distinguish all courses that have been accepted as equivalent to Emory courses, as well as those that have been accepted for general elective credit only, from the courses subsequently taken in residence at Emory. Similarly, transcripts of students who have earned academic credits at Emory while taking courses at other institutions during the summer or while studying abroad clearly make these distinctions. An example transcript is also provided for a student who earned course credits through Emory’s ARCHE (Atlanta Regional Council for Higher Education) membership, which is a contractual agreement among 20 public and private colleges and universities in Atlanta, as well as five affiliated libraries and 12 corporate and nonprofit community partners. Emory students are allowed to register for courses at member institutions and may enroll for a total of 18 credit hours during their undergraduate years [18].

**Sources** (In Order of Appearance)

- [1] Academic Policies and Regulations - Degree Requirements
- [2] College of Arts and Sciences – Transfer Students
- [3] College of Arts and Sciences – Transient Study
- [4] College of Arts and Sciences – Advanced Placement
- [5] College of Arts and Sciences Residence and Course Load Requirements
- [6] Center for International Programs Abroad - Eligibility Requirements
- [8] Student Degree Audit Example
- [9] [10] School of Nursing Catalog 2012-2013 (Page 3)
- [9] [10] School of Nursing Catalog 2012-2013 (Page 2)
- [12] Oxford College Transfer Applicants
- [14] [15] [16] School of Business BBA Degree, Residence, and Transfer Requirements (Page 2)
- [14] [15] [16] School of Business BBA Degree, Residence, and Transfer Requirements (Page 6)
- [14] [15] [16] School of Business BBA Degree, Residence, and Transfer Requirements (Page 3)
- [17] Samples of Transfer and Study Abroad Credits on Transcripts (redacted)
- [18] Undergraduate Transcript Example - ARCHE Credits (Page 5)
3.5.3

Undergraduate Educational Programs: Undergraduate Requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See Commission policy "The Quality and Integrity of Undergraduate Degrees.")

Judgment

☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Emory University establishes and publishes all requirements for undergraduate program degree completion, including general education components. These conform to commonly accepted standards and practices for degree programs, per the Commission policy "The Quality and Integrity of Undergraduate Degrees." The 70+ undergraduate programs of Emory University are housed in the College of Arts and Sciences, Business School, School of Nursing, Oxford College, and the School of Medicine.

Emory offers the following undergraduate degrees: Bachelor of Arts (BA) and Bachelor of Science (BS), both obtained through the College of Arts and Sciences; Bachelor of Business Administration (BBA) obtained through the School of Business; Bachelor of Science in Nursing (BSN) obtained through the School of Nursing; Bachelor of Medical Science (BMSc) in Medical Imaging obtained through the School of Medicine; and an Associate in Arts (AA) obtained through Oxford College. In order to obtain an undergraduate degree from Emory University, students must complete at least of 127 credit hours which is made up of a minimum of 124 total credit hours in general education requirements and approved academic courses (this is specific to each degree/major and outlined in school-specific sections below), plus two semester hours in physical education, and one semester hour of a personal health course. School-specific degree requirements are published in school-specific websites, catalogs, and handbooks, referenced as sources in the sections below.

College of Arts and Sciences

The College of Arts and Sciences offers a Bachelor of Arts degree and a Bachelor of Science degree, both of which combine liberal studies with advanced studies. To earn the BA degree or the BS degree, a student must successfully complete a minimum of 32 academic courses totaling to at least 124 semester hours in approved academic courses (this is specific to each degree/major and outlined in school-specific sections below), plus two semester hours in physical education, and one semester hour of a personal health course, totaling 127 credit hours [1].

The undergraduate education in the College comprises three overlapping components:

1. general education requirements that provide a common core of substance and methodology
2. more intensive and advanced study in a major field
3. free-ranging exploration by means of elective courses

General Education Requirements

The general education requirements are completed within Emory’s College of Arts and Sciences and are divided into 10 areas [2]. The list of courses satisfying general education requirements is constantly under review [3]. The current area requirements are listed below.

- Area I - First-Year Seminar Classes (FSEM)
  - First-year seminars, offered in a wide range of fields, are designed to engage students in various aspects of inquiry and research with close guidance of a faculty member.
• Requirements: One course. Must be completed in first two semesters. Any course that satisfies the First-Year Seminar Class requirement may not satisfy another general education requirement.

• **Area II - First-Year Writing Requirement (FWRT)**
  - These courses work at refining a student’s fundamental writing skills through practice either in expository prose discourse or written analysis and interpretation of works of literature.
  - Requirement: One course. Must be completed in first two semesters.

• **Area III - Continuing Writing (WRT)**
  - The goal of writing-intensive courses is to improve writing skills through writing regularly in a context where mentors in the various communities of discourse encourage, guide, and communicate to students high standards of writing through instruction and example. Writing-intensive classes focus on the process as well as the product of writing. Writing is not an elective option but a central focus of the course.
  - Requirement: Three courses. Must be taken at Emory College of Arts and Sciences. Must earn a grade of C or better.

• **Area IV - Math & Quantitative Reasoning (MQR)**
  - These courses expand a student’s understanding of quantitative modes of analysis.
  - Requirement: One course.

• **Area V - Science, Nature, Technology (SNT)**
  - These courses demonstrate fundamental principles and techniques of scientific inquiry as a means of understanding the natural world and human life. This category includes both courses focusing on scientific findings and concepts, and courses focusing on scientific methodology.
  - Requirement: Two courses, one with a laboratory component.

• **Area VI - History, Society, Cultures (HSC)**
  - These include courses that focus on individuals and/or groups in society; courses that demonstrate how the social sciences use theory and methods to expand our understanding of social phenomena; courses that examine historical forces, cultural traditions, and human values; and related interdisciplinary courses.
  - Requirement: Two courses.

• **Area VII - Humanities, Arts, Performance (HAP)**
  - This category includes courses that reflect on human experience and the human condition; courses that reflect on the texts or artistic forms; courses in performance of art, dance, music, or theater; and related interdisciplinary courses.
  - Requirement: Four courses. Must include two sequential courses in a single foreign language wherein the language of instruction is not English, with possible exemption of one course by AP credit.

• **Area VII - Humanities, Arts, Language (HAL)**
  - Students must earn credit for two sequential HAL courses in a single foreign language.
  - Students may satisfy the remaining two course requirements by taking any two HAP courses, or one HAP and one HAL course.

• **Area VIII - Personal Health (HTH)**
  - One one-hour course.

• **Area IX - Physical Education and Dance (PED)**
  - These courses promote a knowledge and experience of physical and emotional health, bodily movement, individual and team sports, and various recreational activities as integral to the education of the whole person.
  - Requirement: Two one-hour courses, one of which must be a Principles of Physical Fitness (PPF) course. PED courses are allowed to be taken on a satisfactory/unsatisfactory basis to satisfy this requirement.
### College of Arts and Sciences Major/Minor Degree Requirements

Students can declare a major/minor during, or after the second semester of their freshman year. Students can pursue two majors, or one major and one minor, or one major, but are not permitted to pursue more than two concentrations at a time, and only one undergraduate degree may be earned from Emory. In order to successfully complete degree requirements, students must maintain at least a C (2.0) average in any major or minor. See the table below for the number of credit hours and courses that must be completed within a subject area (in addition to GERs and electives) in order to obtain a major or minor in BA and BS undergraduate degree programs.

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<th>Required Courses (Major)</th>
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<td>20</td>
<td>6-7</td>
</tr>
</tbody>
</table>

**Business School and School of Nursing**

Both the Business and Nursing Schools are available to students after completing their general education and core requirements (60 general education credit hours, two PE credit hours, and one hour of a personal health course) within the Emory College of Arts and Sciences, which is typically done over four semesters during the first and second years of a four-year degree program. Each school also defines prerequisite courses before students can be considered for the BSN [84] [85], ABSN [86] [87], or BBA [88] [89] programs.

The School of Nursing offers a BSN undergraduate degree (120 total credit hours), in addition to an Accelerated Bachelor of Science in Nursing/Master of Science in Nursing (ABSN/MSN) program, which has the same credit hour requirements but within a different timeline and a curriculum of undergraduate and graduate courses. The courses required to obtain these degrees can be found in the School of Nursing catalog [90].

The School of Business offers one undergraduate degree: BBA (134 total credit hours). The courses required to obtain this degree can be found in the BBA Course Catalog [91].

**Oxford College**

Oxford College offers a two-year AA degree. Students who complete the first two years of the Emory bachelor's degree in Oxford's liberal arts intensive program are automatically enrolled as juniors in the Emory College of Arts and Sciences, or they may apply to enter Emory's nursing and business schools. Oxford College continuees must earn a total of 132 semester credit hours to graduate from Emory College [92]; of these credits, a minimum of 54 semester hours must be earned in Emory College with a minimum of three semesters of residence in Emory College (12 semester hours or more per semester); a semester of fewer than 12 hours can be combined with another semester of fewer than 12 hours to make up one semester of residence; however, a partial semester may not be combined with a semester of more than 12 hours to form two semesters of residence.

To receive the AA degree (and thereby qualify to continue to Emory College), students must complete 66 semester hours (64 academic hours and 2 physical education hours) with a minimum 2.0 GPA. The Oxford College degree requirements including general education program requirements and distribution requirements can be found in the Oxford College course catalog [93] and on the college website [94].
School of Medicine

The School of Medicine offers one degree program for undergraduate students: a Bachelors of Medical Science (BMSc) in Medical Imaging degree obtained through the Department of Radiology. Students must have completed at least 30 credit hours of general education courses before being admitted into the BMSc program, which spans four years and requiring 119-127 credit hours/44-47 courses taken in the concentration, for a total of at least 149 credit hours needed to obtain the degree [95].

Undergraduate Programs Policy Establishment and Review

Emory University charges each school and college with establishing degree and curriculum requirements as appropriate for their unique needs, under the guidance of the University administration and governance and keeping with overarching University policies and guidelines. The University Bylaws state that “Subject to general University policy and regulations and to the powers vested in the President of the University and the University Senate, the faculty of any school or college shall have jurisdiction over the educational program and the internal affairs of that division, instruction, schedules, and degree requirements” [96]. In addition, “courses of study in the University, including admission and degree requirements, shall be arranged by the deans and faculties of the several schools and colleges, with due consideration of interdivisional relationships; and when such courses have been approved by the President of the University after conference with the appropriate dean, they shall be published as the authorized curricula of the University” [97].

Within the University Senate, a Faculty Council [98] represented by elected and appointed faculty members from all University schools and colleges considers and makes recommendations to the president concerning the academic affairs of the University and reviews all changes in existing academic policies or the establishment of new policies.

Undergraduate program requirements and other policies pertaining to degree completion is overseen by the University Senate and its Faculty Council branch. The University Senate is the primary governing body of the University and is responsible for reviewing all changes in existing policies or the establishment of new policies relating to matters of general University interest [99]. The University Senate is composed of ex officio members from the University Administration, members of the Faculty Council, executive board members from the Employee Council, Student Government Association, and Graduate Student Government Association, faculty and student
representatives from each school, as well as representatives from alumni, librarians, staff and academic deans.

**School-Specific Committees**
The Curriculum Committee within the Emory College of Arts and Sciences serves to "study and make recommendations to the faculty concerning the curriculum of Emory College. It also gives final approval to the addition, deletion and alteration of courses not affecting uniform requirements and approves concentration programs as submitted by departments and divisions”, as stated in the College Bylaws [100]. The Curriculum Committee meets at least three times per term [101] and keeps a record of its discussions and decisions [102].

The Educational Policy Committee within the College of Arts and Sciences reviews courses submitted by academic departments for approval into the General Education Requirements. As stated in the College Bylaws, this committee shall engage in a continuing re-study of the Emory curriculum with the purpose of making proposals and recommendations to the entire faculty, to divisions, to departments and to interdepartmental groups as to new educational possibilities that should be investigated, duplications that should be eliminated, and other matters that would improve the quality and variety of undergraduate education of Emory College. The area of general education at Emory College should have the committee's special concern. The committee should keep abreast of the main currents of educational development in the nation's colleges and assess their present and anticipated influence on Emory College” [103]. The EPC meets at least three times per term and keeps a record of its discussions and decisions [104].

Oxford College charges an Academic Policy and Planning Committee with facilitating discussion, voting, and administration of the curriculum [105]. The APCC typically meets once a month and keeps a record of its discussions and decisions [106].

**School and Program Review and Accreditation Standards**
Departments and programs within the Emory College of Arts and Sciences engage in a formal program review every seven years which asks the programs to evaluate the undergraduate curriculum, course offerings, degree requirements, and general education requirements [107].

The University also has numerous programs which have met requirements set by national accrediting bodies. These organizations conduct regular reviews to ensure that programs comply with national standards. Most recently, the Schools of Business (AACSB in 2011) and Nursing (CCNE in 2009) successfully completed requirements for reaccreditation. Please reference Standard 3.13.1: Policy Compliance: Accrediting Decisions of Other Agencies for additional information on Emory’s school and program-specific accreditations.

**Sources** (In Order of Appearance)

- [1] Academic Policies and Regulations - Degree Requirements
- [3] [103] College of Arts and Sciences Education Policy Committee
- [4] College of Arts and Sciences Majors & Minors Degree Requirements
- [5] BA in African American Studies
- [6] BA in African Studies
- [7] BA in American Studies
- [8] BA in Ancient Mediterranean Studies
- [9] BA in Anthropology
- [10] BA in Anthropology and Human Biology
• [12] BA in Art History
• [13] BA in Art History and Visual Arts
• [14] BA in Biology
• [15] BS in Biology
• [16] BA in Chemistry
• [17] BS in Chemistry
• [18] BA in Chinese
• [19] BA in Classical Civilization
• [20] BA in Classics
• [21] BA in Classics and English
• [22] BA in Classics and History
• [23] BA in Classics and Philosophy
• [24] BA in Comparative Literature
• [25] BA in Computer Science
• [26] BS in Computer Science
• [27] BA in Dance and Movement Studies
• [28] BA in East Asian Studies
• [29] BA in Economics
• [30] BA in Economics and Mathematics
• [31] BA in Educational Studies
• [32] BA in Engineering - Dual Degree Program with Georgia Tech
• [33] BS in Engineering - Dual Degree Program with Georgia Tech
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• [36] BA in English and History
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• [38] BS in Environmental Studies
• [39] BA in Film Studies
• [40] BA in French
• [41] BA in German Studies
• [42] BA in Greek
• [43] BA in History
• [44] BA in History and Art History
• [45] BA in Interdisciplinary Studies in Society And Culture
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• [47] BA in Italian Studies
• [48] BA in Japanese
• [49] BA in Jewish Studies
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• [54] BA in Mathematics
• [55] BS in Mathematics
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• [62] BA in Philosophy
• [63] BA in Philosophy and Religion
• [64] BA in Physics
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• [71] BA in Psychology
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• [73] BA in Religion
• [74] BA in Religion and Anthropology
• [75] BA in Religion and Classical Civilization
• [76] BA in Religion and History
• [77] BA in Religion and Sociology
• [78] BA in Russian Language, Literature and Culture
• [79] BA in Russian and East European Studies
• [80] BA in Sociology
• [81] BA in Spanish
• [82] BA in Theater Studies
• [83] BA in Women's Studies
• [84] BSN Program Prerequisites
• [85] [87] [90] School of Nursing Catalog 2012-2013 (Page 7)
• [86] ABSN Program Prerequisites
• [85] [87] [90] School of Nursing Catalog 2012-2013 (Page 8)
• [88] BBA Program Prerequisites
• [89] [91] School of Business BBA Catalog 2012-2013 (Page 5)
• [85] [87] [90] School of Nursing Catalog 2012-2013 (Page 36)
• [89] [91] School of Business BBA Catalog 2012-2013 (Page 9)
• [92] [93] Oxford College Catalog 2012-2013 (Page 71)
• [92] [93] Oxford College Catalog 2012-2013 (Page 5)
• [94] Oxford College Degree Requirements
• [95] School of Medicine BMSc Degree Requirements & Course Sequencing
• [96] [97] University Bylaws (Page 7)
• [96] [97] University Bylaws (Page 9)
• [98] Faculty Council (Page 3)
• [99] University Senate Bylaws
• [100] College of Arts and Sciences Curriculum Committee
• [101] Curriculum Committee Meetings
• [102] Curriculum Committee Spring 2013 Meeting Minutes
• [104] Educational Policy Committee Fall 2012 Meeting Minutes
• [105] Oxford College Academic Policy and Planning Committee
• [106] Oxford College Academic Policy & Planning Committee Sept 2012 Minutes
• [107] College of Arts and Sciences Program Review Guidelines
3.5.4

Undergraduate Educational Programs: Terminal Degrees of Faculty
At least 25 percent of the course hours in each major at the baccalaureate degree level, exclusive of the general education component, are taught by faculty members holding an appropriate terminal degree - usually the earned doctorate or the equivalent of the terminal degree.

Judgment

☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory’s main campus in Atlanta houses the College of Arts and Sciences, School of Business, School of Nursing, and School of Medicine where the undergraduate BA, BS, BBA, BSN, and BMSc baccalaureate degrees can be obtained, and where students can complete at least 50% of the coursework required for each bachelor’s degree offered by Emory (reference Requirement 2.7.4: Coursework for Degrees for specific examples and documentation). Oxford College offers only the Associate in Arts (AA) degree and is structured by divisions rather than majors. Oxford teaches some 300-level courses that transfer into baccalaureate majors; these are included in the table. Emory has one undergraduate distance education program, the Radiologic Technology Bachelors in Medical Science (RT-BMSc).

The table below and attached documentation demonstrates that at least 40% of the course sections in each major at the baccalaureate level are taught by faculty members holding the terminal degree in their discipline. For most disciplines, the terminal degree is the Ph.D.

The number of courses and students enrolled in the courses for each major are presented in the table below. The total course sections taught exclude introductory, 100-level course taught at the Business School and College of Arts and Sciences. Credit hours for the School of Nursing, School of Business, and School of Medicine exclude prerequisite course hours for completion degrees.

Table 1. Percentage of Undergraduate Sections Taught by Instructor with Terminal Degree by Department/Program

<table>
<thead>
<tr>
<th>School</th>
<th>Department/ Program</th>
<th>Subject</th>
<th>Total Students</th>
<th>Total Sections</th>
<th>% Sections Instructor with PHD/ Terminal Master</th>
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<tbody>
<tr>
<td>Allied Health (School of Medicine)</td>
<td>Medical Imaging (Online)</td>
<td>MI</td>
<td>256</td>
<td>30</td>
<td>83%</td>
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<tr>
<td></td>
<td>Medical Imaging (Traditional)</td>
<td>MI</td>
<td>393</td>
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<td>Humanities</td>
<td>Division 2</td>
<td>416</td>
<td>35</td>
<td>97%</td>
</tr>
<tr>
<td>Oxford College</td>
<td>Natural Sciences &amp; Mathematics</td>
<td>Division 3</td>
<td>6</td>
<td>6</td>
<td>83%</td>
</tr>
<tr>
<td>Oxford College</td>
<td>Physical Education &amp; Dance</td>
<td>Division 4</td>
<td>11</td>
<td>1</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Note:** Analysis excludes 100-level courses at Business School and College of Arts and Sciences, and includes 300-level courses at Oxford. Allied Health - Medical Imaging (Online) includes hybrid
sections.

Source: Office of Institutional Research

For the total number of credit hours (including general education courses) needed to obtain each undergraduate degree at Emory, please reference Standard 3.5.3: Educational Programs – Undergraduate Requirements. Reference Emory’s faculty roster form in Standard 3.7.1: Faculty Competence for a list of Emory’s faculty members and their educational qualifications.
3.6.1

Graduate/Post-Baccalaureate Professional Programs: Post-Baccalaureate Program Rigor
The institution’s post-baccalaureate professional degree programs, master’s and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment
☒ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University clearly distinguishes undergraduate-level work from graduate-level work. All graduate programs in the University’s schools require work more advanced than undergraduate work. The graduate catalog sets out the requirements for all post-baccalaureate degrees including a planned program of study, residency requirements, formal admission to candidacy, supervision by an advisory committee, and a culminating experience that includes a comprehensive examination, project, thesis, and/or dissertation.

Emory’s course numbering system distinguishes graduate work from undergraduate work to indicate the level of difficulty. Undergraduate courses are numbered from 100 through 499. Graduate courses are numbered as 500 and above.

Admissions Criteria Each school at Emory publishes admissions requirements for graduate programs which include the successful completion of a baccalaureate degree from a regionally accredited institution. Certain schools also require the completion of certain qualifying exams such as the GMAT for the School of Business, the LSAT for the School of Law, or the MCAT for the School of Medicine.

- Graduate School MA, MS, and PhD admissions requirements are published online [1] and in the Graduate Student Handbook [2]
- School of Business MBA admissions requirements [3]
- School of Nursing MSN [4] and PhD [5] admissions requirements
- School of Medicine admissions requirements
  - Master of Medical Science in Anesthesiology [6]
  - Master of Medical Science in Human Genetics and Genetic Counseling [7]
  - Master of Medical Science – Physician’s Assistant [8]
  - Doctor of Physical Therapy [9]
  - MD [10]
  - School of Law JM, LLM, and SJD admissions requirements [11]
  - School of Theology MDiv, MTS, ThM, and ThD admissions requirements [12]
  - School of Public Health MPH and MSPH admissions requirements [13]

Degree Completion Requirements
As outlined in Standard 3.5.3: Undergraduate Program Requirements, students are required to complete 127 credit hours in order to obtain a bachelor’s degree, while many graduate degree programs require between 40-80 additional credit hours or more (the MD degree requires 179, the JD degree requires 90) in order to obtain a master’s or PhD degree, in addition to a thesis or dissertation depending on the degree pursued.

Program Content and Curriculum
Each school offers a unique and rigorous curriculum for their students. All program content and curriculum offerings are published online and/or in the school-specific catalogs and handbooks and demonstrate differences in difficulty and complexity between undergraduate and graduate degrees.
The School of Business builds its curriculum around experiential learning blended with core fundamentals. Curriculum overviews, descriptions of courses, and methods of delivery for the MBA [14], and PhD [15] programs can be found online.

The School of Nursing curriculum gives students exposure to research, clinical settings, and interdisciplinary learning, with an emphasis on innovative patient care. Curriculum overviews, descriptions of courses, goals, and student learning outcomes for the undergraduate BSN [16], and graduate MSN [17] and PhD [18] programs can be found in the Nursing catalog.

The foundation of the School of Theology’s curriculum is formed by such areas as biblical and historical study, theology, ethics and society, and religion and personality. Practical disciplines such as education, preaching, pastoral care, and church administration strengthen professional expertise in areas essential to the church. The School of Theology offers four graduate degrees, along with eight joint degrees, curriculum descriptions of which can be found online [19].

The Graduate School’s curriculum is based on the belief that the quality of work is of greater importance than the mere fulfillment of formal requirements. The essential requirements for a student’s program of study are that it possesses coherence and unity of purpose, and that it consists of advanced work appropriate to the individual program. All work counted toward satisfaction of degree requirements must be relevant to a student’s program of study. Graduate work may consist of lecture courses, seminars, laboratory courses, directed study, and research. The student’s program of study must be planned in consultation with an appointed adviser or advisory committee. Descriptions of degrees, coursework, requirements, and teaching methods can be found in the Graduate School course catalog [20].

The School of Public Health offers a broad range of degree options, including traditional masters and doctorate degrees; dual degrees in collaboration with the College of Arts and Sciences, and the Schools of Medicine, Law, Nursing, and Business; and a distance education masters program [21].

The School of Law’s curriculum provides both structure and flexibility, requiring first-year law students to take a prescribed set of courses but allowing second and third-year students to elect their remaining courses depending on their areas of interest. Descriptions of curriculum [22] and coursework [23] can be found in the School of Law’s course catalog online.

The School of Medicine offers an MMSc degree with concentrations in anesthesiology, human genetics and genetic counseling, and physician assistant. The MD curriculum is divided into four phases carried out over a four-year period: Foundations of Medicine, Applications of Medical Sciences, Discovery, and Translation of Medical Sciences, totaling nearly 200 credit hours [24].

Learning Outcomes
Each school and individual program develops annual student learning outcomes which are submitted to the Office of Institutional Research, Planning, and Effectiveness. Learning objectives for graduate students are more in-depth and rigorous than those for undergraduate students. Comparisons of selected schools’ undergraduate and graduate learning outcomes are below.

- School of Business BBA learning outcomes [25] versus MBA learning outcomes [26]
- School of Nursing BSN learning outcomes [27] versus MSN learning outcomes [28]

Curriculum Review
Post-baccalaureate programs are developed, administered and assessed by the faculty of the respective schools. New programs are reviewed and approved by the provost and the academic affairs committee of the board of trustees [29]. The University bylaws also state that the deans and faculty members of each school are responsible for arranging and administering curriculum and granting student degrees resulting from required coursework [30].
In addition, each school has its own committee charged with overseeing the development and delivery of a rigorous curriculum, as well as determining credit hours and degree program requirements.

- Graduate School Executive Council [31] and Graduate Studies Committee [32]
- School of Business MBA and PhD Program Committees [33]
- School of Nursing Curriculum Committee [34]
- School of Medicine Executive Curriculum Committee [35]
- School of Theology Curriculum and Policy Committee [36]
- School of Public Health Curriculum Committee [37]
- School of Law Curriculum Committee [38]

School and Program Accreditation Standards
Each school offering graduate degrees at the University maintains at least one accreditation granted by a national external accrediting body. These organizations conduct regular reviews of curriculum and degree program requirements to ensure that programs comply with national standards. The accrediting body(ies) for each school are listed below along with the date of the most recent and upcoming review.

<table>
<thead>
<tr>
<th>Academic School</th>
<th>Accrediting Body</th>
<th>Last Review Date</th>
<th>Upcoming Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Theology [39]</td>
<td>Association of Theological Schools in the U.S. and Canada (ATS)</td>
<td>2003</td>
<td>2013</td>
</tr>
<tr>
<td>School of Business [40]</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>2011</td>
<td>2016</td>
</tr>
<tr>
<td>Graduate School [41]</td>
<td>American Psychological Association (APA)</td>
<td>2008</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td>2007</td>
<td>2014</td>
</tr>
<tr>
<td>School of Public Health [42]</td>
<td>Council on Education for Public Health (CEPH)</td>
<td>2012</td>
<td>2019</td>
</tr>
<tr>
<td>School of Law [43]</td>
<td>American Bar Association (ABA)</td>
<td>2009</td>
<td>2016</td>
</tr>
<tr>
<td>School of Medicine [44]</td>
<td>Accreditation Council for Continuing Medical Educators (ACCME)</td>
<td>2011</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>Accreditation Review Commission on Education for the Physician’s Assistant (ARC-PA)</td>
<td>2013</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td>Accreditation Council for Graduate Medical Educators (ACGME)</td>
<td>2012</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>Accreditation Council for Pharmacy Education (ACPE)</td>
<td>2009</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>American Dental Association (ADA)</td>
<td>2012</td>
<td>2016</td>
</tr>
<tr>
<td></td>
<td>Association of American Medical Colleges and Liaison Committee on Medical Education (AAMC/LCME)</td>
<td>2008</td>
<td>2015-2016</td>
</tr>
<tr>
<td></td>
<td>Commission on Accreditation in Physical Therapy Education (CAPTE)</td>
<td>2010</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>2009</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>Joint Review Committee on Education in Radiological Technology (JRCERT)</td>
<td>2010</td>
<td>2018</td>
</tr>
<tr>
<td>School of Nursing [45]</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2009</td>
<td>2019</td>
</tr>
</tbody>
</table>
Program Review

Departments and programs in the College of Arts and Sciences and the Graduate School are scheduled for program review every seven years [46]. Overseen by a committee of deans and administrators, this process comprises three major components, each spanning at least one semester:

1. **Self-study**: A report that discusses the current state of the department and the critical opportunities and challenges the unit will face for the next seven-to-ten years. The self-study should be the result of informed collective discussion among the faculty, with a small leadership team assuming responsibility for this project.

2. **External review**: A small team of external experts from peer institutions conducts a two-and-a-half day site visit to review the department in the semester following the self-study. The reviewers submit their report to the administration, and it is shared with the departmental faculty.

3. **Follow-up and continuation**: The department, College of Arts and Sciences, and LGS leadership work together to define the next steps for each unit based on the review. Follow-up conversations will occur at specific times, as discussed in the program review guidelines.

Departments and programs in the professional schools undergo program review every five-ten years, depending on their specialized accreditation requirements. For example, the School of Law engaged in a self-study evaluation in 2007 which included assessment of past goals, curriculum reviews, resource evaluation, statements of future goals, and SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses across the school [47]. A second example is the doctoral program within the School of Nursing, which conducted a self-study in 2012 including faculty and staff resources evaluation, proposed curriculum revisions, and future goals and plans [48].

For detailed information on program content, curriculum, and degree completion requirements for each school/college, please reference *Standards 3.5.3: Undergraduate Program Requirements, 3.6.4: Post-Baccalaureate Program Requirements*, and *4.2: Program Curriculum*.

Sources (In Order of Appearance)

- [1] Graduate School Admissions Requirements Published Online
- [3] School of Business Admissions Requirements
- [4] School of Nursing MSN Admissions Requirements
- [5] School of Nursing PhD Admissions Requirements
- [6] School of Medicine - MMSc in Anesthesiology Admissions Requirements
- [7] School of Medicine - MMSc in Genetic Counseling
- [8] School of Medicine - MMSc Physician's Assistant Admissions Requirements
- [9] School of Medicine - Doctor of Physical Therapy Admissions Requirements
- [10] School of Medicine – MD Admissions Requirements
- [12] School of Theology Admissions Requirements
- [13] School of Public Health Admissions Requirements
- [14] MBA Program Required Courses
- [15] PhD in Business Program Requirements
- [16] [17] [18] School of Nursing Catalog 2012-2013 (Page 2)
- [16] [17] [18] School of Nursing Catalog 2012-2013 (Page 16)
- [16] [17] [18] School of Nursing Catalog 2012-2013 (Page 44)
3.6.2

**Graduate/Post-Baccalaureate Professional Programs: Graduate Curriculum**

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

**Judgment**

- Compliant
- Partially Compliant
- Non-Compliant
- Not Applicable

**Narrative**

Emory University’s graduate and professional degree programs provide students with curricular choices that include knowledge of the literature of the discipline as well as research and/or professional training opportunities in keeping with best practices in higher education.

**School of Theology**

The catalog and handbook for the School of Theology and its degree program webpage describe the course requirements for its graduate degrees (MDiv, MTS, ThM, and ThD) [1] [2]. In the case of the MDiv and ThD, which are terminal degrees, these requirements include specific course modules designed to ensure basic knowledge in the literature and competence in the practices of the discipline. For example, MDiv students are required to complete a prescribed set of introductory courses on the Bible, church history, systematic theology, and ethics that ensure familiarity with the basic literatures of the Christian tradition. They are also required to complete two year-long field placements (the first in a clinical and the second in an ecclesial setting) to ensure appropriate professional practice and training experience [3] [4].

In the case of the MTS and ThM, which are designed for students seeking to focus on a particular area of study, often in preparation for doctoral work, the curriculum is less structured. Nevertheless, in keeping with the research focus of both degrees, each requires the completion of a major research paper for graduation. In preparation for this project, MTS students are required to complete a Research Methods Seminar in their first year, and ThM students to complete a two-semester seminar on critical methodology designed to guide the definition and successful completion of their paper [5] [6].

For each of Theology’s six joint degree programs (JD/MDiv, JD/MTS, MDiv/MBA, MTS/MBA, MDiv/MPH, MTS/MPH) the curricular requirements for each component degree are the same as for that degree taken singly [7].

**School of Business**

The MBA programs of the Business School are structured to provide knowledge of the literature of the discipline and to ensure student engagement in research, professional practice and training [8]. The Full-Time MBA Program requires all students to complete a Management Practice elective course [9]. Practice electives are designed to provide students with real-world business experience, while addressing current business issues in the classroom. The Full-Time MBA currently offers five Management Practice electives: Goizueta Marketing Strategy Consultancy, New Product Lab, Project Management & Collaboration, Financial Valuation, and Catalyzing Social Impact [10]. In Spring 2010, the MBA Program Committee approved a curriculum change to include a more integrated approach to the curriculum [11], including the addition of the Management Practice courses listed above; this curriculum launched in the Fall 2010 semester.

**Graduate School**

Each of the Graduate School’s degree programs includes structured coursework and independent study...
(though closely mentored) research experiences or appropriate field work [12] [13]. All students are immersed in disciplinary literature while in coursework. PhD students demonstrate mastery of the literature of their fields in qualifying examinations. Masters students demonstrate mastery through coursework, research papers, and examinations. All PhD students undertake independent research projects that build on their mastery of subject areas. Master’s students either conduct research for a thesis or complete a capstone project or comprehensive examination. Where appropriate, some master’s students complete musical performances, field work or capstones—all of which provide them opportunities to demonstrate not only mastery of the literature, but application of the methods of their disciplines as well.

In addition to field-specific training, all PhD students have access to several professional development programs, which include training in teaching [14], the responsible conduct of research [15], grant writing [16], and networking and mentoring programs [17].

To read how selected 2013 PhD recipients describe their research and its impact, please see the “dissertation sampler” webpage [18]. For more topics, review the [19] full Doctor of Philosophy list and refer to the [20] Electronic Theses and Dissertations database.

**Law School**

Emory Law’s programs and curriculum require knowledge of the literature, student engagement in research, and appropriate professional practice and training [21]. Through classroom instruction, students learn of the literature used by those in the profession, and the first-year Legal Writing, Research and Advocacy Program teaches students traditional legal research methods [22].

To ensure ongoing student engagement in research, the curriculum requires each student to complete an upper-level writing requirement. This involves researching a topic in depth, submitting drafts of a paper to supervising faculty, and producing a substantial paper on the topic [23]. To provide opportunities for engagement in “other appropriate professional practice activities,” the course offerings include clinical opportunities that allow students to develop and strengthen practical skills under the supervision of clinical faculty, and field placements in which they work with local legal employers and under the supervision of the lawyers in those offices [24].

**School of Public Health**

Competencies and requirements for the MPH and MSPH degree and for each of the academic department programs are included in the school catalog [25] and on the web [26].

Every syllabus lists, in a standard template, the course learning objectives and to which degree and/or program competency they contribute. The syllabi are collected on a local web drive available to faculty and students who have been given access. The self-study prepared for the Council on Education for Public Health contains a set of tables listing the competencies for each program and the required courses with learning objectives contributing to the relevant competencies [27].

All students are required to apply their competencies in practice and research. Students are required to complete a supervised and evaluated practicum in public health of more than 200 hours, [28] as well as a culminating experience designed to integrate competencies that involves applied research, either in the form of a capstone paper, thesis or special study project. The culminating experience results in a document to be evaluated by a faculty member or committee of faculty and requires a presentation of the work to a public audience in a poster or oral presentation [29].

These are submitted to the Woodruff Health Sciences Center Library [30]. The library’s electronic data base allows reporting on the thesis topics, key words and collaborating community agencies and programs associated with the project. The practicum is reported, tracked and evaluated on an electronic data base. Data on the nature and performance in the practicum or culminating
experiences are reported in the self-study completed for the Council on Education for Public Health [31].

**School of Medicine**
The School of Medicine offers a blend of active learning, early clinical skills training, patient contact, traditional lecture, and small-group learning. The MD degree coursework, which requires 179 semester hours completed over 65 continuous months, is divided into four phases and gives students the opportunity to build a foundation of medicine, apply their knowledge, conduct research, and receive training as a physician [32]. The Genetic Counseling Training Program (MMSc) is the first in the state of Georgia and offers a combination of coursework, extensive clinical experience, research opportunities and a program-long focus internship [33]. In addition to the MD degree and allied health degrees, students can also obtain numerous dual degrees in collaboration with other academic schools at Emory [34].

**School of Nursing**
The School of Nursing curriculum exposes students to research, clinical settings, and interdisciplinary learning, with an emphasis on innovative patient care. Nursing students are provided with resources such as the Simulation Lab [35] and an interdisciplinary team-training program with a “crisis resource management” approach, piloted in partnership with Emory’s School of Medicine [36]. Curriculum overviews and descriptions of courses for the MSN and PhD programs can be found on the School of Nursing website [37] and in the catalog [38]. Sample course syllabi are included here [39].

**Outcomes Assessment**
Graduate programs regularly assess student knowledge of literature of the discipline and student engagement in ongoing research and/or appropriate professional practice and training experience. Included here are examples of assessment reports for the Ph.D. in Psychology [40] and the Ph.D. in Sociology [41]. For a comprehensive discussion of outcomes assessment and graduate programs, please reference 3.3.1.1: Institutional Effectiveness of Educational Programs.

**Sample Course Syllabi**
The table below provides links to course syllabi from several graduate and professional degree programs, intended to illustrate how literature of the discipline is incorporated into curriculum requirements and to provide evidence that students are engaged in ongoing research or appropriate professional practice and training experiences.

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Theology</td>
<td>Master of Divinity (MDiv)</td>
<td>ST 621: Teaching with Authority – Scripture, the Church, and Congregational Self-Understanding [42]</td>
</tr>
<tr>
<td></td>
<td>Master of Theology (ThM)</td>
<td>OT 616: The Book of Job [43]</td>
</tr>
<tr>
<td>School of Business</td>
<td>Master of Business Administration (MBA)</td>
<td>BUS 522: Financial Valuation: The Theory and Practice of Valuing a Business [44]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BUS 520: Introduction to Financial Management [45]</td>
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<tr>
<td></td>
<td></td>
<td>BUS 500: Management Practice [46]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MGT 6832 Technological Innovation: Generating Economic Results, Special Topics in Technology Commercialization I [47]</td>
</tr>
<tr>
<td>Graduate School</td>
<td>Genetics and Molecular Biology</td>
<td>IBS 746: Graduate Human Genetics [48]</td>
</tr>
<tr>
<td></td>
<td>Master’s in Development</td>
<td>MDP 502: Development Economics [49]</td>
</tr>
<tr>
<td>Practice (MDP)</td>
<td>MDP 500/MDP 585: Introductory Field Seminar and Community Practicum I [50]</td>
<td></td>
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<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Law School</td>
<td>Juris Doctor (JD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legal Writing Research and Advocacy Program (LWRAP) fall and spring [51] [52]</td>
<td></td>
</tr>
<tr>
<td>School of Medicine</td>
<td>Doctor of Medicine (MD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EBM: Evidence-Based Medicine [53]</td>
<td></td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Master of Science in Nursing (MSN)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NRSG 507: Theory and Research Applications [54]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NRSG 571: FNP II [55]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NRSG 598: Dissemination of Immersion Projects [56]</td>
<td></td>
</tr>
</tbody>
</table>

**Sources** (In Order of Appearance)

- [1] School of Theology Catalog
- [2] [7] School of Theology Degree Programs
- [4] Doctor of Pastoral Counseling (ThD) Degree Requirements
- [6] Master of Theology Degree (ThM) Requirements
- [8] Business School - MBA Curriculum
- [9] Management Practice Elective Course
- [10] [46] BUS500 Management Practice Syllabus
- [11] MBA Program Committee Minutes Apr 2010
- [12] Graduate School Course Catalog
- [13] Graduate School Syllabi
- [14] TATTO Training in Teaching
- [15] Programs for Scholarly Integrity
- [16] Grant Writing Program
- [17] Networking and mentoring programs
- [18] Dissertation Sampler
- [19] Full Doctor of Philosophy List
- [20] Electronic Theses and Dissertations
- [21] Law School Curriculum
- [22] School of Law Syllabi
- [23] Upper-Level Writing Requirement
- [24] Emory Law Course Descriptions
- [25] School of Public Health Catalog 2012-2013 (Page 2)
- [26] School of Public Health Webpage - Degree Programs
- [27] Public Health Required Competencies
- [28] Public Health Practical Skills
- [29] Public Health Culminating Experience
- [30] Woodruff Health Sciences Center Library
- [31] Self-Study Prepared for Council on Education for Public Health
- [32] School of Medicine Curriculum
- [33] Genetics Courses
• [34] School of Medicine Education
• [35] School of Nursing Simulation Lab
• [36] School of Nursing - Teaching Components
• [37] Master of Science in Nursing
• [38] School of Nursing Catalog (Page 10)
• [39] School of Nursing Syllabi
• [40] Psychology PhD Assessment Report
• [41] Sociology Ph.D. Assessment Report
• [42] ST621 Teaching with Authority Syllabus
• [43] OT616 Book of Job Syllabus
• [44] BUS522 Financial Valuation Syllabus
• [45] BUS520 Introduction to Financial Management Syllabus
• [47] MGT6832 Technological Innovation Syllabus
• [48] IBS746 Graduate Human Genetics Syllabus
• [49] MDP502 Development Economics Syllabus
• [50] MDP500 Introductory Field Seminar Syllabus
• [51] LWRAP Fall Syllabus
• [52] LWRAP Spring Syllabus
• [53] EBM Evidence-Based Medicine Syllabus
• [54] NRSG507 Theory and Research Applications Syllabus
• [55] NRSG571 FNP II Syllabus
• [56] NRSG 598 Dissemination of Immersion Projects Syllabus
3.6.3

Graduate/Post-Baccalaureate Professional Programs: Institutional Credits for a Graduate Degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements").

Judgment

☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

For all Emory post-baccalaureate degree programs the majority of credits applied toward the degree both can and must be earned at Emory. Each school specifies in its transfer credit policies the percentage of credits applied toward a degree that must be earned at Emory University. In the graduate school the dean must approve all transfer credits; in the professional schools the registrars ensure that the number of transfer credits applied toward a degree does not exceed the permitted percentage.

Graduate School The Graduate School offers post-baccalaureate degrees at the masters (MA, MAT, MDP, MM, MSM, MS, MSCR) and doctoral (PhD) level [1]. In all degree programs other than the joint PhD offering with Georgia Tech and Peking University, all credits required for the completion of a degree may be taken at Emory University. All degree programs require the satisfactory completion of a minimum of 30 credits (48 for the PhD). Up to 12 transfer credits from another institution may be applied to a LGS degree, provided that those credits were not applied towards a degree earned elsewhere. In rare cases, more than 12 transfer credits may be applied toward an Emory degree, but in no case may more than 24 total hours be transferred [2] [3].

School of Theology The School of Theology offers all courses needed to satisfy the degree requirements for each of its masters and doctoral degree programs [4]. In addition, the school specifies a maximum number of credits that may be applied toward each of its Masters degree programs by virtue of transfer or cross-registration through the Atlanta Theological Association (ATA) consortium, of which it is a member. These requirements are uniform whether the degree is taken by itself, or as part of one of the joint-degree programs with other Emory schools [5].

Students in each of these programs can receive transfer credit for coursework completed at an outside institution accredited by the Association of Theology Schools within five years of enrollment that was not applied toward any previously earned degree. A minimum grade of B (3.0 GPA or 84 percent) must have been earned in a course in order for it to qualify towards transfer credit. MDiv students may transfer a maximum of 26 credit hours (out of the 84 total required credit hours for degree completion), with a maximum of 12 hours applied towards the Common Courses. A maximum of 14 hours may be applied towards other course requirements. MTS students may transfer a maximum of 17 credit hours (out of the 48 total required credit hours for degree completion), with a maximum of one course per area requirement. MDiv or special students who transfer to the MTS program may transfer up to 26 hours of course work completed satisfactorily toward the MTS program. In such a case, Contextual Education I and II credits will be counted as free elective credit. ThM students may transfer a maximum of three hours (either one academic course or one-half unit of Clinical Pastoral Education) toward the ThM degree program, with the approval of the director of general and advanced studies. ThD students may transfer a maximum of 12 hours (out of the 54 total required credit hours for degree completion) with the approval of their primary adviser and the ThD program director [6].

School of Nursing The School of Nursing offers one post-baccalaureate degree, the Master of
Science in Nursing (MSN), and all course requirements for that degree can be completed at the school. The nursing school specifies, both in its Catalog and Graduate Student Handbook, that a maximum of 12 transfer credits may be applied toward the 36 minimum credits required for the MSN [7].

Business School The Business School’s full-time MBA program does not accept transfer credits from other institutions, so all full-time MBA coursework must be completed through Emory [8]. However, students enrolled in the evening MBA program may transfer a maximum of 12 elective credit hours (i.e. up to four three-credit hour elective courses) completed within five years prior to enrollment at the business school as part of a graduate degree-seeking program from an AACSB accredited institution. Credit hours will not be granted if earned as part of a completed graduate degree [9]. Transfer credits are rarely granted in the business PhD programs [10].

School of Public Health The School of Public Health allows a maximum of 6 credits of graduate level courses taken in the past three years to be transferred toward the MPH or MSPH degrees, both of which require a minimum of 42 credits for the award of the degree. The same policy applies to dual degree programs with other Emory schools (law, medicine, business, theology, and nursing), for which students must complete a minimum of either 30 (for the MBA/MPH) or 32 credits (for all other dual degrees) within the MPH program, with up to 9 hours of relevant course work taken in the other school allowed to count as elective hours toward the MPH degree [11].

School of Law The law school offers three post-baccalaureate degrees: the JD, LLM, JM, and SJD. It provides all course work required for these programs and demands that the majority of required credits for graduation for all degrees must be earned at the school. The school’s web page states that of the 90 total academic credits required for degree completion, at least 58 must be completed at Emory [12]. For dual degree programs with other Emory schools (JD/MBA, JD/MPH, JD/MDiv, JD/PhD), 79 law school hours are required. Applications for transfer credit for the LLM and SJD degrees are very rare, and decisions regarding credit are made at the Vice Dean’s discretion [13].

School of Medicine The medical school provides all the courses required for the MD degree (including the MD component of the dual degree MD/PhD, MD/MPH, MD/MSCR, and MD/MBA programs) [14] [15], as well as for its other degree programs (DPT [16], MMSc [17] [18] and associated dual degrees DPT/MBA, DPT/MPH, MMSc-PA/MPH). In order to receive an Emory MD, students must have credit for four academic years in an approved medical school program, with at least the last two years of study undertaken at Emory.

Only the MD and Master of Medical Science in Anesthesiology programs permit transfer credit [19]. The Doctor of Physical Therapy (DPT) does not receive transfer credits [20]. Students already enrolled in these programs at an outside institution wishing to transfer are considered on an individual basis. Students currently enrolled and in good standing only at other LCME-accredited medical schools will be considered for transfer admission with advanced standing to the second- and third-year classes only when there are compelling reasons for the transfer and only as space is available. Courses taken at the student’s first institution will be evaluated and transfer credit awarded on a course-by-course basis. Students accepted as advanced-standing transfers under these circumstances may be required to study on an altered or modified curriculum and may be required to repeat certain courses taken at the student’s first institution [21]. The MMSc in Anesthesiology program (requiring 75-80 credit hours for degree completion) will typically recognize courses taken at the graduate level for basic sciences and clinical methods to satisfy the requirements of the program. These courses are limited to anatomy, physiology, pharmacology, and clinical methods.

For more information on credit hour requirements for degree completion in graduate programs, please reference Standard 3.6.4: Post-baccalaureate Program Requirements.
Sources (In Order of Appearance)

- [1] Graduate School Degree Programs
- [4] School of Theology - Masters and Doctoral Programs Degree Requirements
- [5] School of Theology Dual Degree Programs Requirements
- [6] School of Theology - Transfer Credit (Page 7)
- [7] School of Nursing MSN Transfer Credits (Page 4)
- [8] Business School Full-Time MBA Transfer Credits (Page 7)
- [9] Business School Evening MBA Transfer Credits (Page 3)
- [10] Business School PhD Transfer Credits
- [11] School of Public Health Transfer Credits (Page 6)
- [12] Law School Transfer Students (Page 2)
- [13] Law School Degree Requirements
- [14] School of Medicine Curriculum for the MD and Combined Degree Programs
- [15] School of Medicine Requirements for the M.D. Degree
- [16] Division of Physical Therapy Curriculum
- [17] School of Medicine MMSC in Anesthesiology
- [18] School of Medicine MMSC in Genetics Curriculum Overview
- [19] School of Medicine - Acceptance of Academic Credit
- [20] Division of Physical Therapy Transfer Credits (Page 3)
- [21] School of Medicine - Advanced Placement Credits
# Graduate/Post-Baccalaureate Professional Programs: Post-Baccalaureate Program Requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

## Judgment

☑️ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

## Narrative

Emory University establishes and publishes all requirements for post-baccalaureate program degree completion, and these conform to commonly accepted standards and practices. The graduate and post-baccalaureate professional programs of Emory University are housed in the Graduate School, School of Business, School of Law, School of Medicine, School of Nursing, School of Public Health, and School of Theology. The following table lists the post-baccalaureate degrees that can be obtained at Emory along with the minimum credit hour/coursework requirements. These requirements are published online and/or in school-specific course catalogs which are referenced as sources below.

<table>
<thead>
<tr>
<th>School</th>
<th>Degree</th>
<th>Minimum Credit Hours/ Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School</td>
<td>MA in Bioethics [1]</td>
<td>30 hours</td>
</tr>
<tr>
<td></td>
<td>MA in Educational Studies [2]</td>
<td>36 hours</td>
</tr>
<tr>
<td></td>
<td>MA in Film Studies [3]</td>
<td>8 courses</td>
</tr>
<tr>
<td></td>
<td>MAT in Educational Studies [4]</td>
<td>50-54 hours</td>
</tr>
<tr>
<td></td>
<td>Master's in Development Practice [5]</td>
<td>50 hours</td>
</tr>
<tr>
<td></td>
<td>Master's in Music [6]</td>
<td>43-45 hours</td>
</tr>
<tr>
<td></td>
<td>MS in Clinical Research [7]</td>
<td>28 hours</td>
</tr>
<tr>
<td></td>
<td>MS in Mathematics and Computer Science [8]</td>
<td>48 hours</td>
</tr>
<tr>
<td></td>
<td>MS in Mathematics [9]</td>
<td>6 courses</td>
</tr>
<tr>
<td></td>
<td>MS in Music [10]</td>
<td>47-48 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Anthropology [11]</td>
<td>48 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Art History [12]</td>
<td>72 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Behavioral Health Sciences Education [13]</td>
<td>48 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Biological and Biomedical Sciences [14]</td>
<td>72 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Biomedical Engineering [15]</td>
<td>36 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Biostatistics [16]</td>
<td>57 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Chemistry [17]</td>
<td>32 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Comparative Literature [18]</td>
<td>60 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Educational Studies [19]</td>
<td>60 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Economics [20]</td>
<td>72 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in English [21]</td>
<td>56 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Epidemiology [22]</td>
<td>68 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in French [23]</td>
<td>56- 68 hours</td>
</tr>
<tr>
<td></td>
<td>PhD in Health Services Research and Health Policy [24]</td>
<td>75 hours</td>
</tr>
<tr>
<td>Program</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td><strong>PhD in History</strong></td>
<td>12 courses</td>
<td></td>
</tr>
<tr>
<td>(options vary in length)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PhD in Philosophy</strong></td>
<td>48 hours</td>
<td></td>
</tr>
<tr>
<td><strong>PhD in Physics</strong></td>
<td>72 hours</td>
<td></td>
</tr>
<tr>
<td><strong>PhD in Political Science</strong></td>
<td>40-56 hours</td>
<td></td>
</tr>
<tr>
<td>(plus 2-3 years in residence)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PhD in Psychology</strong></td>
<td>52 hours</td>
<td></td>
</tr>
<tr>
<td><strong>PhD in Religion</strong></td>
<td>48 hours</td>
<td></td>
</tr>
<tr>
<td><strong>PhD in Sociology</strong></td>
<td>72 hours</td>
<td></td>
</tr>
<tr>
<td><strong>PhD in Spanish</strong></td>
<td>72 hours</td>
<td></td>
</tr>
<tr>
<td><strong>PhD in the Institute of the Liberal Arts</strong></td>
<td>72 hours</td>
<td></td>
</tr>
<tr>
<td><strong>PhD in Women’s Studies</strong></td>
<td>72 hours</td>
<td></td>
</tr>
<tr>
<td><strong>School of Business</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
<td>69 hours</td>
<td></td>
</tr>
<tr>
<td>PhD in Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD in Finance</td>
<td>45-59 hours</td>
<td></td>
</tr>
<tr>
<td>PhD in Information Systems</td>
<td></td>
<td></td>
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<tr>
<td>PhD in Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD in Organization &amp; Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School of Law</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Law (JD)</td>
<td>90 hours</td>
<td></td>
</tr>
<tr>
<td>Mater of Laws (LLM)</td>
<td>24 hours</td>
<td></td>
</tr>
<tr>
<td>Doctor of Juridical Science (SJD)</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td><strong>School of Medicine</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MD/PhD</td>
<td>7 years</td>
<td></td>
</tr>
<tr>
<td>(credit hours vary based on PhD concentration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Medical Science (MMSc) in</td>
<td>80 hours</td>
<td></td>
</tr>
<tr>
<td>Anesthesiology</td>
<td>(made up of required courses plus credit variable electives)</td>
<td></td>
</tr>
<tr>
<td>MMSc in Human Genetics and Genetic</td>
<td>75 – 77 hours</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMSc - Physician Assistant</td>
<td>129 hours</td>
<td></td>
</tr>
<tr>
<td>Doctor of Physical Therapy</td>
<td>129 hours</td>
<td></td>
</tr>
<tr>
<td><strong>School of Nursing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Science in Nursing (MSN)</td>
<td>36 hours</td>
<td></td>
</tr>
<tr>
<td>MSN in Adult-Gerontology Acute Care</td>
<td>50 hours</td>
<td></td>
</tr>
<tr>
<td>MSN in Adult-Gerontology Primary Care</td>
<td>50 hours</td>
<td></td>
</tr>
<tr>
<td>MSN in Emergency Care</td>
<td>50 hours</td>
<td></td>
</tr>
<tr>
<td>MSN in Family Care</td>
<td>49 hours</td>
<td></td>
</tr>
<tr>
<td>MSN - Family Nurse-Midwife</td>
<td>64 hours</td>
<td></td>
</tr>
<tr>
<td>MSN in Health Leadership</td>
<td>36 hours</td>
<td></td>
</tr>
<tr>
<td>MSN - Nurse-Midwifery</td>
<td>49 hours</td>
<td></td>
</tr>
<tr>
<td>MSN in Pediatric-Acute Care</td>
<td>49 hours</td>
<td></td>
</tr>
<tr>
<td>MSN - Pediatric Nurse Practitioner-Primary Care</td>
<td>49 hours</td>
<td></td>
</tr>
<tr>
<td>MSN in Women’s Health</td>
<td>49 hours</td>
<td></td>
</tr>
<tr>
<td>PhD in Nursing</td>
<td>58 hours</td>
<td></td>
</tr>
<tr>
<td><strong>School of Public Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Public Health (MPH)</td>
<td>42 hours</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Public Health (MSPH)</td>
<td>48 hours</td>
<td></td>
</tr>
<tr>
<td>PhD in Behavioral Sciences and Health</td>
<td>48 hours</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School of Theology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Divinity (MDiv)</td>
<td>84 hours</td>
<td></td>
</tr>
</tbody>
</table>
Many schools also collaborate to offer joint degrees, such as the MD/PhD, JD/MDiv, MBA/MDiv, and the JD/PhD. The requirements vary for degree completion of these programs [69].

**Commonly Accepted Standards and Practices for Degree Programs**
Post-baccalaureate programs are developed, administered and assessed by the faculty of the respective schools. New programs are reviewed and approved by the provost and the academic affairs committee of the board of trustees [70]. The University Bylaws also state that the deans and faculty members of each school are responsible for arranging and administering curriculum and granting student degrees resulting from required coursework [71].

In addition, each school has its own committee responsible for the development, administration, and maintenance of curriculum as well as the determination of credit hours and degree program requirements.

- Graduate School Executive Council [72] and Graduate Studies Committee [73]
- School of Business MBA and PhD Program Committees [74]
- School of Nursing Curriculum Committee [75]
- School of Medicine Curriculum Planning Steering Committee [76]
- School of Theology Curriculum and Policy Committee [77]
- School of Public Health Curriculum Committee [78]
- School of Law Curriculum Committee [79]

**School and Program Review and Accreditation Standards**
Each school at the University maintains at least one accreditation granted by a national external accrediting body. These organizations conduct regular reviews of curriculum and degree program requirements to ensure that programs comply with national standards. The accrediting body(ies) for each school are listed below along with the date of the most recent and upcoming review.

<table>
<thead>
<tr>
<th>Academic School</th>
<th>Accrediiting Body</th>
<th>Last Review Date</th>
<th>Upcoming Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Theology [80]</td>
<td>Association of Theological Schools in the U.S. and Canada (ATS)</td>
<td>2003</td>
<td>2013</td>
</tr>
<tr>
<td>School of Business [81]</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>2011</td>
<td>2016</td>
</tr>
<tr>
<td>Graduate School [82]</td>
<td>American Psychological Association (APA)</td>
<td>2008</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td>2007</td>
<td>2014</td>
</tr>
<tr>
<td>School of Public Health [83]</td>
<td>Council on Education for Public Health (CEPH)</td>
<td>2012</td>
<td>2019</td>
</tr>
<tr>
<td>School of Law [84]</td>
<td>American Bar Association (ABA)</td>
<td>2009</td>
<td>2016</td>
</tr>
<tr>
<td>School of Medicine [85]</td>
<td>Accreditation Council for Continuing Medical Educators (ACCME)</td>
<td>2011</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>Accreditation Review Commission on Education for the Physician’s Assistant (ARC-PA)</td>
<td>2013</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td>Accreditation Council for Graduate Medical Educators (ACGME)</td>
<td>2012</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>Accreditation Council for Pharmacy Education (ACPE)</td>
<td>2009</td>
<td>2015</td>
</tr>
<tr>
<td>Organization</td>
<td>Year(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Dental Association (ADA)</td>
<td>2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Association of American Medical Colleges and Liaison Committee on Medical Education (AAMC/LCME)</td>
<td>2008-2015-2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commission on Accreditation in Physical Therapy Education (CAPTE)</td>
<td>2010-2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commission on Dental Accreditation (CODA)</td>
<td>2009-2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint Review Committee on Education in Radiological Technology (JRCERT)</td>
<td>2010-2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Nursing [86]</td>
<td>2009-2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2009-2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources (In Order of Appearance)

- [1] MA in Bioethics Program Requirements
- [2] [4] [19] MA, MAT, and PhD in Educational Studies Program Requirements (Page 2)
- [3] MA in Film Studies Program Requirements
- [5] Master's in Development Practice Program Requirements
- [6] [10] MM and MSM in Music Program Requirements
- [7] MS in Clinical Research Program Requirements
- [8] [9] MS and PhD in Math and Computer Science Program Requirements (Page 4)
- [8] [9] MS and PhD in Math and Computer Science Program Requirements
- [11] PhD in Anthropology Program Requirements
- [12] PhD in Art History Program Requirements
- [13] PhD in Behavioral Health Sciences Education Program Requirements
- [14] PhD in Biological and Biomedical Sciences Program Requirements
- [15] PhD Biomedical Engineering Program Requirements
- [16] PhD in Biostatistics Program Requirements
- [17] PhD in Chemistry Program Requirements
- [18] PhD in Comparative Literature Program Requirements
- [2] [4] [19] MA, MAT, and PhD in Educational Studies Program Requirements
- [20] PhD in Economics Program Requirements
- [21] PhD in English Program Requirements
- [22] PhD in Epidemiology Program Requirements (Page 5)
- [23] PhD in French Program Requirements (Page 5)
- [24] PhD in Health Services Research and Health Policy Program Requirements (Page 4)
- [25] PhD in History Program Requirements
- [26] PhD in Philosophy Program Requirements
- [27] PhD in Physics Program Requirements (Page 2)
- [28] PhD in Political Science Program Requirements
- [29] PhD in Psychology Program Requirements
- [30] PhD in Religion Program Requirements
- [31] PhD in Sociology Program Requirements
- [32] PhD in Spanish Program Requirements
- [33] PhD in the Institute of the Liberal Arts Program Requirements
- [34] PhD in Womens Studies Program Requirements
- [35] MBA Program Requirements
- [36] [37] [38] [39] [40] PhD in Business Program Requirements
- [36] [37] [38] [39] [40] PhD in Business Program Requirements (Page 2)
- [36] [37] [38] [39] [40] PhD in Business Program Requirements (Page 3)
• [86] School of Nursing CCNE Accreditation
3.7.1

Faculty: Faculty Competence
The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (Note: When an institution defines faculty qualifications using faculty credentials, institutions should use Commission guidelines "Faculty Credentials." The document can be found at http://www.sacscoc.org/policies.asp#guidelines.)

Judgment

☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University employs competent faculty members qualified to accomplish its mission and goals [1]. When determining acceptable qualifications of faculty members, the University gives primary consideration to the highest earned degree in the discipline. Emory also considers competence, effectiveness, and capacity to contribute to the teaching, research, and service missions of the University.

The University employs limited and continuous faculty in teaching, research, and clinical ranks across its nine educational units. Faculty appointments are governed by the By-Laws of Emory University [2], the Statement of Principles Governing Faculty Relationships established by the Board of Trustees [3], and the document University Procedural Guidelines for Candidate Files found in the faculty handbook [4]. Complementary policies and procedures for appointment, re-appointment, tenure, and promotion are established by the dean of each college [5] [6].

Minimum qualifications for appointment at rank and expectations for research, teaching, and service as well as the balance across these domains are established by the deans and faculty of each school and college. Faculty credentials are reviewed by the department chair and dean in the hiring process and the appointment is not complete until the applicant submits an official transcript for the highest degree earned. Exceptions to the highest degree required for the respective faculty rank may be justified based on equivalent training, relevant work experience, professional licensure and certification, honors and awards, or a continuous record of excellence in teaching and must be approved by the Associate Vice Provost for Academic Affairs. Documentation of degrees from foreign institutions is reviewed by the dean of the school in consultation with faculty. Faculty appointment information, including the curriculum vitae, official transcript, foreign degree review, and justification of exceptions, is maintained in the dean’s office of each of the schools and colleges [7].

Emory University modified policies and procedures over time for documenting highest degree earned. For many years, presentation of the diploma and/or a letter of certification from the degree granting institution or a license that required certification of an official transcript were required to document highest degree earned. In spring, 2010 Emory University asked all faculty members to submit an official transcript from the degree-granting institution, and conducted a follow-up audit in spring, 2012, to ensure that the necessary documents were on file in the dean’s office.

Approximately 88 percent of faculty across all schools and colleges hold a doctoral degree in their profession as the highest degree earned [8].
Table 1. Percentage of Faculty with Doctoral Degree by School

<table>
<thead>
<tr>
<th>School/Unit</th>
<th>Count</th>
<th>Percent with Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative/Centers</td>
<td>62</td>
<td>95%</td>
</tr>
<tr>
<td>School of Theology</td>
<td>72</td>
<td>72%</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>710</td>
<td>75%</td>
</tr>
<tr>
<td>Business School</td>
<td>97</td>
<td>75%</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>94</td>
<td>46%</td>
</tr>
<tr>
<td>Oxford College</td>
<td>78</td>
<td>69%</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>280</td>
<td>69%</td>
</tr>
<tr>
<td>School of Law</td>
<td>213</td>
<td>83%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>2272</td>
<td>98%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3878</td>
<td>88%</td>
</tr>
</tbody>
</table>

Note: Graduate School are faculty included in the College of Arts & Sciences count.
Source: Office of Institutional Research; Unduplicated headcount as of May, 2013

The *Statement of Principles Governing Faculty Relationships* defines instruction at Emory University and each academic unit establishes appropriate credentials for all instructors of record at undergraduate and graduate courses in each discipline [9]. Graduate student instructors of record must have successfully completed 18 hours of graduate coursework in their discipline. All graduate student students are required to complete the Teaching Assistant Training and Teaching Opportunity program as part of their degree requirements [10]. International graduate teaching and laboratory assistants whose native language is not English must have their English language skills evaluated and certified by the English Language Support Program in the Graduate School prior to beginning any coursework and assuming teaching duties [11].

The faculty roster form provided below for the fall, 2012 and spring, 2013 semesters demonstrates that instructors of record for all courses meet SACSCOC instructional criteria. Each semester, a course roster is electronically generated from registrar listings of the school, course number, and instructor of record and linked to the University faculty data base that contains rank, discipline, and highest degree earned. If an instructor's credentials do not match minimum criteria established by the school or college for the discipline, the dean must conduct a review and provide justification based on equivalent training, licensure, certification, and prior training and/or relevant experience. The Associate Vice Provost for Academic Affairs reviews and approves all justifications [12].

In the "Credentials" source list below, the University faculty roster displays instructors of record for the fall 2012 and spring 2013 academic terms, along with their educational qualifications. The roster can also be viewed by academic school. The faculty credentials table allows for a search or filter of the faculty list. CVs are also provided for each faculty member and are located in the Document Directory. Please note that CVs are not available for all graduate students teaching courses; however, documentation of the relevant coursework they have taken is provided as evidence of their qualifications [13]. The Document Directory also includes documentation of instructors who required a justification, demonstrating that Emory has determined them qualified to teach their assigned course(s) based on education, experience, and additional qualifications.

**Credentials**

- Faculty Credentials Table
- Faculty Roster Form
  - Roster by Department
    - Campus Life
    - Chapel & Religious Life
    - College of Arts and Sciences
3.7.2

Faculty: Faculty Evaluation
The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment
☑️ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative
At Emory, the Provost maintains ultimate responsibility for faculty evaluation. As the principal academic officer for the University, the Provost acts as a liaison with the deans and faculties on academic matters such as faculty development and discipline, evaluation, and review [1]. Each school and college at Emory has specific procedures for reviewing the teaching, scholarship, and service contributions of its members, both for appointment and promotion and for faculty development. The specifics of these reviews differ across units and may differ in format and frequency based upon the faculty member’s rank [2]. Faculty members involved in distance education instruction, employed by Emory, are evaluated within their respective school using the same procedures described below and in Requirement 4.8: Distance Education Appendix.

College of Arts and Sciences
All regular faculty members of Emory’s College of Arts and Sciences (tenure-track and lecture-track) are evaluated on an annual basis, typically by their department chair or program director. Each year prior to their review discussion, regular faculty members complete an activity report to inform the review discussion. Most chairs and directors will also use a standard evaluation form provided by the College administration. Faculty members are evaluated on teaching, service, and advising. In addition, tenure-track faculty members are also evaluated on their research activity.

Untenured faculty on the tenure-track receive annual evaluations from their department(s), with a major pre-tenure review usually in the fourth year. The tenure review itself is a well-documented process that includes departmental review, as well as a review by an elected College Tenure and Promotion Committee before the Dean reaches a decision.

Lecture-track faculty (normally appointed for 3-7 years) are reviewed through a process that begins in the final year of their appointment. These processes begin at the departmental level and then are referred to a faculty committee on Lecture-Track promotion.

All faculty also receive evaluation through student teaching evaluations. Since temporary faculty are hired solely for their teaching, this teaching evaluation tool comprises the most formal element of their evaluation [3].

Oxford College
All faculty members submit annual reports to their Division Chair summarizing their professional activity during the previous year of employment at Emory. The faculty member identifies their activity in teaching, services, scholarship and professional development, successes, challenges, and goals for the upcoming year. Division Chairs meet with each faculty member to review and discuss their annual report. Faculty annual reports and the Dean’s assessment letters become a part of permanent personnel records and are retained in paper format in the office of the Dean of Academic Affairs [4]. Oxford clearly defines the criteria and standards upon which faculty members are evaluated by and how this impacts faculty reappointment, promotion, and tenure [5].

School of Nursing
All tenured, tenure track, clinical and research track faculty in the School of Nursing participate in annual overall faculty evaluations, as well as teaching evaluations each semester and course
evaluations by students. The annual review evaluates the faculty member’s performance in the areas of teaching, research/scholarship, service, and clinical practice (if applicable). The process includes a self-evaluation [6], results of previous annual and three year goals, the Associate Dean for Academic Advancement’s (ADAA) evaluation, review of student teaching evaluations, review of peer evaluations if applicable, and a formal discussion with the ADAA to review strengths and areas for growth, and to also set new annual and three-year goals. The evaluation discussion is an opportunity to identify any faculty development or resource needs, and to develop individual goals aligned with the School of Nursing’s mission and strategic goals [7].

Adjunct faculty are evaluated every three years and are reviewed for their contributions to the specific teaching, research, or service mission of the school for which they were initially appointed [8].

School of Business
All full-time faculty (tenure and non-tenure) are reviewed annually [9] on the dimensions of research, teaching, and service, as appropriate for their appointment. These reviews are based on information obtained from the annual faculty activity report [10], student feedback on courses [11], and discussions with area coordinators. Review discussions are tracked annually by the Area Coordinators for each department [12].

Adjunct faculty are hired solely to teaching courses and therefore are reviewed on the basis of instructor course feedback after each semester.

Law School
Faculty members complete annual reports outlining their scholarship, teaching, and service activities during the review period. These are submitted to, reviewed by, and discussed with the Dean, Vice Dean, and Faculty Review Committee [13]. Additionally, classroom performance is evaluated by means of (a) classroom visitation and (b) SET forms completed by the students in a particular course. SET forms are confidential and the content is only released to the faculty member, the Dean and/or the appropriate faculty committee [14].

School of Medicine
As a part of their faculty development policy, every Department Chair conducts a periodic professional development review with regular faculty members who hold a primary appointment in the department, with the goal of assessing overall academic performance as well as progress towards promotion. The frequency of evaluation depends upon the appointment status of the faculty member. However, regardless of academic track, at a minimum, instructors and assistant professors are evaluated at the end of the first and fourth academic year, and at 3-year intervals moving forward. Associate professors are evaluated at the end of their third year in rank, and then at 5-year intervals, while full professors are evaluated every 5 years [15]. These evaluations are an integral part of a faculty member’s consideration for appointment, promotion, and tenure within the school [16].

Faculty evaluation forms are maintained online via the Career Development Conference Report (CDCR) tool, for the use of faculty and chairs in the evaluation process. This form comprehensively captures all faculty activities; evaluates faculty performance in each mission; allows the chair and the faculty member to set expectations and short and long term goals; and provides a chair’s narrative accompanied by a faculty response.

In addition, faculty teaching is regularly evaluated by medical students, residents, and fellows. Medical student evaluations are collected using the One45 online evaluation system [17] and provided to course directors and department chairs. Residents and fellows evaluate attendings using New Innovations [18].
School of Public Health
The performance of all faculty members with a primary appointment in a department is annually assessed by Department Chairs as a part of an annual review and salary adjustments process. Reviews include a discussion based on student course evaluations; teaching, research, and service activities; and outcome measures of faculty complement and school performance [19]. Faculty members are also evaluated based on how their performance aligns with the school goals and objectives [20].

School of Theology
The School of Theology facilitates peer reviews of all faculty members on an ongoing basis. Faculty members are reviewed based on how well they envision and implement the mission of the school; support individual faculty in teaching, research, and service; and ensure stability for the School’s institutional life and academic mission [21].

All non-tenured faculty members are reviewed every three years until becoming a full professor, at which point reviews occur every seven years. Reviews are conducted by a sub-committee of the school’s Personnel and Academic Policy Committee who will look at written faculty self-evaluations, summaries of course evaluations from the past three years, completed publications and manuscripts, and current curriculum vitae and bibliographies. The committee meets with each faculty member to review the materials, future goals and plans, and to provide consultation on any issues the faculty member considers relevant to his/her professional development. Following their discussion with the committee, the faculty member then meets with the Dean and Associate Dean to review their report and previous conversation with the committee [22].

Graduate School
While the graduate school manages and oversees specific graduate courses and curriculum, it does not manage the faculty members that teach those courses. Faculty tenure, promotion, and annual evaluations are managed in the faculty’s home department within one of the discipline-specific schools and colleges at Emory. Therefore, although the Graduate School regularly evaluates overall program faculty productivity in their annual program planning process, they do not facilitate annual performance evaluations for faculty members.

Examples of Completed Faculty Evaluations
Recent examples of completed faculty reviews/evaluations are provided from the Business School (components include a faculty activity report and self-evaluation [23], students’ course feedback [24], and ratings from the Dean and Area Coordinator [25]); and School of Theology (non-tenured three-year review which includes examples of course evaluations [26]).

Sources (In Order of Appearance)

- [1] University Bylaws (Page 7)
- [2] University Faculty Handbook (Page 2)
- [3] College of Arts and Sciences Annual Faculty Reviews
- [6] School of Nursing Annual Performance of Faculty (Page 7)
- [7] School of Nursing Annual Performance of Faculty (Page 12)
- [8] School of Nursing Annual Performance of Faculty (Page 2)
- [9] School of Business - Annual Faculty Review (Process and Criteria)
- [10] School of Business Faculty Activity Report
- [11] School of Business Student Course Feedback Form
- [12] School of Business 2013 Faculty Review Feedback
3.7.3

Faculty: Faculty Development
The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment
☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative
Center for Faculty Development and Excellence
Emory University provides faculty members with numerous opportunities to enhance their teaching, research, and service through participation in institutional programs offered by each school and college and the campus-wide Center for Faculty Development and Excellence (CFDE) [1]. The CFDE, funded by the Office of the Provost, supports faculty in their many roles as teacher, researcher, author, clinician, mentor, university citizen, and public intellectual. One of the primary goals of CFDE is to assist faculty at every level of their professional careers, from graduate student to emeritus. The CFDE offers seminars, workshops, presentations, and services each year on a diverse set of topics focused on improving faculty teaching, writing, and research. It maintains active partnerships and collaborations with all schools and colleges and with other university and community centers and programs invested in faculty development. Each program offered by the center fosters a richer intellectual community at Emory by:

1. supporting the work of faculty at all levels and career stages
2. encouraging new technological and pedagogical teaching strategies
3. rewarding creativity and innovation in teaching and research
4. fostering collaborations across disciplinary and school boundaries
5. building a university community that encourages and rewards service and public engagement

Executive Summary of CFDE Usage Statistics
For AY 2011-12 the top “users” of the CFDE were the Graduate School (30 percent), College of Arts and Sciences (29 percent), and the School of Public Health and School of Medicine tied for third (10 percent each). Participation breakdown at events by rank is: 55 percent faculty (36 percent tenure track, 19 percent non-tenure track), 31 percent graduate students, and the remaining 14 percent miscellaneous staff (librarian, adjunct, etc.). All nine schools and several administrative offices (Campus Life, Center for Women) were represented at CFDE events.

The top three most attended events were:

Faculty Connect (45 participants) [2]
Faculty Connect is an active seminar, where faculty can share ideas and ask questions. Instructional Technologists host a "technology showcase" to include digital storytelling, iPads (hands-on), Poll Everywhere and a first look at Bb 9.1.

Teaching for Learning (74 participants) [3]
Abundant research demonstrates that students learn best when their minds actively engage the material. The challenge for teaching is how to bring about and maintain active engagement. Participants leave this workshop with an understanding of basic concepts in human learning, memory, and cognition, how to present information so that students most effectively encode it into long-term memory, and how to help students know when they have learned the material in a way that can be used when needed.

Teaching Portfolio (79 participants) [4]
This provides an overview of the basics of building a teaching portfolio: What kinds of materials should be included? What is a good teaching philosophy? What are good examples of teaching effectiveness? How much evidence should be included? How much is too much? How do promotion committees read these materials?

**Advertising & Marketing**
Faculty development events and opportunities are advertised to faculty and graduate students in a number of ways. Some are announced on the all-faculty and graduate student electronic bulletin boards. Others are sent out on the CFDE listserv which has approximately 900 members from across the University. Announcements are also sent to each school by the dean of faculty development, and all events are posted on the CFDE website, Facebook group, and Twitter account.

**UNIVERSITY-WIDE PROGRAMS & SERVICES**
Many of Emory’s faculty development programs and services are described in the University faculty handbook [5]. Additional sources are also provided below.

**Teaching and Research Consultations**
The Teaching and Research Consultation program administered by CFDE offers all faculty members a mentor who will provide guidance and support in developing both teaching and research skills. A teaching consultation is a one-on-one series of focused sessions a faculty member can embark on with a consultant. A consultation is usually undertaken over a semester or a year. CFDE chooses its teaching consultants on the basis of excellence and creativity in the classroom. If they are faculty, they are distinguished by their teaching record; if they are staff, they have extensive experience in the classroom and in other educational and administrative environments. Many are award winners in the fields of teaching and education [6].

**New Faculty Orientation**
Every fall semester the Office of the Provost hosts a new faculty reception which brings together new faculty from across the University to meet each other and get acquainted with faculty resources on campus [7]. All Emory employees also have access to an Employee Toolkit which offers resources for new hires, professional development, involvement opportunities, and HR services and programs [8].

**Faculty Funding Opportunities**
*University Research Committee (URC) [9]*
Supports short-term, innovative scholarly works by providing funding for selected faculty research projects deemed to be of exceptional merit.

*Conference Center Subvention Fund [10]*
Intended to promote the visibility of academic conferences organized by Emory faculty that might otherwise not be able to afford the Emory Conference Center to take advantage of the state-of-the-art meeting facilities adjacent to campus.

*The Fund for Innovative Teaching (FIT) [11]*
Small grants supportive of innovative undergraduate and/or graduate, and postgraduate teaching at Emory. Grants range from $500-$3000. FIT Grants are open to all full time faculty and are available for both individual faculty members and faculty working as teams.

*Classroom Mini-Grants [12]*
Classroom mini-grants support: Honoraria for guest presenters and food and travel expenses for off campus class visits. A Classroom Mini Grant request can be up to $200 and should be used for an activity directly related to a class. Anyone currently teaching is eligible, including graduate students, adjunct faculty, visiting faculty, lecturers, or tenure track faculty.
**Author Development Program**
The Author Development Program supports the development of faculty members as authors in the changing landscape of academic publishing. Any full-time faculty member in Emory’s nine schools can schedule a consultation on writing and publishing issues simply by contacting one of the program’s editors. The Author Development program also facilitates University-wide writing groups and develops workshops on specific topics related to writing and publishing. Finally, the author development program hosts a “Meet the Agent” or “Meet the Editor” event where faculty can discuss a book proposal [13].

**Seminars and Workshops**
The CFDE facilitates and co-sponsors a number of seminars and workshops. Some focus on a specific research topic like the Gustafson Seminar on the Realities of Race or the Religion and Public Health Seminar. Others focus on teaching techniques like Teaching with Web Conferencing or Mobile Computing in the Classroom. Still others focus on the specifics of moving through the tenure and promotion process or constructing a teaching portfolio. Most workshops are open to faculty and graduate students in all schools at Emory. Some might be specifically targeted to one or two schools [14].

**Academic Learning Communities**
Academic Learning communities engage faculty, students, and administrators in collaborative explorations of innovative research and teaching topics. They also bring guest speakers to campus and help to disseminate innovative learning strategies and important research discoveries to the broader community. For AY 2012-13 the CFDE sponsored Academic Learning Communities on the following topics: Emory and the Future of Hispanic/Latino Higher Education, Brazil, a Growing Global Force: Beyond Soccer and Samba, Complex Networks, Online Learning, The Future of the Liberal Arts, and Community-Engaged Scholarship and Pedagogy [15].

**University Courses**
The University Course is a new curricular structure supported by the CFDE to encourage a multidisciplinary examination of issues and topics of interest to faculty and students from across the university. The goal for these courses is to focus the many intellectual perspectives and resources of Emory on the study of important topics and to enact a sense of common purpose across the diverse communities at Emory. Students from throughout the university (undergraduate and graduate) can register for these courses. CFDE assists with course development, registration, and identifying possible collaborators. Topics for the courses include: meth addiction, HIV/AIDS, violence, India, and Labor, Development and Democracy [16].

**Public Scholarship**
The CFDE supports the development of public scholarship in a number of ways. Through a partnership with the Center for Women and others, the center has brought the Op-Ed Project to campus to work with faculty to create publishable op-eds during a two day workshop. Building off of that training is a year-long mentoring fellowship that pairs faculty participants with often published op-ed authors [17].

**Center for Interactive Teaching**
Emory’s Center for Interactive Teaching (ECIT) is an instructional technology center focused on the improvement of teaching and learning. ECIT offers a range of services, equipment, instructional expertise and customized development programs such as Emory College Online, Fellowship in Research and Science Teaching, and the Active Learning and Engagement Initiative. ECIT frequently partners with the CFDE to offer professional development opportunities to faculty members [18].

**Emory Continuing Education**
Emory Continuing Education (ECE) is the University’s non-credit continuing education department. The ECE extends Emory’s ideal of the learning community beyond the core partnership of faculty...
and degree-seeking students by providing learning experiences to our neighbors. The ECE serves self-motivated students, offering them the opportunity to learn and to empower, enoble, and enrich their lives. Programs include Evening at Emory, Emory Quest, IT@Emory Computer Education, Professional Education Courses, Financial Planning Certificate Program, Corporate Learning, Small Business Forum, and Osher Lifelong Learning Institute [19].

Educational Leave Policy
Emory supports employees pursuing educational opportunities that will help them perform their jobs more effectively, expand their personal and professional growth, or pursue an Emory career path. An educational leave of absence without pay up to a maximum of two years may be granted to faculty members who work at least 20 hours per week and have at least one year of service with the University. Eligible faculty members will be permitted one leave every five years [20].

Emeritus College
Established in 2001, the Emeritus College seeks to provide emeritus faculty with opportunities for continued intellectual, creative, and collegial engagement and service to the University [21].

SCHOOL-SPECIFIC EXAMPLES OF FACULTY DEVELOPMENT OPPORTUNITIES
While the above resources are available to all University faculty members, many schools offer their own development initiatives and support for faculty. Selected examples are outlined below.

Oxford College
Oxford College provides faculty development opportunities primarily through the Center for Academic Excellence and the Pierce Institute. Oxford’s Center for Academic Excellence offers various programs and events, as well as teaching resources for faculty members [22]. The Pierce Institute provides lecture series and community and global engagement opportunities for faculty and students [23]. Oxford also provides funding for faculty development activities through its Faculty Development Committee [24].

College of Arts and Sciences
The college relies mostly on University programs and services for specific faculty development offerings, but it does provide faculty members with leaves of absence, teaching load reductions, and funding to pursue professional development opportunities. The senior associate dean for faculty is responsible for all faculty development initiatives within the college [25].

The college provides faculty with the opportunity for a release from teaching obligations for an academic year or a semester to pursue major research or development opportunities that will benefit the individual and the university. Faculty members who have completed six regular semesters of full-time duty at Emory are eligible to apply. This allows faculty members to be temporarily released from regular classroom teaching responsibilities in order to accomplish a major project, which may be development of new or enhanced teaching methodologies, techniques, curricula or resources; development of new or enhanced research or creative capabilities or programs; or provision of unique and important service to the University, the profession, or to a government agency [26].

Faculty members are also eligible for grants and fellowship opportunities [27], annual monetary awards [28], and subvention funds [29].

School of Nursing
The associate dean for academic advancement, the associate dean for education, and the associate dean for Research are accountable for faculty development in the nursing school. Faculty development activities are based on priorities for the strategic plan, individual and overall faculty needs identified through the faculty evaluation process, and the expressed needs of faculty [30]. The development plan for teaching includes links with the Emory’s Center for Faculty Development and Excellence, encouragement of teaching innovations, and feedback from student and peer
evaluations. Faculty members are given support to attend professional development conferences in their clinical areas and teaching. Special programs are developed for specific teaching topics (examples: use of instructional technology, incorporation of health informatics into the nursing curricula), research and scholarship (examples: research day, grantmanship and publication workshops [31]), and service learning. General faculty needs assessments are conducted routinely to determine faculty development needs and desired activities. A formal faculty mentoring plan [32] is in place for tenure-track faculty and is being expanded to clinical-track faculty. The plan identifies the structure and process for mentoring teams, and the role of all associate deans in the mentoring and development activities of the school.

**School of Medicine**

Through its Office of Faculty Development [33], the medical school makes a concerted effort to provide all faculty with career development opportunities in service, teaching and scholarship from the time they join the faculty through the duration of their careers. New faculty are required to attend orientation, where they are introduced to policies and procedures, the promotion process, clinical affairs, medical education, and research opportunities [34]. The school sponsors a yearly five-month faculty development course for early-career faculty to help them learn about the school (two sessions) and hone their skills in the areas of education and teaching (three sessions), scholarship (three sessions), and leadership, ethics and administration (three sessions) [35]. The lecture content is updated yearly and archived online [36]. In addition, the school offers workshops and symposia of varying lengths, such as the day-long “Learning to be Better Teachers” workshop [37], the five-month long Junior Faculty Development Course [38], and numerous leadership courses [39].

Emory’s School of Medicine, along with Georgia Tech and the Morehouse School of Medicine, sponsors the Atlanta Clinical and Translational Science Institute [40] which offers faculty development in scholarship and education. They offer a Masters of Clinical Science that takes two years to complete and trains early-career faculty in clinical research, as well as a short course in clinical and translational research that offers a certificate upon graduation.

**Faculty Development Focus in Annual Reviews**

Faculty development is a University priority and, as a result, a large focus of each school’s ongoing evaluation of faculty performance. Each school has standards and schedules for faculty review which include written documentation and discussion of past and future goals; teaching, service, and scholarship endeavors; and professional development activities. Please reference Standard 3.7.2: Faculty Evaluation for details on each school’s faculty evaluation processes and for examples of faculty reviews.

Faculty members involved in the instruction for Emory’s distance education programs have access to the same faculty development opportunities described above and in Requirement 4.8: Distance Education Appendix.

**Sources** (In Order of Appearance)

- [1] Center for Faculty Development and Excellence (CFDE)
- [2] CFDE Faculty Connect Participants
- [3] CFDE Teaching for Learning Participants
- [4] CFDE Teaching Portfolio Participants
- [5] [20] University Faculty Handbook - Faculty Development and Educational Leave Policy (Page 2)
- [6] CFDE Teaching and Research Consultations
- [7] New Faculty Orientation
- [8] Employee Toolkit
- [9] University Research Committee
• [10] Emory Conference Center Subvention Fund
• [12] Classroom Mini-Grants
• [13] Author Development Program
• [14] CFDE Workshops and Events
• [15] Academic Learning Communities
• [16] The University Course
• [17] Public Scholarship
• [18] Center for Interactive Teaching
• [19] Emory Continuing Education - Professional Development
• [20] University Faculty Handbook - Faculty Development and Educational Leave Policy (Page 7)
• [21] Emeritus College
• [22] Oxford College - Center for Academic Excellence
• [23] Oxford College - Pierce Institute
• [24] Oxford College - Faculty Development Committee Funding
• [25] College of Arts and Sciences - Senior Associate Dean for Faculty (Page 2)
• [26] College of Arts and Sciences - Faculty Leaves and Course Release
• [27] College of Arts and Sciences - Grants and Fellowships
• [28] College of Arts and Sciences - Faculty Monetary Awards
• [29] College of Arts and Sciences - Faculty Subvention Funds
• [30] School of Nursing - Faculty Needs Assessment Example
• [31] School of Nursing - Workshop Example
• [32] School of Nursing - Faculty Mentorship Program
• [33] School of Medicine - Office of Faculty Development
• [34] School of Medicine - New Faculty Orientation
• [35] School of Medicine - Faculty Lecture Series
• [36] School of Medicine - Faculty Development Video Presentations
• [37] School of Medicine - Learning to be Better Teachers Workshop
• [38] School of Medicine - Jr Faculty Development Course
• [39] School of Medicine - Leadership Courses
• [40] Atlanta Clinical and Translational Science Institute
Faculty: Academic Freedom
The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment
☑️ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory’s Definition of Academic Freedom
Prominently stated in the University Faculty Handbook [1] and Faculty Life Handbook [2] (an excerpt from the faculty handbook focusing specifically on faculty life) is the University’s recognition of the American Association of University Professors’ Academic Freedom and Responsibility principle of 1940. This statement drives the University’s goal to provide an atmosphere in which there is freedom to pursue truth and to discuss all relevant questions. This statement also emphasizes the need for faculty members to have the security and freedom to teach and seek the truth, security of position after a reasonable period of probation, income commensurate with professional attainments, and assurance of explicit contract. The statement also describes the correlative obligations and responsibilities of faculty members which include an obligation to strive for accuracy, appropriate restraint in statement, respect for the opinions of others, and clarity in indicating that he or she speaks as an individual and not for the institution.

The president’s University Governance webpage also describes the pursuit of knowledge and truth as the University’s reason for existence, as it seeks to treasure and foster academic freedom [3].

Institutional Policies and Procedures and the Protection of Academic Freedom
Emory safeguards and protects the academic freedom of its faculty members through the enforcement of University policies and procedures, which are published in the Faculty Handbook, Faculty Life Handbook, and online [4].

The University has established guidelines for the responsible conduct of scholarship and research which state that the University is obligated to protect and foster the academic freedom and intellectual integrity of all members of the University community in their pursuit of knowledge [5].

The University Intellectual Property Policy states that Emory encourages faculty to pursue areas of study of their choice and to share the results of their intellectual efforts with colleagues and students; it also recognizes their need to retain traditional academic freedoms in the conduct of scholarly and scientific work [6]. The policy describes the University’s procedures for safeguarding the security and confidentiality of employee records and work, including any communication or reception of knowledge, such as facts, data or opinions, including in numerical, graphic or narrative form (whether oral or maintained in any medium), computerized database, paper, microfilm or magnetic tape [7].

The University also seeks to safeguard the academic freedom of faculty members by offering academic tenure, the contractual right not to have a position terminated without just cause. The University’s policies on appointment and tenure are found in the Faculty Life Handbook [8].

The University Faculty Council [9] is the main governing body that safeguards academic freedom. One of its standing committees, the Faculty Hearing Committee [10], is responsible for conducting hearings, fact finding, and making recommendations to appropriate University officers when a faculty member’s employment is terminated for any reason stated in the Statement of Principles Governing Faculty Relationships [11]. The Faculty Council also charges a Faculty Life Course Committee [12] to address issues that will enhance faculty life at Emory across the academic span, from junior faculty to emeritus status, in order to improve academic productivity, facilitate
faculty retention, and augment the quality of life and sense of community for faculty at Emory.

Emory places great importance on promoting and maintaining a climate of open communication and mutual trust between employees and leadership. The University’s Open Door Policy provides for timely resolution of employee problems, misunderstandings, and complaints [13]. Throughout 2006-2007, Emory facilitated a series of faculty dialogues, referred to as the “Year of the Faculty”, at school-based faculty meetings, in small groups, and with individual faculty members. These discussions focused on (1) balancing research, teaching, and service; (2) faculty hiring and retention; (3) faculty development; (4) promotion and tenure; and (5) the pursuit of diversity. References to academic freedom are found throughout the documentation of this experience [14].

In addition, each school and college has its own grievance committee to hear faculty and student complaints. Please reference **Standard 3.7.5: Faculty Governance** for a list of committees in each school.

While protecting the rights of faculty and students, the University, in turn, has the expectation that faculty and students will not abuse this freedom. To safeguard the integrity of the academic process, the institution enforces policies on Standards of Conduct [15], Conflict of Interest [16], Equal Opportunity and Discriminatory Harassment [17], Guidelines for Responsible Conduct of Scholarship and Research [18], and Research Misconduct [19].

**Sources** (In Order of Appearance)

- [1] University Faculty Handbook - Academic Freedom (Page 15)
- [3] University Governance - Academic Freedom
- [4] University Policies and Procedures
- [5] [18] University Guidelines for Responsible Conduct of Scholarship and Research
- [6] University Intellectual Property Policy
- [7] University Statement of Confidentiality
- [9] Faculty Council Bylaws
- [10] Faculty Hearing Committee
- [12] Faculty Life Course Committee
- [13] University Open Door Policy
- [14] Year of the Faculty
- [15] University Standards of Conduct for Employees
- [16] University Conflict of Interest Policy
- [17] University Equal Opportunity and Discriminatory Harassment Policy
- [19] Policy on Research Misconduct
3.7.5

Faculty: Faculty Role in Governance
The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment

☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory University faculty members have roles and responsibilities in academic and governance matters as described in the University bylaws, which state:

“Responsibility for the instructional programs of the University shall be vested in the University Faculty under the direction of the President. The faculty shall include the President, the Provost, the Executive and other Vice Presidents, Deans, Professors, Associate Professors, Assistant Professors, Instructors, and persons of such other rank or title as the President may recommend.

The faculty of any school or college of the University shall include all such officers as have responsibility for instruction in that school or college. A member of the University faculty may be a member of the faculty of more than one school or college.

Subject to general University policy and regulations and to the powers vested in the President of the University and the University Senate, the faculty of any school or college shall have jurisdiction over the educational program and the internal affairs of that division, instruction, schedules, and degree requirements” [1].

These guidelines are also restated in the Faculty Handbook [2].

Faculty members participate in the general governance of the university through representation on University, school, and departmental committees and councils. All faculty members may participate in University governance, either directly by serving on the University Senate and its committees or indirectly by electing colleagues to represent them [3].

University Senate
The University Senate is comprised of elected members of the faculty, student body, staff, and alumni. It also includes key administrative (non-voting) members. The senate considers and makes recommendations concerning all matters of general University interest; reviews all changes in existing policies or the establishment of new policies relating to matters of general university interest; considers and makes recommendations on any matters referred to it by the president or the Board of Trustees or by its own membership or constituencies; makes recommendations as to honorary degrees; and makes recommendations to the president on any matter affecting the University [4]. Faculty members are represented both by serving on the University Senate, and by serving on governance standing committees made up of faculty representatives [5]. These standing committees of the University Senate include [6]:

- Athletics and Recreation
- Campus Development
- Campus Life
- Class and Labor Implementation
- Environment
- Fringe Benefits
- Honorary Degrees
Faculty Council
The Faculty Council is the chief representative body of the faculty. Membership includes the elected faculty members of the University Senate and eight additional members of the faculty appointed annually by the Faculty Council Executive Committee. All schools and colleges are represented.

The council considers and make recommendations to the president concerning the academic affairs of the University as distinguished from those affecting a single school or division, or upon any other matter referred to it by the president, the Board of Trustees, or its own members or constituencies; reviews all changes in existing policies or the establishment of new policies relating to matters of general interest to the University faculty, either at the initiative of its own members or constituencies or when these policies are brought before the council by the president or the Board of Trustees; monitors and reviews, in its regular deliberations or by the appointment of special committees, the terms and conditions of faculty employment, the state of facilities and administrative policies that affect scholarship and teaching, the budgetary commitments and general financial condition of the University, and the relationship between faculty and administration; and considers suggestions or problems raised by any recognized faculty group [7].

The standing committees of the Faculty Council include [8]:

- Budget
- Faculty Lecture
- Faculty Counselors
- Faculty Hearing
- Faculty Life Course
- Learning Outcomes
- University Research
- Carter Center Liaison

Faculty Counselors
In accordance with the bylaws of the University, the Board of Trustees chair appoints faculty counselors each year to serve on each of the major board committees [9]:

- Academic Affairs
- Audit
- Campus Life
- Finance
- Development and University Relations
- Investment
- Real Estate, Buildings, and Grounds
- Woodruff Health Sciences Center Board

School and College Faculty Governance
As the University bylaws state, “responsibility for the instructional programs of the University shall be vested in the University Faculty under the direction of the President” [10]. Each school’s or college’s bylaws, in accordance with the University bylaws, outline that school’s method of faculty governance including specific committees charged with functions such as overseeing curriculum, educational policy, grievances, faculty appointment, tenure, and promotion.

Emory’s College of Arts and Sciences Faculty Bylaws state that the Dean of the College shall be
Chair of the Faculty and will oversee the Governance Committee, which consists of 12 elected faculty member representatives who consider and take positions on any matter of interest to Emory College faculty including those having to do with the role of the College within the University where action by the Faculty of the College is presently limited by University Bylaws [11]. The Governance Committee also oversees all faculty represented standing committees within the College of Arts and Sciences [12]:

- Academic Standards
- Admissions and Scholarships
- Curriculum
- Education Abroad
- Educational Policy
- Grievance
- Lecture Track Faculty Promotion
- Tenure and Promotion

**Oxford College** faculty bylaws state that, subject to the general University policy and regulations, and to the powers vested in the president of the University and the University Senate, the faculty of the college shall have jurisdiction over the educational program and the internal affairs of that division, including such matters as admission requirements, curricula, instruction, schedules, and degree requirements [13]. The college dean serves as chairman of the faculty and oversees the following faculty standing committees within Oxford College [14]:

- Organization and Procedures
- Academic Policy and Planning
- Faculty Advisory
- Faculty Development
- Academic Appeals
- Information Technology
- Lyceum
- Pierce Chair Advisory

The **Business School** faculty bylaws state that the faculty, by virtue of its appointment, is responsible for the educational programs and the internal affairs, including such matters as admissions requirements, curricula, instruction, schedules and degree requirements of the school. The dean, by virtue of her/his appointment, is responsible for administrative functions in the school [15]. The business school also charges the following faculty standing committees with the maintenance of areas such as academic policy, admissions standards, curriculum, student affairs and services, technology usage, and faculty research [16]:

- BBA Program
- MBA Program
- Executive MBA Program
- Evening MBA Program
- PhD Program
- Computing and Education Technology
- Non-Degree Programs and External Affairs
- Research

The **School of Nursing** faculty bylaws state that the school’s faculty has the authority and responsibility to [17]:

1. Make decisions and vote on general academic and educational matters pertaining to the school
2. Develop, implement and evaluate curricula
3. Set standards and participate in recruitment, admission, academic advisement, and guidance of students
4. Recruit and recommend promotion of faculty
5. Participate in peer evaluation of teaching effectiveness
6. Provide for student evaluation of teaching effectiveness
7. Participate in research and other scholarly activities to advance nursing knowledge and practice
8. Participate in academic activities of the total faculty of the University
9. Participate in professional and community activities for the purpose of integrating education, service, and research for the improvement of health care
10. Participate in the evaluation of school administrators
11. Delegate specific issues for discussion and/or action to standing committees

The School of Nursing employs the following standing faculty committees [18]:

- Admissions
- By-Laws
- Clinical Faculty Promotion
- Curriculum
- Faculty Committee on Appointment, Promotion, and Tenure
- Faculty Search
- Finance Advisory
- Research
- Student Success Monitoring

The Law School’s faculty handbook outlines the school’s faculty voting procedures and faculty oversight, which is carried out by the following faculty standing committees [19]:

- Admissions and Scholarships
- Academic Standings
- Curriculum
- Clinics and Field Placement
- Faculty Appointments
- Faculty Review
- Promotion and Professorship

The School of Public Health’s recent 2012 CEPH accreditation review describes in detail the role of faculty in the governance of the school, stating that the dean oversees all school functions and that three governing organizations advise the dean: administrative staff (composed of the dean, associate deans and the director of information technology); the Leadership Group (composed of department chairs, deans, the director of information technology, the chair of the CMPH Program and representatives from the faculty council and the student government association); and, in recommendations for faculty appointments and promotion, the Appointments, Promotion and Tenure Committee [20]. The school charges the following faculty governing groups and standing committees with overseeing all faculty, student, and program related matters [21]:

- Leadership Group
- Faculty Council
- Appointments, Promotion, and Tenure Committee
- Education Committee
  - Academic Standards Subcommittee
  - Teaching Subcommittee
  - Research Advisory Committee
The School of Theology faculty handbook [22] outlines its policies relating to faculty which include procedures for and faculty governance over areas such as tenure and promotion, peer review, voting, teaching responsibilities, approval of course proposals, and course evaluations. Faculty members are also represented in standing and ad-hoc committees (described in detail throughout the faculty handbook) such as:

- Academic Review
- Affirmative Action
- Contextual Education
- Curriculum and Policy
- Faculty Review
- International Studies
- Personnel and Academic Policy
- Program Committees
- Search Committees (ad-hoc)
- Student Appeals
- Tenure and Promotion Review

The Dean of the Graduate School is advised by a faculty governance system composed of the directors of graduate study, an elected Executive Council, and an Appointments Committee. The Executive Council is made up of nine elected faculty representatives who meet monthly and are charged with [23]:

- Approval of new programs and courses
- Maintaining, revising, and implementing common standards of quality for instruction and student research in the Graduate School
- Evaluating priorities in allocating stipend and tuition budget funds
- Program development and planning for the Graduate School over time

The Appointments Committee advises the dean on the membership and composition of all award and fellowship committees, and any other ad-hoc committees that may be necessary to the business of the school [24].

The School of Medicine’s most significant standing committee is its Executive Curriculum Committee [25], which meets on a monthly basis and is charged with the development, delivery, and ongoing review of the school’s curriculum offerings [26]. Examples of meeting minutes from the Executive Curriculum Committee are provided: [27] [28] [29]. The Executive Curriculum Committee also holds an annual retreat in which faculty members look closely at the assessment of curriculum offerings, teaching methods, and faculty development and formulate action steps to address objectives resulting from discussion [30].

The School of Medicine also maintains the following standing committees [31] to address a variety of other functions within the school:

- Administrative Advisory Committee
- Admissions Committee
- Conflict of Interest Committee
- Dean’s Committee
- Diploma Ceremony Committee
- Environmental Health and Biosafety Committee
- Faculty Appointments and Promotions Committee
- Faculty Committee for Medical Student Research
- Faculty Relations Committee
- Graduate Medical Education Advisory Committee
- Institutional Animal Care and Use Committee
- Institutional Review Board
- MD/PhD Advisory Committee
- Progress and Promotion Committee
- Research Advisory Committee

**Sources** (In Order of Appearance)

- [1] [10] University Bylaws (Page 11)
- [2] University Faculty Handbook (Page 7)
- [3] University Governance
- [4] [5] University Senate Bylaws (Page 3)
- [6] University Senate Standing Committees
- [7] Faculty Council Bylaws
- [8] Faculty Council Standing Committees
- [9] Faculty Counselors
- [11] [12] College of Arts and Sciences Faculty Governance and Standing Committees (Page 2)
- [13] [14] Oxford College Faculty Governance and Standing Committees
- [15] [16] School of Business Faculty Governance and Standing Committees (Page 2)
- [17] [18] School of Nursing Faculty Governance and Standing Committees (Page 3)
- [19] Law School Faculty Governance and Standing Committees
- [20] [21] School of Public Health Faculty Governance and Standing Committees (Page 3)
- [22] School of Theology Faculty Governance and Standing Committees (Page 24)
- [23] Graduate School Faculty Governance (Page 2)
- [24] Graduate School Appointments Committee
- [25] School of Medicine Executive Curriculum Committee Information
- [26] School of Medicine Executive Curriculum Reviewer's Worksheet for Course Review
- [27] School of Medicine Executive Curriculum Committee Meeting Minutes 10-3-2012
- [28] School of Medicine Executive Curriculum Committee Meeting Minutes 11-14-2012
- [29] School of Medicine Executive Curriculum Committee Meeting Minutes 12-05-2012
- [30] School of Medicine Executive Curriculum Committee Retreat Minutes
- [31] School of Medicine Standing Committees
3.8.1

Library and Other Learning Resources: Learning/Information Resources
The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Emory University provides facilities and learning/information resources that support the University’s mission. This is primarily done through the Emory libraries and specialized learning resources. The Emory libraries’ mission is to “develop distinctive collections, services, staff and facilities to preserve our intellectual heritage and advance the discovery and transmission of knowledge for students and scholars of today and tomorrow” [1]. The Emory libraries are members of the Association of Research Libraries (ARL) and in 2010-2011 the library ranked 25th among 115 libraries in its Library Investment Index [2].

The largest unit of the library system is the Robert W. Woodruff Library, which includes the Manuscript, Archives, and Rare Book Library (MARBL), and libraries in business, chemistry, and music and media. The Woodruff Library also has primary responsibility for the Matheson Reading Room, the Math & Science Reading Room, and additional specialized centers and galleries. The other libraries, which serve the specialized and professional schools, include the Woodruff Health Sciences Center (WHSC) Library, the Hugh F. MacMillan Law Library, the Pitts Theology Library, and the Oxford College Library, located on the Oxford campus approximately 30 miles from Atlanta [3].

Access to information about the library system and each library and service point can be found on the primary website and each associated website for all facilities within the system. The website is also the entryway to library collections through the online catalog, databases, ejournals, research guides, and finding aids [4].

Emory University’s mission is “to create, preserve, teach, and apply knowledge in the service of humanity.” The Emory Libraries support that mission with resources and programs that promote interdisciplinary scholarship and academic excellence on the graduate and undergraduate level; with distinctive collections; with technology-rich spaces; with public programs and exhibitions that help connect Emory with its larger community; and with the preservation of important research materials.

FACILITIES

Robert W. Woodruff Library
The main Robert W. Woodruff Library complex is composed of three buildings: Asa Griggs Candler Library (1926), Robert W. Woodruff Library (1969), and the Center for Library and Information Resources (1998).

Woodruff Library brings together technology specialists and librarians in a facility of more than 238,000 square feet, and includes a learning commons, research commons, technology-enabled classrooms, a distance-learning classroom, group study rooms, and individual study spaces [5]. In 1998, the Center for Library and Information Resources (CLAIR), a 70,000 square foot facility, was added and integrated seamlessly with the existing Woodruff Library on the two lower service levels, and was connected to the Candler Library Matheson Reading Room through a bridge on level three. The completion of CLAIR heralded the opening of the Information Commons, one of the first in the country. The Information Commons featured an integrated desktop environment, robust
infrastructure, and a service model characterized by cooperation and collaboration between library staff and campus information technology professionals. These spaces are continually updated and refreshed to keep pace with current technology and software. In 2004 the “Information Commons” was renamed the “Learning Commons” in recognition of the addition of partnerships with Emory College student support services such as Tutoring Services and the Writing Center, and enhanced amenities like Jazzman’s Coffee Shop (located on level one of the Woodruff Library and operated by campus food service provider Sodexo).

The Manuscript, Archives, and Rare Book Library (MARBL) on levels nine and ten of Woodruff contains modern literary archives and manuscript collections, notable African American collections, University archives, and other major manuscript and rare book holdings [6]. Over time, the library has explored a variety of scenarios and locations for development of a new MARBL facility to house its expanding collections and provide spaces for research, classrooms and public programming. The new vision for MARBL centers on converting the top floors of the Woodruff Library stacks tower into the permanent home for MARBL. This keeps MARBL at the heart of the campus and in a visually dramatic space that could not be duplicated elsewhere.

Woodruff Library’s third floor atrium lobby became the Schatten Gallery in 1980, a public gallery space featuring a variety of rotating and travelling exhibits over the years, and now focused primarily on showcasing the rich resources of MARBL [7]. The Marian K. Heilbrun Music, Media & Reserves Library [8], on level four of Woodruff, houses collections of music, digital media, and course reserves, and has facilities for both individual and group viewing of media. The James S. Guy Chemistry Library offers materials and services to those studying chemistry in approximately 11,000 square feet of unique and modern study space in the Chemistry Building [9]. The Goizueta Business Library occupies approximately 3,500 square feet within Woodruff Library, serving the needs of the Goizueta Business School. The Business Library is the only professional school library not co-located with its school [10].

Woodruff Library is important to students for study space, collections, and research assistance. The Student Government Association (SGA) on behalf of students requested longer weekend hours, and early in 2012, hours were extended from 8 p.m. closing to midnight closing on Friday and Saturday. During the academic year, the building is open from noon on Sunday, 24 hours each day through Friday at midnight. Saturday hours are 9 a.m. until midnight. Hours for the Service Desk, stack tower, Music and Media Library, and MARBL are somewhat more limited but are sufficient to meet most user needs for access to collections and services [11].

Although use of electronic resources is growing, acquisition of physical materials continues at a pace that requires some to be housed in the jointly occupied storage library. More than 16,000 square feet of storage space are available in the storage library, and an additional 5,000 square feet are available at another location through an agreement with the High Museum. Users may request items that are housed off-site in the storage library, and those are typically returned to the library for pickup within 24 hours. Scans of articles from journals kept in the storage library are generally delivered to the desktop in one business day [12].

The new vision for MARBL’s permanent home to reside on the upper floors of the Woodruff stacks tower creates additional pressure on the existing Woodruff facility. Students responding to the annual Library Survey consistently cite the need for additional quiet, individual, and group study spaces [13], while faculty and graduate students consistently cite the need to have collections readily available [14]. With these competing needs in mind, the library is committed to the fulfillment of its 2012-2015 strategic plan goals focused on the improvement of special collections, digital innovations, and operating as a customer-centered library [15].

**Woodruff Technological Services**
The Woodruff Library Learning Commons combines technological resources and support services to provide a welcoming environment for learning and research [16]. The Learning Commons houses
more than 200 Mac computers, of which 46 are dual boot Mac/Windows machines, more than 40 Windows PC computers, 6 multifunction printing/scanning/faxing machines, and 6 microfilm/microfiche readers. Three classrooms on level three are available for library instruction and other sessions, featuring more than 38 dual boot computers with specialized software applications. There are technology-enabled group study rooms, some of which feature large flat-panel plasma TV screens, and dual-boot iMac computers. Wireless access services are provided throughout the library by the Network Communications Division and University Technology Services (UTS) [17].

Within Woodruff Library, there are also spaces that facilitate the use of technology for the academic community, including Emory’s Center for Interactive Teaching (ECIT), the Electronic Data Center, and the Research Commons. ECIT [18] is a teaching center with a focus on instructional technology. Established in 1997, ECIT serves all members of the Emory University community. With the resources of the University's Office of Information Technology, and specifically from the Faculty Services team providing expertise in teaching, learning and assessment, the Center empowers instructors, and offers a range of services, equipment, instructional expertise and development programs tailored to meet the unique needs of each particular teacher, researcher, and student. The Electronic Data Center [19] was created in 1996 to support faculty and students at Emory whose research and instruction make use of numeric and/or spatial data. The Data Center assists researchers and instructors with locating and accessing data, and with managing and preparing those data for analysis. The Research Commons [20] on Level three is home to the Digital Scholarship Commons (DiSC), a collaborative working space for the Emory community, and a destination for project teams who need collaborative space, technology, and expertise to produce innovative work.

**Woodruff Health Sciences Center Library**

The mission of the Woodruff Health Sciences Center Library (WHSC Library) is to optimize research, education, and patient care processes with reliable and sustainable access to data and information. Its vision is to “connect and transform information and knowledge” [21].

The main WHSC Library is housed in the 1462 Clifton Building and occupies approximately 37,000 square feet. It is open and staffed 91 hours per week to serve faculty, staff, and students. The library has completed a half million dollar renovation project to create new collaborative learning spaces, apply technology upgrades, and provide a more accessible entrance and service desk. The project included the purchase of new furniture and equipment. The facility includes:

- 387 seats (inclusive)
- 69 public computer workstations; wireless connectivity throughout; laptops for checkout
- 5 group study rooms; 4 study rooms
- 2 areas with interactive whiteboards
- 1 classroom for projection training and video conferencing
- 1 classroom for high tech collaboration and audio conferencing
- self-service printers, copiers, and scanning equipment
- historical collections

Branch libraries include the Grady Hospital Branch, Emory University Hospital Branch, and Emory Midtown Hospital Branch. All are staffed by an experienced clinical informationist and serve as locations that facilitate access to information in a variety of formats [22].

**Hugh F. MacMillan Law Library**

It is the mission of the Hugh F. MacMillan Law Library to provide its users with safe, comfortable and attractive library facilities, as well as excellent learning and information resources that are useful, modern, flexible, and easy to use.

The Hugh F. MacMillan Law Library facility comprises 70,000 square feet of space, housed in a five-
story building constructed in 1995. Law Library space is divided into areas that support various noise and activity levels, including standard quiet library spaces [23]. The Law Library facility includes:

- 516 seats (includes soft seating, study table seats, and carrel seating)
- 132 individual study carrels
- 10 group study/conference rooms
- 5 sets of restrooms
- 2 video-viewing rooms
- 1 archive room
- 1 rare book room
- 1 microfiche reader

There are networked printers throughout the building, public access computers on every floor, as well as two copiers, and two, new, state-of-the-art book scanners. Instructions for using library equipment are located with the equipment.

At its main entrance, the Law Library has automatic sliding doors and a secure entry/exit that is fully accessible to disabled patrons. The library has an efficient, attractive circulation desk and reserves area located by the main entrance. There is also a centrally located reference desk. Staff offices, technical services areas and other processing or staff workspaces are located out of view, mostly on the fifth floor.

Law School computer services has its suite of offices also on the fifth floor of the MacMillan Law Library building and offers services to students from its newly constructed service point. While no longer officially part of the Law Library organization, the Law School Computer Services Department has a long history of connection and collaboration with the Law Library. Though it ceased to be part of the Law Library organization in 2004-2005, it is still located inside the library. Having computer services located within the Law Library is a convenience to law students, who rely heavily on personal computers to do much of their research and other work.

One unique feature of the law library is its art exhibits, which are displayed throughout the building and feature local artists working in a variety of artistic media. Information about the art and artists is included on the library’s website. The art exhibits change three times a year. A number of artists whose pieces have been on exhibition have donated their works to the Law Library’s growing permanent collection. The art exhibits are a popular feature in the library and help provide an attractive, interesting, and visually stimulating space.

**Pitts Theology Library**

Pitts Theology Library [24] is housed in the oldest building on the Emory campus, constructed in 1915. The age and design of the building prohibit significant structural modifications such as adding elevators or more modernized lighting. Construction has begun on a new library, and occupancy is planned for July 2014 [25]. Wireless access is available throughout the building, and available technology includes copying, scanning, and reading and printing or copying microfiche and microfilm to compact disc [26].

The Pitts Theology Library is the third largest theological library in North America. The library holds more than a half-million volumes, of which more than 120,000 are in its rare book collection. Holdings include extensive historical materials on the German Reformation, English and American hymnody, English Church history, Northern European theological dissertations and disputations, Thomas Merton, and Sub-Saharan Africa. It holds more than 580,000 volumes, 1,195 periodical subscriptions, and more than 1,600 cubic feet of processed archival material.

**Oxford College Library**

The Oxford College Library [27] provides the resources, facilities, and services for research and
study at Oxford College. Students, faculty, and staff have access to the full range of the university libraries’ collections. The Oxford Library houses more than 90,000 print volumes, over 133 print subscriptions, and a growing audiovisual collection.

Currently, Oxford College has moved into the construction phase for a renovation and addition to the existing library [28]. Approximately 10,000 square feet will be added to the building to provide improved facilities in support of the growing library information literacy instructional program in support of the Oxford College liberal arts-intensive, inquiry-driven undergraduate program. Construction is expected to be complete in May 2013. Library services include individual research consultations for students, the personal librarian program for faculty, library research instruction, intra-library loan between the Oxford and Atlanta Emory campus libraries, interlibrary loan for requests outside the holdings of the Emory libraries (using ILLiad, Ariel and Odyssey electronic document transmission systems), print and electronic reserves, and printing, copying, faxing, and scanning [29]. From 35 computer workstations (14 iMacs, 21 PCs), library users may access electronic resources available to Emory users. In addition, there are 37 wireless laptops (19 MacBook Pros, 18 PCs) and 20 iPads that individuals may check out and use anywhere on campus.

LEARNING/INFORMATION RESOURCES

General and Special Collections
Collections are central to the library’s mission, and the success of Emory faculty and students in their research and teaching is directly affected by the quality of library collections. 2011 ARL data indicate that while Emory ranks 37 among 115 reporting libraries in volumes held [30], it ranks 20 in volumes added [31], 24 in total library materials expenditures [32], and 9 in total electronic resources expenditures [33]. These rankings, along with Emory’s ranking of 25 in the 2011 ARL investment index, demonstrates the University’s support for building the collections to support the needs of faculty and students. In 2012, the library reported 3.9 million print and electronic volumes, more than 3.1 million titles, and more than 500,000 electronic books [34]. The Emory Libraries offer access to thousands of electronic information resources, including in-house digital innovations such as the Trans-Atlantic Slave Trade Database and the Internet journal Southern Spaces.

Through the library’s annual survey, faculty and students rate the importance of, and their satisfaction with, a variety of library collections and services. In the 2012 survey, faculty and students rated their satisfaction with collections 4.25 on a 1-5 point scale, with 5 being the highest, and comments from users provided insights on collection needs [35].

Emory Digital Collections
Although developing and managing print collections continue as primary roles for libraries, an increasing number of students and faculty access library collections remotely. The Emory libraries survey of all faculty and students has seen the importance of electronic resources continue to increase while the importance of print has slowly declined.

Emory’s Electronic Theses and Dissertations (ETD) Repository [36], a joint initiative launched by the Emory University Libraries, the Laney Graduate School, and Emory College began in 2006. The ETD Repository serves to provide convenient access to some of the most important intellectual products of the university, master’s theses and doctoral dissertations. It also recognizes the contributions of undergraduate scholars by collecting undergraduate honors theses.

In fall 2012, Emory University Libraries launched OpenEmory [37], an open access repository of Emory faculty authored articles. The libraries created OpenEmory in response to the Open Access Policy [38], passed by Emory’s Faculty Council, which called upon the libraries to create a repository of faculty articles. OpenEmory will fulfill the commitment of faculty at Emory to disseminating the fruits of its research and scholarship as widely as possible and serve faculty interested by promoting greater reach and impact for articles.
MARBL and information technology colleagues are exploring methods of preserving and sharing with scholars portions of the printed and digital archives of famed author Salman Rushdie. In addition to paper materials and manuscripts, the archive includes three laptops, an external hard drive, and a Performa 5400 desktop computer.

**Virtual Library/Distance Education**
Library collections and services are increasingly being accessed via the web, supporting off-campus users and distance education. On the 2012 Library Survey, increasing percentages of respondents identified themselves as “primarily online” users rather than identifying with a specific library. Among faculty, a third of the respondents stated that they “primarily use library resources online” [39] and 65 percent stated that they access library resources electronically off-campus more than once a week [40]. Among graduate student respondents, 14 percent identified themselves as “primarily online” users rather than identifying with a specific library [41]. About 45 percent of those graduate students access library resources from on campus at least once a week, while more than 50 percent use access library resources electronically from off campus more than once a week [42]. Undergraduates typically use remote access less and use library building spaces more, with 57 percent of undergraduate student respondents stating that they visit a library building on campus more than once a week [43].

Emory currently has a very limited number of distance education programs, so library services designed specifically to support distance education are similarly limited. Existing programs include the Business School’s Modular Executive MBA (MEMBA) Program, the Career Master of Public Health (CMPH) Program in the School of Public Health, and the RT-BMSc in Medical Imaging offered through the School of Medicine. The School of Theology has several online and blended courses, plus two fully online versions of existing courses. Emory’s online presence is increasing with two recently announced initiatives, Coursera and Semester Online. Coursera [44] is a non-credit coursework offering available for anyone to take for free, while Semester Online [45] offers for-credit undergraduate coursework with all its attendant requirements and costs.

The Health Sciences Center Library services specific to the Career MPH program and those of the Business Library for the MEMBA program are described later in this document under Services.

In general, the library supports the students and faculty of any off-campus for-credit programs with the same resources, services, and technology that support campus-based coursework. Library web pages provide access from anywhere to online research guides, tutorials, online reserves, videos and other services that make for a seamless experience for all users whether on-campus or off. For access to Emory licensed content, users obtain access through the use of Emory’s Virtual Private Network Proxy (VPN Proxy). By providing their network ID and password, users can establish a remote connection through a web browser and VPN to obtain access to needed resources such as electronic journals and databases. Information about these modes of access is publicly available through several online research guides and library web pages. Librarians may also present information about accessing resources off-campus when doing library instruction or interacting with users through consultations. Off-campus users can get reference assistance through the chat widget, by texting, by phone, or by emailing a librarian through the Library’s “Ask a Librarian” page [46]. The library is continuing to transition from print journal subscriptions to electronic access where available through its “Moving Beyond Paper” initiative [47]. When practical and cost-effective, ebooks are being ordered rather than print for monographs as well, including for the Theology Library which relies heavily on monographs.

**SERVICES**
Woodruff Library offers a wide range of services for Emory faculty and students [48]. The library merged its Reference, Circulation, and Learning Commons services into a single library service desk where users can check out materials and obtain other assistance from one central location. The library offers interlibrary loan and document delivery, group study rooms, and individual study
spaces, including carrels. The Learning Commons has both PC and Mac workstations available for use, and machines are pre-loaded with a variety of software applications needed to complete coursework. Laptops are available for loan, and there is equipment to print, copy, scan, and fax materials. Users can borrow e-readers, either Nook Color or iPad. The library’s Scholarly Communications Office is available to assist faculty and students with understanding and navigating copyright issues. Subject librarians and liaisons support more than 45 academic departments, teach for-credit courses, collaborate with students and faculty on research projects, and provide assistance in person, via phone, or remotely through email, text, and instant messaging. In addition, staff members create videos and make them available on the library’s YouTube channel, providing instructional content and library tours as well as literary readings. The library collaborates with the Writing Center to assist students with writing assignments and offers a variety of instructional workshops on topics like citation management software and effective use of the library catalog. Instructors can make course materials available online through the web as well as placing physical materials on reserve.

The library provides access to its print and electronic books and journals through its online catalog, EUCLID and through other search tools. Print and non-print library materials in the libraries are cataloged and arranged for access in accordance with national standards, including the Anglo-American Cataloging Rules (AACR2), the Library of Congress Subject Headings (LCSH), and Machine Readable Cataloging (MARC). Most materials are cataloged using Library of Congress classification system in Woodruff, Law, and Theology, while Oxford uses Dewey classification and WHSC uses National Library of Medicine (NLM). The libraries use bibliographic records from OCLC (Online Computer Library Center, Inc.), a national bibliographic database, to provide catalog records for discoverE, the online discovery system shared by all Emory Libraries. discoverE is the public interface to the backend system, Aleph, which handles circulation, acquisitions, and cataloging for all the Emory libraries. Through discoverE, it provides access to a larger aggregation of scholarly resources of global and regional importance. These include journal articles, ebooks, reviews, legal documents and more that are harvested from primary and secondary publishers and aggregators, and from open-access repositories.

A wide variety of licensed databases are available to Emory authorized users, including searchable subject-specific quicksets of databases. The library provides access to more than 80,000 online full text journals to which Emory’s libraries have paid subscriptions, through the eJournals@Emory website. The library also holds a number of unique resources in its special collections. The EmoryFindingAids database provides centralized access to detailed descriptions of archival and manuscript collections held in various repositories at Emory. The database includes finding aids for both processed and unprocessed collections and currently contains finding aids for MARBL, the Emory University Archives, and the Emory Law School Archives.

Interlibrary loan staff can procure access to most items needed by Emory users that the library does not own. In 2012, the library filled more than 33,000 requests and received almost 14,000 requests for Emory students and faculty. The Emory libraries participate in a number of interlibrary use programs, which provide Emory researchers with on-site use and/or direct borrowing privileges at many libraries in the Atlanta/Athens area and throughout North America, including: the GETS Interlibrary Use Program; the ARCHE Interlibrary Use Program; OCLC Research Library Partnership; and SHARES On-Site Access Program. With a valid Emory ID, users can also access resources at the University of Georgia, Georgia Tech, and Georgia State.

Through WorldCat, users can search most of the private and public libraries in the U.S. and, increasingly, libraries from around the world to identify useful materials not available at Emory. Through the course reserves service, instructors can make course materials available to students online with the web application ReservesDirect. Reserves provides digitized versions of print materials and media formats such as audio and video, and posts them in instructors' course reserves. Staff also support faculty by placing physical items (books and other media) at the Music and Media, Reserves Library service desk on level four of Woodruff Library. Emory Research Guides
provide users with information on a wide variety of research topics. Some guides are developed on general subjects, while others are developed for faculty by librarians to support teaching specific courses.

Each of the professional and special libraries also provides additional specialized services. For more specific information about these services, see also Standard 3.8.2: Instruction of Library Use.

**Business Library**
The five professional business librarians, each with a master’s in Library Science, provide face-to-face and virtual research guidance, consultations, and instruction to all Business School communities. The team is strategically aligned with the school’s academic areas and the academic programs.

The librarians maintain a physical presence at both the Business Library and the Business School; at the latter, they have established hours at the different program offices, the Career Management Center, and other locations around the school where students are likely to gather.

The Business Library provides a range of learning/information resources, including:

- a core collection of business reference materials, housed within the business library
- access via the Business Library website to a collection of academic and business databases
- customized research guides created by the business librarians in support of the business school’s academic areas, courses, and student career focus
- strong partnership with the business school’s Career Management Center, amassing resources and consulting with students in preparation for interviews
- strong partnership with the business school’s Alumni Relations Department, providing consultation and select database access to alumni

**Business Library: Distance Education**
The Business Library provides support to the school’s hybrid distance education courses in the Modular Executive MBA. The assigned Business Librarian/Liaison [60] provides face to face orientation during the residency periods; Lunch ‘n Learn sessions during residency; assistance with e-reserves and copyright; individual consultations through in person or online access; and reference service to respond to inquiries through email or “Ask a Librarian.”

**Health Sciences Center Library**
WHSC Library offers instructional programs, seminars, hands-on workshops, and online tutorials, along with a curriculum-integrated program of educational courses and seminars linked to the schools’ curriculum. Among its services, the library conducts introductory and advanced literature searching and data management sessions for undergraduate courses for the School of Nursing, has arrangements with the School of Public Health course administrators to conduct a series of sessions to support research and thesis writing for graduate students, and actively participates in the Resident Report for the Internal Medicine Department, supporting the Graduate Medical Education Program at the School of Medicine.

**Health Sciences Center Library: Distance education**
WHSC Library provides support for the MPH and BMSc distance education programs. A designated Medical Education Informationist is assigned to work exclusively with programs in the School of Medicine and provides support to students in the BMSc program [61] [62]. A designated Informationist also works with the Career MPH program [63] [64]. These informationists provide assistance and updates to instructional designers for the online orientation module for new students; face-to-face orientation with new students when they are on campus; assistance to instructional designers with e-reserves and copyright compliance; Endnote classes for students during spring and summer semesters when they are on campus; individual consultation services for thesis research by phone/in person/online; response to reference questions or questions about
information resources by direct email/or direct to “Ask A Librarian.”

**Oxford College Library**
The Oxford library’s research instruction program aligns closely with the college’s mission and vision to develop critical thinkers. The library provides an extensive library orientation and instruction program including: a Guide to Services and Resources [65]; research sessions taught not only to English literature courses but also religion, anthropology, biology, and more; individual research consultations; one-on-one orientation sessions for new faculty; and electronic resources update sessions for faculty and administrative support departments. The librarians collaborate with individual faculty members to plan appropriate research instruction targeted toward specific research assignments and to help students learn when and how to use the various electronic resources available to them in both print and electronic formats. The library’s annual report [66] includes overviews and statistics of library instruction sessions and individual research consultations. The library staff emphasizes point-of-use instruction of library resources and research processes in addition to providing personal reference and research assistance. The professional and paraprofessional library staff members provide reference assistance during the hours the library is open. The Oxford library is open 106 hours per week, and the hours are listed in the Guide to Services and Resources.

Evaluation of the Oxford library is an ongoing process that employs a variety of methods and involves librarians, faculty, staff, and students. The Associate Dean and College Librarian prepares an annual report for the Dean of the College that includes an analysis and evaluation of services using statistics, progress made on goals during the past year, and goals set for the following year [67]. The library receives input from users by participating on faculty and staff college committees such as the Buildings and Grounds Committee and the Educational Programs Committee, as well as holding regular focus groups with faculty and with students. These committees are used to help shape and respond to direct feedback given by these groups. According to the Emory University libraries survey for 2012, Oxford students, faculty, and staff reported among the highest rates of satisfaction (approximately 90 percent of respondents satisfied) with the Oxford library’s services. In the 2011 ACT Student Opinion survey, the number one ranked college service was the library facilities and services [68].

**Assessment**
The Emory Libraries are engaged in continuously evaluating and improving library facilities, collections, and services. Through the annual library survey, the library assesses the importance of and satisfaction with library services and resources. Survey analysis [69] provides insights into the importance of library spaces to undergraduates and graduate students, the declining importance of physical library spaces to faculty in many disciplines, and the essential nature of electronic resources to graduate students and faculty. Where possible, the library compares its results to other academic libraries known for excellence and compares its ARL data with the library’s peer groups to provide context for institutional data. Since 2010, the Libraries have submitted an annual Assessment Plan and Report [70] to the campus, working to use survey, instructional, and other data to track progress, evaluate success, and fold that evaluation into planning for the following year. The professional school libraries also conduct their own evaluations with their constituencies on a regular basis. In Woodruff, the Library Instructional Survey [71] gathers feedback from faculty on the outcomes of instructional sessions for Emory classes. The library uses a variety of means and methods to identify and act on opportunities for improvement.

**Non-Library Learning Resources in the College**
The College of Arts and Sciences provides a full range of resources to support the academic mission of the institution. There are six main sources of information and support offered through the College: faculty members, advising and academic support programs, peer tutoring, the Writing Center, counseling programs offered through the Student Health Services office, and the Office of Disabilities Services.
Faculty Support
Students are advised that the first line of academic support is with their instructors, TAs, lab assistants and other department resources. Faculty provide support by advising students during their first years at Emory through the PACE program as well as through their classroom instructional practices, office hours and review sessions. The annual Senior Survey documents perceptions of seniors regarding their academic experience and the value of academic support and mentoring they receive from faculty. The 2011 survey results show high levels of satisfaction with faculty support, with 98 percent of respondents indicating they received prompt feedback from faculty members, 93 percent occasionally or frequently engaging in discussion outside of the classroom, and 89 percent occasionally or frequently receiving educational advice and guidance.

Advising and Academic Support Programs
Through the Office for Undergraduate Education, academic support is provided at no additional cost to all College students through a variety of programs and services: direct course support through the Emory Pathways to Academic Success for Students (EPASS) peer tutoring programs available in 65 or more introductory through advanced courses; science mentoring groups in the basic sciences; individual consultations with learning specialists and advisors trained in helping with general academic difficulties, such as time management and study skills; and special introductory English and trained ESL peer tutoring offered to all non-native speakers. These programs offer opportunities for students to review course content, learn effective study and time management practices, and practice their English skills under the guidance of professionals and trained peers. The peer tutoring program is certified through the College Reading and Learning Association and tutors are trained according to guidelines provided by the Association of Tutoring Professionals.

Writing Center
The Writing Center provides individual consultations to undergraduate and graduate students. Writing consultants are trained in the writing process approach and provide guidance on essential elements of compositions and research papers. Emory’s undergraduate program requires three advanced writing courses after an introductory English composition or literature course, and this center helps students discuss their ideas, frame these into drafts, and review final products with Writing Center consultants. The Writing Center is well used by all student cohorts and across the curriculum. In 2012, a satellite location to the Writing Center opened at the Woodruff Library Service Desk. It is open in the evenings Tuesday through Thursday and has also been well used.

Counseling Services
Counseling in Student Health Services offers a broad range of information for all students and support services for those experiencing emotional problems that interfere with their academic progress or cause high levels of stress. Students are provided with counseling to work through problems with adjustment and coping, depression, anxiety, stress, and crises. Emergencies are handled through counseling by psychologists, counselors or social workers, with expanded coverage through Emory Hospital. Counseling works closely with the Office for Undergraduate Education in determining the needs of students, potential forms of academic relief, and best sources of academic and other support. Students in distress or those who have been referred by faculty are placed on an Academic Concerns list and monitored carefully through the Office for Undergraduate Education Advising and Academic Support Programs.

Office of Disability Services
The Office of Disabilities Services provides information to prospective and incoming students and works closely with students who present documentation of a disability under the Americans with Disabilities Act and its revisions. This office reviews all documents to determine the best ways to serve students with both visible and non-visible disabilities and provides a bridge between the compliance aspects of its role and its access and academic support mission. As a way of ensuring that all students have equal access to core programs and services, it works closely with deans,
advisors and learning specialists in the Office for Undergraduate Education as well as with
instructors to make appropriate accommodations for students to take advantage of the many
learning resources on campus.

Sources (In Order of Appearance)

- [2] 2010-2011 ARL Rank
- [5] Woodruff Library Map
- [6] MARBL Webpage
- [8] Music and Media Library
- [9] Chemistry Library
- [12] Request and Recall Materials
- [16] Woodruff Library Learning Commons
- [17] Library Wireless Service
- [18] Emory’s Center for Interactive Teaching
- [19] Electronic Data Center
- [20] Research Commons
- [21] Woodruff Health Sciences Center Library
- [22] Health Sciences Library Branch Locations
- [23] Law Library Map
- [24] Pitts Theology Library
- [25] Theology Library Construction
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- [35] [39] [40] [41] [42] [43] [69] Emory Libraries Survey 2012 (Page 7)
3.8.2

**Library and Other Learning Resources: Instruction of Library Use**

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

**Judgment**

- ☑ Compliant  
- □ Partially Compliant  
- □ Non-Compliant  
- □ Not Applicable

**Narrative**

The Libraries of Emory University include the Robert W. Woodruff Library [1] and libraries for health sciences [2], law [3], theology [4], business [5], and Oxford College [6]. As the University’s central library facility, the Woodruff Library brings together technology specialists and librarians in a facility that includes a learning commons, e-classrooms, a distance-learning classroom, Emory’s Center for Interactive Teaching (ECIT) [7], the Electronic Data Center (EDC) [8], and a range of services to support the academic mission of Emory University. The Woodruff Library complex houses the Goizueta Business Library, Heilbrun Music and Media Library [9], and the Manuscript, Archives, and Rare Book Library (MARBL) [10]. The Woodruff Library also has primary responsibility for the Chemistry Library [11], Matheson Reading Room [12], the Math and Science Reading Room [13], and additional specialized centers, galleries, and spaces. Libraries for health sciences, law, theology, business, and Oxford College serve the professional and specialized needs of their constituencies, and each has the facilities and resources to provide appropriate levels of support.

The Woodruff library website provides access to information about the library system and provides links to each associated website for all facilities within the system. Library web pages provide information and links to the wide variety of services and resources available, including a directory that describes services by user category and instructional resources [14]. For example, the Course Reserves link from the services page provides instructions to faculty for establishing course reserves and students for accessing them [15]. The home page of the Woodruff Health Sciences Library website lists instructional workshops for learning/information resources [16] and answers to frequently asked questions about library services [17].

All Emory libraries provide instructional opportunities and resources to faculty, staff and students. Each library provides sufficient staffing at service desks to provide in-person assistance, and each has a variety of direct and indirect methods to provide assistance and instruction in the use of library resources. A combination of broad and more focused instruction is designed to meet the needs of different user segments, and the following sections detail the specific strength of each library’s instructional program.

**Robert W. Woodruff Library**

In Woodruff Library, primary responsibility for instruction lies with the Outreach and Education Team [18], which provides instruction to freshman seminars and freshman English classes and coordinates outreach activities to the undergraduate community. In addition, subject librarians provide instructional services for the departments they serve. They offer a variety of instructional services [19] to Emory faculty and students including:

- library instruction for specific courses
- library workshops for resources and tools
- research guides for a variety of courses and subject matter
- one-on-one appointments with a subject librarian
- assistance with research from a librarian at the Library Service Desk and via email and instant message
• research-focused information on the Woodruff Library website and in Blackboard courses
• informational and instructional videos shared via university sponsored resources (YouTube, Blackboard)
• integration of library research information into student learning activities across campus via outreach to university programs and offices (Emory’s Center for Interactive Teaching, Writing Center, Residence Life, Center for Study Abroad, EPASS (Emory Pathways to Academic Success for Students), and Emory College Office

The library’s annual survey [20] asks about importance and satisfaction with library instruction, subject librarians, and workshops and the library staff uses that feedback to plan and implement improvements in programs and services, as demonstrated in the libraries 2012-2015 strategic plan [21] and annual assessment reports [22] [23]. In addition, librarians incorporate a variety of assessment strategies in the classes they teach to measure student learning outcomes and satisfaction [24].

Woodruff Library level three has three computer classrooms available for instruction. In addition, ECIT has classrooms available on the second floor of Woodruff Library. ECIT 214 is an innovative classroom where new technologies and methodologies can be evaluated by faculty in a real classroom environment. Workstations in ECIT 214 have high-speed Internet connections to support delivery of multimedia rich content. ECIT 215 is a shared space between University Technology Services (UTS) and Woodruff Library, hosting classes during the day and becoming a group study room after hours. ECIT 217 connects students on the main campus with others at Emory’s Oxford campus (approximately 45 minutes away), and with students all over the globe. The Teaching Theatre is a unique space available to small groups and faculty wishing to test their interactive content before deploying in the classroom.

Goizueta Business Library

The Business Library provides a variety of direct and indirect methods for users to receive instruction in the use of library and other learning/information resources, including:

1. library orientation for incoming students across all Goizueta Business School (GBS) programs--each orientation is coordinated with the respective GBS Program Office; many take place at Woodruff Library’s classrooms, allowing for individual hands-on student engagement with activities centered around a series of case studies simulating what they will learn at the business school

2. library instruction for specific courses/course projects--most of these take place at the invitation of the faculty inside the classroom at GBS; most include a customized research guide which supports the specific class project

3. library workshops for information competency and specific resources--Business Essentials is a partnership between the Business Library and the GBS BBA Program Office, offering a programmatic series of workshops focused on sharpening BBA business research skills. Selections are made from 10 classes each semester on topics ranging from finance to marketing to competitor analysis. Completion of a set number of classes earns the student a certificate; each class is granted one Junior Seminar credit [25]

4. research guides for a variety of courses, subject areas, and career preparation

5. one-on-one and team-based consultations with a business librarian

6. instruction tutorials offering guidance on using specific resources and locating information [26] [27]

The library solicits feedback online from participants after library instruction sessions and uses that feedback to continuously improve both content and teaching/learning experiences in the classroom. The feedback form consistently includes at least one rating question concerning preparedness, meeting expectations, or satisfaction based on the class, and open ended questions around clarity of content, additional expectations, etc.
While using primary source materials is somewhat more complex than using books or searching databases, MARBL tries to remove barriers by making its website useful to potential researchers, regardless of their level of experience [28]. On the main MARBL homepage there is a section entitled “Conduct Research” [29] which includes links to Research Guides, EmoryFindingAids, and a catalog search.

A navigation tab at the top of the MARBL homepage entitled “Visit MARBL” [30] takes the researcher to information about directions and hours, for visiting researchers, for faculty, and to parking. The “For Faculty” section provides information and examples about teaching with and about primary source materials. There is also access to information about the Class Visit Program and a form for requesting assistance with a class session or assignment in MARBL.

Woodruff Health Sciences Center Library
Woodruff Health Sciences Center Library (WHSC Library) offers a range of instructional programs, training students to use information and information sources effectively and efficiently, utilize bibliographic and knowledge management, and use genetic data analysis tools to manage and process data and information.

WHSC Library maintains five types of programs:

1. a stand-alone program consisting of seminars, hands-on workshops and demo/lectures [31]. The majority of hands-on workshops are conducted in the library’s electronic classroom and seminars in the collaborative classroom. Some of the demo/lectures are conducted in the library’s Calhoun room, but the majority of them are conducted in various conference rooms on campus. All sessions in this program are planned and advertised through the library class calendar, posted on the library’s website for the entire semester in advance. The topics covered range from EndNote basics to creating a personal digital library and planning a systematic review.

2. a curriculum-integrated program consisting of a variety of educational courses, workshops, and seminars offered in conjunction with schools’ curriculum. For example, the library offers small group instruction within the Evidence-Based Medicine (EBM) course for the School of Medicine (SOM) Foundation block--nine two-hour sessions for groups of sixteen students; the library conducts a literature-searching practicum for Internal Medicine Core Clerkship--one orientation session and weekly sessions for groups of four every month, year around; the library conducts introductory and advanced literature searching and data management sessions for undergraduate courses for the School of Nursing; the library has arrangements with the School of Public Health course administrators to conduct a series of sessions to support research and thesis writing for graduate students; the library conducts sessions for the Graduate Division of Biological and Biomedical Sciences (GDBBS) programs; the library actively participates in the Resident Report for the Internal Medicine Department, supporting the Graduate Medical Education Program at the School of Medicine.

3. a standardized Orientation Program [32] that is offered in the beginning of the year to all incoming students. The library also offers custom orientation programs targeted towards students within specific schools, such as the School of Public Health [33].

4. a variety of focused educational programs to support the Emory Healthcare Nursing Magnet program and to support doctoral students at the School of Nursing, pediatric fellows at the School of Medicine Pediatrics Department, research fellows at the SOM Emergency Medicine Department, Emory nurses returning to school, radiology fellows, etc.

5. a comprehensive online eLearning Solutions program [34] with three types of offerings: Orientation modules, Primers, and Interactive tutorials. ELearning Solutions’ goal is to offer all learners at Emory a flexible self-learning option that provides an orientation or overview of a topic, refreshes knowledge and skills, and allows for self-assessment.
Hugh F. MacMillan Law Library

New students are introduced to the law library during tours that form a regular part of the fall orientation program. In addition, they receive copies of the Emory Law Library Survival Guide [35], which includes information on library rules, collections, and services. All students spend their first year in the Legal Writing, Research, and Advocacy Program (LWRAP) [36]. LWRAP sections are taught by instructor-level faculty members with the support of librarians. Much of the first semester of LWRAP is devoted to mastering traditional print research tools in the library. Subsequently, all LWRAP sections receive training in LEXIS, WESTLAW, and Web-based legal research.

While the LWRAP program is mandatory for all first-year students, the library also makes available an elective two-credit Advanced Legal Research course each semester [37]. One professional librarian, the Assistant Law Librarian for Bibliographic Instruction and Reference, teaches this course.

In addition to formal classroom instruction, the law library offers many legal research and other library instruction opportunities for its users. These take a number of forms and address different user groups. Examples include:

- legal research subject guides [38]
- presentations providing an overview of library learning and information resources
- presentations designed specifically for faculty members’ student research assistants
- workshops for Law School international graduate students on general library use and collections [39]
- web pages on how to use the law library reserves system [40]
- web page for faculty on how to use law library reserves [41]
- web page for faculty about take home exam procedures [42]
- web page for faculty on how to use InterLibrary Loan [43]

Reference service is provided at a desk near the library’s entrance. Professional library staff typically covers the desk between 9:00 am and 5:00 pm weekdays. Evening and weekend hours are covered by a combination of trained third-year law students and the Assistant Law Librarian for Student Services. Students—especially faculty research assistants and members of the law review staff—also make appointments with individual librarians for in-depth assistance. Face-to-face assistance is supplemented by an array of detailed handouts and guides. Additionally, there is a large array of legal research subject guides on the library’s website.

Faculty research support takes the form of a triage program. Faculty members submit their research or other library requests electronically via a firewalled page on the library’s website [44]. If requested, the Faculty Services Librarian will provide or arrange for specialized tours and training. This librarian works to facilitate faculty interactions with the library, including suggesting research sources and strategies and providing bibliographic support. Where necessary, there are instructions for using equipment, such as the QR Code video on how to use the law library’s state-of-the-art book scanners [45].

The law library’s interlibrary loan (ILL) services are heavily used by both students and faculty. Users can find helpful information about how to use the ILL system on the library’s website [46].

While circulation is not as significant an aspect of law libraries as it is of most other types of academic libraries, the Aleph circulation module is used to control the charging and discharging of treatises. Extensive information about Circulation and Reserve policies and procedures is available on the law library’s website. This page contains links to appropriate pages, forms, or other information simplifying navigation. Additionally, users are able to check their records and renew materials over the web.
Pitts Theology Library
Pitts Theology Library offers multiple avenues for regular and timely instruction in use of the library and information resources. All incoming School of Theology students are presented with a library introduction and offered a tour as part of orientation activities. During the academic year, librarians offer weekly workshops that provide instruction to students, staff, and faculty on research and technology resources [47]. They also present instructional sessions during the academic year at faculty request. Print and online research guides are available to all students and to the general public on demand [48]. Librarians also provide brief tutorials for the most heavily used resources, either in paper format or online [49]. Librarians are available to answer reference questions in person, via email, phone, and online chat, as well as for longer in-person consultations on research topics [50]. In addition, librarians offer two credit-bearing courses: the first focuses on research practices, while the second focuses on instruction in technology for use in ministry.

Oxford College Library
The Oxford College Library provides regular and timely instruction in the use of the library and information resources.

The number of library instruction classes taught at Oxford College increases every year. In the 2011-2012 academic year, the library taught 147 instruction sessions, a 9.7 percent increase over the previous year’s total of 134 classes [51]. In addition, there was a 9.79 percent increase in the number of student contacts during library instruction sessions, reaching 2,411 students in the AY 2011-2012 [52].

In addition to scheduled classroom instruction, the library staff provides regular and convenient access to one-on-one reference assistance in person, over the phone, via email, and through instant message and text message. In the 2011-2012 school year, the library saw a 27% rise in the number of individual research and archive consultations: 393, compared to 309 in the previous year [53]. The amount of time spent in research consultations indicates that librarians are offering more in-depth interactions with the Oxford community.

The instructional program continues to expand. The number of student contacts, 2,411, means instruction is reaching almost every Oxford student more than once in library instruction sessions. In addition to supporting an active teaching program, the library is engaging all campus stakeholders in a collaborative curriculum mapping project aimed at mapping information literacy outcomes to courses in the Oxford College curriculum [54] [55]. This will determine where information literacy skills are being taught, where they need to be, and where there is needless repetition in such teaching. Using conversations with faculty and students and the data from the curriculum mapping worksheets, the library is slowly moving away from “one size fits all” library instruction to library classes that are targeted to a particular discipline and one or two specific assignments. This way, even students who have had several library instruction classes encounter new content, and students who have never had a library instruction class are not left behind or overlooked.

Library staff assesses the teaching program both qualitatively and quantitatively with a national, standards-based survey. Through regular administration of the Research Practices Survey [56], administered by the Higher Education Data Sharing Consortium, staff members are able to uncover assumptions about student learning. The survey contains both quantitative and qualitative components measuring students’ attitudes, experiences, and aptitudes with an academic library. Students’ self-assessment shows that many still struggle to differentiate between scholarly and popular sources, identify when a citation for a source is needed, and define research-related terms like “peer-reviewed” and “citation.” Assessment data are used to develop an annual assessment plan [57].

To supplement the biennial Research Practices Survey data, Oxford College teaching librarians also administer electronic one-minute surveys [58] after every class they teach to assess whether
teaching style and pedagogy techniques are effective and engaging. By asking students to identify one thing they will do differently in research after the class, librarians receive indirect measures of student learning by seeing which points from the class they are remembering and taking with them; by asking students what helped them learn, they can identify successful strategies for future teaching.

The data are reviewed after each class by both the librarian and the faculty. The one-minute papers continue to be a rich source of information that allows the teaching librarians to engage in continuous improvement of teaching and student-centered instruction design.

**Virtual Library/Distance Education**

The library is increasingly seen as a virtual space supporting off-campus users and distance education. On the 2012 Library Survey, increasing percentages of respondents identified themselves as “primarily online” users rather than identifying with a specific library. Among faculty, a third of the respondents stated that they “primarily use library resources online” [59] and 65 percent stated that they access library resources electronically off-campus more than once a week [60]. Among graduate student respondents, 14 percent identified themselves as “primarily online” users rather than identifying with a specific library [61]. About 45 percent of those graduate students access library resources from on campus at least once a week, while more than 50 percent use access library resources electronically off campus more than once a week [62]. Undergraduates typically use remote access less and use library building spaces more, with 57 percent of undergraduate student respondents stating that they visit a library building on campus more than once a week [63].

Emory currently has a very limited number of distance education programs, so library services designed specifically to support distance education are similarly limited. Existing programs include the Business School’s Modular Executive MBA (MEMBA) Program, the Career Master of Public Health (CMPH) Program in the School of Public Health, and the RT-BMSc in Medical Imaging offered through the School of Medicine. The School of Theology has several online and blended courses, plus two fully online versions of existing courses. Emory’s online presence is increasing with two recently announced initiatives, Coursera and Semester Online. Coursera [64] is a non-credit coursework offering available for anyone to take for free, while Semester Online [65] offers for-credit undergraduate coursework with all its attendant requirements and costs.

The library supports the students and faculty of any online for-credit programs with the same resources, services, and technology that support campus-based coursework. Library web pages provide access from anywhere to online research guides, tutorials, online reserves, and other services that make for a seamless experience for users wherever they are. Many library resources are accessible from off-campus by connecting to them through library web pages like ejournals@Emory. For Emory licensed content, users gain access through the use of Emory’s Virtual Private Network Proxy (VPN Proxy). This uses a web browser to establish the remote session. By providing their network ID and password, users can access needed resources such as electronic journals and databases. Off-campus users can get instruction and assistance by using the chat widget, by texting, by phone, or by emailing a librarian through the Library’s “Ask a Librarian” page [66]. Access to ejournals and other electronic resources outside the library building is critical for providing outstanding service, both for on-campus and off-campus users. Document delivery services are available for faculty and students that meet selected criteria for the various libraries at Emory. Most ILL articles are delivered electronically in PDF format, and users receive email notification of availability along with instructions for accessing an article [67].

The Health Sciences Library provides support for the MPH and BMSc distance education programs. A designated Medical Education Informationist is assigned to work exclusively with programs in the School of Medicine and provides support to students in the BMSc program [68] [69]. There is also a designated Informationist who works with the Career MPH program [70] [71]. These informationists provide assistance and updates to instructional designers for the online orientation.
module for new students; face-to-face orientation with new students when they are on campus; assistance to instructional designers with e-reserves and copyright compliance; Endnote classes for students during spring and summer semesters when they are on campus; individual consultation services for thesis research by phone/in person/online; response to reference questions or questions about information resources by direct email/or direct to “Ask A Librarian.”

The Business Library provides support to the school’s hybrid distance education courses in the Modular Executive MBA. The assigned Business Librarian/Liaison [72] provides face to face orientation during the residency periods; Lunch 'n Learn sessions during residency; assistance with e-reserves and copyright; individual consultations through in person or online access; and reference service to respond to inquiries through email or “Ask a Librarian.”

Sources (In Order of Appearance)

- [1] Woodruff Library
- [2] Health Sciences Library
- [3] Law Library
- [4] Theology Library
- [6] Oxford College Library
- [7] Emory’s Center for Interactive Teaching
- [8] Electronic Data Center
- [10] Manuscript, Archives, and Rare Book Library
- [12] Matheson Reading Room
- [13] Math and Science Reading Room
- [14] Woodruff Library Services
- [15] Woodruff Library Course Reserves
- [16] Woodruff Library - Instructional Services
- [18] Woodruff Library Outreach and Education
- [19] Woodruff Library Outreach and Education Instructional Services
- [24] Library Assessment
- [26] Goizueta Business School Library Databases
- [27] Goizueta Business Library LibGuides
- [28] MARBL Collections Website
- [29] MARBL Conduct Research
- [30] Visit MARBL
- [31] Health Sciences Library Workshops and Seminars
- [32] WHSC Library Orientation
- [33] WHSC Custom Library Orientation for SPH Students
- [34] Health Sciences Library eLearning Solutions
- [35] Law Library Survival Guide
- [36] Legal, Writing, Research, and Advocacy Program
• [37] Advanced Legal Research Class
• [38] Law Library Subject Guides
• [39] Law Library Workshops
• [40] Law Library Reserves for Students
• [41] [42] Law Library Reserves and Take Home Exams for Faculty
• [43] InterLibrary Loan for Law Faculty
• [44] Law Library Faculty Request System
• [45] Law Library Scanner Tutorial
• [46] InterLibrary Loan for Law Students
• [47] Theology Library Wednesday Workshops
• [48] Theology Library Research Guides
• [49] Theology Library Tutorials
• [50] Theology Library Reference Chat
• [51] [52] [53] Oxford College Library Annual Report 2011-2012 (Page 4)
• [51] [52] [53] Oxford College Library Annual Report 2011-2012 (Page 5)
• [51] [52] [53] Oxford College Library Annual Report 2011-2012 (Page 13)
• [54] Oxford College Library Student Learning Outcomes
• [55] Oxford College Library Curriculum Mapping Worksheet
• [56] Oxford College Library- Research Practices Survey Summary and Presentation (Page 10)
• [57] Oxford College Library Assessment Plan
• [58] Oxford College Library One Minute Surveys
• [59] [60] [61] [62] [63] Emory Libraries Survey 2012 (Page 13)
• [59] [60] [61] [62] [63] Emory Libraries Survey 2012 (Page 14)
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• [59] [60] [61] [62] [63] Emory Libraries Survey 2012 (Page 11)
• [59] [60] [61] [62] [63] Emory Libraries Survey 2012 (Page 7)
• [64] Coursera
• [65] Semester Online
• [66] Ask a Librarian Resource
• [67] Off-Campus Access to Library Resources
• [68] Informationist (Medical Education) Job Description (Mia White)
• [69] Mia White CV
• [70] Informationist (Nursing & CMPH) Job Description (Carolyn Brown)
• [71] Carolyn Brown CV
• [72] Business School Library - EMBA Liaison
3.8.3

Library and Other Learning Resources: Qualified Staff

The institution provides a sufficient number of qualified staff "with appropriate education or experiences in library and/or other learning/information resources "to accomplish the mission of the institution.

Judgment
☑ Compliant □ Partially Compliant □ Non-Compliant □ Not Applicable

Narrative

The Emory libraries include the Robert W. Woodruff Library, which is also home to the Manuscript, Archives, and Rare Book Library (MARBL), and the Goizueta Business Library. The other campus libraries, which serve the specialized and professional schools, include the Health Sciences Center Library, Hugh F. MacMillan Law Library, Pitts Theology Library, and Oxford College Library [1] [2].

As reported to the Association of Research Libraries (ARL) for 2011-2012, the Emory libraries employed 94 professional staff, 141 support staff, and 44 FTE of student assistant staffing [3]. Additional detail in the sections that follow demonstrates that the Emory Libraries are well staffed to meet the needs of Emory faculty and students, and to carry out the Emory Libraries’ mission to "develop distinctive collections, services, staff and facilities to preserve our intellectual heritage and advance the discovery and transmission of knowledge for students and scholars of today and tomorrow."

The libraries support the University mission—“to create, preserve, teach and apply knowledge in the service of humanity”—by providing resources and programs that promote interdisciplinary scholarship and academic excellence at the graduate and undergraduate levels; through providing inspirational spaces and digital tools that enable new forms of scholarship; and with programs and exhibitions that help connect the university with its larger community. In the 2012 Emory Libraries Survey, overall satisfaction with the "competence/knowledge/accessibility of library staff" rated 4.33 on a scale of one to five—tied for the highest ranked item among those for which satisfaction was evaluated [4].

The Vice Provost and Director of Libraries position became vacant in mid-year 2012. The vice president of information technology and Chief Information Officer (CIO) of the University assumed interim leadership of the libraries at that time. In early 2013, the University created a new position of enterprise chief information officer and senior vice provost of library services and digital scholarship, and the CIO is now permanent in that leadership position. There is significant growth in digital scholarship that requires an increasingly close relationship between digital technologies and research libraries. While not a librarian by training, the new leader has had multiple faculty appointments and has a keen appreciation of the value derived from the library’s physical assets, including the centrality of Emory’s Manuscript, Archives and Rare Book Library in its future, and the importance of the library as the academic commons of the university. He has incorporated the experience and expertise of library leaders by creating the Library Cabinet, a management council comprised of all Emory library directors plus senior leaders in Woodruff [5]. Advisors have extensive library credentials, and the library expects to recruit a University Librarian position in the future.

In addition to the Library Cabinet, there are several advisory groups that provide input into the libraries’ decision-making processes. The Library Policy Committee [6] is a standing committee of the University Senate and is a representative committee that advises the Vice Provost on library policy. Librarians’ Assembly [7] is a group that includes all librarians and advises the Vice Provost on issues relating to librarian appointments and advancement. The Promotions Committee is a group of elected librarians who make confidential recommendations on promotion for librarians to
the Vice Provost. The Library Employee Advocacy Forum (LEAF) is an elected group that represents all library staff and advises the Vice Provost on employee issues.

The Emory Libraries are currently engaged in an evaluation and redesign of their performance management programs that will include:

- development of an overall framework for performance management and guiding principles;
- a review of currently used campus and library forms; use of a new individual goals worksheet;
- and development and delivery of training for supervisors and staff.

There is also a job description project for reviewing, updating, and reformatting existing job descriptions. Whenever positions are vacated, Human Resources and senior staff examine organizational needs and strengths to ensure that recruited positions represent the most pressing needs and the best organizational fit. As seen in the tables of Librarians and Professional Staff, Emory libraries are well staffed with competent and diverse staff to meet faculty and student needs.

Robert W. Woodruff Library
The Robert W. Woodruff (Main) Library at Emory University had a workforce of 169 employees (164.1 FTE) according to the annual workforce summary prepared by University Human Resources for FY 2012. Each year, the library employs an average of 150 student workers; in FY 2012 student assistants worked approximately 77,000 hours. The employment category for librarians is “Faculty Equivalent” and for staff is “Staff.” Job titles for library staff are part of the university job classification system and are grouped in the following job families: library, accounting, administrative, museum, and information technology.

Beginning in 2010, appointment of new librarians and professional staff takes place under a system of multi-year, renewable contracts, a change from the previous system of “continuing appointment.” A library task force is currently developing a process and timeline for handling contract renewals for those librarians appointed on 3-year and 5-year contracts. Librarians appointed under the earlier “continuing appointment” guidelines continue to be employed under those terms.

The University and Library were affected by the economic downturn, resulting in a reduction in force for librarians and staff during FY 2010. A total of 26 positions were eliminated and the total number of employees dropped from 184 to 151 (several other positions were vacated through voluntary separation and the end of grants, and some vacancies remained open throughout the year).

Woodruff Library staff are listed on the Woodruff website with contact information. Librarians are also listed by subject specialty on the website. MARBL staff are listed on the MARBL website, with direct email link, title, and phone number. Analysis of comparative data ranking the number of MARBL staff against that of peer repositories has supported efforts to increase MARBL staffing. Business school library staff are similarly listed on their website with links indicating the programs supported by each librarian. Staff members come from a variety of corporate library backgrounds, providing experience and knowledge sets that complement business school education.

Library employees have a broad range of academic credentials. All librarian positions require a minimum of a master’s degree, most in library/information science, some in a specialized area (academic discipline, JD, or computer science). Most staff job titles require a bachelor’s degree and several require a master’s degree. Most staff members have a bachelor’s degree and some have advanced degrees, either master’s or PhD, even where not required. Two university educational benefits support the continued academic pursuit for library employees: in FY 2012, five staff took
advantage of the university Courtesy Scholarship (enrollment at Emory) and seven staff took
advantage of Tuition Reimbursement (enrollment at other accredited colleges/universities) to earn
degrees. Two staff received a master’s degree in library information/science and moved into
librarian positions through competitive national searches at Emory and elsewhere.

Library staff are encouraged to participate in on-the-job and formal continuing education
opportunities [13]. Emory Continuing Education [14] provides single topic and certificate courses,
providing staff opportunities to learn new skills, such as project management and grant writing that
enhance job opportunities and success. The library’s Human Resources Office periodically asks for
expressions of interest in designated courses and supports attendees through funding and release
time to attend. In FY 2012, 28 staff members took classes through Emory Human Resources
Learning Services programs, and three completed the Supervisor Development Program (SDP)
through Emory Learning Services [15]. SDP is a nine-month development program that meets
biweekly, and employees must have library administration support to attend. Staff are also
encouraged to attend professional conferences and other educational training and receive partial or
full funding, depending on the level of participation of the staff member and relevance to job
duties.

Each year since 2004, the library has presented annual peer-nominated awards for teams and
individuals who have made outstanding contributions over the past year. Those teams and
individuals are honored during the Service Award celebration each year [16].

Woodruff Health Sciences Center Library
The Woodruff Health Sciences Center Library (WHSC Library) has a workforce of 26 (23.75 FTE)
comprised of 13 librarians and 13 staff [17]. WHSC Library does not employ any students. Two
additional FTE positions are vacant and soon to be recruited. For several librarian job class
positions, WHSCL uses the term Informationist to indicate a high level of health sciences/life
sciences knowledge and expertise, with focus areas of specialization. The library uses a team
approach to providing services.

WHSC Library employees have a broad range of academic credentials. Librarian positions require at
a minimum a master’s of library/information science or other master’s degree. WHSC Library staff
includes two PhDs, 18 with a master’s degree or doctoral work, three with bachelor’s degrees, one
in school pursuing a healthcare bachelor’s, one tech school graduate, and one high school
graduate. Four in part-time staff positions have master’s degrees. Health sciences librarians may
participate in the Medical Library Association’s Academy of Health Information Professionals (AHIP),
a peer-reviewed professional development and career recognition program. The director and two
librarians have achieved distinguished level and one librarian is senior level. The director is a
member of the Association of Academic Health Sciences Libraries Board.

As the library changes service delivery paradigms to become more skills based, increase impact,
and serve more customers, recent workforce recruitment has focused on higher degrees in the
sciences. Clinical informationists provide continuity among services at four teaching hospitals. A
Research informationist interacts with the life sciences community at a high level of competency
and trains in the use of genetic tools that enhance research outcomes. A service model was
recently developed for the life sciences community. Staff have the expertise to produce publication
productivity reports in a timely manner, as requested by departments and schools.

WHSC Library staff are encouraged to seek out and attend development opportunities in the form
of webinars, workshops, courses, or conference attendance. Leadership training is important. The
director attended the 2011 Woodruff Leadership Academy and the Associate Director attended the
2011 Frye Institute.

Hugh F. MacMillan Law Library
The professional staff of the law library consists of 11 librarians [18]. Five have a master’s degree
in library science (MLS), six have Juris Doctorate (JD) degrees in addition to MLS degrees, and one, the library director, has an MLS, a JD and a PhD. All reference librarians have strong educational and employment backgrounds. Together they have well over 150 years of combined legal, academic librarianship, and law library experience.

At present, the permanent support staff comprises seven full-time positions and one part-time position. They are supplemented by an average of 4,522 hours of student help per year, or 87 hours per week. Additionally, the Law Library relies on part-time contract help to handle loose-leaf filing, serials check-in, and documents processing. This contract worker adds another 20 hours to the weekly total of support.

**Pitts Theology Library**
Pitts Theology Library provides a highly qualified staff to support the Candler School of Theology mission to “educate faithful and creative leaders.” Support is provided by personnel prepared through education, work experience, and training to meet the academic and research needs of faculty, students, and staff. The library employs seven professional librarians, 7.5 FTE support staff, and about four FTE student assistants, many of whom are in master’s programs in theology [19]. Five of the professional staff and one support staff hold graduate degrees in library or archival science. Six of the professional librarians and three members of the support staff hold doctoral or master’s degrees in theological studies. The school sends each professional staff member to the primary professional conference in their field, the ATLA annual conference (and in the case of the archivist, the Society of American Archivists annual conference).

**Oxford College Library**
The Oxford College Library employs four professional librarians holding advanced degrees from American Library Association (ALA)-accredited colleges/universities, seven support staff members, and 50 student employees [20]. One member of the support staff also holds an advanced degree in Library Science from an ALA-accredited college/university. Three library support staff and one professional librarian are graduates of Oxford College and thus bring extra insight into the research needs of Oxford students. The professional librarians all have extensive teaching experience to support the instructional program of the library, and all members have sufficient technical skills to develop and maintain web content, troubleshoot computer issues in the learning commons, and use advanced programs for teaching and research.

The Oxford College Library supports the ongoing development of the staff by funding professional development opportunities to attend workshops, local conferences (Georgia Library Association - GLA), national conferences (American Library Association - ALA and American College and Research Libraries - ACRL), and institutes.

**Assessment of Library Staff Contribution**
The Emory libraries strive to provide qualified staff who contribute in a significant way to the success of students and faculty from all disciplines. Librarians continually gather and use feedback to make certain they are meeting user needs through a variety of means, including: surveys conducted at the conclusion of library instruction sessions; the annual library survey; personal consultations; focus groups and interviews; and informal interactions. The overall faculty and student satisfaction with the competence, knowledge, and accessibility of library staff, as well as the services facilitated by the staff, is measured each year during the libraries annual survey and these dimensions consistently receive a high rating of satisfied to very satisfied [21] [22].

The table below lists the current staff roster of Emory University librarians. **Links to employee CVs/resumes and job descriptions for each position can be found in the source list below the narrative.** Note that the CVs for the Theology librarians are not included, but are available upon request from the Pitts Theology Library Administration.
<table>
<thead>
<tr>
<th>Name</th>
<th>Library</th>
<th>Team/Department / Division</th>
<th>Position</th>
<th>Duties</th>
<th>Experience</th>
<th>Degrees</th>
<th>Years Academic Library Experience</th>
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<tbody>
<tr>
<td>Laura Akerman</td>
<td>Woodruff (Main)</td>
<td>Digital Assets Strategies, Services Division</td>
<td>Technology &amp; Metadata Librarian</td>
<td>Act as metadata specialist; provide leadership on metadata standards; serve a primary role in planning for staff transition to new technology.</td>
<td>9 years Technology &amp; Metadata</td>
<td>BFA (Theatre)</td>
<td>9</td>
</tr>
<tr>
<td>Katherine G. Akers</td>
<td>Woodruff (Main)</td>
<td>Sciences Team, Services Division</td>
<td>CLIR Fellow</td>
<td>Support and develop library services that support research needs of faculty and students in the Sciences.</td>
<td>4 years Scientific Research</td>
<td>BS (Psychology) MS (Psychology) PhD (Psychology)</td>
<td>&lt;1</td>
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<tr>
<td>Malisa J Anderson- Strait</td>
<td>Woodruff (Main)</td>
<td>Goizueta Business Library</td>
<td>Business Librarian</td>
<td>Develop and manage career resource center and provide business information services.</td>
<td>6 years Business Librarian</td>
<td>BA (History and Sociology) MSLIS</td>
<td>10</td>
</tr>
<tr>
<td>Susan Bailey</td>
<td>Woodruff (Main)</td>
<td>Finance &amp; Business Planning, Administrative Services</td>
<td>Library Assessment Coordinator</td>
<td>Conduct and support assessment activities; Fulfill external statistical and other reporting requirements .</td>
<td>7 years Assessment 7 years Technical Services</td>
<td>BS (Psychology) MPA (Public Administratio n) MLn</td>
<td>24</td>
</tr>
<tr>
<td>John Bence</td>
<td>Woodruff (Main)</td>
<td>University Archives, MARBL</td>
<td>Research Library Fellow</td>
<td>Assist in appraisal, acquisition, processing, arrangement, description, and providing access to Emory University Archives material.</td>
<td>2 years Archives</td>
<td>BA (History) MA (Archives &amp; Public History)</td>
<td>2</td>
</tr>
<tr>
<td>Jon Bodnar</td>
<td>Woodruff (Main)</td>
<td>Digital Assets Strategies, Content Division</td>
<td>User Experience Librarian &amp; ETD</td>
<td>Work collaboratively to assess, define, and provide support services.</td>
<td>2 years Service Desk &amp; User Experience</td>
<td>BA (E. Asian Religions)</td>
<td>6</td>
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<tr>
<td>Name</td>
<td>Library</td>
<td>Team/Department/Division</td>
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<tr>
<td>Amy Boucher</td>
<td>Woodruff</td>
<td>Access Services, Services Division</td>
<td>Access Services Dept. Head</td>
<td>Optimize user experiences with Emory libraries online tools and services.</td>
<td>1 year Assess Coop &amp; Subject Specialist</td>
<td>MA (Chinese Religions) MA (History &amp; Philosophy of Science) MLIS</td>
<td>12</td>
</tr>
<tr>
<td>Erica Bruchko</td>
<td>Woodruff</td>
<td>Humanities Team, Services Division</td>
<td>Humanities Librarian (Americanist)</td>
<td>Provide leadership for access services; lead collaboration among all Emory Libraries for university wide access services--circulation, course reserves, material booking and interlibrary loan.</td>
<td>4 years Access Services 3 years Circulation 5 years Interlibrary Loan</td>
<td>BA (Spanish) MSLS</td>
<td>3</td>
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<tr>
<td>Tim Bryson</td>
<td>Woodruff</td>
<td>Area Studies Team, Services Division</td>
<td>South Asian Studies Librarian</td>
<td>Provide subject specific library services for U.S. History and African American Studies programs; participate in digital humanities projects.</td>
<td>13 years South Asian Studies Librarian 4 years American Academy of Religion Assistant Director 6 years Lecturer and Administrator</td>
<td>BA PhD (History of Religion)</td>
<td>24</td>
</tr>
<tr>
<td>Randall Burkett</td>
<td>Woodruff</td>
<td>MARBL</td>
<td>Curator of African American Collections</td>
<td>Identify and acquire archives, manuscripts, books and</td>
<td>15 years Curator of African American Collections</td>
<td>BA (International Relations)</td>
<td>25</td>
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<tr>
<td>Name</td>
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<td>Team/Department / Division</td>
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<tr>
<td>Kristan Majors Chilcoat</td>
<td>Woodruff (Main)</td>
<td>Sciences Team, Services Division</td>
<td>Science Librarian and Science Team Leader</td>
<td>Lead Science Team operations; provide full range of subject specific library services for Environment Science, Math, Computer Science and other areas as needed.</td>
<td>12 years Science Librarian</td>
<td>BA (Ecology) MTS PhD</td>
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<tr>
<td>Joyce Clinkscales</td>
<td>Woodruff (Main)</td>
<td>Humanities Team, Services Division</td>
<td>Music Librarian</td>
<td>Provide full range of subject specific library services to the Music department.</td>
<td>41 years Music Librarian</td>
<td>BA (Music) MSLIS MA (Music History &amp; Literature)</td>
<td></td>
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<tr>
<td>Kim Collins</td>
<td>Woodruff (Main)</td>
<td>Humanities Team, Services Division</td>
<td>Art History Librarian &amp; Humanities Team Leader</td>
<td>Provide full range of subject specific library services for Art History and Classics departments; lead Humanities Team.</td>
<td>12 years Art History Librarian 4 years Art librarianship professor</td>
<td>BA (Art History) MA (Art History) MSLS</td>
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<tr>
<td>Brian Croxall</td>
<td>Woodruff (Main)</td>
<td>Digital Scholarship Commons (DISC), Administrative Services</td>
<td>Digital Humanities Strategist</td>
<td>Work collaboratively on digital humanities projects; work with DISC staff to shape the early evolution of DISC.</td>
<td>2 years Technologies Librarian 2 years Assistant Professor</td>
<td>BA (English Literature) MA (English Literature) PhD (English Literature)</td>
<td></td>
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<tr>
<td>Ann Cullen</td>
<td>Woodruff (Main)</td>
<td>Goizueta Business Library</td>
<td>Business Librarian</td>
<td>Provide full range of subject specific library services for Business &amp; Services department.</td>
<td>10 years Business &amp; Services Librarian</td>
<td>BA (Art History &amp; Economics)</td>
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<tr>
<td>Name</td>
<td>Library</td>
<td>Team/Department / Division</td>
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<tr>
<td>Kate Donovan</td>
<td>Woodruff (Main)</td>
<td>MARBL, University Archives</td>
<td>Coordinator, University Archives &amp; Records Mgmt</td>
<td>Lead long-range planning and development of the University Archives and Records Management programs and provide oversight and direction for operations.</td>
<td>3 years Manuscript and Archives</td>
<td>BA (History) MA (History)</td>
<td>3</td>
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<tr>
<td>Jennifer Doty</td>
<td>Woodruff (Main)</td>
<td>Electronic Data Center, Services Division</td>
<td>Data Management Specialist</td>
<td>Create and establish services to support long-term management of research data.</td>
<td>&lt;1 year Data Management</td>
<td>BA (Education)</td>
<td>4</td>
</tr>
<tr>
<td>Gabrielle Dudley</td>
<td>Woodruff (Main)</td>
<td>MARBL</td>
<td>Research Library Fellow</td>
<td>Develop expertise with the library’s African American collections, develop and lead library instruction sessions on those collections.</td>
<td>&lt;1 year Archives</td>
<td>BS (History) MA (Public History)</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Jennifer Elder</td>
<td>Woodruff (Main)</td>
<td>Social Sciences Team, Services Division</td>
<td>Social Sciences Librarian</td>
<td>Provide full range of subject specific library services for Psychology and Journalism programs.</td>
<td>2 years Social Sciences Librarian 2 years Instruction Librarian 3 years Media Specialist</td>
<td>BA (Psychology) MA (English &amp; American Literature) MSLIS</td>
<td>7</td>
</tr>
<tr>
<td>Name</td>
<td>Library</td>
<td>Team/Department / Division</td>
<td>Position</td>
<td>Duties</td>
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<tr>
<td>John Ellinger</td>
<td>Woodruff</td>
<td>Digital Programs &amp; Systems</td>
<td>Director, Digital Programs &amp; Systems</td>
<td>Lead teams of systems, software, and support engineers with a balanced focus on products, processes and people leadership (for combination of core operational and strategic responsibilities)</td>
<td>9 years Technical &amp; Network Operations</td>
<td>BS (Computer Engineering)</td>
<td>9</td>
</tr>
<tr>
<td>Margaret Ellingson</td>
<td>Woodruff</td>
<td>Interlibrary Loan Team, Services Division</td>
<td>Team Leader, Interlibrary Loan</td>
<td>Plan and lead Interlibrary loan operations and services for Woodruff and Health Sciences libraries.</td>
<td>25 years Interlibrary Loan</td>
<td>BA (English) MA (English) MLn</td>
<td>25</td>
</tr>
<tr>
<td>Erika Farr</td>
<td>Woodruff</td>
<td>Digital Archives, MARBL</td>
<td>Coordinator for Digital Archives</td>
<td>Lead the planning, development, implementation, and evaluation of digital initiatives involving MARBL’s archival assets.</td>
<td>7 years Digital Archives and Projects</td>
<td>BA (English Literature) PhD (English Literature) MLS</td>
<td>7</td>
</tr>
<tr>
<td>David Faulds</td>
<td>Woodruff</td>
<td>Rare Books, MARBL</td>
<td>Rare Book Librarian</td>
<td>Act as expert resource on rare book collections; coordinate cataloging of MARBL’s books and other printed materials; participate in instruction and outreach.</td>
<td>15 years Rare Book Cataloging</td>
<td>BA (European Contemporary Studies) MLS</td>
<td>15</td>
</tr>
<tr>
<td>Charles Forrest</td>
<td>Woodruff</td>
<td>Administrative Services</td>
<td>Director, Library Facilities</td>
<td>Supervise and coordinate facilities operations and maintenance</td>
<td>12 years Library Facilities 9 years Planning and Budget</td>
<td>BA (Telecommunications &amp; Psychology) MA (Library Science)</td>
<td>33</td>
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<tr>
<td>Name</td>
<td>Library</td>
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<tr>
<td>Randy Gue</td>
<td>Woodruff (Main)</td>
<td>MARBL</td>
<td>Curator of Modern Political and Historical Collections</td>
<td>Identify and acquire manuscripts, archives, rare books and materials that document modern American and Southern History; promote knowledge and use of these collections.</td>
<td>6 years Archives</td>
<td>BA (History &amp; Film Studies) MA (History)</td>
<td>6</td>
</tr>
<tr>
<td>Pat Hawthorne</td>
<td>Woodruff (Main)</td>
<td>Administrative Services</td>
<td>Director, Library HR &amp; Interim Chief Administrative Officer</td>
<td>Serve as a member of the library’s senior management team; lead and manage the library’s Administrative Services Division; lead the library’s Human Resources Office and activities.</td>
<td>9 years Human Resources 16 years Library Administration</td>
<td>BS (English and Journalism)</td>
<td>25</td>
</tr>
<tr>
<td>Donna Hudson</td>
<td>Woodruff (Main)</td>
<td>Sciences Team, Services Division</td>
<td>Sciences Librarian (Chemistry &amp; Physics)</td>
<td>Build and promote a program of library services and collections to serve the needs of the Sciences, primarily Chemistry &amp; Physics.</td>
<td>30 years Chemistry Librarian</td>
<td>BS (English &amp; Speech Education)</td>
<td>47</td>
</tr>
<tr>
<td>Lori Jahnke</td>
<td>Woodruff (Main)</td>
<td>Social Sciences Team, Services Division</td>
<td>Anthropology Librarian</td>
<td>Provide full range of subject specific library services for &lt;1 year Librarian 1 year Digital Library Initiatives</td>
<td>&lt;1 year Librarian 1 year Digital Library Initiatives</td>
<td>BA (Anthropology) MA (Anthropology)</td>
<td>2</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Susan Klopper</td>
<td>Woodruff (Main)</td>
<td>Goizueta Business Library</td>
<td>Executive Director, Goizueta Business Library</td>
<td>Develop library products and services in support of the Goizueta Business School; provide leadership and oversight for all library operations that support GBS programs.</td>
<td>10 years Business Library</td>
<td>AB</td>
<td>27</td>
</tr>
<tr>
<td>Melanie Kowalski</td>
<td>Woodruff (Main)</td>
<td>Scholarly Communications Office</td>
<td>Copyright &amp; Scholarly Communications Librarian</td>
<td>Participate in providing outreach and education to faculty, staff, and students about copyright and use of scholarly works, and promote OpenEmory.</td>
<td>1 year Scholarly Communication</td>
<td>BS (Sociology)</td>
<td>1</td>
</tr>
<tr>
<td>Sara Logue</td>
<td>Woodruff (Main)</td>
<td>Research Services, MARBL</td>
<td>Research &amp; Public Services Archivist</td>
<td>Provide reference and research services to patrons; oversee MARBL website; monitor and update MARBL’s social media outlets.</td>
<td>1 year MARBL</td>
<td>MLS</td>
<td>1</td>
</tr>
<tr>
<td>Lisa Macklin</td>
<td>Woodruff (Main)</td>
<td>Scholarly Communications Office</td>
<td>Director, Scholarly Communications Office</td>
<td>Provide leadership on all aspects of scholarly communications for all Emory Libraries, including contributing</td>
<td>5 years Scholarly Communications</td>
<td>BA (English)</td>
<td>24</td>
</tr>
</tbody>
</table>

<p>|                          |           |                                           |                                    |                                                                                                                                  | 19 years Electronic Resources, Serials &amp; Acquisitions | MLIS          |                            |
|                          |           |                                           |                                    |                                                                                                                                  |                                                 | MA (English) |                            |</p>
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</thead>
<tbody>
<tr>
<td>Phil MacLeod</td>
<td>Woodruff</td>
<td>Area Studies Team, Services Division</td>
<td>Spanish, Portuguese &amp; Latin American Studies Librarian</td>
<td>to the evolution of scholarly publishing and distribution practices in the academy; copyright guidance; open access advocacy and policy development.</td>
<td></td>
<td>JD</td>
<td></td>
</tr>
<tr>
<td>Elizabeth McBride</td>
<td>Woodruff</td>
<td>Social Sciences Team, Services Division</td>
<td>Librarian for African Studies, Development Studies, Sociology, and Social Sciences</td>
<td>Provide subject specific library services for the departments of Spanish &amp; Portuguese, and Latin American &amp; Caribbean Studies; develop the library’s collections in these areas.</td>
<td>8 years Latin American Librarian 5 years Archives &amp; Latin American Research</td>
<td>BA (Political Science)  MA (Latin American Studies) PhD (Latin American Studies)</td>
<td>MLS</td>
</tr>
<tr>
<td>Pellom McDaniels</td>
<td>Woodruff</td>
<td>MARBL</td>
<td>Faculty Curator of African American Collections</td>
<td>Select materials in all formats for MARBL for research in African</td>
<td>3 years Curator 4 years Assistant Professor</td>
<td>BS, Communications MA (American Studies)</td>
<td>7</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Susan McDonald</td>
<td>Woodruff (Main)</td>
<td>Arrangement &amp; Description Services, MARBL</td>
<td>Coordinator, Arrangement &amp; Description Services</td>
<td>American history and culture and actively participates in donor and owner relations and in related development activities.</td>
<td>30 years Archives</td>
<td>PhD (American Studies)</td>
<td>30</td>
</tr>
<tr>
<td>Rosemary Magee</td>
<td>Woodruff (Main)</td>
<td>MARBL</td>
<td>Director, Manuscript, Archives, and Rare Book Library (MARBL)</td>
<td>Lead overall planning and management of the arrangement and description of archives and manuscript collections; train and manage processing staff.</td>
<td>1 year MARBL &gt;20 years</td>
<td>BA (Sociology) MA (Religion) PhD (Literature &amp; Religion)</td>
<td>38</td>
</tr>
<tr>
<td>Richard Mendola</td>
<td>Woodruff (Main)</td>
<td>University</td>
<td>Enterprise Chief Information Officer/</td>
<td>Lead and manage enterprise library</td>
<td>&gt;20 years University Teaching &amp; Administration</td>
<td>BS (Psychology) MA (Clinical Psychology)</td>
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<tr>
<td>Lars Meyer</td>
<td>Woodruff (Main)</td>
<td>Content Division</td>
<td>Senior Director, Content Division</td>
<td>Provide strategic direction and oversight for operational units responsible for acquisition, cataloging &amp; metadata, electronic resource management, preservation, digitization and storage.</td>
<td>5 years</td>
<td>BA (Anthropology &amp; German)</td>
<td>17</td>
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<td>9 years</td>
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<td></td>
<td>3 years</td>
<td>Preservation</td>
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<tr>
<td>Erin Mooney</td>
<td>Woodruff (Main)</td>
<td>Education &amp; Outreach, Services Division</td>
<td>Head of Education &amp; Outreach Services Dept.</td>
<td>Works with teaching faculty to meet current and emerging curricular needs by</td>
<td>4 years</td>
<td>BA (English)</td>
<td>15</td>
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<td></td>
<td>8 years</td>
<td>MA (English)</td>
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<tr>
<td>Bethany Nash</td>
<td>Woodruff (Main)</td>
<td>Content Division</td>
<td>Woodruff Library Fellow</td>
<td>developing a sustainable and effective educational program that includes in-person, online, and web-based library orientations, course-integrated sessions, information literacy workshops and tutorials, and other specialized instruction.</td>
<td>3 years Outreach and Education Services</td>
<td>MLIS</td>
<td>1</td>
</tr>
<tr>
<td>Rob O'Reilly</td>
<td>Woodruff (Main)</td>
<td>Electronic Data Center, Services Division</td>
<td>Coordinator of Numeric Data Services</td>
<td>Develop and contribute expertise in Content projects, including: digitization strategy and workflow app development, e-resource preservation strategy, assisting ETD repository coordinator, and other projects as assigned.</td>
<td>1 year Library</td>
<td>MLIS</td>
<td>9</td>
</tr>
<tr>
<td>Michael Page</td>
<td>Woodruff (Main)</td>
<td>Electronic Data Center, Services Division</td>
<td>Geospatial Data Librarian, Adj. Faculty,</td>
<td>Manage the Emory Libraries' geospatial</td>
<td>6 years Geospatial librarian &amp; adjunct</td>
<td>BA (Political Science)</td>
<td>12</td>
</tr>
<tr>
<td>Name</td>
<td>Library</td>
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<tr>
<td>Marilyn Pahr</td>
<td>Woodruff (Main)</td>
<td>Goizueta Business Library</td>
<td>Assistant Director/Assistant Librarian</td>
<td>Provide subject specific library services to Goizueta Business School students and faculty, particularly MEMBA and WEMBA Executive MBA; develop and promote the library’s webpage and Research Guides.</td>
<td>17 years Business Librarian 5 years Reference Librarian</td>
<td>MA (Geography)</td>
<td>22</td>
</tr>
<tr>
<td>Chris Palazzolo</td>
<td>Woodruff (Main)</td>
<td>Collection Management, Services Division</td>
<td>Interim Head of Collection Management/ Social Sciences Team Leader/ Adjunct Professor, Political Science</td>
<td>Provide oversight of collection development and management, including annual collections budget and collection policies; provide subject specific library services to Political Science department.</td>
<td>8 years Political Science Librarian &amp; Professor; 1 year Data Services</td>
<td>BA (International Studies &amp; French) MA (Political Science)</td>
<td>9</td>
</tr>
<tr>
<td>Lee Pasackow</td>
<td>Woodruff (Main)</td>
<td>Goizueta Business Library</td>
<td>Business Librarian</td>
<td>Provide full range of subject specific library services to Undergraduate Business</td>
<td>10 years Business Librarian 16 years Information Research &amp; Administration</td>
<td>BA (Sociology) BSW</td>
<td>26</td>
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<tr>
<td>Susan Pinckard</td>
<td>Woodruff (Main)</td>
<td>Metadata &amp; Advanced Cataloging Team, Content Division</td>
<td>Team Leader, Metadata &amp; Advanced Cataloging</td>
<td>program, focus on development of research skills in undergrads; liaison to Business School Undergraduate Program Office.</td>
<td></td>
<td>MSLIS</td>
<td></td>
</tr>
<tr>
<td>Chris Pollette</td>
<td>Woodruff (Main)</td>
<td>Education &amp; Outreach, Services Division</td>
<td>Outreach &amp; Emerging Technologies Librarian</td>
<td>Plan and lead MAC Team operations; assess processes, outcomes, customer needs, vendor services and technology related to the team’s work.</td>
<td>42 years Cataloging &amp; Metadata</td>
<td>BA (History)</td>
<td></td>
</tr>
<tr>
<td>Sarah Quigley</td>
<td>Woodruff (Main)</td>
<td>Arrangement &amp; Description, MARBL</td>
<td>Manuscript Archivist</td>
<td>Accession, arrange, describe, and provide intellectual access to manuscript collections in a variety of formats including paper-based and born digital materials.</td>
<td>5 years Archives</td>
<td>MSIS</td>
<td>5</td>
</tr>
<tr>
<td>Elizabeth Russey Roke</td>
<td>Woodruff (Main)</td>
<td>Digital Archives, MARBL</td>
<td>Digital Archivist</td>
<td>Lead the processing of digital archives material and provides expertise on metadata and other technical standards for all MARBL digital assets.</td>
<td>10 years Archives</td>
<td>BA (History &amp; Religion) MA (History)</td>
<td>10</td>
</tr>
<tr>
<td>Tarina Rosen</td>
<td>Woodruff (Main)</td>
<td>Area Studies Team, Services Division</td>
<td>Jewish Studies, Russian, East European and</td>
<td>Develop and manage the collections in Jewish</td>
<td>35 years Cataloging</td>
<td>BA (Russian Studies) MA (Russian Studies)</td>
<td>35</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Ginger Smith</td>
<td>Woodruff</td>
<td>External Affairs</td>
<td>Director, Library External Affairs</td>
<td>Lead the External Affairs division of the Library, working to advance the libraries strategic goals through communications in all forms, events, exhibitions, and web strategy.</td>
<td>31 years Library Communications, Library Development, Archives</td>
<td>BA (History)</td>
<td>31</td>
</tr>
<tr>
<td>Jeffrey Sowder</td>
<td>Woodruff</td>
<td>Acquisitions &amp; Metadata Services, Content Division</td>
<td>Head, Acquisitions &amp; Metadata Services/Acting Head Electronic &amp; Cont. Resources</td>
<td>Manage Woodruff Technical Services (Acquisitions &amp; Metadata), and work with campus libraries to establish common practices.</td>
<td>28 years Acquisitions, Technical Services and Digital Services</td>
<td>BA (English) MA (Library &amp; Information Science) MA (English &amp; American Literature)</td>
<td>28</td>
</tr>
<tr>
<td>Chuck Spornick</td>
<td>Woodruff</td>
<td>Services Division</td>
<td>Interim Director</td>
<td>Provide leadership for all public services within the library including collection</td>
<td>20 years Collection Management 9 years Electronic Collection &amp; Services</td>
<td>BA (History) MA (History of Christianity) MLS</td>
<td>29</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Alain St. Pierre</td>
<td>Woodruff (Main)</td>
<td>Humanities Team, Services Division</td>
<td>Humanities Librarian for Philosophy &amp; European History</td>
<td>Provide full range of subject specific library services to the Philosophy and History Departments.</td>
<td>6 years Humanities Librarian</td>
<td>PhD (History)</td>
<td></td>
</tr>
<tr>
<td>Laura Starratt</td>
<td>Woodruff (Main)</td>
<td>Arrangement &amp; Description, MARBL</td>
<td>Manuscript Archivist</td>
<td>Accession, arrange, describe, and provide intellectual access to manuscript collections</td>
<td>2 years Archives</td>
<td>BA (English Literature)</td>
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<td>MSIS</td>
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<tr>
<td>James Steffan</td>
<td>Woodruff (Main)</td>
<td>Humanities Team, Services Division</td>
<td>Film &amp; Media Studies Librarian</td>
<td>Lead planning and development for moving image collections and services; provide full range of subject specific library services to Film and Media Studies, Theater, Dance and the Graduate Institute of Liberal Arts.</td>
<td>7 years Film and Media Studies Librarian</td>
<td>BA (English) MA (Film Studies) PhD (Liberal Arts, Film Studies Certificate)</td>
<td></td>
</tr>
<tr>
<td>Sandra Still</td>
<td>Woodruff (Main)</td>
<td>Humanities Team, Services</td>
<td>Women's Studies Librarian</td>
<td>Provide full range of subject</td>
<td>15 years Subject Librarian</td>
<td>BA (English) MA (English and History)</td>
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<tr>
<td>Name</td>
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<tr>
<td>Stewart Varner</td>
<td>Woodruff (Main)</td>
<td>DISC, Administrative Services</td>
<td>Digital Scholarship Coordinator</td>
<td>Manage the grant for the Digital Scholarship Commons (DiSC); manage DiSC staff; participate in library/university planning on issues of digital scholarship.</td>
<td>3 years</td>
<td>BA (American Studies and English) MA (Popular Culture Studies) MLIS PhD (American Studies)</td>
<td>3</td>
</tr>
<tr>
<td>Ann Vidor</td>
<td>Woodruff (Main)</td>
<td>Rare Books, MARBL</td>
<td>Rare Book Cataloger</td>
<td>Catalog rare print materials and enhance existing bibliographic records as needed; act as liaison to the Library of Congress Name Authority File Program.</td>
<td>2 years</td>
<td>BA (French)</td>
<td>40</td>
</tr>
<tr>
<td>David Vidor</td>
<td>Woodruff (Main)</td>
<td>Licensing, Content Division</td>
<td>Electronic Resources Licensing Librarian</td>
<td>Negotiate licenses for purchasing or subscribing to electronic resources on behalf of the University libraries.</td>
<td>4 years</td>
<td>BBA MLn MBA</td>
<td>40</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Guo-Hwa Wang</td>
<td>Woodruff (Main)</td>
<td>Area Studies Team, Services</td>
<td>East Asian Studies</td>
<td>Librarian</td>
<td>Manage and develop East Asian collections and services; provide subject library services for East Asian Studies faculty and students with emphases on Chinese studies.</td>
<td>BA (English) MLIS</td>
<td>27</td>
</tr>
<tr>
<td>Michael Williamson</td>
<td>Woodruff (Main)</td>
<td>Finance &amp; Business Planning, Administrative Services</td>
<td>Director, Finance &amp; Business Planning</td>
<td>Lead the planning, formulation, management, and analysis of the libraries financial operations; develop and control annual operating budget; oversee library assessment program and library grant and contract services.</td>
<td>19 years finance and budgeting</td>
<td>BA MBA</td>
<td>19</td>
</tr>
<tr>
<td>Barbara Abu-Zeid</td>
<td>Health Sciences</td>
<td>Administration</td>
<td>Informationist &amp; Info Desk Coordinator</td>
<td>Provide research and instructional services for customers in health and life sciences; IACUC support; supervise and train information associates.</td>
<td>11 years Informationist and Desk Coordinator</td>
<td>BA (English) MLIS</td>
<td>25</td>
</tr>
<tr>
<td>Amy Allison</td>
<td>Health Sciences</td>
<td>Clinical Informationist Services</td>
<td>Coordinator</td>
<td>Lead CI Team and overall strategic direction; maintain CI service model and communicate with stakeholders.</td>
<td>3 years Informationist and 12 years public services (including 4 years as Assistant Professor)</td>
<td>BS (Secondary Education) MSLIS</td>
<td>15</td>
</tr>
<tr>
<td>Name</td>
<td>Library</td>
<td>Team/Department / Division</td>
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<tr>
<td>Kevin Bradford</td>
<td>Health Sciences</td>
<td>Clinical Informationist Services</td>
<td>Clinical Informationist</td>
<td>Develop and support Knowledge Management programs (Resident Reports and Grand Rounds, instructional programs for clerkships), and orientation programs</td>
<td>8 years</td>
<td>BA, MLS</td>
<td>8</td>
</tr>
<tr>
<td>Carolyn Brown</td>
<td>Health Sciences</td>
<td>Reference &amp; Instructional Services</td>
<td>Informationist (Nursing &amp; CMPH)</td>
<td>Deliver research and instructional services in health and life sciences; provide primary support to the Nursing School and Career MPH (Public Health) program.</td>
<td>26 years reference librarian</td>
<td>BA (Sociology)</td>
<td>27</td>
</tr>
<tr>
<td>Bonita Bryan</td>
<td>Health Sciences</td>
<td>Collection Services</td>
<td>Head, Collection Services</td>
<td>Provide leadership for all aspects of collection development and management; monitor collection budget; select information resources in all formats to support needs of library users.</td>
<td>8 years</td>
<td>BA, MA</td>
<td>26</td>
</tr>
<tr>
<td>Sandra Franklin</td>
<td>Health Sciences</td>
<td>Administration</td>
<td>Library Director</td>
<td>Provide leadership, management, policy, and strategic planning for Woodruff Health Sciences</td>
<td>10 years</td>
<td>BS, MLS</td>
<td>34</td>
</tr>
<tr>
<td>Name</td>
<td>Library</td>
<td>Team/Department / Division</td>
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<tr>
<td>Jeremy M. Kupsco</td>
<td>Health Sciences</td>
<td>Reference &amp; Instructional Services</td>
<td>Research Informationist</td>
<td>Develop and provide services for the life sciences research community, in particular biomedical, behavioral, and biological sciences; provide expertise in licensing and access to research tools.</td>
<td>8 yrs Reference/ Cataloging Librarian</td>
<td>BS (Biology)</td>
<td>MA (Biology)</td>
</tr>
<tr>
<td>Gonghua Liu</td>
<td>Health Sciences</td>
<td>Reference &amp; Instructional Services</td>
<td>Instructional Design &amp; Technology Librarian</td>
<td>Develop and manage innovative technologies and resources to support the education mission through instructional design, content development and eLearning module development for the website.</td>
<td>5 years Instr Design 7 years SEER</td>
<td>BA (English Language) MA (English Language &amp; Literature) MA (Art Education)</td>
<td>PhD (Educational Technology)</td>
</tr>
<tr>
<td>John Nemeth</td>
<td>Health Sciences</td>
<td>Clinical Informationist Services</td>
<td>Clinical Informationist</td>
<td>Develop and support Knowledge</td>
<td>6 years Support Services</td>
<td>BA (History)</td>
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<tr>
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<tr>
<td>Shenita Peterson</td>
<td>Health Sciences</td>
<td>Reference &amp; Instructional Services</td>
<td>Life Sciences Informationist</td>
<td>Management programs including: Resident Reports and Grand Rounds, instructional programs for clerkships, Evidence-Based Medicine program and Orientation programming</td>
<td>10 years Research &amp; Reference Services</td>
<td>MSLS</td>
<td></td>
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<tr>
<td>Kimberly R. Powell</td>
<td>Health Sciences</td>
<td>Reference &amp; Instructional Services</td>
<td>Life Sciences Informationist</td>
<td>Develop and provide services for the School of Public Health; utilize new ideas, technology and interaction paradigms as they emerge.</td>
<td>Life Sciences Informationist</td>
<td>BS (Anthropology &amp; Human Biology)</td>
<td>MPH (Epidemiology)</td>
</tr>
<tr>
<td>Mia S. White</td>
<td>Health Sciences</td>
<td>Reference &amp; Instructional Services</td>
<td>Medical Education Informationist</td>
<td>Develop and implement comprehensive services and programs centered on the School of Medicine mission and objectives; provide leadership in integrating new technologies in the delivery of information.</td>
<td>16 years Medical Education Informationist</td>
<td>BA (English)</td>
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Emory University
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<tbody>
<tr>
<td>Elizabeth Christian</td>
<td>Law</td>
<td>Reference</td>
<td>Asst. Law Librarian for Reference</td>
<td>Provide full range of reference desk services for students, attorneys, and the public; provide in-depth research consultations for law students; act as liaison to Legal Research &amp; Writing Program.</td>
<td>3 years Assistant Law Librarian for Reference 2 years Reference Librarian</td>
<td>BA (English)JDMLS</td>
<td>5</td>
</tr>
<tr>
<td>Mark Engsberg</td>
<td>Law</td>
<td>Library Services</td>
<td>Director of Library Services and Asst. Professor of Law</td>
<td>Provide leadership, management, policy, and planning for the Emory Law Library; participate on the Cabinet for Emory Libraries.</td>
<td>13 years Law Librarian 4 years Attorney</td>
<td>BA (English and Political Science)JDMA (English)PhD (English)MLIS</td>
<td>17</td>
</tr>
<tr>
<td>Amy Flick</td>
<td>Law</td>
<td>Reference and Bibliographic Instruction</td>
<td>Asst. Law Librarian for Reference &amp; Bibliographic Instruction</td>
<td>Plan and implement law library instructional services and participate in reference and faculty research services. Coordinate and supervise the law journal research training program.</td>
<td>11 years Reference and Bibliographic Instruction 7 years Reference.</td>
<td>BA (Political Science)MLISJD</td>
<td>18</td>
</tr>
<tr>
<td>Terry Gordon</td>
<td>Law</td>
<td>Collection Services</td>
<td>Associate Librarian for Collection Services</td>
<td>Administer the operations of Collection Services division, including acquisitions, cataloging, serials, and government documents.</td>
<td>3 years Collections Services 9 years Associate Library Director 14 years Automation, Collection Management, Corporate Reference</td>
<td>BAMLSMA (History)</td>
<td>26</td>
</tr>
<tr>
<td>Timothy Herr</td>
<td>Law</td>
<td>Access Services</td>
<td>Asst. Law Librarian for Circulation</td>
<td>Oversee circulation,</td>
<td>4 years Circulation</td>
<td>BA (English and History)</td>
<td>5</td>
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<tr>
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<tr>
<td>Vanessa King</td>
<td>Law</td>
<td>Research, Faculty Services and Archives</td>
<td>Access Services</td>
<td>Manage the library’s Faculty Services Program; work with Emory Law IT to maintain the library’s electronic Faculty Request System; manage faculty requests; manage archives program.</td>
<td>3 years</td>
<td>BA (Anthropology &amp; Women’s Studies) MA (Anthropology)</td>
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<td>5 years</td>
<td>JD, MSLS</td>
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<tr>
<td>Jason LeMay</td>
<td>Law</td>
<td>Cataloging and Metadata</td>
<td>Asst. Law Librarian for Cataloging &amp; Metadata</td>
<td>Perform original and complex cataloging of law library materials and resources in MARC format.</td>
<td>5 years</td>
<td>BA (Management Information Systems) MA (Library and Information Science)</td>
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<tr>
<td>Richelle Reid</td>
<td>Law</td>
<td>Student Services and User Experience</td>
<td>Asst. Law Librarian for Student Services &amp; User Experience</td>
<td>Lead all aspects of reference services; oversee library instructional programs; manage relationships with database vendors.</td>
<td>2 years</td>
<td>BA (History) MLIS</td>
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<tr>
<td>Thomas Sneed</td>
<td>Law</td>
<td>Research and Electronic Services</td>
<td>Associate Law Librarian for Reference &amp; Electronic Services</td>
<td>Lead all aspects of reference services; oversee library instructional programs; manage relationships with database vendors.</td>
<td>1 year</td>
<td>BA (History) JD MLIS</td>
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<tr>
<td>Felicity Walsh</td>
<td>Law</td>
<td>Access and Student Services</td>
<td>Associate Law Librarian for Access &amp; Student</td>
<td>Lead all aspects of public and student</td>
<td>8 years</td>
<td>BA (English)</td>
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<tbody>
<tr>
<td>Matthew Collins</td>
<td>Theology</td>
<td>Public Services</td>
<td>Reference Librarian</td>
<td>Reference services, including Circulation, Reserves, Interlibrary loan, Stacks and Student instruction.</td>
<td>4 years Cataloging/Reference/Stacks management</td>
<td>MA (English) MLS</td>
<td>2.5</td>
</tr>
<tr>
<td>Pat Graham</td>
<td>Theology</td>
<td>Administration</td>
<td>Library Director</td>
<td>Administration, Collection Development Fundraising</td>
<td>2 years Cataloging</td>
<td>BA (Greek) MA (OT), MLIS Mdiv, PhD (OT)</td>
<td>24</td>
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<tr>
<td>Meredith Hammons</td>
<td>Theology</td>
<td>Public Services</td>
<td>Reference Librarian</td>
<td>Reference &amp; Library Systems</td>
<td>1.5 years reference &amp; systems</td>
<td>BA (Religion), MA (English), PhD (Religion), MS (Library and Information Science)</td>
<td>1.5</td>
</tr>
<tr>
<td>Denise Hanusek</td>
<td>Theology</td>
<td>Technology Services</td>
<td>Catalog Librarian</td>
<td>Cataloging</td>
<td>11 years cataloging</td>
<td>AB (Comparative Religion), M.T.S. (World Religions), Th.D. (Comparative Religion)</td>
<td>11</td>
</tr>
<tr>
<td>Tracy Iwaskow</td>
<td>Theology</td>
<td>Public Services</td>
<td>Head of Public Services</td>
<td>Reference, Periodicals, Administration</td>
<td>5 years periodicals reference</td>
<td>BA (Religion Psychology), MTS (Christianity &amp; Culture), MSLS</td>
<td>5</td>
</tr>
<tr>
<td>Robert Presutti</td>
<td>Theology</td>
<td>Archives</td>
<td>Curator of Archives &amp; Manuscripts</td>
<td>Administration, archives processing, donor relations</td>
<td>5 years archivist</td>
<td>BA (History) MLIS</td>
<td>5</td>
</tr>
<tr>
<td>Armin Siedlecki</td>
<td>Theology</td>
<td>Technology Services</td>
<td>Head of Cataloging</td>
<td>Catalog &amp; Administration</td>
<td>11 years cataloging</td>
<td>BA (Religion) MA (Religion &amp; Culture) PhD (OT)</td>
<td>11</td>
</tr>
<tr>
<td>Name</td>
<td>Library</td>
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<tr>
<td>Sarah Bankston</td>
<td>Oxford</td>
<td>Teaching &amp; Learning Librarian</td>
<td>Develop services &amp; programs for Oxford faculty &amp; students; coordinate research practices instructional program; lead research practices team; develop, teach, &amp; assess research skills library sessions; support faculty on SLO assessment.</td>
<td>2 years Library Associate 1 year field experience</td>
<td>BA (English) MFA (Creative Writing) MSLS</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Andrea Heisel</td>
<td>Oxford</td>
<td>Associate College Librarian</td>
<td>Manage daily operations of library; oversee circulation, cataloging, &amp; acquisitions; assist with accounting functions &amp; monitoring library budget.</td>
<td>8 years library administration 5 years collection support services</td>
<td>AA (English) BA (English)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Kitty McNeill</td>
<td>Oxford</td>
<td>Associate Dean &amp; College Librarian</td>
<td>Provide leadership, management, policy, &amp; planning for Oxford library; participate on Library Cabinet for Emory libraries.</td>
<td>7 years Associate Dean &amp; College Librarian 13 years Library Director 7 years media librarian</td>
<td>BA (Elementary Education &amp; Library Science) MLn ABD (Managerial Leadership in the Information Profession)</td>
<td>27</td>
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<tr>
<td>Name</td>
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<tr>
<td>Ellen Neufeld</td>
<td>Oxford</td>
<td>Collection Management Librarian</td>
<td>Oversee collection development &amp; management of print &amp; digital annual collection budgets; oversee library website; lead Dynamic Information Content team.</td>
<td>4 years Collection Management &amp; Public Programs</td>
<td>BS (Communications) MSLS</td>
<td>4</td>
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</tr>
</tbody>
</table>

**Sources** (In Order of Appearance)

- [1] Woodruff Libraries
- [2] Libraries Org Chart
- [5] Library Cabinet Meeting Summaries Feb-Apr 2013
- [6] Library Policy Committee
- [7] Librarians Assembly Minutes July 2013
- [8] Library Employee Advocacy Forum
- [9] Woodruff Library Staff
- [10] Woodruff Library Subject Librarians
- [11] MARBL Staff
- [12] Goizueta Business School Library Staff
- [13] Library Staff Learning and Development Opportunities
- [14] Emory Continuing Education
- [15] HR Learning Services Programs
- [16] Significant Contribution Awards
- [17] Woodruff Health Sciences Center Library Staff
- [18] Law Library Staff
- [19] Theology Library Staff
- [20] Oxford College Library Staff
- [21] Emory Libraries Survey 2012 (Page 5)
- [22] Emory Libraries Survey 2013 (Page 3)

Library Employee CVs/Resumes
- Alain St. Pierre CV
- Amy Allison CV
- Amy Boucher CV
- Amy Flick Resume
- Andrea Heisel CV
- Ann Cullen CV
- Ann Vidor CV
- Barbara Abu-Zeid CV
• Library Job Descriptions
  o Area Studies Librarian Job Description (Tim Bryson)
  o Associate College Librarian Job Description (Andrea Heisel)
  o Associate Dean & College Librarian Job Description (Kitty McNeill)
  o Associate Dean & College Librarian Job Description (Kitty McNeill)
  o Clinical Informationist Job Description (John Nemeth, Kevin Bradford)
  o Collection Management Librarian Job Description (Ellen Neufeld)
  o Coordinator, Digital Archives Job Description (Erika Farr)
  o Coordinator, Digital Scholarship Job Description (Stewart Varner)
  o Coordinator, Library Assessment Job Description (Susan Bailey)
  o Coordinator, Research Services Job Description (Elizabeth Chase)
  o Data Management Specialist Job Description (Jennifer Doty)
Digital Scholarship Strategist Job Description (Brian Croxall)
Director of Services Job Description (Charles Spornick)
Director, Goizueta Business Library Job Description (Susan Klopper)
Director, Law Library Job Description (Mark Engsberg)
Director, Library Communications Job Description (Holly Crenshaw)
Director, Library External Affairs Job Description (Virginia Smith)
Director, Library Facilities (Charles Forrest)
Director, Scholarly Communications Job Description (Lisa Macklin)
East Asian Studies Librarian Job Description (Guo-hua Wang)
Electronic Resources Licensing Librarian Job Description (David Vidor)
English and Women Studies Librarian Job Description (Sandra Still)
Film Studies and Media Librarian Job Description (James Steffan)
Geospatial Data Librarian Job Description (Michael Page)
Goizueta Business Librarian Job Description (Ann Cullen)
Goizueta Business Librarian Job Description (Lee Pasackow)
Goizueta Business Librarian Job Description (Malissa Anderson-Strait)
Goizueta Business Librarian Job Description (Marilyn Pahr)
Head of Access Services Department Job Description (Amy Boucher)
Head of Collection Services Job Description (Bonnie Bryan)
Head of Education and Outreach Services Job Description (Erin Mooney)
Humanities Librarian Job Description (Erica Bruchko)
Informationist (Medical Education) Job Description (Mia White)
Informationist (Nursing & CMPH) Job Description (Carolyn Brown)
Licensing Librarian Job Description (David Vidor)
Linguistics Librarian Job Description (Tarina Rosen)
Manuscript Archivist Job Description (Laura Starratt)
Manuscript Archivist Job Description (Sarah Quigley)
Music Librarian Job Description (Joyce Clinkscales)
Rare Book Cataloger Job Description (Ann Vidor)
Rare Book Coordinator Job Description (David Faulds)
Research and Public Services Archivist Job Description (Sara Logue)
Research Informationist Job Description (Jeremy Kupsco)
Research Library Fellow Job Description (Kate Stratton)
Sciences Librarian Job Description (Donna Hudson)
Social Sciences Librarian Job Description (Jennifer Elder)
Teaching and Learning Librarian Job Description (Sarah Bankston)
Team Leader, Collection Management Job Description (Chris Palazzolo)
Team Leader, Content Division Job Description (Lars Meyer)
Team Leader, Humanities Job Description (Kim Collins)
Team Leader, Interlibrary Loan Job Description (Margaret Ellingson)
Team Leader, Metadata and Cataloging Job Description (Susan Pinckard)
Team Leader, Science Job Description (Kristan Majors)
Technology and Metadata Librarian Job Description (Laura Akerman)
User Experience Librarian Job Description (Jonathan Bodnar)
3.9.1

Student Affairs and Services: Student Rights
The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment
☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory University provides all students with a multitude of rights and responsibilities. These general rights are published in multiple sources and communicated to students in various ways. Units of the institution also provide their students additional rights and responsibilities beyond those generally held by all students. Some of these are granted by academic units, others by student housing and other campus offices.

Anti-Discrimination Rights
Emory students have the right to be free from discrimination in all their academic and other pursuits at the University. Under the Equal Opportunity and Discriminatory Harassment Policy [1], all students have the right to be free from discrimination based on “race, color, religion, ethnic or national origin, gender, age, disability, sexual orientation, gender identity, gender expression, veteran’s status, or any factor that is prohibited . . . under applicable law.” This protection extends to admissions, educational programs, and employment. Further, all members of the Emory community have the right to be free from sexual harassment.

Emory University’s Office of Equal Opportunity Programs (EOP) [2] is responsible for monitoring the university’s compliance with all applicable affirmative action, equal opportunity, and discriminatory harassment laws, policies, and guidelines. The EOP website provides guidance to community members about their rights as well as links to various campus resources, including the steps to filing a complaint. Policy provides that all calls will be returned within one business day [3]. The Equal Opportunity and Discriminatory Harassment Policy provides additional guidance about the filing of complaints [4], with the assurance that upon receipt of an official complaint the office of the Vice President for Equal Opportunity Programs will investigate the circumstances within 30 days. Students may submit complaints to the EOP director or to an immediate supervisor, department head, or dean, who must immediately notify EOP of the complaint. The investigator will provide both the complainant and the respondent with periodic status updates of the investigation.

Emory University also prohibits discrimination against qualified individuals with disabilities. This is in compliance with the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students, faculty or staff who feel they have been discriminated against based on a disability or been denied a valid accommodation may also file a complaint with the EOP Office. The Emory University Office of Disability Services (ODS) is responsible for providing equal access to university resources, services and programs for all individuals registered with ODS. The ODS website [5] provides information, resources, and support for members of the Emory community. The ODS website also provides detailed steps for individuals seeking accommodations and guidelines for the types of accommodations available, general accommodations, academic adjustments, auxiliary accommodations, campus access, and diet/nutrition [6].

Various campus offices and units promote students’ rights to be free from discrimination and provide education and outreach to the campus community. In the Division of Campus Life, the Office of Multicultural Programs and Services provides programs and services that encourage the holistic development of students, particularly students of color, and affirm identity through advocacy, outreach and advising [7]. The Office of Lesbian/ Gay/ Bisexual/ Transgender Life
(LGBT) engages the university community in the creation of an affirming and just campus environment while supporting the development of students of all gender and sexual identities [8]. Additionally, the Center for Women advocates for gender equity throughout the University; provides resources and skill-building opportunities; and brings faculty, students, practitioners, activists, and other learners together to examine gender issues and work toward ethical solutions [9].

**Student Health Patient Rights**
Emory University provides various medical and mental health resources for its students through Student Health and Counseling Services (SHCS) [10]. All students and patients of SHCS possess various rights associated with their treatment. These include the right to considerate and respectful care, to private and confidential care, to accurate and complete information, to access and review medical records, and to refuse care. Additionally, students have the right to voice their concerns about their care to administration or medical staff without fear of reprisals or discrimination. These rights are published on the SHCS website and available in SHCS locations across campus.

**Student Privacy Rights**
Emory University students have the right to be free from improper disclosure of their private information. All members of the faculty, administration and clerical staff must respect confidential information about students which they acquire in the course of their work. At the same time the University must be flexible enough in its policies not to hinder the student, the institution or the community in their legitimate pursuits. These student rights are outlined in Emory Policy 8.3: Confidentiality and Release of Information About Students [11]. In addition to these general rights, each record-keeping unit at the University may develop its own internal rights and procedures for how they handle private student records.

For example, the Office of the Registrar outlines the rights of students under the Family Education Rights and Privacy Act (FERPA) on its website, including the right to inspect and challenge the contents of a record [12]. Students are made aware of these rights through the distribution of the Campus Life Handbook [13], which is distributed to students each fall and posted online [14]. Student rights are also available on the Office of Student Conduct webpage [15] and the Office of General Counsel website [16], and in various other school- and program-specific handbooks such as those of Oxford College [17] and the Business School [18].

**Academic and Behavioral Rights and Responsibilities**
Students’ academic rights and responsibilities can be found in the academic policies and regulations of each school and college, published in a variety of publications and online sources:

- College of Arts and Sciences Catalog – Academic Policies and Regulations [19]
- Oxford College Catalog – Academic Regulations [20]
- Business School Catalog – Academic Rights and Responsibilities [21]
- School of Nursing Handbooks - Undergraduate [22] and Graduate [23] Academic Standards, Policies, and Procedures
- Graduate School Handbook – Academic Regulations [24]
- School of Medicine Student Handbook – Academic Regulations [25]
- School of Law Catalog – Academic Policies [26]
- School of Public Health Catalog – Academic Policies [27]
- School of Theology Catalog and Handbook – Academic Procedures and Regulations [28]

The behavioral rights and responsibilities of undergraduate students are outlined by the Undergraduate Code of Conduct [29], which is posted on the Office of Student Conduct webpage and contained within the Campus Life Handbook [30]. The Code of Conduct outlines the responsibilities and standards applied to undergraduate students’ conduct and the rights held by students in how their conduct is addressed.
Each academic school and college also distributes behavioral rights and responsibilities which are typically outlined in their honor code/code of conduct.

- College of Arts and Sciences Honor Code [31]
- Oxford College Honor Code [32]
- Business School Honor Code [33]
- School of Nursing Undergraduate [34] and Graduate [35] Honor Code and Code of Conduct
- Graduate School Honor Code [36] and Conduct Code [37]
- School of Medicine Conduct Code [38]
- School of Law Professional Conduct Code [39]
- School of Public Health Honor and Conduct Code [40]
- School of Theology Honor and Conduct Code [41]

The Honor Codes and Codes of Conduct defined by each school govern students’ behavior in academic settings – classrooms, laboratories, and any area where their academic achievement will be evaluated. The Honor Code sets expectations for students in their academic pursuits and outlines the procedures for addressing alleged violations of those expectations. Students alleged to have violated the Honor Code are entitled to a fair and impartial hearing. To ensure that students receive a fair and impartial hearing, they have the right to testify, to suggest witnesses, and to make a closing statement before the appropriate school or college’s council or representatives. Students also have the right to the assistance of an advisor throughout the process and the right to appeal the findings of the Honor Council.

All Emory students share common rights under the Involuntary Withdrawal of Students Policy [42]. Before being involuntarily withdrawn, students have the right: (1) to review available information concerning the behavior and/or incidents which have caused concern; (2) to be provided with a copy of this Involuntary Withdrawal Policy and Procedure and a discussion of its contents; (3) to explain his/her behavior; and (4) to be informed of options including counseling, voluntary withdrawal and evaluation for involuntary withdrawal. Students also have the right to appeal a final decision to the dean.

University-wide policies and procedures for and about students are also published online on the University Policies and Procedures website [43] and in the faculty handbook [44].

**Housing Rights and Responsibilities**

Emory students residing in University Housing are granted rights and responsibilities by virtue of their contract with the Office of Residence Life and Housing. These are outlined in the Undergraduate Housing Agreement [45] and the Residence Life and Housing Standards and Policies [46], and posted online.

**Other Student Rights**

Emory University has implemented several other policies and procedures that establish additional student rights and outline procedures for addressing issues pertinent to those rights.

**Computing and Technology**

The Office of Information Technology publishes the university’s policies and guidelines regarding the use of university technological resources including, but not limited to, file sharing, email account use, the use of technology facilities, and student’s responsibilities under the Digital Millennium Copyright Act (DMCA). These rights, policies, and guidelines are published on the Office of Information Technology’s website [47] and through Information Technology Conditions of Use Policy [48].

**Student Financial Accounts**

Emory University Student Financial Services publishes information about students’ billing and financial rights. These include policies related to the Tuition Adjustment Policy, Finance Charges...
and Late Fees, the Emory Payment Plan, Financial Holds and Cancellation, Non-sufficient Funds, Complete Withdrawal, and the Student Communication Policy [49]. All Student Financial Services policies are also collectively published on the University Policies website [50].

**Clery Act**
As outlined in The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act [51], Emory students and the community at large possess the right to know information about certain crimes that occur on and adjacent to campus. Under the Clery Act, students have the right to access and review an Annual Security Report and a Daily Crime Log, and to receive timely warnings to threats on campus. Emory publishes its Annual Security Report on its website [52], and the Daily Crime Log is available from the Emory Police Department upon request.

**Student Government**
Emory students have the opportunity to affect change at the University through their student government and various student organizations. All students are represented by the Student Government Association, which is guided by the Student Constitution of Emory University [53]. Graduate and professional school students fall under the Graduate Student Government Association governing umbrella [54]. School-specific student governing bodies include, but are not limited to the Graduate Student Council [55], the Emory Law Student Bar Association [56], the Graduate Business Association [57], the Candler Coordinating Council [58], the Graduate Nursing Council [59], and the Rollins Student Government Association [60].

These organizations collectively are responsible for representing Emory students in the University’s academic and administrative bodies, organizing events on campus for student dialogue and engagement, and approving and allocating funds for other student organizations. Emory University students have a wide array of opportunities to voice concerns about the institution, to assert and protect their rights, and to effect change at the university. The powers, rights and responsibilities afforded to students in these government and student organizations are detailed in each group’s founding documents and constitution.

**Parking and Transportation**
Students electing to park on campus have rights and responsibilities enumerated by Emory University’s Transportation and Parking Office. Those rights are outlined in the Transportation and Parking Services Rules and Regulations [61], which are also posted online.

**Academic Grievances**
Each academic unit produces and implements policies and procedures for dealing with academic grievances and student complaints. The policies and procedures are published within each school’s handbook and/or website referenced below.

- College of Arts and Sciences Student Complaints Procedure [62]
- Candler School of Theology Student Grievances [63]
- Laney Graduate School Student Grievance Procedure [64]
- Rollins School of Public Health Student Grievance Procedure [65]
- School of Medicine Guidelines for Grievance and Due Process [66]
- School of Nursing Undergraduate [67] and Graduate [68] Academic Grievance and Appeal Procedure
- School of Law Student Complaint Procedure [69]
- Oxford College – Academic Misconduct and Appeals [70]
- School of Business Student Grievances Policy [71]

**Sources** (In Order of Appearance)
### 3.9.2

**Student Affairs and Services: Student Records**

The institution protects the security, confidentiality, and integrity of student records and maintains
security measures to protect and back up data.

#### Judgment

- [ ] Compliant
- [ ] Partially Compliant
- [ ] Non-Compliant
- [ ] Not Applicable

#### Narrative

Emory University adheres to federal laws that protect the privacy of student records. The
University’s policy addressing he Confidentiality and Release of Information About Students [1]
and the General Guidelines for the Family Educational Rights and Privacy Act (FERPA)
regulations [2] are published and widely accessible online. Policies and practices described below
also apply to students enrolled in Emory’s distance education programs. Emory also has a written
procedure for the privacy of students enrolled in distance education programs as described in
Requirement 4.8.2 and Requirement 4.8: Distance Education Appendix.

**Registrar’s Office**

The University Registrar’s Office maintains paper copies of student academic transcripts from prior
to 1990 on the main campus. A locked door stands between the Registrar’s lobby and the internal
areas of the office and only authorized personnel are allowed within. All hardcopy transcripts are
kept in a separate locked file room in the rearmost areas of the office. Only authorized personnel
have keys to the records room. These transcripts have been scanned and backed up on Emory’s
current imaging system, OPTIX, which requires an ID and password to access. Registrar’s staff
members are the only personnel with access to the transcript images stored in OPTIX.

Student Records from 1990 forward are kept in electronic form in the PeopleSoft Student
Administration system. This student database is commonly referred to as PSSA or OPUS. Students
have secure access to their own records requiring login using a unique ID and password [3].

The University is fully compliant with Federal FERPA (Family Education Rights and Privacy Act)
regulations. The University’s FERPA policy and its application for students [4] are available at the
registrar’s website and the Registrar’s Office annually notifies students of their FERPA rights via
email. The office also offers FERPA training sessions for faculty and staff.

The FERPA regulations are also widely publicized on Emory’s website. For example, the Business
School [5] and Oxford College [6], post the FERPA guidelines on their websites. The nursing
school of provides FERPA “do’s and don’ts” guidelines for faculty [7] and rights under FERPA for
students [8]. Many academic schools also ask students to complete forms indicating their
permission or denial of release of information, such as name and photographs, in various school
databases [9].

In addition, students are asked to complete a “directory information” release form through the
Office of the Registrar [10] which gives their permission or denial for the release of enrollment
status, degree details, participation in University sports and activities, awards received, address,
phone number, and email address.

The University Registrar uses the guidelines and policies of the American Association of Collegiate
Registrars and Admission Officers (AACRAO) for defining the contents of the permanent academic
record (which includes transcripts and grade rolls). In addition to the permanent academic records
of students maintained by the office, most schools of the University keep some records concerning
their students. As exemplified above, individual schools follow procedures and policies regarding
maintenance, security, and release of information similar to the procedures and policies of the Office of the Registrar. The University Registrar regularly meets with records personnel in the schools and reminds the schools of these requirements.

Instructors are granted access to basic directory information about the students in their classes so that the instructor may conduct class and communicate with students [11]. Academic advisors are granted access only to their advisees’ academic information [12]. All other access to student records by faculty and staff is on a need-to-know basis after a student information request form [13] is filed by the employee and reviewed by the appropriate University office. Faculty and staff access to the student information system is renewed annually. Faculty and staff must acknowledge and agree that they understand FERPA and be willing to adhere to its requirements.

Students and faculty members can download electronic copies of student transcripts for advisement purposes, however when hard copies of official student transcripts need to be produced, this is done only within the Registrar’s Office and they are printed on secure paper. As a further precaution, the office does not use student workers.

Financial Aid Records
Emory University maintains detailed financial aid records for federal and University student aid recipients. Student and parent financial aid application data exist electronically within the secure People Soft software system. Paper documents are retained within a student’s financial aid file in secure locked offices. The Office of Financial Aid retains confidential paper documents for the duration stipulated by the laws governing federal student aid records, after which they are shredded. The Federal Recordkeeping and Disclosure regulations are presented as a separate PDF file and are located in Volume 2, Chapter 7 of the Student Aid Handbook [14]. The University’s policy related to financial aid retention schedules is available online [15].

Access to sensitive information is restricted to University employees with a legitimate need to know in order to properly perform their duties. Employees who have approved access to the administrative information database and confidential documents understand that they are restricted in using the information obtained only in the conduct of their official duties. The Office of Financial Aid will not provide copies of application documents to anyone other than the signatory of the requested document unless compelled by law. Parent financial data may not be discussed with the student without written authorization. The Office of Financial Aid protects the security, confidentiality, and integrity of all student financial aid records.

Career Center Records
Career Counseling records, notations, and communications are maintained through an on-line career counseling module, Career Center Contact Manager (C3M) [16]. C3M is a proprietary product of Digital Revolutions, Inc. Student demographic and academic records are preloaded into C3M annually. Social Security information and date of birth are not included in the yearly upload. All data within C3M reside on a secure server maintained by the University Technology Services Infrastructure Team and Campus Life. All servers are protected by an RSA secured VPN (virtual private network) solution both on and off campus [17].

C3M security is three-tiered: 1) Server security controls the access to the file share location; 2) Windows user authentication is required before the C3M application can be executed; and 3) C3M has its own user authentication before data can be accessed. C3M data files that have student-related information are also encrypted at the fileserver and client level. Any information transmitted between the file server and client workstations is encrypted.

Soft copies of student resumes, cover letters, personal statements or other relevant career documents are saved on a Campus Life secure server drive. Any rare paper copy of counseling notes or printed copies of such documents are stored in secured counselor offices.
Student applications for full-time, internship, or on-campus jobs are managed by an on-line recruiting module, EagleOps [18]. EagleOps is an Emory-specific adaptation of the NACELink recruiting platform. Symplicity, Inc. in partnership with the National Association for Colleges and Employers (NACE), provide the secure servers to store student personal, academic, and career-oriented data. Emory preloads student demographic and academic data, while students verify preloaded data and add additional information related to career plans.

Career Center staff has full access to all data captured in EagleOps; prospective employers only have access to records provided by students in support of their application (resume, cover letter, transcripts, writing samples, etc.)

**Student Conduct and Disciplinary Records**

The Office of Student Conduct is compliant with all pertinent federal privacy laws including the Family Education Rights and Privacy Act. All staff and student volunteers with access to FERPA protected records receive training on confidentiality and disclosure. Students’ records are not released to anyone outside of the University, even parents, without their expressed written consent [19]. Records are only released under these exceptions: legitimate educational purpose, health and safety, or violations of alcohol and drug policies.

Disciplinary records are kept for at least seven years from the date of the conduct incident, while records relating to suspension and expulsion are kept permanently on file. Students have the right to inspect their disciplinary record at any time, but must do so in person at the Office of Student Conduct [20].

**International Student Records**

International Student and Scholar Services (ISSS) follows guidelines of the Department of Homeland Security, the Department of State, and the Family Educational Rights and Privacy Act pursuant to the privacy, security, and confidentiality of international student and scholar records [21].

The Department of Homeland Security and Department of State require offices to maintain files for three years after international students have completed their program of study and international scholars have completed their research or other activities for which they were issued a visa. The privacy of those individuals is to be maintained as well. As such, ISSS does not release immigration information from the files to third parties, including parents, spouses, or dependents, without written permission from the student or scholar. Any request for other types of information is referred to the Registrar’s Office or Human Resources, as appropriate. ISSS does disclose information to faculty and administrative officers of the University if it is related to the performance of their official duties. While federal immigration regulations permit government agencies access to these files, other federal regulations, such as FERPA, may apply. Because of the complexity involved, ISSS consults with the Office of the General Counsel before providing access to personal information in the office’s files to government agencies or officials.

Data are maintained in ISSS in two ways. As required by law, ISSS maintains files (paper and electronic) of the immigration records of international students attending Emory University, international scholars conducting research or other academic activities or employed by Emory as faculty or staff. Files remain in the ISSS office for three years after the completion of the student’s program of study or the scholar’s employment or other academic activities. Only ISSS Staff members have access to the files and they monitor and control access to them. ISSS also keeps electronic records on students and scholars in PeopleSoft, the University’s student and employee database.

All ISSS staff members are trained on privacy regulations regarding student and scholar files, and receive University FERPA training each year before access is allowed to University student records. These practices are in accordance with federal regulations and guidelines and are consistent with
the Statement of Ethical Principles and best practices as defined by NAFSA: Association of International Educators, the leading professional association promoting the exchange of students and scholars to and from the United States. As members of NAFSA, ISSS staff members subscribe to NAFSA best practices [22].

**Student Health and Counseling Records**

Student Health Services [23] and the Counseling Center [24] follow both HIPAA [25] and FERPA guidelines regarding the security and confidentiality of student medical and counseling/mental health records. Emory’s Office of Student Health and Counseling Services is fully accredited by the Accreditation Association for Ambulatory Health Care, Inc. (AAAHC) [26] and has met the strict standards regarding the security, confidentiality and integrity of student medical and mental health records.

Compliant with HIPPA guidelines, Student Health Services requires an Authorization for Use/Disclosure of Protected Health Information [27] and Consent for Release of Medical Information [28] forms to be completed before being able to release any student medical information or records.

Since 2007-08 (counseling) and 2008-09 (medical and administrative), all Emory University Student Health and Counseling Services’ student medical, counseling and administrative or billing records were converted to secure electronic systems. Information is no longer entered into paper healthcare records. Student Health Services (including Psychiatry) and administrative/billing records are stored in the Point and Click Solutions database [29], and counseling records are stored in the Titanium database. Both systems are used by hundreds of college health and counseling services and are the electronic health records (EHR) systems market leaders in college medical and mental health.

The database servers for Point and Click and Titanium and web servers for their associated websites reside in a specially secured zone on the Emory University network and are maintained in a secure Emory data center with redundant power backup located at 1599 Clifton Road Building. The Point and Click and Titanium application databases are backed up in full every night and periodically during the day and restored to their respective secondary standby servers.

Old paper records are stored on site in accordance with Emory and State of Georgia medical records retention policies. At Student Health Services, the records of graduate students are securely sent to Bowman Enterprises [30] one year after graduation for imaging to discs. Discs are stored in locked cabinets in the Medical Records department and can be accessed via VersaView. After one additional year, paper records are shredded at Bowman Enterprises.

All EUSHCS (Emory University Student Health and Counseling Services) employees complete the annual Emory Healthcare HIPAA Security Awareness Training [31]. Documentation of this training is contained in EUSHCS employee personnel files.

At EUSHCS, access to Point and Click and Titanium electronic records is restricted to clinical staff (senior staff counselors and psychiatrists), psychology interns, post-doctoral trainees, practicum students and administrative staff. Access is granted by the executive director, counseling center director and network administrator and is based upon duties and responsibilities (e.g. primary care medical, nursing, health promotion and administrative staff do not have access to mental health electronic records, including counseling, psychiatry and alcohol and other drug records). Each authorized user enters the system using a unique user ID and password. Access to the Point and Click and Titanium applications is limited to the workstations and IP address ranges unique to Student Health Services and the Student Counseling Center. Access to servers is not possible without logging into the Emory VPN (Virtual Private Network) secured network environment, providing the same level of security for system administrators whether accessing from on or off campus.
Emory students have secure online access to Student Health Services via Your Patient Portal [32]. Through the patient portal, students sign into their individual Point and Click account using their unique Emory OPUS user ID and password. With this HIPAA-compliant, secure online communication system, Emory students can schedule appointments with healthcare providers at Student Health Services, send and receive secure messages to staff at Student Health Services, request prescription refills and access personal patient financial account information. Students also enter their health histories, HIPAA privacy preferences, consents for treatment and immunization records via the patient portal. Because the patient portal is a double-keyed secure website (both students and EUSHCS staff enter using their own unique user ID and password), no protected health information is sent over the insecure internet.

Office of Disability Services Records
The Office of Disability Services (ODS) continues to adhere to Emory’s commitment to the principles and full implementation of students’ privacy rights as well as all local, state, and federal guidelines pertaining to the same. Disability Services practices and procedures are guided by statues that require fairness and equity [33].

Specifically, the ODS requires medical/health documentation prior to the development of an Individualized Accommodation Plan (IAP) [34] for a student. All documentation is stored in a lockable file cabinet which is accessible only to the ODS staff. These files are locked at the end of each work day and are only opened by staff. All student files from ODS remain in the office and are not mixed with other student files or academic records. In order to ensure that the highest levels of confidentiality are maintained, at the beginning of each term students are asked to grant the office permission to discuss their accommodations plan. These forms (Student Accommodation Letter Confirmation) are housed in the Disability Services office [35]. Students are required to request via email any release of information for outside inquiries. Moreover, a specific diagnosis is never disclosed unless the student has granted permission.

The Disability Services file management system requires that hardcopy files be archived in the office suite for three years after the official graduation date. After that time, student files are destroyed using a secured data shredding service.

Records Security, Backups, and Retrieval
All PeopleSoft ERP (Enterprise Resource Planning) servers reside in a secure network restricted by a firewall from other Emory networks and the Internet. Support personnel who need direct access to the servers are required to use a Virtual Private Network (VPN) into this protected network core using RSA two factor authentication.

PeopleSoft Windows and Linux servers are backed up using TSM (Tivoli Storage Management) to offsite storage. PeopleSoft database backups are stored on Data Domain which is like a virtual tape library on disk located in an off-site secondary data center incorporating encryption at rest. The backup strategy for production databases is to retain 35 daily, 14 monthly and three annual backups in archived storage. Records are accessible from the offsite back-up [36].

Sources (In Order of Appearance)

- [1] University Policy - Confidentiality and Release of Information About Students
- [2] University FERPA Policy
- [3] OPUS Login
- [4] University FERPA Policy
- [7] School of Nursing FERPA Guidelines for Faculty
[8] FERPA Preference Form Example
[9] School of Nursing FERPA Student Rights
[10] Office of the Registrar - Student Information Release Form
[11] OPUS Class Example
[12] OPUS Advisees
[13] Student Information Access Request Form
[15] Student Financial Aid Records
[16] Career Center Contact Manager
[17] Using RSA authentication on the new F5 Edge Gateway VPN
[18] Career Center - EagleOps Privacy Policy
[19] Office of Student Conduct - FERPA (Page 2)
[20] Office of Student Conduct - Disciplinary Records
[21] ISSS Confidentiality of Student Records
[22] NAFSA's Statement of Ethical Principles
[23] Student Health Services - Confidentiality
[24] Student Counseling Services - Patient Rights
[25] Emory's HIPPA
[26] AAAHC Accreditation
[27] Patient Privacy Preferences (HIPPA) Form
[28] Student Medical Records Release Form
[29] Point and Click Solutions Inc.
[30] Bowman Enterprises Inc
[31] HIPAA Security Awareness Training
[32] Patient Portal
[33] Office of Disability Services - Confidentiality
[34] ODS - Individualized Accommodation Plan Documentation
[35] ODS - Student Accommodation Letter Confirmation
[36] Information Technology Security
3.9.3

Student Affairs and Services: Qualified Staff
The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University employs qualified student affairs personnel to ensure the quality and effectiveness of the programs administered by its Division of Campus Life (Student Affairs) [1]. Under the direction of the senior vice president and dean, the division includes Athletics and Recreation [2], Barkley Forum (Debate Team) [3], Bookstore [4], Campus Life Technical Services [5], Career Center [6], Dining Services [7], Dobbs University Center [8], Office of Lesbian/Gay/Bisexual/Transgender Life [9], Office of Multicultural Programs and Services [10], Office of Sorority and Fraternity Life [11], Office of Student Leadership and Service [12], Residence Life and Housing [13], Office of Student Conduct [14], and Student Health and Counseling Services [15]. As outlined in its mission statement, the Division of Campus Life strengthens and enhances the Emory community through its programs, activities, services, and facilities. Student Affairs professionals create a welcoming and supportive campus environment and are committed to modeling and teaching holistic well-being, ethical leadership, community service, and global citizenship. In addition to the Division of Campus Life, there are student affairs professionals in the nine academic schools of Emory University as well as Oxford College. These areas are overseen by the Board of Trustees Campus Life Committee [16] and the University Senate Committee on Campus Life [17].

Oxford College employs qualified personnel to ensure the quality and effectiveness of the programs and services provided by its Campus Life staff [18]. Under the direction of the dean for campus life, the division includes Residential Education and Services [19], Athletics and Recreation [20], Student Involvement and Leadership [21], Student Health Services [22], Counseling and Career Services [23], Dining Services [24], Religious and Spiritual Life [25], and Theater [26].

Procedures for the selection of new staff are outlined in the managers tools and resources located on the Human Resources website [27]. Employment within Campus Life provides students with valuable experience to enhance their personal and professional growth by exposing them to five core values: human development — support for intellectual, physical, spiritual, emotional, and social growth and well-being; integrity — congruence of personal and professional values and ethics; collaboration — commitment to cooperative and mutually beneficial partnerships; professionalism — excellence in responsiveness and service delivery; and community — building unity through respect and appreciation for individual and cultural differences as well as identification with Emory and its values.

The Campus Life organizational chart demonstrates how leadership responsibilities are delegated throughout the division among the senior vice president/dean, assistant vice president, dean of students, executive directors, directors, associate directors and assistant directors [28]. Professional staff members in the Division of Campus Life Activities typically have graduate degrees in a field of study relevant to the position’s duties or have an appropriate combination of education and work experience. The table below displays job responsibilities, education degrees, previous employment qualifications, and links to resumes for the senior staff members within Campus Life at Emory University, including the Oxford College campus.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Educational Qualifications</th>
<th>Professional Experience</th>
</tr>
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<tbody>
<tr>
<td><strong>Eric Bymaster</strong></td>
<td>Assistant Vice President for Finance and Operations</td>
<td>Oversee auxiliary operations. Manage $60M annual budget, human resource communications, and technical support functions. Complete special projects for University Executive VP and CFO. Develop Housing forecasting model for new phases of construction. Develop annual student rates and fees plan for non-tuition rates.</td>
<td>M.S., B.S., Purdue University</td>
<td>Seventeen years of higher education finance experience. Certified Zenger-Miller facilitator and Targeted Selection Interviewer. Continuing education courses in license/contract review and negotiation. Completed Emory’s <em>Excellence Through Leadership</em> program.</td>
</tr>
<tr>
<td><strong>Andrew Christopherson</strong></td>
<td>Director of Development</td>
<td>Oversee all aspects of advancement for Campus Life departments of including planned giving, development communications, alumni relations, and stewardship. Assisted with Campaign Emory, reaching $3M above $5M goal.</td>
<td>Ph.D., M.Ed., University of South Carolina B.A., Davidson College</td>
<td>Received 2011 Outstanding Doctoral Dissertation award from Council for Advancement and Support of Education. Numerous professional publications and presentations. Former director of alumni programs for the Carolina Alumni Association.</td>
</tr>
<tr>
<td><strong>Bruce Covey</strong></td>
<td>Sr. Director, Technical Services and Bookstore Contract Manager Lecturer, Creative Writing Program</td>
<td>Oversee all technological tasks and areas for the Division of Campus Life, including technology procurement, server and PC infrastructure and management, websites, applications, governance, security, desktop support, programming, and phone &amp; data. Liaison between Emory and campus bookstore through vendor contract management from RFP to operational implementation.</td>
<td>M.A., Yale University B.S., St. Lawrence University</td>
<td>22 years associated with university bookstores. Former bookbuyer and manager for Bookhaven and managing editor for Peachtree Publishers. Former Academic bookbuyer and manager for the theology and Emory University bookatore. Completed Emory’s <em>Excellence Through Leadership</em> program.</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Educational Qualifications</td>
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</tbody>
</table>
| **Tim Downes**    | **Sr. Director of Athletics and Recreation** | Principal Administrator for University’s intercollegiate and recreation programs. Oversee 18 intercollegiate programs and 60 employees. Manage $4M budget. | J.D., Washington & Lee University School of Law  
B.A., Dartmouth College | Has served as Athletic Director level at 4 institutions, totaling over 17 years in Divisions I and III.  
Independent research on Title IX and Intercollegiate Athletics. |
| **Sharifa Ebrahimi** | **Student Ombudsman**  
**Director, Office of University Conferences** | Provide impartial and confidential conflict resolution services to members of the campus community. Supervise all aspects of a year-round conference program including a $400,000 budget and total revenues of more than $3M. Implement marketing plan to recruit new business to campus. | M.S., Florida State University  
B.A., Emory University | Previous experience in living/learning communities, student development, and student disability services.  
Elected Member of the Board of Directors (2012-14) of the Association of Collegiate Conference and Event Directors International.  
Numerous professional membership and presentations. |
| **James Francois** | **Assistant Dean of Campus Life**  
**Director, Office of Multicultural Programs and Services** | Assess racial and ethnic minority student needs. Implement programs and services to enhance holistic development of services. Implement a strategic plan that coalesces with Campus Life Strategic Plan. Develop and facilitate diversity training and multicultural competency workshops. | B.A., M.A. Northeastern University | Previous positions in Alcohol and Drug Education and Residence Life at Oxford College as well as work with fundraising, curriculum development, and volunteer solicitation/ training at a non-profit organization.  
Former member of the Steering Committee of Emory’s Transforming Community Project. |
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<th>Name</th>
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<th>Responsibilities</th>
<th>Educational Qualifications</th>
<th>Professional Experience</th>
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<tr>
<td>David Furhman [35]</td>
<td>Senior Director, Campus Dining Services</td>
<td>Manage dining and vending contracts representing $200M in annual sales. Develop budgets, financial plans and projections. Organize and advise student-focused steering committees.</td>
<td>B.S., Emerson College A.S., Johnson and Wales University</td>
<td>Wide-ranging Campus Dining, culinary, and management experience. Active member, National Association of College and University Foodservice and Auxiliary Services. Previous Director of Dining Programs at Johns Hopkins University.</td>
</tr>
<tr>
<td>J. Matthew Garrett [36]</td>
<td>Assistant Dean of Campus Life Director, Student Leadership and Service</td>
<td>Responsible for all operations of the office including leadership and service initiatives such as Volunteer Emory, Leadership Emory, and Student Leader Roundtables. Supervise five professional staff positions. Assist Dean of Students in strategic planning initiatives. Advise Student Government Association.</td>
<td>M.Ed., B.B.A., University of Georgia</td>
<td>More than five years in student leadership and service offices. Serves as Chair of the University-wide Leadership Steering Committee to initiate a leadership language infiltrating all student development programs at Emory. LeaderShape Institute Lead Facilitator. Numerous peer-reviewed/invited presentations.</td>
</tr>
<tr>
<td>Eric Hoffman [37]</td>
<td>Assistant Dean of Campus Life Director, Student Conduct</td>
<td>Provide leadership and administrative oversight for Office of Student Conduct, which adjudicates 600 cases annually. In-part responsible for compliance with Clery Act, FERPA, and Drug Free Schools and Communities Act. Chair, Crisis Management Team.</td>
<td>M.S. Ed., Old Dominion University B.A., The Pennsylvania State University</td>
<td>Over 13 years of experience including Coordinator for Campus Alcohol Programs at University of Maryland, co-teaching assignments, and residence life positions.</td>
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</table>
| Michael Huey, MD [38]| Assistant Vice President and Executive Director, Student Health and Counseling Services  
Clinical Assistant Professor, Emory University Department of Family and Preventive Medicine | Oversees medical, nursing, mental health and health promotion services for over 13,000 students in eight academic schools. Serves as the public health officer for the Emory student community. Supervises 70 professional staff members and trainees. Responsible for administration, quality of care, fiscal management, strategic planning and interface with the university healthcare system. | M.D., B.A., University of California, Los Angeles | More than 34 years as a practicing physician and extensive experience with sports medicine and student health administration. Numerous teaching positions, committee memberships, and publications. Prior Director of Student Health Services at University of Florida. |
| Megan Janasiewcz [39]| Assistant Dean of Campus Life  
Director, Sorority and Fraternity Life | Supervise one professional staff, one intern, and student assistants. Advise Interfraternity and Intersorority Councils. Serve as resource for 28 fraternal organizations and their leadership. Co-supervise 12 live-in house directors. | M.A., Indiana University  
B.A., Florida State University | Five years of professional experience in Greek Affairs and student organization advising. Several advising positions during graduate school as well as experience as presenter and facilitator. |
| Carolyn Livingston [40]| Senior Associate Vice President | Assist senior vice president and dean in advancing strategic goals of the division. Draft correspondence, talking points, and preparatory information. Chair several search committees. Assist with $5M campaign goal. Maintain relationships with critical external constituents. Supervise Office of Student Conduct. Develop and implement division’s assessment plan. Serve as member of SACSCOC Steering Committee. Manage the divisional strategic plan. | Ph.D., M.Ed., University of Virginia  
B.S., North Carolina State University | Numerous presentations, publications, and awards. Instructional experience at four institutions; consultation and external reviews at several institutions. Member of President’s Administrative Council, Campus Life Committee of the Board of Trustees, Co-chair of Academic and Student Affairs Enterprise Risk Management Team. Completed Emory’s Excellence Through Leadership program. |
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<tr>
<td>Mark McLeod</td>
<td>Director, Counseling &amp; Psychological Services</td>
<td>Supervision of clinical and support staff and coordination and planning of all aspects of the Center's services. Adjunct professor of psychology.</td>
<td>Ph.D., Emory University</td>
<td>Has served as Director of Counseling Center for more than 21 years, with over 35 years of professional experience. Extensive teaching experience, papers, and presentations.</td>
</tr>
<tr>
<td>Ajay Nair</td>
<td>Senior Vice President and Dean of Campus Life</td>
<td>Emory’s chief student advocate for approximately 13,000 undergraduate and graduate students. Responsible for all 15 Campus Life divisions providing leadership and strategic direction. Serves on the President’s Cabinet.</td>
<td>Ph.D., B.S., The Pennsylvania State University</td>
<td>Prior experience as Assistant/Associate Dean of Students at Columbia University and University of Virginia. Numerous presentations, television/radio interviews, and publications. Has taught several courses and is the author of two books concerning second generation South Asian American identity and multiculturalism in education.</td>
</tr>
<tr>
<td>Benjamin Perlman</td>
<td>Director, Dobbs University Center</td>
<td>Manage student university center with $1.1M budget, including $1M endowment fund. Coordinate programming areas. Monitor capital equipment and operations, and manage staff of 60+ professionals and students.</td>
<td>Ph.D., University of Georgia</td>
<td>Eight years of experience managing living/learning communities.</td>
</tr>
<tr>
<td>Bridget Guernsey Riordan</td>
<td>Dean of Students</td>
<td>Supervise LGBT Life, Multicultural Programs and Services, Sorority and Fraternity Life, Student Leadership and Service. Promote community standards of the university.</td>
<td>Ph.D., University of Pittsburgh</td>
<td>Certificate in Student Affairs Law and Policy, Former President of Association of Fraternity Advisors. Numerous facilitator, presenter, keynote, and consultant positions.</td>
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<tr>
<td>Michael Shutt</td>
<td>Assistant Dean of Campus Life</td>
<td>Recruit, train, and supervise discussion group facilitators. Design social justice trainings for campus-wide community. Mange budget and three gift accounts. Serve as primary advocate for LBGT students and University offices.</td>
<td>Ph.D., University of Georgia</td>
<td>Numerous presentations and publications concerning LGBT, social justice, and alcohol issues.</td>
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<td></td>
<td>Director, Lesbian, Gay, Bisexual and Transgender Life</td>
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<td>M.P.A., Michigan State University</td>
<td>Seven successful grant proposals.</td>
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<td>B.S., Michigan State University</td>
<td>Steering Committee member, Campus Life Assessment Team.</td>
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<td>National Coalition Building Institute facilitator.</td>
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<tr>
<td>Gertrude Thompson</td>
<td>Director of Nursing Services, Student Health and Counseling Services</td>
<td>Coordinate and supervise nursing staff for Student Health. Work closely with medical staff and other departments. Direct yearly credentialing and licensure check and flu shot campaign.</td>
<td>B.S.N., Tuskegee University</td>
<td>Over thirty years of nursing experience, including previous positions in public health and as instructor.</td>
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<td>As instructor, created a teaching/learning experience via patient care in a hospital setting and provided health education courses to secondary school populations.</td>
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<td>Andrea Trinklein</td>
<td>Executive Director, Residence Life and Housing</td>
<td>Provide overall leadership including management of a $27M budget, 21 residence halls, and 400 staff members. Serve as leader of project team for the ongoing construction of the Freshmen Quadrangle, a grouping of several LEED certified residence halls.</td>
<td>Ph.D., University of Nebraska</td>
<td>Has served as Assistant and/or Adjunct Professor at several institutions for the past 27 years in addition to a career almost exclusively devoted to Residence Life.</td>
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<td>M.Ed., Wichita State University</td>
<td>Numerous program presentations and awards.</td>
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<td>B.A., Stephens College</td>
<td>LEED facilitator.</td>
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<tr>
<td><strong>Melissa Wade</strong></td>
<td>Executive Director, Barkley Forum Forensics Adjunct Faculty, Educational Studies</td>
<td>Manage all aspects of the Barkley Forum, a nationally ranked intercollegiate debate team, debate education, and community outreach program to urban and rural secondary schools. Teach graduate and undergraduate courses in forensics education, critical pedagogy, and educational methods.</td>
<td>Th.M., M.T.S., M.A., B.A., Emory University</td>
<td>One of only three university level debate coaches to serve on National Associated Press Presidential Debate Evaluation Panel for every U.S. Presidential Election since 1976. Has received every national debate-coaching award available. Worked with debate outreach in South Korea, Jamaica, and Columbia. Visiting faculty member at Ewha University in Seoul, South Korea.</td>
</tr>
<tr>
<td><strong>Erna Wilkerson</strong></td>
<td>Director, Business Administration and Patient Accounts, Student Health and Counseling Services</td>
<td>Directs activities pertaining to Student Health Services Business and Finance Office. Keep leadership informed about receivables, collection, insurance, and third party billing via financial reports. Manage employees in business, finance, insurance, and IT departments.</td>
<td>M.H.A., Central Michigan University B.A., Oakland University</td>
<td>Over twenty years of experience in medical center operations, customer support, and team leadership. Extensive knowledge of regulatory guidelines including NCQA, DHR, and HIPPA.</td>
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<tr>
<td><strong>Andy Wilson</strong></td>
<td>Senior Associate Dean, External Relations</td>
<td>Provide leadership for Parent and Family Program and Parent Leadership Board. Serve as chief communications officer for Division. Maintain critical campus partnerships with Development and Alumni Relations, University Communications, and Admissions. Serve on President’s Administrative Council and Campus Life Executive Leadership Team.</td>
<td>Ph.D., University of Georgia M.A.Ed., Virginia Polytechnic Institute and State University B.A., Winthrop University</td>
<td>Former Director of Residence Life and the Office of Student Conduct at Emory. Co-Founder and Senior Faculty member of the Student Affairs Foundation Institute. Sexual Assault Educator, Leadership and Organizational Consultant at several area institutions. Founder of Washington University’s Social Justice Center.</td>
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<tr>
<td>Heather Zesiger</td>
<td>Director of Health Promotion, Student Health and Counseling Services</td>
<td>Develop, market, implement and evaluate health promotion program for over 13,000 students in eight academic schools. Supervise eight professional staff members. Integrate strategic plan, budget, personnel, annual report, and assessment.</td>
<td>M.P.H., Emory University B.A., Amherst College</td>
<td>Launched a graduate level internship in Fall 2010. Grew department from 5 to 10 to meet university strategic demands. Extensive invited presentations, guest lectures, and conference presentations.</td>
</tr>
<tr>
<td>Joseph C. Moon</td>
<td>Dean of Campus Life</td>
<td>Chief student affairs officer for Oxford College responsible for student health/counseling, housing, auxiliary/dining services, student activities, and athletics. Convene college crisis response team. Serve on several groups including Emory Board of Trustees Committee on Campus Life, Presidential Inauguration Committee, Residential Master Planning Committee, and Oxford College Master Plan.</td>
<td>Ph.D., University of Georgia Post-graduate study, Emory University M.Ed., University of Georgia</td>
<td>34 years with Campus Life at both Emory and Oxford. Undergraduate teaching experience (Emory) and graduate level (University of Georgia). Active member of National Association of Student Personnel Administrators (NASPA), Georgia College Personnel Association (GCAP), American College Personnel Association (ACPA).</td>
</tr>
<tr>
<td>Michele L. Sheets</td>
<td>Assistant Dean of Campus Life</td>
<td>Chief conduct officer and director of residential education and services. Supervise six full time staff, 18 student staff, and four faculty/staff board members. Edit the College Code of Conduct. Create diversity programs. Administer emergency procedures and manage emergency response team. Maintain $1,500,000 departmental budget.</td>
<td>M.Ed., Loyola University of Chicago B.A., Psychology and Theatre, Muskingum College</td>
<td>Positions in housing, residence life, and student community service programs for the past 11 years. Current member of Association for Student Conduct Administration, Association of College and University Housing Officers, National Association of Student Personnel Administrators.</td>
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</tbody>
</table>
| Crystal Y. McLaughlin | Director of Student Development and Assistant Dean of Campus Life | Co-direct service learning programs. Develop community partnerships and service learning placements. Recruit faculty and courses for service learning programs. Develop community service programs strategic plan. Administer Orientation and Freshman Seminar programs. | M.Ed., University of Georgia  
B.A., Erskine College                                                                 | Mental health counseling (3 years) and student affairs (13 years) experience.  
Former Georgia College Personnel Association Executive Board member. |
| Honi Migdol O’Kelley | Director of Student Involvement and Leadership | Responsible for leadership programs, campus programming, student government, registered student organizations, and social clubs. Create leadership programs and facilitate training for student groups. Chair New Student Orientation committee. Develop departmental communication tools. Serve as building manager of student center. Plan Family Weekend and serve as co-facilitator for diversity section of Freshman Seminar. | M.Ed., University of Georgia  
B.S., Mississippi University for Women                                                                 | Seven years of professional experience at Oxford; two years of graduate assistantship experience.  
Active member of National Association of Student Personnel Administrators (NASPA), and National Orientation Directors Association (NODA). |
| Pamela S. Cassara     | Director of Student Health Services        | Direct primary and acute episodic care for patients. Order and interpret lab and other diagnostic tests. Manage response to infectious disease occurrence and epidemics. Ensure OSHA compliance. Supervise and evaluate staff. Manage department budget and website. Initiate referral to mental health and medical specialists. | M.S.N, Kennesaw State University  
B.S., Emory University  
B.S., University of Georgia  
Advanced Practice Registered Professional Nurse (GA licensed)  
Nationally Certified Family Nurse Practitioner (American Nurses Credentialing Center and American Academy of Nurse Practitioners)  
CPR Certified                                                                 | Nationally certified family nurse practitioner.  
Advanced Practice Registered Professional Nurse.  
Five years of Registered Nurse experience and three years of Nurse Practitioner experience. |
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<tr>
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<th>Professional Experience</th>
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<tr>
<td>Sandra Alisa Schein</td>
<td>Director, Counseling and Career Services</td>
<td>Provide personal counseling, crisis intervention, assessments, and on-call consultation. Offer consultation to students/family, faculty/staff, on mental health issues. Organize and present outreach programs. Supervise doctoral-level practicum students. Develop/monitor protocols for psychological emergencies. Supervise support and professional staff. Ensure HIPAA compliance.</td>
<td>Ph.D. and M.A., University of California, Santa Barbara, B.A., University of Pennsylvania</td>
<td>Licensed Psychologist in New York, Massachusetts, and Georgia. Seven years teaching experience. Extensive experience, (including numerous presentations and published articles) with eating disorders.</td>
</tr>
<tr>
<td>Amanda Yu</td>
<td>Director, Center for Healthful Living</td>
<td>Oversee the center including facilities management, intercollegiate/intramural athletics, course scheduling/registration, and health education. Collaborate with Academic Affairs and Academic Oversight Committees to establish assessment of student learning. Chair Center’s Advisory Committee, directly/indirectly supervise instructional, coaching, administrative, and clerical staff.</td>
<td>M.P.H and B.S., University of Michigan</td>
<td>Member of School and College Organization for Prevention Educators. Former member of American Public Health Association. Proficiency in Spanish and Cantonese. Five years of professional experience.</td>
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**Professional Development**

Campus Life has identified professional competency areas for its staff members [60] and offers professional development opportunities through the University Learning Services division [61]. Staff members may also attend off campus training sponsored by Student Affairs specific organizations such as ACPA, NASPA and ACUI [62]. Additional opportunities for professional development are coordinated individually by each department. Campus Life has also created a Professional Development Committee [63] chaired by the Human Resources Associate. The committee is comprised of employees from various departments within Campus Life. Campus Life personnel maintain active memberships in a variety of state, local, regional and national...
professional associations and participate in conferences, seminars and workshops sponsored by these organizations.

**Assessment of Staff Performance**
Campus Life follows published University policy and protocol for conducting annual job performance reviews to ensure the quality of student affairs programs and service delivery [64]. Employees are asked to complete a written self-evaluation to their supervisor using the University performance management review form [65]. Supervisors complete their own evaluations for each of their direct reports. Annual evaluations include a face-to-face conversation with employees designed to recognize performance strengths, identify areas for improvement, and set mutually understood goals for the following year. These evaluation forms are housed and available for review by the Employee Relations unit in Emory’s Human Resources division. In addition, Campus Life recognizes those colleagues that best exemplify the student affairs core values and who make outstanding contributions which go above and beyond the call of duty via the Prolific Professional Award [66]. Nominations for the Prolific Professional Award are encouraged from anyone within the division and for anyone employed full or part time within the division. The selection of this award is made by the special assistant to the senior vice president for Campus Life.

**Assessment of Student Affairs Programs and Services**
Emory university student support programs and services are not only consistent with the mission and strategic goals of the University, but also contribute to student leadership and development. To demonstrate the extent to which the outcomes are achieved, the Division of Campus Life created the Campus Life Assessment Team in 2007 [67]. The team includes a five member steering team that sets strategic direction for the division’s assessment efforts and provides support to the departments. The Campus Life Assessment Team follows an annual cycle of examining outcomes through a year or multi-year process including a proposal, analysis of methods, implementation, data collection, data analysis, recommendation development, and reporting. The full 15-member team meets monthly to discuss projects taking place across the division and to participate in ongoing training. Through this intentional process, the Division of Campus Life improves the outcomes of its programs and services. In 2009, Campus Life launched its first assessment conference which it hosts annually [68]. This conference, attended by 70 participants each year, attracts student affairs professionals mostly from the south and southeast.

In 2009, Emory University created the Administrative and Educational Support Assessment Committee [69] to provide oversight of Emory University’s assessment activities for its various administrative and student support programs. Specifically, the committee is charged to: 1) review assessment plans as developed and implemented in each of the administrative and educational support units, providing feedback and guidance as needed; 2) share best practices and strategies in outcomes assessment across units; 3) help shape a culture of assessment that is uniquely Emory’s and that informs and strengthens the SACSCOC accreditation process; and 4) report to the Provost on key opportunities and challenges related to assessment at Emory.

Each administrative and educational support unit at Emory University is responsible for (1) identifying expected outcomes, (2) assessing the extent to which it achieves these outcomes, and (3) providing evidence of improvement based on analysis of the results. Annual assessment reports are collected by OIRPE in order to document that Emory is engaged in research-based evaluation processes that (1) result in continuing improvement in institutional quality and (2) demonstrate the institution is effectively accomplishing its mission. Assessment reports for Campus Life departments can be found in **Standard 3.3.1.3: Institutional Effectiveness – Educational Support Services**.
Sources (In Order of Appearance)

- [1] Campus Life
- [2] Athletics and Recreation
- [3] Barkley Forum Debate Team
- [4] Emory Bookstore
- [5] Campus Life Technical Services
- [6] Career Center
- [7] Dining Services
- [8] Dobbs University Center
- [10] Office of Multicultural Programs and Services
- [12] Office of Student Leadership and Service
- [13] Residence Life and Housing
- [14] Office of Student Conduct
- [15] Student Health and Counseling Services
- [16] University Bylaws - Academic Affairs Committee (Page 8)
- [17] University Senate Committee on Campus Life
- [18] Oxford College - Residential Education and Services
- [19] Oxford College - Athletics
- [20] Oxford College - Student Involvement and Leadership
- [21] Oxford College - Student Health Services
- [22] Oxford College - Counseling and Career Services
- [23] Oxford College - Dining Services
- [25] Oxford College - Theater
- [26] Human Resources - Recruiting
- [27] Campus Life Org Chart
- [28] Campus Life Senior Administration
- [29] Eric Bymaster Resume
- [30] Andrew Christopherson Resume
- [31] Bruce Covey Resume
- [32] Tim Downes Resume
- [33] Sharifa Ebrahimi Resume
- [34] James Francois Resume
- [35] David Furhman Resume
- [36] Matthew Garrett Resume
- [37] Eric Hoffman Resume
- [38] Michael Huey Resume
- [39] Megan Janasiewicz Resume
- [40] Carolyn Livingston Resume
- [41] Mark McLeod Resume
- [42] Ajay Nair Resume
- [43] Benjamin Perlman Resume
- [44] Bridget Guernsey Riordan Resume
- [45] Michael Shutt Resume
- [46] Gertrude Thompson Resume
• [47] Andrea Trinklein Resume
• [48] Melissa Wade Resume
• [49] Erna Wilkerson Resume
• [50] Andy Wilson Resume
• [51] Heather Zesiger Resume
• [52] Joseph Moon Resume
• [53] Michele Sheets Resume
• [54] Crystal McLaughlin Resume
• [55] Honi O’Kelley resume
• [56] Pamela Cassara Resume
• [57] Sandra Alisa Schein Resume
• [58] Amanda Yu Resume
• [59] Amelia Porča–Malkic’ Resume
• [60] Campus Life Professional Competency Areas for Staff
• [61] Learning Services
• [62] Policy on Approval Requirements for Reimbursements
• [63] Campus Life Professional Development Committee
• [64] University Performance Management Policy
• [65] Performance Management Review Form
• [66] Prolific Professional Award Nomination Form
• [67] Campus Life Assessment
• [68] Campus Life Assessment Conference
• [69] Administrative and Educational Support Assessment Committee
3.10.1

Financial Resources: Financial Stability
The institution's recent financial history demonstrates financial stability.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University’s financial performance over the last five years demonstrates its strong financial stability, with positive net operating revenues over the last ten years, from FY 2002 through FY 2012. In spite of the economic challenges of FY 2009 and FY 2010, Emory’s consolidated statement of activities reflected positive trends in tuition, indirect cost recovery, sponsored research, and net patient service revenues for the last five years [1].

Revenues and Expenditures
Although financial aid for fiscal years 2011 and 2012 increased at a larger percentage than tuition, net tuition and tuition revenues continued to increase each of the last five years. Emory has effectively managed the increase in student financial needs by restructuring its financial aid strategy while remaining need-blind for its students. Student demand and student quality has remained strong even through the economic downturn. As of June 2013, Emory College had received 17,698 applications for the fall 2013 freshman class and accepted 4,622 of these applications, an admittance rate of 26.1 percent. A total of 1,387 deposits had been received. The student population is drawn from all regions of the United States. With respect to Emory College, 60 percent of fall 2012 entering freshmen arrived from outside the southern states and 21 percent of first-year students arrived from 39 foreign countries. The average SAT score for entering freshman was 1407 for fall 2012. Student enrollment totaled 14,050 for fall 2012 [2].

Emory showed continued increases in revenue from research activities through FY 2012. With the reduction in American Recovery and Reinvestment Act (ARRA) funding, Emory expects to see slight decreases in these activities in FY 2013. Total revenues from indirect cost recoveries and government and other grants and contracts totaled $505 million for FY 2012, up 1.6 percent from $497 million in FY 2011. During the past ten years, Emory’s total revenue from indirect cost recoveries as well as government and other grants and contracts has grown from $245 million (FY 2002) to $505 million (FY 2012), representing a 106 percent increase. Slight declines are expected over the next several years due to sequestration. Emory has developed five-year projections for operations and investments through FY 2017 to ensure that it maintains strong financial stability. These project pro-forma GAAP (generally accepted accounting principles) statements for the Statements of Financial Position and Activities for Emory Healthcare, Emory University and the two consolidated, along with ratio analysis for FY 2013 through FY 2017 [3].

Emory Healthcare (EHC) operations include six hospitals – Emory University Hospital (EUH); Emory University Orthopedic and Spine Hospital (a sub-unit of EUH); Emory University Hospital Midtown (EUHM), Emory Johns Creek Hospital and Emory St. Joseph’s Hospital (a joint operating company); and Wesley Woods Hospital. EHC also includes two faculty practice plans– The Emory Clinic with approximately 1,268 physicians and The Emory Children’s Center – an approximate 151 faculty physician joint venture with Children’s Healthcare of Atlanta. EHC’s Wesley Woods Center includes the Wesley Woods Hospital referenced earlier, as well as a skilled nursing center (Budd Terrace), a geriatric primary care clinic, and a residential retirement facility (Wesley Towers). In 2006, The Emory Clinic created the Emory Specialty Associates program (an outreach physician practice organization) to provide outpatient care in locations throughout Atlanta and the State of Georgia currently in 58 locations in 12 counties). EHC holds a minority ownership in Emory–Adventist Hospital in conjunction with the Adventist Health System. EHC’s Clinically Integrated Network (Emory CIN) joins together an additional 417 private practice physicians and hospitals into a single
care management team to improve quality outcomes and better manage costs for patients and the community. In September 2012, EHC entered into a management services agreement with Southern Regional Health System (SRHS) which owns Southern Region Medical Center. EHC will provide financial and operational guidance while governance remains with the SRHS board. Lastly, EHC owns a captive insurance company for its liability coverage.

In 2012, EHC completed a joint venture acquisition with Saint Joseph’s Health System for the majority ownership and operation of Saint Joseph’s Hospital, its medical group and translational research institute. Collectively, the Hospitals provide diagnostic, general acute and critical care services, obstetrics, geriatric and emergency services, and operating and recovery facilities. Net patient service revenue continues to increase, due to increase in rates, volumes, and acquisitions. 2012 revenues of $2,418 million increased 58.8 percent over FY 2007 revenues of $1,523 million. The net patient service revenue figures shown in the table below can be found in Emory’s annual financial statements referenced above.

<table>
<thead>
<tr>
<th>Year</th>
<th>Net Patient Service Revenue</th>
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<tbody>
<tr>
<td>2007</td>
<td>$1,522,870</td>
</tr>
<tr>
<td>2008</td>
<td>$1,634,100</td>
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<tr>
<td>2009</td>
<td>$1,759,791</td>
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<tr>
<td>2010</td>
<td>$1,844,943</td>
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<tr>
<td>2011</td>
<td>$1,999,823</td>
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<tr>
<td>2012</td>
<td>$2,418,359</td>
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**Campaign Emory** During the course of a seven-year effort, Emory University raised nearly $1.7 billion to support teaching, research, scholarship, patient care, and social action. Campaign Emory, which concluded in December 2012, was the largest fund-raising effort in the University’s history [4].

Among Emory’s top priorities are scholarships and other forms of student financial support, which enable students to pursue an Emory education regardless of income. Campaign donors invested over $225 million in this effort, and fund-raising continues [5]. During Campaign Emory, donors gave more than $102 million in funding for faculty support across the disciplines. By investing in endowed professorships, chairs, and other faculty support funds, Emory can recruit and retain top scholars in their fields.

Private investments also are strengthening Emory’s research programs in neurology, cancer, AIDS vaccine development, drug discovery, regenerative medicine, predictive health, and many other areas of medicine and science. Campaign gifts of more than $469 million are helping Emory scientists pursue pilot research for ideas that have potential but are too early in the research process to compete for dwindling federal dollars [6].

Emory’s operating revenues were supported by $42.6 million in gifts and contributions during FY 2012, an increase of 11.5 percent over the FY 2011 amount of $38.2 million. Non-operating gifts, or gifts for buildings, increased from $56.0 million in FY 2011 to $103.1 million in FY 2012. Distributions from the endowment for operations increased from $169.5 million in FY 2011 to $176.5 million in FY 2012 after two years of declining distributions due to market value declines in FY 2009. As noted in **Requirement 2.11.1: Financial Resources**, Emory management and trustees made the decision to bring endowment losses into its spending calculations more quickly than required by its spending formula to stabilize spending sooner. As a result, endowment spending for operations increased in FY 2012 and is expected to increase slightly in fiscal years 2013 and 2014 [7]. In summary, total revenues from consolidated operations have increased approximately 43.9 percent over the past five years, from $2,679 million in FY 2007 to $3,854 million in FY 2012.

Emory’s broadened resource-management framework has added to its financial stability. In the
years prior to the downturn, Emory achieved savings of approximately $20 million in ongoing annual operating costs through debt restructuring, strategic sourcing, benefit audits, maintenance and housekeeping staff consolidations, and many other initiatives, all for reinvestment toward objectives articulated in the strategic plan. In direct response to the 2008 financial crisis, having to adjust to approximately $50 million less in annual investment and endowment income, Emory reduced the number of administrative positions by approximately six percent over the two-year period ending in 2010. These efforts, in conjunction with the development of best-practice liquidity and debt management tools and processes [8], have enabled us not only to manage effectively through the financial storm, but also to strengthen Emory’s foundation for ongoing effectiveness.

Emory’s leadership has called on creative and resourceful minds throughout the University to examine their work and propose innovative ways to fulfill the University’s mission through new revenue and cost-reduction opportunities. These activities will become an ongoing part of Emory’s daily fabric. Beginning in FY 2011, all schools and major units were charged to identify and develop creative net-revenue growth opportunities; continue developing cost-saving strategies and restructure or reorganize where necessary; and find ways to make current programs more effective and efficient [9].

### Assets and Liabilities

Total net assets at Emory have decreased slightly over the past five years, from $7,210 million in FY 2007 to $7,002 million in FY 2012, due to the market downturn in FY 2009 when Emory’s investment portfolio experienced significant losses. The Emory Investment Management (EIM) office continues to pursue sound opportunities in the market, and Emory experienced market value growth of 13.6 percent in FY 2011 and 7.5 percent in FY 2012 in the managed funds portion of its portfolio. For the first seven months of FY 2013 (April 30), the managed portfolio return was 8.3 percent [10].

Property, plant and equipment, net of depreciation, has increased by 38.9 percent over the past five years, to a total of $2,663 million in FY 2012, some of which is due to two hospital acquisitions by Emory Healthcare. A summary of all approved capital projects is included in the materials for each Finance Committee meeting [11]. All individual project budgets of $3 million or more are reviewed by the Finance Committee of the Board of Trustees and, if warranted, recommended for approval to the Executive Committee of the Board of Trustees or the full Board of Trustees [12].

Among the most visible symbols of capital projects since launching the University strategic plan are the physical changes on campus, particularly the work completed in FY 2012. For example, Emory has designed a first-year residential community that supports learning beyond the classroom. When the village is complete, the entire freshman class will live in the center of campus, positioned to take full advantage of the resources that Emory’s undergraduate residential experience provides during that crucial first year [13].

New facilities across the campus support research, scholarship, teaching, and learning. These new facilities, coupled with significant renovation and upgrading of existing ones, demonstrate the breadth and magnitude of the investments that have been made to support Emory’s faculty and students. Construction on the new 200,000-square-foot Woodruff Health Sciences Research building [14] was completed in FY 2013 at a cost of $90 million, completely funded by philanthropy. Research in the building focuses on drug discovery, immunology and vaccines, neurosciences, cancer, gastroenterology, transplant immunology, nephrology, biomedical engineering, and human genetics with approximately 60 percent of the space dedicated to pediatrics.

### Investments

As described in Requirement 2.11.1: Financial Resources, the Emory Investment Management Office (EIM) works closely with the Investment Committee of the Board of Trustees to enhance the purchasing power of Emory’s investments while preserving resources for future generations. The
committee provides oversight, sets investment policy, approves asset allocation targets, and reviews overall investment performances [15].

EIM has constructed a global, diversified portfolio and works with highly talented investment advisory firms and partnerships to optimize value by allocating assets in a balanced manner, reducing exposure and risk in any particular sector or market while enhancing performance [16].

Emory’s Asset allocation [17] is based on long-term asset studies conducted internally. Policy benchmarks are set and the portfolio is systemically rebalanced to policy targets. Each segment in every asset class is diversified in order to reduce risk. Analytical and research standards are established and consistently applied.

Long-term Debt Long-term debt has increased by 26.5 percent, from $1,495 million in FY 2007 to $1,891 million in FY 2012, of which $250 million of taxable debt was issued in FY 2009 for liquidity purposes. As described in 2.11.1, Emory actively manages its debt portfolio; its procedures are considered a best practice in higher education. Emory’s credit ratings were reaffirmed by Standard and Poor’s (AA) [18] and Moody’s (Aa2) [19].

Executive Management Team
Emory’s financial executive management team is highly qualified with many years of experience. The financial and business activities of Emory are led by Michael J. Mandl, Executive Vice President for Business and Administration. The Business and Administration organization includes finance, investment management, research administration, internal audit, campus services, human resources, information technology, business process improvement, real estate, and sustainability initiatives [20] [21]. Emory University’s Health Sciences unit is led by S. Wright Caughman, MD., the Executive Vice President for Health Affairs, CEO of Emory’s Woodruff Health Sciences Center and Chairman of Emory Healthcare. Ronnie L. Jowers serves as the Vice President for Health Affairs and Chief Fiscal Officer for the Woodruff Health Sciences Center [22] [23]. All business officers throughout the University are required to adhere to the roles and responsibilities included in Emory’s Institutional Fiscal Responsibility Framework policy [24], Fiscal Transactional Roles and Responsibilities policy [25], and Unit Chief Business Officers’ Roles and Responsibilities policy [26].

Funding for Distance Education
Emory University, in making distance and correspondence education courses/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology as described in Requirement 4.8: Distance Education Appendix.

Sources (In Order of Appearance)

- [2] Enrollment Trends
- [3] Emory University 5 year Model
- [4] Campaign Gifts and Commitments by Year
- [5] Campaign Emory Contribution Overview 1
- [6] Campaign Emory Contribution Overview 2 (Page 2)
- [7] Endowment Spending
- [8] How Emory Manages Debt
- [12] Board of Trustees Minutes Capital Project Review (Page 2)
<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>14</td>
<td>New Health Sciences Research Building</td>
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<tr>
<td>15</td>
<td>Board of Trustees - Investment Committee Charter</td>
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<td>10, 16</td>
<td>EIM Monthly Report April 2013 (Page 2)</td>
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<tr>
<td>17</td>
<td>Emory Investment Management - Asset Allocation</td>
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<td>18</td>
<td>Emory's S&amp;P Debt Report (Page 2)</td>
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<td>19</td>
<td>Emory's Debt Ratings</td>
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<tr>
<td>20</td>
<td>Finance and Administration Organization Chart</td>
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<td>21</td>
<td>Biographies of Principal Financial Officers</td>
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<tr>
<td>22</td>
<td>Executive Vice President of Health Affairs Website and Officers</td>
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<td>23</td>
<td>Bios WHSC Principal financial officers</td>
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<td>24</td>
<td>Institutional Fiscal Responsibility Framework Policy</td>
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<td>25</td>
<td>Fiscal Transactional Roles and Responsibilities Policy</td>
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<td>26</td>
<td>Unit Chief Business Officers' Roles and Responsibilities Policy</td>
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3.10.2

Financial Resources: Financial Aid Audits
The institution audits financial aid programs as required by federal and state regulations.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University audits financial aid programs annually as required by federal and state regulations. An Office of Management and Budget (OMB) Circular A-133 audit is performed annually by KPMG, an independent external auditing firm. Student financial aid is audited as a major program. These audits have consistently shown no findings or problems related to compliance with applicable financial aid and Title IV regulations. Included for review are the Consolidated Financial Statements and OMB Circular A-133 Audit Reports corresponding to fiscal years 2008 through 2012 [1] [2] [3]. Reports dating back to fiscal year 2003 are available online [4].

The University has consistently received the following A-133 audit results for its financial aid programs:

- The independent accountants’ report on internal controls over compliance with requirements applicable to major federal award programs showed no reportable conditions considered a material weakness or a significant deficiency
- The opinion expressed in the independent accountants’ report on compliance with requirements applicable to major federal awards was unqualified

The Georgia Student Finance Commission (GSFC) is charged with the administration of the state-funded scholarship and grant programs in Georgia. This includes the HOPE Scholarship and Grant Programs (HOPE), the Leveraging Educational Assistance Partnership (LEAP), and the Georgia Tuition Equalization Grant Program (GTEG). GSFC is the responsible party for ensuring that programs are administered properly at postsecondary institutions, and to achieve this the GSFC Compliance Unit conducts reviews of the scholarships and grants programs at all participating institutions. Included for review are notices from the GSFC of satisfactory completion of the FY08 Scholarship and Grant Compliance Review (conducted in 2009 [5]) and the FY11 Scholarship and Grant Compliance Review (conducted in 2012 [6]). Because the FY08 and FY11 review results were positive and revealed no serious compliance risks, Emory was exempted from the annual GSFC compliance review process in 2010 [7], 2011 [8], and 2013 [9]. A mandatory review is required every third year regardless of annual outcomes. The next GSFC compliance review is anticipated to take place in 2015 (for FY14).

Emory University operates under the reimbursement payment method for federal financial aid funds. The University makes disbursements to students and parents for the amounts which they are eligible to receive under the Federal Direct Loan, Federal Pell Grant, and FSEOG before seeking reimbursement for those disbursements. The University considers disbursement made when it credits a student’s account or initiates any payment. Federal funds are electronically transferred to the University. Emory has not been obligated to post a letter of credit on behalf of the U.S. Department of Education or other financial regulatory agencies.

The University is also approved to participate in Title IV programs, per the Federal Student Aid Program Participation Agreement from the United States Department of Education in 2012 [10]. The institution’s financial aid programs are in good standing with the agency.
Sources (In Order of Appearance)

- [7] GSFC Compliance Exemption 2010
- [8] GSFC Compliance Exemption 2011
- [9] GSFC Compliance Exemption 2013
- [10] Federal Student Aid Program Participation Agreement
3.10.3

Financial Resources: Control of Finances
The institution exercises appropriate control over all its financial resources.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University exercises appropriate control over all of its financial resources. The foundation of financial control begins with hiring qualified and competent people who understand financial stewardship and exercise good judgment. Internal policies direct individual behavior and serve as the basis for financial controls, and those controls are monitored on an ongoing basis for design and operational effectiveness.

Office of the Executive Vice President of Finance and Administration
The Executive Vice President (EVP) for Finance and Administration is the chief financial officer and has primary responsibility for control over the University’s financial resources. The EVP is responsible for establishing and communicating policies and procedures that ensure appropriate levels of financial control over the University’s resources [1]. Departments reporting to the EVP [2] and sharing in the responsibility for operating and monitoring financial controls include: Business Practice Improvement [3], Campus Services [4], Finance [5], Human Resources (Payroll and Employee Benefits) [6], Information Technology (Oracle/PeopleSoft Support) [7], Internal Audit [8], Investment Management [9], and Research Administration [10].

Division of Finance

Investment Management
Investment Management’s mission is to maximize the probability that the University’s Endowment returns over the long term are sufficient to maintain purchasing power after spending and inflation and to add purchasing power via returns. Assets are composed of Managed Funds (including the University’s Endowment), trusts and other investments with specified usages, and The Woodruff Health Science Center Fund, Inc. Investment Management provides updates at least quarterly to the Finance Committee of the Board of Trustees [12].

Internal Audit Division
The Internal Audit Division reports functionally to the Audit Committee [13] of the Board of Trustees and administratively to the EVP. This ensures independence in carrying out its responsibility of promoting a culture of compliance and control. Annual risk assessments drive the audit plans. Regular audits are conducted of key financial, operating and regulatory activities, as well as other areas requested by management. Audit reports and related findings are reported to executive leadership and the Audit Committee. The status of management action plans is reported to the Audit Committee at least annually [14].

Qualified Personnel
Responsibility for financial control is shared within the Finance and Administration Office’s various divisions (specifically, Finance, Investment Management, and Internal Audit). These offices are staffed with competent qualified employees. To ensure this, Human Resources develops and maintains job descriptions, including minimum qualifications. In addition, financial staff are subject
to background checks. All critical financial personnel have the requisite credentials to perform their jobs.

Listed below are individuals in financial leadership positions within the Finance and Administration Office and the Provost’s Office.

- Michael Mandl, Executive Vice President for Finance and Administration, MS, CPA [15]
- Edith Murphree, Vice President for Finance, MBA [16]
- David Wynes, Vice President for Research Administration, PhD [17]
- Mary Cahill, Vice President of Investments and Chief Investment Officer, MBA, Chartered Financial Analyst [18]
- Michael Bordoni, Chief Audit Officer, MBA, CPA [19]
- Charles Walker, Director for Finance and Training, MS [20]
- Melanie Pickett, Managing Director and Chief Operating Officer of Investments, MBA [21]
- Charlotte Johnson, Senior Vice Provost for Administration [22]
- Deepa Pawate, Director of University Internal Audit, MBA, CISA [23]
- Mark Hafitz, Director of Internal Audit Info Tech Special Projects, MS [24]
- Scott John Stevenson, Associate Chief Internal Auditor, MBA [25]
- Stacy Wood, Director of Healthcare Internal Audit, MS [26]

Financial Policies and Procedures
The University has policies and procedures that govern all elements of financial control, including fiscal roles and responsibilities, financial operations, gifts and charitable donations, human resources, information technology, and research.

Provided below are links to foundational policies focused on fiscal accountability and control:

- Institutional Fiscal Responsibility Framework [27]
- Fiscal Transactional Roles and Responsibilities [28]
- Unit Chief Business Officers’ Roles and Responsibilities [29]
- Cash Operations (cash and check handling, credit card merchant accounts, petty cash and small dollar reimbursement, university cashier, cash management and interest distributions) [30]

Endowment Spending Distribution Policy
The purpose of the policy [31] is to establish a procedure for determining the annual flow of funds from the corpus earnings of each endowment to the operating budget and other restricted funds at the University. To strike an appropriate balance between the present and future needs of the University, the policy is to meet the following objectives:

- To ensure that the real value (i.e. purchasing power) of the revenue stream does not decline over the long term
- To ensure that the real value (i.e. purchasing power) of the endowment assets does not decline over the long term
- To provide current programs with a predictable and relatively stable stream of revenue
- To reduce the lagging effects of up or down markets in the spending formula
- To appropriate distributions with an incorporated inflation or deflation rate in the spending formula
- To appropriate distributions with an incorporated investment manager return rate in the spending formula

The University and its Board of Trustees administers and invests all endowment funds in compliance with all relevant federal and state laws and industry standards. The Board of Trustees monitors, adjusts, and approves the policy and the spending distribution on an annual basis. By
maintaining the spending distribution rate within the prescribed policy over time, the institution meets current program support needs and ensures the long-term, intergenerational purchasing power of the endowment.

**Stress Testing Cash for Operations and Financing**

The University has a plan for managing liquidity which includes both highly stressed and more likely stressed scenarios which are further broken down by liquidity sources and uses (exposure). The excess coverage (liquidity sources - uses) provides an indicator of the level of safety. This amount will vary based on economic conditions as well as market volatility. Reasons for maintaining excess coverage are documented as part of this process. The University reviews its plan with the Finance Committee at each meeting [32].

University Endowment

The University’s investment document provides objectives, policies, and guidance for the investment and reinvestment of the University’s Endowment [33] and certain other long-term assets.

The purpose of the endowment is to support the mission and vision of the University. Growth of the endowment through real investment return that exceeds spending over the long term will provide financial assistance towards Emory’s strategic plans and enhance the University’s ability to meet its goals. In addition to the endowment, the University has other assets that are held for long-term use. However, the majority of the assets are endowment assets.

**Investment Objectives**

1. Preserve and enhance the real (inflation-adjusted) purchasing power of the assets in perpetuity
2. Provide a relatively predictable and stable stream of earnings to provide for spending needs
3. Attain a real total return of at least 6 percent over the long term, with a standard deviation of nominal returns no greater than that of U.S. equities

**Planning, Administration and Budgets**

An important component of running a successful university is planning and administration, which at Emory includes the University Budget Office and the Office of Institutional Research, Planning, and Effectiveness (IRPE). The Unrestricted Operating Budget is the financial plan under which the academic and service units of the University operate in fulfilling the instruction, research and public service mission of the University.

The formal budgetary planning cycle for the next fiscal year begins during the summer of each year. The University’s Budget Office [34] presents a budget schedule to the Ways and Means Committee (WAM) [35] for approval. WAM is chaired by the Provost and Executive Vice President for Academic Affairs. Other members include the Executive Vice President for Finance and Administration, the Executive Vice President for Health Affairs, Senior Vice Provost for Administration, Vice President for Finance, and the Vice President for Health Affairs and Chief Operating Officer of the Woodruff Health Sciences Center.

During January, each manager presents budget information to his/her appropriate Executive Vice President. Following those presentations, the Ways and Means Committee reviews the requests of the Executive Vice Presidents and arrives at a proposed Unrestricted Operating Budget by establishing priorities for funding the requests from anticipated available resources for the budgetary year.

Once a balanced budget is developed, the Provost and Executive Vice President for Academic Affairs completes the briefing for the President of the University. Next, the Ways and Means Committee presents its recommended budget to the Finance Committee of the Board of Trustees. The committee reviews the proposed budget and approves it either in the form in which it was presented or in a revised form agreed upon by members of both committees. The Executive Committee of the Board of Trustees approves the annual budget at its April meeting [36].
Internal Control Findings

The University is subject to an annual audit of its federal financial assistance in accordance with OMB Circular A-133. Annual reports from fiscal years 2003 through 2012 are publicized online [37]. The University has consistently received the following A-133 audit results for its financial aid programs:

- The independent accountants’ report on internal controls over compliance with requirements applicable to major federal award programs showed no reportable conditions considered a material weakness or a significant deficiency.
- The opinion expressed in the independent accountants’ report on compliance with requirements applicable to major federal awards was unqualified.

Management Letter (SAS-112)

The University is subject to an annual audit of its financial statements. In general, SAS-112 requires the auditor to communicate, in writing, to management and those charged with governance, significant deficiencies and material weaknesses identified during the audit. For FY 2012, the auditor did not issue a SAS-112 letter in conjunction with its audit (nor were letters issued for FY 2011 or FY 2010). The auditor did issue letters to management and the Audit and Compliance Committee for the University [38] and for Emory Healthcare [39] noting observations and prospective matters as well as the management response.

Sources (In Order of Appearance)

- [1] Executive Vice President for Finance and Administration
- [2] EVP for Finance and Administration Organizational Chart
- [3] Business Practice Improvement
- [4] Campus Services
- [5] Finance Division
- [6] Human Resources
- [7] Information Technology
- [8] Internal Audit
- [9] Investment Management
- [10] Research Administration
- [12] Investment Management Report to Finance Committee (Page 37)
- [13] Audit Committee (Page 2)
- [14] Internal Audit Overview
- [15] Executive Vice President for Finance & Administration - Michael Mandl
- [16] Vice President for Finance - Edith Murphree
- [17] Vice President for Research Administration - David Wynes
- [18] Vice President of Investments and Chief Investment Officer - Mary Cahill
- [19] Chief Audit Officer - Michael Bordoni
- [20] Director for Finance and Training - Charles Walker
- [21] Managing Director and Chief Operating Officer of Investments - Melanie Pickett
- [22] Senior Vice Provost for Administration - Charlotte Johnson
- [23] Director of University Internal Audit - Deepa Pawate
- [24] Director of Internal Audit Info Tech Special Projects - Mark Hafitz
- [25] Associate Chief Internal Auditor - Scott John Stevenson
- [26] Director of Healthcare Internal Audit - Stacy Wood
- [27] Institutional Fiscal Responsibility Framework
- [28] Fiscal Transactional Roles and Responsibilities
- [29] Unit Chief Business Officers' Roles and Responsibilities
- [31] Endowment Spending Distribution Policy
- [32] Stress Testing Cash for Operations and Financing
- [33] Emory University Endowment
- [34] Budget Office
- [35] Ways and Means Committee
- [36] Board of Trustees Approval of FY 2014 Budget
- [37] A-133 Audit Reports
- [38] KPMG Management Letter to Emory University EVP
- [39] KPMG Management Letter to Emory HealthCare CFO
3.10.4

Financial Resources: Control of Sponsored Research/External Funds
The institution maintains financial control over externally funded or sponsored research and programs.

Judgment
✓ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory University has a comprehensive structure in place to support the proper administration of externally sponsored funds. Carefully designed pre- and post-award management practices are well documented. These have been developed to ensure compliance with award/contract terms as well as federal, state, local and other sponsor requirements.

The Office of Sponsored Programs (OSP) [1] oversees the pre-award processes. OSP reports to the Office of Research Administration (ORA) [2] which operates under the leadership of the Vice President for Research Administration [3]. OSP reviews proposals prior to submission to ensure compliance with institutional and sponsor policies. The staff includes a group focusing on contracting which negotiates all contracts (including federal and industry clinical trials). OSP is the authorized institutional signatory for externally funded sponsored agreements. In order to ensure a strong and efficient structure for the administration of externally sponsored funds, ORA is responsible for most of the other central critical areas involved in the administration of sponsored programs at Emory, including the IRB, the IACUC, the Office of Technology Transfer, Research Compliance, the Office of Clinical Research, Conflict of Interest and Environmental Health and Safety.

The Office of Grants and Contracts Accounting (OGCA) [4] oversees the financial and post-award responsibilities related to the administration of sponsored funds at Emory. This office reports to the Division of Finance [5] which operates under the leadership of the Vice President for Finance. OGCA is responsible for all financial invoicing and reporting related to externally sponsored funds as well as the preparation and negotiation of the institution’s indirect cost proposals [6] [7]. OGCA also handles the responsibilities related to effort reporting and oversees financial audits of externally sponsored funds [8]. Copies of Emory’s Office of Management and Budget (OMB) A133 Audit Reports from Fiscal years 2003 through 2012 are available on OGCA’s website [9]. The strong infrastructure in place to support the administration of externally sponsored funds is demonstrated by these reports which reflect no findings related to the financial statements reported in accordance with government auditing standards [10].

OSP and OGCA report to the associate vice president for research administration. This organizational structure and the business process structure for research administration at Emory ensure that the two offices work closely together to ensure the proper administration of sponsored program funds at Emory. The two offices jointly publish a monthly research administration newsletter [11] and co-lead a number of regular meetings with administrators and researchers, as well as offering a large number of educational opportunities and training such as online modules [12], instructor-led courses [13], and a comprehensive administrator’s certification program [14]. OSP and OGCA also maintain a variety of additional resources to assist Emory researchers and their local administrators in the proper administration of externally sponsored funds. These include a sponsored projects handbook [15], a manual for the financial management of externally sponsored grants and programs in the PeopleSoft and Compass systems [16], a guide for key grants reporting tools [17], and a grants reporting how-to guide [18]. The policies related to the administration of externally sponsored funds are readily available on OSP’s and OGCA’s websites [19] [20].
Emory has several information systems in place to assist with the pre- and post-award administration of their externally funded sponsored programs. The awards/funds are administered in Emory’s PeopleSoft System using the general ledger, grants and other related modules [21]. This system includes an electronic proposal routing feature (Emory Proposal Express) [22], and all proposals at Emory are routed via this system. Emory also uses the Cayuse 424 system for grants.gov submissions [23].

The leadership of Emory’s research administration enterprise is very active on national committees and organizations which allows them to remain abreast of and involved in any changes in the requirements for the appropriate administration of externally sponsored funds (including any changes imposed by the federal government) [24].

Sources (In Order of Appearance)

- [1] Office of Sponsored Programs (OSP)
- [2] Office of Research Administration (ORA) Departments
- [3] ORA Org Chart
- [5] Finance Division
- [6] Indirect Costs Rate Agreement
- [7] Indirect Costs Rate Agreement for Yerkes Primate Center
- [8] OGCA Effort Reporting
- [10] FY 2012 A-133 Audit (Page 94)
- [11] Research Administration at Emory Newsletters
- [12] OSP Online Modules
- [13] OSP Instructor-Led Courses
- [14] OSP Research at Emory Certification
- [16] Financial Management Using Compass
- [18] OGCA Grants Reporting How-To Guide
- [19] OGCA Policies
- [20] OSP Policies
- [21] Compass and PeopleSoft Systems
- [22] Emory Proposal Express
- [23] Cayuse 424
- [24] Research Administration Leadership
Physical Resources: Control of Physical Resources
The institution exercises appropriate control over all its physical resources.

Judgment

- [ ] Compliant  - [ ] Partially Compliant  - [ ] Non-Compliant  - [ ] Not Applicable

Narrative
The University exercises appropriate physical control over all of its physical resources as described below.

Responsibilities for University Facilities
Responsibility for physical resources at Emory University falls under the jurisdiction of the Executive Vice President for Finance and Administration [1]. Responsibilities for physical facilities are delegated to the vice president for campus services [2]. Specific departments within Campus Services that share responsibilities in this area include Facilities Management [3], Planning Design and Construction [4], University Architect [5], Campus Services Administration [6], Transportation and Parking Services [7], and Emory Police [8]. Departments outside the authority of the Vice President for Campus Services that nonetheless contribute to compliance with this principle are Environmental Health and Safety [9], Internal Audit [10], Real Estate Services [11], Office of Business Services [12], and the Enterprise Risk Management team [13].

The offices of University Architect and Planning Design and Construction have procedures in place to ensure that our built environment follows established principles of design and reflects institutional values, the Campus Master Plan [14] (also the Freshman Housing [15] and the Oxford Campus Master Plans [16]), Design and Construction Standards [17], and Campus Design Guidelines [18]. The University has a formal capital project process [19] that involves all campus stakeholders in the development of capital projects. Several governing bodies in this process are involved in the review and approvals for all capital projects, including the Ways and Means Committee (WAM) [20], Campus Development Committee (CDC) [21], Committee on the Environment (COE) [22]; and the Real Estate Buildings and Grounds (REBG) [23] and Finance Committees [24] of Emory’s Board of Trustees [25]. Together they ensure that the University exercises fiduciary responsibility for the long-term well-being of the institution. Minutes from the Finance Committee [26] as well as the Board of Trustees [27] reviewing funding requests for capital projects are provided as examples.

Capital Projects
Capital projects are routinely tracked through a monthly Capital Projects Update Report [28] which is discussed at regularly scheduled meetings. These reports are distributed internally for informational purposes and posted on the web for external access.

Project startup checklists [29] ensure that all projects conform to Emory’s rigorous review process. A step one paper [30] is initially written to promote the idea for any proposed project. This is followed by a feasibility study [31] to ensure that the goals of the project are in alignment with institutional goals and that the project is financially practical. Examples of feasibility studies (funding for the Manuscript, Archives and Rare Book Library submitted by the University Libraries [32]; and the Dobbs University Center renovation funding requested by the Division of Campus Life [33]) that were presented to the Ways and Means Committee for approval are included as evidence. Once projects are approved to move forward, project designs are typically developed by external professionals and plans are regularly reviewed by subject matter experts within Campus Services and other campus departments that are impacted by individual projects [34] [35]. Stakeholders are scheduled for construction walkthroughs [36] at specific stages of construction to inspect the progress of construction to ensure quality standards are met and maintenance concerns...
are considered. This also promotes a sense of ownership in the project outcome. In addition, the inspection serves to mitigate re-work of non-conforming work and resolve issues related to the turnover of the project to facilities staff for ongoing maintenance. Closeout commissioning and startup checklists [37] are completed to ensure that all components of the facility are complete and ready for transition to Facilities Management and user occupancy.

Emory has invested $644,914,766 in capital projects over the last 5 years [38], and Emory is rated Aa2/AA by Moody’s and S&P and AA+ by Fitch [39]. These capital investments are made in such a way that they are always in compliance with the 2005 Campus Master Plan which outlines the thoughtful approach to planning campus facilities well into the 21st century.

Deferred Maintenance
The University is in the process of updating its inventory of Major Repair and Replacement [40] needs to support planning efforts for the MR&R program. This effort, coined Facility Lifecycle Inventory Program (FLIP) [41], populates an internal database with a current condition assessment of all of Emory facilities. This information provides the data necessary to strategically plan the expenditure of money allocated for renewal and replacement. Campus Services maintains a rolling three-year plan [42] for these expenditures and the FLIP program increases the accuracy of those planning activities. The University has similar programs for housing renewal and replacement (HR&R) [43], Greek Housing repairs and replacement [44], parking renewal and replacement (PR&R) [45], and utility renewal and replacement (UR&R) [46].

Physical Inventory
The Campus Services IT department maintains extensive electronic files on all capital assets including equipment, buildings, pertinent documents, surveys, warranties, operation and maintenance manuals, and technical/operational verification reports. Capital assets are bar coded so that electronic access to equipment data is readily available. Disposal of capital property (demolition) is determined by the Emory property owner and subject to approval by the Board of Trustees. Disposal of capital equipment is determined on a case by case basis. Once an asset in its current state reaches the end of its useful life it may be sold as salvage, traded in on a replacement asset or recycled for use in the future. We make every effort to divert these materials from landfills [47], and follow rigorous standards in the testing and safe removal and disposal of all hazardous materials [48].

Campus Services IT has also developed extensive document standards [49] to ensure that the submission of capital project documents is formatted in a way that maximizes their value and versatility. This department also maintains the campus space inventory [50], interactive campus maps [51], and campus building blueprints and archives. The e-Document system [52] is a proprietary document retrieval program that provides easy access to all University building and infrastructure documentation and plans.

Financial and Contractual Responsibilities
The University developed new design and construction contracts in 2008 [53] in cooperation with the Office of General Counsel [54]. These contracts provide protection for the institution’s investments as we work with third-party professionals through the capital project design and construction process. These contracts also ensure that third-party participants in the capital development process understand and uphold their fiduciary responsibilities and are made aware of our Fiscal Transactional Roles and Responsibilities policy [55], to minimize our risk and protect institutional investments. The Office of General Counsel also provides legal support for all project activities throughout the project development process. Campus Services partners with Emory’s property insurance provider, FM Global, [56] with a thorough plan review process focused on design details for life safety and property loss mitigation.

The University has a contract review and approval process that provides checks and balances for all design and construction contracts. Individual project managers compile contracts with the help of a
contracts coordinator. The contracts are then reviewed by a Planning Design and Construction Director and Associate Vice President before being sent to the Vice President for signature and processing. At each step, contract terms and pricing structure are reviewed for appropriateness and accuracy. Each level of review and approval has predetermined levels of signature authority that have been established by the Executive Vice President [57].

Purchasing policies and procedures guide expenditures and provide appropriate controls, while asset inventory processes manage purchases over $5,000. Procurement and Payment Services [58] establishes and administers policies that govern institutional purchases. All payment and procurement guidelines are based upon University policy.

Campus Services has routinely partnered with the Internal Audit Division to conduct construction audits on selected capital projects [59]. These audits examine the construction agreements and compare the construction language to the contractors’ accounting methodologies to guarantee alignment between actual construction costs and contractual requirements. This process maximizes the institutional investment in its capital assets.

Office of Critical Event Preparedness and Response (CEPAR)
CEPAR [60] serves as the center for Emory enterprise-wide planning and coordination for response to catastrophic events. The potential collapse of a building under construction or a major incident occurring in a campus facility has been analyzed by this team along with the appropriate planned response. Emergency notification systems are in place to inform the campus community in the case of such an event. The Emergency Notification System [61], the Just in Time guide to campus emergencies [62], and the Preparedness Checklist [63] form the backbone of this system.

Campus Services works closely with the Office of Real Estate Services [64] to maintain and improve University investments in real property that fall outside the normal campus maintenance and repair processes [65]. These properties include leased properties and off-campus property that is either University-affiliated or otherwise assigned for University use. The Office of Real Estate Services maintains the property inventory of approximately 500,000 square feet and provides all property management services including: leasing space for academic schools, healthcare and third-party leases, off-campus housing rentals available to faculty, staff, grad students, and non-University professionals; real property acquisition and disposition; oversight of the governance process for granting easements, air and subsurface rights, property taxes and assessments [66]; working with the Office of General Counsel and the Office of the Controller [67] in reviewing, appealing and paying property taxes and assessments; oversight of Emory Conference Center Hotel real property management issues [68] and of existing and future Emory real estate partnerships; development partnerships in residential, mixed-use and office operations of real estate holdings; leased space negotiations and administration for academic, administrative and healthcare units; and support of the Board of Trustees Real Estate Buildings and Grounds committee, Real Estate Gift subcommittee, and Naming & Inscriptions subcommittee [69] [70].

Sources (In Order of Appearance)

- [1] Finance & Administration Organization Chart
- [2] Vice President for Campus Services Organization Chart
- [5] University Architect
- [6] Campus Services Administration
- [7] Transportation and Parking Services
- [8] Emory Police
- [9] Environmental, Health and Safety
• [58] Procurement and Payment Services
• [59] Construction Audit Scope of Work
• [60] Office of Critical Event Preparedness and Responses (CEPAR)
• [61] CEPAR Just in Time Emergency Notification System
• [62] CEPAR Just in Time Emergency Cards
• [63] CEPAR - Emergency Preparedness Checklist
• [65] Land Holdings
• [66] Emory Leased Property
• [67] Office of the Controller
• [68] Emory Conference Center Hotel
• [69] Policy and Procedures for Naming Opportunities and Endowed Funds
• [70] Real Estate Gift Acceptance Flowchart
3.11.2

Physical Resources: Institutional Environment
The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

☑️ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Emory University has numerous safety plans to ensure a healthy, safe, and secure environment for all its community members. The groups responsible and information about plans and processes are explained in detail below. For purposes of definition, references to locations include:

Atlanta campus: Clairmont, Clifton Road and Briarcliff properties
Oxford campus: Oxford campus in Oxford, GA
All campuses: Atlanta and Oxford

The Emory Police Department
The Emory University Police Department (EPD) [1], a division of Emory Campus Services (CS), provides a variety of services to the University community. Its mission is to provide professional police, fire safety, and emergency medical services in partnership with the local community services.

EPD provides multiple public safety services on a 24/7 basis including: law enforcement, fire safety and EMS services for Emory’s Atlanta campus; law enforcement and fire safety services on the Oxford College campus; and law enforcement services for the Midtown campus.


Uniformed police officers use a variety of patrol methods, including marked vehicles, foot patrol, bicycles, and/or Segways [5]. EPD uses a system of blue-light emergency phones, elevator phones, and call boxes located throughout Emory’s Atlanta and Oxford campuses and parking decks to provide an additional means of communication for our community members to contact EPD for assistance [6]. EPD partners with the Office of Transportation and Parking Services to offer motorist assistance services [7] on a 24/7 basis and a Safe-Ride service during the evening hours on the Atlanta campus [8]. EPD provides safety escorts on the Oxford campus, as well [9].

EPD’s Crime Prevention Unit [10] provides the Atlanta and Oxford campus communities with information on how to reduce risk by keeping their work and learning environment safe and secure. The unit offers presentations on a wide range of topics such as personal and property safety, drug and alcohol awareness, workplace violence, domestic partner violence, and sexual assault prevention. The unit conducts facility security surveys and lighting surveys upon request. The unit also provides bicycle and personal property registration, which can enhance the chance of recovery of items in the case of theft. The unit provides Crisis Intervention Team (CIT) training [11] for local law enforcement and affiliated staff in cooperation with the Georgia Bureau of Investigation and the National Alliance on Mental Illness. The Georgia CIT Program is a dynamic collaboration of professionals committed to ensuring that persons with mental illnesses and other brain disorders receive treatment, in lieu of incarceration in most cases. Law enforcement officers who successfully complete the course are equipped with the skills necessary to respond safely and effectively to individuals who have mental health needs and are in crisis.
EPD partners with other departments within CS to host the Campus Services Advisory Board (CSAB) [12]. The CSAB consists of representatives from numerous departments who meet with CS representatives twice each semester to address programs, services, and concerns. The CSAB conducts an annual Safety Walk to inspect the Atlanta campus for safety concerns such as the need for improved lighting or additional emergency phones. In addition, Facilities Management Exterior Services regularly reviews roads and grounds to identify potential safety issues such as trip hazards, through their daily operations. EPD also partners with Facilities Management Security Systems regarding the operation of facility card access control systems, intrusion/panic alarm systems and video camera systems which are managed by Facilities Management at all campuses [13].

EPD coordinates the Emory University Threat Assessment Team (TAT) [14], which serves as a resource for all campus community members who may be dealing with individuals exhibiting threatening, disruptive, or otherwise troubling behavior. TAT includes representatives from throughout Emory and serves as a point of contact and resource for faculty, staff, and students who are aware of or are experiencing threatening or potentially threatening behavior occurring within the Emory community. TAT enhances inter-departmental communication to foster a comprehensive response to concerns. TAT meets bi-weekly and as needed to address time-sensitive issues.

Emory Emergency Medical Services (EEMS) [15] is a unit of the Special Services Division of EPD. EEMS is a student-run, volunteer, quick response emergency medical service that provides emergency and non-emergency medical care on the Atlanta campus to students, faculty, staff, visitors, and the surrounding community. EEMS works in coordination with DeKalb County Fire and Rescue to provide high-quality, professional, confidential, and expeditious emergency medical care, community outreach, and educational programs to the Emory community during the academic year.

The Division of Fire Safety [16] promotes fire prevention and fire safety education in all campus communities. The Director of Fire Safety works to ensure that the organization complies with all regulatory requirements pertaining to fire safety and prevention. Annual fire drills are conducted in each non-residential facility and semi-annual drills in each residential facility [17]. Fire safety programs and fire extinguisher training programs are conducted regularly for staff and students [18]. The director works in partnership with Facilities Management regarding fire extinguisher and fire alarm system maintenance and inspections; works with CS Planning Design and Construction regarding construction projects; coordinates the Fire Safety Committee; and, serves as a liaison with state and county fire officials, insurance companies and other officials.

Annual Security Report and Statement of Campus Security Policy
Emory University’s Annual Security Report and Statement of Campus Security Policy is prepared, published and distributed in accordance with the requirements of the Campus Security Act of 1990, the Jeanne Clery Disclosure of Campus Security Policy [19] and Campus Crime Statistics Act of 1998, the Higher Education Amendments of 1998, and all implementing regulations issued by the U.S. Department of Education. EPD works in conjunction with the Office of the General Counsel and the Office of University Communications to prepare and distribute the report each year.

- 2010 Campus Security Report [21]
- 2011 Campus Security Report [22]
- 2012 Campus Security Report [23]

Sexual and Relationship Violence Prevention Education and Response
The office of Sexual and Relationship Violence Prevention Education and Response (SRVPER) at the Oxford and Atlanta campuses aims to reduce the occurrence of sexual assault and abuse in
relationships by creating a community that does not tolerate sexual and relationship violence and that expects communication and respect. SRVPER strives to empower students to disclose experiences of violence and to have access to medical, mental, health and advocacy services. SRVPER provides response and support services to victims of sexual assault or relationship violence including accompaniment, advocacy, consultation, long-term emotional care, non-emergency medical care, and referral services. SRVPER also provides educational and outreach services including film screenings, guest lectures, guest speakers, workshops and awareness programs [24].

Office of Critical Event Preparedness and Response
The Office of Critical Event Preparedness and Response (CEPAR) [25] serves as the center for all campus planning for and coordinated response to catastrophic events. CEPAR partners with experts and resources at Emory and the broader community to address all hazards, including natural and human-caused catastrophic events and public health emergencies.

CEPAR coordinates with all relevant components of the Emory community to achieve an orchestrated response to a catastrophic event and accomplish the following:

- Bridge existing operational, educational and research activities of Emory relevant to planning, response, mitigation and recovery from catastrophic events
- Develop novel, multi-disciplinary solutions for the mitigation of threats
- Enhance opportunities for enterprise-wide collaboration
- Enhance collaboration with community partners

Over the past year CEPAR has achieved many objectives, including updating the University’s Emergency Operations Plan, finalizing emergency operations annexes for Dignitary Management, Active Shooter, Barricaded Suspect/Hostage Incidents, International Travel Tracking, Emergency Notification, and Weather Emergencies. CEPAR, in cooperation with EPD, created and maintains a “Just-in-Time” emergency guide for Emory’s Atlanta [26] and Oxford campuses [27].

CEPAR manages a new weather monitoring system with improved specificity for all campus locations and improved enterprise pricing from the vendor, providing increased coverage with lower cost.

CEPAR coordinates the enterprise-wide Emergency Support Function Group. This group meets monthly to coordinate preparedness and response activities for Emory. CEPAR works with partners at Oxford College and Emory Healthcare, coordinating local preparedness and crisis response to improve our community’s disaster resilience. As part of preparedness and response planning, CEPAR develops and implements annual enterprise wide table-top and/or live-action disaster drills [28] [29].

CEPAR maintains operational relationships with agencies in the broader community, including DeKalb Emergency Management Agency (DEMA), Atlanta-Fulton County Emergency Management Agency (AFCEMA), Georgia Emergency Management Agency (GEMA), and the DeKalb County Department of Public Health. CEPAR also manages an operational planning group specific to the Clifton corridor community [30], the Clifton Emergency Operations Group (CEOG). CEOG is a multi-disciplinary and multi-jurisdictional group comprised of representatives from Emory, Emory Healthcare, Children’s Healthcare of Atlanta, CDC, Atlanta VA Medical Center, Druid Hills High School, DEMA, AFCEMA, GEMA, DeKalb County Fire Department, DeKalb County Public Health Department, and the FBI. The purpose of this group is to coordinate emergency planning within this corridor to improve preparedness and response.

Office of Transportation & Parking Services
Emory offers a variety of parking, transportation, and alternate commute options to meet the needs of the campus community. The mission of Transportation & Parking Services (TPS) is to
support and promote the academic, business, and service objectives of all campuses and Emory Healthcare by providing parking and transportation services, facilities, and programs in a safe, reliable, efficient, customer-focused, and environmentally responsible manner. TPS has several programs in place to promote a healthy, safe, and secure environment.

Emory operates nineteen shuttle routes to meet the transportation needs of all its campus communities, carrying over 2.8 million passengers in 98,000 hours of service annually [31]. In partnership with Emory Police Department, TPS also provides a supplemental SafeRide service which provides door-to-door, on-demand transportation on campus during hours of darkness. SafeRide provides more than 25,000 specialized trips to students each year. All of Emory’s fixed routes are equipped with specialized technology allowing passengers to track the movement of buses in real time online using a computer or mobile device [32]. This technology increases convenience and safety for passengers. The system is well used by the campus community; there are over 325,000 electronic inquiries to the system each year.

For those who choose to drive to campus, Emory operates fourteen campus parking decks and multiple surface lots for an inventory of over 16,000 parking spaces, including parking for a major healthcare center. Emory’s parking inventory serves a community of more than 25,000 employees, over 13,000 students, and over 1 million visitors each year. The majority of Emory’s parking is access controlled. Each parking deck is staffed with parking attendants who provide customer service and regular patrols, contributing to the security of the parking environment. Finally, each year Emory provides more than 1,000 motorist assists to the campus community for those who have locked their keys in a vehicle, need help changing a flat tire, or require a jump start.

**Environmental Health and Safety Office**
The Environment, Health & Safety Office (EHSO) [33] reports to the Vice President for Research Administration. EHSO’s mission is to provide comprehensive environmental, health, and safety programs and services in support of the University's mission to create, preserve, teach and apply knowledge in the service of humanity [34].

EHSO fulfills its mission by providing the following services to all campus communities:

- Programs and information regarding basic safety, potential exposure to hazardous materials or equipment in their work area, and protective equipment they may need to eliminate or reduce exposure to such hazards
- Training designed to comply with applicable regulations and for the job function being performed, the materials and equipment used, and the protective equipment required to reduce exposure
- Guidance and processes to ensure the University is in compliance with requirements and to reduce risk of injury

Audit and inspection programs to verify that the University is in compliance and to assess safety culture and support the overall EHS training program include:

- EHSO Research Safety staff validate the laboratory self-audits by conducting random inspections throughout the year, working with laboratory staff to correct deficiencies [35]
- Radiation Safety staff conduct quarterly inspections of labs authorized to use radioactive isotopes; if any deficiency points are identified, the health physicist follows up with the lab to validate appropriate corrective actions have been completed. Labs with accrued, uncorrected radiation safety deficiencies are referred to the Radiation Council Committee for potential loss of the permit to use isotopes in the lab [36]
- General Safety and Environmental Compliance staff conduct annual inspections of campus services, museum, visual arts, and theater spaces and processes. A report indicates any deficiencies, along with corrective action(s) and a target completion date. Follow-up
inspections validate the corrective action plans [37]

Checks and balances are built into processes to ensure the University is in compliance, e.g. research protocols are renewed periodically with EHSO approval contingent upon updated lab signage, training, and completed inspections.

EHSO’s annual report [38] provides status updates and analysis on goals for the previous fiscal year and states goals and objectives for the current year. EHSO also reports monthly to Campus Services identifying strengths, weaknesses, opportunities and threats of the EHSO operations, as well as a report of activities such as accident investigations, research safety issues, waste regulation, and safety inspections [39].

Environmental and safety policies, guidelines, manuals, forms, and quick facts documents are available on the EHSO website; these documents are based on applicable local, state, and/or federal regulations or standards affecting the University community [40].

A safety orientation training [41] is provided to new/transferred faculty and staff as part of the University’s on-boarding process. Initial and refresher EHS training is provided both online or classroom. All courses are assessed periodically to ensure content is appropriate for the topic. Feedback surveys allow continual improvement of courses and processes. Individual in-service training is provided for employees when necessary, and staff provides on-going education across the Emory community [42] [43].

EHS reviews plans for new buildings to ensure they include adequate safety provisions and consults with healthcare regarding shielding design for equipment-produced radiation.

Environmental Health and Safety Management Systems

Emory’s Integrated Environmental Health & Safety Management System (EHS-MS) [44] is currently in the planning and implementation stage. It will provide a systematic framework to address environmental, health and safety risks and ensure compliance.

By using a management system business philosophy, Emory seeks to identify, prioritize and control risks associated with injury and illness to employees, students, and visitors; minimize the impact of its operations to the environment; and avoid negative financial impact resulting from non-compliance issues.

The EHS-MS requires top management commitment and involvement at all levels of the University—senior administrators, VPs, deans, department representatives, employees, students, and visitors—to successfully develop, implement and maintain the system [45]. Emory’s EHS-MS addresses environmental health and safety Principles [46], the identification of applicable legal and other requirements, significant EHS risks, responsibility, training, monitoring, and measures, audits, management review, among others.

Success in implementing this system will be measured by key performance indicators, which can be used to introduce adjustments to the system or address new program goals in pursuit of continual improvement.

Administrative Responsibility for Health, Safety, and Security Functions

Emory University employs qualified staff to carry out the safety, security, and health plans of the institution.

- Emory Police Department [47]
- Office of Health Promotion [48]
- Office of Critical Event Preparedness and Response [49]
- Office of Transportation and Parking Services [50]
Sources (In Order of Appearance)

1. Emory Police Department
2. Official Code of GA - Campus Policemen Law Enforcement Powers
4. Georgia Peace Officer Standards and Training Council
5. University Police Security Facts
6. University Campus Map Emergency Phone Locations
7. Transportation and Parking Services - Motorist Assistance
8. Transportation and Parking Services - Night Owl route
9. Oxford College Campus Police Escorts
10. Crime Prevention
11. Crisis Intervention Team (CIT) Training
12. Campus Services Advisory Board (CSAB)
13. Security Systems and Lock Services
14. Threat Assessment Team (TAT)
15. Emory Emergency Medical Services (EEMS)
16. Emory University Fire Safety
17. Annual Fire Safety Report (Drills)
18. Fire Safety Training
20. 2009 Campus Security Report
21. 2010 Campus Security Report
22. 2011 Campus Security Report
23. 2012 Campus Security Report
25. Office of Critical Event Preparedness and Responses (CEPAR)
26. CEPAR Just in Time Emergency Guide
27. CEPAR Oxford Campus Just in Time Emergency Guide
28. Active Shooter Drill Planning
29. Oxford Campus Tornado Tabletop Exercise
30. Clifton Corridor Transportation
31. Transportation and Parking Services - Cliff Shuttles
32. Office of Transportation and Parking Emory Shuttles Real Time Locator
33. Environmental, Health and Safety Office (EHSO)
34. EHSO Mission, Vision, and Values
35. EHSO - Research Safety and Biosafety
36. EHSO - Radiation Safety
37. EHSO - Environmental Compliance
38. EHSO 2012 Annual Report
39. EHSO Monthly Report to Campus Services
40. EHSO website - Guidelines, Policies, Manuals, and Forms
41. EHSO - Toolbox Trainings
42. Emory Environmental Health and Safety Newsletter
43. EHSO - Training
44. Emory Environmental Health & Safety Principles
- [45] EHS-MS Roadmap to Implementation
- [46] EHSO Principles
- [47] Emory Police Department - Chief of Police
- [48] Office of Health Promotion Leadership
- [49] Critical Event Preparedness and Response Leadership
- [50] Director of Transportation and Parking Services
- [51] Environmental Health and Safety Building Liaisons
3.11.3

Physical Resources: Physical Facilities
The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

CAMPUS DESCRIPTIONS
Emory University operates and maintains higher education and healthcare facilities in a manner that supports its teaching, research, and service missions. Facilities are located at a number of physical locations described below.

Clifton Campus
The Clifton campus is located in DeKalb County, Georgia, approximately six miles northeast of downtown Atlanta. The campus contains 649 acres of University-owned property with 1.5 million square feet of building space that supports the residential, research, teaching, and patient care missions of the institution. Principal facilities include two full-service medical facilities (Emory University Hospital and Center for Rehabilitation Medicine), a geriatric complex (Wesley Woods Center), four healthcare clinic facilities, sixty one major academic and research buildings, twenty-two residential complexes, a sorority village, thirteen fraternity houses, and forty-three general-use buildings. The campus also includes Lullwater Estate, which serves as the president’s home. Also contiguous to the Clifton Campus is the Yerkes National Primate Research Center, one of eight National Institutes of Health-funded national primate research centers. Yerkes also owns a 115.5 acre field station located in Lawrenceville, Georgia. Both sites are managed by the Woodruff Health Sciences Center [1].

Clairmont Residential Campus
The Clairmont Residential Campus covers an area of 45.5 acres contiguous to the Clifton Campus and functions as the main residential complex for the third and fourth year student population. The site contains eight residential facilities, a residential tower, an Olympic sized outdoor pool, eight outdoor tennis courts, green space for sporting events, and a Student Activities and Academics Center (SAAC). The SAAC houses an indoor basketball court, handball courts and an exercise equipment area. This building also functions as a meeting venue, classroom/teaching space, post office and food service facility for residential students on the campus. The campus also contains a day care center which is jointly funded and operated by the Center for Disease Control, Children’s Healthcare of Atlanta and Emory. Transportation of students and employees is provided by a sustainable (green) shuttle bus operation managed by the Transportation & Parking Department. The Transportation & Parking Services headquarters and the Clairmont Maintenance Zone facilities are also located on this campus [2].

Briarcliff Property
The Briarcliff property is a 42 acre parcel encompassing nine structures, only two of which are currently in use for limited research and clinical programs, staff/faculty offices and Emory Continuing Education [3].

Oxford Campus
The Oxford campus (the original site of Emory University) is a 331-acre off-campus instructional site located approximately thirty miles east of the Clifton campus. All academic and residence facilities are found within 71 acres, with many of the buildings surrounding its classic quadrangle dating back to the Civil War era. The other 260 acres include property from the original campus.
The 950 students who live and learn here have access to a performing arts center, a science building, a chapel, a library, several classroom buildings, a food service facility, a variety of residential facilities, and a physical education facility that includes outdoor tennis courts, a soccer field and running track, an indoor pool and performance/classroom spaces [4].

**Grady Memorial Medical Complex**
The Grady Medical Complex is used by the Emory School of Medicine and contains four academic/research buildings. The Grady Memorial Hospital campus is located adjacent to Grady Memorial Hospital in downtown Atlanta. Emory University provides over 700 physicians to the Grady Memorial Hospital and helps to maintain the hospital complex and academic/research centers [5].

**Hospitals**
Emory Healthcare manages Hospitals at six different locations around the Metro Atlanta Region. Emory University Hospital and the Wesley Woods Center are located on the Clifton campus. The Emory University Hospital Midtown campus is located in Midtown Atlanta [6]. Emory Johns Creek Hospital and Saint Joseph’s Hospital are located in Fulton County, and the Emory Orthopedics & Spine Hospital is in DeKalb County.

**MASTER PLANNING AND CAPITAL IMPROVEMENTS**

**Master Plan**
The 1998 Campus Master Plan (Atlanta and Oxford campus), a milestone in Emory’s history, established the Guiding Principles and the Design Guidelines applied to the planning and design of all capital projects. In 2005, Emory completed a major Campus Master Plan Update [7] on the Atlanta campus, which has guided the University’s planning [8] and design of all capital projects over the last 8 years. The Oxford Campus Master Plan was updated in 2006 [9]. Due to an increase in enrollment from 700 to 900 at Oxford the Campus Master Plan was updated again in 2013. The implementation of the master plan has transformed the buildings, landscapes and circulation paths on the campuses. With the removal of cars and surface parking from core campus areas, the central campus has become a walking network of landscaped, well-lighted brick pathways.

The Campus Master Plan is reviewed annually by a steering committee, coordinating committee, and working group [10] to track our progress and ensure our compliance with its principles. As capital projects are funded, the master plan is included in the planning process to serve as a guide for decisions. Every five years a re-evaluation of the master plan is conducted to address needed partial or large-scale updates.

**Technological Infrastructure**
During this same fifteen-year period, Emory, like many campuses across America, has seen the emergence of “the digital campus” providing global connectivity for the physical campus via the internet and offering the opportunity for distance education initiatives and other online collaborations. This development of digital infrastructure is the result of collaboration between Campus Services and the Office of Information Technology [11]. As part of the Master Plan, and of all subsequent building planning, any special distance education or videoconferencing facilities are identified early in the design process in order to ensure the proper development of this infrastructure [12].

Emory’s IT network has a campus-wide multi-site control unit (MCU) located in the Office of Information Technology that can support up to 16 concurrent videoconferencing sessions, depending on the bandwidth required. Though the University has videoconferencing facilities that can support distance education, it also has desktop based videoconferencing supported by a licensed product called Vidyo and the more public Skype. Finally, since distance education is growing increasingly complex in its requirements for supporting infrastructure, Adobe Connect is also available to support up to 500 online users concurrently. This high number of simultaneous
users is only reached when orienting incoming members of the freshman class to their new campus. The University has two distance education programs – Career Master’s in Public Health and Radiology Technician to Bachelor in Medical Science Medical Imaging Program. These programs use a hybrid model with regular face-to-face interaction combined with asynchronous, online learning. In addition, the Modular Executive Master’s in Business Administration offers approximately 30% of its coursework online and the Doctorate of Ministry program will begin its online program in Academic Year 2013-14. These programs serve 241 students (as of fall 2012) who can be accommodated within the University’s digital network. Emory recently established a partnership with Coursera to offer three online Massive Online Open Courses which can enroll thousands of learners worldwide and will offer courses through Semester Online beginning Fall, 2013. These courses are offered through agreements with companies that provide the technical infrastructure to support large numbers of online users. Please reference Requirement 4.8: Distance Education Programs for additional information on the adequacy of equipment and technical expertise provided for Emory’s distance education programs.

**Capital Projects**

Capital projects are routinely tracked through a Capital Projects Update Report on a monthly basis and form the platform for regularly scheduled meetings to discuss project activities and issues. These reports are distributed internally for informational purposes and posted on the web for external access to project statuses.

Project startup checklists ensure that all projects conform to Emory’s rigorous review process. A step one paper is initially written to promote the idea for any proposed project. This is followed by a feasibility study to ensure that the goals of the project are in alignment with institutional goals and that the project is financially practical. Once projects are approved, designs are typically developed by external professionals and plans are regularly reviewed by subject matter experts within Campus Services and other campus departments that are affected by those projects. Stakeholders are given construction walkthroughs at specific stages to inspect progress and ensure that quality standards are met; this promotes a sense of ownership in the project. The inspections also serve to mitigate re-work and resolve possible maintainability issues related to the turnover of the project to facilities staff. Closeout, commissioning, and startup checklists are completed to ensure that all components of the facility are complete and ready for transition to Facilities Management and user occupancy.

**Assessment of Services**

Facilities Management, a department within Campus Services, is responsible for the maintenance, custodial, and exterior care of all University facilities, rental properties, grounds, roadways, hardscapes and infrastructure. The department uses Service Level Agreements to target specific customer groups to ensure that customer needs and expectations are met. The agreements define services to be provided, and establish a shared set of minimum expectations regarding operations and support of services. They also provide a framework for communication regarding satisfaction with services being provided and opportunities for future enhancements. All Service Level Agreements are developed through a joint effort between the customer group and Campus Services. They are signed by both parties and updated annually.

At the end of a capital project, surveys are sent to customers to assess their satisfaction with new buildings. Surveys are also conducted annually by Residence Life to assess the satisfaction with residential facilities on campus. Additionally, the University holds monthly round table discussion meetings with customers by zone to assess what is working well, what isn’t, and how service can be improved.

**LEED Buildings**

Emory adopted the U.S. Green Building Council’s LEED (Leadership in Energy and Environmental Design) standards in 2001 as a guiding principal for all new major construction and major renovation projects. Current policy, as adopted by the University trustees, requires that all large
capital construction projects meet minimum “silver” LEED Certification. To date, Emory has a total of eighteen LEED certified buildings [29]—three certified, nine gold, and sixteen silver facilities.

**CAMPUS STEWARDSHIP**

**Sustainability**

As part of a commitment to positive transformation in the world, Emory has identified sustainability as one of its top priorities. Emory developed the Office of Sustainability Initiatives [30] and hired a director to oversee all sustainability initiatives. The Office recently expanded by hiring two full-time employees and two interns who provide guidance and direction in campus-wide sustainability initiatives.

Emory’s sustainability vision [31] is to help restore the global ecosystem, foster healthy living, and reduce the University’s impact on the local environment. Progress is measured using the environmental, economic, and social “triple bottom line” of sustainability.

In July of 2012, Emory was recognized by APPA (Association of Physical Plant Administrators) for its sustainability efforts and was one of the recipients of APPA’s first Sustainability Award [32].

**Recycling**

Emory encourages all members of its community to help reduce the amount of waste sent to landfills. The University is committed to an overall goal of recycling and/or diverting 65 percent of its waste by 2015. Emory Recycles [33], part of Campus Services, coordinates recycling and waste collections service across campus including academic buildings, residence halls and offices.

**Land Management Plan**

The 2010 Campus Master Plan included a land classification plan which organized Emory’s campus into restricted areas, water, preserved land, conserved land, managed land, and developable land [34]. Regarding its land management, Emory has committed to:

- leave 48 percent of the University’s 730 acres of land undeveloped, supporting the protection of the Wesley Woods, Baker, and Lullwater forests [35],
- ensure that all campus land suffers “no net loss of forest canopy,” certifying every time a tree is removed, trees will be replanted to maintain the same forest canopy [36] [37], and
- remove invasive species from Emory’s natural forested environment [38].

**Storm Water Master Plan**

Since 2001 Emory’s capital projects have been designed to meet LEED “silver” requirements. Storm water management is an integral part of LEED, and Emory has incorporated storm water quality and reduction strategies in all new construction projects through approaches such as filtration devices and cistern use. A Storm Water Master Plan was produced in 2008 [39] which commits the University to using best management practices campus-wide to improve water quality, reduce campus erosion and flooding, alleviate the storm-water system’s conveyance capacity stress, and exhibit proactive environmental stewardship.

**Energy Management**

**Utility Reduction and Energy Conservation Plan**

In FY 2005, Emory developed a Utility Reduction and Energy Conservation Plan, and set an energy conservation goal to reduce energy consumption intensity 25 percent by the end of FY 2015 as measured in the FY 2005 base year [40]. Efforts to date (3rd quarter FY 2012) have produced a 22 percent reduction in the annual Btu/square feet, from base year data. Programs underway to reduce energy consumption include HVAC shutdown, temperature set point policy, stepped-up steam system maintenance, re-commissioning and continuous commissioning of existing buildings, and energy audits and resulting energy conservation measures. The addition of ten LEED buildings with 1.1Msqft over the last twelve years has also helped reduce the energy consumption intensity of the building population.
Utility Reduction and Energy Conservation Audits (URECA)

There are three phases of energy audits and implementation of energy conservation measures. Siemens Building Technologies led Phases I&II, while Emory is managing Phase III, currently in progress. Phase I involved five buildings covering 1.16M square feet with an expected annual energy savings of $1.1M [41]. Projects resulting from the Phase II audit of 9 buildings with 1.8M square feet are expected to produce $780K in annual energy savings [42]. Included were multiple large research facilities, the main library, student athletic facility, a health services building, multiple academic buildings and a residence hall. The Emory-managed, 12-building, 820K square feet Phase III audit is complete, and project development is underway with an expected annual savings of $131k.

HVAC Turndown

The building HVAC turndown is operational in parts or all of 24 buildings covering 2.2 Msqft. HVAC equipment is scheduled off at night and on weekends, by floor or area. Unused residence hall space can be shut down and reactivated as necessary to accommodate customer requests.

Temperature Set Point Policy

In July 2011, Emory implemented a temperature policy [43] limiting winter heating to 68F and summer cooling to 76F. A significant amount of energy savings have been realized and long-standing building air balance and temperature issues have been exposed and remediated.

Energy Dashboards

The University has installed energy dashboards in 11 buildings with funding approved to add 7 additional buildings [44]. The program started in 2005 with new residence facilities and has grown to include newer LEED buildings and older buildings with high consumption profiles. The dashboards display real time energy usage and consumption comparisons across all buildings, accessed through touch display screens in each along with a network-based web site. Occupants can thus see direct results from their sustainability efforts.

BUILDING MAINTENANCE

The University campus is broken up into work zones with designated teams who support the University’s facilities and generally maintain the electrical, plumbing, carpentry, heating, ventilation, air conditioning, refrigeration, building distribution, automated building controls, energy management systems, security systems, high voltage electrical infrastructure, and aesthetic services for each campus building [45].

Custodial

Building and Residential Services (B&RS) provides housekeeping services to all Residence Life & Housing (RL&H), Educational and General (E&G), and other auxiliary facilities located on the academic campuses of Emory University. The employees in this department champion environmentally conscious behavior by choosing to operate as a sustainable entity committed to reducing the impact on the environment through the use of green cleaning methods [46].

Facilities Condition Assessment

Traditionally, deferred maintenance needs are documented using a Facility Condition Analysis (FCA), which was completed in 2005 [47]. The FCA uses a ten-year interval, identifying and prioritizing facilities needs in three major categories: capital renewal, deferred maintenance, and plant adaptation. The last of these encompasses changes required by code or changing program needs. The initial FCA study identified a backlog of $307 million for all reviewed facilities. The ratio of this backlog to the facility replacement cost for reviewed facilities yielded a Facilities Condition Needs Index (FCNI) of .18 (or 18 percent) for the Emory campus. This is calculated by dividing the “Total Facilities Deficiencies Cost” by the “Total Building Replacement Cost”. This ratio was 33 percent lower than the norm indicating that, and thus “the conditions at Emory University are above average when compared to other campuses across the nation” [48]. The FCA process
resulted in a prioritized ranking of all the renewal projects identified by the consultant team. The FCA information for each building was also used to make value judgments, regarding renovations, adaptive reuse, or demolition.

In early 2011, Campus Services leadership reviewed the FCA information database and in 2012 adopted a new approach for managing deferred maintenance and extending the life cycle of Emory’s facilities and utilities. This new program is called the Facilities Life Cycle Improvement Program (FLIP) [49]. FLIP’s goal is to update information from the Facilities Condition Assessment and use it to populate the Major Repair and Replacement (MR&R) and Utilities Infrastructure Reserves (UIR) plans mentioned in detail below.

**Major Repair and Replacement Program**
Each year the highest priority projects are identified for the annual Major Repair and Replacement (MR&R) budget, utilizing and then revising the 2008 ten year MR&R plan [50] until they are completed. An updated MR&R plan is then presented to the Emory University Administration each year to keep them advised of the current status and future needs. In 2004, the annual funding for MR&R projects was $2,142,576. The FY 2012 budget was increased to $3,942,576 [51].

**Utility Reserves Program**
Capital renewal needs for major utility infrastructure and distribution systems are identified through internal studies performed by the Engineering Services Department, and shown on the Capital Renewal Projects from Utility Reserve Accounts report [52]. These studies include evaluation of system life expectancies, collaboration with Facilities Management shop personnel, and documented trends based on experience with system outages and failures. The Utilities Infrastructure Reserves (UIR) plan is similar to the MR&R plan and lists various central plant and utilities infrastructure replacements. The plan funding is $1.5 million a year and the plan is projected to ten years.

**CAMPUS LIFE**
The Office of Residence Life & Housing [53], in partnership with Campus Services supports students’ needs while they live at Emory. With responsibility for the administration of all residential facilities, Campus Services works collaboratively to provide residential facilities that are clean, well-maintained, comfortable, and conducive to study.

The Office of Residence Life and Housing manages 46 residential facilities which provide 4500 beds for the Emory student population. The designs for these facilities provide a wide range of choices ranging from single bedrooms to multi bedroom apartments. LEED design guidelines with a focus on sustainability and energy conservation were used in the last five Housing construction projects (Turman, Few, Evans, Longstreet-Means and Hamilton Holmes Halls). All residence halls receive 24 hour emergency maintenance and housekeeping service at the Clifton, Clairmont, and Oxford campuses.

**OTHER SERVICES**
**Parking and Transportation**
Emory offers a variety of parking, transportation, and commute options to serve the campus community [54]. The mission of Transportation and Parking Services (TPS) is to support and promote the academic, research, business, and service objectives of Emory University and Emory Healthcare through effective and proactive parking and transportation operations, facilities, and programs.

For those who choose to drive to campus, Emory operates fourteen campus parking decks and multiple surface lots for an inventory of over 16,000 parking spaces, including parking for a major healthcare center. The parking inventory serves a community of more than 25,000 employees, over 13,000 students, and over 1 million visitors each year. The majority of the parking facilities are access-controlled. Emory is committed to providing convenient, efficient, and well maintained
parking to meet the needs of the campus community.

**Land Holdings**
The Office of Real Estate Services (ORES), a department within the Finance and Administration Division, is responsible for the strategic planning, management and operation of the non-academic real property for the University. Its functions include acquisition and disposition of assets; development partnerships in residential, mixed-use and office spaces; operations of real estate holdings; and leased-space negotiation and administration for academic, administrative and healthcare units.

ORES manages 43 leases including approximately 500,000 square feet of office, medical, clinic, laboratory, and warehouse space, as well as ATM and wireless carrier antenna leases. ORES also manages 49 Emory-owned properties, including 33 revenue-generating rental houses.

**Sources** (In Order of Appearance)

- [1] Clifton Campus Map
- [2] Clairmont Campus Map
- [3] Briarcliff Campus Map
- [4] Oxford Campus Map
- [5] Grady Memorial Medical Complex
- [6] EUHM Parking and Campus Map
- [7] Campus Master Plan Update 2005
- [8] Emory Campus Master Plan Guiding Principles
- [9] Oxford College Master Plan
- [10] Emory Campus Master Plan Committees
- [12] [17] Capital Project Start-Up Checklist
- [13] Fall 2012 Enrollment by Degree Program (Page 2)
- [14] Coursera
- [15] Semester Online
- [16] Capital Projects Update Report
- [18] Capital Project Development Process Step One
- [19] Capital Project Development - Feasibility Study Requirements
- [21] Capital Project Review Template
- [22] Capital Project Site Progress Walkthrough
- [23] Capital Project Closeout Checklist
- [24] Service Level Agreement Example
- [25] Capital Projects Survey
- [26] Capital Projects - Dobbs Hall Renovation - Lessons Learned Survey
- [27] EBI Campus Services Survey Results, 2012
- [28] Capital Project Customer Round Table Meeting Agenda and Minutes Example
- [29] Emory University LEED Building List
- [30] Office of Sustainability Initiatives
- [31] Emory's Sustainability Vision
- [32] Emory's APPA Sustainability Award
- [33] Emory Recycles
- [34] Land Management Plan
3.12

**Substantive Change**
The institution notifies the Commission of changes in accordance, with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. *(See Commission policy "Substantive Change for Accredited Institutions").*

**Judgment**

![Compliant](checkmark.png) Partially Compliant ![Non-Compliant](x.png) Not Applicable

**Narrative**

Emory has an internal policy and procedures for monitoring curriculum and other substantive institutional changes across all of its units. The University notifies SACSCOC of substantive changes and, when required, seeks approval prior to implementing changes [1] [2]. The policy and procedures, which are published by the provost through the Office of Institutional Research, Planning, and Effectiveness (OIRPE) website, outline definitions of substantive change, procedures governing internal review and approval of substantive changes, and processes for reporting substantive changes to the SACSCOC liaison and then to SACSCOC. Definitions of substantive change are reviewed regularly by OIRPE and the SACSCOC liaison to ensure consistency with SACSCOC guidelines, and modifications are made when needed.

The provost asks all deans to report anticipated changes as part of their unit’s annual report [3] [4]. Substantive changes are also reviewed at administrative council meetings [5] [6]. This facilitates proper reporting to Emory’s substantive change committee [7] as well as review by the board of trustees [8] and timely reporting to SACSCOC.

Copies of correspondence documenting submission of notification or approval for substantive changes instituted since the last decennial review by the Commission are provided [9] [10] [11] [12] [13] [14] [15].

**Sources** *(In Order of Appearance)*

- [1] University Substantive Changes Policy
- [5] Council of Associate Deans Meeting Agenda 12-17-12
- [6] Associate Deans Meeting Agenda - April 9 2013
- [7] Substantive Change Committee Meeting Minutes June 2013
- [8] Board of Trustees Meeting Minutes Nov 2012 Substantive Change Approval Example (DMin)
- [9] SACSCOC MCL Approval Letter
- [10] SACSCOC Bioethics, Spanish, Islamic Civilizations Approvals
- [11] SACSCOC Response Letter - LateNote 3-2013
- [12] SACSCOC DMin Approval 6-3-13 (Page 2)
- [13] SACSCOC MMScAnesth Approval 6-3-13
- [14] SACSCOC Response Letter-Program Closings 3-13
- [15] Substantive Change List
3.13

Policy Compliance
The institution complies with the policies of the Commission on Colleges.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University, as a SACSCOC member institution, accepts its responsibility to comply with the standards outlined by the Commission on Colleges. The University president has appointed a SACSCOC liaison [1] who works closely with university leaders to ensure that SACSCOC policies are integrated into institution operations. Institutional Profiles and other requests for information are submitted to the Commission on Colleges within the requested timeframe [2] [3]. Substantive changes are reported to the Commission in compliance with SACSCOC policy (see Standard 3.12 for additional information about Substantive Change).

Sources (In Order of Appearance)

- [1] SACSCOC Liaison Appointment - Nancy Bliwise
- [3] SACSCOC 2013 Financial Profile
3.13.1

Policy Compliance: Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Judgment

☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Many of Emory University’s academic programs are accredited by U.S. Department of Education-recognized external specialized accrediting organizations. As demonstrated in the self-study reports attached in the table below, Emory describes itself in identical terms to each accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, when applicable. For program accreditations, standards and required documentation are usually specific to the program and do not include standards related to the University in general.

The accredited programs undergo comprehensive reviews every five to ten years, depending on the accrediting organization. These reviews typically require colleges and schools to write self-studies that include documented evaluations of program effectiveness, faculty qualifications, financial planning, student services, and student learning outcomes assessment. The table below lists programs that are currently accredited by an external national agency and maintain compliance with that accrediting body’s standards. The most recent self-study report for each accrediting body is included as evidence.

<table>
<thead>
<tr>
<th>Academic School</th>
<th>Accreditiing Body</th>
<th>Last Review Date</th>
<th>Upcoming Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Theology</td>
<td>Association of Theological Schools in the U.S. and Canada (ATS)</td>
<td>2003</td>
<td>2013</td>
</tr>
<tr>
<td>School of Business</td>
<td>Association to Advance Collegiate Schools of Business (AACS)</td>
<td>2011</td>
<td>2016</td>
</tr>
<tr>
<td>Graduate School</td>
<td>American Psychological Association (APA)</td>
<td>2008</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td>2007</td>
<td>2014</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Council on Education for Public Health (CEPH)</td>
<td>2012</td>
<td>2019</td>
</tr>
<tr>
<td>School of Law</td>
<td>American Bar Association (ABA)</td>
<td>2009</td>
<td>2016</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>Accreditation Council for Continuing Medical Educators (ACCME)</td>
<td>2011</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td><em>Hard copy of self-study is available upon request.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accreditation Council for Pharmacy Education (ACPE)</td>
<td>2009</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td><em>Hard copy of self-study is available upon request.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accreditation Review Commission on Education for the</td>
<td>2013</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td>Physician’s Assistant (ARC-PA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Emory University previously held the National Association of Schools of Music (NASM) accreditation, but no longer maintains this. In 2009, the faculty decided not to apply for renewal of this accreditation [28] due to curricular changes that were happening in the program as a response to the 2008 economic downturn. After much discussion, the majority of the faculty decided that NASM imposed curricular restrictions upon the music program that were incompatible with the department’s vision as a part of a liberal arts college and a research university, as NASM primarily accredits “schools” of music, which focus on the training of performing musicians and K-12 music educators, rather than academic “departments” of music such as Emory’s. NASM was notified of Emory’s decision not to renew this accreditation on September 1, 2009 [29].

Sources (In Order of Appearance)

- [1] School of Theology ATS Self-Study 2013
3.13.2

Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic agreements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Judgment
☑ Compliant   ☐ Partially Compliant   ☐ Non-Compliant   ☐ Not Applicable

Narrative
Emory University notifies and provides SACSCOC with signed final copies of agreements governing its collaborative academic arrangements defined by SACSCOC as agreements involving joint or dual academic awards. The University manages and evaluates such agreements according to its Policy on Educational Experiences Provided by Non-Emory Entities [1]. Emory ensures the quality of educational programs offered to its students by other entities, evaluates ongoing compliance with Emory’s standards, and evaluates the purpose of all such relationships with respect to Emory’s mission.

Joint Degree Programs
Emory University engages in a small number of joint degree programs for graduate and professional study. The Graduate School partners with both the Georgia Institute of Technology and Peking University to jointly administer the Biomedical Engineering Program [2] [3] [4]; and the Law School collaborates with the KoGuan Law School at Shanghai Jiao Tong University to offer a Master of Comparative Law degree [5] [6]. Agreements governing these relationships specify the responsibilities of all parties and ensure the quality of the programs through regular, joint faculty reviews. The consistency of programs with the University mission is evaluated in the program approval process.

In addition, the School of Theology has a joint degree program with Columbia Theological Seminary and the Interdenominational Theological Center, all of which are accredited by the Association of Theological Schools (ATS) [7]. Theology School faculty members serve with representatives from the other institutions on an ATS ThD committee that oversees the shared ThD program and periodically review the consortial arrangements [8] [9].

Dual Degree Programs
At the undergraduate level, students may enroll in a joint Emory/Georgia Institute of Technology dual degree program in which students earn both a baccalaureate degree from Emory in the field of their choice and a BS degree from Georgia Tech in one of these engineering fields: aerospace, biomedical, chemical, civil, computer, electrical, industrial, materials science, mechanical, nuclear & radiological, polymer & fiber [10]. Emory University also partners with Agnes Scott College to offer a computer science degree. This dual degree agreement allows students enrolled at Agnes Scott College to pursue a BA from Agnes Scott and a BA or BS in computer science from Emory [11].

Notification
Copies of correspondence documenting submission of notification or approval for joint and dual degree programs instituted since the last decennial review by the Commission are provided [12] [13] [14] [15].
Sources (In Order of Appearance)

- [1] University Policy on Consortial and Contractual Agreements
- [2] Joint Biomedical Engineering Program with Georgia Tech and Peking University
- [3] Emory, GA Tech, Peking University Operating Agreement
- [4] BME PhD GT-Emory-PKU Prospectus
- [5] Emory University & Shanghai Jiao Tong University Consortial Relationship Agreement
- [6] MCL Emory-KoGuan Prospectus
- [7] School of Theology Joint ThD Degree
- [8] ATS Emory-CTS-ITC ThD Committee
- [9] ThD Committee Meeting Minutes 5-14-2010
- [10] Dual Degree Programs in Engineering with Georgia Institute of Technology
- [11] Dual Degree Agreement -Emory and Agnes Scott
- [12] SACS Approval Letter for BME PhD with PKU & GA Tech
- [13] SACS Notification Letter MCL with KoGuan
- [14] SACS Approval Letter DMin with ATS
- [15] SACS Acceptance Letter BA or BS with Agnes Scott
3.13.3

**Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions**

**Applicable Policy Statement.** Each institution is required to have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

**Judgment**

- ✔ Compliant
- ☐ Partially Compliant
- ☐ Non-Compliant
- ☐ Not Applicable

**Narrative**
Each of Emory’s nine schools and colleges has adequate procedures for addressing written student complaints, and complies with these procedures. In addition, there is a University-wide student complaints policy [1] that outlines Emory’s definition, documentation, and resolution processes for student complaints. Emory also has a University-wide policy specific to student complaints of discrimination [2].

Emory University has in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized, as described in Requirement 4.5: Student Complaints. In accord with federal regulations, Emory maintains a record of complaints received by the institution [3]. This record is made available to the commission upon request and is available for review and evaluation by the SACSCOC.

Emory encourages each student to handle grievances as close to the source as possible. Each school has its own procedures and explains these to students during orientation and in websites and/or handbooks. In addition to general student grievances, other student complaints regard discrimination, conduct, and academic appeals. The process usually begins with student service personnel in each school, who are typically able to route concerns to the relevant office. Student concerns can have many facets, and even when escalated require a review of issues with school personnel closest to the situation. This practice generally results in greater student satisfaction, as issues can typically be resolved quickly.

As described in Requirement 4.5, many schools and units, allow students to submit complaints online and track their status as they are addressed and resolved. Each school also internally documents and tracks student complaints via action logs as required by the University-wide student complaints policy [4]. As a part of the University’s annual reporting process, the Office of Institutional Research, Planning, and Effectiveness collects student complaint logs from each school and college, along with the actions taken to resolve them [5]. These data populate the annual University action log of student complaints [6].

**Sources** (In Order of Appearance)

- [1] [4] University Student Complaints Policy
- [2] University Grievance Procedures-Employee and Student Complaints of Discrimination
- [3] [6] University Action Log for Student Complaints (redacted)
- [1] [6] University Student Complaints Policy (Page 3)
3.13.4.a

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statement. An institution includes a review of its distance learning programs in the Compliance Certification.

Judgment

☑️ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University has incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses throughout the Compliance Certificate and in the 4.8: Distance Education Appendix.
3.13.4.b

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role within that system.

Judgment
☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☑ Not Applicable

Narrative
Emory University is not part of a system or corporate structure, therefore this standard is not applicable.
Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statements

a. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

b. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Judgment

☐ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☑ Not Applicable

Narrative

Emory University’s Oxford College is an off-campus instructional site, but is not a branch campus based on the SACSCOC definition that a branch campus must be (1) permanent in nature, (2) offers courses in educational programs leading to a degree, diploma, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. While Oxford College does meet requirements 1-3, it does not have its own budgetary and hiring authority. These functions are still controlled by the University for the Oxford Campus.
3.14

Representation of Status with the Commission: Publication of Accreditation Status
A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Emory University represents its accredited status accurately and publishes the contact information of the Commission on Colleges of the Southern Association of Colleges and Schools in accordance with Commission requirements and federal policy.

The information is typically presented as follows:

Emory University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master’s, doctorate and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, call 404.679.4500, or visit the web at http://www.sacscoc.org for questions about the accreditation of Emory.

Emory University’s style manual also publishes this accreditation statement and directs writers of all University documents to follow the same approved language when referencing Emory’s SACSCOC accreditation [1].

Emory publishes this statement on several of its websites including the primary accreditation page [2], the provost office SACSCOC accreditation page [3], and the Office of Institutional Research, Planning, and Effectiveness accreditation page [4]. It also appears in print and online versions of the undergraduate, graduate, and professional school catalogs and/or handbooks:

- College of Arts and Sciences webpage [5]
- Business School catalog [6]
- School of Nursing webpage [7]
- School of Nursing catalog [8]
- Graduate School webpage [9]
- School of Medicine webpage [10]
- School of Law webpage [11]
- School of Theology webpage [12]
- School of Theology catalog and handbook [13]
- School of Public Health catalog [14]

Sources (In Order of Appearance)

- [1] Emory University Style Manual (Page 4)
- [2] Emory University Accreditations
- [4] OIRPE - SACS Accreditation
- [5] College of Arts and Sciences webpage (Page 2)
- [6] Business School Catalog 2012-2013 (Page 2)
4.1

Student Achievement
The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment
☑ Compliant □ Partially Compliant □ Non-Compliant □ Not Applicable

Narrative
Emory evaluates success with respect to student achievement consistent with its mission by engaging in ongoing, systematic academic planning and learning outcomes assessment [1]. Each educational program establishes appropriate criteria to determine successful student achievement, the expected threshold of achievement for each criterion, and the rationale for each. This information is documented in annual student learning outcomes assessment reports, periodic program reviews, and periodic self-studies written for external accrediting organizations. For a comprehensive description of these evaluation processes and a representative sample of reports, please refer to standard 3.3.1.1. The following narrative primarily addresses how Emory uses (1) course completion, retention, and graduation rates; (2) state licensing examination data; and (3) job placement rates to evaluate, document, and improve student achievement.

1. Course Completion
College of Arts and Sciences
The College tracks graduation and retention rates annually. Emory participates in the Consortium for Student Retention Data Exchange (CSRDE) as part of the Association of American Universities Data Exchange (AAUDE), which allows comparisons of retention and completion rates to selected benchmark institutions. The Office of Institutional Research, Planning, and Effectiveness (OIRPE) collects and reports graduation and retention data to IPEDS, NCAA, and college guides. Overall retention and graduation rates for the cohorts who entered in 2004 through 2007 are shown in Table 1. Average graduation rates by gender and ethnicity/race are available in the most recent NCAA Graduation Rates report [2]. Retention rates for various student groups are also tracked regularly by the college [3].

TABLE 1. Emory College Graduation and Retention Rates: 2004-2007 Cohorts

<table>
<thead>
<tr>
<th>Table Cell</th>
<th>2004 Cohort</th>
<th>2005 Cohort</th>
<th>2006 Cohort</th>
<th>2007 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Cohort</td>
<td>1267</td>
<td>1257</td>
<td>1329</td>
<td>1236</td>
</tr>
<tr>
<td>4 year graduation rate</td>
<td>82%</td>
<td>82%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>5 year graduation rate</td>
<td>87%</td>
<td>88%</td>
<td>87%</td>
<td>84%</td>
</tr>
<tr>
<td>6 year Graduation Rate</td>
<td>88%</td>
<td>89%</td>
<td>91%</td>
<td>---</td>
</tr>
<tr>
<td>Freshman to Sophomore Retention Rate</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

As the data indicate, while the six-year completion rates have increased from 88 percent to 91 percent over a three-year period, retention rates have held at 94 percent for the past four cohorts. The stability in retention rates and the relatively high completion rates reflect Emory’s dedication to student-focused initiatives, such as the First Year at Emory program [4], Second Year at Emory (SYE) [5], better support for transfer students and Oxford continues [6], the expansion of Learning Programs in the Office of Undergraduate Education (OUE) [7], and continuing efforts to improve student advising [8].
In 2007, a college-wide retention committee met for two semesters to examine ways to improve retention and graduation rates. Following the recommendations of this committee, in 2008 OUE developed a plan to support the retention goals of the college and appointed an associate dean as the first retention specialist. The retention specialist coordinates the college’s retention committee, collects data and develops regular reporting mechanisms, and develops interventions and evaluates their impact. Each year, completion rates are tracked by gender, ethnicity, and other demographic characteristics. The college has developed a comprehensive retention data warehouse that stores variables related to admissions, financial aid, academic performance, housing, and participation in learning programs. The warehouse is currently maintained by the director of institutional research and is used to identify at-risk groups and suggest strategies for intervention. A subcommittee of the Strategic Enrollment Management Committee meets regularly now to discuss and present retention data [9].

Maintaining data on non-retained students is a systematic effort shared by OIRPE, OUE, and the director of educational research in Emory College. Each fall, OIRPE uses the National Student Clearinghouse to identify schools to which Emory students transfer. In addition, OUE uses a Leave of Absence form [10] and an exit interview for all students who intend to leave Emory (temporarily or permanently) to determine the reasons behind their decisions. The reasons are recorded in PeopleSoft and used for further analysis. The director of educational research combines these sources of data to provide a comprehensive annual report on retention and graduation. Data from this annual report are presented to college senior leadership.

In addition to completion rates, OIRPE routinely examines time-to-degree statistics by program and participates in the AAUDE Undergraduate Time-to-Degree Survey [11].

School of Nursing
The BSN program at Emory only accepts students who have completed two years of undergraduate education. The first two years of general education coursework (including prerequisites) are taken at Emory College, Oxford College, or another accredited college or university. The second two years are taken at the Nell Hodgson Woodruff School of Nursing. The program is designed to be completed in four semesters of full-time enrollment once students enroll in the nursing school.

On average, BSN classes matriculating between 2008 and 2010 had an 89.78 percent graduation rate within three years of entering the program. Among MSN students who matriculated between 2008 and 2010, there was an average graduation rate of 95.48 percent in three years (see Table 2).

| Table 2. Graduation Rates in a 3-year time period for Classes Entering Fall 2008–Fall 2010 |
|-----------------|---------|----------|----------------|
| Cohort Group Entering | Enrolled | Graduated | Graduation Rate |
| **BSN**          |         |          |                |
| Fall 2008        | 114     | 104      | 91.23%         |
| Fall 2009        | 109     | 101      | 92.66%         |
| Fall 2010        | 110     | 94       | 85.45%         |
| **MSN**          |         |          |                |
| Fall 2008        | 74      | 73       | 98.65%         |
| Fall 2009        | 84      | 82       | 97.62%         |
| Fall 2010        | 112     | 101      | 90.18%         |

Oxford College
Of those who enroll on the Oxford campus, a little over 80 percent have graduated with an Associate of Arts degree after three years (Fig. 1). After the four Native American males who enrolled at Oxford between Fall 2005 and Fall 2009, the highest three-year graduation rates are found among Asian females and males (88.2 percent and 87 percent respectively), who comprise
31 percent of all domestic students included in Figure 1. Even among the group with the lowest graduation rates, Black females, three-year graduation rates are 74.1 percent.

**FIGURE 1. Associate of Arts degree Completion Rates at Oxford among Students First Enrolling at Oxford between Fall 2005-Fall 2009 by Ethnicity and Gender**

Of the 90+ percent of students who continue on to the main campus, about 90 percent graduate with a baccalaureate degree within a total of six years (Fig. 2). Hispanic students are among those with highest graduation rates within this group, with a 92.6 percent six-year graduation rate among males and females combined. Minority students who complete the Oxford program graduate from Emory College at the same rate as do majority students.

**FIGURE 2. Baccalaureate Degree Completion Rates among Oxford Students Enrolled on the Atlanta Campus for at Least One Term between Fall 2006-Fall 2008, by Ethnicity and Gender**

Oxford has put in place a series of support programs to improve student retention. The Pierce Institute for Leadership and Community Engagement provides students with opportunities to assume leadership roles on campus and in the community [12]. The Supplemental Instruction program is an academic assistance program to increase student performance and retention, [13] targeting traditionally difficult courses and providing regularly scheduled, out-of-class, peer-facilitated sessions. The Peer Assistance Leaders [14] program uses a select group of sophomores to serve as orientation leaders and co-facilitators in freshman seminar classes.
School of Business
Emory does not have a four-year BBA program. Instead, students start at Emory College of Arts and Sciences or Oxford College and transfer to Goizueta Business School in their sophomore or junior year. The BBA program consists of approximately 500 juniors and seniors, almost all of whom are continuing students from Emory College and Oxford College.

Table 3 shows the completion rates of BBA students who began at Oxford or Emory. In 2010, the five-year graduation rate was above 90 percent for students entering from both Emory and Oxford.

TABLE 3. Completion Rates within the Undergraduate Business Program (students entering from the Emory College of Arts and Sciences (ECAS) or Oxford College)

<table>
<thead>
<tr>
<th>Entering cohort</th>
<th># of new matriculants into BBA program</th>
<th>Graduated w/ BBA within 4 years</th>
<th>4-year graduation rate</th>
<th>Graduated w/ BBA within 5 years</th>
<th>5-year graduation rate</th>
<th>Graduated w/ BBA within 6 years</th>
<th>6-year graduation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008 ECAS</td>
<td>264</td>
<td>225</td>
<td>85.23%</td>
<td>247</td>
<td>93.56%</td>
<td>255</td>
<td>96.59%</td>
</tr>
<tr>
<td>Fall 2008 Oxford</td>
<td>30</td>
<td>27</td>
<td>90.00%</td>
<td>28</td>
<td>93.33%</td>
<td>28</td>
<td>93.33%</td>
</tr>
<tr>
<td>Total 2008</td>
<td>294</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2009 ECAS</td>
<td>282</td>
<td>269</td>
<td>95.39%</td>
<td>273</td>
<td>96.84%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fall 2009 Oxford</td>
<td>29</td>
<td>28</td>
<td>96.55%</td>
<td>29</td>
<td>100%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total 2009</td>
<td>312</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010 ECAS</td>
<td>282</td>
<td>269</td>
<td>95.39%</td>
<td>273</td>
<td>96.84%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fall 2010 Oxford</td>
<td>26</td>
<td>23</td>
<td>88.46%</td>
<td>24</td>
<td>92.31%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total 2010</td>
<td>311</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate and Professional Schools
Like the undergraduate programs, Emory’s graduate programs annually track completion rates. The dean meets annually with the directors of graduate studies to discuss data on student progress and other key indicators. Similar tracking analyses are conducted annually in the professional schools. Table 4 presents an example of program completion tracking in Candler School of Theology for the Master in Divinity (MDiv) program. The MDiv is designed as a three-year program, and the degree must be completed within six years.

TABLE 4. Number of Students Graduating Within 3 and 6 Years: The MDiv Program

<table>
<thead>
<tr>
<th>Date of Matriculation</th>
<th>Total FT Entering Students</th>
<th>Total # Grad in 3 years or less</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>111</td>
<td>67</td>
<td>60.36%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>122</td>
<td>78</td>
<td>63.93%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>132</td>
<td>88</td>
<td>66.67%</td>
</tr>
<tr>
<td><strong>Average Graduation Rate</strong></td>
<td></td>
<td></td>
<td>63.65%</td>
</tr>
</tbody>
</table>
Another example of graduate completion rates is provided by the School of Public Health. Students must complete the MPH or MSPH program within five years; however, the school anticipates that most full-time students will complete the program within two to three academic years. Full-time CMPH students are expected to complete within two academic years and part-time students in the traditional and CMPH programs may take a longer period of time. Table 5 presents completion data for the last five entering classes.

**TABLE 5. Proportion of all MPH or MSPH Students Completing their Degrees within 3 years and 5 years**

<table>
<thead>
<tr>
<th>Entering Class Year</th>
<th>Completed in 3 years</th>
<th>Completed in 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>87.23%</td>
<td>95.01%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>86.17%</td>
<td>91.64%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>89.16%</td>
<td>97.19%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>93.16%</td>
<td>----</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>96.25%</td>
<td>----</td>
</tr>
</tbody>
</table>

Lastly, academic programs routinely examine grade distribution to determine course completion rates such as Withdrawals (Ws), Incompletes (Is), and Failing grades (Fs and Us). A report from the registrar’s office shows that only 2.54 percent of the grades received by degree seeking and non-degree seeking students across Emory’s academic divisions in 2011-12 fell into this category [15].

2. Licensing and Certification

**Nursing-BSN.** Table 6 provides the National Council Licensure Examination-Registered Nurse (NCLEX-RN) pass rate for first-time test takers over the past four years. The national average for the NCLEX was 91.66 percent for Baccalaureate schools in 2012 while the Emory student pass rate was 94.2%. Results from the NCLEX-RN exam are shared by the Assistant Dean for BSN studies at BSN and all-faculty meetings in the Nell Hodgson Woodruff School of Nursing [16].

**TABLE 6. 2009-2012 NCLEX-RN Pass Rates for BSN cohorts**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students Taking NCLEX-RN for First Time</th>
<th>NCLEX-RN Pass Rate for First Time Test Takers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>91</td>
<td>87%</td>
</tr>
<tr>
<td>2010</td>
<td>100</td>
<td>89%</td>
</tr>
<tr>
<td>2011</td>
<td>142</td>
<td>89.4%</td>
</tr>
<tr>
<td>2012</td>
<td>121</td>
<td>94.2%</td>
</tr>
</tbody>
</table>

**School of Medicine**

The medical school tracks the pass rate for recent graduates on the United States Medical Licensing Examination (USMLE), Step 1, Step 2CK (Clinical Knowledge) and 2CS (Clinical Skills) licensure exams. The USMLE is a multi-part professional exam sponsored by the Federation of State Medical Boards (FSMB) and the National Board of Medical Examiners (NBME). All three parts must be passed before an MD medical school graduate is eligible to apply for a license to practice medicine in the United States. As Table 7 indicates, 100 percent of all recent Emory School of Medicine graduates have passed all three USMLE steps.

**TABLE 7. Pass rates on licensure exams for 2012 School of Medicine graduates**
The medical school also monitors pass rates on licensure exams for the BMSc in Medical Imaging, Doctor in Physical Therapy, and MMSc Physician Assistant programs. Pass rates for all these exams range from 98 percent to 100 percent.

College of Arts and Sciences
Although there is no professional licensure examination for the majors offered in Emory College of Arts and Sciences, the school regularly assesses the success of its graduates as measured by their acceptance to pre-professional programs such as law and medicine. Each year the Career Center compiles a report that summarizes LSAT scores and admission statistics for recent graduates. [17] The latest report indicates that 93 percent of the 2012 seniors who applied to law schools were accepted to one or more institutions. The average LSAT score for these seniors was 159.3 (see Table 8 below) [18].

TABLE 8. Emory University Graduates – Acceptance to Law School, Class of 2012

<table>
<thead>
<tr>
<th>Total Number of Applicants</th>
<th>All Graduates</th>
<th>Seniors</th>
<th>Non-Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>305</td>
<td>90</td>
<td>59</td>
</tr>
<tr>
<td>Average LSAT (120-180) Score</td>
<td>158.5/ 295</td>
<td>160.6/ 86</td>
<td>156.0/ 57</td>
</tr>
<tr>
<td>Average GPA</td>
<td>3.38</td>
<td>3.47</td>
<td>3.32</td>
</tr>
<tr>
<td>Number Accepted to One or More Law Schools</td>
<td>179</td>
<td>64</td>
<td>31</td>
</tr>
<tr>
<td>Number Registered at a Law School</td>
<td>146</td>
<td>88</td>
<td>12</td>
</tr>
</tbody>
</table>

The Career Center also maintains detailed statistics on acceptance to medical schools and GMAT scores for recent graduates. The 2012 report shows that 54 percent of the Emory applicants were accepted to medical schools, as shown in Table 9.

TABLE 9. Applicants from Emory College to Medical School for Fall 2012 entering class

<table>
<thead>
<tr>
<th>MCAT Score</th>
<th>Accepted/Applied</th>
<th>% Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>36+</td>
<td>37/43</td>
<td>86%</td>
</tr>
<tr>
<td>34, 35</td>
<td>25/36</td>
<td>69%</td>
</tr>
<tr>
<td>32, 33</td>
<td>47/69</td>
<td>68%</td>
</tr>
<tr>
<td>30, 31</td>
<td>42/64</td>
<td>66%</td>
</tr>
<tr>
<td>27 – 29</td>
<td>36/79</td>
<td>46%</td>
</tr>
<tr>
<td>24 – 26</td>
<td>11/46</td>
<td>24%</td>
</tr>
<tr>
<td>21 – 23</td>
<td>2/24</td>
<td>8%</td>
</tr>
<tr>
<td>&lt; 21</td>
<td>1/12</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>201/373</td>
<td>54%</td>
</tr>
</tbody>
</table>

Emory applicants also had an acceptance rate to medical school higher than the national rate from 2009 to 2011, as seen in Table 10. Detailed statistics for MCAT scores [19] and acceptance rates
To better prepare Emory students for admission to medical schools, in fall 2009 the University launched the Emory University Pre-Health Mentoring Office [21]. The office provides guidance, support, and resources to ensure that Emory students seeking medical school admission are well-prepared and competitive at the highest level. The office is a multi-unit partnership between the Emory College, the Career Center, and the provost’s office.

**Division of Educational Studies**

MAT students in the Division of Educational Studies consistently have higher pass rates than the state average on the Georgia Assessments for the Certification Examinations. This is documented in Table 11. The Division of Educational Studies has implemented an assessment system for monitoring the levels at which MAT candidates meet the INTASC standards. The key assessments of this system currently include Georgia Assessments for the Certification of Educators (GACE), national content field association diagnostic instruments (NCTE, NCTM, NCSS, NSTA), working and professional teaching portfolios, teaching performance evaluations, teacher work samples, disposition evaluations, INTASC surveys, and an ISTE National Educational Technology Standards for Teachers assessment. Table 11 on the next page summarizes MAT graduates’ performance on the GACE tests.

**TABLE 10. Medical School Acceptance Rates: Emory vs. National**

<table>
<thead>
<tr>
<th></th>
<th>Emory graduates with GPA’s of 3.5 and &gt; and MCAT scores 30+</th>
<th>All Emory Applicants Acceptance Rate</th>
<th>National Applicant Acceptance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>80%</td>
<td>48.5%</td>
<td>46%</td>
</tr>
<tr>
<td>2010</td>
<td>89%</td>
<td>56%</td>
<td>46%</td>
</tr>
<tr>
<td>2011</td>
<td>88%</td>
<td>53%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**TABLE 11. Examination pass rates (2012-2013) for Emory MAT graduates taking GA Assessments for the Certification of Educators (GACE)**

<table>
<thead>
<tr>
<th>Name of Exam</th>
<th>Date(s) Administered</th>
<th># of Examinees</th>
<th># of Examinees who Passed</th>
<th>% Examinees Passing</th>
<th>% Statewide Examinees Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology: Test I (6-12)</td>
<td>10/12</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>58%</td>
</tr>
<tr>
<td>Biology: Test II (6-12)</td>
<td>10/12</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>73%</td>
</tr>
<tr>
<td>English: Test I (6-12)</td>
<td>10/12, 1/13</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>59%, 68%</td>
</tr>
<tr>
<td>English: Test II (6-12)</td>
<td>10/12</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>43%</td>
</tr>
<tr>
<td>History: Test I (6-12)</td>
<td>10/12</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>57%</td>
</tr>
<tr>
<td>History: Test II (6-12)</td>
<td>10/12</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>58%</td>
</tr>
<tr>
<td>Mathematics: Test I (6-12)</td>
<td>3/08</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>53%</td>
</tr>
<tr>
<td>Mathematics: Test II (6-12)</td>
<td>3/08</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>53%</td>
</tr>
<tr>
<td>Physics: Test I (6-12)</td>
<td>8/12</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>54%</td>
</tr>
<tr>
<td>Physics: Test II (6-12)</td>
<td>8/12</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>83%</td>
</tr>
</tbody>
</table>
School of Law
Emory’s pass rates on the bar exam in Georgia have been consistently high over the past three years, surpassing the jurisdiction’s overall rate by more than 15 percentage points in 2012. The pass rates for the graduating classes of 2010-2012 are listed in Table 12.

TABLE 12. Georgia Bar Exam Pass Rates

<table>
<thead>
<tr>
<th>Class</th>
<th>Emory</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>94.87%</td>
<td>83.61%</td>
</tr>
<tr>
<td>2011</td>
<td>93.2%</td>
<td>84.77%</td>
</tr>
<tr>
<td>2012</td>
<td>98.4%</td>
<td>79.7%</td>
</tr>
</tbody>
</table>

School of Public Health
Some students elect to take the Certified Health Education Specialist (CHES) Examination. The school of public health has a consistently higher pass rate than the national average with 100 percent passing in April 2011. The National Commission for Health Education Credentialing, Inc. reports the following results for RSPH students (Table 13).

TABLE 13

<table>
<thead>
<tr>
<th>Exam Date</th>
<th>RSPH</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008: April &amp; October</td>
<td>100%  (N=22)</td>
<td>79%  (N=1412)</td>
</tr>
<tr>
<td>2009: April</td>
<td>100%  (N=23)</td>
<td>76%  (N=932)</td>
</tr>
<tr>
<td>2009: October</td>
<td>92%   (N=12)</td>
<td>78%  (N=499)</td>
</tr>
<tr>
<td>2010: April &amp; October</td>
<td>97%   (N=38)</td>
<td>74%  (N=1593)</td>
</tr>
<tr>
<td>2011: April</td>
<td>100%  (N=34)</td>
<td>77%  (N=1106)</td>
</tr>
</tbody>
</table>

3. Post-Graduation Employment
Career centers across Emory’s colleges and schools engage students in professional and career
development. These centers continually assess their impact on students, including the impact of relationships with prospective employers and graduate programs. They also assess post-graduate placement. All centers track student placement up to and through the summer of commencement. Undergraduates are tracked at a 90+ percent reporting rate to validate the data assessment.

**College of Arts and Sciences**

Each spring, the Career Center and OIRPE survey graduating seniors about their post-graduation plans. The results (see Figure 3) are shared with college administrators and used for program review. All seniors are required to complete the survey as part of their degree application.

**FIGURE 3. Post Graduation Plans for Emory College Graduating Seniors**

The College Career Center contacts each senior to obtain post-graduation status at the end of the spring semester and through the summer, then compiles a comprehensive report that provides post-graduation status for each major [22] [23] [24]. The center also gathers data on tools used in job search, employer name, employer industry, salary, and signing bonus [25] [26] [27].

**School of Business**

For each graduating cohort, the Career Center in the Goizueta Business School tracks the percentage of students who are employed at graduation and three months after graduation, as well as average starting salary and signing bonus. At graduation, 86 percent of the Class of 2012 received a job offer, and at three months after graduation, 96 percent had a job offer. The average base salary was $103,453 while the average signing bonus was $25,549. The school regularly uses data from the *U.S. News & World Report* to benchmark job placement data against peer schools. Data for the past five graduation cohorts indicate that the percentage of alumni employed three months after graduation has been above 72 percent and has significantly risen over the past four years (see Table 14).

**TABLE 14. Job Placement Rates for Emory Full Time MBA Graduates**

<table>
<thead>
<tr>
<th>Graduating Cohort</th>
<th>Employed at graduation</th>
<th>Employed 3 months after graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>70.7%</td>
<td>86.0%</td>
</tr>
<tr>
<td>2009</td>
<td>51%</td>
<td>72%</td>
</tr>
<tr>
<td>2010</td>
<td>57%</td>
<td>87%</td>
</tr>
<tr>
<td>2011</td>
<td>79%</td>
<td>94%</td>
</tr>
<tr>
<td>2012</td>
<td>86%</td>
<td>96%</td>
</tr>
</tbody>
</table>

**School of Law**

96 percent of the 2012 graduating law students were employed within nine months of graduation. As Table 15 indicates, employment after nine months has risen steadily over the past three years.
Table 15 shows the distribution of recent graduates by type of employer. With its relatively high job placement rates and bar passage rates, Emory School of Law consistently ranks among the top law schools in the nation.

Table 16 shows the distribution of recent graduates by type of employer. With its relatively high job placement rates and bar passage rates, Emory School of Law consistently ranks among the top law schools in the nation.

Table 16. Employment Statistics for Law Graduates Class of 2011 and 2012 (nine months after graduation)

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>% Employed 2012</th>
<th>Average Salary 2012</th>
<th>% Employed 2011</th>
<th>Average Salary 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law firms</td>
<td>57.82%</td>
<td>$104,290</td>
<td>46.98%</td>
<td>$100,664</td>
</tr>
<tr>
<td>2 - 10 Attorneys</td>
<td>19.53%</td>
<td>$60,061</td>
<td>12.09%</td>
<td>$59,845</td>
</tr>
<tr>
<td>11 - 25</td>
<td>6.25%</td>
<td>$64,000</td>
<td>8.37%</td>
<td>$75,847</td>
</tr>
<tr>
<td>26 - 50</td>
<td>4.3%</td>
<td>$78,125</td>
<td>2.79%</td>
<td>$102,000</td>
</tr>
<tr>
<td>51 - 100</td>
<td>2.34%</td>
<td>$95,000</td>
<td>3.26%</td>
<td>$93,000</td>
</tr>
<tr>
<td>101 - 250</td>
<td>4.69%</td>
<td>$111,455</td>
<td>4.19%</td>
<td>$104,889</td>
</tr>
<tr>
<td>251 - 500</td>
<td>3.91%</td>
<td>$138,500</td>
<td>4.65%</td>
<td>$123,889</td>
</tr>
<tr>
<td>501+</td>
<td>15.63%</td>
<td>$131,526</td>
<td>11.16%</td>
<td>$145,652</td>
</tr>
<tr>
<td>Solo Practice</td>
<td>.08%</td>
<td>Unknown</td>
<td>.05%</td>
<td>$48,000</td>
</tr>
<tr>
<td>Business &amp; Industry</td>
<td>10.94%</td>
<td>$64,167</td>
<td>24%</td>
<td>$74,853</td>
</tr>
<tr>
<td>Judicial Clerkships</td>
<td>10.94%</td>
<td>$56,427</td>
<td>23%</td>
<td>$53,653</td>
</tr>
<tr>
<td>Government</td>
<td>8.98%</td>
<td>$53,316</td>
<td>26%</td>
<td>$57,760</td>
</tr>
<tr>
<td>Public Interest Organizations</td>
<td>9.34%</td>
<td>$50,612</td>
<td>26%</td>
<td>$48,854</td>
</tr>
<tr>
<td>Military</td>
<td>N/A</td>
<td>Unknown</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Academic</td>
<td>1.56%</td>
<td>Unknown</td>
<td>8%</td>
<td>Unknown</td>
</tr>
<tr>
<td>Overall</td>
<td>96.2%</td>
<td>$86,247</td>
<td>95.98%</td>
<td>$83,868</td>
</tr>
</tbody>
</table>

The law school also tracks average salary for each type of employment. Data for the Class of 2012 shows that the average starting salary for law graduates was $86,247.

School of Nursing

Table 17 below provides data for BSN and MSN employment immediately after graduation.

Table 17. Job Placement Rates for BSN and MSN Graduates

<table>
<thead>
<tr>
<th>Program Year of Graduation</th>
<th>% Employed right after graduation</th>
<th>% Enrolled in graduate programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN 2012</td>
<td>49%</td>
<td>23%</td>
</tr>
<tr>
<td>BSN 2011</td>
<td>56%</td>
<td>30%</td>
</tr>
<tr>
<td>MSN 2012</td>
<td>64%</td>
<td>0%</td>
</tr>
<tr>
<td>MSN 2011</td>
<td>87%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Employment data are systematically collected through the Educational Benchmarking Institute (EBI) graduation, alumni, and employer surveys [28]. As a participant in the AACN/EBI Undergraduate Nursing Assessment, the school also receives valuable benchmark data for a group of six peer institutions, allowing the BSN director to compare information on the extent to which the graduates were taught essential job skills.
**School of Theology**
Each year the Association of Theological Studies (ATS) administers a questionnaire to all students completing their degrees in the school. Approximately one-half to two-thirds of Candler graduates complete the survey, providing information on employment status at graduation as well as the position expected within five years. The ATS generates yearly job placement reports for each type of degree. Table 18 shows positions obtained immediately after graduation by MDiv graduates. Similar reports are available for the other degree programs and schools including the medical school and graduate school.

**TABLE 18. Job placement for 2010-11 Emory MDiv Graduates by gender**

<table>
<thead>
<tr>
<th>Placement Type</th>
<th>Men</th>
<th>Placement Rate – Men</th>
<th>Women</th>
<th>Placement Rate – Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>25</td>
<td>62.50%</td>
<td>35</td>
<td>68.62%</td>
</tr>
<tr>
<td>Further Study</td>
<td>2</td>
<td>5.00%</td>
<td>1</td>
<td>1.96%</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>12.50%</td>
<td>2</td>
<td>3.92%</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
<td>17.50%</td>
<td>12</td>
<td>23.52%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td></td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

**School of Medicine**
The medical school is committed to a comprehensive general professional education preparing students for any career in medicine. The school’s success in meeting this goal is evidenced not only by the scores on the USMLE Step 1, Step 2CK and 2CS tests, but also by the National Residency Match Program (NRMP) match results. Analysis reveals that 47 percent of School of Medicine students choose a primary care field (internal medicine, obstetrics and gynecology, family medicine, or pediatrics), while the remaining fifty-three percent choose more specialized training.

Students pursue residency training in a wide variety of fields. Internal medicine (25 percent), general surgery (8 percent), and pediatrics (11 percent) have been the most popular over the past few years. The combined totals for other surgical fields (ophthalmology, otolaryngology, orthopedics, neurosurgery, plastic surgery, and urology) reflect 12 percent of the class. Psychiatry, emergency medicine, and anesthesiology have also been chosen by up to 18 percent of the class. Graduates have also entered health-related careers in business, politics, government, and healthcare administration. The breadth of specialties chosen by students is consistent with the school’s mission to create young physicians who have the ability to enter any medical career.

As part of the provost’s annual report, each year the school reports job placement data for all degree programs. The most recent report (Table 19) reveals high placement rates not only in the MD program but also for the graduate and undergraduate programs.

**TABLE 19. 2012 Job Placement Rates for Programs in School of Medicine**

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Program Level (U= Undergraduate, G=Graduate, P=Professional)</th>
<th>% Employed immediately after grad</th>
<th>Average Starting Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 1- Doctor Of Medicine Students</td>
<td>P</td>
<td>100%</td>
<td>Discipline Dependent</td>
</tr>
<tr>
<td>Program 2 -MD/PhD Program</td>
<td>P</td>
<td>100%</td>
<td>Discipline Dependent</td>
</tr>
<tr>
<td>Program 3 - MD/MPH Program</td>
<td>P</td>
<td>100%</td>
<td>Discipline Dependent</td>
</tr>
<tr>
<td>Program 4- MMSc Anesthesiology</td>
<td>G</td>
<td>98%</td>
<td>$117,569.15</td>
</tr>
<tr>
<td>Program 5 - BMSc Medical Imaging</td>
<td>U</td>
<td>90%</td>
<td>$50,000</td>
</tr>
<tr>
<td>Program 6- MMSc Ophthalmic Technology</td>
<td>P</td>
<td>100%</td>
<td>$40,000</td>
</tr>
</tbody>
</table>
School of Public Health
Each year the Career Center in Rollins School of Public Health (RSPH) surveys alumni at graduation and three months following. Two hundred and ninety five of the 413 graduates from 2010-2011 completed the GradInfo survey at graduation, three and six months after graduation (a response rate of 71 percent). Of the 295 graduates who responded, 273 (92 percent) were employed or continuing their education, 8 (3 percent) were unemployed and 14 (5 percent) were neither seeking work nor pursuing further education. Detailed placement statistics for each RSPH degree program and type of employment are in the 2012 Council on Education for Public Health Accreditation self-study [29].

Graduate School
In collaboration with OIRPE, each year the graduate school administers an exit survey to all PhD recipients and graduates who complete a terminal master’s degree, such MFA or MAT. The survey includes core questions used by a group of private AAUDE institutions in order to provide comparative placement data as more AAUDE schools begin using the same set of questions. The results of the survey for graduate students at the time of graduation between Fall 2011 and Summer 2013 can be found in Tables 20 and 21.

### TABLE 20. Status of postgraduate plans for graduate students at the time of graduation between Fall 2011 and Summer 2013

<table>
<thead>
<tr>
<th>Postgraduate plans</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning to, or continuing in, predoctoral employment</td>
<td>49</td>
<td>7.9</td>
</tr>
<tr>
<td>Have signed contract or made definite commitment for a postdoc or other work</td>
<td>240</td>
<td>38.8</td>
</tr>
<tr>
<td>Negotiating with one or more specific organizations</td>
<td>44</td>
<td>7.1</td>
</tr>
<tr>
<td>Seeking position but have no specific prospects</td>
<td>184</td>
<td>29.8</td>
</tr>
<tr>
<td>Other full-time degree program (e.g., MD, DDS, JD, MBA, etc.)</td>
<td>40</td>
<td>6.5</td>
</tr>
<tr>
<td>Do not plan to work or study (e.g., family commitments, etc.)</td>
<td>2</td>
<td>0.3</td>
</tr>
<tr>
<td>Other</td>
<td>59</td>
<td>9.5</td>
</tr>
</tbody>
</table>

### TABLE 21. Type of employer of graduates in the year following graduation between Fall 2011 and Summer 2013

<table>
<thead>
<tr>
<th>Type of Employer</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. 4-year college or university other than medical school</td>
<td>214</td>
<td>35.5</td>
</tr>
<tr>
<td>U.S. medical school (including university-affiliated hospital or medical center)</td>
<td>80</td>
<td>13.3</td>
</tr>
<tr>
<td>U.S. university-affiliated research institute</td>
<td>67</td>
<td>11.1</td>
</tr>
<tr>
<td>U.S. community or two-year college</td>
<td>5</td>
<td>.8</td>
</tr>
<tr>
<td>U.S. preschool, elementary, middle, secondary school or school system</td>
<td>6</td>
<td>1.0</td>
</tr>
<tr>
<td>Foreign educational institution</td>
<td>25</td>
<td>4.1</td>
</tr>
<tr>
<td>Foreign government</td>
<td>3</td>
<td>.5</td>
</tr>
<tr>
<td>U.S. federal government</td>
<td>46</td>
<td>7.6</td>
</tr>
</tbody>
</table>
U.S. state government 4 .7
Not for profit organization 31 5.1
Industry (for profit) 63 10.4
Self-employed 12 2
Other 47 7.8

In addition to the surveys coordinated by the graduate school, each doctoral program closely tracks the employment status of its alumni. The Graduate Division of Biological and Biomedical Sciences (GDBBS), for instance, publishes employment information for all graduates on its website [30].

Graduate/Professional School Placement Rates
In addition to monitoring undergraduate performance on national admissions tests (GRE, MCAT, LSAT), the undergraduate schools routinely track both the percentage of students pursuing advanced degrees and the quality of the institutions they attend. Using data from the National Student Clearinghouse, each year OIRPE produces a report showing graduate school destinations for each major in the college and the percentage of graduates pursuing advanced degrees within one, two, three, and four years after graduation. The data include lists of institutions attended and advanced degrees received for each major and are used by departments for program reviews. The most recent report, which tracks the 2006-2011 cohorts of graduates, indicates that 26 percent of Emory College graduates pursued advanced degrees immediately after graduation, 46 percent within one year, 56 percent within two years, 57 percent within three years, and 66 percent within four years. Detailed tables listing participation rates for each major are included in National Student Clearinghouse Graduate School Destinations report [31].

4. Scholarly Publications and Awards
In the Laney Graduate School of Arts and Sciences, each year programs track student publications, including journal articles, book chapters, and abstracts. An example of annual reports on student publications can be seen on the Graduate Division of Biomedical Sciences website [32]. Programs also monitor student success in receiving prestigious fellowships and awards [33]. At the undergraduate level, Emory students are well represented among competitive awards including the Rhodes, Marshall, Fulbright, Goldwater, Rotary, Rockefeller, Mellon and USA Today scholarships as well as the National Science Foundation Fellowship. The Office of Undergraduate Studies in the Emory College of Arts and Sciences maintains an annual report on the number of applicants, finalists, and awards for each major competitive award [34]. Emory also posts the most recent recognition for awards and honors online [35]. The number of finalists for national competitive awards is a student excellence metric reported annually on the president’s University Dashboard.

Sources (In Order of Appearance)
- [1] Emory University Mission Statement
- [2] NCAA Graduation Rates
- [3] Emory College Retention Analysis Report
- [4] First Year Experience
- [5] Second Year Experience
- [6] Oxford Continuees Orientation Emory College Atlanta, GA
- [7] Office of Undergraduate Education
- [8] Student Advising
- [10] Leave of Absence Form
4.2

Program Curriculum
The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment
☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative
Emory University offers associate, baccalaureate, masters, and doctoral degrees through its nine schools and colleges [1]:

- Emory College of Arts and Sciences (undergraduate degrees only)
- Oxford College (undergraduate degrees only)
- Goizueta School of Business (undergraduate and graduate degrees)
- Nell Hodgson School of Nursing (undergraduate and graduate degrees)
- Candler School of Theology (graduate degrees only)
- Laney Graduate School (graduate degrees only)
- Rollins School of Public Health (graduate degrees only)
- School of Law (graduate degrees only)
- School of Medicine (graduate degrees only)

Undergraduate degrees include the AA, BA, BS, BBA, BMSc, and BSN. Masters degrees include the, JM, LLM, MA, MAT, MBA, MDiv, MDP, MMSc, MPH, MS, MSCR, MSN, MSM, MSPH, MTS, and ThM. Doctoral degrees include the JD, MD, PhD, SJD, and ThD [2] [3] [4] [5] [6] [7] [8] [9] [10].

All of Emory’s nine schools offer curricula that support Emory University’s mission to create, preserve, teach, and apply knowledge in the service of humanity [11]. Please reference Standard 3.1.1: Institutional Mission for additional information on Emory’s Mission. Through collaborative research, teaching, scholarship and leadership the curriculum also supports the institutional vision to work collaboratively for positive transformation in the world [12]. Please refer to Requirement 2.5: Institutional Effectiveness for additional information on School and Unit strategic planning.

Existing programs are regularly reviewed and modified when necessary and new programs are developed to meet university and unit strategic goals [13] [14].

Emory University by-laws place responsibility for the curriculum with faculty [15]. The University has individual policies for new majors or degrees, minors, undergraduate, professional, graduate, dual, and external degrees. New programs proposed by department faculty must undergo the program approval process, described in Standard 3.4.10: Responsibility for Curriculum, overseen by the Office of the Provost. Following this review, the new program must be approved by the Emory Board of Trustees.

Curriculum
Each school offers a unique and rigorous curriculum for its students. Oxford College, for example, provides an innovative liberal arts curriculum, with a “Ways of Inquiry” perspective allowing students to examine the assumptions, methods, and goals of knowledge creation in specific disciplines and then practice those methods. These courses expose students to the liberal arts understanding of how knowledge is produced and help students gain insights that last a lifetime [16].

The Emory College of Arts and Sciences defines the curriculum, pre-requisites, and course recommendations for each of its academic programs [17]. In order to be sure that students fully understand the curriculum and receive adequate support for their program choices and course
registration, the College has created the PACE (Pre-Advising Connections at Emory) program for first-year students. A central component of the PACE program is the PACE 101 course that helps students understand the college curriculum, requirements, and policies [18]. The Goizueta Business School (GBS) builds its curriculum around experiential learning blended with core fundamentals. Curriculum overviews, descriptions of courses, and methods of delivery for the BBA [19], MBA [20], and PhD [21] programs can be found online. GBS has a unique offering within its BBA program called the Leadership Curriculum which seeks to enhance student self-awareness and cultivate each student’s leadership abilities [22].

The School of Nursing curriculum exposes students to research, clinical settings, and interdisciplinary learning, with an emphasis on innovative patient care. Nursing students are provided with resources such as the Simulation Lab [23] and an interdisciplinary team-training program with a “crisis resource management” approach, piloted in partnership with Emory’s School of Medicine [24]. Curriculum overviews and descriptions of courses for the BSN, MSN, and PhD programs can be found in the School of Nursing catalog [25]. The foundation of the School of Theology’s curriculum is formed by such areas as biblical and historical study, theology, ethics and society, and religion and personality. Practical disciplines such as education, preaching, pastoral care, and church administration strengthen professional expertise in areas essential to the church [26]. The School of Theology offers four graduate degrees, along with eight joint degrees, whose curriculum descriptions can be found online [27].

In the Graduate School, the essential requirements for a student’s program of study are that it possesses coherence and unity of purpose, and that it consists of advanced work appropriate to the individual program. All work counted toward degree requirements must be relevant to a student’s program of study. Graduate work may consist of lecture courses, seminars, laboratory courses, directed study, and research. The student’s program of study must be planned in consultation with an appointed adviser or advisory committee [28]. Descriptions of degrees, coursework, requirements, and teaching methods can be found in the Graduate School’s course catalog [29].

The School of Public Health offers a range of degree options, including traditional masters (MPH, MSPH) and doctorate degrees (PhD); dual degrees in collaboration with the College of Arts and Sciences (BS/MSPH, BS/MPH), and the Schools of Medicine (MD/MPH, PA/MPH, DPT/MPH), Law (JD/MPH), Nursing (MSN/MPH), Theology (MDiv/MPH, MTS/MPH) and Business (MBA/MPH); and a distance education program discussed below [30].

The School of Law’s doctorate of law (JD) curriculum provides both structure and flexibility, requiring first-year law students to take a prescribed set of courses but allowing second and third-year students to elect their remaining courses depending on their areas of interest [31]. The Juris Master (JM), Master of Laws (LLM), and Doctor of Juridical Science (SJD) programs also allow students to pursue training in an area of specialty [32]. Descriptions of curriculum and coursework can be found in the School of Law’s course catalog online [33].

The School of Medicine offers a Master’s in Medical Science (MMSc) degree with concentrations in Anesthesiology [34], Human Genetics [35], and Physician’s Assistant [36]. Students can also obtain a Doctorate of Physical Therapy (DPT) degree in the School of Medicine which emphasizes expertise in movement and movement dysfunction [37]. The MD degree coursework, which requires 179 semester hours completed over 65 continuous months or 5 years and 5 months, is broken down into four phases and gives students the opportunity to build a foundation of medicine, apply their knowledge, conduct research, and receive training as a physician [38]. The School of Medicine also offers numerous dual degrees in collaboration with other academic schools at Emory [39].

Undergraduate programs require completion of core requirements allowing students to explore the areas of science, math and the humanities--again, building upon a solid foundation of the liberal arts. **Standard 3.5.3: Undergraduate Requirements** discusses the core requirements, general
education requirements, and major requirements students must complete in order to obtain a degree. Although Emory has rigorous and standardized requirements, it also supports interdisciplinary work, values flexibility, and emphasizes the creativity that students may bring to building their own academic experience.

**Curriculum Alignment with Institutional Mission and Goals**

To fulfill Emory’s mission, the University supports the full range of scholarship, from undergraduate to advanced graduate and professional instruction, and from basic research to its application in public service. While being a comprehensive research university, Emory limits its academic scope to those fields in which, by virtue of its history and location, it can excel. The University offers associates, baccalaureate, masters, doctoral, and professional degrees principally focused on the arts and sciences, business, law, theology, and the health professions. Expert faculty in each academic discipline determines curriculum for each of these degrees. Standing faculty committees approve any curricular modification and each discipline maintains curriculum information on its website. Please reference **Standard 3.4.1: Academic Program Approval** for additional details.

This constellation of disciplines is unified by its focus on liberal learning; by cooperative interdisciplinary programs; and by the common goal of excellence in teaching, research, and service. As described in **Requirement 2.7.2: Program Content** and **Standard 3.4.10: Responsibility for Curriculum**, faculty evaluate all program and curricular decisions, typically through the use of standing curriculum committees. The quality of each program and its contents is ensured through program approval processes, assessments, evaluation and professional accreditation. Please reference **Standard 3.3.1.1: Institutional Effectiveness of Educational Programs** for examples of ongoing program and curriculum assessment.

In keeping with the demand that teaching, learning, research, and service be measured by high standards of integrity and excellence, and believing that each person and every level of scholarly activity should be valued on its own merits, the University aims to imbue scholarship at Emory [40] with:

- a commitment to humane teaching and mentorship and a respectful interaction among faculty, students, and staff
- open disciplinary boundaries that encourage integrative teaching, research, and scholarship
- a commitment to use knowledge to improve human well-being
- a global perspective on the human condition

**Curriculum Assessment**

Approved programs are regularly assessed to ensure that they continue to align with the institutional mission and meet expected learning outcomes. Each school or college has a standing committee responsible for overseeing curriculum and any proposed revisions or additions to the degrees and programs they offer. Each school has clear guidelines for the creation, development, and modification of its curriculum, as well as procedures for regular review and evaluation. These standing committees are:

- College of Arts and Sciences Curriculum Committee [41]
- Oxford College Academic Policies and Procedures Committee [42]
- School of Business BBA, MBA, and PhD Program Committees [43]
- School of Nursing Curriculum Committee [44]
- School of Medicine Curriculum Planning Steering Committee [45]
- School of Theology Curriculum and Policy Committee [46]
- School of Public Health Curriculum Committee [47]
- School of Law Curriculum Committee [48]
- Graduate School Graduate Study Committee (and other ad-hoc Committees created as needed) [49]
Each school also administers course evaluations to gather student feedback in order to assess the goals of the curriculum. Examples of course evaluation processes and forms are provided by the Schools of Theology, Public Health, and Law.

In addition, the University has numerous schools and programs that have met requirements set by national accrediting bodies. These organizations conduct regular reviews to ensure compliance with national standards, including a review of curriculum. Most recently, the Schools of Public Health (CEPH in 2012) and Medicine (ARC-PA in 2012) participated in self-studies and were reaccredited by their school-specific agency. See Standard 3.13.1: Policy Compliance: Accrediting Decisions of Other Agencies for additional information on Emory’s school and program-specific accreditations.

All of Emory’s schools are required to conduct internal program reviews on a periodic basis, to comply with Emory’s Administrative Review Policy which outlines the requirements and guidelines for periodic program reviews. Reviews should be completed every 5-7 years and must include a self-study, internal and/or external reviews, and a follow-up plan. The Office of Institutional Research, Planning, and Effectiveness monitors the frequency and quality of program reviews. For examples of program reviews, please reference Standard 3.3.1.1: Institutional Effectiveness – Educational Programs.

Curriculum review also occurs on an ongoing basis within the academic schools. For example, in 2007, the Business School’s fulltime MBA program proposed significant curriculum changes, resulting in an almost entirely new curriculum. The changes called for the curriculum to become more flexible, analytical, experiential, integrated, and global, and to provide more opportunities for depth and leadership development. In 2008 the evening MBA program followed suit and proposed curriculum revisions mapped to the innovations of the new fulltime MBA curriculum. In 2011, after several years of facilitating the new curriculum, both the fulltime and evening MBA programs evaluated their curricula and proposed additional changes to remain relevant and effective.

Certificate Programs
In addition to degree programs, most of Emory’s schools have added certificate programs, providing additional credentialing specifically focused on topics that support the institutional mission of applying knowledge in the service of humanity. For example the School of Public Health offers several certificate programs, such as the Graduate Certificate in Global Complex Humanitarian Emergencies, designed specifically for students who want to work overseas in emergency and post-emergency settings, serving humanity while broadening their global perspective on the human condition. The Graduate School and School of Theology also provide a number of certificate programs.

Distance Education Programs
Three of Emory’s schools currently use a distance format for course delivery. The Rollins School of Public Health offers the Career MPH program, the Business School offers an Executive MBA, and the School of Medicine offers the RT to BMSc in Medical Imaging. These distance education programs, modeled after comparable residential programs, seek to provide flexibility to students whose schedules may not regularly accommodate a class on the Emory campus.

The School of Public Health’s distance education career master’s program (Career MPH) offers a masters-level public health degree (MPH) for working professionals with various backgrounds. Career MPH participants, from both the public and private sectors, earn the same MPH degree as traditional students, but in an online format. Students are admitted only in the fall semester, and are required to have a minimum of three years' relevant professional experience. The MPH degree program is completed in two years and three months (7 semesters; 6 credit hours each for a total of 42 credit hours for degree completion) and offers three concentrations, or tracks: Applied
Epidemiology, Applied Public Health Informatics, and Prevention Science. The Career MPH Program is accredited by the Council on Education for Public Health (CEPH) [64].

The Business School’s Modular Executive MBA program offers a combination of on-campus and distance education with 70 percent of the program taking place in the classroom and 30 percent completed online. The curriculum is designed to develop strategic thinking skills and expand the business acumen of business leaders, emphasizing management and leadership practices, and is targeted towards students who are already employed as business professionals [65].

The School of Medicine offers the RT to BMSc program for currently credentialed radiologic technicians who are returning to college for completion of a baccalaureate degree. The program can be completed in one year for full-time students or two years for part-time students, and most courses are a hybrid of classroom and online learning with predominantly online components and one class meeting per semester [66]. All of these distance education programs support the institutional mission, broadening Emory’s global reach. Students do not have to reside in Atlanta to take full advantage of Emory course offerings and may continue their careers while enhancing their educational credentials. Fully developed and offered by Emory faculty, these programs allow students to apply knowledge in the service of humanity.

Sources (In Order of Appearance)

- [1] Emory’s Undergraduate, Graduate, and Professional Schools
- [2] Oxford College and College of Arts and Sciences Undergraduate Degrees
- [3] College of Arts and Sciences Undergraduate Degrees
- [4] School of Nursing Undergraduate and Graduate Degrees
- [5] School of Business Undergraduate and Graduate Degrees
- [6] School of Law Graduate Degrees
- [8] School of Public Health Graduate Degrees
- [9] School of Theology Graduate Degrees
- [10] School of Medicine Graduate Degrees
- [11] University Mission Statement
- [12] University Vision Statement
- [13] University Strategic Plan Goals
- [14] School and Unit Goals Supporting University Strategic Plan
- [15] University Bylaws - Curriculum Responsibility (Page 12)
- [16] Oxford College - Curriculum
- [17] [18] College of Arts and Sciences - PACE Handbook 2012-13 (Page 63)
- [17] [18] College of Arts and Sciences - PACE Handbook 2012-13 (Page 2)
- [19] Business School - BBA Curriculum
- [20] Business School - MBA Curriculum
- [21] Business School - PhD Program
- [22] Business School - The Leadership Curriculum
- [23] School of Nursing - Simulation Lab
- [24] School of Nursing - Teaching Components
- [25] School of Nursing Catalog 2012-2013 (Page 47)
- [26] School of Theology - Academics Overview
- [27] School of Theology Degree Programs
- [28] Graduate School Handbook 2012-2013 (Page 2)
- [29] Graduate School Course Catalog
- [30] School of Public Health Degree Programs
4.3

Publication of Policies
The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment
☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory University establishes calendars, grading policies, and refund policies applicable to undergraduate, graduate, and professional students and makes them publicly available via University websites and handbooks.

Publication of Current Academic Calendars
Past, current, and future University-wide academic calendars [1] [2] are posted on the Office of the Registrar’s website along with links to school-specific calendars [3]. Schools with their own academic calendars (which align with the University-wide calendar but may have additional dates pertinent to students in a program or school) publish them on their website or in student handbooks:

- Oxford College academic calendar [4]
- College of Arts and Sciences academic calendar [5]
- School of Business academic calendar [6]
- School of Nursing academic calendar [7]
- Graduate School academic calendar [8]
- Law School academic calendar [9]
- School of Public Health academic calendar [10]
- School of Theology academic calendar [11]

Publication of Grading Policies
Each school and college at Emory University has the freedom to establish and enforce grading policies specific to the unique needs and offerings of their programs. These policies are published online and/or in school-specific handbooks and catalogs, as follows:

- Oxford College grading system [12] [13]
- College of Arts and Sciences grading system [14]
- School of Business undergraduate [15] [16] and graduate [17] grading system
- School of Nursing undergraduate [18] [19] and graduate [20] [21] grading policies
- Graduate School grading system [22]
- Law School grading system [23]
- School of Public Health grading system [24] [25]
- School of Theology grading system [26]
- School of Medicine grading system [27]

Publication of Refund Policies
The Office of Student Financial Services publishes the University’s refund policy for course or enrollment withdrawals, consistent with federal regulatory requirements, on their website [28]. In addition, each school and college publishes a refund policy (aligned with the University-wide policy) on their respective websites and/or in handbooks:

- Oxford College refund policy [29] [30]
- College of Arts and Sciences refund policy [31]
• School of Business undergraduate [32] and graduate [33] refund policy
• School of Nursing refund policy [34]
• Graduate School refund policy [35]
• Law School refund policy [36]
• School of Public Health refund policy [37] [38]
• School of Theology refund policy [39]
• School of Medicine refund policy [40]

Sources (In Order of Appearance)

• [1] Office of the Registrar - University Academic Calendars
• [2] 2012-2013 University Academic Calendar
• [4] Oxford College - Academic Calendar
• [5] College of Arts and Sciences - Academic Calendar
• [6] Business School - Academic Calendar
• [7] School of Nursing - Academic Calendars
• [8] Graduate School - Academic Calendar
• [9] Law School - Academic Calendar
• [10] School of Public Health - Academic Calendars
• [11] School of Theology - Academic Calendar
• [12] Oxford College - Grading System (published online)
• [14] College of Arts and Sciences - Grading System (published online)
• [15] Business School - Grade Distribution (published online)
• [16] [32] Business School - Undergraduate Grading System and Refund Policy (published in handbook) (Page 2)
• [17] Business School - Graduate Grading Policy (published online)
• [18] [20] [34] School of Nursing - Grading and Refund Policies (published in catalog) (Page 4)
• [19] School of Nursing - Grading Policies (published in undergraduate handbook) (Page 2)
• [20] [34] School of Nursing - Grading and Refund Policies (published in catalog) (Page 6)
• [21] School of Nursing - Grading Policies (published in graduate handbook) (Page 2)
• [22] [35] Graduate School - Grading System and Refund Policy (published in handbook) (Page 2)
• [23] Law School - Grading Policy (published online)
• [24] School of Public Health - Grading System (published online)
• [25] [38] School of Public Health - Grading System and Refund Policy (published in catalog) (Page 2)
• [26] [39] School of Theology - Grading System and Refund Policy (published in catalog) (Page 2)
• [27] School of Medicine - Grading (published online)
• [28] Student Financial Services - Student Withdrawals and Refunds
• [29] Oxford College - Refund Policy (published online)
• [31] College of Arts and Sciences – Refund Policy (published online)
• [16] [32] Business School - Undergraduate Grading System and Refund Policy (published in handbook) (Page 6)
• [33] Business School – Graduate Refund Policy (published online)
• [18] [20] [34] School of Nursing - Grading and Refund Policies (published in catalog) (Page 2)
• [22] [35] Graduate School - Grading System and Refund Policy (published in handbook) (Page 6)
• [36] Law School Refund Policy (published online) (Page 3)
• [37] School of Public Health Refund Policy (published online) (Page 2)
4.4

Program Length
Program length is appropriate for each of the institution's educational programs.

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Program Length Determination and Review
Emory University has established program length criteria for all educational programs based on curriculum review and recommendations of qualified faculty, expectations of professional accrediting bodies, semester credit hour standards established by SACSCOC, and regular program reviews. These processes ensure that Emory programs meet the expectations for a specific discipline. All degree programs must be approved by the Board of Trustees.

As described in Standard 3.4.1: Academic Program Approval, qualified faculty members are responsible for coordinating all academic programs. Interdisciplinary programs are the responsibility of designated program faculty members from various “home” departments. Each school has faculty-represented standing committees, such as for curriculum and/or educational policy, responsible for the oversight of curriculum content, length, delivery, and ongoing review. See Standard 3.7.5: Faculty Role in Governance for details on each school and college's standing committees.

Credit Hour Determination
In accordance with the Department of Education, Emory University defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as outlined in (1) above in other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This credit hour definition applies to all certificate, undergraduate, graduate, and professional courses that award academic credit regardless of the mode of delivery. The expectation of direct classroom contact and student effort outside the classroom is the same in all course formats including but not limited to traditional lecture classes, seminars, fully online classes, or a combination of face-to-face contact and electronically delivered content. Emory defines contact as 50 minutes of engaged instruction per week over the course of a 15-week semester. A traditional lecture class would consist of 750 minutes of direct contact in the classroom and 1500 minutes of outside effort per semester for each credit hour assigned to the class for a total of 2250 minutes of work for each credit unit [1]. For additional information on Emory’s credit hour policy, please reference Requirement 4.9: Definition of Credit Hours.

Program Length
With few exceptions, Emory programs meet the minimum SACSCOC semester credit hour standards (see Table 1). Undergraduate degree programs require at least 60 semester credit hours or the equivalent at the associate level and at least 120 semester credit hours or the equivalent at the baccalaureate level. Emory graduate programs meet the standard of at least 30 semester
credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. Lastly, Emory programs meet the standard for specialist and doctoral degrees, requiring a minimum of 30 semester credit hours beyond the masters and requiring a minimum of three years of graduate study and a minimum of 60 graduate credit hours (with a maximum of 12 hours of dissertation preparation) beyond the master’s degree. Three professional programs – Juris Master (JM), Master of Laws (LLM), and Master of Theology (ThM) – fall below the SACSCOC 30 semester credit hour minimum for master’s degrees and are explained and justified in Standard 2.7.1: Program Length. All three degrees are consistent with typical practice in their respective disciplines. For the program length of Emory’s distance education programs, please reference Requirement 4.8: Distance Education Appendix.

Table 1. Required credit hours by degree

<table>
<thead>
<tr>
<th>School/College</th>
<th>Degrees offered</th>
<th>Program Length (Credit Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxford College</td>
<td>Associate of Arts (AA)</td>
<td>66</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Bachelor of Arts (BA)</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science (BS)</td>
<td>127</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Bachelor of Science in Nursing (BSN)</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Accelerated Bachelor of Science in Nursing (ABSN)</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Master of Science in Nursing (MSN)</td>
<td>36-65</td>
</tr>
<tr>
<td></td>
<td>PhD in Nursing</td>
<td>58</td>
</tr>
<tr>
<td>School of Business</td>
<td>Bachelor of Business Administration (BBA)</td>
<td>134</td>
</tr>
<tr>
<td></td>
<td>Master of Business Administration (MBA)</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>PhD in Business</td>
<td>45-59 (minimum range)</td>
</tr>
<tr>
<td>School of Law</td>
<td>Juris Master (JM)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Master of Laws (LLM)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Juris Doctor (JD)</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Doctor of Juridical Science (SJD)</td>
<td>30</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Master of Public Health (MPH)</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Master of Science in Public Health (MSPH)</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>PhD in Behavioral Sciences and Health Education</td>
<td>48</td>
</tr>
<tr>
<td>School of Theology</td>
<td>Master of Divinity (MDiv)</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Master of Theological Studies (MTS)</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Master of Theology (ThM)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Doctor of Theology in Pastoral Counseling (ThD)</td>
<td>54</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>Bachelor of Medical Science (BMSc)</td>
<td>119 - 127</td>
</tr>
<tr>
<td></td>
<td>Master of Medical Science (MMSc)</td>
<td>75 - 80</td>
</tr>
<tr>
<td></td>
<td>Medical Doctor (MD)</td>
<td>179</td>
</tr>
<tr>
<td></td>
<td>Joint MD/PhD</td>
<td>7 years credit hours vary based upon PhD concentration</td>
</tr>
<tr>
<td></td>
<td>Joint MD/MPH</td>
<td>211-221</td>
</tr>
<tr>
<td></td>
<td>Doctor of Physical Therapy</td>
<td>129</td>
</tr>
<tr>
<td>Graduate School</td>
<td>Master of Arts (MA)</td>
<td>30-54</td>
</tr>
<tr>
<td></td>
<td>Master of Science (MS)</td>
<td>30-50</td>
</tr>
<tr>
<td></td>
<td>PhD</td>
<td>36-72</td>
</tr>
</tbody>
</table>
Undergraduate Degrees
Oxford College offers the Associate of Arts (AA) degree. Students who complete the first two years of the Emory bachelor's degree by earning the AA degree in Oxford's liberal arts-intensive program with a minimum 2.0 grade point average are automatically enrolled as juniors in the Emory College of Arts and Sciences, or they may apply to enter Emory's nursing or business schools [2].

Students continuing from Oxford College must earn a total of 127 semester credit hours to graduate from Emory College. Of these credits, a minimum of 54 semester hours must be earned in Emory College with a minimum of three semesters of residence in Emory College (12 semester hours or more per semester); a semester of fewer than 12 hours can be combined with another semester of fewer than 12 hours to make up one semester of residence; however, a partial semester may not be combined with a semester of more than 12 hours to form two semesters of residence [3].

Emory College of Arts and Sciences offers a Bachelor of Arts degree and a Bachelor of Science degree, both of which combine liberal studies with advanced studies. To earn the BA or BS degree, a student must successfully complete a minimum of 32 academic courses (which includes general education requirements and major-specific courses) totaling at least 124 semester hours in approved academic courses, plus two semester hours in physical education, and one semester hour of a personal health course, totaling 127 credit hours [4].

Both the business and nursing schools are available to students after completing their general education and core requirements (64 general education credit hours, 2 PE credit hours, and 1 hour of a personal health course) within the College of Arts and Sciences, which is typically done over four semesters during the first and second years of a four-year degree program.

The School of Nursing offers a BSN undergraduate degree which requires 60 credit hours for degree completion over a period of four semesters. When combined with the general education and core requirements for matriculation, the BSN degree requires a total of 127 semester credit hours. The school of nursing also offers an Accelerated Bachelor of Science in Nursing/Master of Science in Nursing program, which has the same credit hour requirements as the BSN (60 hours over four semesters in addition to general education and core requirements) but within a different timeline (one full calendar year – summer to summer) and a curriculum of both undergraduate and graduate courses [5].

The School of Business offers the BBA degree, which requires 69 credit hours beyond the general education and core requirements, completed over four semesters [6].

The School of Medicine offers the BMSc degree in Medical Imaging, which requires 30 credit hours of prerequisite general education courses, in addition to a four-year program of 119-127 credit hours / 44-47 courses, totaling to a minimum of 149 credit hours needed to obtain the degree [7].

Graduate and Professional Degrees
As noted in the table above, the schools of nursing, business, law, public health, theology, medicine, and the graduate school all offer post-baccalaureate masters and/or doctoral degrees. While credit hours and degree requirements vary by concentration, all masters degrees (with the exception of the School of Theology’s ThM and School of Law’s JM and LLM degrees, explained and justified in Standard 2.7.1: Program Length) require at least 30 credit hours beyond the baccalaureate, and all doctoral degrees require at least 30 credit hours beyond a master's degree (totaling to at least 60 hours of graduate course work required to obtain a PhD).
Sources (In Order of Appearance)

- [1] University Credit Hours Policy
- [3] Oxford College Continuation Requirements (Page 84)
- [4] College of Arts and Sciences BA and BS Program Lengths
- [5] School of Nursing BSN Program Length (Page 2)
- [6] School of Business BBA Program Length (Page 10)
- [7] School of Medicine BMSc Program Length
4.5

Student Complaints
The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy "Complaint Procedures for the Commission or its Accredited Institutions.")

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
Each of Emory’s nine schools and colleges has adequate procedures for addressing written student complaints, and complies with these procedures. In addition, there is a University-wide student complaints policy [1] that outlines Emory’s definition, documentation, and resolution processes for student complaints. Emory also has a University-wide policy specific to student complaints of discrimination [2].

School and College Student Complaints Procedures
Emory encourages each student to handle grievances as close to the source as possible. Each school has its own procedures and explains these to students during orientation and in websites and/or handbooks. In addition to general student grievances, other student complaints may involve discrimination, conduct, and academic appeals. The process usually begins with student service personnel in each school, who are typically able to route concerns to the relevant office. Student concerns can have many facets, and even when escalated require a review of issues with the school personnel closest to the situation. This practice generally results in greater student satisfaction as issues can typically be resolved quickly. Student complaints within Emory’s distance education programs are handled in the same way, with resolution first attempted within the program of origin, as described in Requirement 4.8: Distance Education Appendix.

- Oxford College
  - Discrimination complaints [3]
  - Academic misconduct and appeals [4]
- College of Arts and Sciences student complaints [5]
- School of Business student grievance policy [6]
- School of Nursing
  - Student complaints [7]
  - Academic grievance and appeal procedure [8]
- Graduate School student grievance procedure [9]
- School of Medicine guidelines for grievance and due process [10]
- School of Law student complaint procedure [11]
- School of Public Health student grievance procedure [12]
- School of Theology
  - Student grievances [13]
  - Grade appeals [14]

Campus Life also provides a forum for students to submit and track complaints for the divisions and departments that it oversees [15].

Ask John Emory
In direct response to student feedback and in recognition of a need to fill an information gap, the Office of the Provost partnered with the Division of Campus Life to establish “Ask John Emory” [16]. “Ask John Emory” is patterned after the ombudsman concept that is employed at many large...
public institutions. An ombudsman is “a person who acts as a trusted intermediary between an organization and some internal or external constituency while representing the broad scope of constituent issues. An ombudsman may investigate constituent complaints relating to organization and attempt to resolve them, usually through recommendations or mediation. Ombudsmen sometimes identify organizational roadblocks running counter to constituent interests.” The primary intention of the site is to give students and others a single place to go for any question or grievance. Questions have come from visitors to the Emory website, prospective students, current students, faculty, and staff. Another feature of “Ask John Emory” is that guests to the site may pose questions anonymously. In a sensitive situation, they may choose to describe events without attaching personal information.

Our current experience suggests that while the site is open for any type of question it tends to yield questions from current or prospective students who are not sure where else to go. It is important to note that the site was never intended to replace current practices for addressing grievances in each of Emory’s schools. A review of the current questions received by “John Emory” reinforces the practice of handling concerns at the source. “Ask John Emory” questions tend to be geared towards more general questions and not focused on individual academic grievances.

**Tracking Student Complaints**

Many schools and units, such as the Rollins School of Nursing [17] and Campus Life [18], allow students to submit complaints online and track their status as they are addressed and resolved. Each school also internally documents and tracks student complaints via action logs as required by the University-wide student complaints policy [19]. As a part of the annual reporting process, the Office of Institutional Research, Planning, and Effectiveness collects student complaint logs from each school and college, along with the actions taken to resolve them. The University log of student complaints [20] as well as examples of Campus Life student complaints [21] are provided.

**Sources** (In Order of Appearance)

- [1] University Student Complaints Policy
- [2] University Grievance Procedures-Employee and Student Complaints of Discrimination
- [5] College of Arts and Sciences Student Complaints
- [6] School of Business Student Grievance Policy
- [7] School of Nursing Student Complaints Form
- [8] School of Nursing Academic Grievance and Appeal Procedure (Page 2)
- [9] Graduate School Student Grievance Procedure
- [10] School of Medicine Guidelines for Grievance and Due Process
- [11] School of Law Student Complaint Procedure
- [12] School of Public Health Student Grievance Procedure (Page 2)
- [13] School of Theology Student Grievances and Grade Appeals (Page 4)
- [14] School of Theology Student Grievances and Grade Appeals (Page 3)
- [15] [18] Campus Life Student Complaints
- [16] Ask 'John Emory' - Ask for Help
- [19] University Student Complaints Policy (Page 3)
- [20] University Action Log for Student Complaints (redacted)
- [21] Campus Life Student Complaints Examples
4.6

Recruitment Materials
Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment
☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Emory University is a member of the National Association of College Admission Counseling (NACAC) [1] and follows its Statement of Principles and Good Practice [2] to ensure ethical admissions practices.

The University’s recruitment materials and presentations accurately represent the institution’s practices, policies, and goals. A core strategic theme of the University 2005-2015 strategic plan is Ensuring Highest Student Quality and Enhancing the Student Experience, with the goal of enrolling "the best and the brightest undergraduate, graduate, and professional students" [3]. Emory’s recruitment and admissions practices align with the University Equal Opportunity and Discriminatory Harassment policy [4] which states that “Emory University does not discriminate in admissions, educational programs, or employment on the basis of race, sex, color, religion, ethnic or national origin, gender, age, disability, sexual orientation, gender identity, gender expression, veteran’s status, or any factor prohibited under applicable law.” As stated in the University mission statement, “the Emory community is open to all who meet its high standards of intelligence, competence, and integrity. It welcomes a diversity of ethnic, cultural, socioeconomic, religious, national, and international backgrounds, believing that the intellectual and social energy that results from such diversity is a primary asset of the University” [5].

The University maintains up-to-date recruitment materials for prospective undergraduate and graduate students which are publicly available online. Examples of brochures and presentations include the University Profile [6], University Overview [7], The Story of Emory University [8], Emory’s Diversity Profile [9], Emory Facts and Figures [10], Emory: A Destination University [11], University Visitor's Guide [12], Interact With Emory [13], and Live and Learn in Atlanta [14]. The Office of Financial Aid also posts resources for prospective and incoming students seeking financial assistance for their education [15].

In addition to University-wide recruitment materials, each school/college at Emory has its own admissions office and produces custom recruitment materials for its potential students. Most of Emory’s schools/colleges produce a traditional brochure outlining class profiles, admissions policies and guidelines, and curriculum details:

- College of Arts and Sciences admissions [16] and brochure [17]
- Oxford College admissions [18]
- School of Nursing admissions [19] and brochure [20]
- Business School admissions [21] and brochures [22] [23]
- Graduate School admissions [24] and program brochures [25] [26] [27] [28 – full listing of all brochures]
- School of Medicine admissions [29] and brochure [30]
- Law School admissions [31] and brochure [32]
- School of Theology admissions [33] and brochure [34]
- School of Public Health admissions [35]

Many of Emory’s schools/colleges are also beginning to take a more interactive approach to
recruiting through the use of electronic resources such as Facebook, Twitter, and other online tools. For example, the School of Public Health regularly disseminates recruitment and admissions information on its public Facebook page [36] and the Law School has a YouTube channel, targeted at prospective students, with publicly available videos of Emory students discussing Law School programs [37].

While prospective students are welcome and encouraged to visit the Emory campus in person, an effort is also made to recruit students through representatives who travel across the country to meet with potential students [38] [39].

Many schools/colleges also involve current students in recruitment procedures by allowing prospective students to submit questions or concerns to existing students via blogs and message board forums [40] [41] [42]. The College of Arts and Sciences also compiles student testimonials into a publication called "Why I Chose Emory" [43].

Emory’s Communications and Marketing office [44] oversees and reviews all University and school publications that are released to ensure compliance with University guidelines and consistency in materials. In adherence with the University Media Relations Policy, this office ensures that information regarding programs and activities is accurately disseminated [45]. One way that this is accomplished is through the office’s development of clear standards and guidelines, such as their social media guidelines [46] which guide many of the recruitment practices at Emory that rely on social media to reach and connect with prospective students. This office also produces a University Style Manual [47] which outlines Emory’s graphic and identity standards, best practices for copy writing and proof reading, common University terminology and abbreviations, and guidelines for overall accuracy and consistency.

**Sources** (In Order of Appearance)

- [1] National Association of College Admission Counseling (NACAC) (Page 2)
- [2] NACAC Statement of Principles and Good Practice
- [3] University Strategic Plan Framework
- [5] University Mission Statement
- [6] University Profile
- [7] University Overview
- [8] The Story of Emory University Brochure
- [9] Emory's Diversity Profile Brochure
- [10] Emory Facts and Figures Brochure
- [11] Emory A Destination University PowerPoint Presentation
- [12] Emory University Visitor's Guide
- [13] Interact With Emory
- [14] Live and Learn in Atlanta
- [16] College of Arts and Sciences Admissions
- [17] Undergraduate Brochure for Prospective Students
- [18] Oxford College Admissions
- [19] School of Nursing Admissions
- [20] School of Nursing Brochure (Page 9)
- [21] Business School Admissions
- [22] Business School Executive Education Brochure
- [23] Business School Evening MBA Brochure
4.7

**Title IV Program Responsibilities**

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.)

**Judgment**

☑ Compliant  ☐ Partially Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

Emory University is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. The Department of Education has approved Emory to provide Title IV aid to students enrolled in degree programs. The Eligibility and Certification Approval Report and the Program Participation Agreement are signed on behalf of the Secretary of Education and acknowledge that Emory University is qualified to participate through March, 2018 [1].

The most recent Fiscal Operations Report and Application to Participate (FISAP) was completed December 2012 [2]. This annual application approves Emory University to participate in the following Title IV campus-based program funding: Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work-Study (FWS).

Emory receives federal fund disbursements related to financial aid via electronic transfer from the United States Department of Education. The institution has not been obligated to post a letter of credit on behalf of the U.S. Department of Education or other financial regulatory agencies. Emory has not been placed on the reimbursement method, and no complaints have been filed with the Department of Education regarding the institution. There are no significant impending litigation issues with respect to financial aid activities. Emory is not aware of any infractions to regulations, which would jeopardize its Title IV funding.

Emory University audits financial aid programs annually as required by federal and state regulations. An OMB Circular A-133 audit is performed annually by KPMG, an independent external auditing firm. Student financial aid is audited as a major program. These audits have consistently shown no major findings or issues related to compliance with applicable financial aid and Title IV regulations. Included for review are the Consolidated Financial Statements and OMB Circular A-133 Audit Reports corresponding to fiscal years 2008 [3], 2009 [4], 2010 [5], and 2011 [6].

The University has consistently received the following A-133 audit results for its financial aid programs: The independent accountants’ report on internal controls over compliance with requirements applicable to major federal award programs showed no reportable conditions considered a material weakness or a significant deficiency.

Emory’s federal cohort default rates remain consistently low as compared to national cohort rates. The most recent fiscal year 2010 two-year national cohort default rate is 9.1 percent. Emory’s fiscal year 2010 rate is 1.3 percent [7].

Emory publicizes standards for satisfactory academic progress and application guidelines for federal student aid on the Office of Financial Aid website [8].
**Sources** (In Order of Appearance)

- [1] Federal Student Aid Approval Report and Program Participation Agreement
- [8] Federal Student Aid Guidelines
4.8

Distance Education Appendix

Judgment

☒ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Overview of Distance Education

There is growing use of distance education technologies at Emory University. This growth has come largely from existing programs in the professional schools and is extending to the Arts and Sciences [1].

All Emory degree programs with an online component are hybrid, involving both on-site teaching and distance education. Emory has two degree programs in which more than half of the instruction occurs online. The first is the Career Master’s in Public Health (CMPH) program offered by the School of Public Health. The second is the Radiologic Technologist to Bachelor’s in Medical Science (RT-BMSc) offered by Emory’s School of Medicine. The RT-BMSc program just began offering more than fifty-percent of its courses through distance education during the 2012-13 academic year. Emory’s other degree program that includes a significant percentage of distance education courses is the Modular Executive Masters in Business Administration (MEMBA) offered by the Goizueta Business School. This program includes approximately thirty percent on-line instruction. Looking forward, Emory’s Candler School of Theology will launch a new Doctor of Ministry degree program in fall 2014, which will offer more than half of its courses online.

While these first forays into distance education have come from Emory’s professional schools, there is increasing interest in offering select credit and non-credit courses online in the arts and sciences. In 2012, Emory contracted with Coursera to use their technology to offer three non-credit courses designed and taught by Emory faculty [2]. Additionally, beginning in fall 2013, Emory College of Arts and Sciences, along with other universities, began offering select credit courses designed and taught by Emory College faculty, through the 2U platform “Semester Online” [3].

Mission

Distance education is consistent with Emory University’s mission to “create, preserve, teach, and apply knowledge in the service of humanity” [4]. Distance education advances this mission by extending learning opportunities beyond the classroom, helping to accommodate students who, because of schedules or location, cannot be on campus full-time. Distance education also advances Emory’s mission to serve humanity by helping to extend Emory’s educational reach globally.

Similarly, individual schools advance their missions through their distance education components. For instance, the Career Masters in Public Health (CMPH) degree program for working professionals helps to further the mission of the Rollins School of Public Health as it “trains and supports future leaders in health promotion and disease prevention” [5]. Likewise, the RT-BMSc program offers currently credentialed radiographers the opportunity to complete a baccalaureate degree in Computed Tomography (CT), Magnetic Resonance Imaging (MRI), radiography education or radiology administration. The hybrid nature of this program offers working radiographers more flexibility in completing their degree. This advances the mission of Emory’s School of Medicine, which includes “recruiting and developing a diverse group of students and innovative leaders in biomedical science, public health, medical education, and clinical care” [6].

Administrative Oversight of Distance Education

All degree programs, whether entirely classroom based or hybrids that include a distance education component, require review and approval by the University’s board of trustees. All policies pertaining to entirely class-room based degree programs and courses also apply to programs that
include distance education.

Given the growing interest in online courses and programs, the Provost’s Office recently formed a university-wide faculty advisory committee on online education [7]. This committee will consider recommendations of any policies regarding online education that are not already covered in existing policies for courses and degree programs [8]. Recommendations will be presented to the board of trustees as part of ongoing discussion of distance education initiatives [9] [10] [11].

Faculty and administrators in the individual schools are responsible for the development, design, teaching, and evaluation of all degree programs and courses [12]. All CMPH programs of study and courses are approved by the Rollins School of Public Health Education Committee, as are all traditional degree programs [13]. The CMPH curriculum also meets all of the requirements of the accreditation body for graduate programs in public health. All medical imaging programs of study and courses, whether offered in an online format or not, are approved by the Chairman of the Department of Radiology and Imaging Sciences, the Program Advisory Committee, and the Academic Health Program Directors Advisory Committee in the School of Medicine [14]. The Medical Imaging Program is responsible for the implementation and evaluation of the RT-BMSc program. Similarly, the Modular Executive MBA program is subject to the Bylaws of the Goizueta Business School, which stipulates that all programs be overseen by a specific faculty committee [15]. All significant curricular decisions for MEMBA must be reviewed by the Executive MBA Faculty Committee and approved by a majority of the full faculty of the School.

Organizational Structure

Each school administers its own degree programs and courses; therefore, the organizational structure for the administration of programs with an online component varies with each school.

The CMPH program is administered by the Rollins School of Public Health (RSPH) – specifically the Associate Dean for Applied Public Health, the Program Chair, and track Associate Directors. The CMPH program is staffed with a part-time chair, four part-time track associate directors, part-time faculty practicum advisor, full-time academic advisor (ADAP), four full-time instructional designers, and part-time administrative support. The CMPH program chair sits on the RSPH Leadership Group, which is comprised of the Deans, Department Chairs, Director of Information Technology, Chair of the CMPH program and representatives from the Faculty Council and Student Government Association.
The Radiologic Technologist to Bachelor’s in Medical Science (RT-BMSc) program is administered by the Medical Imaging Program faculty and staff with assistance from the Office of Medical Education and Student Affairs (OMESA). The program is staffed with a full-time program director, three full-time faculty members, two full-time health educators, and full-time administrative support [16]. Three adjunct instructors are also utilized for the radiology administration track. The program director, faculty, and staff devote between 30-40% of their time to the RT-BMSc program. Each track has a faculty member or health educator who is responsible for oversight of that track (e.g., curricular issues and student advisement for discipline-specific issues). The admissions process is coordinated by the program administrative staff and OMESA, and is overseen by the program director. Student advisement is handled by the program director. The program reports to the Executive Associate Dean for Medical Education and Student Affairs.

**Curriculum and Instruction**

All credit-bearing courses currently offered using distance education technologies are the same courses, offered by the same faculty, that are taught on campus. Course approval, therefore, occurs through standard curriculum review procedures established for each college and school. Responsibility for the design and delivery of instruction of all degree programs, including those offered using distance education, resides with the faculty of the school responsible for these programs. Please reference **Standard 3.4.1: Academic Program Approval** for discussion of faculty responsibility for curriculum.

**Distance Education Programs**

**CMPH:** Students enrolled in the CMPH program are required to complete 42 semester credit hours of instruction [17]. Each semester-length course begins and ends on campus over “long weekends” from Friday morning through Sunday afternoon, during which each two-credit course meets for six hours of instructional time. The remaining coursework occurs during the twelve-week distance-based sessions using Blackboard, a web-based learning management system designed to support teaching, classroom communication, and student collaboration. It provides a number of tools for making course content available online, assessing students, and managing grades.

Currently, the CMPH program offers concentrations in: 1) Applied Epidemiology, 2) Applied Public Health Informatics, and 3) Prevention Science. In October 2011, the decision was made to phase out a fourth track, Healthcare Outcomes. The last cohort of Healthcare Outcomes students was admitted in fall 2011. These students will continue in the program through fall 2013. The three tracks found in the CMPH program are unique to this program and are not found elsewhere in the school. Program associate directors are responsible for oversight of each track (e.g., admissions, curricular issues, faculty selection, and student advisement for discipline-specific issues).

The academic departments most closely aligned with the CMPH tracks are:

<table>
<thead>
<tr>
<th>CMPH Track</th>
<th>Aligned RSPH Academic Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Epidemiology</td>
<td>Department of Epidemiology</td>
</tr>
<tr>
<td>Applied Public Health Informatics</td>
<td>Department of Biostatistics and Bioinformatics</td>
</tr>
<tr>
<td>Healthcare Outcomes – Discontinued</td>
<td>Department of Health Policy and Management</td>
</tr>
<tr>
<td>Prevention Science</td>
<td>Department of Behavioral Sciences and Health Education</td>
</tr>
</tbody>
</table>

**RT-BMSc:** The Radiologic Technologist to Bachelor’s in Medical Science program curriculum is based on American Society of Radiologic Technologists (ASRT) **Professional Curriculum for Radiographers** and its **Bachelor of Science in Radiologic Science Core Curriculum** [18]. The RT-BMSc curriculum was designed by the program faculty with input from the curriculum committee, the department chairman, and the health professions program directors. The faculty reviewed other baccalaureate level programs and the American Registry of Radiologic Technologists (ARRT) credential requirements [19], attended conferences and contacted administrators and other professionals when establishing courses for the minor tracks.
RT-BMSc students must complete at least 46 credits hours in the Medical Imaging Program [20] and 128 total semester hours of college credit in order to graduate. Coursework is offered in both hybrid and on-line formats and occurs during the regular university semester time frame (Fall, Spring, and Summer semesters). The program uses Blackboard as the education technology platform for each course. The RT-BMSc curriculum requires all students to take ten required core courses and track courses in one of four areas: 1) Computed Tomography (CT), 2) Magnetic Resonance Imaging (MRI), 3) Medical Imaging Education, and 4) Radiology Administration. Students can choose to attend as either full-time or part-time students.

**Distance Education Courses**
The use of distance education technologies for selected courses is growing across the University. All credit-bearing courses currently offered using distance education technologies are the same courses, offered by the same faculty, that are taught on campus [21] [22]. Course approval for these courses occurs through standard curriculum review procedures established for each college and school (reference [Standard 3.4.1: Academic Program Approval](#) for a more detailed explanation). Coursera courses are non-credit bearing and are approved by the Faculty Advisory Committee on Online Education [23] through a process administered through the Center for Faculty Development and Excellence [24].

**Faculty**
All faculty providing distance education must meet the same standards for appointment as faculty providing classroom instruction in residence [25]. Please reference [Standard 3.7.1: Faculty Competence](#) for additional information on Emory’s process of assessing and monitoring the qualifications of faculty. Faculty who teach credit-bearing distance education courses do so as part of their regularly assigned teaching loads. Across the University, 58 faculty taught distance education courses in AY 2012-13. Of these, the majority (37) were full-time faculty [26].

The Career MPH (CMPH) program is the largest distance education degree program on campus. The CMPH program draws faculty from different departments in the school of public health. Of the faculty who taught in the CMPH program in AY 2012-13, 30 percent held full-time faculty appointments. As a program for working professionals, the CMPH seeks out faculty who represent both academic public health and public health practice. The faculty members who currently teach in the CMPH include core RSPH faculty and some faculty with adjunct or affiliated RSPH faculty-appointments, who work at the CDC or other public health agencies. This approach allows students to learn from individuals who are leaders in their fields based on their academic preparation as well as their extensive experience in the field. This is especially important in emerging fields such as public health informatics.

All faculty teaching distance courses in the RT-BMSc program in AY 2012-13 held full-time faculty appointments. The current faculty members who teach in the RT-BMSc program include core Medical Imaging faculty members and health educators. As the online component has expanded, three adjunct instructors who work as radiology administrators were added. All faculty member and health educators are credentialed radiologic technologists. Individuals responsible for the clinical tracks are also credentialed in the clinical specialty area.

Each academic program in the College of Arts and Sciences and the Graduate School assesses the adequacy of its faculty resources through the academic program review process [27]. The adequacy of full-time faculty to ensure the quality and integrity of academic programs is addressed through annual faculty reviews in which faculty report activities and accomplishments in teaching, scholarship, and service [28] [29] [30]. Please refer to [Standard 3.7.2: Faculty Evaluation](#) for additional examples of faculty reviews. Individual distance education courses are evaluated through end of course evaluations [31] [32].
Faculty Support for Distance Education
The University provides a range of support services to faculty planning and implementing distance education classes. These include technical and instructional design support as well as academic communities focusing on distance education pedagogies.

As mentioned previously, Emory uses the Blackboard Learning Management System as its primary platform for online education [33]. Blackboard is a course management system that is maintained at the university level and has tools that allow faculty to deliver course material and assess student learning in a collaborative and interactive manner. These tools include course content areas, discussion forums, wikis, group areas, assessments, calendar and tracking systems and grade books. Blackboard is widely used as a faculty-student communication tool in residential as well as distance education classes, and it is supported through the Emory Center for Digital Scholarship (ECDS), an expansion of the Emory Center for Interactive Teaching (ECIT) [34]. ECDS provides online Blackboard support as well as individual consultation and small group instruction [35].

The University provides instructional design assistance through ECDS [36] [37]. Consultations are available to all faculty incorporating advanced technologies into their courses. In addition, ECDS will develop instructional workshops for specific program needs [38]. Support is available for a full range of audio and video technologies (e.g., Audacity, Camtasia, Wimba, iMovie), class capture (e.g., Camtasia Studie, iTunes), communication (e.g., chat, wikis, blogs, Digital Timelines), and advanced multimedia programs (e.g., Storify, Glogster) that enhance active learning in face-to-face classroom and distance education environments. The CMPH program assigns an instructional designer to all faculty working on new courses [39]. Instructional designers meet with all faculty prior to course development and assist with choice of media and specific technologies, project management in development of lessons and course materials, and preparation of assessments. Throughout the course, instructional designers provide training and technical support. The RT-BMSc program uses the services of ECDS and the Office of Information Technology in the School of Medicine for faculty design support [40]. The Goizueta Business School employs a full-time instructional designer dedicated to online content. Additional support is provided by Goizueta Technology Services [41].

The Center for Faculty Development and Excellence (CFDE) also provides faculty support for distance education. In fall 2012, CFDE sponsored an academic learning community where faculty gathered regularly to learn about and discuss pedagogical issues in online education [42].

Support for academic course delivery is available to faculty, students, and staff on an all day, every day basis by telephone from the IT Service Desk or online [43]. The Emory Center for Digital Scholarship is open for consultations Monday – Friday from 9:00-5:00 pm and until 7:00 pm on Thursday evenings.

Library and Learning Resources
All students enrolled in distance education courses have campus and remote access to the University’s library and learning resources. Please reference Requirement 2.9: Learning Resources and Standard 3.8.2 Library and Learning Resources for a full description of learning resources and services.

The Library supports the students and faculty of any for-credit distance education programs with the same resources, services, and technology that support campus-based coursework. Library web pages provide access from anywhere to online research guides, tutorials, online reserves, and other services that make for a seamless experience for users wherever they may be. Many Library resources are accessible from off-campus by connecting to them through Library web pages. Information about these modes of access is publicly available through the “Connect from Off-Campus“ web page [44] on the Woodruff Library website.
The Health Sciences Center Library has Informationists assigned to work with school of medicine and public health programs [45] [46]. The Informationist assigned to the CMPH programs provides services that include assistance and updates to instructional designers for the online orientation module for new students, face to face orientation with new students when they are physically present on campus several weekends during the year, assistance to instructional designers with e-reserves and copyright compliance, Endnote classes for students Spring and Summer semesters when physically present on campus, individual consultation services for thesis research by phone/in person/online, and response to reference questions or questions about information resources by direct email/or direct to “Ask A Librarian.”

The Library is continuing to transition from print journal subscriptions to electronic access where available through its “Moving Beyond Paper” initiative [47]. While electronic access resources continue to increase, not all materials are available electronically. If distance education students need access to a journal article that is not available via Emory’s electronic resources for any reason, including embargo dates, ILL will scan and supply the article from an Emory-owned print journal, if available. If the Emory libraries cannot supply a copy from its own print collections, the Library will obtain a copy via ILL and supply it to the student electronically [48]. Instructors may also either design distance education courses around materials that are readily available electronically and/or make essential articles available to students via Reserves Direct, BlackBoard or other course reserves/management systems without direct library involvement.

CMPH students initially learn about the library and its resources at orientation through the Strategies and Resources for Online Learning seminar [49]. Similarly, students in the RT-BMSc are introduced to the Emory University Library System and its resources at orientation. Students have access to all course materials via Blackboard and computing resources through a CMPH web portal [50]. Students enrolled in clinical minor tracks have access to imaging equipment during on-campus residency and at clinical education sites.

**Student Support Services**

Emory students in programs with a distance education component have access to the range of support services available to other students, as appropriate to the program, regardless of whether the program includes a distance education component. Please reference Requirement 2.10: Student Support Services and Standard 3.4.9: Academic Support Services for a full description of academic and student support services.

Student support services available to all CMPH students enrolled in the Rollins School of Public Health include admissions and enrollment services, academic and practicum advisement, access to the Office of Career Services, library support, and participation in special seminars and/or presentations by public health leaders. The RSPH Office of Enrollment Services also serves in a liaison capacity to university-wide services including financial aid, registrar, and access and disability service. Student support information is available online [51] and in the CMPH Student Handbook [52]. CMPH students learn about academic and student support services in an in-person orientation where they interact with CMPH administration and staff, representatives from the Woodruff Health Sciences Library, and RSPH Office of Career Services [53]. Academic advising is handled by the associate director of academic programs (ADAP), which is a full-time position with the CMPH program. The CMPH program’s ADAP is available to students via telephone, email or in person. During the on-campus weekends, the CMPH ADAP is available to meet individually with students. The CMPH program also has a student representative on the Rollins School of Public Health Student Government Association (SGA) [54]. To ensure that the provision of student services in the CMPH program is adequate, these services are assessed through an Exit Survey [55] that is conducted by the RSPH Office of Student Services and the annual CMPH program satisfaction evaluation [56].

Academic and student support services are available to RT-BMSc and other allied health students through the Office of Medical Education and Student Affairs (OMESA) [57] and the Medical
Imaging Program [58]. Services include admissions and enrollment support, academic and clinical placement advising, tutoring, career information, library support, student health and mental health services, and information about campus activities [59]. Student support information is available online [60] in the student handbook [61]. All RT-BMSc students are required to attend a program orientation held each year prior to the summer semester [62]. The students meet program faculty and staff, and learn about support services from representatives from the Office of Medical Education and Student Affairs, School of Medicine IT and Blackboard Administrators. The Program Director serves as the academic advisor for all students. In addition, courses are monitored frequently by faculty members to ensure that all students are participating appropriately, submitting assignments and testing as required by the course.

Admissions
The CMPH and RT-BMSc programs are designed for working professionals. As a result, previous work experience and/or professional certification are admission requirements for both programs. CMPH admission requirements include satisfactory GPA and GRE scores, 3 years of professional experience, a personal narrative and two letters of recommendation [63]. Students applying for the Prevention Science or the Applied Public Health Informatics tracks can waive the standardized test score. Faculty in these two tracks have determined that the GRE is not always the best indicator of program or practicum success for the CMPH applicant who is a working professional and may have received formal education years earlier. When standardized test scores are waived, the applicant's verbal and quantitative skills are assessed through previous coursework, current and previous professional experience and the written personal narrative.

RT-BMSc admission requirements [64] include satisfactory high school GPA and SAT/ACT scores, successful completion of 30 semester hours of specified undergraduate distribution requirements, satisfactory completion of a program of study in medical imaging from a regionally accredited institution or its equivalent, current certification in radiographic technology, a personal statement and 3 letters of recommendation, and an interview with program faculty. Applicants can substitute written documentation of academic and professional experience for SAT/ACT test scores.

Facilities and Finances
Emory University provides appropriate funding, facilities, equipment, and technical expertise for its distance education programs. Primary responsibility for ensuring adequate facilities and finances resides in the schools offering these programs.

The CMPH program is supported by tuition revenue and budget oversight is provided by the CMPH chair and the Executive Associate Dean for Finance and Administration. Physical resources such as classroom and computer laboratory space are available for instruction during on-campus sessions. The RSPH Office of Information Services maintains computer labs and provides audio-visual classroom support. They also provide on-site technical support for CMPH faculty and students during the on-campus sessions and provide RSPH users with access to the internet. Please reference Standard 3.11.3: Physical Resources - Physical Facilities for additional information. The Blackboard course management system is maintained at the university level. The RSPH Office of Information Services provides computer support including software upgrades and maintenance of systems.

The Medical Imaging Program budget is calculated by estimating revenue and expenses. It is expected that the budget will be balanced at the end of each fiscal year. When expenses need to be reduced to meet budget, they are addressed by the Program Director and the Associate Clinical Administrator in the Department of Radiology and Imaging Sciences.

The Medical Imaging Program is supported by tuition revenue with the budget established annually in concert with other instructional programs within the School of Medicine. Budget projections are estimated together with the traditional BMSc program, as the RT-BMSC does not have a separate budget. Classroom and computer resources for on-campus sessions are available in the Emory
University Hospital Annex Building and the James B. Williams School of Medicine building. The Department of Radiology and Imaging Sciences’ Office of Media Services maintains audio-visual classroom support in the EUH Annex building, and the School of Medicine IT maintains classrooms and computer services in the School of Medicine building. The School of Medicine IT also provides on-site technical support for faculty and students during the on-campus sessions as well as off-site computer consultation. The University supports clinical training and assessments through the Emory Center for Experiential Learning [65].

Student Learning Outcomes

**CMPH:** The Rollins School of Public Health completes an Outcomes Assessment of the CMPH as part of its annual review of all degree programs [66] [67] [68]. The program’s instructional designers oversee the implementation of CMPH-specific evaluations of student and faculty engagement, course evaluations, faculty course evaluations, and the annual student satisfaction survey [69] [70] [71]. Evaluation data are reviewed on an on-going basis and exit survey findings are distributed to faculty, program chairs and other administrators [72].

CMPH courses are grounded in adult learning theory and principles [73]. As such, they are structured to be highly interactive and involve frequent communication between faculty and students. Instructional designers monitor the courses on a daily basis. If a faculty member has not responded to a discussion post, the instructional designer will contact the faculty. Similarly, if a student has not engaged in the course material, the instructional designer will bring this to the attention of the faculty member and program administration. RSPH has also developed a set of ten core competencies as a guide for the school’s MPH/MSPH curriculum. In addition, all programs within RSPH have developed program-specific competencies. Competencies are specific to content areas and not the type of instruction [74]. Achievement of competencies is assessed through individual course evaluations, exit surveys, and survey of graduates.

**RT-BMSc:** Annual processes are in place at the School of Medicine to assess, evaluate, and ensure the effectiveness of the Radiologic Technologist to Bachelor’s in Medical Science (RT-BMSc) program. Medical Imaging faculty complete the Student Learning Outcomes template used for all academic programs [75] [76]. The RT-BMSc program collects course and faculty evaluations each semester and conducts an exit survey of graduates [77] [78] [79]. National board pass rates and graduate employment rates are also solicited from graduates [80] [81]. The Medical Imaging Program annually reviews findings with the Program Advisory Committee. The Medical Imaging Program faculty has developed a set of core competencies as a guide for curriculum planning and revisions. Competencies are clearly identified in the Medical Imaging Program Student Handbook [82]. Achievement of competencies is assessed through individual course evaluations, exit surveys, and survey of graduates.

**Periodic Evaluation of Distance Education Programs**

All academic units are reviewed on a regular basis as part of the University’s program review process [83]. These reviews include the review of degree programs delivered through distance education. Professional schools typically combine program reviews with external reviews for professional accreditation. The CMPH program was reviewed in 2012 as part of the accreditation review by the Council on Education for Public Health [84]. The RT-BMSc program is accredited by the Joint Review Commission on Education in Radiologic Technology [85].

**Student Complaints**

There is a University-wide student complaints policy [86] that outlines Emory’s definition, documentation, and resolution processes for student complaints. Emory also has a University-wide policy specific to student complaints of discrimination [87]. The process for submitting and resolving student complaints for students enrolled in distance education courses is the same as the process for all students. Emory encourages each student to handle grievances as close to the source as possible. Each school has its own procedures and explains these to students during orientation [88] [89] and in student handbooks [90] [91]. Since the current CMPH chair
assumed her position in 2008, there has only been one formal grievance filed. This was an appeal for a failing grade (fall 2012) and was resolved at the program chair level. No formal complaints have been filed by RT-BMSc students. Please reference Requirement 4.5 Student Complaints for additional information.

**Recruitment Materials**

Materials distributed to all prospective University students, including distance education students, accurately represent the University’s policies, practices, and goals. The CMPH and RT-BMSc programs maintain up-to-date recruitment materials and admissions processes for prospective students which are publicly available online [92] [93]. The Office of Student Services under the leadership of the associate dean for admissions and student affairs provides oversight for all RSPH recruitment and admissions activities is provided by. Materials specific to the CMPH program are developed by the CMPH program associate director for academic programs with guidance from the chair and track associate directors. The RT-BMSc program director is responsible for the accuracy of materials used for student recruitment.

**Student Privacy**

Emory University has a policy that addresses the privacy of students enrolled in distance and correspondence education [94]. The University protects the privacy of all students, including students enrolled in distance education courses and programs, through compliance with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA) that govern the confidentiality and release of student information. FERPA guidelines are available to the Emory University community and public through the Office of the Registrar website [95]. Students are informed of their privacy rights during program orientation (Information Release Form) [96] and student handbooks [97] [98]. Please reference Requirement 4.8.2 Distance and Correspondence Education for more information about student privacy policies and procedures.

**Verification of Student Identity**

Emory University has policies and procedures to ensure that the student registered in a distance education course is the same student who participates in and earns credit for the class. All students, including those enrolled in distance education, are assigned a secure login and password and must use this to register for and access online systems [99]. Students enrolled in distance education courses must adhere to policies on electronic security that prohibit sharing of passwords [100]. All schools and colleges have Honor and Conduct Codes that require that all work submitted by students in fulfilling their academic course of study must be the original work of the student and must uphold academic integrity; these same codes apply to students enrolled in distance education [101] [102]. To date, all online credit-bearing courses offered by the University either follow a hybrid model that includes face-to-face meetings [103] [104] or include significant synchronous communication. This in-person and online synchronous interaction with program administrators, faculty, and peers allows students to be known and helps to verify identity for examinations and presentations. Emory University assesses no fees to verify student identity. Please reference Requirement 4.8.1 Distance and Correspondence Education for more information about the verification of student identity.

**Sources** (In Order of Appearance)

- [1] Online Courses
- [2] Coursera
- [3] Semester Online Courses
- [4] University Mission Statement
- [5] School of Public Health Mission Statement
- [6] School of Medicine Mission Statement
- [7] FACOE Membership Roster
- [8] [23] Charge to FACOE
4.8.1

Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment

☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Emory University has policies and procedures to ensure that the student registered in a distance education course is the same student who participates in and earns credit for the class. All students, including those enrolled in distance education, are assigned a secure login and password and must use this to register for and access online systems [1]. Students enrolled in distance education courses must adhere to policies on electronic security that prohibit sharing of passwords [2]. All schools and colleges have Honor and Conduct Codes that require that all work submitted by students in fulfilling their academic course of study must be the original work of the student and must uphold academic integrity; these same codes apply to students enrolled in distance education [3] [4] [5] [6] [7].

To date, all online credit-bearing courses offered by the University either follow a hybrid model that includes face-to-face meetings [8] [9] [10] or include significant synchronous communication [11]. This in-person and online synchronous interaction with program administrators, faculty, and peers allows students to be known and helps to verify identity for examinations and presentations. Course or program policies may require distance education courses to implement supervised, proctored examinations either on an Emory University campus or at another authorized site such as remote testing centers [12].

Please see 4.8: Distance Education Appendix for more detailed information about Emory University Distance Education.

Sources (In Order of Appearance)

- [1] IT Policy Conditions of Use
- [2] IT Policy Network IDs
- [3] [8] CMPH Student Manual (Page 52)
- [6] College of Arts and Sciences Honor Code
- [7] School of Theology Honor Code
- [3] [8] CMPH Student Manual (Page 49)
- [9] RT BMSc On Campus
- [10] MEMBA Residency
- [12] CMPH On-Campus Sessions
4.8.2

Written Procedure for Distance and Correspondence Education Student's Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment
☑ Compliant  □ Partially Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Emory University has a policy that addresses the privacy of students enrolled in distance and correspondence education [1]. The University protects the privacy of all students, including students enrolled in distance education courses and programs, through compliance with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA) that govern the confidentiality and release of student information. FERPA guidelines are available to the Emory University community and public through the Office of the Registrar website [2]. Students are informed of their privacy rights during program orientation (Information Release Form) [3] and student handbooks [4] [5] and an annual notification to each student through registration procedures.

Emory University provides each student with a unique computer network identification and password at the time of initial registration. These unique identifiers are required for access to University online systems including learning management software and distance education technology platforms. The systems used by Emory University are secure environments for faculty members to post assignments and examinations while ensuring the privacy of students’ assessments and grades.

Emory University IT policies require that all online applications provide explicit notice to all users at the time of login that the system is private, that it may be used only by authorized parties, and that by logging in, the user acknowledges responsibility and accountability for all activities on the system [6]. In addition, these policies prohibit the sharing or multiple use of network IDs and outline standards for remote access, encryption, and other security procedures [7] [8] [9] [10].

Course or program policies may require distance education courses to implement supervised, proctored examinations either on an Emory University campus or at another authorized site such as remote testing centers. Transfer of completed student exams to the course instructor is restricted to secured institutional e-mail or fax, authorized mail carrier, or approved secure online system.

Please see 4.8: Distance Education Appendix for more detailed information about Emory University Distance Education.

Sources (In Order of Appearance)

- [1] Distance Learning Privacy Policy
- [3] Registrar - Information Release Form
- [6] IT Policy Conditions of Use
- [7] IT Policy Network IDs
• [8] IT Policy ResNet
• [9] IT Policy EMail Forwarding
• [10] IT Policy Smart Devices
4.8.3

Written Procedure for Projected Additional Student Charges for Verification of Student Identity

An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Judgment

☐ Compliant    ☐ Partially Compliant    ☐ Non-Compliant    ☑ Not Applicable

Narrative

Emory University imposes no additional charges for the authentication of student identity.

Please see 4.8: Distance Education Appendix for more detailed information about Emory University Distance Education.
4.9

Definition of Credit Hours
The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See Commission policy "Credit Hours.")

Judgment
☑ Compliant ☐ Partially Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
In accordance with the Department of Education, Emory University defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;
2. At least an equivalent amount of work as outlined in (1) above in other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This credit hour definition applies to all certificate, undergraduate, graduate, and professional courses that award academic credit regardless of the mode of delivery. The expectation of direct classroom contact and student effort outside the classroom is the same in all course formats including but not limited to traditional lecture classes, seminars, fully online classes, or a combination of face-to-face contact and electronically delivered content. Emory defines contact as 50 minutes of engaged instruction per week over the course of a 15-week semester. A traditional lecture class would consist of 750 minutes of direct contact in the classroom and 1500 minutes of outside effort per semester for each credit hour assigned to the class for a total of 2250 minutes of work for each credit unit.

Emory recognizes other forms of engaged/structured instruction outside of the traditional lecture or seminar class (e.g. research groups, internships, service learning or civic engagement). Credit hours for these forms of instruction are guided by the three hours of work per week formula outlined in federal regulations. Laboratory classes are considered all in class with little or limited outside assignments, although this may vary across courses and disciplines. Thus, one credit unit is assigned to three hours per week of laboratory time.

Some courses include additional structured academic work beyond the classroom. These additions generally take the form of supervised activities in which students use college resources to engage in required learning activities as part of the course. An example might be a 3-unit lecture class in which students are required also to participate in a weekly 1-hour discussion section with associated homework. Total academic work for the class would consist of 4 hours per week in engaged instruction (lecture + discussion section) and 8 hours per week of homework. When additional instruction is based on supervised work similar to a lab with limited outside assignments (e.g. a film series with film viewing plus discussion but no additional outside work), one credit unit is assigned for three hours of work per week.

For independent or directed study or structured and supervised experiential learning such as internships or research, one hour of academic credit is awarded for satisfactory completion of three hours of work each week for 15 weeks. These hours include organized contact with the instructor.
to discuss, review, and evaluate the learning experience.

Activities considered as engaged instruction must be required of all students, structured, and contribute significantly to student learning and course performance. Examples of activities that do not count toward engaged instruction include readings, homework and other preparation or activities (e.g., practicing calculations). Simply logging on to the computer constitutes neither active faculty instruction nor active student learning. Active participation in online discussion boards, chats, wikis, etc., can serve as engaged instruction [1].

The School of Medicine determines the amount of credit awarded for courses according to the standards of the Liaison Committee on Medical Education (LCME), which defines academic credit in terms of weeks of instruction rather than semester hours. This standard requires a minimum of 130 weeks of instruction for the doctor of medicine degree. Therefore, Emory assigns credit hours to School of Medicine courses and clinical practicum and research requirements based on 40 clock hours in one week of instruction.

**Examples of Application**

The College of Arts and Sciences offers courses to the majority of Emory’s undergraduate students. Based on all 2012 enrollment data, the College held 6,973 students out of the total 8,862 undergraduate students [2]. Therefore, in 2011 when the University defined and implemented a new credit hour policy, the College was one of the first schools affected. The College of Arts and Sciences has outlined for its students the progression of the University’s definition and determination of credit hours; the Carnegie Unit of Credit which is the current basis of course credit hours; and the impact this change has on degree, general education, and graduation requirements [3].

To ensure continued compliance, Emory’s College of Arts and Sciences engages in regular credit hour review through its Curriculum Committee, which meets at least 2-3 times a semester [4]. Examples of meeting minutes are provided to demonstrate ongoing review of credit hours within the courses offered through the College of Arts and Sciences. These minutes illustrate the committee’s deliberation on issues such as how credit is applied to experiential learning courses [5]; necessary adjustments to credit hours for the General Education Requirements [6]; credit hour determination for lab, performance and internship courses [7]; and credit for first-year writing courses [8].

The School of Nursing’s Curriculum Committee recently reviewed the credit hours assigned to its courses, seminar, laboratory, and clinical offerings and determined that the school is in direct compliance with and generally exceeds the requirements of the University policy. This review also led the committee to formulate the following statement of clarification for students: *The School of Nursing operates on a 15 week semester. Credit hours for lecture format courses are as stated in this policy. To meet student outcome requirements set forth by the Commission on Collegiate Nursing Education (CCNE) and the National League for Nursing Accrediting Commission, contact hours for clinical laboratory, clinical experience hours, and service learning are 60 (200 minutes/week) for every one credit hour. For seminar format classes there are 30 contact hours (100 minutes/week) for one credit hour [9] [10].*

Within the Graduate School, an Executive Council is responsible for determining credit hours in alignment with the University policy of credit being awarded for one 50-minute contact period each week for an entire semester. The Laney Graduate School’s full-time enrollment status is only 9 credit hours per term, so it focuses heavily on credit being appropriate to the proportion of a student’s time devoted to the required research for each degree program [11]. In January of 2012, as the Graduate School implemented Emory’s new credit hour policy, the Executive Council discussed matching credit hours with student contact hours [12] and continued this discussion at its March, 2012 meeting [13]. This change (1:1 match for contact/credit hours), along with a timeline for implementation across the school, was announced to all directors and program
administrators in the Graduate School on April 20, 2012 [14]. The Graduate School only approves new courses and revisions to existing courses that are compliant with the University credit hour policy, and checks to ensure contact/credit-hour matching of courses scheduled to be taught in an upcoming semester.

Sources (In Order of Appearance)

- [1] University Credit Hours Policy
- [2] Fall 2012 Enrollment by Degree Program (Page 6)
- [3] College of Arts and Sciences - Credit Hour Changes
- [4] Curriculum Committee Spring 2012 Meeting 3 Minutes (Page 2)
- [5] Curriculum Committee Fall 2011 Meeting Minutes (Page 4)
- [6] Curriculum Committee Fall 2012 Meeting Minutes
- [7] Curriculum Committee Fall 2012 Meeting 2 Minutes (Page 2)
- [8] Curriculum Committee Spring 2013 Meeting 1 Minutes (Page 2)
- [9] School of Nursing Credit Hour Review
- [10] School of Nursing Curriculum Committee Meeting Minutes - Credit Hour Discussion (Page 2)
- [12] Graduate School Executive Council Meeting Minutes January 10, 2012 (Page 2)
- [14] Graduate School Credit Hours Change Announcement April 20, 2012
INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS

GENERAL INFORMATION

Name of Institution  Emory University

Name, Title, Phone number, and email address of Accreditation Liaison
Nancy Gourash Bliwise, Ph.D.
Associate Vice Provost for Academic Planning
Office of Institutional Research, Planning, and Effectiveness
404-218-9121
nbliwis@emory.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Kristen Rohde
Accreditation Coordinator
Office of Institutional Research, Planning, and Effectiveness
770-490-2744
krohde@emory.edu

Submission date of this completed document:  September 10, 2013
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)
   - Diploma or certificate program(s) requiring less than one year beyond Grade 12
   - Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
   - Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
   - Professional degree program(s)
   - Master's degree program(s)
   - Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
   - Doctoral degree program(s)
   - Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)
   - Occupational certificate or diploma program(s)
   - Occupational degree program(s)
   - Two-year programs designed for transfer to a baccalaureate institution
   - Liberal Arts and General
   - Teacher Preparatory
   - Professional
   - Other (Specify) _____
GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☒ Private (check one)
  ☒ Independent, not-for-profit

Name of corporation OR
Name of religious affiliation and control: Affiliation with United Methodist Church

☐ Independent, for-profit *

If publicly traded, name of parent company: ______

☐ Public state *(check one)
  ☐ Not part of a state system, institution has own independent board
  ☐ Part of a state system, system board serves as governing board
  ☐ Part of a state system, system board is super governing board, local governing
    board has delegated authority
  ☐ Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system
  operation must be submitted as part of the Compliance Certification for the decennial review. See
  Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional
  direction.”

INSTITUTIONAL INFORMATION
FOR REVIEWERS

Directions: Please address the following and attach the information to this form.

1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its
geographic service area, and a description of the composition of the student population. Include
a description of any unusual or distinctive features of the institution and a description of the
admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are
considered peers. Please limit this section to one-half page.
2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

3. Off-Site Locations and Distance and Correspondence Education

Off-Site Locations:

List locations (country, state, and city) where course work toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. For each site, indicate the partial or complete degree offered and, for each degree, certificate, or diploma, whether a student can obtain 50 percent of credits toward any of the educational programs.

Distance and Correspondence Education

Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

4. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which of the other accrediting agencies serves that purpose.

(3) List any agency that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

(4) Describe any sanctions applied or negative actions taken by any of these accrediting bodies (including the Commission) during the two years previous to the submission of this report. Include a copy of the letter to the institution from the agency.

5. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Document History
Adopted: September 2004
Updated: February 2008
Revised: March 2011
Edited: January 2012
1. History and Characteristics

Emory is located on a wooded campus of approximately 650 acres six miles east of downtown Atlanta. The University currently enrolls approximately 7,600 students in undergraduate programs and 6,500 students in graduate and professional programs. Its student body comprises a diverse community: 55 percent are women, 1/3 belong to U.S. ethnic or racial minorities, and roughly 2000 are international students representing more than 100 countries. Of the nine schools and colleges that make up Emory, two—Emory College and Oxford College—enroll undergraduates only. The business and nursing schools educate both undergraduate and graduate students, and the remaining five—the schools of theology, law, medicine and public health and the graduate school—enroll only graduate and professional students.

Emory was founded in 1836 as a small college for men and named after a Methodist bishop, John Emory. The founders, after establishing the town of Oxford to house the college, welcomed its first class of fifteen students in September 1838 with a curriculum including classical languages, mathematics, natural sciences, philosophy, and Bible. The first diplomas were awarded in 1841. Emory suspended operations during the Civil War, reopening in 1866, and over the next half century added a bachelor of philosophy, a master of arts, and professional education, as the student body grew to more than three hundred.

In 1915 Asa Candler of the Coca-Cola Company pledged funds and land for a university, which would merge with the existing school and move to the Atlanta campus in 1919. Within a few years the Atlanta Medical College had joined Emory as its medical school and the graduate and business schools had been established. Women, who had enrolled at Emory since 1917, came to campus as residential students in 1953, and after the University sued over segregation laws and won a decision in the state Supreme Court, Emory graduated its first African American students in 1963. Women and African Americans joined the faculty shortly thereafter.

A large gift from Coca-Cola chairman Robert Woodruff and his brother, George, in 1979 enabled Emory to make great strides in programming, recruitment, and construction. Rankings for the University and its individual schools have risen steadily, and in 1995 Emory gained admission to the Association of American Universities. A strategic plan unveiled in 2005 to guide further development has led to initiatives in neuroscience, predictive health, computational and life sciences, comparative religion, race and difference, and other areas. A new office of sustainability set a goal to reduce Emory’s energy consumption 25 percent by 2015, and a broadened commitment to community engagement saw the University named this year to President Obama’s Higher Education Honor Roll for Community Service.

The past decade has also transformed Emory physically, both in Atlanta and Oxford, with new homes for the theology and medical schools, a Center for Psychology and Interdisciplinary Sciences, and new freshman residence halls and graduate student housing.

The faculty is distinguished by His Holiness the Dalai Lama, two-time Booker Prize winner Salman Rushdie, and the current United States Poet Laureate, Natasha Trethewey, as well as members of the Institute of Medicine, the National Academy of Sciences, the American Academy of Arts and Sciences, and the American Association for the Advancement of Science. Emory students arrive on campus after a highly selective admissions process (in 2012, out of 17,493 total undergraduate applicants, 4,627 were accepted making a 26.5% acceptance rate) and, once here, excel. In 2012 the U.S. Supreme Court agreed to hear a case brought by Emory law school students, the first time the high court had agreed to hear a student-initiated case. In 2010-11 the Barkley Forum undergraduate debate team became the first team in forty years to win the top national award two years in a row. Emory has graduated eighteen Rhodes Scholars and, since 2003, five Marshall Scholars and four students selected to serve as White House interns.

With eminent research faculty who are also dedicated to teaching, outstanding students who carry their learning into the community, and first-rate facilities to support these efforts, Emory University is steadily achieving its vision of “a destination university, internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action.”
### 2. List of Degrees

Emory offers undergraduate and graduate degrees which are listed in the table below. Full listings of the degrees offered by each school, along with dual degrees, and the majors or concentrations within each degree can be found on the school websites listed below.

<table>
<thead>
<tr>
<th>School or College</th>
<th>Degrees Offered</th>
<th>Website Listing Degrees and Concentrations/ Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxford College</td>
<td>AA</td>
<td><a href="http://www.emory.edu/home/academics/programs/college.html">http://www.emory.edu/home/academics/programs/college.html</a></td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>BA, BS</td>
<td></td>
</tr>
<tr>
<td>Business School</td>
<td>BBA, MBA, PhD</td>
<td><a href="http://www.emory.edu/home/academics/programs/business.html">http://www.emory.edu/home/academics/programs/business.html</a></td>
</tr>
<tr>
<td>School of Nursing</td>
<td>BSN, MSN, PhD</td>
<td><a href="http://www.emory.edu/home/academics/programs/nursing.html">http://www.emory.edu/home/academics/programs/nursing.html</a></td>
</tr>
<tr>
<td>Graduate School</td>
<td>MA, MAT, MDP, MM, MSM, MS, MSCR, PhD</td>
<td><a href="http://www.emory.edu/home/academics/programs/graduate.html">http://www.emory.edu/home/academics/programs/graduate.html</a></td>
</tr>
<tr>
<td>School of Medicine</td>
<td>BMSc, DPT, MMSc, MD</td>
<td><a href="http://www.emory.edu/home/academics/programs/medicine.html">http://www.emory.edu/home/academics/programs/medicine.html</a></td>
</tr>
<tr>
<td>School of Public Health</td>
<td>MPH, MSPH, PhD</td>
<td><a href="http://www.emory.edu/home/academics/programs/public-health.html">http://www.emory.edu/home/academics/programs/public-health.html</a></td>
</tr>
<tr>
<td>School of Law</td>
<td>LLM, JM, JD, SJD</td>
<td><a href="http://www.emory.edu/home/academics/programs/law.html">http://www.emory.edu/home/academics/programs/law.html</a></td>
</tr>
<tr>
<td>School of Theology</td>
<td>MDiv, MTS, ThM, ThD, DMin</td>
<td><a href="http://www.emory.edu/home/academics/programs/theology.html">http://www.emory.edu/home/academics/programs/theology.html</a></td>
</tr>
</tbody>
</table>
3. Off-Site Locations and Distance and Correspondence Education

Off-Site Locations

Emory’s Oxford College campus is an off-campus instructional site in Oxford, GA that is permanent in nature, offers courses leading to the Associate in Arts degree (for which students can obtain at least 50 percent of credits towards the degree) and has its own faculty and administrative supervision. Budgetary and hiring authority for Oxford College, however, is controlled through the main Emory University campus administration.

Distance and Correspondence Education

The Career Master of Public Health (CMPH) is a distance-based master of public health program designed to meet the needs of public health professionals and other professionals with a strong interest in the field. The forty-two credit hour program allows midcareer professionals with at least three years of professional experience to remain employed while pursuing an advanced degree that will enable them to remain competitive and meet the challenges of public health in the future. The master of public health degree can be earned in approximately two and a half academic years (seven semesters) and requires students to attend classes on campus for the weekend at the beginning and end of each semester. All other coursework is delivered online through web-based course management software. Students are advised to take 3 courses per semester (6 credit hours). Faculty in the Career MPH program are nationally recognized in their fields and hold positions at the Rollins School of Public Health, other entities within Emory University, Centers for Disease Control and Prevention, private industry, and other organizations. Career MPH students may be located anywhere in the United States or abroad as long as there is access to the internet. Students must be able to travel to the Emory University campus two times per semester (Friday-Sunday) to attend classes. Career MPH students currently reside in more than 20 states across the country and internationally. The Master of Public Health degree is the only degree that can be completed primarily through electronic means. The CPMH enrollment for fall 2012 was 153 students.

The School of Medicine’s RT-BMSc distance learning program is designed for individuals holding an RT (Radiology Technician) degree and wish to complete their BMSc (Bachelors of Medical Science) in Medical Imaging. Most courses are hybrid in format with predominantly online components and 1 on campus class meeting per semester which typically occur on Friday evenings or Saturdays. Students enrolled in the full-time program attend classes for 3 semesters (summer, fall, and spring) or one academic year and take 16-20 hours per term, for a total of 48-60 total credit hours in order for degree completion. Students enrolled in the part-time program attend classes for 6 semesters/ two academic years and typically take 8-10 hours per term. The RT-BMSc enrollment for fall 2012 was 24 students.
4. Accreditation

SACSCOC is the primary accreditor for Emory University. Additional accreditations are listed in the table below. Please refer to Standard 3.13.1: Accrediting Decisions of Other Agencies in Emory’s Compliance Certification for further details and documentation.

<table>
<thead>
<tr>
<th>Academic School</th>
<th>Accreditating Body</th>
<th>Last Review Date</th>
<th>Upcoming Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Theology</td>
<td>Association of Theological Schools in the U.S. and Canada (ATS)</td>
<td>2003</td>
<td>2013</td>
</tr>
<tr>
<td>School of Business</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>2011</td>
<td>2016</td>
</tr>
<tr>
<td>Graduate School</td>
<td>American Psychological Association (APA)</td>
<td>2008</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td>2007</td>
<td>2014</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Council on Education for Public Health (CEPH)</td>
<td>2012</td>
<td>2019</td>
</tr>
<tr>
<td>School of Law</td>
<td>American Bar Association (ABA)</td>
<td>2009</td>
<td>2016</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>Accreditation Council for Continuing Medical Educators (ACCME)</td>
<td>2011</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>Accreditation Council for Pharmacy Education (ACPE)</td>
<td>2009</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td>Accreditation Review Commission on Education for the Physician’s Assistant (ARC-PA)</td>
<td>2013</td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td>Accreditation Council for Graduate Medical Educators (ACGME)</td>
<td>2012</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>American Dental Association (ADA)</td>
<td>2012</td>
<td>2016</td>
</tr>
<tr>
<td></td>
<td>Association of American Medical Colleges and Liaison Committee on Medical Education (AAMC/LCME)</td>
<td>2008</td>
<td>2015-2016</td>
</tr>
<tr>
<td></td>
<td>Commission on Accreditation in Physical Therapy Education (CAPTE)</td>
<td>2010</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>Commission on Dental Accreditation (CODA)</td>
<td>2009</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td>Joint Review Committee on Education in Radiological Technology (JRCERT)</td>
<td>2010</td>
<td>2018</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2009</td>
<td>2019</td>
</tr>
</tbody>
</table>

Emory University also previously held the National Association of Schools of Music (NASM) accreditation, but no longer maintains this. The decision was made by the faculty in 2009 to not apply for renewal this accreditation due to curricular changes that were happening in the program as a response to the 2008 economic downturn. After much discussion, the majority of the faculty decided that NASM imposed curricular restrictions upon the music program that were incompatible with the department’s vision as a part of a liberal arts college and a research university, as NASM primarily accredits “schools” of music, which focus on the training of performing musicians and K-12 music educators, rather than academic “departments” of music such as Emory. NASM was notified of Emory’s decision not to renew this accreditation on September 1, 2009.

5. Relationship to the U.S. Department of Education

Emory University has had no limitations, suspensions, or terminations by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years.
Emory University
Office of the Provost

Claire E. Sterk
Provost and Executive Vice President for Academic Affairs

Maryam Alavi
Interim Dean, Goizueta Business School

Dorothy Brown
Vice Provost for Academic Affairs

Stephen H. Bowen
Dean and CEO, Oxford College

Ozzie Harris
Sr. Vice Provost for Community and Diversity

James W. Curran*
Dean, Rollins School of Public Health

Charlotte Johnson
Sr. Vice Provost for Administration

Robin Forman
Dean, Emory College of Arts and Sciences

Richard Mendola**
Sr. Vice Provost for Library Services and Digital Scholarship***

Christian Larsen*
Dean, School of Medicine

Lynn Zimmerman
Sr. Vice Provost for Undergraduate and Continuing Education

Janice Love
Dean, Candler School of Theology

Philip Wainwright
Vice Provost for International Affairs

Linda McCauley*
Dean, Nell Hodgson Woodruff School of Nursing

David Wynes**
Vice President for Research Administration

Robert Schapiro
Dean, School of Law

Bonnie Speed
Director, Michael C. Carlos Museum

Lisa A. Tedesco
Dean, Laney Graduate School

Paul Root Wolpe
Director, Center for Ethics

Stuart Zola*
Director, Yerkes Primate Research Center

*Also reports to Executive VP for Health Affairs
**Also reports to Executive VP for Finance and Administration
***Also serves as Enterprise Chief Information Officer
LGS Organizational Chart

Vice Provost for Academic Affairs - Graduate Studies and Dean
Lisa A. Tedesco

Assistant Dean and Director/Development
Katie Busch

Assistant Director
Robin Zebrowitz Harpak

Program Coordinator
Mary Moore

Administrative Assistant
Sharon Jordan

Associate Dean
Evaluation & Institutional Research
Carey Drews-Botsch

Assistant Dean**
Program Planning and Strategic Initiatives
Rosemary Hynes

Information & Business Analyst
Linda Freeman

Information Analyst
Tammy Coleman-Starling

Communications Specialist
Melissa Gilstrap

Program Coordinator
Leah Carswell

Assistant Dean, Operations
Ulf Nilsson

Information Analyst
Queen Watson

Manager, Enrollment Processes and Records
Tamika Hairston-Miles

Administrative Assistant
Belinda Grant

Admissions Assistant
Renee Webb

Assistant Dean, Operations
Ulf Nilsson

Director, James Weldon Johnson Institute for the Study of Race & Difference

Director of Graduate Studies, GDBBS
Director, IDN
Director, MDP
Directors of Graduate Studies

Director, Finance & Budgeting
Jose Rodriguez

Executive Administrative Assistant / HR Coordinator
Donna Lynch-Cunningham

Senior Accountant
Theresa Cox-Kenney

Senior Accountant
Geri Thomas

Financial Analyst
Marquis Coaxum

Director, Recruitment and Diversity
Kharen Fulton

Director, ELSP
Grace Canseco

Assistant Dean
Student Affairs
Cora MacBeth

Sr. Associate Dean*
Cathryn Johnson

Program Coordinator/
Academic & Student Affairs
Vacant

* Responsibilities include academic affairs, faculty governance and policy, DGS and Executive Council preparations, professionalization programs and fellowships.

** Program planning; program liaison; resource planning and identification; new initiatives – design, planning and implementation strategies; program innovations; ongoing and new University-wide collaborations and partnerships.