



**FIFTH YEAR INTERIM REPORT**  
**Southern Association of Colleges and Schools**

**March 15, 2010**

**Name of the Institution: Emory University**

**Address of the Institution: 201 Dowman Drive, Atlanta, GA 30322**

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| NOT APPLICABLE  |            |

**PART I: SIGNATURES ATTESTING TO INTEGRITY**

By signing below, we attest to the following:

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

Date of submission: March 14, 2010

Accreditation Liaison  
Santa Ono, Senior Vice Provost for Undergraduate Education and Academic Affairs

Signature: [Signature provided in the hardcopy]

Chief Executive Officer  
James Wagner, President

Signature: [Signature provided in the hardcopy]

**PART II:**  
**THE ABBREVIATED INSTITUTIONAL SUMMARY FORM**  
**PREPARED FOR COMMISSION REVIEWS**

**A. History and Characteristics**

*Cor Prudentis Possidebit Scientiam*

The wise heart seeks knowledge.

—Emory University motto (Proverbs 18:15)

Emory was founded in 1836 when a small band of Methodists in Newton County dedicated themselves to building a new town and college. They called the town Oxford, after the university of John and Charles Wesley. They called the college Emory, after American bishop John Emory. From its beginnings Emory has sought to preserve the ideals of its nineteenth-century public spirit—emphasizing hope for a better future, democratic conviction about the importance of individuals, and progressive reform in education. Then and now, Emory has aimed to nurture moral imagination, critical intellect, and aesthetic judgment.

The College opened its doors on September 17, 1838, when Ignatius Alphonso Few, the first president, and three other faculty members welcomed fifteen freshmen and sophomores. Emory faced serious financial strain throughout its first fifty years. When civil war broke out in 1861, every student left to fight, and Emory closed its doors. In 1864 its buildings were used for military hospitals, and its libraries and equipment were destroyed. When the College reopened in January 1866, only three faculty members (including the president) returned to campus. But within a decade the College had established itself on a firm-enough footing to construct its first three new buildings in more than twenty years. In the 1870s some trustees suggested that Emory should move to the growing city of Atlanta. In 1914, a protracted struggle between the Vanderbilt Board of Trust and the bishops of the Methodist Episcopal Church, South, landed in

the Tennessee State Supreme Court. The issue was control of Vanderbilt, and the court ended up siding with the university's trustees. Consequently, the church severed its long relationship with Vanderbilt and made plans to create a new university in the Southeast. Asa Candler, founder of The Coca-Cola Company and brother to former Emory President Warren Candler, helped the church decide that the new university should be built in Atlanta. Writing to the Educational Commission of the church in June 1914, Candler offered "the sum of one million dollars" and seventy-two acres of land. With such munificence at its disposal, the commission quickly made up its mind, and the Emory College trustees themselves soon agreed to move the college to Atlanta. The new university received its charter from county Superior Court in January 1915, and the following year the schools of law and theology moved into new marble buildings. By September 1919, when Emory College moved from Oxford to Druid Hills, schools of theology, law, medicine, business, and graduate studies were already firmly settled. In time, schools of nursing and dentistry would join the family, although dentistry would close in 1990, to be replaced by the Rollins School of Public Health. Today the Druid Hills campus includes at least nine buildings on the National Register of Historic Places and incorporates land that was the site of some of the earliest white settlers in DeKalb County (as well as a campsite of one wing of General Sherman's army in July 1864). And while Emory was founded by slave-owners and forbidden by state law from educating African-Americans at the same time it enrolled white students, in 1962 the University went to court to win the right to enroll students without regard to race.

Brothers Robert and George Woodruff played a key role in transforming Emory into a major research institution. In 1966, thanks largely to Robert Woodruff, the U.S. Centers for Disease Control opened on Clifton Road, next to Emory. Woodruff provided the funds to start Emory's Winship Cancer Institute, set Emory's Nell Hodgson Woodruff School of Nursing on

its feet, and organize The Emory Clinic. During the same years, Emory professor Thomas Altizer gained widespread notoriety for publishing a 1965 scholarly work that posed the question of the “death of God.” A firestorm erupted in conservative church circles, but the trustees and the university administration stood by Altizer’s academic freedom, earning accolades as a result.

The course of Emory’s history changed dramatically in November 1979 when Robert and George Woodruff transferred to Emory \$105 million in Coca-Cola stock (worth more than more than \$800 million dollars in 2009). At the time the largest single gift to any institution of higher education in American history, the Woodruff gift made a profound impact on Emory’s direction over the next two decades, boosting the University into the top ranks of American research universities.

Today Emory continues to build on its historic commitments. The [mission](#) of Emory University is to create, preserve, teach, and apply knowledge in the service of humanity. The [bylaws](#) of the university also reflect this longstanding connection between Emory’s roots and its present-day activities. As late Emeritus Professor James Harvey Young put it, Emory has always sought “to make the chief ends of teaching and learning not simply the advancement of scholarly knowledge and professional expertise but also the cultivation of humane wisdom and moral integrity.” The small community of scholars founded in 1836 has changed, but Emory’s commitments to teaching, inquiry, and service have not. The university’s emphasis on excellence in research and teaching at all levels continues to push it into [the top tier of American universities](#). Emory also benefits from partnerships with eminent world figures who have held faculty positions, including the novelist Salman Rushdie, Archbishop Desmond Tutu, His Holiness the Dalai Lama, and former President Jimmy Carter, who has been University Distinguished Professor since 1982, when The Carter Center affiliated with Emory.

In 2005 Emory engaged in a strategic planning process that led to a comprehensive [Strategic Plan](#) for the years 2005 to 2015. The plan provides a framework for Emory to achieve its [vision](#) of becoming “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.” Emory has identified 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.

President James W. Wagner informs the Board of Trustees annually of advancements and progress related to the Strategic Plan, providing systematic [reviews and updates](#). He utilizes a set of [dashboard indicators](#) (see Appendix II) assessing Emory’s progress in the following areas:

- student selectivity, diversity, financial need, and the undergraduate experience;
- faculty recruitment and retention, diversity, compensation, instruction, research, and reputation;
- staff diversity and work environment;
- philanthropy;
- healthcare.



In a continuing effort to fulfill Emory's vision as a destination university, President Wagner and his leadership team have initiated a \$1.6 billion [Comprehensive Campaign](#). Publicly launched September 25, 2008, the campaign has realized over \$1 billion to date. Emory researchers have contributed to this positive momentum by attracting \$411.2 million in funding in fiscal year 2008 from external sponsoring agencies, with the majority of funds coming from the National Institutes of Health.

Emory's recent accolades highlight additional steps forward in reaching its strategic goals. For example:

- Emory's Winship Cancer Institute was [named Georgia's first and only cancer center](#) designated by the National Cancer Institute.
- The *Chronicle of Higher Education* recognized Emory in 2009 as one of the nation's "[Great Colleges and Universities to Work For](#)."
- [Dr. Rafi Ahmed](#), director of the Emory Vaccine Center, was elected in 2009 to the National Academy of Sciences.
- President James W. Wagner, along with Emory neurology professor Dr. Mahlon DeLong, was [elected to the American Academy of Arts and Sciences](#) in 2009. University Provost Earl Lewis and Emory Professor Frans de Waal, Director of the Living Links Center at the Yerkes National Primate Research Center, were [elected in 2008](#).
- The American Association for the Advancement of Science (AAAS) awarded the distinction of [Fellow to Emory faculty scientists](#) Jocelyne Bachevalier, Dale E. Edmondson and Barry D. Shur in 2008.
- English Professor Martine Watson Brownley received the [2009 Governor's Award](#) in the Humanities for her scholarship, outreach and advocacy of the liberal arts.
- Two Emory residence halls became among the first in metro Atlanta to achieve LEED-Gold certification, along with a third on the Oxford campus. In recognition of its environmental stewardship, Emory received the [2008 Distinguished Conservationist of the Year award](#) from the Georgia Conservancy.
- Emory received the 2008 [Presidential Award for General Community Service](#), the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement.

Emory is making progress in achieving its strategic goals, and each of the University's schools and units continues to implement its mission within a new era of constrained resources.

In addition to SACS, the following bodies accredit schools or programs within the University:

- Accreditation Council for Graduate Medical Educators
- American Bar Association
- American Council of Pharmaceutical Education
- American Dental Association
- American Dietetic Association
- American Physical Therapy Association
- American Psychological Association
- Association for the Accreditation of Human Research Protection Programs
- Association for Clinical Pastoral Education
- Association of American Medical Colleges
- Association to Advance Collegiate Schools of Business
- Association of Theological Schools in the U.S. and Canada
- Commission on Collegiate Nursing Education
- Council on Education for Public Health
- Joint Review Committee on Education in Radiological Technology
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education

## B. List of Degrees

**Requirement:** 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.

### Narrative:

The link below provides access to all degrees currently offered at Emory University. The link references data extracted from OPUS, the University's Enterprise Student Information System.

All new degree programs have to be approved by the Board of Trustees and are entered into OPUS as the source system of record.

| Source   | Links/Special Instructions  |
|--|---|
| The tables<br>ACAD_PROG_TBL<br>ACAD_PLAN_TBL<br>ACAD_SUBPLN_TBL<br>from Emory's<br>implementation of<br>PeopleSoft Student<br>Administration | <a href="http://webdrive.service.emory.edu/groups/vpaap/registrar/Public/SACS/">http://webdrive.service.emory.edu/groups/vpaap/registrar/Public/SACS/</a><br>(Provided by Thomas J. Millen, University Registrar) |

## C. Locations and Distance Education

### Requirements:

1. List all new off-campus sites established since your previous reaffirmation where a student can obtain 50 percent or more of credits toward the educational program.
2. List all locations (country, state, and city) where coursework 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.
3. Provide a brief description of distance education credit offerings that can be obtained primarily through electronic means and indicate where the students are located. Indicate any degree or certificate programs that can be completed primarily through electronic means. Please limit this brief description to one-half page.

**Narrative:**

**1. New Off-Campus Sites**

Emory University has no new off-campus sites.

**2. Locations**

| <b>Country</b> | <b>State</b> | <b>City</b> | <b>Credits</b> | <b>&gt;=50%<br/>Degrees</b>  |
|----------------|--------------|-------------|----------------|--|
| United States  | Georgia      | Oxford      | Yes            | AA   |
| United States  | Georgia      | Atlanta     | Yes            | BA, BS, BBA, MBA,<br>MDV, MTS, MT, THD,<br>PHD, DAST, MA, MS, MM,<br>MSM, MAT, JD, LLM, SJD,<br>BMS, DPT, MMS, MD,<br>BSN, MSN, PMPS, MSPH,<br>MPH |

**3. Brief Description of Distance Education Credit Offerings**

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 [Modular Executive MBA](#) (MEMBA) Program combines traditional on-campus classroom learning with online distance learning designed to fit an executive's schedule. The MEMBA Program course schedule consists of on-campus residencies (70%) and distance learning (30%). The 11-week period between on-campus residencies comprises the distance learning component of the program. Between residencies, Goizueta faculty engage students in class discussions, as well as team and individual assignments, in a distributed, computer-based learning format. MEMBA students receive program-specific training and dedicated support from a Goizueta Learning Technologist to assist them in managing the distance learning component of their MEMBA studies.

## Appendix II

| Document                           | Location  |
|------------------------------------|---|
| 2008-09 Emory University Dashboard | <a href="#">..\Appendices\Part III.3.3.1\2008-09 Emory Univ Dashboard.pdf</a> |

**PART III:  
THE ABBREVIATED COMPLIANCE CERTIFICATION**

**Core Requirement 2.8**

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

Compliance                       Non-Compliance

**Narrative:**

The [mission](#) of Emory University is to create, preserve, teach and apply knowledge in the service of humanity. The university has an adequate number of full-time faculty members to support this mission and to ensure the quality and integrity of its academic programs. Five measures, outlined below, demonstrate the university's compliance with this core requirement:

- 1) Number of full-time faculty
- 2) Full-time faculty as a percentage of instructional faculty FTE
- 3) Ratio of faculty to undergraduate students
- 4) Ratio of faculty to graduate/professional students
- 5) Measures of faculty quality
  - a. Scholarly Productivity Rankings
  - b. Academy Members and Award Recipients
  - c. Student Satisfaction with Faculty
  - d. Emory Healthcare Patient Satisfaction
  - e. The Faculty Distinction Fund
  - f. Growth in external research funding

**1. Number of Full-Time Faculty.** As of fall 2009, Emory University employs 3,124 regular full-time faculty, which includes 1,205 assistant professors, 609 associate professors, 670 professors, and 640 faculty with other ranks (lecturers, senior lecturers, and instructors). Regular

full-time faculty are defined as those faculty whose major employment is with Emory University, whose primary assignment is in teaching, research, and/or clinical areas, and whose employment is based upon a contract for full-time employees. Adjuncts and other temporary appointments, librarians, and faculty who occupy senior administrative positions above the chair level are not included in this category. The total number of regular full-time faculty has grown by 23% over the past five years. As Table 1 illustrates, between 2004 and 2009 Emory experienced a net gain of 581 full-time faculty while improving the representation of both minorities and women.

**TABLE 1**

**Growth in regular full-time faculty, 2004 to 2009**

|                     | <b>2004-05</b> | <b>2009-10</b> |
|---------------------|----------------|----------------|
| All Regular FT      | 2,543          | 3,124          |
| Assistant Professor | 1,010          | 1,205          |
| Associate Professor | 526            | 609            |
| Professor           | 597            | 670            |
| Other Ranks         | 410            | 640            |
| % Female Faculty    | 35%            | 38%            |
| % Minorities        | 24%            | 29%            |

Emory College of Arts and Sciences employs 578 regular full time faculty, with approximately three quarters of them being tenured or tenure track. The College appoints to its permanent faculty only persons with qualifications to teach at both graduate and undergraduate level. All tenured and tenure-track faculty hold the PhD or other appropriate doctorate, except a few faculty in the fine arts (dance, theater, creative writing), who hold MFA's or other appropriate qualifications. All the permanent lecturers have doctorates or hold appropriate master's degrees.

Oxford College has 56 full-time faculty, with the majority (80%) holding tenured or tenure track appointments. No class sections at Oxford College are taught by graduate students.

In 2009-10 the number of regular full-time faculty in the Goizueta Business School is 81, with 76 at the assistant professor, associate professor, and professor ranks. Two-thirds of these faculty are tenured or tenured track, and all but a handful have doctorates in their respective fields. Business faculty who do not have doctorate degrees are screened by administrative personnel for appropriate professional qualifications that are relevant to the courses being taught.

The Nell Hodgson School of Nursing employs 43 regular full-time faculty. All faculty who teach in the graduate program at the master's level have extensive clinical and teaching experience and a scholarly background—no less than a master's degree—in nursing. All are licensed in the state of Georgia.

The School of Medicine has more than 2,000 full time faculty, reflecting an increase of 22% since 2004. The size and quality of the faculty is more than adequate to carry out the medical school's mission, as demonstrated by faculty success in extramural funding, in expanding clinical programs, and in implementing a new, innovative curriculum. All faculty who teach in the School of Medicine have advanced education and certification.

The Rollins School of Public Health employs 134 regular full-time faculty, 58% of whom are tenured or tenure-track. In addition, programs share expertise with cross-appointed faculty in the school and part-time faculty from neighboring public health institutions (i.e., the U.S. Centers for Disease Control).

Candler School of Theology has 51 regular full-time faculty. Eighty-two percent are tenured or tenure track.

In the School of Law, 55 full-time faculty teach in the J.D. program; 80% of them are tenured or tenure track. The LL.M. program, which enrolls approximately 10 students each year, allows students to take courses from the same faculty.



All of the Laney Graduate School faculty hold appointments in other schools described above. Faculty eligibility to teach graduate level courses and serve as thesis and dissertation mentors hinges on their successful performance as scholars in their respective fields. Publication records in peer-reviewed journals, memberships in professional societies, and invited presentations at national and international conferences are important criteria for assessing eligibility to become a graduate faculty member.

**2. Percentage of instructional faculty FTE who are full-time.** In 2008-09 Emory ranked eighth among the top 20 national universities as ranked by the *U.S. News and World Report* in its percentage of instructional faculty FTE who are full-time, with 95% of Emory’s instructional faculty meeting this criterion. See Table 2 below.

**TABLE 2**

**Full-Time Faculty as % of Instructional Faculty FTE: Top 20 National Universities**

| <i>U.S. News and World Report Overall Rank</i> | University                         | Full-Time Faculty as % of Instructional FTE |
|--|------------------------------------|---|
| 4  | Stanford University (CA)           | 99%   |
| 14   | Johns Hopkins University (MD)      | 98%   |
| 15   | Cornell University (NY)            | 98%   |
| 4  | California Institute of Technology | 97%   |
| 10   | Duke University (NC)               | 97%   |
| 12   | Northwestern University (IL)       | 96%   |
| 20   | University of Notre Dame (IN)      | 96%   |
| <b>17</b>                                      | <b>Emory University (GA)</b>       | <b>95%</b>                                  |
| 12   | Washington University in St. Louis | 94%   |
| 1  | Harvard University (MA)            | 93%   |
| 11   | Dartmouth College (NH)             | 93%   |
| 16   | Brown University (RI)              | 93%   |
| 17   | Rice University (TX)               | 93%   |
| 17   | Vanderbilt University (TN)         | 93%   |
| 1  | Princeton University (NJ)          | 92%   |
| 8  | Columbia University (NY)           | 92%   |
| 4  | Massachusetts Inst. of Technology  | 90%   |
| 3  | Yale University (CT)               | 88%   |
| 4  | University of Pennsylvania         | 86%   |
| 8  | University of Chicago              | 86%   |

During the same academic year, the percentage of sections taught by full-time faculty ranged from 67% in Rollins School of Public Health to 94% in School of Medicine. Within the Emory College of Arts and Sciences programs, three-fourths of the sections were taught by full-time faculty (see [2008-2009 Sections Taught by Full-Time Faculty](#) in the Appendix III.2.8).

**3. Ratio of faculty to undergraduate students.** In 2008-09, Emory ranked ninth among the top 20 national universities for its faculty-undergraduate student ratio, with 7 undergraduates for every 1 faculty member (see Table 3, “Undergraduate Student/Faculty Ratio”).

**TABLE 3**  
**Undergraduate Student to Faculty Ratio: Top 20 National Universities**

| <i>U.S. News and World Report Overall Rank</i> | <b>University</b>                  | <b>Student/faculty ratio</b> |
|--|------------------------------------|------------------------------|
| 4  | California Institute of Technology | 3                            |
| 1  | Princeton University (NJ)          | 5                            |
| 17   | Rice University (TX)               | 5                            |
| 3  | Yale University (CT)               | 6                            |
| 4  | Stanford University (CA)           | 6                            |
| 4  | University of Pennsylvania         | 6                            |
| 8  | Columbia University (NY)           | 6                            |
| 8  | University of Chicago              | 6                            |
| 1  | Harvard University (MA)            | 7                            |
| 4  | Massachusetts Inst. of Technology  | 7                            |
| 12   | Northwestern University (IL)       | 7                            |
| 12   | Washington University in St. Louis | 7                            |
| <b>17</b>                                      | <b>Emory University (GA)</b>       | <b>7</b>                     |
| 10   | Duke University (NC)               | 8                            |
| 11   | Dartmouth College (NH)             | 8                            |
| 16   | Brown University (RI)              | 8                            |
| 17   | Vanderbilt University (TN)         | 8                            |
| 15   | Cornell University (NY)            | 10                           |
| 14   | Johns Hopkins University (MD)      | 11                           |
| 20   | University of Notre Dame (IN)      | 12                           |

Emory also ranks 13<sup>th</sup> in the percentage of classes taught with fewer than 20 enrolled students. In 2008-09, 68% of Emory undergraduate classes had an enrollment of less than 20 (see Table 4, “Percent of classes under 20”). Undergraduate classes at Emory College of Arts and Sciences and Emory's [Oxford College](#) have an average size of 19 students. The small class size and the

quality of the faculty together provide students an exceptional learning environment. Emory is well equipped to fulfill its core teaching commitments.

**TABLE 4**

**Percentage of Undergraduate Sections with Enrollments under 20: Top 20 National Universities**

| <i>U.S. News and World Report Overall Rank</i> | <b>University</b>                  | <b>% of class sections with enrollments under 20</b> |
|--|------------------------------------|--|
| 3  | Yale University (CT)               | 79%  |
| 1  | Harvard University (MA)            | 77%  |
| 8  | Columbia University (NY)           | 77%  |
| 1  | Princeton University (NJ)          | 75%  |
| 12   | Northwestern University (IL)       | 75%  |
| 12   | Washington University in St. Louis | 74%  |
| 4  | University of Pennsylvania         | 73%  |
| 8  | University of Chicago              | 73%  |
| 4  | Stanford University (CA)           | 72%  |
| 4  | California Institute of Technology | 71%  |
| 10   | Duke University (NC)               | 71%  |
| 16   | Brown University (RI)              | 71%  |
| <b>17</b>                                      | <b>Emory University (GA)</b>       | <b>68%</b>   |
| 17   | Vanderbilt University (TN)         | 68%  |
| 4  | Massachusetts Inst. Of Technology  | 65%  |
| 14   | Johns Hopkins University (MD)      | 65%  |
| 17   | Rice University (TX)               | 65%  |
| 11   | Dartmouth College (NH)             | 63%  |
| 15   | Cornell University (NY)            | 58%  |
| 20   | University of Notre Dame (IN)      | 55%  |

Table 5 shows the most recent (fall 2009) distribution of undergraduate sections by class size and indicates that fewer than 9% of the sections had an enrollment of 50 students and more than 64% of the sections have fewer than 20 students.

**TABLE 5**

**Fall 2009 Number of Undergraduate Sections by Enrollment**

|   | <b>2-9</b> | <b>10-19</b> | <b>20-29</b> | <b>30-39</b> | <b>40-49</b> | <b>50-99</b> | <b>100+</b> | <b>Total</b> |
|---|------------|--------------|--------------|--------------|--------------|--------------|-------------|--------------|
| N | 331        | 604          | 261          | 86           | 48           | 96           | 34          | 1460         |
| % | 22.7%      | 41.4%        | 17.9%        | 5.9%         | 3.3%         | 6.6%         | 2.3%        | 100%         |

**4. Ratio of faculty to graduate/professional students.** Emory’s graduate and professional programs also benefit from low student to faculty ratios, ranging from 1.6 to 1 in the Laney Graduate School to 10.7 to 1 in Emory Law School (see Table 6).

**TABLE 6**  
**Student to Faculty Ratios in Graduate and Professional Programs**

| <b>Program</b>  | <b>Student Faculty Ratio</b> |
|---|------------------------------|
| School of Medicine  | 3.4 to 1                     |
| Law School  | 10.7 to 1                    |
| Candler School of Theology                                  | 7.5 to 1                     |
| Rollins School of Public Health                             | 5.3 to 1                     |
| Goizueta Business School (graduate programs)                | 6.3 to 1                     |
| Laney Graduate School                                       | 1.6 to 1                     |
| Nell Hodgson Woodruff School of Nursing (graduate programs) | 7 to 1                       |

**5. Measures of faculty quality**

Scholarly Productivity Rankings. Annual reviews of faculty members, together with tenure and promotion reviews (and in a growing number of schools and programs, post-tenure reviews conducted by peers), help ensure that Emory’s full-time faculty members maintain and increase their scholarly expertise, productivity, teaching quality, and the overall merit of their contributions to the University’s mission, goals, and programs. Table 7 on the next page shows the 2008 productivity rankings for Emory faculty (as computed by Academic Analytics), organized by PhD program. In 2008, 28 of Emory’s 38 ranked PhD programs were listed in the Top 20 nationally, based on faculty productivity. The Faculty Productivity Index is a per-capita productivity measure that includes factors such as books published, journal publications, citations of journal articles, federal-grant dollars awarded, and honors and awards.

**TABLE 7****2008 Faculty Scholarly Productivity Rankings for PhD Programs**

| <b>PhD Program</b>                           | <b>Faculty Headcount</b> | <b>National Rank based on Faculty Productivity Index</b> |
|--|--------------------------|--|
| Molecular and Systems Pharmacology           | 46                       | 1  |
| Women's Studies                              | 72                       | 1  |
| Finance                                      | 11                       | 3  |
| Biomedical Engineering                       | 69                       | 4  |
| Marketing                                    | 11                       | 5  |
| Nutrition and Health Sciences                | 32                       | 5  |
| Philosophy                                   | 16                       | 5  |
| Accounting                                   | 12                       | 6  |
| Biochemistry, Cell and Developmental Biology | 54                       | 6  |
| Nursing                                      | 13                       | 6  |
| Religion                                     | 67                       | 6  |
| Behavioral Sciences and Health Education     | 15                       | 8  |
| Health Services Research and Health Policy   | 20                       | 8  |
| Immunology and Molecular Pathogenesis        | 46                       | 9  |
| Information Systems                          | 9                        | 9  |
| Microbiology and Molecular Genetics          | 32                       | 10   |
| Educational Studies                          | 10                       | 11   |
| Population Biology, Ecology and Evolution    | 20                       | 12   |
| Psychology                                   | 34                       | 12   |
| American Studies                             | 10                       | 16   |
| Anthropology                                 | 39                       | 16   |
| Art History                                  | 12                       | 16   |
| Biostatistics                                | 15                       | 16   |
| Genetics and Molecular Biology               | 46                       | 16   |
| Epidemiology                                 | 45                       | 17   |
| Neuroscience                                 | 120                      | 17   |
| English                                      | 36                       | 18   |
| Comparative Literature                       | 35                       | 19   |
| Sociology                                    | 25                       | 31   |
| Mathematics                                  | 29                       | 32   |
| French                                       | 11                       | 37   |
| Organization and Management                  | 12                       | 42   |
| Spanish                                      | 9                        | 47   |
| Political Science                            | 35                       | 48   |
| History                                      | 47                       | 56   |
| Economics                                    | 18                       | 57   |
| Chemistry                                    | 19                       | 69   |
| Physics                                      | 16                       | 92   |

*Source: Academic Analytics*

Academy Members and Award Recipients. The quality of Emory's faculty is also indicated by honors and awards granted to individual faculty members from external institutions. As of

November 2009, 22 Emory faculty members are elected members of the Institute of Medicine, 10 faculty members are elected members of the American Academy of Arts and Sciences, and 3 are members of the National Academy of Science. See the [Provost's Webpage](#) for a complete listing. In addition, the Provost's Annual Report shows all faculty members who received a significant honor or acclaim, internationally or nationally, during 2008-2009. The number and substantive nature of these awards points to the intellectual depth and scholarly creativity of Emory's full-time faculty and indicates the faculty's growing capacity to attain and strengthen the mission and goals of the University. These award winners are available [here](#).

Student Satisfaction. The adequate size and quality of Emory's faculty are also indicated by the feedback received each year from graduating seniors. In the most recent Emory College Senior Survey (2009), respondents indicated high satisfaction with key aspects related to their academic experience. See below:

**TABLE 8**  
**Graduating Seniors Satisfaction with Emory College of Arts and Sciences Faculty**

|  | <b>2009 Emory College<br/>Graduating Seniors<br/>(N=1190)</b> |
|--|---|
| <b>% Satisfied or Very Satisfied</b>                               |   |
| Overall Academic Experience  | 83.5%   |
| Quality of Instruction in Your Major Field(s)                      | 86.0%   |
| Course Content in Your Major Field(s)                              | 84.9%   |
| Faculty Members (office hours or individual consultation)          | 86.1%   |
| <b>% Frequently or Occasionally received faculty assistance...</b> |   |
| Advice and guidance about your educational program                 | 86.8%   |
| An opportunity to work on a research project                       | 74.6%   |
| Occasions for conversation/discussion outside the classroom        | 93.9%   |
| Encouragement to pursue graduate/professional school               | 80.2%   |
| Prompt feedback (written and oral) about your academic work        | 96.0%   |
| Letters of recommendations   | 84.5%   |

Emory Healthcare Patient Satisfaction. The quality and effectiveness of Emory’s faculty is also demonstrated by surveys of patients who interact with Emory faculty in the health sciences. Emory Healthcare Performance Management utilizes an ongoing survey of Emory Healthcare Patient Satisfaction to gauge the university’s growth in clinical excellence. As indicated in Table 9 below, in FY09 approximately 90% of patients responding to the survey indicated they were likely to recommend one or more Emory hospitals to others; and 92% indicated that they were likely to recommend Emory Physician Practices to others. These high satisfaction ratings indicate the robust quality of Emory’s clinical faculty and point to the significant and ongoing contribution made by these faculty to the university’s mission.

**TABLE 9**

**Patients Satisfaction with Emory Physician and Hospitals**

|  | <b>FY05</b> | <b>FY06</b> | <b>FY07</b> | <b>FY08</b> | <b>FY09</b> |
|--|-------------|-------------|-------------|-------------|-------------|
| Emory Hospitals -<br>Likelihood to Recommend           | 88.5        | 88.6        | 88.1        | 87.0        | 89.6        |
| Emory Physician Practices -<br>Likelihood to Recommend | 89.7        | 90.0        | 90.7        | 91.1        | 91.6        |

The Faculty Distinction Fund. [Strengthening faculty distinction](#) is one of the main themes in the university’s [Strategic Plan](#). An outstanding faculty attracts exceptional undergraduate and graduate students, provides role models for the next generation of scholars, and creates new knowledge for the advancement of humanity. To achieve faculty distinction, Emory seeks to foster a culture that values and supports faculty excellence in all dimensions. As part of the 2006-2007 [“Year of the Faculty”](#) at Emory, university faculty and administrators together identified a number of new and existing initiatives aimed at helping reach this goal. One of these initiatives is the Faculty Distinction Fund, launched as part of Emory’s Strategic

Plan. The Faculty Distinction Fund supports the recruitment and retention of outstanding scholars, including those enhancing faculty diversity.

Growth in External Research Funding. Emory has seen steady growth in the amount of external funding over the last five years, as shown in Tables 10-11 and Figures 1-2 in the pages that follow. Table 10, “Sponsored Research by Source,” indicates the university’s overall growth in sponsored research funds from \$354 million in FY05 to \$484 million in FY09, placing Emory as the highest funded academic research institution in the state of Georgia. Table 11, “Sponsored Research by School,” shows that this growth in external research funding has come from four of Emory’s schools—Medicine, Nursing, Public Health, and the College—that constitute its major grant-making sources, as well as from the Yerkes National Primate Research Center, which bridges a number of schools and strategic initiatives. Figure 1, “Amount of Sponsored Research Awards” and Figure 2, “Number of Sponsored Research Awards,” provide additional detail on the growth in external research funding. Taken together, these data indicate that Emory has a more than adequate size of full-time faculty members to fulfill its institutional mission.

**TABLE 10**

**Sponsored Research by Source of Funding**

|              | <b>FY05</b>          | <b>FY06</b>          | <b>FY07</b>          | <b>FY08</b>          | <b>FY09</b>          |
|--------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Corporation  | \$21,277,970         | \$16,102,273         | \$17,450,955         | \$27,567,301         | \$25,232,513         |
| Federal      | \$261,178,812        | \$256,701,835        | \$276,394,851        | \$287,678,619        | \$343,636,121        |
| Foreign      | \$1,086,878          | \$1,211,912          | \$1,235,206          | \$1,015,245          | \$3,319,374          |
| Private      | \$32,764,706         | \$54,790,347         | \$61,076,935         | \$67,251,329         | \$76,473,457         |
| State        | \$6,633,971          | \$2,705,230          | \$8,115,639          | \$6,479,205          | \$9,216,173          |
| University   | \$23,411,861         | \$22,397,225         | \$19,616,236         | \$21,210,345         | \$26,372,715         |
| <b>Total</b> | <b>\$346,354,198</b> | <b>\$353,908,822</b> | <b>\$383,889,822</b> | <b>\$411,202,044</b> | <b>\$484,250,353</b> |



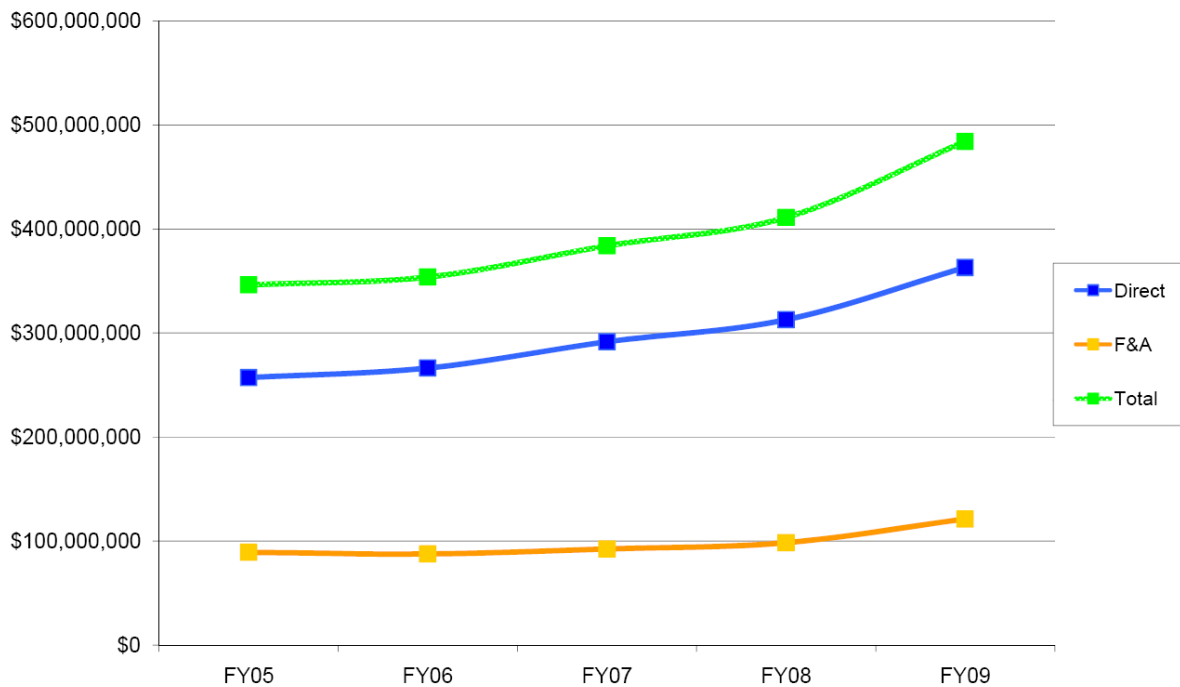
**TABLE 11**

**Sponsored Research by Academic Unit**

|               | <b>FY05</b>          | <b>FY06</b>          | <b>FY07</b>          | <b>FY08</b>          | <b>FY09</b>          |
|---------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Emory College | \$17,902,415         | \$18,801,314         | \$21,123,197         | \$20,412,892         | \$30,631,755         |
| Medicine      | \$224,036,898        | \$240,917,343        | \$256,818,875        | \$281,457,575        | \$321,584,679        |
| Nursing       | \$4,751,327          | \$5,191,834          | \$3,258,735          | \$3,526,745          | \$2,380,031          |
| Public Health | \$46,643,042         | \$37,740,404         | \$54,671,213         | \$53,814,212         | \$60,039,638         |
| Yerkes        | \$47,633,815         | \$45,570,025         | \$42,642,631         | \$48,301,680         | \$57,151,794         |
| All Others    | \$5,386,701          | \$5,687,902          | \$5,375,171          | \$3,688,939          | \$12,462,456         |
| <b>Total</b>  | <b>\$346,354,198</b> | <b>\$353,908,822</b> | <b>\$383,889,822</b> | <b>\$411,202,043</b> | <b>\$484,250,353</b> |

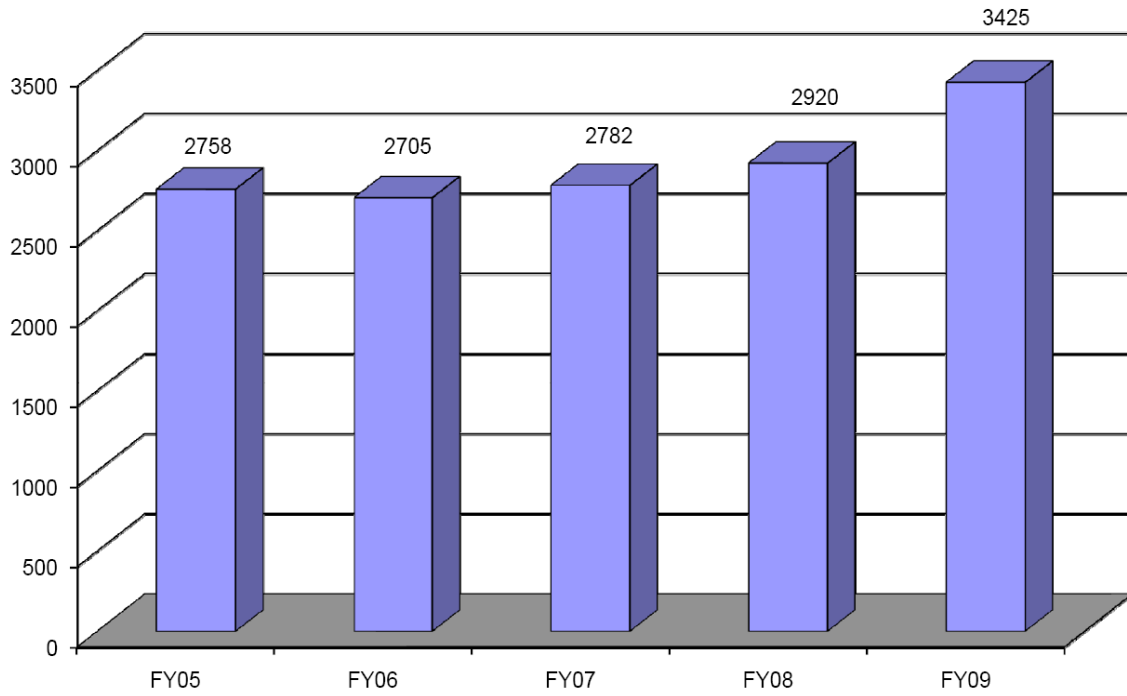
**FIGURE 1**

**Amount Sponsored Research Awarded**



**FIGURE 2**

**Number of Sponsored Research Awards**



**Appendix III.2.8**

| <b>Document</b>                                | <b>Location</b>   |
|--|---|
| 2008-2009 Sections Taught by Full-Time Faculty | <a href="..\Appendices\Part III.2.8\2008-09 Sections Taught by Full-Time Faculty.pdf">..\Appendices\Part III.2.8\2008-09 Sections Taught by Full-Time Faculty.pdf</a> |

## Core Requirement 2.10

The institution provides student support programs, services, and activities consistent with its mission.

Compliance       Non compliance.

### Narrative:

Student learning entails a comprehensive approach. Emory offers a range of support programs, services, and activities aimed at helping students go beyond the classroom environment in a manner consistent with the university's [mission](#). These programs also promote community building and meet the demands and interests of a diverse student population. Academic Program Offices and Student Service units in every school, together with the Division of Campus Life and the Division of Enrollment Services, contribute to a collaborative network of support readily available to every student. Through this collaboration, students learn new ways to create, preserve, teach, and apply knowledge for the service of humanity.

Student support programs engage in regular assessments each year to gauge student satisfaction with the services and activities offered, solicit feedback for improvement, and determine the impact of their services on student learning and student development. An example of assessments from the Division of Campus Life is included in the Appendix III.2.10 (see [Management Summary of EBI Survey Data Section I](#) and [Management Summary of EBI Survey Data Section II](#)).

**Undergraduate student programs.** The [Division of Campus Life](#) creates intentional learning opportunities that contribute to students' personal development and the overall educational experience. Through participation in these activities as members or leaders, students build on and contribute to Emory's mission. Nearly 300 student organizations are active at Emory, all governed by the Student Government Association (SGA). Composed of more than 15

departments, Campus Life programs and services support the five core values of the division: human development, integrity, collaboration, professionalism, and community. The mission of Campus Life is to strengthen and enhance Emory University as a community of learning. The division creates a welcoming and supportive environment with a commitment to model and teach holistic well-being, ethical leadership, community service, and global citizenship.

Among Campus Life's activities and programs are [Career Services](#), which facilitates connections among students, alumni, prospective employers, graduate and professional schools, and University constituents; and the [Office of Residence Life & Housing](#), which strives to provide residential facilities (including [theme housing](#) and [Greek life housing](#) as well as traditional dormitories) that are clean, well-maintained, comfortable, and conducive both to study and to students' participation in an intellectual and learning community. Campus Life also provides support for a wide array of student organizations: in addition to the [Student Government Association](#), each school has its own student leadership group. Each of these groups is affiliated with the SGA and serves as advocates for the student population. Services for students also include programs and activities that support and create a safe space for diversity. Campus Life is host to the [Office of Lesbian, Gay, Bisexual and Transgender Life](#) and the [Office of Multicultural Programs and Services](#), among other resources. Students who want to participate in service activities may join [Volunteer Emory](#), also sponsored by Campus Life.

Through the [International Student and Scholars Program](#) (ISSP), Emory provides support for international students as they move through the process of obtaining visas and other necessary paperwork required to enter the United States. ISSP also provides support related to adjusting to a new environment and developing the skills to succeed while enrolled. In the office of [Academic Support Services](#), faculty advisors work with students to achieve their academic goals. Each student is assigned a faculty advisor who is available for curriculum planning and

consultation regarding academic and other matters. Members of the faculty and administration welcome students who have special questions or concerns. For example, the [Office for Undergraduate Health Sciences Mentoring](#) aims to prepare students with experiences, courses, and the practical knowledge of what it takes to successfully apply to health sciences professional schools and careers by offering programs, pre-health advising and materials that will help students achieve their post-graduate goals. The office provides a one-stop shop for all students thinking of a career in the health sciences.

Supplemental instruction programs such as writing or study skills workshops are also offered across Emory's schools; for example, Emory College's Office of Learning Programs offers academic support programs to help students with performance in specific courses and with overall study skills. Through [peer-tutoring](#), collaborative learning ([Supplemental Instruction \(SI\)](#) and [Roundtables](#)), individual consultation and coaching, and services to non-native English speakers ([ESL](#)), Learning Programs provides opportunities for all students to maximize their learning experiences. [Learning Specialists](#) are available to work individually with students with special needs or disabilities, and the ESL program offers both individual consultations, but also two freshmen English courses designed for ESL students. The [Writing Center](#) offers individual consultations for planning, organizing and editing their writing products. In addition, Learning Programs provides support through a learning enhancement lab that offers new technologies to build efficiency through special software and training in its use.

These services are used extensively by Emory students. In 2008-09, the Writing Center had 4806 individual conferences with student writers. In fall 2008 and spring 2009, EPASS provided peer tutoring to 1020 students in 3958 individual meetings. Supplementary Instruction for introductory science courses involved 925 students in fall 2008 and 818 students in spring 2009. Roundtables, a variant of supplemental instruction in languages, psychology and visual

arts, involved 81 students in the fall and 116 students in the spring last year. Two learning specialists met individually with 219 students in 505 appointments. This year, we successfully required students on probation to meet with learning specialists before preregistering. Can we add similar stats about the ESL program here (i.e., number of students involved, number of meetings, etc).

Emory College of Arts and Sciences also offers academic services to outstanding students. The [Emory Scholars](#) program offers programs and leadership opportunities to recipients of significant merit scholarships, and involves about 350 students each year. The National Scholarship program works with students applying for competitive national scholarships, and manages the endorsement process for scholarships requiring university nomination. The [Scholarly Inquiry and Research at Emory](#) (SIRE) undergraduate research program offers research opportunities in all fields of study to just under 150 students per year. This includes funding for research assistantships for beginning researchers and grants for independent projects by more experienced researchers. In addition, the [Center for Science Education](#) funds approximately 35 Emory students to participate in a full-time summer research program aimed at bolstering science literacy and providing hands-on research experiences for students and teachers at the precollege, college and postgraduate levels. Lastly, the [Center for International Programs Abroad](#) (CIPA) collaborates with Emory faculty to develop, promote, and administer internationalization programming for undergraduate students. CIPA 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 in order to ensure that study abroad is an essential part of an Emory College of Arts and Sciences education.

At [Oxford College](#), Emory's two-year degree program, student programming outside the classroom focuses on [leadership development](#). Oxford students also get involved in [service activities](#), including Ethics and Service Leadership and other volunteer programs. The school offers a rich variety of "[Explore the World](#)" learning experiences. These are designed to help students integrate their classroom learning with real-life practice and to begin applying their Oxford education to new and challenging environments.

**Graduate student programs.** The [James T. Laney Graduate School](#) provides a variety of opportunities and resources to enhance student learning. [The Teaching Assistant Training and Teaching Opportunity](#) (TATTO), a degree requirement for all PhD students, ensures that each student's education as a scholar is balanced with thoughtful and thorough preparation in the art and discipline of teaching. [Professional Development Support Funds](#) allow students to participate in conferences, obtain special training not available at Emory, and conduct research. Funds are available within certain limits through an application and review process. A [Grant Writing Program](#) designed especially for PhD students provides intensive training in the work of grant application from beginning stage to completion.

**Programs for professional students.** Students in the health sciences (Medicine, Nursing, and Public Health) have access to an array of activities that support their professional development in a manner consistent with the university's mission. Medical students may join a number of programs offered through the [Student Life](#) office, including the Health Outreach Program at Emory (HOPE), which provides volunteer opportunities in homeless shelters and medical clinics; Medical Specialty Interest Groups; and the Wilderness Medical Society for students who enjoy weekend getaways with an emphasis on outdoor activities. In the Nell Hodgson Woodruff School of Nursing, the Office of [Admission](#) and [Student Services](#) assists students with navigating the admission process, succeeding in academics, and enhancing the

overall school experience. The [Lillian Carter Center for International Nursing](#) (LCCIN) also provides support and services to students involved in international exchange programs. Through the Center, students help carry out Emory’s mission to teach and apply knowledge in the service of humanity.

In the School of Law, the [Office of Student Affairs](#) enhances student life by providing support for student groups, academic assistance, counseling and referrals to Emory University resources. The Office provides support for nearly [40 student organizations](#), as well, including numerous service organizations—such as the Environmental Law and Conservation Society and the [Emory Public Interest Committee](#) (EPIC). In addition, every first-year student and transfer student participates in a program entitled Orientation to Professionalism, which focuses on ethics and professionalism. Attendance and satisfactory participation are required for registration in the upper level course in Legal Profession. All students also participate in “Values in Practice,” in which they submit essays on one of four core values named in the Emory Law School Professional Conduct Code: excellence, integrity, respect and service.

At the Goizueta Business School, students enrolled in the BBA program may participate in a wide array of [student councils](#), clubs, and [leadership programs](#). Students who participate in [Goizueta Input Groups](#) provide feedback to deans and administrators on BBA services and initiatives. Others become involved with the annual [Undergraduate Business School Leadership Conference](#), a collaborative forum for student leaders from the top universities around the world. At the Master’s level, students may participate in specialized [leadership development](#) programs that enhance their classroom learning. The [Goizueta Advanced Leadership Academy](#) builds on curriculum to develop more advanced leadership skills, including values assessment and servant leadership, for students entering the twenty-first century workforce.



Through its [Office of Student Programming](#), Candler School of Theology strives “to enhance and enrich the community, providing programs and services that support the academic mission of the school, nurture students as whole persons, celebrate diversity, and foster an ethos of hospitality, understanding and respect within the Candler community.” Services and programs offered include vocational support, support for international students, academic support services, and numerous [student and volunteer organizations](#). Students who participate in the [Candler Writing Program](#) may choose from an array of workshops and tutorial sessions to facilitate academic success, from basic academic skills to refreshers on grammar and writing practices to advice on particular types of writing. Candler also manages the facilitation of study and service abroad programs in over 12 different countries, with opportunities ranging from brief study immersions to year-long academic programs and internships (information, applications, interviews, financial resources, faculty advisor support)

**University-wide resources.** The [University Office of Financial Aid](#) provides key services to both undergraduate and graduate and professional students. Financial aid is awarded to three out of four students. This office administers federal, state and university financial aid, as well as student loans, student employment, scholarships and fellowships.

Emory students also may utilize the [Office of Disability Services](#) (ODS), which assists students in need with alternative testing, note taking, alternative media formats, interpreting, advocacy, and mobility/transportation assistance. All students also enjoy access to a wide range of technology services and programs that enhance their learning and allow for full immersion in the academic experience. These include [University Technology Services](#); [Blackboard](#), the university’s online course delivery system; the [Emory Libraries](#), which hold more than 3.2 million volumes and offer a range of resources, including a dynamic [special collections](#) library and electronic access to over 40,000 journals, as well as special technology trainings and

orientations (see, for example, the [Emory Center for Interactive Teaching](#), which provides support for graduate students and faculty). The university provides students with an online student information system, [OPUS](#) (Online Pathway to University Students), that allows them to streamline registration and other tasks. Student health and wellness is supported by [Student Health and Counseling](#) and by programs and facilities overseen by [Emory Athletics](#) and [Woodruff P.E. Center](#). The WoodPEC’s facilities include multiple exercise rooms, weightlifting equipment, a climbing wall, exercise classes, swimming pools, indoor and outdoor tracks as examples. Each student pays a minimal Athletics and Activity fee along with tuition which allows them to access all of these resources without additional expense. The University also provides students with excellent offerings in [campus dining](#), in on- and off-campus [transportation](#), and with diverse programs for those interested in [religious life](#). Finally, Emory students may utilize a new electronic ombudsman service, [Ask John Emory](#), a web portal that provides a safe, confidential way for students to raise questions and concerns about their Emory experience. The Ask John Emory portal has been [covered](#) in the student newspaper, the Emory Wheel, and its services are available to all Emory students.

**Appendix III.2.10**

| Document  | Location  |
|---|---|
| Management Summary of EBI Survey Data: Section I  | <a href="#">..\Appendices\Part III.2.10\EBI 2008f Management Section I.pdf</a>  |
| Management Summary of EBI Survey Data: Section II | <a href="#">..\Appendices\Part III.2.10\EBI 2008F Management Section II.pdf</a> |

### Comprehensive Standard 3.2.8

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

Compliance       Non-Compliance

#### Narrative:

The academic and administrative officers of Emory University have demonstrated the experience, competence, and capacity to lead the university. The resumes of the senior administrative officers, academic deans, and vice provosts are found at the end of this section (see [Resumes of Senior Leadership](#) in the Appendix III.3.2.8). The main organizational chart for Emory University can be found [here](#).

The leadership team at Emory has launched and advanced several initiatives in recent years, most notably the development of [Emory's strategic plan, Where Courageous Inquiry Leads: 2005 - 2015](#). To provide critical funding for implementation of the [themes](#) of the strategic plan, a \$1.6 billion [capital campaign](#) was launched. To date, Campaign Emory has raised over \$1 billion. These resources will build greater strength in schools and units and will advance Emory's overall [mission](#) and [vision](#) as guided by President James W. Wagner.

Emory leadership has also been instrumental in fostering service work through [community partnerships](#) in metro-Atlanta and beyond. Affirming these accomplishments, Emory was honored with the [2008 Presidential Award for General Community Service](#)—the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement.

## President's Cabinet

[James W. Wagner](#), President

[Kent B. Alexander](#), Senior Vice President & General Counsel

[Susan Cruse](#), Senior Vice President for Development & Alumni Relations

[John L. Ford](#), Senior Vice President & Dean of Campus Life

[Gary S. Hauk](#), Vice President & Deputy to the President

[Earl Lewis](#), Provost & Executive Vice President for Academic Affairs

[Rosemary M. Magee](#), Vice President & Secretary of the University

[Michael J. Mandl](#), Executive Vice President for Finance & Administration

[Fred Sanfilippo](#), Executive Vice President for Health Affairs and CEO of the Robert W. Woodruff Health Sciences Center

[Ron Sauder](#), Vice President for Communications & Marketing

## **Chancellor**

[Michael M. E. Johns](#), Chancellor

## Deans Council

[Lawrence Benveniste](#), Dean, Roberto C. Goizueta Business School

[Stephen H. Bowen](#), Dean and CEO, Oxford College

[James W. Curran](#), Dean, Rollins School of Public Health

[Linda McCauley](#), Dean, Nell Hodgson Woodruff School of Nursing

[Thomas J. Lawley](#), Dean, School of Medicine

[Jan Love](#), Dean, Candler School of Theology

[David Partlett](#), Dean, School of Law

[Robert A. Paul](#), Dean, Emory College of Arts and Sciences

[Lisa A. Tedesco](#), Dean, Laney Graduate School

[Stuart Zola](#), Director, Yerkes National Primate Research Center

[John Hardman](#), CEO and President of The Carter Center

Provost's Office (Senior Staff)

[Ozzie Harris](#), Senior Vice Provost for Community and Diversity

[Charlotte Johnson](#), Senior Vice Provost for Administration

[Santa J. Ono](#), Senior Vice Provost for Undergraduate Academic Affairs

[Claire E. Sterk](#), Senior Vice Provost for Academic Affairs

[J. Lynn Zimmerman](#), Senior Vice Provost for External Academic Affairs & Deputy to the Provost

[Richard Mendola](#), Vice President for Information Technology and CIO

[David L. Wynes](#), Vice President for Research Administration

[Holli Semetko](#), Vice Provost for International Affairs

[Richard E. Luce](#), Vice Provost and Director, University Libraries

[Dennis Choi](#), Vice President for Academic Health Affairs and Executive Director, Neurosciences Initiative

[Bonnie Speed](#), Director, Michael C. Carlos Museum

[Paul R. Wolpe](#), Director, Ethics Center

[Peter Sederberg](#), Special Assistant to the Provost for Undergraduate Initiatives

**Hiring and Review Process for Administrative Officers.** Emory is committed to maintaining the highest quality administrative leadership. The university follows a focused and deliberate process to recruit, select, evaluate and retain its leaders. A hiring official is responsible for the recruitment and selection of senior administrators. In most cases, the hiring official utilizes a search committee to assist in the development of a strong and diverse applicant pool and to identify highly qualified candidates for consideration. A rigorous interview process

follows, during which the committee evaluates and advises the hiring official on recommended candidates. The Executive Committee or Executive Compensation Committee of the Board of Trustees then reviews the candidate and proposed compensation package for the most senior positions (Vice President/Dean and higher). Current market data and practices inform compensation with consideration of the candidate's credentials and experience.

Performance evaluations for senior administrators are conducted annually. Any recommended increases in compensation are based on the annual performance evaluation, which covers leadership, achievement of goals, major accomplishments, and opportunities for improvement. Certain positions (Deans and Executive Vice Presidents) undergo comprehensive assessments every five years, which involve outside experts tasked with a rigorous data collection and review process. These individuals then provide a comprehensive report summarizing areas of strength and recommendations for improvement. Implementation and follow-through on these recommendations are monitored by the Provost and the President as appropriate.

Compensation for administrators is reviewed against market practice every year. Emory seeks to achieve the 75<sup>th</sup> percentile of the market (defined as major private research institutions) for senior administrators' compensation. The Executive Compensation Committee of the Board of Trustees Compensation reviews recommendations made by senior management. The Chair of the Board of Trustees conducts an annual evaluation of the President. In addition to competitive compensation, Emory strives to retain its leading administrators by providing a challenging, supportive, collaborative environment that encourages their development and engages them to the fullest of their abilities.

Emory's current president, James W. Wagner, was elected in 2003 by the Board of Trustees to serve as the nineteenth president. He has served together with five of his Cabinet

members since that time. Those five vice presidents represent Academics; Finance; Legal; Campus Life; and Administration missions of the University. The other cabinet officers have been appointed more recently.

The following list provides the terminal degrees, subjects, institutions, and year of degree conferral for these officers.

| <b>Name</b>          | <b>Title</b>  | <b>Terminal Degree</b> | <b>Subject of Terminal Degree</b> | <b>Institution</b>                 | <b>Year Conferred</b> |
|----------------------|---|------------------------|-----------------------------------|------------------------------------|-----------------------|
| Wagner, James        | President of the University   | PhD                    | Materials Science and Engineering | Johns Hopkins                      | 1984                  |
| Alexander, Kent      | Sr. Vice President - General Counsel                                | JD                     | Law                               | University of Virginia             | 1983                  |
| Cruse, Susan         | Senior Vice President, Development & Alumni Relations               | BA                     | English                           | UCLA                               | 1979                  |
| Ford, John           | Sr. Vice President and Dean of Campus Life                          | PhD                    | Social Work and Sociology         | University of Michigan             | 1976                  |
| Hauk, Gary           | Vice President and Deputy to the President                          | PhD                    | Religion                          | Emory University                   | 1991                  |
| Lewis, Earl          | Provost & Executive Vice President for Academic Affairs             | PhD                    | African American History          | University of Minnesota            | 1984                  |
| Magee, Rosemary      | Vice President and Secretary of the University                      | PhD                    | Literature and Religion           | Emory University                   | 1982                  |
| Mandl, Mike          | Executive Vice President, Finance and Administration                | MA                     | Liberal Studies                   | Duke University                    | 1991                  |
| Sanfilippo, Fred     | Executive Vice President, Health Affairs/CEO Health Sciences Center | MD/PhD                 | Medicine/ Immunology              | Duke University                    | 1976/<br>1975         |
| Sauder, Ron          | Vice President, Communications and Marketing                        | BA                     | Philosophy                        | William and Mary                   | 1974                  |
| Johns, Mike          | Chancellor of the University  | MD                     | Medicine                          | University of Michigan             | 1969                  |
| Benveniste, Lawrence | Dean, Business School   | PhD                    | Mathematics                       | University of California, Berkeley | 1975                  |

| <b>Name</b>        | <b>Title</b>   | <b>Terminal Degree</b> | <b>Subject of Terminal Degree</b>           | <b>Institution</b>               | <b>Year Conferred</b> |
|--------------------|--|------------------------|---|----------------------------------|-----------------------|
| Bowen, Stephen     | Dean, Oxford College   | PhD                    | Zoology                                     | Rhodes University                | 1976                  |
| Curran, James      | Dean, School of Public Health Proffer of EPI Director, Central Aids Research | MD                     | Obstetrics and Gynecology                   | University of Michigan           | 1970                  |
| McCauley, Linda    | Dean, School of Nursing  | RN/PhD                 | Environmental Health and Epidemiology       | University of Cincinnati         | 1988                  |
| Lawley, Thomas     | Dean, Medical School and Professor   | MD                     | Medicine                                    | SUNY at Buffalo                  | 1972                  |
| Love, Jan          | Dean, Theology School  | PhD                    | Political Science (International Relations) | Ohio State University            | 1983                  |
| Partlett, David    | Dean and Asa Griggs Candler Professor of Law                                 | SJD                    | Law   | University of Virginia           | 1982                  |
| Paul, Robert       | Dean, Emory College of Arts and Sciences                                     | PhD                    | Anthropology                                | University of Chicago            | 1970                  |
| Tedesco, Lisa      | Dean and Vice Provost, Academic Affairs - Grady Study                        | PhD                    | Educational psychology                      | University of Buffalo            | 1981                  |
| Zola, Stuart       | Director, Yerkes and Professor, Psychology and Behavioral Science            | PhD                    | Neuroscience                                | Northeastern University          | 1973                  |
| Hardman, John      | President and CEO, Carter Center   | MD                     | Biomedical Research                         | Medical College of Georgia       | 1965                  |
| Harris, Ozzie      | Sr. Vice Provost of Community and Diversity                                  | JD                     | Law   | Vermont Law School               | 1991                  |
| Johnson, Charlotte | Sr. Vice Provost, Administration   | BA                     | Liberal Arts/General Studies                | University of Central Florida    | 1972                  |
| Ono, Santa         | Sr. Vice Provost, Undergraduate Initiatives and Academic Affairs             | PhD                    | Experimental Medicine                       | McGill University                | 1991                  |
| Sterk, Claire      | Sr. Vice Provost, Academic Affairs   | PhD                    | Sociology                                   | Erasmus University               | 1990                  |
| Zimmerman, Lynn    | Sr. Vice Provost, External Academic Affairs                                  | PhD                    | Developmental and Cell Biology              | University of California, Irvine | 1979                  |
| Mendola, Rich      | Vice President, Information  | PhD                    | Clinical Psychology                         | University of Connecticut        | 1990                  |



| Name             | Title   | Terminal Degree | Subject of Terminal Degree      | Institution                                      | Year Conferred |
|------------------|---|-----------------|---------------------------------|--|----------------|
|                  | Technology and CIO  |                 |                                 |  |                |
| Wynes, David     | Vice President, Research Administration   | PhD             | Zoology                         | Miami University                                 | 1979           |
| Semetko, Holli   | Vice Provost, International Affairs   | PhD             | Political Sociology             | London School of Economics and Political Science | 1987           |
| Luce, Rick       | Vice Provost and Director of University Libraries                                       | MA              | Library and Information Science | University of Florida                            | 1990           |
| Choi, Dennis     | Associate Vice President and Executive Director, Comprehensive Neuroscience Initiatives | MD/PhD          | Medicine/ Pharmacology          | Harvard University                               | 1978           |
| Speed, Bonnie    | Director, Carlos Museum   | MA              | Art History                     | University of Kansas                             | 1990           |
| Wolpe, Paul      | Director, Center for Ethics   | PhD             | Medical Sociology               | Yale University                                  | 1986           |
| Sederberg, Peter | Special Assistant to the Provost, Undergraduate Initiatives                             | PhD             | Political Science               | Johns Hopkins University                         | 1970           |

### Appendix III.3.2.8

| Document                     | Location  |
|------------------------------|---|
| Resumes of Senior Leadership | <a href="..\Appendices\Part III.3.2.8\Resumes for Senior Leadership.pdf">..\Appendices\Part III.3.2.8\Resumes for Senior Leadership.pdf</a> |

### Comprehensive Standard 3.3.1.1

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 the following area: educational programs, to include student learning outcomes.

X  Compliance      \_\_\_ Non-Compliance

#### Narrative:

Emory identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on its analysis of the results in the arena of educational programs. The following narrative has five sections:

1. Overview of Assessment at Emory
2. Recent Assessment Activity
  - a) Student Learning Goals
  - b) Methods of Assessment and Use of Information
  - c) Examples of Changes Based on Assessment Information
  - d) Recommendations for Improving Assessment Processes
3. Assessment of General Education
4. Assessment of Student Learning in the Support Units
5. Conclusion

**1. Overview of Assessment at Emory.** A key ingredient in [Emory's Strategic Plan](#) is the assessment of educational programs and services, particularly those that affect student learning. The first and second goals of the Strategic Plan are particularly relevant for assessment of educational programs. The first goal states that Emory will create “a world-class, diverse faculty that establishes and sustains preeminent learning, research, scholarship, health care and service.” The second aims to “enroll the best and brightest undergraduate, graduate, and professional students and provide exemplary support for them to achieve success.” Systematic and comprehensive assessment remains essential for achieving both goals. A multi-level assessment plan has been put in place for assessing student learning outcomes at the university-wide level, the academic unit level, and within individual programs and support units. Many of

Emory's support units have also developed strategic plans and related metrics-based tracking systems. The [Provost's Office](#) is overseeing the implementation of these assessment plans and ensures clear and consistent assessment processes across the schools and units.

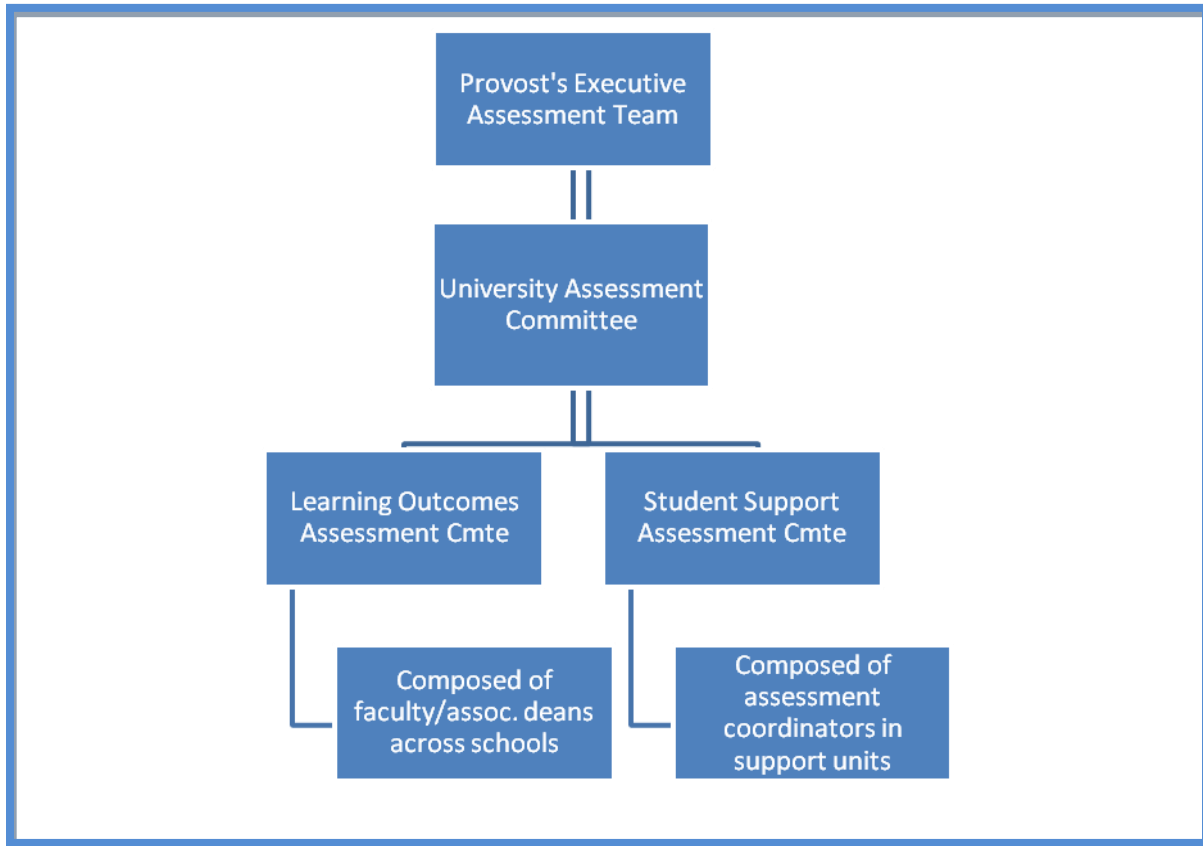
In 2008 Provost Earl Lewis assembled a Task Force on Student Learning Assessment with the charge to review current assessment procedures. This committee produced a [white paper](#) documenting existing assessment activities at Emory, outlining proposed general education goals, and providing recommendations for the coordination of assessment activities. The decision was made to create a common template for assessment reports and to develop a university-wide infrastructure to support assessment procedures, review assessment reports, and set overarching guidelines to advance assessment. In February 2009 the Provost designated an Executive Assessment Team to coordinate these efforts. As of Fall 2009, the members of this team include [Santa Ono](#), Senior Vice Provost of Undergraduate Academic Affairs; Daniel Teodorescu, Director of Institutional Research and Effectiveness; Stacia Brown, Director of Programs in Academic Affairs; and [George Engelhard](#), Faculty Chair of the Provost's new Learning Outcomes Assessment committee. Two newly established committees (the Learning Outcome Assessment Committee and the Student Support Assessment Committee) form the larger University Assessment Committee (see the organization chart in Table 12 on the next page), whose charge is to provide broad oversight and cultivate a culture of assessment at Emory. The oversight activities of the University Assessment Committee include ensuring that all educational programs and support units at Emory:

- Have clearly defined learning goals;
- Have defined both direct and indirect methods to assess the attainment of goals;
- Are annually evaluating student attainment of the learning goals;

- Are annually using data obtained in assessment activities to inform decision making.

**TABLE 12**

**Assessment Oversight Organizational Chart**



At the university-wide level, assessment is tracked annually through a set of accountability indicators referred to as the President’s Dashboard. At the academic unit level, strategic goals and metrics (referred to as school scorecards) are used to assess progress. Each year, on October 1st, schools report on their individual progress, provide updates on their scorecard metrics, and determine targets for following academic year (see Appendix III.3.3.1 for the most recent edition of the [President’s Dashboard](#) and an example of a [school scorecard](#)). At the program level, departments and programs have begun implementing their new Student

Learning Outcomes Assessment Plans in 2009-2010. As this process continues, each educational program will specify how its student learning outcomes link to school and/or University strategic goals. Each school at Emory has a designated point person who assists faculty with student learning outcomes questions. The Director of Educational Research in Emory College of Arts and Sciences, for example, assists program directors and chairs with questions about study design, sampling techniques, and construction of rubrics. The Educational Policy Committee (EPC) oversees assessment of general education in Emory College of Arts and Sciences. Similar faculty-led committees exist in other schools to ensure coordination of assessment activities at the school level.

In addition to the annual assessment activities described above, all academic divisions have been engaged for some time in periodic comprehensive self-studies as part of their program review process (in arts and sciences) or their [professional accreditation](#) process (in the professional schools). Arts and Sciences programs are reviewed every seven years. The [program review](#) process consists of three elements: 1) a self study that includes an evaluation of the department's current situation and a strategic plan outlining the department's goals and aspirations for the next 7–10 years; 2) an external review conducted by experts in the field; and 3) yearly follow-up to evaluate progress toward departmental goals. The systematic and comprehensive reviews of the academic programs of the Arts and Sciences provide faculty and administrators with the information they need in order to plan for the future. Appendix III.3.3.1 includes a [compilation](#) of results and recommendations of most recent program reviews, a [schedule](#) of program reviews, and [guidelines](#) for conducting program reviews. It also includes copies of or excerpts from the most recent self-studies conducted by [School of Law](#), [School of Medicine](#), Nell Hodgson Woodruff School of Nursing (see [CCNE Self-Study](#) and [CCNE Self-Study Appendices](#)), and [Rollins School of Public Health](#).

Emory also conducts regular assessments of the Strategic Plan. During 2008-09, each individual strategic plan theme and initiative was evaluated using a set of core metrics (see [example](#) from the Global Health Institute Annual Report in Appendix III.3.3.1), interviews with theme/initiative leaders, and ratings given by the Strategic Plan Implementation Advisory Committee. The results have been used to help guide funding discussions for the strategic initiatives and themes. In April 2009 the Office of Strategic Planning conducted a comprehensive mid-point assessment of the University strategic plan to determine progress toward meeting targets set in the strategic plan. The [report](#) shows that Emory is making significant progress in implementing its strategic plan. Emory students are increasingly engaged in scholarship and community service, faculty members continue to excel in teaching and research, and programs and partnerships are enjoying a positive impact, garnering national and international recognition, despite new challenges posed by the current economic climate.

**2. Recent Assessment Activities.** In Spring 2009, the Provost's Executive Assessment Team developed a [common assessment reporting template](#). The team also brought to campus Dr. Barbara Walvoord, Professor Emerita of English at University of Notre Dame and an expert on student assessment. For two days in March 2009, Dr. Walvoord conducted in-depth workshops with faculty chairs of departments, faculty directors of undergraduate and graduate studies, as well as administrators, showing participants how to formalize and make explicit their assessment procedures in undergraduate, graduate, and general education, as well as student services.

Following Dr. Walvoord's visit, in April and May 2009 the assessment team met individually with undergraduate department chairs and programs directors for all undergraduate majors. All undergraduate programs prepared an assessment plan for 2009-10. While some programs collected data and reported assessment results for 2008-09, most programs will not have complete reports of results for their assessments until the end of the 2009-10 academic year.

Compilations of the 2008-09 assessment reports for [Emory College of Arts and Sciences](#), [Goizueta Business School](#), [Laney Graduate School](#), [Candler School of Theology](#), and [Oxford College](#) are available in Appendix III.3.3.1.

The assessment team has worked closely with faculty members to enhance their existing assessment procedures and to formalize them with the aid of the new template. In these meetings and subsequent exchanges, chairs and program directors refined and formalized their assessment procedures. Implementation began in the 2009-10 academic year. Complementing this effort, the Provost's [Center for Faculty Development and Excellence](#) (CFDE) has worked, where requested, with individual departments and their faculty to foster discussion and focus groups geared towards enhancing and formalizing assessment procedures. Also in 2009, the [Educational Policy Committee](#) (EPC) of Emory College of Arts and Sciences began discussing a plan for assessing the general education program. Similar discussions are also taking place in Emory's other undergraduate schools: Oxford College, Nell Hodgson School of Nursing and Goizueta Business School.

In coordination with the Provost's Executive Assessment Team, the Laney Graduate School also developed its own graduate assessment reporting procedures using a modified version of the standard template used by the undergraduate programs. The Graduate School assessment template provides spaces for programs to specify learning goals, methods of assessment, and, if applicable, evidence of recent assessment-based changes. Additionally, the Graduate School has developed sample documents and examples for programs to utilize as they crafted individual program plans; these samples were developed with the understanding that the basic goals of graduate education are not discipline-specific: unlike undergraduate and professional education, most Ph.D. programs train students to conduct independent research, to communicate the results of their research to their colleagues, to critically review the body of

scholarly literature, and to teach. Additionally, nearly all programs rely less on coursework than the attainment of specific skills. Nearly all doctoral programs require students to pass qualifying examinations prior to initiating their dissertation research, and to write and defend a dissertation as a capstone experience. Publishing and job placement are important indicators of scholarly development and training in most disciplines. The graduate programs were provided these and other examples as an aid to their development of individualized assessment measures.

In 2009-10 the assessment team is also working with each of Emory's professional schools—Goizueta Business School, the School of Law, the School of Medicine, Rollins School of Public Health, Candler School of Theology, and the Nell Hodgson School of Nursing—to help integrate assessment procedures for their professional accreditation organizations into the university-wide assessment cycle at Emory.

In support of these efforts, the Office of Institutional Research and Effectiveness (IRE) has developed a [website](#) on assessment with supporting materials. The office is also implementing the *WEAVEOnline* assessment planning and analysis software to provide a common platform for schools, departments, programs and administrative units for assessment reporting. Assessment plans for 2009-10 will be transferred from the current Word templates to *WEAVEOnline* during Spring 2010. Programs will begin to report the results of their assessments into the new system at the end of the 2009-10 academic year. The addition of a standard template through the *WEAVEOnline* reporting system promises to strengthen Emory's assessment activities.

The assessment template for undergraduate majors consists of four sections: student learning goals; methods of assessment and use of information; examples of changes based on assessment information; and recommendations for improving the assessment process. Each is described in detail on the next page.



a) Student Learning Goals. The undergraduate assessment template asks each department and program awarding an undergraduate degree to list three to six goals for their graduating majors in the form of “Students will be able to....” Programs should focus on the skills, knowledge, and/or traits all graduating majors should acquire through their course of instruction. The template also asks how the list of the learning goals will be made readily available to students and faculty (e.g., through the departmental website or other means).\_Articulating three to six succinct goals for each department and program has proven beneficial for faculty. The activity is prompting new departmental discussions: how has a given discipline evolved? What new professions now rely on experts from this discipline? What ethical practices and social concerns are emerging in relation to a particular field? The three to six goals listed by each program and department do not, and cannot, provide exhaustive answers to such questions. In addition, students who excel in a given program will demonstrate additional knowledge and skills beyond what the template covers. The learning goals are intended simply to make the assessment process manageable, effective, productive, and meaningful for students and faculty alike. They render explicit the chief goals that *all* students earning a degree in a given field should be able to demonstrate. Students should be able to recognize themselves as having met or exceeded their departmental learning goals by the time they graduate. Many faculty in Emory College of Arts and Sciences have noted that, in their experience, alumni might not fully appreciate what they have learned in a given major until years after graduation. While this is normal and to be expected, the learning goals in the assessment plan aim to capture those foundational or building-block achievements that students can recognize and put to use immediately upon graduation.

Departmental and program learning goals are also showing how an Emory undergraduate education upholds the research commitments of the university. In Emory College of Arts and

Sciences, many majors are expected not only to demonstrate understanding of a field, but also to show that they know how to do research—to produce new knowledge. From original performance and productions in the arts to primary research in the humanities and the design and execution of experiments in the social and natural sciences, Emory undergraduates are expected to learn how to create new knowledge as well as analyze existing knowledge. They are challenged to be researchers as well as readers. A few examples help convey this point:

- All undergraduate History majors are expected to analyze historical sources, construct an original research project, and communicate (orally and in writing) a historical argument based on their original research. The History Department also expects graduating majors to be able to “engage critically the historical dimensions of the world in which they live, by applying their classroom experience at Emory.”
- Majors in Theater Studies must be able to demonstrate the “use of tools and technology safely and competently, under professional leadership, to prepare theatrical sets, costumes, lighting, sound, electronic visual media, or props.”
- In Psychology and Linguistics, the ethics of the research process has emerged as a learning goal. All graduating majors must be able to “follow ethical principles of the disciplines.” This goal is particularly apt for disciplines engaged in research or experiments involving human subjects.
- A major in the field of Neuroscience and Behavioral Biology must be able, among other accomplishments, to “evaluate the ethical dimensions and societal implications of research” in the field. Graduating majors must demonstrate the capacity to think critically about the effects of neuroscientific research on a rapidly changing world.

b) Methods of Assessment and Use of Information. Each academic program has been asked to use at least one direct and one indirect measure for assessing each learning goal. Briefly

stated, a direct method is where faculty members evaluate a student's work; an indirect method is where a student evaluates her or his own learning.

***Direct Methods.*** Many departments and programs in Emory College of Arts and Sciences have introduced a capstone course or a plan to evaluate student work in a required advanced course (or set of courses) as a direct assessment measure. Faculty teaching these courses collect student work (or samples of student work) and devote a designated time at least once annually to reviewing these works with their colleagues and evaluating them in relation to student learning goals. Some departments have developed rubrics to guide faculty in this process. In chemistry, for instance, students participating in the senior seminar chemistry course write and present an original research proposal, which is then evaluated with an explicit set of criteria established by the faculty. Similarly, the Interdisciplinary Studies (IDS) program requires of all majors a senior-year project, proposed when the student enters the major, developed over the student's undergraduate career, and carried out during the senior year in close consultation with faculty advisors and the director of undergraduate studies. The IDS senior project provides direct evidence of student learning outcomes.

Emory's undergraduate programs in the professional schools also make use of direct methods as part of their professional accreditation processes. The Goizueta Business School's [BBA program](#), for example, requires students to engage in a meaningful field project with an outside organization. The BBA Program Director sits in on the final presentation, collecting and disseminating feedback from the organization regarding the student's project. The information gathered is used both to strengthen students' knowledge base and preparation for real world engagement and to assess the BBA program's effectiveness. In the Nell Hodgson School of Nursing, direct methods of assessment include the pass rate on the national NCLEX-RN exam. Results from this exam are shared by the Assistant Dean for BSN studies and discussed at faculty

meetings. The school has also adopted the [Assessment Technologies Institute](#) (ATI) program and gathered data about student readiness for taking the NCLEX examination.

Additional examples of direct assessment methods currently used in Emory's undergraduate programs are listed in Table 13 below.

**TABLE 13**  
**Examples of direct methods in undergraduate programs**

| <b>Direct Method</b>  | <b>Program</b>  |
|---|---|
| Senior Year Project   | Interdisciplinary Studies   |
| Public Presentation   | Interdisciplinary Studies   |
| Senior Symposium  | Interdisciplinary Studies   |
| Final Class Presentation  | Italian Studies   |
| Final Semester Paper  | Italian Studies   |
| Project or paper in an advanced seminar                             | Jewish Studies, Philosophy, Chemistry, African Studies, International Studies   |
| Regular faculty reports on strengths and weaknesses in student work | Latin, Mathematics, Music, Spanish, NBB, Computer Science, Applied Mathematics, African Studies, Anthropology, Anthropology and Human Biology, Economics, International Studies, Journalism, Latin American and Caribbean Studies, Political Science, Sociology |
| Senior capstone course/seminar                                      | Linguistics, Religion, NBB, Educational Studies, Journalism, Women's Studies  |
| Rubric-based evaluation of students in-class discussion skills      | Linguistics   |
| Multiple choice test  | East Asian Studies  |
| Jury performance  | Music   |
| Senior portfolio of papers  | Philosophy  |
| Rubric-based evaluation of papers                                   | Psychology and Linguistics, History, Journalism   |
| Graduation essay  | Theater Studies   |
| Outside critiques of student work                                   | Visual Arts   |
| Evaluation of Honors projects                                       | Anthropology  |
| Rubric-based analysis of senior seminar papers by outside readers   | East Asian Studies  |
| English Placement Essay   | Oxford College  |
| Reflective essay in the e-portfolio                                 | Oxford College  |
| Class field projects  | Business Administration   |

At Oxford College, direct assessment methods include an evaluation of students who participate in the Wabash National Study of Liberal Arts Education. In Fall 2008, approximately 95% of freshmen took a battery of tests and surveys offered by Wabash. These included direct measures of critical thinking, ethical reasoning, and socially responsible leadership. In Spring 2009, approximately 87% of these students retook the tests, enabling Oxford faculty to evaluate students' skills in ethical reasoning and their understanding of, and disposition toward, leadership. This testing model will allow Oxford to survey its students both when they first arrive on campus and when they graduate. The Wabash National Study also provides baseline data for future studies.

In the graduate programs, direct assessment methods include written qualifying exams, evaluations of dissertations by a committee, and research proposal evaluations. To evaluate graduate students' teaching skills, some graduate programs ask each faculty member with an assigned Teaching Assistant (TA) to write a report that evaluates the quality of the student's teaching. All faculty members involved in supervising student teaching activities, including the Teaching Assistant Training and Teaching Opportunity (TATTO) course instructor and supervisors for individual TA-ships, report on their students' teaching skills and areas where growth is needed.

Emory's professional schools also engage in direct methods of assessment as part of their own accreditation processes. The School of Medicine relies on direct observation in clinical settings, NBME Subject Examinations, USMLE Step 2CK and 2CS, written examinations, case summaries, oral examinations, clinical performance, and standardized patient examinations. In the second year "Introduction to Clinical Methods" course, each student undertakes 16 bedside teaching experiences with a faculty preceptor. Clerkships (four weeks or longer in duration)

include a faculty member or resident who observes students performing a partial or full history and physical examination. Faculty members also complete the Faculty Evaluation of Student form, assessing the student's communication skills, cognitive skills, clinical skills, and professionalism. This information, in turn, is reviewed by the clerkship director. The Progress and Promotions committee meets once regularly to determine whether students have the knowledge, skills, attitudes, and behaviors to advance to the next phase in their medical education. In addition, the Executive Curriculum Committee regularly reviews the performance of the students on the USMLE Step 1 and 2CK and the third-year Clinical Skills Program.

In the Candler School of Theology, faculty recently completed a curriculum mapping exercise (Fall 2009). They have also created rubrics for assessing and reviewing student final papers, beginning implementation in Spring 2010. A program assessment committee will review the resulting reports, identifying areas of strength and weakness in aggregate. A summary of findings from this committee, along with recommendations, will be shared with the School of Theology's policy and curriculum committee and retained by the program director. In the Rollins School of Public Health, all students enrolled in a master's degree program must complete a "culminating experience"—either a written project (a thesis or special study project) or a capstone seminar. Some departments require students to make an oral presentation presenting and defending their work, or to give formal presentation of their thesis at a public symposium or poster session. These presentations provide faculty with valuable insight into the effectiveness of their programs. In addition, all MPH and MSPH students are required to complete an approved practicum or structured field experience of at least 200 hours unless explicitly exempted. The practicum experience takes place in an agency, institution, or community under the supervision of site administrators and the guidance of student's department. The preceptors (supervisors) at the practicum site evaluate the students at the end of

the experience. Some students also seek certification in a field through a standardized examination such as for the Certified Health Education Specialist (CHES).

In the Nell Hodgson School of Nursing, MSN nurse practitioner graduates take the American Nurses Credentialing Center (ANCC) ANP, ACNP, FNP, or GNP exam or the AANP certification exam. Pediatric Nurse Practitioner graduates take the Pediatric Nurse Certification exam, Nurse Midwifery graduates sit for the American College of Nurse Midwives certification exam, and Women's Health Nurse Practitioner graduates take the Women's Health Nurse Practitioner certification exam. Specialty certification results are shared with the Assistant Dean for MSN/PostMSN studies and specialty coordinators and issues are brought to the MSN faculty meetings. In addition, employers are surveyed periodically to evaluate graduates of the program and regular meetings are held with local nursing leaders to obtain feedback about the effectiveness of the program and the graduates.

In the Law School the most important direct assessment method is the bar passage rate. The Law School also utilizes other methods, including assessment of student projects conducted within the first year legal writing program and within workshops and simulation courses. In addition, students in clinics and in the field placement program are evaluated by supervisors.

In the Goizueta Business School, recruiters are frequently polled as the preparation of the new hires. Additional examples of direct methods used in graduate and professional programs are listed in Table 14 on the next page.

**TABLE 14**  
**Examples of direct assessments in graduate/professional programs**

| <b>Direct Method</b>                                       | <b>Program</b>  |
|--|---|
| Written Qualifying Exam                                    | All PhD Programs  |
| Evaluation of Dissertations                                | All PhD Programs  |
| First year literature presentations                        | Biological and Biomedical Sciences  |
| Grant writing course, proposal evaluation                  | Biological and Biomedical Sciences,<br>Biostatistics  |
| Seminar course presentations                               | Biological and Biomedical Sciences  |
| Master Thesis Defense                                      | Clinical Research   |
| Faculty committee review of student performance            | Economics, Women's Studies  |
| Field Paper Requirement                                    | Economics   |
| Empirical Study  | Educational Studies   |
| Teaching Portfolio   | Educational Studies   |
| Written report from faculty mentors                        | English   |
| Evaluation of prospectuses                                 | History   |
| Evaluation of First Year Study Plans                       | Graduate Institute of Liberal Arts  |
| Juried exams   | Music   |
| Student written and oral summaries on "Research Rotations" | Physics   |
| Co-teaching performance                                    | Political Science   |
| End of year research festival                              | Psychology  |
| Faculty report on graduate students' teaching performance  | Biological and Biomedical Sciences,<br>Biostatistics, Religion, Spanish, Women's<br>Studies |
| Licensure exams  | Nursing, Educational Studies  |
| Evaluation of field performance                            | Public Health programs  |
| Employer survey  | Nursing   |



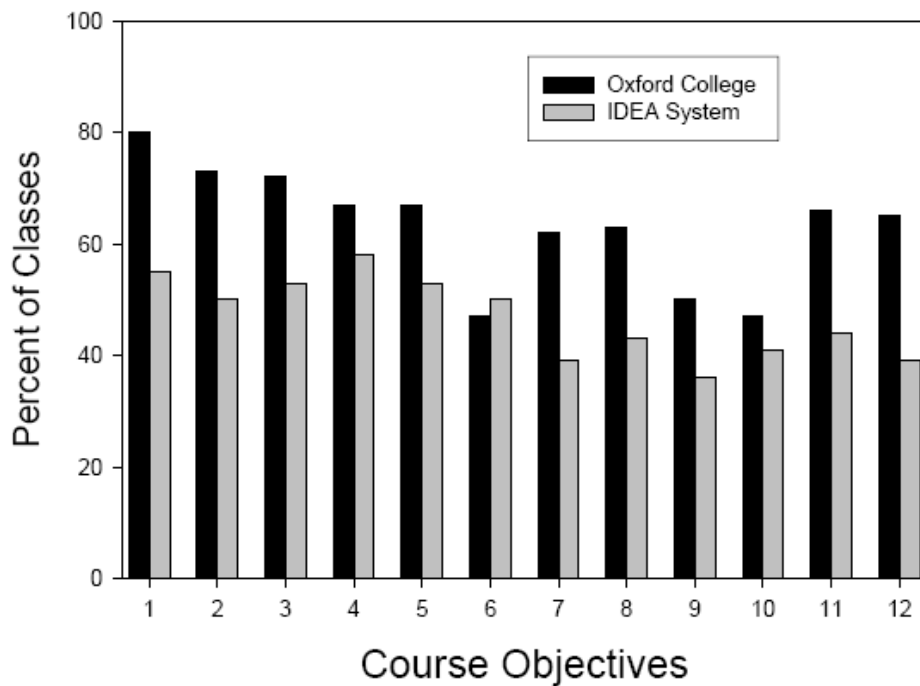
***Indirect methods.*** Each year the Office of Institutional Research & Effectiveness (IRE) conducts the Emory College Graduating Senior Survey, which asks students to rate their educational experience and satisfaction with the program. Results are broken down by program to provide chairs with feedback on the quality of instruction, course content, and satisfaction with advising (see [example](#) of program-based results from the 2009 ECAS Senior Survey in Appendix III.3.3.1). The IRE Office also conducts the BBA Exit Survey for graduating seniors of the Goizueta Business School, the Graduate School Exit Survey, and the American Association of Universities Data Exchange (AAUDE) Alumni Survey. Exit surveys are conducted annually in all other schools.

Some departments and programs have their own exit surveys, which they have refined to reflect their three to six learning goals. These departments require all majors to take the survey prior to graduation. The IRE Office provides support to programs requesting help so that department-specific questions can be incorporated into the Emory College Graduating Senior Survey. In addition to exit surveys, the IRE Office also prepares for each undergraduate program an annual report on graduate school placement (see example of summary report [here](#)). Using data from the National Student Clearinghouse, the office generates a report for each program showing the percentage of students going to graduate school one, two, three, four, and five years after graduation. Chairs find these data to be valuable for their own program reviews, as well.

Oxford College uses a course evaluation system offered by the [Individual Development and Educational Assessment \(IDEA\) Center](#). This indirect evaluation centers on students' perceptions of their own progress in achieving three to five objectives set by each instructor for his or her course. IDEA uses a menu of twelve possible objectives and compares students' assessments to a national database of results on nearly 45,000 courses. For all but one objective,

“developing creative capacities,” Oxford students reported higher gains than the national norms; this figure is based on the participation of several hundred colleges and universities over the last decade, as shown in Figure 3.

**FIGURE 3**  
**Oxford classes with an average score of 4.0 or higher on the IDEA survey, Fall 2008.**



At Emory College of Arts and Sciences, indirect assessment methods extend beyond student surveys and course evaluations to include focus groups, study abroad evaluations, alumni surveys, and acceptances to graduate schools, as shown in Table 15 on the next page.

**TABLE 15**  
**Examples of Indirect Methods in the Undergraduate Programs**

| <b>Indirect Method</b>  | <b>Program</b>  |
|---|---|
| Student Focus groups  | Italian Studies, Religion   |
| Exit Survey   | Jewish Studies, Latin, Linguistics, Mathematics, Music, Religion, Spanish, Visual Arts, NBB, African Studies, Anthropology, Anthropology and Human Biology, Economics, Educational Studies, History, International Studies, Latin American Studies, Political Science, Sociology, Nursing, Oxford College |
| Survey of incoming students                                       | Religion, NBB   |
| Exit interviews   | Computer Science  |
| Course evaluations  | Computer Science  |
| Tracking of students who take advantage of research opportunities | NBB   |
| Tracking of students who enroll in graduate school                | All programs (conducted by IRE)   |
| Questionnaire on semester abroad experience                       | Asian Studies   |
| Alumni Survey   | Economics   |
| Emory University Alumni Survey                                    | All programs (conducted by IRE)   |
| Emory College Senior Survey                                       | All programs (conducted by IRE)   |
| Employment after graduation                                       | All undergraduate programs (career center)  |
| IDEA course evaluations   | Oxford College  |
| ACT Student Satisfaction Survey                                   | Oxford College  |
| HERI Freshman Survey  | Emory College and Oxford College  |

The Nursing and Business schools also make use of indirect assessment methods for their undergraduate programs. In the Nell Hodgson School of Nursing's [BSN program](#), a number of instructors employ class advisory groups. In Fall 2007, 12 students (from a class of 90+) volunteered to provide feedback and suggestions for course improvement to the NRS470 (Professional Development: Management) coordinator. Similar advisory groups were created for the Spring 2008 senior course, NRS471 (Professional Development: Politics and Public Policy)

and the Fall 2008 junior professional development course (NRSG370). In the Goizueta Business School's [BBA program](#), students engage in a 360 assessment, where they evaluate their own leadership skills at the same time that these skills are evaluated by others. The students receive individual coaching, engage in written reflection, and participate in experiential learning. The process is repeated 12 months later, so that student growth can be measured and the effectiveness of the BBA program assessed.

In the Laney Graduate School, indirect methods of assessment include publication rates, conference participation, internships, grant attainment, job placement, exit interviews, and exit surveys, as shown in Table 16 below.

**TABLE 16**  
**Examples of Indirect Methods in Graduate Programs**

| <b>Method</b>   | <b>Program</b>   |
|---|--|
| Publication Rate  | All PhD Programs   |
| Job placement   | All PhD Programs   |
| Conference Participation  | Art History, ILA, Mathematics, Psychology, Religion, Spanish |
| Number and quality of professional internship positions obtained by PhD student     | Computer Science, Mathematics                                |
| All-faculty meetings to review students' progress                                   | Chemistry  |
| Grant Attainment  | Educational Studies (MA)                                     |
| AAUDE Exit Survey   | All graduate programs  |
| NSF Survey of Earned Doctorates   | All PhD Programs   |
| Exit Interview  | Film Studies   |
| Exit survey polling graduating students about their dissertation writing experience | French   |
| Fellowship and teaching awards  | Graduate Institute for Liberal Arts                          |
| Survey before advance to doctoral candidacy   | Graduate Institute for Liberal Arts                          |
| NRC Study   | All PhD Programs   |

Recently the Laney Graduate School participated in the National Research Council (NRC) [study of PhD programs](#), a process that allowed the Graduate School to develop new data sources and to improve its data collection. The graduate exit survey process has been improved, for example, with the Graduate School now linking the survey to the electronic submission of dissertations. In addition, the Graduate School has used data from [Academic Analytics](#) to create program profiles that track faculty publications, citations, books, research funding, and honors and awards. These annual data allow individual graduate programs to determine their national rank and to examine their progress on various goals and strategic objectives.

The professional schools use a wide range of indirect measures for their program assessments. In the [School of Medicine](#), indirect methods of assessment include surveys of residency program directors and surveys of recent graduates. Students also have the opportunity to provide program feedback during end-of-course evaluations and clerkship evaluations. The [Rollins School of Public Health](#) examines student internship rates and job placement rates through annual exit surveys. [Candler School of Theology](#) conducts surveys and focus groups with students and alumni; the school also convenes focus group discussions for faculty regarding program goals and curriculum mapping. The [Nell Hodgson Woodruff School of Nursing](#) collects and analyzes surveys and other data from students, alumni, and employers of Nursing School graduates, paying particular attention to graduation rates, BSN and MSN end-of-program satisfaction, alumni satisfaction at 1 and 3 years, BSN employer satisfaction at 1 and 3 years, and rates of employment. In addition, exit interviews conducted by specialty coordinators are used for improving the MSN program. The [School of Law](#) uses exit surveys and alumni surveys to assess employment status and salaries at graduation and nine months after graduation. In addition, the school has participated for three consecutive years in the Law School Survey of Student Engagement (LSSE), conducted by the Center for Postsecondary Research at Indiana

University-Bloomington. In the Goizueta Business School's [MBA program](#), faculty administer surveys to students in both the spring and the fall semesters. The spring survey examines the effectiveness of the MBA program's core classes for students' mastery of overall program objectives. The fall survey explores the effectiveness of the same core classes for helping students succeed in their summer internships.

c) Examples of Changes Based on Assessment Information. The academic year 2009-10 is the first in which arts and sciences programs are using the common assessment template. Changes based on recent assessment findings will be identified at the conclusion of the school year and implemented beginning in 2010-11. The Provost's Executive Assessment Team has asked departments, however, to indicate in their assessment plans if they made any changes in the past three years to their programs based on earlier program-level assessment efforts (before assessment reporting was centrally organized). Many departments reported making changes based on earlier assessment efforts. In Classics, for instance, an internal review and discussion with graduating seniors and alumni led to the implementation of a more intensive language course to allow students to reach an advanced level of competence more quickly. The internal review also led to a collaboration with the History Department to develop survey courses that help students gain a "big picture" perspective of Western history and Western antiquity.

Other departments reported recalibrating their curriculum to provide more instruction in required skill sets. After soliciting feedback from current students and alumni, the Sociology Department decided to provide more in-depth training in quantitative methods; in Fall 2007 the department implemented a new program in Social Science Research. In the French Department, faculty worked within a program review self-study (2008) to survey undergraduate alumni majors, the results of which have led to closer supervision and stronger personal advising of all majors and minors. In Italian Studies, the 2008-09 end-of-semester assessment meeting revealed

both good news and bad news: students are rapidly improving their writing and comprehension skills, but they are not improving as rapidly in their oral communication. This feedback led to the decision to restructure course syllabi in the program in order to encourage more content-based conversational exercises. In Women's Studies, the 2009 annual assessment meeting of faculty revealed that students in the senior seminar demonstrated weaknesses in critical writing, in students' ability to analyze scholarly texts, and in the interpretation of different genres of writing. Faculty examined the curriculum to determine how and where these skills could be taught more effectively. They decided to (a) place greater emphasis on the teaching of critical reading and writing skills in the Women's Studies introductory course (WS 100) and freshman seminars (WS 190); (b) include a unit on "how to teach" critical reading and writing in the WS pedagogy course for graduate students (WS 720), and (c) create a file of resources and strategies for teaching writing that will be shared among faculty and graduate student instructors. Table 17 shows the range of changes made in the past three years by undergraduate programs based on earlier program-level assessment efforts:

**TABLE 17**  
**Examples of improvements based on assessment results: undergraduate programs**

| Type of Improvement  | Undergraduate Program  |
|--|--|
| New course offerings   | Classics, Interdisciplinary Studies, Mathematics, Educational Studies, International Studies, Political Science, Sociology |
| Closer supervision and personal advising of majors and minors  | French   |
| Enhanced senior-year capstone experience   | Interdisciplinary Studies  |
| More clear oversight role for the DUS the undergraduate committee to ensure placement of majors with senior year project advisor                                     | Interdisciplinary Studies  |
| Revision of existing courses   | Mathematics, Women’s Studies   |
| Restructured sequence of courses   | Music, Computer Science, NBB, Anthropology   |
| Made ethics become an integral topic for selected courses  | NBB  |
| More guidance to graduate students and faculty advisors regarding expectations and procedures for writing field papers   | Economics  |
| Regular meetings of the Director of the Joint Program with participants for a roundtable, every two weeks, on issues in designing and conducting classroom research. | French   |

Outside Emory College of Arts and Sciences, the BBA program in the Goizueta Business School has used assessment results to (1) enhance advising (with new measures put in place to integrate students’ course choices with their larger career and intellectual goals); (2) add a new course in Social Enterprise; (3) institute a leadership academy; (4) develop a 360 assessment; and (5) expand the number of study-abroad options as well as the amount of counseling, advising and support available for those students who choose to study abroad.

In the undergraduate program at the Nell Hodgson School of Nursing, faculty members have decided to use the assessment tools developed by the [Educational Benchmarking Institute](#)



(EBI) to help improve the response rate on alumni questionnaires. The EBI tools will allow faculty to follow up on alumni responses and apply the relevant findings to current programs, paying special attention to how well alumni feel their Emory education prepared them to practice nursing.

Emory's graduate programs have also begun making changes to their offerings based on previous assessment findings. In the Economics graduate program, an analysis of field paper completion revealed that the graduate program needed to provide more guidance to graduate students and faculty advisors regarding expectations and procedures for writing field papers. The Graduate Program Committee met in April 2009 to discuss possible solutions and then presented its recommendations to faculty, who approved the new policy. In the Institute of Liberal Arts (ILA) graduate program, faculty reconfigured the First-Year Study Plan in 2008 based on direct feedback (oral and written) from students as well as faculty members. They modified the plan to make it more interdisciplinary and to involve more faculty members in students' planning and presentation of their doctoral research at an earlier stage. In the Sociology graduate program, faculty members assessed the quality of graduate students' required research paper, together with the publication rate of these papers, and found that students were taking a long time to finish these papers and submit them for publication. In response, they created the Second-Year Research Paper Seminar, a required course that PhD students must take in their second semester of their second year. Newly enrolled students are expected to make substantial progress on their research projects with the additional support provided by this seminar. Table 18 lists a range of changes driven by assessment planning and evaluation in the Graduate School:

**TABLE 18**  
**Examples of improvements based on assessment results: graduate programs**

| Type of improvement  | Program                                   |
|--|---|
| Expanded grant writing class to strengthen writing abilities   | Biological and Biomedical Sciences        |
| Modified existing courses  | Biological and Biomedical Sciences        |
| Scope of 2nd year Methods exam was adjusted to encourage creative solutions provided by students   | Biostatistics                             |
| Added independent proposal requirement in all subdiscipline tracks   | Chemistry                                 |
| Developed evaluation forms for student assessment of skills and attitudes, courses, and mentors  | Clinical research                         |
| Added new courses  | English, Epidemiology, Physics, Sociology |
| Began weekly Faculty Research Seminars to provide students the opportunity to hear about available research projects led by Epidemiology Faculty | Epidemiology                              |
| Introduced Qualifying Exam format to better prepare M.A. students for Ph.D. programs   | Film Studies (MA)                         |
| Revised General Examination fields and procedures.   | History                                   |
| Launched New Mini-Internship in Candler School of Theology to reinstate practical service planning experience                                    | Music                                     |
| Formed individualized faculty advisory committee for each student upon entry to department   | Psychology                                |
| Instituted a standard form for faculty evaluation of students' progress  | Women's Studies                           |

The professional schools are also making changes to their curriculum and programs based on previous assessment findings. In the School of Medicine, all key assessment data (NBME subject examinations, USMLE Steps 1, 2CK, and CS results, NRMP match results, and graduate performance surveys) are reviewed regularly by the Executive Curriculum Committee (ECC). A recent ECC review led to the decision to incorporate additional questions related to “professionalism” into student clerkship evaluations. At Candler School of Theology, a

Curriculum Task Force (CTF) was constituted in Fall 2004 to assess the effectiveness of the existing curriculum in meeting the goals of the program. This committee conducted surveys of current students and alumni and held focus groups with current students, alumni, and faculty. The result was the development and adoption (in Fall 2005) of new curricular goals and the adoption (in Fall 2006) of a new overall curriculum. In the Nell Hodgson Woodruff School of Nursing, faculty specializing in Nurse-Midwifery analyzed their program in 2004-05, mapping objectives and course content. They continued this assessment in 2007, comparing their course objectives and content to the midwifery certification examination and ensuring that all areas were covered. In 2006-2007 the MSN faculty reviewed each MSN course to determine if their course objectives were congruent with individual student learning outcomes, and they made changes to some of their courses as a result.

Finally, the Goizueta Business School has instituted changes to its curriculum based on key feedback from MBA graduates. Faculty members have developed a new core course in Management Practice, a two-semester class that will 1) serve as a vehicle for integrating knowledge across the core courses; 2) provide opportunities for contextual problem solving and decision analysis; 3) frame problems and find the data to analyze and support making a timely decision; and 4) simulate the real workplace, where managers have to ask the right questions and answer them, deal with unstructured problems, often without all of the needed information readily available, and yet make a timely decision or recommendation.

d) Recommendations for Improving Assessment Processes. The Provost's Executive Assessment Team invites feedback from faculty and administrators on the assessment process. These suggestions promise to strengthen and streamline assessment at Emory while also ensuring that assessment measures allow sufficient nuance to reflect the distinctive aims and goals of individual departments and programs.

Faculty in Jewish Studies, for example, have indicated that a singular focus on the assessment of majors misses the benefits of the Jewish Studies program for non-majors—students who participate in one or two courses. The Jewish Studies program was designed to encourage wide student participation and to enrich the study of majors from Anthropology, History, Linguistics, and Religious Studies, among other fields. This concern—how do we capture the cross-fertilization of fields within departmental assessment measures?—is just one among many that the assessment team aims to address in coming months. Interdisciplinary study is especially strong at Emory, so it will be important to identify “best practices” for assessing interdisciplinarity across all programs and divisions.

In general, Emory’s undergraduate assessment plans for 2009-10 reveal that many programs are moving to more direct methods of assessment and relying less on surveys. Faculty members in Educational Studies are planning to implement a Capstone Course, for example; and Asian Studies faculty members are considering using multiple choice tests. In addition, more undergraduate programs are reconfiguring their exit surveys and focus groups to ask questions that relate directly to student learning goals.

Similarly, the graduate programs are also moving to improve their assessment processes during 2009-10 and following, primarily by adding new assessment techniques. Examples of proposed changes aimed at improving the assessment process in graduate education are listed on the next page in Table 19.

**TABLE 19**  
**Examples of recommendations for improving the assessment of graduate education**

| <b>Recommendations for improving the assessment process</b>   | <b>Program</b>                        |
|---|---------------------------------------|
| MA students submit an end-of-year report to allow faculty to assess their progress in coursework, independent research, presentations, publication, and thesis  | Master of Arts in Educational Studies |
| Enhance the evaluation of dissertations. Up to now, only the dissertation director and committee members evaluate the dissertation thoroughly. We plan to involve the graduate faculty in its entirety to assess the dissertations produced in the department as a whole. | French                                |
| Increased and more formal faculty feedback on qualifying exam to better approximate a journal or grant review process   | Psychology                            |
| Plan to more aggressively assess the quality and appropriateness of methods/statistics used in students' research papers and dissertations.   | Sociology                             |
| Implement annual student self-assessment forms to help students monitor their progress in the program   | Spanish                               |

**3. Assessment of General Education.** Based on feedback provided by students and faculty, Emory College of Arts and Sciences revised its [general education requirements](#) (GERs) in Fall 2009. [Learning goals](#) were established in 2009-2010 for each GER area (see Appendix III.3.3.1). The [Educational Policy Committee](#) (EPC) of Emory College of Arts and Sciences is overseeing the continued implementation and assessment of these goals for the College. The Committee has recently designed a plan to assess all GER learning goals within the next five years. In addition, the University Learning Outcomes Committee provides oversight and recommendations to the schools in an effort to support and strengthen all general education assessment processes.

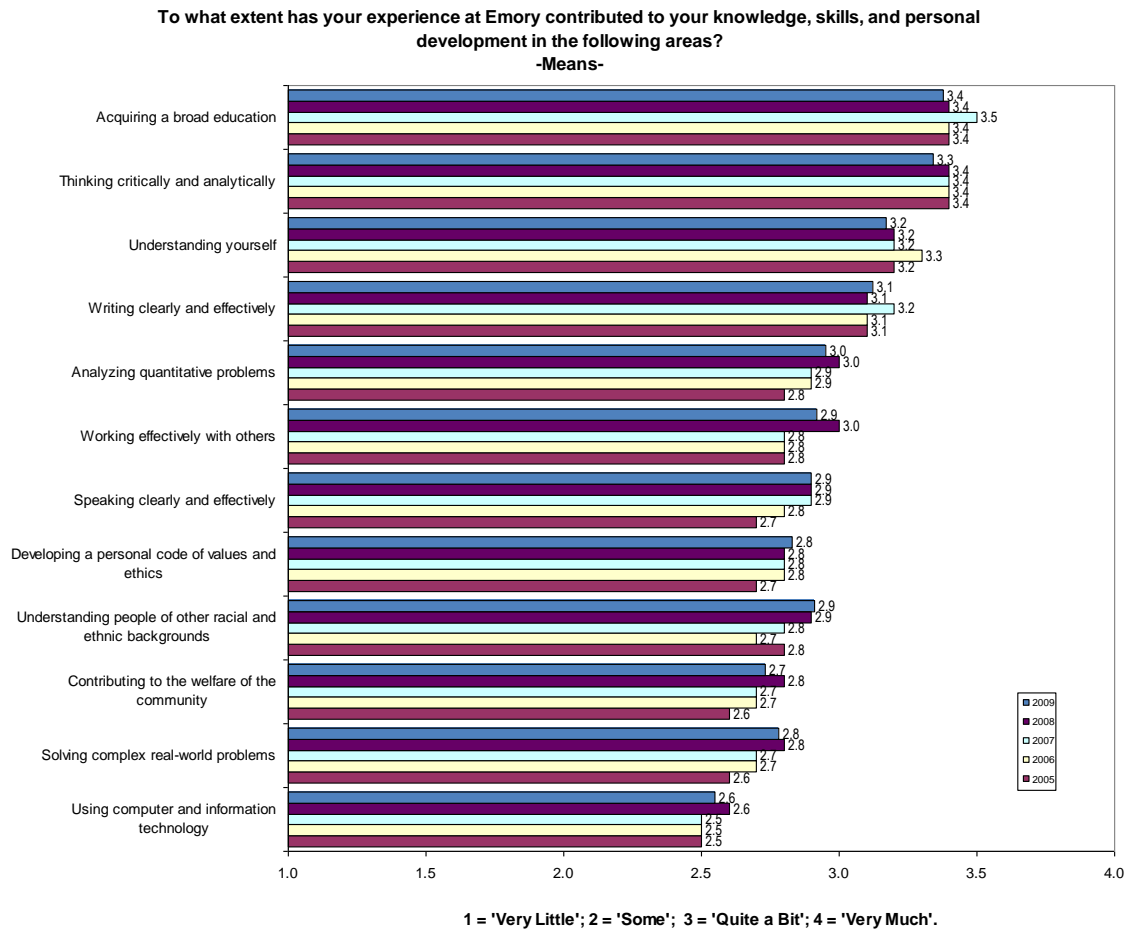
During 2008-09, general education assessment at Emory College of Arts and Sciences focused on assessing students' writing abilities. A Writing Requirement Task Force formed by the College conducted a survey of Emory College faculty and solicited input on writing assignments (this exercise was part of an evaluation of the Writing Requirement (WR) portion of the General Education Requirements). The study sought answers to questions such as: What percentage of the course grade in the Writing Requirement courses is based on writing assignments? How many pages, and what types, of writing do faculty assign? How many pages of their writing (all assignments combined) are students required to revise in response to specific feedback from an instructor? An evaluation of findings from this study has led to the development of a longitudinal plan for assessing student writing in the College. The [findings](#) of this study are presented in Appendix III.3.3.1.

Building on the results of this study, the College's Educational Policy Committee launched in 2009-10 a plan to assess the goals of the Continuous Writing Requirement through direct assessment methods, by tracking students' progress in writing over time in a random sample of 30 sections that satisfy this requirement. Papers written by all students enrolled in these sections are being collected during the spring semester and will be assessed through the use of a rubric by the Writing Center during the summer of 2010.

In addition, the annually administered Emory College Senior Survey asks students to rate their perceived gains in writing skills and other general education areas, as indicated in Figure 4 on the next page:

**FIGURE 4**

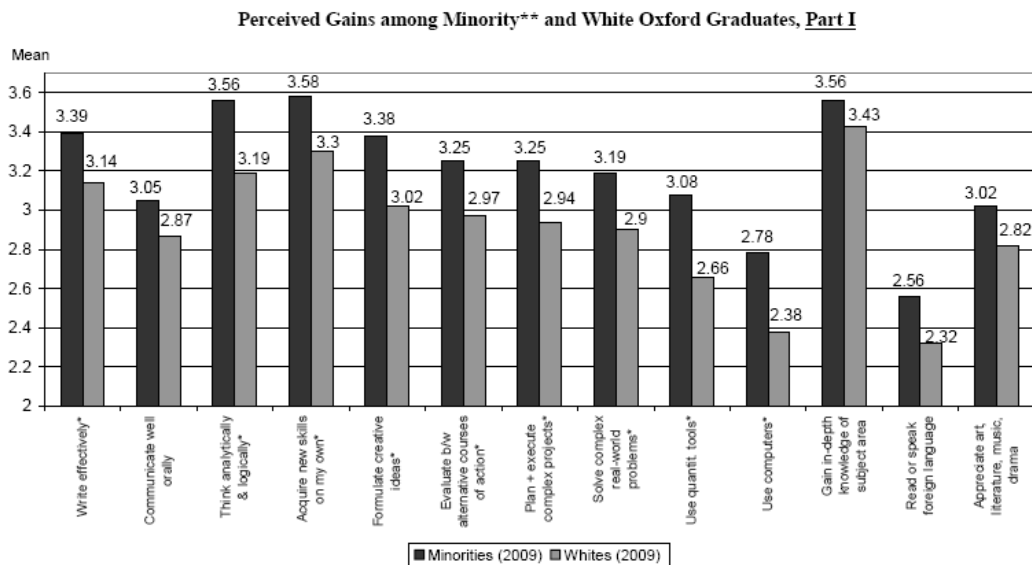
**Self-reported gains during college: Emory College graduates**



Emory College of Arts and Sciences also relies on the [NSSE](#) questionnaire to obtain data on the writing requirement for general education. Administered in 2006 and 2008, the NSSE questionnaire asks students to identify the extent to which their college training has contributed to their ability to write clearly and effectively. The questionnaire also asks students how often during a given school year they have prepared two or more drafts of a paper before turning it in to the instructor, and how many written papers or reports they have completed during the year. Ratings by Emory College freshmen and seniors for these writing-related questions exceeded the ratings of other research universities. Results for Spring 2010 will be available in Fall 2010.

At Oxford College, general education assessment in 2008-09 focused on critical thinking, leadership, ethical reasoning, and research skills. In addition to the NSSE study (Oxford participated in 2004, 2006, and 2008), Oxford has participated in the Wabash National Study of Liberal Arts Education, as noted earlier. In Fall 2008 Oxford also initiated a Research Practices Survey, which, like the Wabash study, produces both direct and indirect evidence of student learning, and evidence of one year “value added.” Data refer to students’ skills, experiences, and attitudes regarding academic research and point to areas of improvement for all students’ research skills. In addition, the Oxford College Exit Survey provides indirect evidence of self-reported gains in general education, as indicated in Figure 5 below.

**FIGURE 5**  
**Perceived gains in learning at Oxford College**



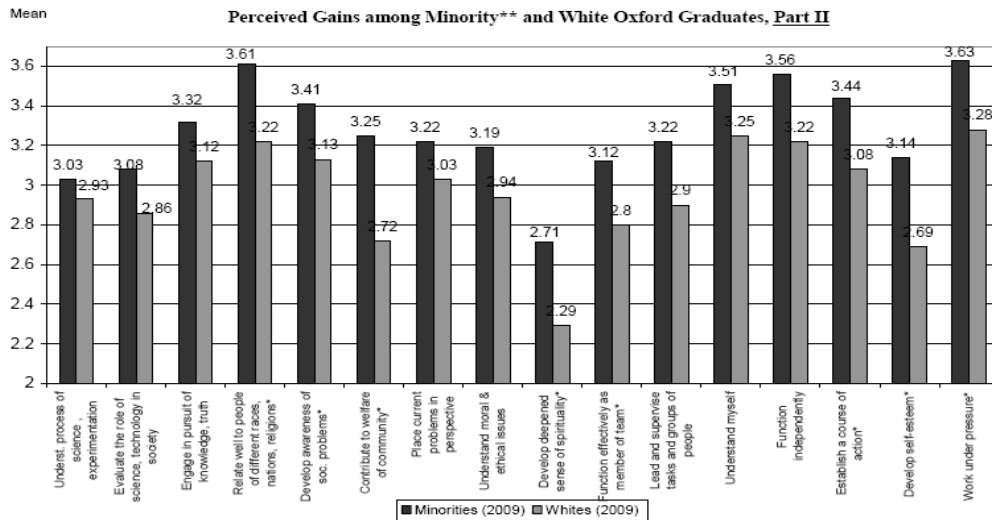
*"Please indicate the extent to which each capacity was enhanced by your freshman and sophomore years at Oxford." (Scale: 1=not at all, 2=a little, 3=moderately, 4=greatly)*

\*\* "Minority" refers to those identifying themselves as "Black, Non-Hispanic," "Hispanic," or "Native American, Alaskan Native." Those indicating "other" ethnicity are excluded.

\* denotes statistically significant differences (p<0.05)

Source: 2009 Oxford College Graduation Survey (Spring and Summer graduating sophomores); response rate 95%





*"Please indicate the extent to which each capacity was enhanced by your freshman and sophomore years at Oxford." (Scale: 1=not at all, 2=a little, 3=moderately, 4=greatly)*

\*\* "Minority" refers to those identifying themselves as: "Black, Non-Hispanic," "Hispanic," or "Native American, Alaskan Native." Those indicating "other" ethnicity are excluded.

\* denotes statistically significant differences (p<0.05)

Source: 2009 Oxford College Graduation Survey (Spring and Summer graduating sophomores); response rate 95%

In 2009-10, Oxford College asked all freshmen to complete the English Placement Essay, which will be evaluated using a rubric to provide baseline data of student writing skills as they enter Oxford. These data will be compared to graduates' skills upon exit. The prompt for the Placement Essay will ask students to describe, compare and contrast, and convey their understanding of socially responsible leadership. A reflective essay written by students in their last semester at Oxford for the e-portfolio, a planned requirement to be piloted at Oxford in 2009-10, will be used to assess the level of graduates' writing skills.

Emory is committed to providing funding and support for general education assessment at the central level. The University participates regularly in the National Survey of Student Engagement (NSSE). Results from this survey are analyzed by the Office of Institutional Research and Effectiveness and discussed with the Emory College of Arts and Sciences and Oxford College leadership. At Oxford, the first results of the NSSE survey prompted a series of focus groups with students to determine ways in which the school can provide a more supportive campus environment (NSSE's fifth benchmark). The NSSE survey shows Emory students

consistently reporting greater learning gains than students at other research universities. Table 23 compares Emory’s scores on the five NSSE benchmarks to the average for research universities.

**TABLE 23**

**2008 NSSE Benchmark Comparisons**

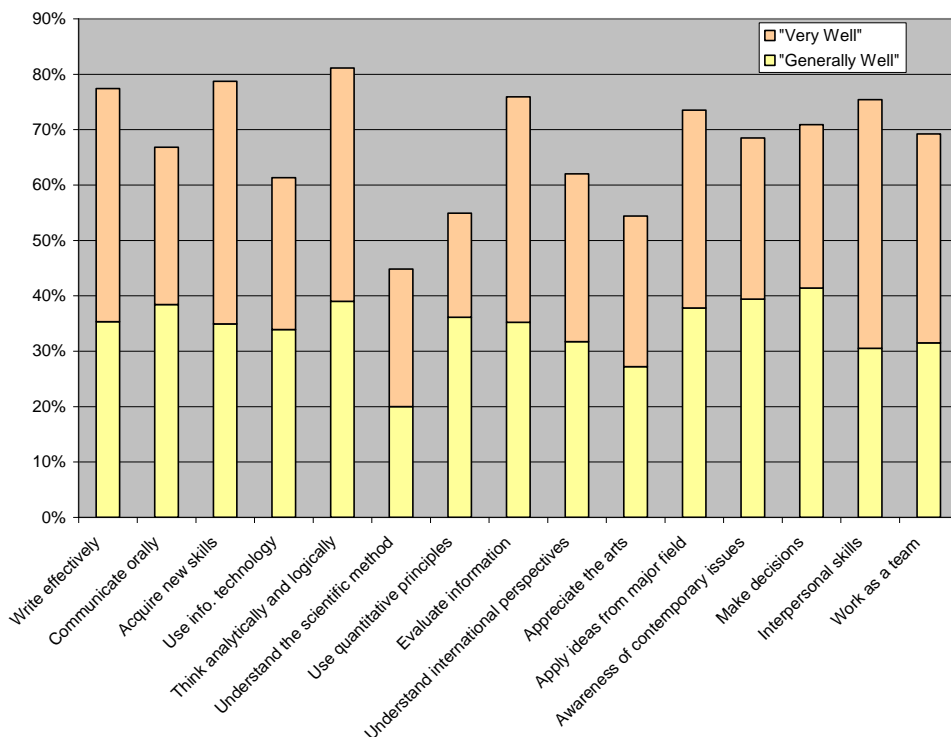
|                             | <b>Emory</b> | <b>Other Research Universities<br/>(same Carnegie Classification)</b> |            |                    |
|-----------------------------|--------------|---|------------|--------------------|
|                             | <i>Mean</i>  | <i>Mean</i>   | <i>Sig</i> | <i>Effect Size</i> |
| Level of Academic Challenge |              |   |            |                    |
| First-Year                  | 61.0         | 52.9  | ***        | .63                |
| Senior                      | 61.1         | 55.5  | ***        | .41                |
| Active and Collaborative    |              |   |            |                    |
| First-Year                  | 49.3         | 39.8  | ***        | .60                |
| Senior                      | 48.9         | 47.1  |            | .11                |
| Enriching Educational       |              |   |            |                    |
| First-Year                  | 37.3         | 29.0  | ***        | .62                |
| Senior                      | 54.1         | 43.2  | ***        | .63                |
| Student-Faculty Interaction |              |   |            |                    |
| First-Year                  | 41.5         | 31.5  | ***        | .56                |
| Senior                      | 51.3         | 40.0  | ***        | .55                |
| Supportive Campus           |              |   |            |                    |
| First-Year                  | 66.9         | 59.4  | ***        | .42                |
| Senior                      | 56.5         | 55.4  |            | .06                |

\*\*\*difference in mean scores is significant at .001 level

The university also provides central support for school-based alumni surveys. In 2008 the IRE Office conducted surveys to gauge alumni perceptions of their gains in general education as a result of their undergraduate experience at Emory. These questions were scored on a scale from 1 (not at all) to 5 (very well). Figure 6 shows that approximately 80% of the graduates consider that Emory prepares them “well” and “very well” to write effectively. A similar alumni survey conducted earlier by the Center for Science Education focused on alumni in the sciences.

**FIGURE 6**

**How well did Emory prepare you to....?**



In 2008-2009 Emory also piloted an e-portfolio program to aid in the assessment of general education (see sample at <http://www.aait.emory.edu/ats/blackboard/eportfolio/sample/>). The Emory e-portfolio was a team effort, sponsored by the Office of the Provost with additional coordination by Campus Life and the Emory College Office of Undergraduate Education. It targeted incoming freshman from Fall 2008, as well as Residence Life staff and FAME Advisors. The e-portfolio gave freshman a central place to document their educational and professional development (aligned with Emory College general education goals). Students received 1GB of storage on Blackboard to manage and build their portfolios. In 2009-10, the Provost's Office is finalizing its decision about the use of E-Portfolio in the future.

**4. Assessment of student learning in support units.** Learning occurs not only in academic programs but also in residence halls, clubs, student organizations, volunteer activities,

and other Campus Life entities. In Spring 2009 Emory launched a comprehensive assessment of student learning outside the traditional classroom environment, “[Dialogues on the Undergraduate Experience](#).” The Office of the Provost and the Division of Campus Life convened a series of dialogues with undergraduates to assess the overall quality of their collegiate experience. The Dialogues project seeks to establish a “roadmap” for future improvements to the Emory undergraduate experience. The self-study, which will be published in Summer 2010, includes information gathered from these dialogues; a prioritized list of areas for improvement; and a set of reflections on the undergraduate experience from a select group of students. These efforts complement a similar study completed by the Office of the Provost in 2007, “[A Community of Excellence: Reflections and Directions from the Year of the Faculty](#),” a comprehensive assessment of the faculty experience at Emory.

Emory conducts systematic and continuous assessment across all areas that affect student learning. These units include Campus Life, Study Abroad, the Emory Libraries, the Center for Science Education, Learning Programs, and the Office of University-Community Partnerships (OUCP). Many of these assessment efforts bear directly on the University’s strategic planning goals. Examples of assessment reports in [Campus Life](#) and [educational support](#) units are included in the Appendix III.3.3.1. Table 20 on the next page provides examples of assessments that focus on student learning outside the classroom.

**TABLE 20**  
**Student Learning Assessment outside the classroom**

| Entity   | Examples of Assessment Activities  |
|--|--|
| Campus Life  | Housing Survey   |
| University Libraries   | Research Practice Survey (at Oxford)<br>Library Instructor Feedback Survey<br>Annual Library Survey<br>UTS Annual Survey   |
| Center for Science Education                                 | Post-graduate tracking of HUES and SURE participants<br>Survey of alumni who majored in sciences   |
| CIPA (Study Abroad Programs)                                 | Survey of program participants (summer and semester programs)  |
| Learning Programs in the Office of Undergraduate Education   | Supplemental Instruction Survey<br>Tracking the Academic Performance of “At Risk” Groups in the Sciences   |
| Office of University-Community Partnerships                  | Student participation in engaged learning through programs such as Ethics and Servant Leadership Summer Internship, the Pipeline, and Challenge and Champions<br><br>Student participation in volunteer service activities |
| Sustainability Initiatives                                   | Faculty survey on sustainability-related courses and research projects<br>STAR rankings  |
| Office of the Senior Vice Provost of Undergraduate Education | “Dialogues on the Undergraduate Experience”  |
| Emory College Office of Educational Research                 | Focus groups with students around retention  |
| Institutional Research at Oxford                             | Focus groups with Oxford continuees at Emory College<br>Socially Responsible Leadership Scale  |
| University Senate Committee on Student Affairs               | Service Impact Survey<br>Graduate Student Life Survey  |
| Emory College Office of Undergraduate Education              | Exit interview with students who want to transfer<br>Student Focus Groups  |
| International Students and Scholars Program (ISSP)           | International Students Needs Assessment Survey   |

The Division of Campus Life provides a particularly strong example of assessment in Emory's student services arena. Like assessment in the academic majors, assessment in Campus Life requires units to identify learning outcomes, develop sound methods of assessments, and use results for improvement on annual basis. The outcomes-based assessment model in Campus Life highlights eight goals for student development:

1. Contribute to the intellectual development, academic success, and persistence to degree of students;
2. Nurture the social, emotional, and cognitive dimensions of student learning and development;
3. Promote an inclusive environment;
4. Challenge and support students as they engage in self-exploration in pursuit of self-knowledge;
5. Facilitate the development of leadership skills;
6. Help students maximize their potential as responsible and ethical citizens, leaders and professionals;
7. Provide support to students and the community during times of crisis;
8. Encourage a physically active and healthy lifestyle.

Over the past three years, the Campus Life assessment team has grown from six to fifteen members, representing each College department. Team members are appointed for a minimum of two years. Team meetings occur monthly from August through June. Six members of this committee serve as well on an assessment steering team, which meets monthly. Over the past two years, 20 assessment studies have been conducted annually by the Campus Life assessment team. The assessments have employed surveys, focus groups, and interviews, among other measures. For Residence Life and Housing, Multicultural Programs and Services, the Counseling Center, and Student Health Services, national instruments and testing agencies were

used. To reduce the number of Division surveys, future assessments will concentrate on focus groups and interviews.

Campus Life assessment projects have become a key factor in enhancing the quality of students' overall experience at Emory. One department recently discontinued two programs based on its assessment outcomes, resulting in nearly \$15,000 in savings. Other departments used the assessment results to reaffirm the strength of existing programs, engage faculty and staff in student crisis situations, and explore the results of a short-term smoking cessation program.

Innovative assessment efforts are occurring in other student support units, as well. Emory's Center for International Programs Abroad is partnering with the Emory Counseling Center to launch new research on the impact of the study-abroad experience on student self-esteem. The study will include a control group of students enrolled in a psychology course on campus and an experimental group of students studying abroad for an academic semester. Students will be given a series of questionnaires and measures to complete prior to departure, upon return, and 6-months after completion of the program. The study aims to contribute to the scarce literature available regarding the psychological impact of the study abroad experience.

To create further opportunities for improving undergraduate learning, the Provost's assessment team will convene a plenary meeting of the two university assessment committees in Spring 2010.

**5. Conclusion.** Emory is committed to the successful integration of student learning assessment into existing planning and reporting processes. Schools and programs are taking steps in this direction. The College Dean's Office asks each program to include a report on assessment as part of annual program review and planning sessions. A student learning assessment section is also incorporated in the College's [guidelines for program review](#), undertaken by each department every seven years. The Graduate School has incorporated

assessment reporting within its annual reporting cycle. In the professional schools, assessment reporting is required as part of periodic self-studies for accreditation.

In 2009-10 the Provost's Office will continue to work with all of Emory's schools to ensure that learning goals, methods of measurement, and proposed changes or improvements become part of the annual planning and reporting processes. This kind of integration makes practical and strategic sense to the mission, needs, and resources of each division and program, and it promises to instill a lasting culture of learning assessment at Emory.

In the Summer and Fall of 2010, the IRE Office will roll out the *WEAVEOnline* assessment planning software to provide a common reporting platform for academic and student support programs. Training in the new reporting system will be offered to chairs or their assistants, to directors of undergraduate and graduate studies, and to other program administrators. The Provost's Executive Assessment Team is also planning several assessment-related workshops, where faculty and staff can learn about curriculum mapping, defining goals and outcomes, and using rubrics to assess student work. Workshops and/or individual consultations on assessment will be offered to newly appointed chairs, directors of undergraduate studies, and directors of graduate studies. With these and other efforts, the University seeks to ensure that learning and learning outcomes at Emory not only meet but also exceed the required standards.



### Appendix III.3.3.1

| <b>Document</b>                                    | <b>Location</b>   |
|--|---|
| 2008-09 Emory College Assessment Reports           | <a href="..\Appendices\Part III.3.3.1\2008_09EmoryCollege_Assessment_Reports.pdf">..\Appendices\Part III.3.3.1\2008_09EmoryCollege_Assessment_Reports.pdf</a>                         |
| 2008-09 Graduate School Assessment Reports         | <a href="..\Appendices\Part III.3.3.1\2008_09GradSchool_Assessment_Reports.pdf">..\Appendices\Part III.3.3.1\2008_09GradSchool_Assessment_Reports.pdf</a>                             |
| 2008-09 Emory University Dashboard                 | <a href="..\Appendices\Part III.3.3.1\2008-09 Emory Univ Dashboard.pdf">..\Appendices\Part III.3.3.1\2008-09 Emory Univ Dashboard.pdf</a>   |
| 2009 Global Health Institute Annual Report         | <a href="..\Appendices\Part III.3.3.1\2009 Global Health Inst Annual Report.pdf">..\Appendices\Part III.3.3.1\2009 Global Health Inst Annual Report.pdf</a>                           |
| ABA Section III                                    | <a href="..\Appendices\Part III.3.3.1\ABA Section III - Program of Legal Education.pdf">..\Appendices\Part III.3.3.1\ABA Section III - Program of Legal Education.pdf</a>             |
| Assessment Examples from Educational Support Units | <a href="..\Appendices\Part III.3.3.1\Assessment Examples from Educational Support Units.pdf">..\Appendices\Part III.3.3.1\Assessment Examples from Educational Support Units.pdf</a> |
| Business Assessment Reports                        | <a href="..\Appendices\Part%20III.3.3.1\Business_All%20Programs.pdf">..\Appendices\Part%20III.3.3.1\Business_All%20Programs.pdf</a>   |
| Candler Assessment Reports                         | <a href="..\Appendices\Part III.3.3.1\Candler Assessment Reports.pdf">..\Appendices\Part III.3.3.1\Candler Assessment Reports.pdf</a>   |
| CCNE Self-Study                                    | <a href="..\Appendices\Part III.3.3.1\CCNE Self-Study.pdf">..\Appendices\Part III.3.3.1\CCNE Self-Study.pdf</a>   |
| CCNE Self-Study Appendices                         | <a href="..\Appendices\Part III.3.3.1\CCNE Self-Study Appendices.pdf">..\Appendices\Part III.3.3.1\CCNE Self-Study Appendices.pdf</a>   |
| ECAS Program Review Guidelines                     | <a href="..\Appendices\Part III.3.3.1\ECAS Program Review Guidelines.pdf">..\Appendices\Part III.3.3.1\ECAS Program Review Guidelines.pdf</a>   |
| College GER Learning Goals                         | <a href="..\Appendices\Part III.3.3.1\Emory College GER Learning Goals.pdf">..\Appendices\Part III.3.3.1\Emory College GER Learning Goals.pdf</a>                                     |
| School of Medicine Self-Study Summary              | <a href="..\Appendices\Part III.3.3.1\EUSOM Self-Study summary.pdf">..\Appendices\Part III.3.3.1\EUSOM Self-Study summary.pdf</a>   |
| Examples of Assessment in Campus Life              | <a href="..\Appendices\Part III.3.3.1\Examples of Assessment in Campus Life.pdf">..\Appendices\Part III.3.3.1\Examples of Assessment in Campus Life.pdf</a>                           |
| Example of Senior Survey Departmental Report       | <a href="..\Appendices\Part III.3.3.1\Example of Senior Survey Dept Report.pdf">..\Appendices\Part III.3.3.1\Example of Senior Survey Dept Report.pdf</a>                             |
| Law School Scorecard                               | <a href="..\Appendices\Part III.3.3.1\Law School Scorecard.pdf">..\Appendices\Part III.3.3.1\Law School Scorecard.pdf</a>   |
| Oxford College Assessment Report                   | <a href="..\Appendices\Part III.3.3.1\Oxford College Assessment Report.pdf">..\Appendices\Part III.3.3.1\Oxford College Assessment Report.pdf</a>                                     |
| RSPH Self-Study Criterion V                        | <a href="..\Appendices\Part III.3.3.1\RSPH_Self_Study_Criterion_V.pdf">..\Appendices\Part III.3.3.1\RSPH_Self_Study_Criterion_V.pdf</a>   |
| Schedule of Professional Accreditation Visits      | <a href="..\Appendices\Part III.3.3.1\Schedule for professional accreditation.pdf">..\Appendices\Part III.3.3.1\Schedule for professional accreditation.pdf</a>                       |
| Schedule of Program Reviews in ECAS                | <a href="..\Appendices\Part III.3.3.1\Schedule of Program Reviews in ECAS.pdf">..\Appendices\Part III.3.3.1\Schedule of Program Reviews in ECAS.pdf</a>                               |
| Strategic Plan Midpoint Assessment                 | <a href="..\Appendices\Part III.3.3.1\Strategic_Plan_Midpoint_Assessment.pdf">..\Appendices\Part III.3.3.1\Strategic_Plan_Midpoint_Assessment.pdf</a>                                 |
| Summary of Emory College Program Reviews           | <a href="..\Appendices\Part III.3.3.1\Summary of Emory College Program Reviews.pdf">..\Appendices\Part III.3.3.1\Summary of Emory College Program Reviews.pdf</a>                     |
| Writing Requirement Survey Results                 | <a href="..\Appendices\Part III.3.3.1\Writing_Survey_Results.pdf">..\Appendices\Part III.3.3.1\Writing_Survey_Results.pdf</a>   |

### **Comprehensive Standard 3.4.3**

The institution publishes admissions policies that are consistent with its mission.

  X   **Compliance**

       **Non compliance**

#### **Narrative:**

Emory University publishes admissions policies that are consistent with its [mission](#). 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. Admission to all divisions of the University is highly selective. The review of candidates for admission is holistic, taking into account both objective and subjective criteria. The Emory community is open to all who meet its high standards of intelligence, competence, and integrity. The University 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. Students are admitted to the University on the basis of merit, without regard to race, color, creed, religion, sex, or national origin under the University's [Non-Discrimination Policy](#). Applicants with disabilities provide documentation to the [Office of Disability Services](#) after gaining admission.

**Emory College of Arts and Sciences.** Admission policies are reviewed and determined by a standing faculty/student committee of the College: the Admission and Scholarship Committee. Policy review also takes place through the Dean of the College, the Provost's Office, and the Associate Vice Provost for Enrollment Management. The relevant links are below:

[Undergraduate Admission](#)

[Emory College Admission Considerations](#)

[AP, IB Policies](#)

[Application Requirements](#)

[Dual Degree Programs in Engineering with GA Tech](#)

[Majors](#)

[Student Research](#)

**Goizueta Business School.** For each of the Business School's degree programs, a Program Committee exists that reviews and votes on admissions requirement changes, course offerings, curriculum changes and any academic matters related to that specific degree program. Each Program Committee meets regularly and is composed of faculty who teach in that respective degree program. The Program Committee is chaired by the Associate Dean for the respective program. The relevant links to the Business School's admissions policies are below:

[Undergraduate Academic Requirements](#)

[Executive MBA Admission Requirements](#)

[Full-Time MBA Admissions](#) and [Requirements](#)

[Joint Degree Applicants](#)

[Evening MBA Admissions](#)

[PhD Admissions](#)

[PhD Admissions Checklist](#)

**Rollins School of Public Health.** 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), a centralized application for applicants to the Council on Education for Public Health (CEPH) accredited schools of public health. RSPH is 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. In addition, the Office of Admissions, led by the Assistant Dean for Student Affairs/Admissions, reviews admissions policies annually, in consultation with departmental admission committees led by faculty and by a Student Leadership Team. School policies are reviewed and approved by the Dean in consultation with the Associate Deans and Department Chairs. Finally, the ASPH Centralized Application Service Advisory Committee provides guidance for accredited schools of public health who are members of the Schools of Public Health Application Service in keeping with best practices and admission application policies. The relevant links are below:

[Mission Statement](#)

[Admissions](#)

[Admissions Requirements](#)

[Application Process](#)

[RSPH Catalogue](#)

Department Admissions Guidelines:

[Behavioral Science and Health Education](#)

[Biostatistics and Bioinformatics](#)

[Career MPH \(distance-based\)](#)

[Environmental & Occupational Health](#)

[Epidemiology](#)

[Global Health](#)

[Health Policy & Management](#)

[Dual Degree Programs](#)

[Non-degree Programs](#)

[Special Standing](#)

### [Public Health Informatics Certificate Program](#)

See also the PDF overview of [Rollins Degrees and Programs](#) in Appendix III.4.3.

**School of Law.** The school's admission policy is established by the Dean and an Admissions Committee composed of faculty, the Dean of Admission, and other appropriate personnel. The policy is under continual review and subject to periodic adjustment, as needed, by the Dean in consultation with the Admissions Committee. The relevant links are below:

[Law School Catalog](#)

[Admission and Registration](#)

[How to Apply](#)

[Admissions Visits](#)

[Admissions: the fine print](#)

Admissions information about specific programs and centers:

[Academic Programs](#)

[Centers and Clinics](#)

[Degree Programs](#)

**Laney Graduate School.** The Graduate Executive Council reviews policies and procedures for the Graduate School. In addition, each graduate program has a faculty committee charged with oversight of policies, goals, and requirements. The Graduate School website offers students information about admissions requirements and policies, including a financial assistance page, a program brochure with details about the degree program, and other resources. The key links are below.

[Prospective students](#)

[Admissions page](#)

[Financial Assistance](#)

[Program Brochure](#)

[Academic Programs](#)

[Faculty and Staff](#)

[Handbook and Catalogue](#)

**School of Medicine.** A number of admissions committees determine and review policies for the School of Medicine. (1) The MD Admissions Committee determines and reviews Admissions Policies for the [MD program](#). New and returning members of the MD Admissions Committee are invited to attend an annual orientation session held at the beginning of each interview season. The interview day process, interview guidelines, evaluation sheets and ratings, and all Admissions Policies are reviewed at that time. (2) The MD Admissions Committee and the MD/PhD Admissions Committee together determine and review Admissions Policies for the [MD/PhD program](#). New and returning members of the MD/PhD Admissions Committee are invited to attend an orientation session held at the beginning of each interview season. The interview day process, interview guidelines, evaluation sheets and ratings, and all Admissions Policies are reviewed at that time. (3) The MD/MPH Admissions Committee determines and reviews Admissions Policies for [the MD/MPH program](#). (4) In the Academic Health Professions programs ([Physical Therapy](#), [Anesthesiology](#), [Medical Imaging](#), [Ophthalmic Technology](#) and [Physician Assistant](#)), the program director of each program determines and reviews admissions policies. These policies are also reviewed by the faculty of each program.

See also these additional supporting links for the School of Medicine:

[Prospective Students Welcome](#)

[Prospective MD/PhD Students](#)

[Financial Aid Handbook](#)

[Course Bulletin 2008-2010](#)

*Note:* This document is a PDF. Relevant documents are referred to below by page number.

SOM Mission Statement - Page 8

Vision for Teaching and Education - Pages 8-9

Teaching Objective - Pages 8-9

Admissions Policies for the MD Programs:

MD - see Pages 54-55 of the 2008-2010 Bulletin

MD/PhD - see Pages 58-59 of the 2008-2010 Bulletin

MD/MPH - see Pages 59-60 of the 2008-2010 Bulletin

Admissions Policies for:

MMSc in Physician Assistant - see Pages 149-151 of the 2008-2010 Bulletin

MMSc in Anesthesiology - see Page 108 of the 2008-2010 Bulletin

DPT (Doctor of Physical Therapy) - see Pages 129-130 of the 2008-2010 Bulletin

BMSc in Medical Imaging - see Pages 117-118 of the 2008-2010 Bulletin

**Candler School of Theology.** Candler's admissions policies are set by the Admissions, Scholarship, and Honors Committee, which is comprised of faculty. Policy changes or updates related to admission and financial aid are devised by the committee and then put forward for approval by the entire faculty. Candler also has a larger Admissions Committee comprised of the Associate Dean of Admissions and Student Services, Admission Advisors, Director of General and Advanced Studies, and various members of the Admissions, Scholarship, and Honors Committee. Typically, each Master of Divinity (M.Div.) application is evaluated by at least two members of the admissions staff. Applications for the Th.D. are evaluated by the Th.D. committee of the Atlanta Theological Association (ATA) and decisions are communicated to Candler's Admissions office. In exceptional cases (differing views from admissions staff, questionable preparation, etc.), a faculty member from the Admissions, Scholarship, and Honors

Committee (ASH) is designated to provide an evaluation as well. In the summer, when ASH faculty may not be available, the Associate Dean of Academic Affairs is asked to evaluate a file. For the M.T.S. and Th.M. degree programs, the Director of General and Advanced Studies is an added evaluator. On rare occasions, the Dean may be asked to evaluate a file and participate in an admission decision. The Associate Dean of Admissions and Student Services renders the final determination for admission based on the numeric rating and the comments of each evaluator. The numeric rating is used as a guide in determining the applicant's suitability for admittance to our program. The relevant links are below:

[Admissions overview](#)

[Admissions Requirements](#)

[Application Procedures](#)

[School Catalogue](#)

[International Student Admission](#)

[Financial Aid Overview](#)

[Federal Financial Aid Help](#)

**Nell Hodgson Woodruff School of Nursing.** An Admissions Committee represents the nursing faculty in the evaluation and selection of applicants to the undergraduate, master's, and post-masters programs, working collaboratively with the school's Office of Admission. The committee is responsible for the review of admissions criteria, policies, and procedures, recommending revisions as appropriate. The committee is composed of nine faculty members who represent the BSN and MSN programs. Ex-officio members include the Associate Dean for Enrollment and Student Services, the Assistant Deans of the BSN and MSN programs, and the Associate Dean for Education. At the discretion of the Chair of the Admissions Committee and in consultation with the Associate Dean, Enrollment and Student Services, the committee



membership can be augmented by appointing additional faculty as *ad hoc* review file readers to review applicant materials and recommend admission status (admit, admit conditionally, defer, or deny). The faculty who are *ad hoc* reviewers have no other role in the deliberations of the committee. The doctoral student admissions process is carried out through a separate process by doctoral program faculty within the policy and procedural framework of the Graduate School of Arts and Sciences. The relevant links are below.

[General Admissions Information](#)

[Academic Programs](#)

[Catalogue](#)

**Oxford College.** Admissions policies are reviewed annually by the Dean for Enrollment Services and/or the Dean of the College on an as-needed basis. In addition, if there are changes requested or pending issues or concerns (i.e. additional credit for IB scores; writing portion of the SAT, how to use SAT II's, etc) the process proceeds as follows:

- The Dean for Enrollment Services advances a request or concern to the Admission Task Force whose membership consists of faculty and staff across academic divisions
- The Admission Task Force makes recommendations to the Dean for Enrollment Services
- The Dean for Enrollment Services advances the request or concern to the Dean for Academic Affairs
- The Dean for Academic Affairs presents the request or concern to the Oxford College Academic Policy and Planning Committee (APPC)
- The APPC reviews the request or concern and makes recommendations to the Dean of the College

Final decisions about policy and policy changes are the prerogative of the Dean of the College.

Additional links are below.

[Oxford Mission](#)

[Entering Class Profile](#)

[Admission Review Criteria](#)

[Course Listings](#)

**Special Admissions.**

(a) Emory and Oxford Scholars Program. Emory College of Arts and Sciences, Oxford College, and Goizueta Business School offer scholarships based on academic merit to incoming first-year students as part of the [Scholars Program](#). Scholarships range from partial to full cost for eight semesters. Academic Scholarships are administered by the Office of Admissions, not the Office of Financial Aid. Emory and [Oxford Scholars](#) possess a range of academic, cultural, and extracurricular interests and achievements. Most Scholars have earned distinction in music, languages, science, mathematics, or other fields. They have held principle leadership offices in school, served as editors of school newspapers and yearbooks, earned distinction in the performing arts, or played significant roles in community and volunteer programs. Scholars participate in a series of community service activities and summer abroad programs designed to broaden their intellectual horizons, strengthen ethical sensibilities, and deepen personal growth. In addition to a full academic scholarship, Scholars at Emory College of Arts and Sciences receive priority registration and University housing (after the first year). Stipends are given to enjoy cultural experiences in Atlanta.

Similarly, the [Goizueta Business School scholarship](#) offers an opportunity for Emory College applicants to pursue their strong interest in business. Selection is based on superior academic credentials, extracurricular leadership, and a demonstrated passion for business-related activities. Goizueta Scholars spend freshman and sophomore years enrolled in Emory College of Arts and Sciences and receive guaranteed admission to the business school and priority access to

business classes. Scholars enroll in special business seminars, participate in leadership and professional activities, and interact with some of the most respected business executives in the world. Additionally, entering scholars are personally advised by the dean of the BBA program. Candidates for the Emory and Goizueta Scholars programs must be nominated by the appropriate high school official (usually a high school counselor). Nomination forms are mailed to high schools in the early fall, and each school may nominate up to four candidates for Emory Scholars and one for Goizueta Scholars. Students who wish to be considered for a scholarship at Oxford may nominate themselves on the application. Students can be considered for all three programs but must apply separately. Selection of the finalists and final decisions regarding awards are made by a committee of faculty, staff and administrators.

(b) Conditional transfer admission (Emory College of Arts and Sciences). Conditional Transfer Admission is an option for a select number of students who are waitlisted through Emory’s Regular Decision process. Students selected through this process must enroll as freshmen at another accredited U.S. college or university for the academic year as full-time, degree seeking students. Since Conditional Transfer Admission may be revoked for inappropriate college coursework, students are encouraged to submit their class schedules prior to registration in order to ensure that their coursework meets Emory’s typical transfer admission requirements. Students must maintain a 3.2 cumulative grade point average for the academic year. Should students meet all established requirements, they will be admitted to Emory as incoming transfer students for the fall semester.

**Appendix III.3.4.3**

| Document  | Location  |
|---|---|
| Rollins School of Public Health Degree and Programs | <a href="..\Appendices\Part III.3.4.3\RSPH Programs and Degrees.pdf">..\Appendices\Part III.3.4.3\RSPH Programs and Degrees.pdf</a> |

**Comprehensive Standard 3.4.11.** 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.

Compliance                       Non compliance

**Narrative:**

Academically qualified faculty members are responsible for coordinating and managing all departmental major programs. Interdisciplinary major 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. Each major area has a program chair who leads new program development and works with other faculty to identify appropriate coursework to create new programs. A [table](#) listing the educational qualifications for chairs and other program coordinators is provided in Appendix III.3.4.11.

Emory College of Arts and Sciences. Each department appoints a director of undergraduate studies (DUS) to oversee its major and minor undergraduate programs. 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 is 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. 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." The Curriculum Committee meets twice a semester to review course submissions from departments.

The Educational Policy Committee also has responsibility for curriculum. The by-laws indicate the following responsibility: "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." The Educational Policy Committee meets two or three times per semester, reviewing departmental submissions and addressing any general concerns about curriculum and educational policy.

Undergraduate programs outside Emory College of Arts and Sciences. Undergraduate programs outside Emory College of Arts and Sciences do not have formal majors; however, program coordination, curriculum development, and review in each area are coordinated by fully qualified faculty. Each school's respective curriculum committee reviews new proposals for recommendation to the Office of the Provost. All new degree programs must be approved by the Board of Trustees. New programs are proposed to the Office of the Provost and then shared with the Academic Affairs Committee of the Board of Trustees for recommendation to the full Board.

Laney Graduate School. The Executive Council of the Laney Graduate School is an elected body of 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 Executive Council reviews proposals for new courses or programs, and for changes in existing courses or programs on a rolling basis. To be added to the Executive Council agenda, proposals must be received by the Graduate School two weeks prior to the meeting date. Graduate School staff will determine that proposals are complete before distribution to the Council. To ensure timely review, new or changed courses to be offered in the fall semester must be submitted to the Executive Council prior to the January meeting. Members of the Executive Council serve three year terms.

Goizueta Business School. The BBA and MBA Programs 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 serve on the program committee for two year terms, which are renewable. 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.

The 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 number and scope of electives required will be reviewed by the Program Committee. When the Committee makes recommendations for curricular change the proposed changes go to the full Goizueta Faculty for discussion and vote. Within the requirements for degree, a set of specific electives are offered from which students

choose in order to earn an “area depth.” Each area is responsible for internally determining the elective courses in the area that constitute an area depth. Modification in the overall structure of the depths, or the implementation of inter-disciplinary depths are 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 faculty 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 faculty periodically reviews the curriculum acting through the Curriculum Committee. The Curriculum Committee is chaired by a senior faculty member each year. 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 that occasionally a course may be authorized on an experimental basis by the Dean. The Committee meets on a regular basis throughout the year. The Clinics and Field Placement Committee (formerly the Clinical Committee) 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 field 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 of the Emory University School of Medicine and delegates this authority to the Executive

Associate Dean for Medical Education and Student Affairs (EAD), John William Eley, MD, MPH. 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. The EAD and the ECC chair, Alan Otsuki, MD, MBA, organize the School of Medicine'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 numerous areas including objectives, methods of teaching and evaluation, evaluations of the course by students, and measures of achievement of objectives. In addition, Liaison Committee on Medical Education standards are used as a means of evaluating each block or clerkship. 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 facilitates compliance via discussion with the appropriate clerkship director and/or chair. The ECC reports to the Dean via the EAD.

Nell Hodgson Woodruff School of Nursing. Academic programs in nursing include undergraduate, masters, and postmasters programs. The doctoral program in nursing is a Laney Graduate School degree program. The undergraduate, masters and postmasters programs are headed by Assistant Deans who report to the Associate Dean for Education. 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 is the school's lead focal point for assuring the development and support of excellence in education for all levels of students within the school and integration of the academic programs within the broader university. As a member of the school's 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 in carrying out his/her responsibilities. 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 the Director of Graduate Studies (DGS), as appropriate, and fosters collaboration and partnerships within and beyond the university – as well as representing the school to local, regional, national and international audiences and constituencies.

Department Chairs in Nursing report to the Dean and are responsible for leading and managing the academic departments (Adult and Elder Health and Family and Community Health). These leaders are members of the faculty who are responsible for developing and maintaining a context within which faculty, staff, and students can develop and succeed within the overall standards, policies, and expectations of the programs, department, School, Woodruff Health Sciences Center, and the University. The Chairs determine faculty assignments; recruit, develop, evaluate, and recommend faculty for promotion; and ensure that the guidelines for appointment, promotion, and tenure are followed. They are also responsible for the financial health of their operations and supervise staff on a daily basis. The two associate deans work in concert with assistant deans, masters specialty coordinators, the undergraduate clinical coordinator, and faculty conveners to make curricular decisions.

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. 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 on-going 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 to make recommendations to the proposer(s) and to the faculty regarding the approval of such proposals;
- 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.

Rollins School of Public Health. The Curriculum Committee of the School of Public Health initiates, develops, establishes, and interprets standards pertaining to the curriculum of the Master of Public Health (MPH) or Master of Science in Public Health programs (MSPH). It also reviews, evaluates, and considers the status of new and ongoing academic course offerings of the degree programs, and periodically reviews, revises, and proposes standards and guidelines for academic programs, the curriculum and student performance. The committee also convenes, as needed, to advise the Associate Dean for Academic Affairs on actions pertaining to student performance, academic exclusion, application of rules, and academic probation and to consider student appeals or grievances pertaining to actions taken by faculty or academic administrators in response to students' academic 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 that have dual degree programs, one Assistant Director for Academic Programs (ADAP) from each department and the CMPH Program, and one student representative.

Candler School of Theology. 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. The membership of the committee consists of four faculty members, representing each of the four curricular areas, one of whom serves as chair; three student members; the academic dean, *ex officio*, the registrar and director of academic administration, *ex officio*, the director of the MTS and ThM programs, *ex officio*, and the director of the Pitts Theology Library, *ex officio*. Working on behalf of the Candler faculty, the Curriculum and Policy committee is concerned with the constant review and improvement of educational practices in classroom and clinical contexts. CPC evaluates and, when indicated, proposes revisions to the curriculum for all three degree programs. CPC also reviews all curricular policies and proposes changes where needed. As they arise, proposals for curricular revisions and policy changes are brought by the chair of CPC as a motion to be approved by the Candler faculty at its regular monthly meeting. CPC reviews and approves all proposals for new courses upon recommendation by the area chairs.

**Appendix III.3.4.11**

| Document                             | Location  |
|--------------------------------------|---|
| Credentials for program coordinators | <a href="..\Appendices\Part III.3.4.11\Credentials for Program Coordinators.pdf">..\Appendices\Part III.3.4.11\Credentials for Program Coordinators.pdf</a> |

**Comprehensive Standard 3.11.3.** 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.

Compliance                       Non Compliance

**Narrative:**

Emory University has five campuses overseen by [Campus Services](#). The Druid Hills campus in Atlanta comprises the largest single collection of academic, research, residential, and health care facilities in its inventory. Encompassing 650 acres and 12.5 million gross square feet of building space, this campus supports the residential, research, teaching, and patient care missions of the institution. Approximately one mile east is the Clairmont Campus, which covers 42 acres and serves 11,600 graduate and undergraduate students. Clairmont Campus includes residential dorms and apartments, a 1,900 car parking facility, and a student activities and academic center. The latter houses an Olympic size outdoor pool, outdoor tennis courts, an indoor basketball court, handball courts, and an exercise equipment area. This building also includes a meeting venue, classroom and teaching space, a post office for residential students, and a small food service facility. The Clairmont campus also contains a day care center jointly funded and operated by the Centers for Disease Control, Children’s Healthcare of Atlanta, and Emory. This campus is served by a robust and sustainable shuttle bus operation.

One mile west of the Druid Hills Campus resides the Emory Briarcliff campus, a 42 acre contiguous parcel that includes 17 structures, only two of which are currently in use. These provide limited research, staff and faculty offices and house the Center for Lifelong Learning, the Office of University and Community Partnerships, the Jane Fonda Center and the Emory Emeritus College.

Emory University Hospital Midtown is a 12.9 acre healthcare facility situated five miles southwest of the Druid Hills Campus. It has an emergency department, diagnostic and treatment facilities, patient rooms, physician offices, clinics and research space all contained within 10 buildings. Finally, the original Emory campus at Oxford, Georgia is 40 miles east of the Druid Hills campus and is comprised of 42 acres in a traditional quadrangle surrounded by historic buildings, some of which date back to the American Civil War era. The 700 students who live and learn on Oxford's campus enjoy access to a performing arts center, a physical education facility that includes outdoor tennis courts, a soccer field and running track, an indoor pool and performance/classroom spaces, a science building, a chapel, a library, several classroom buildings, a food service facility and variety of residential facilities. Please refer to Appendix III.3.11.3 for a table with [estimated square footage](#) and usage for each of Emory's schools in FY2011. The table remains an approximation based on the best data available at the time of its composition.

**Master Planning and Capital Improvements.** Planning for Emory's campuses is guided by the [1998 Campus Plan](#), which established [Guiding Principles](#) and the [Design Guidelines](#) for buildings, landscapes and circulation changes and helped define an Emory community identity. In 2001 Emory decided to embrace [environmental sustainability](#) through the LEED program developed by the US Green Building Council. Since that time, Emory has become a national leader in higher education "green building" construction, with seven buildings certified (two gold, three silver, two bronze) and 13 completed and in LEED review process at various levels ranging from certified to gold. Also since 2001, all new capital building projects have been designed to meet LEED "silver" requirements and our design standards and contract documents for design professionals and general contractors reflect that requirement.

In 2005 Emory produced an extensive [Campus Master Plan Update](#) to guide future development through sound environmental, societal, and aesthetic practices while maintaining earlier guiding principles and design guidelines. Key elements of the update includes the [Land Classification Map](#), which identifies campus land areas considered for future development, areas that are to be conserved, and areas that are limited in use by government codes and laws. A new guiding principal [Environmental Stewardship](#) was added as well. The 2005 Master Plan was developed in tandem with the [Emory Strategic Plan](#).

In conjunction with the 2005 Campus Master Plan Update, Campus Services has commissioned two major studies that will inform campus development planning for the foreseeable future. The first is a utility infrastructure master plan that documents existing conditions for high voltage distribution, steam and condensate distribution and chilled water distribution, while also forecasting upgrades and improvements required to support the physical development envisioned in the 2005 Master Plan. The second study covers storm water, sanitary sewer, and potable water management on campus, documenting existing conditions while proposing expansion to these key infrastructure components to accommodate anticipated facility growth. Key elements of the 2005 plan include improving pedestrian circulation on all campuses, building new freshman residence halls, and adding new academic buildings for Public Health, Psychology, Candler School of Theology, Chemistry, Library, Law School, Oxford Science and Medical Research. Another significant element is the plan for future growth of Emory Healthcare by identifying hospital expansion, new clinics, parking facilities, infrastructure support and new roadways. To date \$249,669,706 of new capital construction has occurred on projects identified in the 2005 Campus Master Plan Update. Additionally, Land Management and Forest Management programs have been set in place to further guide the future use of limited Emory land and environmental resources. [The Lullwater Comprehensive](#)

[Management Plan](#), the [Friends of Emory Forest](#), the [Emory Tree Canopy Policy and the Emory Tree Bank](#) are outgrowths of these two Management program studies.

Emory is also home to the Lullwater Preserve, a unique 132 acre public green space that includes Lullwater, the President's House, forest lands, Candler Lake, streams, hiking trails and picnic lawns. The Comprehensive Management Plan identifies its unique character, flora and water sheds in order to identify restoration and long range maintenance requirements for the preserve.

**Sustainability.** As part of a commitment to positive transformation in the world, Emory has identified sustainability as a top priority. To this end, Emory developed the [Office of Sustainability Initiatives](#) and hired a director. [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 will be measured using the environmental, economic, and social "triple bottom line" of sustainability.

Emory adopted the U.S. Green Building Council's LEED (Leadership in Energy and Environmental Design) standards as a guiding principal for all new major construction projects. Currently, all construction projects must meet "silver" LEED Certification. The University holds the distinction of having more square feet of LEED-certified building space than any other campus in America. Many buildings on campus have attained LEED certification, ranging from "Certified" to "Gold" levels, including the first certified "Gold" LEED – EB (existing building), granted to the Goizueta Business School in 2004 and the first LEED-certified building constructed in the Southeast in 2000 (Whitehead Biomedical Research Building). [Buildings on campus with LEED designation](#) save energy and water, feature improved air quality, are sited appropriately - such as in areas with public transportation, and are constructed using a percentage of recycled, local or rapidly renewable building materials.

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 65 percent of its waste by 2015. To reach this goal, it is imperative that every student and employee REDUCE, REUSE, and RECYCLE. Launched in 1990, [Emory Recycles](#) is a service provided by Campus Services to coordinate service across campus including academic buildings, dorms and offices. In fiscal year '06-'07, over 1,916,96 tons of clear, green, and brown glass, scrap metal, mixed paper (including newspaper, magazines, phone books, and colored paper) and plastics #1 & #2 were processed and recycled. Last year alone, Emory's recycled white and mixed paper saved 11,836.59 trees. Currently, 95 percent of electronic waste is re-purposed, and construction waste recycling is at 75 percent. Emory's Recycling Center facility handles recycling for the CDC, area schools and retirement communities as well.

**Land Management Plan.** Emory University is a campus with a natural beauty of open spaces, trees and plant life. In fact, Emory's campus includes some of the most biodiverse forest inside Atlanta's I-285 perimeter. In 2004, the Campus Master Plan committed to leave 48% of the University's 700 acres of land undeveloped, supporting the protection of the Wesley Woods, Baker, and Lullwater forests ([Land Classification Map](#)). Since 2003, a University policy has required that campus land suffer "[No Net Loss of Forest Canopy](#)," ensuring every time a tree is removed, trees be replanted to maintain the same forest canopy.

For the past decade, Campus Services staff and University volunteers have worked to remove invasive exotic species from the natural forested environment at Emory University. An archive of work completed is maintained and removal efforts are coordinated by the Exterior Services department of Campus Services. Currently, University staff and faculty members are working collaboratively to develop a comprehensive forest management plan for the University. [Invasive species](#) removal will be further addressed in that document as well.



Emory is also committed to stormwater management, an integral part of LEED certification. Emory has incorporated stormwater quality and reduction strategies in all new construction projects through approaches such as filtration devices and cistern use. A [Stormwater Master Plan](#) was produced in 2008 that commits the University to using best management practices (BMPs) campus-wide to improve water quality, reduce campus erosion and flooding, alleviate the stormwater system's conveyance capacity stress, and exhibit proactive environmental stewardship. The primary drivers for the Plan were regulatory compliance and the University's continued commitment to environmental stewardship.

In FY2004-2005, Emory developed a [Utility Reduction and Energy Conservation Plan](#) and set an energy conservation goal to reduce energy consumption 25% as measured in FY2014-2015. Efforts to date have produced a 9.6% reduction in the annual Btu/sq ft, from base year data. Programs underway to reduce energy consumption include academic and office building nighttime HVAC shutdown, residential building unoccupied HVAC shutdown, stepped up steam system maintenance, and work on improving HVAC air side system efficiency. The addition of ten LEED buildings adding 1.1Msqft has also helped reduce the energy consumption of the building population. Emory is working with Siemens Building Technologies on a 1.16M square foot first phase detailed building energy audit and resulting proposed energy conservation measures to be implemented as funds become available. ([URECA Phase 1 Project Summary](#)).

**Capital Program.** Campus Services staff coordinate [campus capital projects](#). These are evaluated according to the capacity of the proposed project to enhance and carry out the mission of the university; they are also scrutinized against the goals and vision of the campus master plan and the university's strategic plan. Several university committees comprised of faculty, staff, administrators and trustees review and endorse projects as they move forward toward full implementation. Until the recent economic downturn suspended the continuation of new project

activities, Emory was aggressively implementing the capital projects listed in the 2005 Campus Master Plan Update. The plan included space that was needed to support Emory's academic mission, including concepts for locating new housing facilities, multidisciplinary science facilities, a new vision for healthcare delivery, growth of professional schools, library growth, a multipurpose facility, central campus live/learn environments, expansion of the arts, and new academic and administration buildings. In all, the plan listed some 3.5 million gross square feet of additional building at an expected cost of \$2,233,359,605. Since 2004, Emory has completed or is in the process of building projects totaling \$967,098,695.

The [Closed Capital Projects List 06-09](#) articulates the specific projects that were, or are, in the process of being completed. This list excludes annual capital renewal funding dedicated for infrastructure improvements throughout campus each year. In addition to the major capital program, Emory routinely completes many projects through its Job Order Contracting program and other procurement methods. These alternative project delivery approaches allow the university to complete smaller but necessary projects using either a pre-priced unit based construction program (using a select group of prequalified contractors) or a more traditional bidding format. For the years 2004-2009 the university completed \$8,105,742 of JOC projects and \$7,422,062 in other small projects. The [JOC Total Projects 04-09](#) shows the expenditures and completed projects for the past five-year period.

The capital program faces an uncertain future due to the mixed economic forecast. The academic and research needs of the University continue to grow. When the economy stabilizes, the capital program will again return to its original plan. The [Capital Projects Update](#) gives an idea of the current planning underway to accommodate those needs. It is updated monthly.

**Maintenance of Facilities.** Campus Services is responsible for the maintenance and housekeeping care of all Emory University real property, grounds, roadways, hardscapes, and

infrastructure. The organization is a hybrid model that includes both centralized and geographic zone shops employing over 800 dedicated employees. Eight centralized shops support the total University with skilled craft workers to maintain heating, ventilation, air conditioning and refrigeration (HVACr) systems, steam plant and steam distribution, automated building controls and energy management systems, security systems, high voltage electrical infrastructure, plumbing infrastructure, painting services, and grounds and hardscapes. Six zone shops support specific buildings within each of six geographic areas. Each zone shop is staffed with building maintenance mechanics, plumbers, electricians, and carpenters. These personnel are assigned individual building responsibilities and usually are the frontline interface with customers. Most daily maintenance issues are resolved at this level. Building and Residential Services (BRS) provides housekeeping services to all Residential Housing facilities as well as to all Educational and General (E&G) facilities located on the five campuses of Emory University.

The Emory University [Campus Services Procedures Manual](#) provides general operating policies, safety policies and procedures, and departmental policies. The [Campus Services Guide To Services](#) provides customers with descriptions of the many services provided by the Campus Services organization and the process through which those services may be requested.

**Facilities Condition Analysis and Capital Renewal.** Campus wide capital renewal and deferred maintenance needs were identified through a [Facility Condition Assessment \(FCA\)](#) Program, completed in 2004 by contracted facility professionals. Additionally, staff of Campus Services regularly provide updated or new information to the FCA program through periodic preventative maintenance inspections. The FCA uses a ten-year planning window to identify and prioritize needs for facilities renewal in three major categories: capital renewal, deferred maintenance, and plant adaptation. The latter category encompasses changes required by code or changing program needs. The initial FCA study identified a backlog of \$306.95 million for all

reviewed facilities. The ratio of this backlog to the facility replacement cost for reviewed facilities yields a Facilities Condition Needs Index (FCNI) of .18 for the Emory campus. The consultant performing this assessment indicated this rating is 33% lower than the norm they have experienced at other campuses. They state, “This FCNI shows that the conditions at Emory University are above average when compared to other campuses across the nation.”

The FCA process resulted in a prioritized ranking of all the renewal projects identified by the consultant team. Each year the highest priority projects are identified for the annual MR&R (Major Repair and Renovation) budget request and then included in the ongoing ten year MR&R budget plan until they are completed. The [ten year MR&R plan](#) is updated and presented to the Emory University Administration each year. The FCA information for each building is also used in making value judgments about renovations, adaptive reuse or demolition as part of our overall master planning efforts. In 2004, the annual funding for MR&R projects was \$2,142,576. The FY 2010 budget has increased to \$3,942,576, reflecting a funding growth of 84% during the six year period.

**Utility Reserves Program.** Capital renewal needs for major utility infrastructure and distribution systems are identified through internal studies by the Facilities Management Engineering Services Department, and shown on the [Capital Renewal Projects from Utility Reserve Accounts](#). 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. Emory provides funding for utilities capital renewal at \$1.4 million per year. The source for the funding is provided by utility reserve assessments to utility customers at a fixed rate for chilled water, electricity, steam and water. Unspent funds are allowed to carry over to future years. Overspent funds must be refunded out of future year budgets.

**Safety.** The [Emory University Police Department](#), a division of Emory Campus Services, provides a variety of services to the Emory community, but its primary mission is to make the campus a safe place to live, study, and work. The Police Department provides complete law enforcement, fire safety and community services on a 24/7 basis for the Emory University and Oxford College campuses. Emory EMS ([EEMS](#)) is a unit of the Special Services Division of the Police Department. EEMS is a student-run, volunteer, quick response emergency medical service that exists to provide emergency and non-emergency medical care to Emory University students, faculty, staff, visitors, and the surrounding community. EEMS works in coordination with DeKalb County Fire and Rescue. The Division of Fire Safety works with the community to promote fire prevention and fire safety education. 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. Fire safety programs and fire extinguisher training programs are conducted on a regular basis for staff and students. The Director of Fire Safety works in partnership with Campus Planning and Construction regarding construction projects and serves as a liaison with the state and county Fire officials, insurance companies and other officials.

The Police Department also works in partnership with the Emory Office of Critical Event Preparedness and Response ([CEPAR](#)) to prepare for and respond to emergency events in the campus community. The [Emory Emergency Notification program](#) is a multi-modal system for alerting students, staff, faculty and visitors of an emergency affecting the Emory community. The notification system components include an outdoor siren/public address system; E-Notify - a text message system sent to your cell phone; Emory e-mail and voice mail mass messaging; [Emory Emergency Information page](#) and banner on Emory's homepage; and, Emory cable TV

banner/messages. [Just in Time Training](#) is a quick reference tool that provides helpful and quick information for students, faculty and staff to use in the event of an emergency. 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 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. The Police Department works in conjunction with the Office of the General Counsel and the Office of University Communications to prepare and distribute the report each year (see [2008 Campus Security Report](#) as an example).

**Campus Living.** [The Office of Residence Life & Housing](#), in partnership with Campus Services, supports students while they live at Emory. The Office of Residence Life and Housing manages 46 residential facilities, which provide 4168 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 three Housing construction projects (New Turman, Few, and Evans Halls). These same guidelines are included in the current construction project for Freshman Halls 4 and 5, scheduled for completion in 2010. All residence halls receive 24 hour emergency maintenance and housekeeping service.

**Parking and Transportation.** Emory offers a variety of parking, transportation, and commute options. The mission of [Transportation, Parking, & Community Services](#) 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. [Parking Services](#) operates twelve campus parking decks with close to 13,000 spaces and twelve surface lots with 3,600 spaces. The total space count of 16,600 serves

approximately 19,000 employees and 12,775 students as well as thousands of visitors each year to Emory's campus, including the visitor parking needs of a major healthcare center. Emory is committed to providing convenient, efficient, and well maintained parking to meet the needs of the campus community, but a clear focus is placed on sustainability and reducing single occupancy trips to campus. Emory's Commute Options Program has thousands of members currently participating in carpools, vanpools, public transit, as well as bike/walk programs. Emory offers multiple alternatives to the single occupancy vehicle commute and offers many incentives for participation. The University has seen consistent growth in these programs from year to year. Currently, only 46% of Emory employees and 40% of students have a permit to park on campus, with the remainder utilizing an alternative to the single occupancy vehicle to reach campus each day. The [Cliff Shuttle System](#) provides shuttle service for the Druid Hills Campus, the Clairmont Campus, the Briarcliff Campus, Executive Park, Emory University Hospital Midtown, Grady Memorial Hospital, and two commuter Park-and-Ride lots. Currently, the Cliff system operates fifteen routes, including park and ride services from two off-campus locations. The Cliff system transports 2.6 million passengers annually and is 100% alternatively fueled, using vehicles that are fueled by electricity, biodiesel, or natural gas. Specific route and schedule information can be found at <http://transportation.emory.edu/>. In order to facilitate ease of use of the Cliff shuttle system and to encourage ridership, the University invests in technology allowing shuttle passengers to track the buses in real time online using a computer or a cell phone. Cliff passengers rely upon this system regularly to track buses. That system can be viewed at <http://emory.transloc.com/>. The University also offers other programs to support commute options members like car-sharing, guaranteed ride home, occasional parking permits, and trip planning services.

Emory is active in the [Clifton Corridor Transportation Management Association \(CCTMA\)](#), with key Parking, Transportation, and Community Services leadership also serving on the CCTMA board. The CCTMA represents multiple employers located within a three-mile radius of the intersection of Clifton Road and Haygood Drive in DeKalb County. As the largest employer in DeKalb County, Emory leads the CCTMA in developing and providing members services to the various hospitals, non-profit organizations, and government agencies in the surrounding area.

[Bike Emory](#) is a unique partnership created in 2007 between Emory University, national partner Fuji Bikes, and local partner Bicycle South. This exclusive partnership allows Bike Emory to provide Emory cyclists with deep discounts on Fuji bicycles, exceptional bike service at two on-campus mobile repair centers, and a bike share program on campus. Bike Emory advocates safe cycling and leads bicycle safety efforts on and around campus. Emory also supports cycling as a commute option and offers incentives for students and employees who choose to cycle to and around campus.

**Space Information Management.** Campus Services' Department of Information Technology maintains drawings and other archival information for all University properties. Standards for the transfer and maintenance of data from the original building or facility design applications to Emory's space management applications is detailed in the [CAD/Space Management Standard and Electronic Project Record Documentation Requirements Manual](#). The ultimate goal is ensure the creation of an accurate and consistent electronic database that can be made available throughout the entire life-cycle of facilities.

**Land Holdings.** The [Office of Business Management](#) handles Real Estate/Property Management by identifying and negotiating lease arrangements and facilitates lessor/lessee relationships as needed on behalf of the University. Real estate and lease information is stored in



ProLease, a property lease administration software system maintained by the Office of Business Management but used by other groups on campus. The office maintains forty-nine Emory owned residential properties, of which forty-five are used as rental properties. The remaining four are vacant parcels. These properties are managed by Chapman Realty Company, which acts as Emory’s Agent and Property Manager for the rentals.

Emory recently closed on the sale of several contiguous parcels located on Briarcliff Road. These properties now make up the graduate housing project that will be managed by the private developer, Campus Apartments, Inc. Emory University ground leased the properties to Campus Apartments, which has developed affordable housing for the graduate students.

**Satisfaction with Physical Facilities.** Campus Services conducts regular assessments to gauge satisfaction with physical facilities and to solicit feedback for improvement. In addition, each year student surveys in the schools ask students to rate various types of facilities (classroom spaces, research labs, libraries, housing, parking, etc) and offer suggestions for improvement. Feedback from these surveys is shared with Campus Services and the school’s leadership. Examples of such assessments are included in Appendix III.3.11.3.

**Appendix III.3.11.3**

| Document   | Location  |
|--|---|
| FY2011 Tentative Space                                       | <a href="..\Appendices\Part III.3.11.3\FY11 Tentative Space.xls">..\Appendices\Part III.3.11.3\FY11 Tentative Space.xls</a>   |
| 2007 Shop Detailed Perpetual Survey Report                   | <a href="..\Appendices\Part III.3.11.3\2007 Shop Detailed Perpetual Survey Report.pdf">..\Appendices\Part III.3.11.3\2007 Shop Detailed Perpetual Survey Report.pdf</a> |
| 2008 Shop Detailed Perpetual Survey Report                   | <a href="..\Appendices\Part III.3.11.3\2008 Shop Detailed Perpetual Survey Report.pdf">..\Appendices\Part III.3.11.3\2008 Shop Detailed Perpetual Survey Report.pdf</a> |
| 2009 Shop Detailed Perpetual Survey Report                   | <a href="..\Appendices\Part III.3.11.3\2009 Shop Detailed Perpetual Survey Report.pdf">..\Appendices\Part III.3.11.3\2009 Shop Detailed Perpetual Survey Report.pdf</a> |
| 2009 Oxford College Graduation Survey (see page 22)          | <a href="..\Appendices\Part III.3.11.3\2009 Oxford College Graduation Survey.pdf">..\Appendices\Part III.3.11.3\2009 Oxford College Graduation Survey.pdf</a>           |
| 2009 Emory College Senior Survey Report (see pages 9 and 10) | <a href="..\Appendices\Part III.3.11.3\2009 Emory College Senior Survey Report.pdf">..\Appendices\Part III.3.11.3\2009 Emory College Senior Survey Report.pdf</a>       |

**Federal Requirement 4.1.** The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examination, and job placement rates.

Compliance       Non-Compliance

**Narrative:**

Emory University evaluates the achievements of its students in a number of areas including: (1) course completion, (2) state licensing examinations, (3) job placement rates, and (4) scholarly publications and awards.

**1. Course Completion**

**Emory College of Arts and Sciences.** The College tracks graduation and retention rates to measure the rate of course and program completion. Each year Emory participates in the Consortium for Student Retention Data Exchange (CSRDE) as part of the AAUDE data exchange, which allows for comparisons of retention and completion rates for specific groups to benchmark institutions. The [Office of Institutional Research and Effectiveness](#) collects and reports graduation and retention data for the institution to IPEDS, NCAA, and college guides. Average graduation rates by gender and ethnicity/race are available in the most recent [NCAA Graduation Rates](#) report. Retention rates for various student groups are tracked regularly by the College (see as example the [2007 Emory College Retention Analysis Report](#)). Overall retention and graduation rates for the cohort who entered in 2002 compared to the cohort who entered in 1997 are shown in Table 21.

**TABLE 21**  
**Emory College Graduation and Retention Rates: 1997 and 2002 Cohorts**

|                                      | 1997 Cohort | 2002 Cohort |
|--------------------------------------|-------------|-------------|
| Initial Cohort                       | 1390        | 1295        |
| 4 year graduation rate               | 84%         | 82%         |
| 5 year graduation rate               | 88%         | 87%         |
| 6 year Graduation Rate               | 88%         | 88%         |
| Freshman to Sophomore Retention Rate | 93%         | 95%         |

As the data indicate, while the six-year completion rate remained relatively unchanged, the first to second year retention rate increased over five years from 93% to 95%. The improvement in retention rates and the relatively high completion rates reflect Emory recent student-focused initiatives, such as the [Second Year Experience](#) (SYE), better support for transfer students and Oxford continuees, the expansion of Learning Programs in the [Office of Undergraduate Education](#), and continuing efforts to improve [student advising](#).

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 the Office for Undergraduate Education 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. Emory College of Arts and Sciences has developed a comprehensive retention data warehouse that encompasses a host of variables related to admissions, financial aid, academic performance, housing, and participation in learning programs. The warehouse is currently maintained by the Director of Educational Research and is utilized to identify "at risk" groups and suggest strategies for intervention.

Maintaining data on non-retained students is a systematic effort shared by the Office of Institutional Research & Effectiveness (IRE), the Office of Undergraduate Education, and the Director of Educational Research in Emory College of Arts and Sciences. Each fall, the IRE Office uses the National Student Clearinghouse to identify the schools where Emory students transfer. In addition, the Office of Undergraduate Education uses a [Leave of Absence](#) form and an Exit Interview for all students who intend to leave Emory (temporarily or permanently) to

determine the reasons behind their decisions. Reasons for leave of absence are recorded within 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 the ECAS senior leadership.

In addition to completion rates, the Office of Institutional Research and Effectiveness routinely examines [time-to-degree statistics](#) by program and participates in the AAUDE Undergraduate Time-to-Degree Survey. On average, Emory College students take 7.9 fall/spring semesters to graduate compared to an average of 8.5 semesters for the AAUDE group (see [2006-07 AAUDE Time to Degree Analysis](#) in Appendix III.4.1).

**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 of Arts and Sciences, 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 School of Nursing.

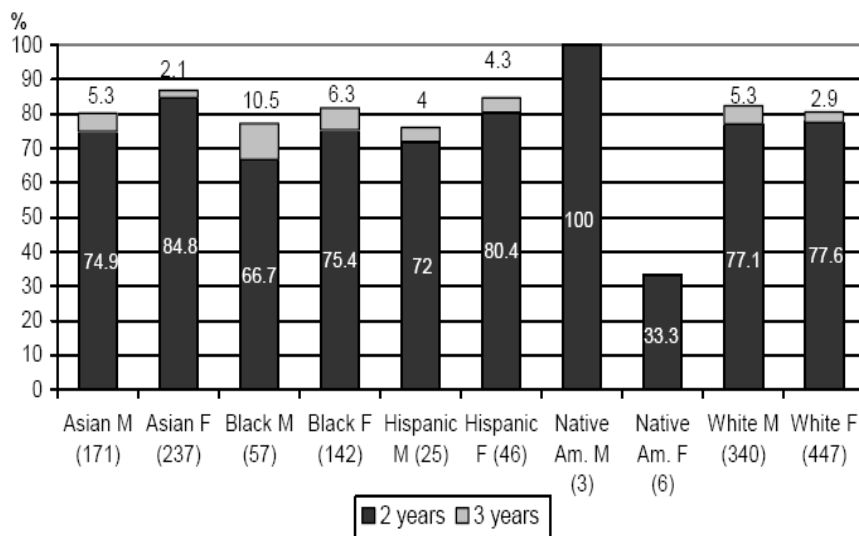
On average, BSN classes matriculating between 2003 and 2005 had a 91% graduation rate within three years of entering the program. Among MSN students that matriculated between 2003 and 2005, there was an average graduation rate of 86% in three years (see Table 22).

**TABLE 22**  
**Graduation Rates in a 3-year time period for Classes Entering Fall 2003-Fall 2005**

| Cohort Group Entering | Enrolled | Graduated | Graduation Rate |
|-----------------------|----------|-----------|-----------------|
| <b>BSN</b>            |          |           |                 |
| Fall 2003             | 94       | 85        | 91.49%          |
| Fall 2004             | 97       | 88        | 90.72%          |
| Fall 2005             | 106      | 97        | 91.51%          |
| <b>MSN</b>            |          |           |                 |
| Fall 2003             | 82       | 69        | 84.15%          |
| Fall 2004             | 80       | 72        | 90.00%          |
| Fall 2005             | 76       | 64        | 84.21%          |

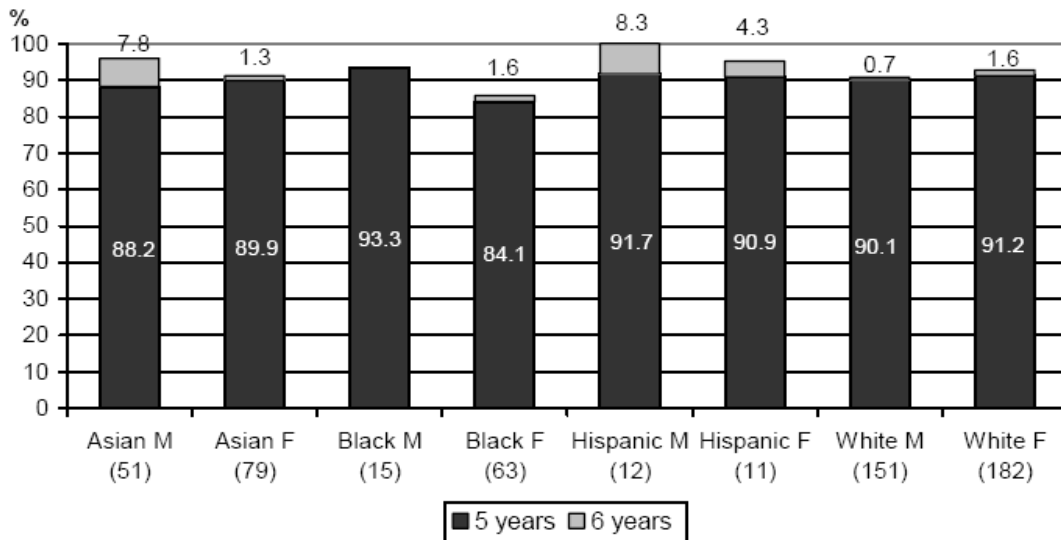
**Oxford College.** Of those who enroll at Oxford, approximately 80% graduate with an Associate of Arts degree after three years (see Figure 7). Oxford College has a high percentage of racial/ethnic minority students, with the highest three-year graduation rates found among Asian and Hispanic females (86.9% and 84.7% respectively). Even among the groups with the lowest graduation rates, Hispanic and Black males, three-year graduation rates are 76% and 77.2% respectively.

**FIGURE 7**  
**Associate of Arts degree completion rates at Oxford among students enrolling Fall 2001-Fall 2005, by ethnicity and gender**



Of the more than 90% of graduating Oxford students who continue on to the Atlanta campus, approximately 90% graduate with a baccalaureate degree within a total of six years (Figure 8 on the next page). The remaining 10% of graduates who do not enroll at Emory continue their education at other four-year colleges.

**FIGURE 8**  
**Baccalaureate Degree Completion Rates among Oxford Students Enrolling as Juniors on the Atlanta Campus between Fall 2001-Fall 2003 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 opportunity to assume leadership roles on campus and in the community. The [Supplemental Instruction](#) program is an academic assistance program to increase student performance and retention. The SI program targets traditionally difficult academic courses and provides regularly scheduled, out-of-class, peer-facilitated sessions. The [Peer Assistance Leaders](#) program uses a select group of sophomores to serve as orientation leaders and co-facilitators in freshman seminar classes.

**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 (see Figure 9 on the next page). The BBA program consists of approximately 500 juniors and seniors, almost all of whom are continuing students from Emory College of Arts and Sciences and Oxford College.

**FIGURE 9**  
**Undergraduate Choices for Business at Emory**

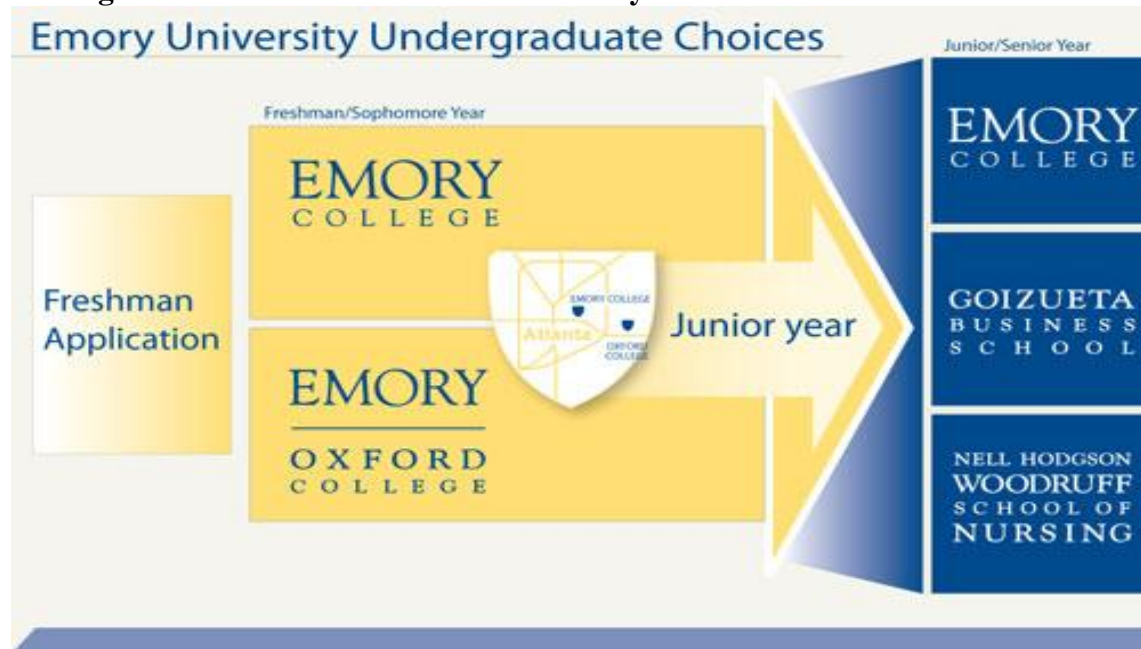


Table 23 shows the completion rates of BBA students who began at Oxford or Emory. Approximately 99% complete their BBA degree within five years from entering Emory. Four-year graduation rates tend to be higher for students who started at Emory College of Arts and Sciences.

**TABLE 23**  
**Completion Rates within the Undergraduate Business Program**

| Entering Cohort  | Transferred to BBA Program | Graduated with a BBA within 4 years | 4-year graduation rate | Graduated with a BBA within 4 years | 5-year graduation rate |
|------------------|----------------------------|-------------------------------------|------------------------|-------------------------------------|------------------------|
| Fall 2003 Emory  | 234                        | 230                                 | 98.3%                  | 232                                 | 99.1%                  |
| Fall 2003 Oxford | 20                         | 18                                  | 90.0%                  | 20                                  | 100.0%                 |
| Fall 2004 Emory  | 227                        | 218                                 | 96.0%                  | 224                                 | 98.7%                  |
| Fall 2004 Oxford | 18                         | 16                                  | 88.9%                  | 18                                  | 100.0%                 |

**Graduate and Professional Schools.** Like the undergraduate programs, Emory’s graduate programs annually track completion rates for program review and annual reporting

purposes. 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 on annual basis in the professional schools. Table 24 presents an example of program completion tracking in Candler School of Theology for the Master in Divinity (MDiv) program.

**TABLE 24**

**Number of Students Graduating Within 2 to 6 Years: The MDiv Program**

| Entering Cohort | Size of the Cohort | Graduated within one year | Graduated within 2 yrs | Graduated within 3 yrs | Graduated within 4 yrs | Graduated within 5 yrs | Graduated within 6 yrs |
|-----------------|--------------------|---------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Fall 2003       | 146                | 0                         | 3                      | 109                    | 17                     | 0                      | 2                      |
| Fall 2004       | 130                | 0                         | 7                      | 84                     | 14                     | 4                      | -                      |
| Fall 2005       | 145                | 2                         | 4                      | 101                    | 11                     | -                      | -                      |
| Fall 2006       | 145                | 0                         | 8                      | 96                     | -                      | -                      | -                      |
| Fall 2007       | 170                | 0                         | 3                      | -                      | -                      | -                      | -                      |

Lastly, academic programs routinely examine grade distribution to determine course completion rates. Appendix III.4.1 includes a [report](#) summarizing the percentage of Withdrawals (Ws), Incompletes (Is), and Failing grades (Fs and Us), and shows that only 2.3% of the grades received by students across Emory’s academic divisions in 2008-09 fell into this category.

**2. Licensing and Certification**

**Nursing-BSN.** Since the last CCNE Accreditation review, NCLEX-RN scores for first-time test takers have consistently been above the national average and have been greater than 90% for the past five years (Table 25). The national average is 89.5 for Baccalaureate schools. 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.



**TABLE 25**  
**2005-2008 NCLEX-RN Pass Rates for BSN cohorts**

| <b>Year</b> | <b>Number of Students Taking NCLEX-RN for First Time</b> | <b>NCLEX-RN Pass Rate for First Time Test Takers</b> |
|-------------|--|--|
| 2008        | 100  | 94%  |
| 2007        | 91   | 92%  |
| 2006        | 87   | 98%  |
| 2005        | 76   | 95%  |

**Nursing-MSN.** The School of Nursing defines performance on national certification exams as the percentage of MSN graduates who pass one of the following on the first attempt: ANCC, ACNP, AMCB, PNCB, or WHCNP National Certification Examinations. Certification boards send annual pass rate reports to the Dean of the School of Nursing. The Dean shares the reports with specialty coordinators, who discuss the results with faculty. Changes to the curriculum are made as indicated by certification pass rates

MSN certification data are collected as the certifying bodies provide results annually. MSN nurse practitioner graduates take the American Nurses Credentialing Center (ANCC) ANP, ACNP, FNP, or GNP exam or the AANP certification exam. Pediatric Nurse Practitioner graduates take the Pediatric Nurse Certification exam, Nurse Midwifery graduates sit for the American College of Nurse Midwives certification exam, and Women’s Health Nurse Practitioner graduates take the Women’s Health Nurse Practitioner certification exam. Specialty certification results are shared with the Assistant Dean for MSN/Post MSN studies and specialty coordinators and issues are brought to the MSN faculty meetings. . Results for these exams are summarized in Table 26 on the next page.

**TABLE 26**  
**Nurse Practitioner Pass Rates**

| Specialty                                 | # of Test Takers | # Successful | % Passing |
|---|------------------|--------------|-----------|
| Adult Nurse Practitioner                  | 2007—8           | 7            | 87        |
|   | 2006—15          | 12           | 80        |
|   | 2005—3           | 3            | 100       |
| Acute Care Nurse Practitioner             | 2007—9           | 8            | 89        |
|   | 2006—13          | 10           | 77        |
|   | 2005—NA          | NA           | NA        |
| Nurse Midwifery                           | 2007—12          | 8            | 67        |
|   | 2006—13          | 9            | 70        |
|   | 2005—11          | 9            | 82        |
| Family Nurse Practitioner (ENP & FNP)     | 2007—28          | 26           | 93        |
|   | 2006—27          | 26           | 96        |
|   | 2005—22          | 19           | 86        |
| Gerontological Nurse Practitioner         | 2007—0           | NA           | NA        |
|   | 2006—4           | 4            | 100       |
|   | 2005—4           | 3            | 75        |
| Pediatric Nurse Practitioner-Acute Care   | 2007—6           | 5            | 83        |
|   | 2006—NA          | NA           | NA        |
|   | 2005—NA          | NA           | NA        |
| Pediatric Nurse Practitioner-Primary Care | 2007—8           | 7            | 87        |
|   | 2006—5           | 4            | 80        |
|   | 2005—10          | 9            | 90        |
| Women’s Health Nurse Practitioner         | 2007—5           | 5            | 100       |
|   | 2006—14          | 13           | 93        |
|   |                  |              | 1         |

**School of Medicine.** A key metric tracked by the School of Medicine is the pass rate for recent graduates on the United States Medical Licensing Examination (USMLE), Step 1, Step

2CK and 2CS 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 27 indicates, 99% of all recent Emory School of Medicine graduates have passed all three USMLE steps.

**TABLE 27**  
**Pass rates on licensure exams for 2008 SOM graduates**

| Degree Program                   | Program Level (U= Undergraduate, G=Graduate, P=Professional) | Pass rate on licensure exams                     |
|----------------------------------|--|--|
| Doctor Of Medicine               | P  | USMLE<br>99% Step 1; 99% Step 2CK; 99% Step 2CS  |
| BMSc Medical Imaging             | U  | 91% ARRT Pass Rate                               |
| Doctor of Physical Therapy       | P  | 99%  |
| MMSc Physician Assistant Program | P  | 99% first time pass rate; 100% on second attempt |

Aside from performance on the USMLE, the School of Medicine 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 91% to 100%.

**Emory 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. The latest report

indicates that 93% of the seniors who applied to law schools during were accepted to one or more institutions. The average LSAT score for these seniors was 159.3 (see Table 28 below).

[Detailed statistics](#) on the number of applications to law schools from Emory graduates are presented in Appendix III.4.1.

**TABLE 28**  
**Emory University Graduates – Acceptance to Law School, Class of 2008**

|  | All Graduates | Seniors    | Non-Seniors |
|--|---------------|------------|-------------|
| Total Number of Applicants                 | 340           | 103        | 237         |
| Average LSAT (120-180) score               | 158.3 /338    | 159.3 /103 | 157.8 /235  |
| Average GPA                                | 3.38          | 3.52       | 3.32        |
| Number Accepted to One or More Law Schools | 279           | 96         | 183         |
| Number Registered at a Law School          | 247           | 88         | 159         |

The Career Center also maintains detailed statistics on acceptance to medical schools and GMAT scores for recent graduates. The 2009 report shows that 46% of the Emory applicants were accepted to medical schools, as shown in Table 29 on the next page.

**TABLE 29**  
**Applicants from Emory College To Medical School for Fall 2009 entering class**

| <b>MCAT Score</b> | <b>Accepted/Applied</b> | <b>% Accepted</b> |
|-------------------|-------------------------|-------------------|
| <b>36+</b>        | 26/30                   | 87%               |
| <b>34, 35</b>     | 22/28                   | 79%               |
| <b>32, 33</b>     | 32/49                   | 65%               |
| <b>30, 31</b>     | 32/57                   | 56%               |
| <b>27 – 29</b>    | 28/79                   | 35%               |
| <b>24 – 26</b>    | 12/50                   | 24%               |
| <b>21 – 23</b>    | 5/20                    | 25%               |
| <b>&lt; 21</b>    | 0/26                    | 0%                |
| <b>Total</b>      | 157/339                 | 46%               |

Emory applicants also scored higher than the national average on the MCAT test in their 2009 applications, as shown in Table 30. Detailed statistics for [MCAT scores](#) and [acceptance rates](#) are available in the Appendix III.4.1. (Note that data for 2009 matriculated students were not available at the time the acceptance rates report was assembled).

**TABLE 30**  
**MCAT Total Scores for 2009 Applicants: Emory vs. National**

|                | <b>Applied<br/>Emory/National</b> | <b>Accepted<br/>Emory/National</b> |
|----------------|-----------------------------------|------------------------------------|
| All Applicants | 27.1 / 26.2                       | 29.3 / 29.2                        |
| Male           | 28.1 / 27.4                       | 29.9 / 30.1                        |
| Female         | 26.2 / 25.0                       | 28.9 / 28.4                        |

To better prepare Emory students for admission to medical schools, in Fall 2009 the University launched the [Emory University Pre-Health Mentoring Office](#). The PHMO 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 of Arts and Sciences, The Career Center and the Provost's Office.

Although the Graduate Record Examination (GRE) is not a professional licensure examination, average scores for this test provide insight into the general performance of Emory graduates who apply to graduate programs. Each year the University receives a detailed report from Educational Testing Services (ETS) showing for each discipline the number of Emory graduates who took the test and their average verbal, quantitative, and writing scores. These reports demonstrate that Emory graduates consistently score higher than the national average.

**Division of Educational Studies.** MAT students in the Division of Educational Studies consistently score and have higher pass-rates than the state average on the Georgia Assessments for the Certification Examinations. The Division of Educational Studies has implemented an assessment system for monitoring the levels to which MAT candidates meet the INTASC standards. The key assessments of this monitoring 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 31 on the next page summarizes MAT graduates' performance on the GACE tests. With only one exception (History: Test II), all Emory examinees passed the test, surpassing by a wide margin the statewide passing rate.

**TABLE 31**

**Examination pass rates (2008-2009) for Emory MAT graduates taking GA Assessments for the Certification of Educators (GACE)**

| <b>Name of Exam</b>                | <b>Date(s) Administered</b> | <b># of Examinees</b> | <b># of Examinees who Passed</b> | <b>% Examinees Passing</b> | <b>% Statewide Examinees Passing</b> |
|------------------------------------|-----------------------------|-----------------------|----------------------------------|----------------------------|--------------------------------------|
| Biology: Test I (6-12)             | 1/09                        | 1                     | 1                                | 100%                       | 54%                                  |
| Biology: Test II (6-12)            | 1/09                        | 1                     | 1                                | 100%                       | 55%                                  |
| Chemistry: Test I (6-12) (6-12)    | 1/09                        | 1                     | 1                                | 100%                       | 52%                                  |
| Chemistry: Test II (6-12)          | 1/09                        | 1                     | 1                                | 100%                       | 61%                                  |
| English: Test I (6-12)             | 10/08                       | 2                     | 2                                | 100%                       | 69%                                  |
| English: Test II (6-12)            | 10/08                       | 2                     | 2                                | 100%                       | 54%                                  |
| History: Test I (6-12)             | 10/08, 1/09                 | 3                     | 3                                | 100%                       | 62%                                  |
| History: Test II (6-12)            | 1/09, 3/09                  | 4                     | 3                                | 75%                        | 68%                                  |
| Mathematics: Test I (6-12)         | 10/08                       | 2                     | 2                                | 100%                       | 53%                                  |
| Mathematics: Test II (6-12)        | 1/09                        | 2                     | 2                                | 100%                       | 53%                                  |
| Political Sci: Test I (6-12)       | 10/08                       | 2                     | 2                                | 100%                       | 66%                                  |
| Political Sci: Test II (6-12)      | 10/08                       | 2                     | 2                                | 100%                       | 41%                                  |
| Middle Grades Language Arts (4-8)  | 8/08, 10/08, 1/09           | 4                     | 4                                | 100%                       | 74%                                  |
| Middle Grades Mathematics (4-8)    | 10/08                       | 4                     | 4                                | 100%                       | 49%                                  |
| Middle Grades Science (4-8)        | 10/08, 1/09                 | 4                     | 4                                | 100%                       | 76%                                  |
| Middle Grades Social Science (4-8) | 8/08, 1/09                  | 4                     | 4                                | 100%                       | 67%                                  |

**School of Law.** Emory's bar passage rates on the bar exam in Georgia have been consistently high over the past five years, surpassing the jurisdiction's overall bar passage rate by

approximately 10 percentage points in 2007. The pass rates for the graduating classes of 2004-2008 are listed in Table 32 below.

**TABLE 32**  
**Emory School of Law Bar Pass Rates Results**

| <b>Class</b> | <b>Emory's bar passage rate in jurisdiction (GA)</b> | <b>Jurisdiction's overall bar passage rate</b> |
|--------------|--|--|
| 2004         | 92.8%  | 83.0%  |
| 2005         | 90.3%  | 85.0%  |
| 2006         | 95.9%  | 85.0%  |
| 2007         | 95.0%  | 85.0%  |
| 2008         | 93.6%  | 85.0%  |

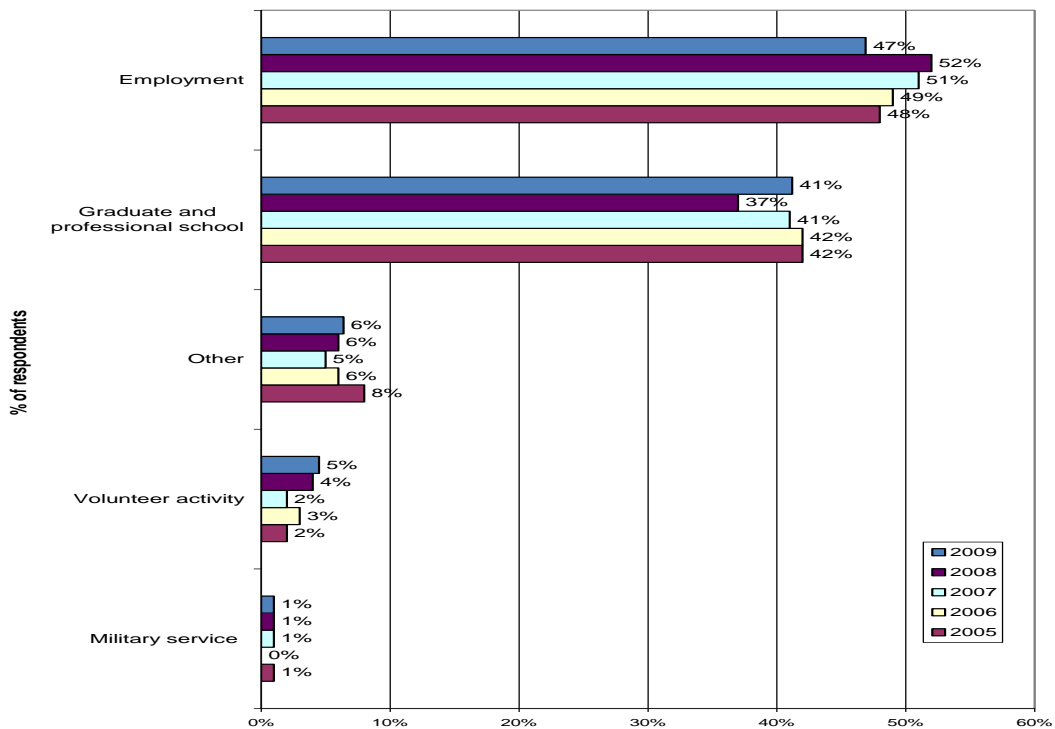
### **3. Post-Graduation Employment**

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%+ reporting rate to validate the data assessment. The graduate and professional schools track their students at a similarly high reporting rate. Across the institution, success is measured by a positive trend in yearly assessments. Emory’s career centers recognize the critical importance of this measurement. The University is committed to consistent yearly tracking in order to evaluate the impact of the Emory educational experience.



**Emory College of Arts and Sciences.** Each spring, the Career Center and the Office of Institutional Research and Effectiveness survey graduating seniors about their post-graduation plans. The results (see Figure 10) are shared with College administration and used for program review. All seniors are required to complete the survey as part of the requirements for degree application.

**FIGURE 10 Post Graduation Plans for Emory College Graduating Seniors**



Following the IRE graduating senior survey, the College Career Center contacts each senior to obtain post-graduation status at the end of the spring semester and through the summer, and then compiles a comprehensive report that provides post-graduation status for each major (see [2009 Emory College Post-Graduation Status Report](#) in Appendix III.4.1). The Center also gathers data on tools used in job search, employer name, employer industry, salary, and signing bonus. The Center’s [2009 Employer Report](#) is available for review in Appendix III.4.1.

In addition, the IRE Office conducts the AAUDE alumni survey to measure satisfaction with current job and other post-graduation outcomes. The last alumni survey was conducted in 2008 and focused on graduates who earned their bachelor degrees at Emory in 2003 (five years out) and 2008 (10 years out). The survey revealed that 62% of Emory alumni reported working in five occupational categories: healthcare/medical (19.0%); business and financial/accounting (13.0%); legal (12.0%); education, training and library (9.7%); and marketing and sales (7.9%). Almost 86% indicated they were “generally satisfied” (49.0%) or “very satisfied” (36.9%) with the course of their career. Nearly 80% of respondents felt that Emory prepared them “very well” (27.2%) or “generally well” (52.4%) for their chosen career. And 89% of the alumni surveyed indicated that they were “generally satisfied” (48.8%) or “very satisfied” (40.2%) with their overall Emory experience.

**Goizueta Business School.** The Full-Time MBA program at Emory is ranked 22<sup>nd</sup> by the *U.S. News & World Report* and 23<sup>rd</sup> by *Business Week*. 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, 82% of the Class of 2008 had received a job offer and 71% accepted it. At three months after graduation, 94% had a job offer and 86% accepted it. The average base salary was \$93,620 while the average signing bonus was \$20,215. 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 3 months after graduation has always been above 85% (see Table 33).

**TABLE 33****Job Placement Rates for Emory Full Time MBA Graduates**

| <b>Graduating Cohort</b> | <b>Employed at graduation</b> | <b>Employed 3 months after graduation</b> |
|--------------------------|-------------------------------|---|
| 2004                     | 65.6%                         | 85.2%                                     |
| 2005                     | 70.2%                         | 93.5%                                     |
| 2006                     | 77.1%                         | 92.9%                                     |
| 2007                     | 71.6%                         | 88.9%                                     |
| 2008                     | 70.7%                         | 86.0%                                     |

**School of Law.** Ninety-seven percent of the 2008 graduating law students were employed immediately after graduation. As Table 34 indicates, employment at graduation has risen steadily for the past five years.

**TABLE 34****Job Placement Rates for School of Law Graduates**

| <b>Graduating Class</b> | <b>Graduates employed at graduation</b> | <b>Employed 9 months after graduation</b> |
|-------------------------|---|---|
| 2004                    | 61.7%                                   | 95.20%                                    |
| 2005                    | 80.7%                                   | 98.7%                                     |
| 2006                    | 88.4%                                   | 98.7%                                     |
| 2007                    | 95.9%                                   | 98.3%                                     |
| 2008                    | 97.1%                                   | 97.0%                                     |

Table 35 on the next page 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. In the 2009 edition of the *U.S. News & World Report* graduate rankings, the law program at Emory was ranked 20<sup>th</sup>.

**TABLE 35****Employment Statistics for Law Graduates Class of 2008 (nine months after graduation)**

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| <b>Type of employment</b>     | <b>% Employed</b> |
|-------------------------------|-------------------|
| Law firms                     | 71.77%            |
| 2-10 attorneys                | 12.16%            |
| 11-25 attorneys               | 5.41%             |
| 26-50 attorneys               | 8.78%             |
| 51-100 attorneys              | 3.38%             |
| 101-250 attorneys             | 14.19%            |
| 251-500 attorneys             | 22.97%            |
| 501 + attorneys               | 32.43%            |
| Solo practice                 | 0.68%             |
| Business and industry         | 11.48%            |
| Judicial clerkships           | 8.61%             |
| Federal:                      | 83.33%            |
| State:                        | 16.67%            |
| Local:                        | 0.00%             |
| Government                    | 5.26%             |
| Public interest organizations | 2.39%             |
| Military                      | 0.48%             |
| Academic                      | 0.00%             |

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In addition to job placement, the Law School also tracks average salary for each type of employment. Data for the Class of 2008 shows that the average starting salary for law graduates was \$109,502 (see Table 36).

**TABLE 36 Average Salaries for Law Graduates Class of 2008 (nine months after graduation)**

| <b>Category</b>   | <b>Range</b>      | <b>Average</b> |
|---|-------------------|----------------|
| Law Firms   | \$28,800-165,000  | \$124,615      |
| 2-10 attorneys  | \$28,800 - 90,000 | \$62,562       |
| 11-25 attorneys   | \$43,000 -110,000 | \$69,750       |
| 26-50 attorneys   | \$50,000- 150,000 | \$86,154       |
| 51-100 attorneys  | \$80,000- 135,000 | \$95,000       |
| 101-250 attorneys   | \$80,000- 160,000 | \$131,905      |
| 251-500 attorneys   | \$76,000- 165,000 | \$142,471      |
| 501+ attorneys  | \$30,000- 160,000 | \$148,229      |
| Business and Industry   | \$37,440-150,000  | \$ 74,953      |
| <i>(Includes, among others: public accounting firms; banks; and other financial institutions and corporations)</i>      |                   |                |
| Government  | \$37,000-76,700   | \$ 52,402      |
| <i>(Includes: federal and state agencies; prosecutorial offices; and federal, state, and local judicial clerkships)</i> |                   |                |
| Federal Judicial Clerkships   | \$37,000-63,000   | \$ 51,786      |
| State Judicial Clerkships   | \$42,000-57,053   | \$ 45,993      |
| Public Interest   | \$4,368-55,000    | \$ 35,389      |
| <i>(Includes public defender's offices)</i>   |                   |                |
| All Salary Categories   | \$4,368-165,000   | \$ 109,502     |

**Nell Hodgson Woodruff School of Nursing.** The Office of Admission and Student Services regularly collects employment data and reports it to the Provost’s office. Table 37 below provides data for BSN and MSN employment immediately after graduation. The School is ranked 26<sup>th</sup> by the *U.S. News & World Report*.

**TABLE 37**  
**Job Placement Rates for BSN and MSN Graduates**

| <b>Program</b><br><b>Year of Graduation</b> | <b>% Employed right</b><br><b>after graduation</b> | <b>% Enrolled in</b><br><b>graduate programs</b> |
|---|--|--|
| BSN 2007                                    | 84%  | 16%  |
| BSN 2008                                    | 73%  | 27%  |
| MSN 2007                                    | 90%  | 10%  |
| MSN 2008                                    | 100%   | 0%   |

Employment data are systematically collected through the Educational Benchmarking Institute (EBI) graduation, alumni, and employer surveys. 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 of were taught essential job skills. Through the EBI Employer Assessment conducted in 2008, 17 BSN alumni (14%) provided information to contact their employers. Twelve employers responded for a response rate of 70.6%. The responses were very positive: 58% rated the employee’s academic preparation as “better than most” or “among the best-prepared.” Eighty-three percent of the respondents rated graduates as “moderately above” or “far above” employer expectations, and 83% also rated graduates “very well” to “exceptionally well-prepared” to take on responsibilities when they joined the institution.

**Candler School of Theology.** Each year the Association of Theological Studies (ATS) administers a questionnaire to all students completing their degrees in the School of Theology. 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 38 shows positions obtained immediately after graduation by MDiv graduates. Similar reports are available for the other degree programs.

**TABLE 38**

**Position Expected after Graduation for 2009 Emory MDiv Graduates**

| Position                     | Full-Time Position |              |           |              | Part-Time Position |              |          |              |
|------------------------------|--------------------|--------------|-----------|--------------|--------------------|--------------|----------|--------------|
|                              | Male               |              | Female    |              | Male               |              | Female   |              |
|                              | #                  | %            | #         | %            | #                  | %            | #        | %            |
| Parish ministry              | 7                  | 46.7         | 20        | 52.6         | 0                  | 0.0          | 1        | 50.0         |
| Campus ministry              | 1                  | 6.7          | 1         | 2.6          | 0                  | 0.0          | 0        | 0.0          |
| Inner-city ministry          | 0                  | 0.0          | 0         | 0.0          | 0                  | 0.0          | 1        | 50.0         |
| Hospital or other chaplaincy | 1                  | 6.7          | 2         | 5.3          | 1                  | 100.0        | 0        | 0.0          |
| Church administration        | 0                  | 0.0          | 1         | 2.6          | 0                  | 0.0          | 0        | 0.0          |
| Social work/services         | 1                  | 6.7          | 4         | 10.5         | 0                  | 0.0          | 0        | 0.0          |
| Christian education          | 0                  | 0.0          | 1         | 2.6          | 0                  | 0.0          | 0        | 0.0          |
| Social justice ministry      | 0                  | 0.0          | 1         | 2.6          | 0                  | 0.0          | 0        | 0.0          |
| Further graduate study       | 1                  | 6.7          | 0         | 0.0          | 0                  | 0.0          | 0        | 0.0          |
| Undecided                    | 3                  | 20.0         | 4         | 10.5         | 0                  | 0.0          | 0        | 0.0          |
| None                         | 1                  | 6.7          | 4         | 10.5         | 0                  | 0.0          | 0        | 0.0          |
| <b>TOTAL</b>                 | <b>15</b>          | <b>100.0</b> | <b>38</b> | <b>100.0</b> | <b>1</b>           | <b>100.0</b> | <b>2</b> | <b>100.0</b> |

|                    | Yes |      | No |      |
|--------------------|-----|------|----|------|
|                    | #   | %    | #  | %    |
| Offered a Position | 25  | 46.3 | 29 | 53.7 |

**School of Medicine.** The School of Medicine at Emory is ranked 22nd by *U.S. News & World Report* among research-oriented medical schools. In addition, its Physician Assistant program ranks 3rd and its Physical Therapy ranks 11th. The School of Medicine 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 of these results reveals that 42% percent of School of Medicine students choose a primary care field (internal medicine, obstetrics and gynecology, family medicine, or pediatrics), while the remaining fifty-eight percent choose more specialized training.

Students pursue residency training in a wide variety of fields; internal medicine (25%), general surgery (10%), and pediatrics (10%) have been the most popular fields in classes over the past few years. The combined totals for other surgical fields (ophthalmology, otolaryngology, orthopedics, neurosurgery, plastic surgery, and urology) range from 13-18% of the class. Psychiatry, emergency medicine, and anesthesiology have also been chosen by up to 10% of the class. Emory School of Medicine 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 of Medicine reports job placement data for all degree programs. The most recent report (see Table 39) reveals high placement rates not only in the MD program but also for the graduate and undergraduate programs.



**TABLE 39**  
**2008 Job Placement Rates for Programs in School of Medicine**

| <b>Degree Program</b>                        | <b>Program Level (U= Undergraduate, G=Graduate, P=Professional)</b> | <b>% Employed immediately after grad</b> | <b>Average Starting Salary</b> |
|--|---|--|--------------------------------|
| Program 1- Doctor Of Medicine Students       | P   | 99%                                      | Discipline Dependent           |
| Program 2 -MD/PhD Program                    | P   | 100%                                     | Discipline Dependent           |
| Program 3 - MD/MPH Program                   | P   | 100%                                     | Discipline Dependent           |
| Program 4- MMSc Anesthesiology               | G   | 97%                                      | \$125,000                      |
| Program 5 - BMSc Medical Imaging             | U   | 89%                                      | \$54,000                       |
| Program 6- MMSc Ophthalmic Technology        | P   | 100%                                     | \$52,500                       |
| Program 7 - Doctor of Physical Therapy       | P   | 100%                                     | \$51,545                       |
| Program 8 - MMSc Physician Assistant Program | P   | 94%                                      | \$72,557                       |

**Rollins School of Public Health.** Each year the Career Center in Rollins School of Public Health surveys alumni at graduation and three months following. Results for the 2009 survey taken at graduation indicate that 60% of MPH and MSMPH graduates were either employed or accepted into doctoral programs. Of these alumni, 22.5% obtained jobs in government, 4.3% in non-profit organizations, 6.5% in healthcare, 12.7 in university/research, 5.2 in proprietary organizations, and 8.6 pursued further education. Detailed [placement statistics](#) for each RSPH degree program and type of employment are available in Appendix III.4.1.

**James T. Laney School of Graduate Studies.** In collaboration with the IRE Office, 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 2009 survey show that 70% of Emory’s PhD recipients were employed or had a definite job offer related to their degree immediately after graduation (see Table 40).

**TABLE 40**  
**Employment status immediately after the completion of the program:**  
**2009 PhD Recipients**

| <b>Employment Status</b>   | <b>N</b> | <b>Percent</b> |
|--|----------|----------------|
| Employed or have a definite job offer related to my most recent degree                   | 70       | 84.3%          |
| Employed, but not in my field  | 2        | 2.4%           |
| Negotiating with one or more specific organizations (in or out of field)                 | 1        | 1.2%           |
| Under consideration for a position but have not received final word (in or out of field) | 3        | 3.6%           |
| Seeking employment in my field, no offer at this time                                    | 4        | 4.8%           |
| Not seeking employment immediately   | 3        | 3.6%           |

As Table 41 indicates, a large majority of the recent PhDs obtained a postdoctoral research or fellow position (40%) or tenure track faculty position (27%).

**TABLE 41**  
**Position obtained immediately after the completion of the program: 2009 PhD Recipients**

| <b>Position</b>  | <b>N</b> | <b>Percent</b> |
|--|----------|----------------|
| Postdoctoral researcher or fellow  | 33       | 40.2%          |
| Researcher, academic setting   | 3        | 3.7%           |
| Researcher, nonacademic setting (e.g., national lab/industry/medical center) | 7        | 8.5%           |
| Tenure track faculty position  | 22       | 26.8%          |
| Non-tenure track faculty position  | 6        | 7.3%           |
| Engineer, Manufacturing  | 1        | 1.2%           |
| Lawyer   | 2        | 2.4%           |
| Analyst  | 1        | 1.2%           |
| Not applicable, not seeking employment immediately                           | 2        | 2.4%           |
| Other  | 5        | 6.1%           |

To compare Emory averages to national norms, the IRE Office regularly purchases from NSF the Emory raw data file for the Survey of Earned Doctorates. Data from this survey are compared historically to identify trends in employment choices among Emory PhD recipients. 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](#).

**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 the IRE Office produces a report that shows graduate school destinations for each major in the College and percentage of graduates pursuing advanced degrees within one, two, three, and four years since 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 2004-2008 cohorts of graduates, indicates that 27% of Emory College graduates pursued advanced degrees within one year, 44% within two years, 60% within three years, 61% within four years, and 64% within five years. Detailed tables listing participation rates for each major are included in Appendix III.4.1 (see the [National Student Clearinghouse Graduate School Destinations](#) report.) Emory is interested in knowing not only what graduate schools alumni attend, but also if and how their Emory undergraduate education prepared them for graduate study. To this end, the IRE Office periodically conducts alumni surveys that target alumni who graduated with a bachelor's degree. According to the 2008 undergraduate alumni survey, 94% of respondents who enrolled in a degree program since graduation stated that their undergraduate experience at Emory had prepared them well for graduate or professional school.

**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](#) and in Appendix III.4.1. Additionally, programs monitor student success in receiving prestigious [fellowships and awards](#).

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 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 (see [ECAS Finalists for National Scholarships](#) in Appendix III.4.1). The number of finalists for national competitive awards is a student excellence metric that is reported annually on the President’s annual University Dashboard.

### Appendix III.4.1

| Document  | Location  |
|---|---|
| Law School Acceptance Summary                               | <a href="#">..\Appendices\Part III.4.1\Law School Acceptance Summary- Emory Class of '08.pdf</a>            |
| Three-Year Medical School Applicant Statistics              | <a href="#">..\Appendices\Part III.4.1\Three-Year Med School Applicants Stats.pdf</a>                       |
| 2009 Medical School Applicant Statistics                    | <a href="#">..\Appendices\Part III.4.1\Med_Stats_2009.pdf</a>   |
| 2009 Emory College Post-Graduation Status Report            | <a href="#">..\Appendices\Part III.4.1\2009%20EC%20Post-Grad%20Data.pdf</a>                                 |
| 2009 Employer Report  | <a href="#">..\Appendices\Part III.4.1\Employer Stats for Class of 2009.pdf</a>                             |
| 2008-2009 RSPH Placement                                    | <a href="#">..\Appendices\Part III.4.1\2008-2009 RSPH Placement.pdf</a>                                     |
| National Student Clearinghouse Graduate School Destinations | <a href="#">..\Appendices\Part III.4.1\NSC Graduate Destinations.xlsx</a>                                   |
| NCAA Graduation Rates Report                                | <a href="#">..\Appendices\Part III.4.1\NCAA Graduation Rates Report.pdf</a>                                 |
| 2008 GDBBS Student Publications                             | <a href="#">..\Appendices\Part III.4.1\2008_GDBBS_Student_Publications&amp;Conference Presentations.pdf</a> |
| Grade Distribution (Ws, Is, Fs, and Us)                     | <a href="#">..\Appendices\Part III.4.1\Grade Distribution I U W F.xlsx</a>                                  |
| Emory College Example of Time to Degree Analysis            | <a href="#">..\Appendices\Part III.4.1\Emory College Time to Degree by Major.pdf</a>                        |

**Federal Requirement 4.2.** The institution’s curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.

X  Compliance      \_\_\_ Non-Compliance

**Narrative:**

The purpose of Emory University is reflected in its mission “to create, preserve, teach, and apply knowledge in the service of humanity.” Emory is 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. The university is recognized internationally for its outstanding liberal arts college and superb professional schools, and it has one of the nation’s leading health care systems. The Provost and Executive Vice President for Academic Affairs is charged with oversight of the university's degree programs. The Provost is assisted in this work by his senior staff, specifically the [Senior Vice Provost for Academic Affairs](#) and the [Senior Vice Provost for Undergraduate Academic Affairs](#). In addition, there is extensive involvement from the deans of Emory College of Arts and Sciences, Oxford College, and the Laney Graduate School in the process.

In each of Emory’s nine schools, courses are reviewed for their fit with institutional purpose and mission on a regular basis by a unit-based curriculum committee. If the course is meant to fulfill general education requirements or writing requirements, the courses are evaluated for academic rigor and content by the education policy committee or an equivalent thereof within each school. Each course is then "tagged" within the university course catalog to reflect what aspect of the curriculum a student’s completion of the course would fulfill. When new programs of study or degree programs are created, an internal review is conducted within the Office of the Provost. Upon a positive review, the new programs are presented by the dean to the Academic

Affairs Committee of the Board of Trustees, and subsequent approval is sought from the full Board of Trustees. A recent example of a [program proposal](#) and the [resolution](#) taken by the Academic Affairs Committee can be found in Appendix III.4.2. The Academic Affairs Committee meets monthly during the academic year to provide maximum flexibility for program and curricular review as well as other aspects of academic affairs. If approved, new degree programs (with details of the curriculum) are presented to the full board for formal approval.

The following narrative provides details about curricular planning and approval mechanisms in place in each of Emory's degree granting schools/colleges.

**Emory College of Arts and Sciences.** The [Curriculum Committee of Emory College of Arts and Sciences](#) is responsible for reviewing course proposals, evaluating proposals for majors and minors, and reviewing interdisciplinary minors every three years. The College by-laws give the following description of the committee's role: “This committee shall 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.” A longer description of the Curriculum Committee's procedures and policies is [posted on the College website](#). The committee includes three members from each of the three divisions (humanities, social sciences, natural sciences and mathematics), each member serving a three year term. Those terms are staggered so that three new members (one per division) are elected by the faculty each year. In addition, three student members serve on the committee, appointed in consultation with the College Council. Ex officio members from the Office for Undergraduate Education, the Registrar, and Oxford College meet with the committee. The current chair is Nancy Bliwise (Psychology), who will serve a three-year term. The committee currently meets three times per

semester, and the committee chair writes a letter to the department chair summarizing the committee's actions.

**Oxford College.** Oxford College's Academic Policies and Procedures Committee (APPC), which is chaired by the Academic Dean and CAO (Kent Linville), consists of the chairs of our four academic divisions (Humanities, Mathematics and Science, Social Science and History, Physical Education and Dance), and two at-large members elected for two year terms. The APPC meets four to six times per semester. Among its chief responsibilities are to: establish guidelines for academic policy, enact policy under established guidelines and; consider specific course proposals and make recommendations to the proposer(s) and to the faculty regarding the approval of such proposals; maintain an ongoing review of the integrity of the academic program. Since Oxford College does not have traditional academic departments (see below), they conduct external reviews in one disciplinary area per year.

**Nell Hodgson Woodruff School of Nursing.** The Nell Hodgson Woodruff School of Nursing employs a Total Program Evaluation Plan (TPEP) to guide review and revisions in the curricula. The Curriculum Committee (CC), the BSN and MSN faculty committees, and the total faculty have responsibility for various aspects of review and revision. The Curriculum Committee members are appointed by the Associate Dean for Education in collaboration with the Dean for a two-year term. The membership consists of representation by full time faculty from both the BSN and MSN programs (7-8 members). The chair of the Curriculum Committee is appointed by the Dean for a two-year term. Currently, Dr. Rebecca Gary, a tenure-track assistant professor, chairs the CC. The CC, BSN and MSN faculty committees meet monthly; all faculty meetings are held twice per semester. Courses are evaluated each semester through course evaluations and faculty review. Courses are brought to the BSN and MSN faculty meetings and recommendations for change submitted to the CC. The small size of the Nursing



School faculty allows for discussion of courses by all faculty teaching in a specific program. Therefore, review of courses and feedback occurs on a regular basis during committee meetings. The TPEP outlines a plan for the programs to be evaluated on a five-year cycle with groupings of courses evaluated each year. This program evaluation includes data about student outcomes, licensure and certification pass rate, employment, and graduate and alumni evaluations of the program. These data are analyzed yearly, reviewed by the program coordinators and the Associate Dean for Education, with results presented at BSN and MSN committee meetings in the fall. Any changes to curriculum are approved by the Curriculum Committee and taken to one of the all-faculty meetings.

**Goizueta Business School.** Each Goizueta program (BBA, Full Time MBA, Evening MBA, Executive MBA (for WEMBA and MEMBA), and PhD) receives academic oversight from a corresponding Program Committee. Membership on each Program Committee includes one faculty member from each of the five academic areas: Accounting, Finance, Information Systems & Operations Management, Marketing, and Organization & Management. Faculty can serve on Program Committees for two consecutive two-year terms. Program Directors are non-voting members on their respective Committee. Current Program Committee chairs are as follows:

- BBA Program Committee: Jim Rosenfeld, Associate Professor of Finance
- Full Time MBA Program Committee: Doug Bowman, Professor of Marketing
- EvMBA Program Committee: LG Thomas, Professor of Organization and Management
- EMBA Program Committee: to be elected at the January 21, 2110 committee meeting
- PhD Program Committee: Greg Waymire, Asa Griggs Candler Professor, Accounting

Program Committees provide direct oversight of the relevant curriculum and oversee all curricular review. Any changes in requirements for a degree or any modification of curricular structure, pre-requisite or core classes, number and scope of electives required will be reviewed by a Program Committee. The Committee recommendations for curricular changes then go to the full Goizueta faculty for discussion and vote.

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 constitutes an area depth or a concentration.

Modification in the overall structure of the depths or concentrations, or the implementation of inter-disciplinary depths or concentrations, are voted on by the whole Program 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 faculty 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 Program Committees additionally oversee all pilot international exchange agreements. After two cycles of exchange, the Program Committee makes a recommendation to the full faculty who must vote in order to establish a formal exchange program.

**Laney Graduate School.** The James T. Laney School of Graduate Studies conducts both internal and external reviews of graduate program curricula. Internally, curricula are reviewed by the Executive Council, which is a standing committee of nine graduate faculty members. Members are

elected to three-year terms, and there are three representatives of each division (humanities, social sciences, and natural/biomedical sciences). A chair is elected by the Executive Council each year; this year, Dr. Rebecca Stone, Associate Professor of Art History and Faculty Curator of Art of the Ancient Americas for the Carlos Museum, holds the position. The Executive Council meets monthly and evaluates proposals for all new courses and programs and any changes to existing courses or programs. The members of this Council are charged with evaluating the pedagogical soundness of the proposal, its consistency with Laney Graduate School requirements, and its fit with the Laney Graduate School's vision, priorities, and strategic plan. If the Executive Council requires modifications to a proposal, these are communicated via letter from the Dean. The actions of the Executive Council are advisory to the Dean, and the Dean makes the final decisions.

External reviews of programs are conducted by invited panels of distinguished experts in relevant fields. Many programs in the Laney Graduate School are aligned with departments in another unit of the University. For these programs, external reviews are arranged in collaboration with departmental reviews. Some interdisciplinary programs are independent of particular departments, and these reviews are conducted by the Laney Graduate School. Results of these reviews are shared with the faculty, Deans of the relevant units, and the Laney Graduate School Executive Council. External program reviews are conducted every five years.

**Rollins School of Public Health.** The Rollins School of Public Health Curriculum Committee consists of a faculty member appointed by the chair, in consultation with the faculty, from each of six departments and the Career MPH program. It also includes the staff Assistant Director for Academic Programs for each department and CMPH program, two students appointed by the Student Government Association, and a member of the faculty or professional academic staff member from each school with whom the RSPH has a dual degree program.

The Executive Associate Dean for Academic Affairs (Dr. Richard Levinson) currently chairs the curriculum committee. Committee members are invited to elect a chair from its membership as an alternative, but they have declined to do so (since 1995). The curriculum committee meets monthly. It reviews all new courses and programs. It reviews all proposed changes in the curriculum that address program or school-wide competencies as well as academic policies associated with students and the instructional program. The committee periodically reviews school-wide (core) learning objectives or competencies as provided in the core curriculum and proposes revisions to them. It periodically reviews degree requirements as they pertain to the achievement of core competencies. Departments may have their own curriculum committees that bring items to the school's curriculum committee. Some departments act as a committee of the whole (all faculty) in proposing and reviewing curricula and program competencies. The school curriculum committee periodically reviews overall learning objectives for the MPH or MSPH degree as addressed in required core courses. If gaps are identified, the committee communicates with the department (through its committee member) in determining how to develop the competency or whether the competency is essential for the MPH or MSPH. As each department offers a core course (required to develop the essential core competencies for the MPH or MSPH degree), departments are responsible for implementing the change. The Associate Dean for Academic Affairs is responsible for assuring that core courses address the adopted core competencies. The Associate Dean reviews syllabi and student course evaluations of core courses each semester. If there are problems or deficiencies requiring an intervention, the Associate Dean and Department Chair collaborate in finding remedies.

Departments periodically review and revise competencies or learning objectives for their individual programs and corresponding curricula. They are required to present an updated set of competencies to the school every six or seven years, in accordance with a self-study required for

accreditation by the Council for Education in Public Health, but they may do so more frequently. The program competencies are compiled by the school and reviewed during a self study process. At a minimum, departments must review and revise competencies for their programs every seven years, prior to a school-wide, self-study as part of the Council for Education in Public Health accrediting process. The core curriculum and competencies are similarly reviewed at least every six to seven years. Departments generally review curriculum needs more frequently, adding, deleting or changing curricula annually; they must bring those changes to the school's curriculum committee for approval.

It is useful to note that the core curriculum and related competencies are frequently addressed in accordance with changing needs of the public health professions (e.g., Council on Linkages studies, Association of Schools of Public Health competencies developed for consideration by all schools). Changes in the core curriculum and competencies typically originate with the school's curriculum committee.

**Candler School of Theology.** Ongoing curriculum review at Candler School of Theology is undertaken by a standing Curriculum and Policy Committee (CPC) composed of the Senior Associate Dean for Faculty and Academic Affairs; the Registrar; the Librarian; the Director of MTS/ThM studies (all ex officio); four faculty members, one from each of the four areas of the curriculum, and three Candler students. Each faculty member of the CPC serves a two-year term. Dr. Luther Smith, Professor of Church and Community, is currently serving a one year term as Chair, a position which rotates among the faculty committee members. The committee meets monthly and reviews the role of individual courses in the curriculum as needed. Routine review of individual courses in relation to the curriculum is regularly conducted in Area meetings once a semester. Through a course approval process new course syllabi, which are required to state the curricular learning goals served by the course, are reviewed by Area faculty,

who provide feedback to the instructor and ultimately commend the course to the CPC for inclusion in the curriculum. A full curricular review of the degree programs happens as needed; a complete review of the MDiv degree program was completed in 2007 and a complete review of the MTS degree is currently underway. Currently Candler is working to create more formalized ongoing processes for review and assessment of its programs—for example, by conducting an extensive faculty exercise in curricular mapping for all MDiv courses this academic year (2009-10).

**School of Medicine.** The Executive Curriculum Committee (ECC) of the School of Medicine is a standing committee of the School of Medicine. All members of the ECC are appointed by the Dean of the School of Medicine. The Committee is led by J. Alan Otsuki, MD, MBA, Associate Dean for Medical Education and Student Affairs. The Chair is appointed for a three-year term that can be renewed at the discretion of the Dean. Dr. Otsuki is currently in his sixth year as the chair. The membership of the committee is drawn from the faculty of the School of Medicine and currently includes nine course directors, two post-graduate residency directors, and four other faculty with direct involvement in undergraduate medical education. Students are voting members of the committee; one student is elected by each class.

The ECC meets eleven times per year, serving as a venue to review each component of the curriculum and the contribution of each course to the overall education of the student. Each required course is formally presented to the ECC every 24 months, or sooner if deemed necessary by the committee. In preparation for the committee presentation, each course director submits a written report in a prescribed format to the committee. The report includes learning objectives, syllabi, student evaluations, and evaluation methods. At the meeting, the course is presented by the course director. The committee proposes recommendations to the committee chair who communicates those recommendations to the course director. A written response to

the recommendations is required within six months, and those responses must be acceptable to the ECC chair.

### Appendix III.4.2

| Document  | Location   |
|---|--|
| Example of Curriculum Resolution Presented to the Board of Trustees       | <a href="#">..\Appendices\Part III.4.2\Resolution_Accelerated_BSN.pdf</a>            |
| Example of New Curriculum/Program Proposal presented to Board of Trustees | <a href="#">..\Appendices\Part III.4.2\BOT_NHWSN_ABSN_Presentation_11_11_09.pptx</a> |

**Federal Requirement 4.3.** The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Compliance       Non compliance

**Narrative:**

The Office of the Registrar publishes the [Academic Calendar](#) on its website. This calendar is used by faculty, staff and students across the University. The Office of Student Financial Services publishes the University's [refund policy](#), consistent with federal regulatory requirements, on its website. Students and staff in the schools advising students on refund/withdrawal dates may reference this information to assist students.

Each school publishes its respective grading systems on the web and in Course Catalogues. The links below reference each school's grading system.

[Emory College Grading Policy](#) (see p. 57 of PDF)

[Goizueta Business School Grading Policy](#) (Graduate Level)

[Goizueta Business School Grading Policy](#) (Undergraduate Level)

[Laney Graduate School Grading Policy](#) (see p. 14)

[Nell Hodgson Woodruff School of Nursing Policy for Undergraduates](#) (see p. 32)

[Nell Hodgson Woodruff School of Nursing Grading Policy](#) (see p. 35)

[School of Law Grading Policy](#)

[School of Medicine, Undergraduate and Graduate Allied Health Grading Policy](#)

[Rollins School of Public Health Grading Policy](#)

[Candler School of Theology Grading Policy](#)

[Oxford College Grading Policy](#) (see pp. 87-88 of the PDF)



**Federal Requirement 4.4.** Program length is appropriate for each of the institution's educational programs.

Compliance     Non compliance

**Narrative:**

Each Emory program meets the SACS expectation that undergraduate degree programs have 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 also meet the expectation of at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level.

**Undergraduate Programs.** The course catalogues, bulletins, and handbooks for each undergraduate program list the program of courses leading to the degrees offered. The faculty of each school and college determine the sequence of courses. There are three kinds of requirements: academic and physical education credits, general education, and major requirements. Requirements for maintaining academic good standing increase from the first through the final undergraduate year. There are also residency requirements for the College.

Among schools awarding the baccalaureate degree, the normal practice is to require students to complete general education requirements and a major. Emory College of Arts and Sciences requirements focus on writing, foreign language, and formal thought; breadth across the liberal arts and sciences, attained through the general education requirements; and depth in a specific field, achieved in the major field of study. Students completing the Bachelor of Science degree must select a major within the sciences or mathematics. Students completing the Bachelor of Arts degree must select a major appropriate for that degree. Students participating in combined degree programs earn either the Bachelor of Arts or the Bachelor of Science degree from Emory College of Arts and Sciences and a professional or advanced degree from another

division of Emory University or from the Georgia Institute of Technology. These programs include the dual degree program in engineering and the advanced master's program with the Laney Graduate School.

To receive the associate's degree from Oxford College and continue to Emory College of Arts and Sciences, students must complete 67 semester hours, subject to the requirements stated in the [General Education Requirements](#). Oxford's graduation requirements partially fulfill Emory College's general education requirements for bachelor's degrees. The [Oxford Graduation Evaluation form](#) clearly attests to the relationship between the requirements of the two schools.

Emory College of Arts and Sciences offers BA and BS degrees that can generally be completed within four years/eight semesters (see example of [time to degree analysis](#) in Appendix III.4.4). This is a standard length for bachelor degrees. Some students spend four years in Emory College of Arts and Sciences, while others complete an AA degree at Oxford College in two years, and finish their last two years in Emory College of Arts and Sciences. Emory also offers a [five-year dual-degree program](#) that allows students to pursue study in either arts or science at Emory and engineering at the [Georgia Institute of Technology](#). Students spend three years at Emory pursuing a liberal arts curriculum and completing requirements for a major at Emory College of Arts and Sciences; they spend two years at Georgia Tech completing requirements for a specialized program of study. Students who participate in this program earn both a baccalaureate degree from Emory in the field of their choice and a B.S. degree from Georgia Tech in one of twelve fields: aerospace, biomedical, ceramic, chemical, civil, electrical, industrial, mechanical, nuclear, textile engineering, engineering science, textiles or textile chemistry. Emory also offers four-year BA/MA and BS/MS dual-degrees to a small number of students. Students spend their final year enrolled in graduate coursework and completing a master's thesis. Admission to these programs is by invitation, and departments invite only one

or two students a year to participate. BA/MA programs have been approved in English, History, Philosophy, Political Science, International Studies, and Sociology. BS/MS programs have been approved in Chemistry, and Mathematics/Computer Science.

**Goizueta Business School.** The [BBA Program](#) is a two year, four semester program that commences after a student has earned junior standing (64 hours) in Emory or Oxford College. Only two or three transfer students are admitted each year, and in those cases, transfer student hours are calculated in accordance with Emory's general transfer policies. Seventy four academic hours are required in the Business School for BBA students, meaning that 138 total hours are required in order to earn the four year degree, as outline in the catalog. The BBA program requires 138 total hours towards the bachelor of business administration degree. The four-semester residency requirement and the number of hours required for graduation are specified in the curriculum and ratified by a vote of the full Goizueta Business School faculty. Any changes or modifications would have to be voted on by the faculty.

**Nell Hodgson Woodruff School of Nursing.** The [BSN degree](#) requires 120 semester hours of course work, 60 hours of which are completed at an appropriate undergraduate institution. At least 60 hours of baccalaureate-level nursing courses are required as outlined in the School of Nursing course catalog.

**Graduate Programs.** Course catalogues, individual program bulletins, and the [handbook](#) for the Laney Graduate School list the program of courses leading to the degrees offered. The faculty of each school and program determines the sequence of courses. A student must complete all requirements for the PhD, including the dissertation, within eight years of admission to advanced standing. Extensions beyond this period will be granted only under extraordinary circumstances and as described below.

- The student must submit a written request to his/her program prior to the end of the term in which the eight-year limit is reached, allowing the program sufficient time to consider this request fully. This request must state the circumstances that make an extension necessary and must describe a plan and schedule for completion of remaining degree requirements. Any subsequent requests for extensions will be expected to detail progress according to this plan and to justify any modifications proposed.
- Programs may grant a maximum of three one-year extensions. The program will notify in writing the Dean of the Graduate School of each extension granted or denied, and forward to the Dean the student's written request and the program's official response. Students not on official extension will have their enrollment blocked or risk having their registration cancelled.
- The program, at its option, may require re-examination or other demonstration of the currency of a student's preparation beyond the eight-year limit.
- A student beyond the eight-year limit who fails to obtain an extension from his/her program, or who exhausts the extension granted without completing requirements for the degree, will no longer be considered a degree candidate. No request for an additional extension of time will be considered except by application to the Dean of the Graduate School, and none will be granted except in extraordinary circumstances.
- A student on extension may not request a leave of absence.

For students who seek a terminal master's degree, all requirements for that degree must be completed within five years of admission. Extensions beyond this period will be granted only under extraordinary circumstances. Programs may grant one one-year extension beyond the five-year limit. The program will notify the Dean of the Graduate School, forwarding the student's written request and the program's official response. A student beyond the five-year limit who

fails to obtain an extension from his/her program or exhausts the extension granted without completing requirements for the degree will no longer be considered a degree candidate. No requests for additional time will be considered except by application to the Dean of the Graduate School with strong support of the program.

**Goizueta School of Business.** The Business School's MBA program options include a full-time program, a two year/four semester program that meets Fall and Spring term separated by a summer internship; a one-year program for students with undergraduate degrees in Business; and Modular, Executive and Evening MBA programs, with the working professional in mind. Students complete a collection of core/foundation coursework and can then tailor the rest of the program based on their area of interest.

**School of Law.** A student must complete a minimum of 90 credit hours over a minimum of six semesters of residence. All requirements must be satisfied within six years of the date of matriculation. The number of credit hours required for a full semester of residence is ten. To be in good standing, a student must have a cumulative grade point average of 2.25 at the end of the first year and every semester thereafter. A minimum grade point of 2.25 is required for graduation.

**Nell Hodgson Woodruff School of Nursing.** The program length of the BSN degree meets Georgia Board of Nursing requirements. The MSN programs meet all respective certification board requirements. Graduate Nursing students must complete 60 semester hours of prescribed bachelor's-level nursing courses, of which 45 semester hours must be taken at Emory.

**School of Medicine.** The minimum number of weeks of instruction required for the MD degree is 162. The four-year curriculum is broken down into number of weeks/required contacts hours for each year as demonstrated in the approximated Table 42 on the next page.

**TABLE 42**  
**Number of Weeks and Required Contact Hours / School of Medicine**

|             | # Weeks | Required Contact Hours |
|-------------|---------|------------------------|
| First Year  | 43      | 1032                   |
| Second Year | 39      | 1236                   |
| Third Year  | 48      | 2888                   |
| Fourth Year | 32      | 1536                   |

Source: 2009 LCME 2008-2009 Annual Questionnaire Part II

Courses for the MD program meet all requirements for guidelines set forth by the Association of American Medical Colleges and the Liaison Committee on Medical Education. Elective opportunities that are available to students are posted on the [Office of Medical Education and Student Affairs](#) (OMESA) web site. The [Program in Radiologic Technology](#) has a clearly defined course sequence and meets all criteria in terms of total credits required and the distribution of credits.

**Rollins School of Public Health.** Six professional MPH degrees are offered. Satisfactory completion of a minimum of 42 semester hours is required of all students earning the MPH degree, and 48 semester hours of students earning the MSPH degree. Dual degree MPH students complete less than 42 hours in the RSPH.

**Candler School of Theology.** Eighty-six credit hours are required to complete the MDiv degree. Students may not exceed the following limits: 15 credit hours for contextual courses, 15 hours for academic courses taken on an S/U basis, 10 hours for the Teaching Parish program, 12 hours for summer term, 15 hours for Atlanta Theological Association (ATA) cross-registration, 26 hours for transfer credit or advanced standing (including ATA cross-registration), and six

hours for directed study. In fulfilling the 51 credit hours required to complete the MTS degree, students may not exceed the following limits: two credit hours for MTS 501, MTS Colloquy, two credit hours MTS 503, Integrative Paper, six credit hours MTS 502R, Thesis with Colloquy, eight credit hours for Contextual Education, fifteen credit hours for academic courses taken on an S/U basis (including a maximum of four hours for participation in the Candler Choraliers and/or Chapel Choir), twelve hours for summer term, nine hours for Atlanta Theological Association cross-registration (counted as transfer credit), seventeen hours for transfer credit (including A.T.A. cross-registration), and twelve hours for directed study.

The Master of Theology degree (ThM) is a one-year program of study beyond the Master of Divinity. Two regular semesters of study (24 credit hours) are required. Up to six hours may be earned for clinical or internship work. A minimum of 12 credit hours should be taken at the post-MDiv level, including the required ThM seminar. Credit hours may be earned from regular courses or directed study. Students must earn a minimum cumulative grade point average of 3.0. Normally a one-year program, the degree must be completed within a two-year period. In fulfilling the 24 credit hours required to complete the ThM degree, students may not exceed the following limits: six credit hours for clinicals and internships, four credit hours for academic courses taken on an S/U basis, three hours for transfer credit (including A.T.A. cross-registration), and nine hours for directed study.

Table 43 on the next page provides additional links to information about Emory's degree programs.

**TABLE 43**

**Additional Documentation**

| Description                               | Location/Special Instructions   |
|---|---|
| List of degrees with majors               | <a href="https://webdrive.service.emory.edu/groups/vpaap/registrar/Public/SACS/">https://webdrive.service.emory.edu/groups/vpaap/registrar/Public/SACS/</a> |
| College Educational Policy Committee      | <a href="http://college.emory.edu/about/faculty/ep_committee/index.html">http://college.emory.edu/about/faculty/ep_committee/index.html</a>                 |
| SCHOOL                                    | Link to Course Catalog  |
| Oxford                                    | <a href="#">2009-2010 Oxford College Catalog</a>  |
| Emory College                             | <a href="http://college.emory.edu/current/standards/catalog.html">http://college.emory.edu/current/standards/catalog.html</a>                               |
| Graduate School                           | <a href="#">2009-2010 Graduate School Catalog</a>   |
| Law School                                | <a href="http://www.law.emory.edu/academics/academic-catalog.html">http://www.law.emory.edu/academics/academic-catalog.html</a>                             |
| Nursing School - Undergraduate & Graduate | <a href="#">2009-2010 Nursing Catalog</a>   |
| Public Health                             | <a href="#">2009-2010 Public Health Catalog</a>   |
| Theology                                  | <a href="#">2009-2010 Candler Catalog</a>   |
| Medical School/Allied Health              | <a href="http://www.med.emory.edu/education/omesa/bulletin/">http://www.med.emory.edu/education/omesa/bulletin/</a>   |
| Business School - BBA                     | <a href="http://www.goizueta.emory.edu/degree/undergra.html">http://www.goizueta.emory.edu/degree/undergra.html</a>   |

**Appendix III.4.4**

| Document   | Location   |
|--|--|
| Emory College Example of Time to Degree Analysis | <a href="#">..\Appendices\Part III.4.1\Emory College Time to Degree by Major.pdf</a> |



**Federal Requirement 4.5.** The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

X  Compliance      \_\_\_ Non-Compliance

**Narrative:**

All students at Emory University have numerous rights and responsibilities and are expected to adhere to the highest standards of conduct. The procedures to implement policies and address student complaints (e.g. upon initial receipt of a written or oral query/complaint or upon appeal) depend on the nature of the issue. In general, student complaints can be subdivided into academic matters, administrative matters, issues of student conduct and non-academic or campus life (or student support) issues. Each school/college of Emory University has its own infrastructure/mechanism to deal with student issues. Complaints of an academic nature are either resolved easily or may result in a formal appeal. Typical appeals involve issues of admissions, grade disputes, and honor code violations. Other common queries/complaints involve the academic calendar, advising, and academic support. Specific information on how to register a student concern/complaint regarding academic matters in all of Emory’s schools can be found [here](#). Information and policies regarding administrative matters can be found [here](#). Information and policies regarding campus-life matters can be found [here](#). Finally, information and policies regarding other matters, including racism, sexual assault, and drug/substance abuse can be found [here](#).

To further enhance communication between students and the administration and to provide an anonymous “portal” for receiving and responding to student concerns, the Office of the Provost recently partnered with the Division of Campus Life to establish a new mechanism to capture and respond quickly to student complaints of any nature. “[Ask John Emory](#)” went live

in the fall of 2009, and has been met with great success. “Ask John Emory” is patterned after the ombudsperson concept used at many large public institutions. An ombudsperson acts as a trusted intermediary between an organization and some internal or external constituency while representing the broad scope of constituent issues. An ombudsperson may investigate constituent complaints relating to organization and attempt to resolve them, usually through recommendations or mediation. Ombudspersons sometimes identify organizational roadblocks running counter to constituent interests. “Ask John Emory” not only lists comprehensive information about resources available to students and appeal mechanisms, but it also functions as a “virtual” ombudsperson at Emory. A committee of three senior administrators receives queries and complaints submitted to the Ask John Emory portal. Members of the committee respond to urgent queries immediately and to other queries within 48 hours. The portal for submitting student concerns/complaints can be found [here](#). The identity of students using the portal remains confidential, and responses to the students come from “John Emory” rather than a named administrator. Please see Appendix III.4.5 for several examples of resolution of student queries/concerns via “Ask John Emory.”

As the site stays in use over time, Emory faculty and staff will be able to evaluate whether there are any “roadblocks” that need to be addressed and spot ongoing, recurring issues and problems among the student body. Current experience suggests that while the site is open for any questions, it tends to attract inquiries from current or prospective students when they are not sure where else to go. It is also important to note that the site is not intended to replace current practices for addressing grievances in each of Emory’s schools.

Where those school-based grievances are concerned, Emory encourages each student to handle grievances as close to the source as possible. Each school has its own procedures, usually explained at new student orientation or in its respective catalog. Academic or other concerns

usually begin with advising or student service personnel in each school who are then typically able to route a student concern to school personnel who are best able to address the situation. This practice generally results in greater student satisfaction, as issues can typically be resolved more quickly when they are addressed on a case-by-case basis.

**Grievance resolution within undergraduate departments.** Academic policies with Emory College of Arts and Sciences are posted on the College [website](#). The two primary types of academic student complaints for undergraduates involve grade disputes and Honor Code violations. The Honor Code process is explained in detail [here](#) (the site includes a PDF of the code itself).

Wherever possible, grade disputes are addressed on a case by case basis in individual departments. Emory clearly specifies the bases for grade assignment within the [university catalogue](#): “The course instructor determines the basis for grading in individual courses. Students should not assume that all professors use identical grading scales or standards. Instructors should communicate their standards and systems as clearly as possible in their course syllabi. Students should request clarification when necessary. The ultimate arbitrator of a grade rests within the relevant academic department.”

Because the department has ultimate authority over grades, Emory refers students with a grade dispute to the appropriate chair or director of undergraduate studies (DUS). In most departments, the chair or DUS will review the student’s request and the established grading criteria for the course and speak with the instructor before recommending a course of action (either to support the grade given or recommend change).

Below are examples of grade dispute resolution processes within specific departments, as listed in their departmental faculty catalogues or as provided by departmental chairs.

In [Environmental Studies](#), the process of review is as follows:

1) Student makes a written request for an appeal to the chair of the department, including an explanation of why the student disagrees with the grade assigned by the instructor.

2) A committee of faculty in the department meets to discuss the student's appeal and to make recommendations to the departmental chair as to appropriate response. This committee includes the instructor who provides information regarding how grades are determined.

3) The chair evaluates the committee recommendation and issues a letter of findings. There is no further appeal to the College Office, as grades are determined solely by the department.

In [Anthropology](#), the process of resolving a grade dispute begins with the student meeting with the DUS. Often this is all that is required for the student to be satisfied, but if there is any indication that the student is still unhappy, he/she is asked to write a brief (1 page) summary of their grievance, which is then reviewed by the Undergraduate Concerns Committee. (The UCC is a standing committee in the Anthropology Department.) The Committee communicates with the faculty member and discusses the issue with him or her with the intent of reaching a resolution.

In [Chemistry](#), students who assert that a grade they have received is incorrect first discuss the assignment of the grade with the instructor. Students who do not think the problem has been or may be resolved in this manner are then invited to take their concern to the Director of the Division, who seeks to resolve the matter with the instructor and the student. Consistent with principles of academic freedom, responsibility for evaluation of a student's work rests with the course instructor. Use of this procedure for resolution of a grade dispute will not prejudice in any way a student's rights under Emory College or university student grievance procedures.

In [Dance](#), the process for resolving a grade dispute includes four steps:

1. Student first meets with the faculty member who has designated the grade to discuss how the professor arrived at the grade. Most disputes are settled at this point in the process.

2. If the student is not satisfied with the explanation, the dispute is taken to the program director, who meets with the professor and the student separately.

3. The director determines whether or not the grade is fair.

4. Should the student continue to pursue the case, the director takes the dispute to the department chair.

In [English](#), faculty members respond to grade disputes in accordance with the procedure laid out in their departmental handbook: “All concerns having to do with evaluation of work should first be addressed to the instructor of record. Ordinarily if the student fails in a good faith effort to address a concern with the course instructor, the undergraduate student may appeal to DUS and the graduate student to the DGS who, in consultation with the student and the professor, will attempt to resolve the matter. In the rare event when neither effort affords a satisfactory resolution, the student may petition to the Executive Committee in writing. The Executive Committee may then consult with any parties deemed appropriate and make a final decision.”

In [Spanish and Portuguese](#), faculty follow three steps for resolving grade complaints:

1. Initially the student must always contact the instructor in the case of a grade dispute.

2. If the issue is not solved, the student can contact the course coordinator (in case of 101-300 multisection courses), the DUS or the Chair (in case of other courses).

3. The coordinator/DUS/Chair will ask the student's and the instructor's perspective on the issue and will recommend further action.

In [History](#), the student discusses his or her concern with the instructor. If the student is not satisfied with the outcome of that discussion, he or she may appeal to the DUS. The DUS then selects another faculty member (who is not given the name of either the student or the

instructor fielding the complaint) to read and grade the material in question. This result is final. The student's grade may go either up or down as a result.

**Grievance resolution process beyond the department.** A student may appeal decisions beyond the departmental level to the Office of Undergraduate Education. If the student seeks further appeal beyond the Office of Undergraduate Education, his or her grievance is reviewed by the Senior Vice Provost for Undergraduate Academic Affairs. In these cases, the Senior Vice Provost will only review the case for any procedural errors that might be at variance with the policies detailed above.

**Grievance resolution in the professional schools.** Emory's professional schools have their own policies and processes for grievance resolution. Three examples are included below.

(a) The School of Medicine uses both informal and formal methods that encourage students to voice concerns. Problems are often solved by staff of the Office of Medical Education and Student Affairs (OMESA). OMESA includes 20+ full time staff who work in conjunction with Assistant, Associate and an Executive Associate Dean. As part of orientation during the first year, students are given the office, cell and home phones of seven Deans as well as the Director of OMESA. These numbers remain available on the medical student web portal on a 24/7 basis. Students are also given pager numbers for each of the OMESA Deans. The OMESA Welcome Center is located on the third floor of the School of Medicine Building and serves as the human entry point for students seeking counsel with staff and Deans.

Within the School of Medicine, the Executive Curriculum Committee (ECC) is the body vested with oversight of the education of medical students. The ECC is comprised of faculty and student representatives and meets on a monthly basis to proactively review all aspects of the curriculum and to offer students an opportunity to voice concerns. Students provide input to the committee via a computerized evaluation system, One45. Via this system each and every

classroom and small group session is evaluated anonymously by a selection of students. Faculty are responsible for presenting each aspect of the curriculum to the ECC on a regular basis, and further student input is gathered by the student ECC representatives. The staff of OMESA, in concert with the Deans, responds to student concerns in an appropriate manner. A student and staff committee meet at least quarterly to respond to student concerns regarding the School of Medicine Building. This allows students to voice concerns regarding any and all issues regarding IT systems, security, kitchen supplies, etc. Students may also forward any concerns or grievances directly to the OMESA staff or one of the Deans via email, telephone, or in person.

(b) Both Rollins School of Public Health and (c) the Nell Hodgson Woodruff School of Nursing have grievance resolution processes that are summarized on their websites:

[School of Public Health Grievance Procedures](#)

[Nell Hodgson Woodruff School of Nursing Grievance Procedures](#) (see p. 36)

**University-wide mechanisms for grievance resolution.** Emory has additional mechanisms in place to respond to student complaints that go beyond the level of an individual school or department. For academic matters, student complaints/issues at this level are handled by the Office of the Provost. The Senior Vice Provost for Undergraduate Academic Affairs reviews and responds to student complaints that pertain to academic matters and to matters that involve admissions, financial aid, or the registrar. The Dean of the Laney Graduate School reviews and responds to graduate student complaints that rise beyond individual programs/departments. In addition to these resources, Emory provides [specific support](#) to all members of the Emory community who experience an act of racial or sexual harassment and upholds a university-wide [equal opportunity and discriminatory harassment policy](#). Emory also articulates [procedures for complaints of discrimination](#) with respect to both students and staff.

**Examples of resolution of written student complaints.**

Emory University has clearly articulated procedures and multiple mechanisms for addressing written student complaints. The table below identifies recent student complaints that have reached successful resolution. Direct evidence of these cases and their successful resolution can be found in Appendix III.4.5, along with additional examples. Where appropriate, the associated academic policy is referenced within the correspondence.

**TABLE 44**

**Recent Student Concerns/Complaints [resolution documented in Appendix III.4.5]**

| School/Unit          | Nature of Query/Complaint   |
|----------------------|---|
| Admissions           | International, Merit Scholarship, Campus Visit, Internships   |
| Financial Aid        | Law student refund, Selective Service, Private Loan   |
| Registrar            | Transcript Payment, Med School Transcript, Summer Registration  |
| Emory College        | Enrollment, Student with Brain Tumor, Course Add/Drop/Swap  |
| Oxford College       | Degree Audit, Grade Change, Student Academic Support Web Issue  |
| School of Theology   | Academic Probation (3 cases), <i>linked to Candler Academic Policy</i>  |
| School of Nursing    | Fee concern/student feedback, clinical faculty evaluation, Grade Policy – <i>Grievance/Appeal policy</i>  |
| School of Medicine   | Description of systems for receiving and dealing with student issues  |
| School Public Health | Core Course Waiver, Work/Study Funding Issue  |
| School of Business   | Multiple Academic and Administrative for BBA, MBA, EMBA   |
| Ask John Emory       | Add/Drop/Swap. Pre-med requirements, major for journalism, nursing school admissions, IB credit issues ( <i>linked to admissions policies</i> ) |
| Campus Life          | Student Health Complaint  |
| Honor Council        | Plagiarism case   |
| EOP                  | Sexual Harassment and Race Discrimination complaints  |



## Appendix III.4.5

| <b>Document</b>                    | <b>Location</b>   |
|------------------------------------|---|
| Admissions Problem Resolution      | <a href="..\Appendices\Part III.4.5\Admissions Problem Resolution.pdf">..\Appendices\Part III.4.5\Admissions Problem Resolution.pdf</a>                                     |
| Ask John Emory Examples            | <a href="..\Appendices\Part III.4.5\Ask John Emory Examples.pdf">..\Appendices\Part III.4.5\Ask John Emory Examples.pdf</a>   |
| Business School Examples           | <a href="..\Appendices\Part III.4.5\Business School Problem and Resolution Examples.pdf">..\Appendices\Part III.4.5\Business School Problem and Resolution Examples.pdf</a> |
| Campus Life Example                | <a href="..\Appendices\Part III.4.5\Campus Life Example.pdf">..\Appendices\Part III.4.5\Campus Life Example.pdf</a>   |
| Candler Example 1                  | <a href="..\Appendices\Part III.4.5\Candler Example 1.pdf">..\Appendices\Part III.4.5\Candler Example 1.pdf</a>   |
| Candler Example 2                  | <a href="..\Appendices\Part III.4.5\Candler Example 2.pdf">..\Appendices\Part III.4.5\Candler Example 2.pdf</a>   |
| Candler Example 3                  | <a href="..\Appendices\Part III.4.5\Candler Example 3.pdf">..\Appendices\Part III.4.5\Candler Example 3.pdf</a>   |
| Emory College Example              | <a href="..\Appendices\Part III.4.5\Emory College Example.pdf">..\Appendices\Part III.4.5\Emory College Example.pdf</a>   |
| EOP Race Discrimination Complaint  | <a href="..\Appendices\Part III.4.5\EOP Summary Race Discrimination Complaint.pdf">..\Appendices\Part III.4.5\EOP Summary Race Discrimination Complaint.pdf</a>             |
| EOP Sexual Harassment Complaint    | <a href="..\Appendices\Part III.4.5\EOP Summary Sexual Harassment Complaint.pdf">..\Appendices\Part III.4.5\EOP Summary Sexual Harassment Complaint.pdf</a>                 |
| Financial Aid Problem Resolution   | <a href="..\Appendices\Part III.4.5\Financial Aid Problem Resolution.pdf">..\Appendices\Part III.4.5\Financial Aid Problem Resolution.pdf</a>                               |
| Honor Council Incident Report      | <a href="..\Appendices\Part III.4.5\Honor Council Incident Report.pdf">..\Appendices\Part III.4.5\Honor Council Incident Report.pdf</a>                                     |
| Honor Council Deliberation Reports | <a href="..\Appendices\Part III.4.5\Honor Council Deliberation Reports.pdf">..\Appendices\Part III.4.5\Honor Council Deliberation Reports.pdf</a>                           |
| Honor Council Verdict Letter       | <a href="..\Appendices\Part III.4.5\Honor Council Verdict Letter Guilty.pdf">..\Appendices\Part III.4.5\Honor Council Verdict Letter Guilty.pdf</a>                         |
| Medicine Example 1                 | <a href="..\Appendices\Part III.4.5\Medicine Example 1.pdf">..\Appendices\Part III.4.5\Medicine Example 1.pdf</a>   |
| Medicine Example 2                 | <a href="..\Appendices\Part III.4.5\Medicine Example 2.pdf">..\Appendices\Part III.4.5\Medicine Example 2.pdf</a>   |
| Medicine Example 3                 | <a href="..\Appendices\Part III.4.5\Medicine Example 3.pdf">..\Appendices\Part III.4.5\Medicine Example 3.pdf</a>   |
| Nursing Examples                   | <a href="..\Appendices\Part III.4.5\Nursing School Examples.pdf">..\Appendices\Part III.4.5\Nursing School Examples.pdf</a>   |
| Oxford Example 1                   | <a href="..\Appendices\Part III.4.5\Oxford Example 1.pdf">..\Appendices\Part III.4.5\Oxford Example 1.pdf</a>   |
| Oxford Example 2                   | <a href="..\Appendices\Part III.4.5\Oxford Example 2.pdf">..\Appendices\Part III.4.5\Oxford Example 2.pdf</a>   |
| Public Health Example 1            | <a href="..\Appendices\Part III.4.5\Public Health Example 1.pdf">..\Appendices\Part III.4.5\Public Health Example 1.pdf</a>   |
| Public Health Example 2            | <a href="..\Appendices\Part III.4.5\Public Health Example 2.pdf">..\Appendices\Part III.4.5\Public Health Example 2.pdf</a>   |
| Registrar Example 1                | <a href="..\Appendices\Part III.4.5\Registrar Example 1.pdf">..\Appendices\Part III.4.5\Registrar Example 1.pdf</a>   |
| Registrar Example 2                | <a href="..\Appendices\Part III.4.5\Registrar Example 2.pdf">..\Appendices\Part III.4.5\Registrar Example 2.pdf</a>   |
| Registrar Example 3                | <a href="..\Appendices\Part III.4.5\Registrar Example 3.pdf">..\Appendices\Part III.4.5\Registrar Example 3.pdf</a>   |

**Federal Requirement 4.6.** Recruitment materials and presentations accurately represent the institution's practices and policies.

Compliance  Non compliance

**Narrative:**

Emory University's recruitment materials and presentations accurately represent the institution's practices and policies. Each school and degree program produces recruitment materials for potential students. The Office of Creative Services (or [Emory Creative Group](#)), a division of [Emory Communications and Marketing](#), works with programs and units to hone their recruitment materials and ensure accurate representation of the university, its mission, and its goals. This office has primary responsibility for admissions, student recruitment, and fundraising materials, and most recruitment pieces are created and updated using the resources of Creative Services. A full-time position in Creative Services is devoted to undergraduate marketing; this individual works closely with the Associate Vice Provost of Enrollment Management to coordinate undergraduate admission and financial aid research, marketing, identity, and [branding](#). The Office of Creative Services utilizes a policy and procedures [guide](#) to oversee their work with University clients:

Senior admission officers from the various schools, as well as school deans, review publication and website content to ensure accuracy of admissions deadlines and requirements, and to confirm that all degree information is current and accurate. Materials are updated annually in the spring and early summer, prior to the start of fall recruitment. For undergraduate admissions, regular meetings are held with Creative Services and University Marketing and senior admission officers to review content and strategic needs in the undergraduate area.

**Emory College of Arts and Sciences.** Emory's recruitment materials for undergraduates are comprehensive in scope. The [Viewbook](#) provides a broad overview of

undergraduate programs. Other materials a comprehensive [Financial Aid](#) guide; [18 Reasons](#), a brochure that gives students and their parents a snapshot overview of what Emory offers that other schools don't; an overview of the city of Atlanta in [Atlanta: Live & Learn](#); testimonials from current and former students about their experience ([Why I Chose Emory](#)), and [Think Ahead to Emory](#).

**Goizueta Business School.** Undergraduate students considering the BBA program at Goizueta Business School can refer to a variety of online resources, including [Frequently Asked Questions](#) and a [degree program summary](#). The MBA program offers a list of [Admission Requirements](#), [Frequently Asked Questions](#), overviews of the [two-year program](#), [joint degree options](#), and [one-year candidates](#). The [Evening MBA](#) program provides an overview of [Admission Requirements](#), as does the [Executive MBA](#). The [PhD program](#) provides [additional materials](#) for prospective students.

**Rollins School of Public Health.** At [Rollins](#), departmental admission committees review policies and practices annually. The school reviews and provides updates of its recruitment web-materials and printed materials annually, as well. Additional updates take place through the Schools of Public Health Application Service (SOPHAS), a centralized application for applicants to the Council on Education for Public Health (CEPH) accredited schools of public health. The Rollins School of Public Health is a member of the Association for Schools of Public Health Centralized Application Service Advisory Committee and meets bi-monthly through conference calls to review policies and make recommendations with other member schools.

Prospective students may find numerous resources through the School of Public Health's [Prospective Student Web Portal](#), which connects them as well to a Recruitment Video, "Promoting Health, Preventing Disease"; to [admissions events](#); and to the school [Acceptance](#)

[Packet](#). The School of Public Health also has an online [Application Service](#) and a [link](#) to this service from the Emory site. Finally, the school also offers a guide to programs and degrees (see [Admissions Guide](#) in Appendix III.4.6).

**School of Law.** Recruitment materials for the school of Law are available in their brochure and PDF formats. These include a [diversity brochure](#) highlighting the School of Law community; a “[visiting day](#)” [brochure](#) sent to prospective students; a [fact sheet](#) on Career Services at the school; the [application form](#) and instructions for applicants to the school; the [2010-2011 Viewbook](#), a “[More than Practice](#)” recruitment flyer; an informational brochure on [public interest options](#) at the school; and the “[At a Glance](#)” overview of the school.

**Laney Graduate School.** The Graduate School [program brochures](#) provide information about all degree programs, as does the [Academic Programs](#) page. Prospective students can find admissions and applications information on the [Prospective Students](#) site, as well as other relevant materials highlighting Emory’s mission and objectives.

**School of Medicine.** Recruitment and admissions materials for the School of Medicine are available through the MD [Admissions website](#), the [MD/PhD Prospective Students](#) website, the [MD/MPH Admissions website](#); the [MD/MPH Prospective Students](#) website, and the 2008-2009 [Financial Aid Handbook](#). Other relevant sites that provide recruitment materials in a manner consistent with the school’s practices and policies include the [Physician Assistant](#) Admissions website, the [Anesthesiology Assistant](#) Admissions website; the prospective students website for [Physical Therapy](#), the [Medical Imaging](#) Admissions website and [Admissions criteria](#); the [Combined MPH/MMSc](#) Admissions website; and the [Rehabilitative Medicine](#) Admissions website.

**Candler School of Theology.** Recruitment materials at Candler highlight the [strategic goals](#) of the school and are consistent with university policies and practices. Materials include the [Admission Viewbook](#); the [school catalogue](#); and an overview of [Financial Aid resources](#).

**Nell Hodgson Woodruff School of Nursing.** Recruitment materials at the School of Nursing include the [Viewbook](#) and the [Roadpiece](#), both of which are in PDF form in Appendix III.4.6.

**Oxford College.** At Oxford, recruitment materials include the [Viewbook](#), a [Walking Tour](#) brochure, a [Guide for Parents](#), information on [Financial Aid](#), an [Admitted Student Handbook](#), and [Next Steps in College Choice](#), as indicated in Appendix III.4.6.

## Appendix III.4.6

| Document  | Location  |
|---|---|
| 2009-2010 Emory Law Application                       | <a href="..\Appendices\Part III.4.6\2009-2010 Emory Law Application.pdf">..\Appendices\Part III.4.6\2009-2010 Emory Law Application.pdf</a>   |
| Candler Viewbook                                      | <a href="..\Appendices\Part III.4.6\Candler Viewbook.pdf">..\Appendices\Part III.4.6\Candler Viewbook.pdf</a>   |
| Center for the Study of Law and Religion: At a Glance | <a href="..\Appendices\Part III.4.6\Center for the Study of Law and Religion_At a Glance.pdf">..\Appendices\Part III.4.6\Center for the Study of Law and Religion_At a Glance.pdf</a> |
| Guide to Working with Emory Creative Group            | <a href="..\Appendices\Part III.4.6\Guide to Working with Emory Creative Group.pdf">..\Appendices\Part III.4.6\Guide to Working with Emory Creative Group.pdf</a>                     |
| Law Career Services Fact Sheet                        | <a href="..\Appendices\Part III.4.6\Law Career Services Fact Sheet.pdf">..\Appendices\Part III.4.6\Law Career Services Fact Sheet.pdf</a>   |
| Law Diversity Brochure                                | <a href="..\Appendices\Part III.4.6\Law Diversity Brochure.pdf">..\Appendices\Part III.4.6\Law Diversity Brochure.pdf</a>   |
| Law Public Interest Options                           | <a href="..\Appendices\Part III.4.6\Law Public Interest Options.pdf">..\Appendices\Part III.4.6\Law Public Interest Options.pdf</a>   |
| Law Viewbook  | <a href="..\Appendices\Part III.4.6\Law Viewbook.pdf">..\Appendices\Part III.4.6\Law Viewbook.pdf</a>   |
| Law Visiting Day Brochure                             | <a href="..\Appendices\Part III.4.6\Law Visiting Day Brochure.pdf">..\Appendices\Part III.4.6\Law Visiting Day Brochure.pdf</a>   |
| Law – More Than Practice                              | <a href="..\Appendices\Part III.4.6\Law - More Then Practice.pdf">..\Appendices\Part III.4.6\Law - More Then Practice.pdf</a>   |
| Nursing Road piece                                    | <a href="..\Appendices\Part III.4.6\Nursing Roadpiece.pdf">..\Appendices\Part III.4.6\Nursing Roadpiece.pdf</a>   |
| Nursing Viewbook                                      | <a href="..\Appendices\Part III.4.6\Nursing Viewbook.pdf">..\Appendices\Part III.4.6\Nursing Viewbook.pdf</a>   |
| Oxford Admitted Student Handbook                      | <a href="..\Appendices\Part III.4.6\Oxford Admitted Student Handbook.pdf">..\Appendices\Part III.4.6\Oxford Admitted Student Handbook.pdf</a>   |
| Oxford Financial Aid                                  | <a href="..\Appendices\Part III.4.6\Oxford Financial Aid.pdf">..\Appendices\Part III.4.6\Oxford Financial Aid.pdf</a>   |
| Oxford Guide for Parents                              | <a href="..\Appendices\Part III.4.6\Oxford Guide for Parents.pdf">..\Appendices\Part III.4.6\Oxford Guide for Parents.pdf</a>   |
| Oxford Viewbook                                       | <a href="..\Appendices\Part III.4.6\Oxford Viewbook.pdf">..\Appendices\Part III.4.6\Oxford Viewbook.pdf</a>   |
| Oxford Walking Tour                                   | <a href="..\Appendices\Part III.4.6\Oxford Walking Tour.pdf">..\Appendices\Part III.4.6\Oxford Walking Tour.pdf</a>   |
| RSPH Guide to Programs and Degrees                    | <a href="..\Appendices\Part III.4.6\RSPH Guide to Programs and Degrees.pdf">..\Appendices\Part III.4.6\RSPH Guide to Programs and Degrees.pdf</a>                                     |

**Federal Requirement 4.7 and Comprehensive Standard 3.10.3.** The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. The institution audits financial aid programs as required by federal and state regulations.

Compliance       Non compliance

**Narrative:**

As a nonprofit institution Emory University is required to comply with the Single Audit Act of 1984. The Single Audit Act was amended in 1996: the current requirements are found in Chapter 75 of title 31 U.S. Code. The Single Audit Act requires Emory to complete a compliance audit conducted in accordance with the Office of Management and Budget's (OMB) Circular A-133, Audits of States, Local Governments, and Nonprofit Organizations. The A-133 represents a combined audit of all federal programs. Emory's A-133 is performed annually by KPMG, an independent public accounting firm.

Emory's most recent A-133 for 2007-08 includes audited financial statements for the period ending 8/31/08. Emory's 2007-08 A-133 compliance audit and consolidated financial statements were submitted to and accepted by the Department of Education's eZ-Audit system. Copies are also submitted to the Federal Audit Clearinghouse.

Emory's [Office of Financial Aid](#) also completes the annual Fiscal Operations Report and Application to Participate (FISAP) for TIV campus-based programs. Emory's most recent report for 7/1/08 through 06/30/09 and application for 7/1/10 through 06/30/11 was submitted and accepted in 2009.

The Georgia Student Finance Commission (GSFC) is charged with the administration of the state funded scholarship and grant programs in the State of Georgia. This includes the HOPE Scholarship and Grant Programs (HOPE), Leveraging Educational Assistance Partnership (LEAP) and the Georgia Tuition Equalization Grant Program (GTEG). GSFC is the responsible

party for ensuring programs are administered properly at postsecondary institutions. In order to achieve this, the GSFC Compliance Unit conducts reviews of the scholarships and grants programs at all participating institutions.

Because previous state audit results were positive and revealed no serious compliance risks, Emory was exempt from the annual GSFC compliance review process for fiscal years 2006 and 2007. A mandatory review is required every 3<sup>rd</sup> year regardless of annual outcomes. The last GSFC compliance review was conducted for fiscal year 2008 and was completed and approved by GSFC in December 2009. Emory will once again be exempt from an annual state audit in 2010.

Please see Appendix III.4.7 for a list of [cohort default rates](#) (2005-2007) as well as additional supporting documentation, including the latest Emory University [FISAP](#) and [A-133](#) reports, the [Department of Education Audit Final Report](#), the [2009 Compliance Review Closure Letter](#) and the [Letter of Exemption from 2010 Compliance Review](#) issued by the Georgia Student Finance Commission.

**Appendix III.4.7**

| Document                                    | Location   |
|---|--|
| Emory University A-133 Report for 2007-08   | <a href="#">..\Appendices\Part III.4.7\Emory University A-133_18224ATL_08_FINAL.pdf</a>  |
| Emory University 2010-11 FISAP              | <a href="#">..\Appendices\Part III.4.7\2010-11 FISAP Report.pdf</a>  |
| Emory University 2009 GSFC Closure Letter   | <a href="#">..\Appendices\Part III.4.7\Emory University 2009 State Scholarship and Grant Programs Compliance Review - Closure Letter.pdf</a> |
| Emory University 2010 GSFC Exemption Letter | <a href="#">..\Appendices\Part III.4.7\GFSC Exemption Letter.pdf</a>   |
| Department of Education Final Audit Report  | <a href="#">..\Appendices\Part III.4.7\Dept of Ed Final Audit Report.pdf</a>   |
| Default Rates FY05-07                       | <a href="#">..\Appendices\Part III.4.7\Default Rates FY05-07.pdf</a>   |



**PART IV:**  
**ADDITIONAL REQUESTED INFORMATION**

(1) Restatement of standard and recommendation from 2003 Reaffirmation:

**Section 4.8.2 (Faculty – Academic and Professional Preparation)** Emory should document that its system for collecting and filing the professional credentials of its faculty in the office of the Dean (of Emory College) —as that system existed in 2003 or was improved upon and implemented during Academic Year 2003-04 and thereafter—ensures the collection and orderly depositing of all faculty credential information.

(2) Brief history of previous responses to the standard.

Dr. William Chace, President of Emory University at the time, was informed of the reaffirmation of Emory’s accreditation in a letter from James T. Rogers, Executive Director of the Commission on Colleges on July 3, 2003. No follow up report was requested. The committee did request that the institution address in its Fifth-Year Report the continued compliance with Section 4.8.2 of the Criteria. This request stemmed from the Reaffirmation Committee’s report that was submitted to Emory University following its visit on February 2-5, 2003. Although the university was found in compliance with Section 4.8.2, the following recommendation was made to ensure continued compliance: “The Committee recommends that the Institution provide documentation of faculty credentials for all full-time and part-time faculty. A spot check of faculty personnel files in the College revealed many without transcripts or other official documentation of professional credentials for full-time and part-time faculty.”

Emory University responded to the Committee Report on May 5, 2003 and detailed steps Emory College had instituted to ensure that the College collects credentialing information for all new faculty. They included:

- The new “Emory College Search Procedures” policy requires hiring departments to collect as part of the hiring process transcripts or other official documents that provide proof of professional credentials. The policy clearly states that this requirement applies to “all candidates: full-time, part-time, temporary, lecture-track, and tenure-track (junior and senior candidates).” (See Appendix).
- The offer letter that new faculty receive from the College’s Manager of Faculty Appointments asks new faculty to provide a number of pieces of information. Among them is “a copy of the transcript from the school where you earned your highest degree.” The letter further specifies that if the transcript does not indicate the award of degree, the candidate must provide additional official documentation that indicates receipt of degree. (See Appendix)
- The Emory College “Policies Governing Temporary and Part-Time Faculty” (See Appendix ) include the following language:

“The Southern Association of Colleges and Schools requires that any full-time or part-time faculty member teaching credit courses leading toward a baccalaureate degree, other than physical education activities courses, must have at least a master’s degree in the subject taught or in a related field, or a bachelor’s degree plus 18 hours of graduate work in the subject. Those teaching graduate courses must hold the terminal degree in the subject, normally an earned doctorate. The rules do allow hiring people who lack these qualifications if they have ‘exceptional qualifications.’ ... [I]t is a department’s responsibility...to furnish the Dean of the College with an official transcript of the faculty member’s terminal degree.”

- (3) Verbatim citation of the current request from the Commission: “Structure the response so that it addresses the standard and documents fulfillment of the requirement. Ensure

that the narrative explains the use of documentation and how the documentation supports compliance.”

(4) Response to the recommendation to include documentation supporting ongoing compliance.

We are pleased to report that Emory College of Arts and Sciences has remained in compliance with faculty credentialing since 2003. Dr. Santa Ono, Sr. Vice Provost for Undergraduate Academic Affairs and SACS Liaison has worked together with Executive Associate Dean Cris Levenduski and spot checked the faculty files within Emory College of Arts and Sciences. They have verified that official transcripts have been and are currently being collected and deposited in faculty files. Emory College of Arts and Sciences (and indeed all of the schools and colleges of Emory University) is expected to obtain official transcripts documenting completion of terminal degrees that prepare them to serve as a faculty member in each school. This degree is usually a doctorate (PhD, DSc level) degree or a professional degree such as a JD, ThD, MD, or RN. The requirement for official documentation/credentialing of all full-time and part-time faculty is clearly articulated within the procedures within each school/college of Emory University (See Appendix IV for a [Table](#) of urls detailing this requirement in each school). When a foreign university does not provide official transcripts, we obtain official certification of degrees from the university’s Registrar Office or academic affairs office.

In addition to these actions, the SACS Liaison will continue to spot check faculty credentialing moving forward toward our reaffirmation. In future years, we will take steps to link faculty credentialing with our faculty roster to make it easy for the Office of the Provost and the Reaffirmation Committee to spot check faculty credentialing.

To document Emory University's continued compliance with this requirement, we first describe examples of faculty credentialing within Emory College of Arts and Sciences and several other schools within Emory University. We also attach several examples of faculty offer letters within Emory College of Arts and Sciences (senior, junior and part-time faculty) that clearly state our requirement that the faculty member provide an official transcript as part of the credentialing process. The letters are taken from various years between 2003 and the current academic year. We also provide specific examples and scanned images of official transcripts we have on file for faculty that have been joined the Emory College faculty ( see Appendix) to provide direct evidence of our continued compliance with Section 4.8.2.

Examples of Credentialing from undergraduate, graduate and professional schools

**(1) Emory College of Arts and Sciences.** The Office of Faculty Development in Emory College of Arts and Sciences collects proof of highest degree for regular and temporary faculty. Proof of degree is maintained on file in the faculty member's personnel file within the Office of Faculty Development. Following is the request that is sent to each newly appointed faculty member.

The Southern Association of Colleges and Schools (our accrediting agency) requires that we have "proof of highest degree" for every faculty member. Please arrange for an official transcript that indicates that the degree was awarded to be sent to the Office of Faculty Development. The following are examples of faculty who have been so credentialed:

**Melissa Cox** was hired as Lecturer in Music as of Fall 2009. She received her highest degree from The University of Arizona. She submitted an official transcript from Arizona that indicates that she received the Doctor of Musical Arts degree on May 16, 1981.

**Khalid Salaita** was hired as an Assistant Professor of Chemistry as of Fall 2009. He received his highest degree from Northwestern University. He submitted a transcript from Northwestern that indicates that he received the Doctor of Philosophy degree on June 16, 2006.

**(2) Oxford College.** Each short-listed applicant for a new faculty position is required to have a complete file with:

- \*letter of intent
- \*current full CV
- \*Teaching Statement or Philosophy
- \*Official Undergraduate and Graduate Transcript
- \*At least three letters of recommendation

Upon hiring, the CV and official transcripts of their highest degree are filed with the Dean's office in the faculty member's permanent file. Oxford College hired three new tenure-track faculty to begin in FY'10:

**Kelly Phipps DelCampo**, Ph.D., Assistant Professor of Spanish, Ph.D. conferred on 05/08/1995; Emory University.

**Amanda Ruth Pendleton**, Ph.D., Assistant Professor of Biology, Ph.D. conferred on 05/17/2007; John Hopkins University School of Medicine.

**Nichole L. Powell**, Assistant Professor of Chemistry, Ph.D. conferred on 01/09/2004; Georgia State University.

**(3) Candler School of Theology.** All advertisements placed for hiring of new faculty includes the following statements:

1. "An earned doctorate (PhD or ThD) is required." (Pastoral Care position) or:

2. “A Ph.D. (or equivalent) in religious ethics is required.” (Ethics position)
3. “Applicants should send a letter of application, a *curriculum vitae*, three letters of reference, and an official transcript of the highest degree earned (sent directly to Candler from the granting institution) to the chair of the search committee...”

When an applicant applies for a position, via open search, Candler establishes a dossier that will include all portions of their file. All elements of their application are logged in upon arrival, scanned for electronic storage and retrieval, and originals are placed in the dossier for committee review. Each dossier will have a check-list indicating which elements are in the file, and the date they were received. This helps to ensure all required documents are on file. The transcript (as well as the complete application dossier) is kept on file, electronically, within the office of Faculty Development.

Examples of Degree Verification:

**Gregory C. Ellison II, Ph.D.** Gregory C. Ellison II, Ph.D., was proposed for appointment to the faculty as Assistant Professor of Pastoral Care and Counseling effective August 31, 2009. Dr. Ellison received his doctoral degree from Princeton Theological Seminary in 2008. Prior to his appointment’s effective date, he provided to the Office of Faculty Development a certified transcript issued by Princeton Theological Seminary showing completion of his doctoral degree. This documentation has been placed in Dr. Ellison’s faculty file.

**Ellen Ott Marshall, Ph.D.** Ellen Ott Marshall, Ph.D., was proposed for appointment to the faculty as Associate Professor of Ethics and Conflict Transformation effective September 1, 2009. Dr. Marshall received her doctoral degree from Vanderbilt University in 2000. Prior to her appointment with tenure, she provided to the Office of Faculty Development a certified

transcript issued by Vanderbilt University showing completion of her doctoral degree. This documentation has been placed in Dr. Marshall's faculty file.

**(4) Emory University School of Medicine.**

Examples of Terminal Degree Verification:

**Reid S. Alisch, Ph.D.** Reid S. Alisch, Ph.D., was proposed for appointment to the faculty as Instructor of Human Genetics effective December 1, 2009. Dr. Alisch received his doctoral degree from the University of Michigan at Ann Arbor in 2004. Prior to his appointment's effective date, he provided to the Department of Human Genetics a certified transcript issued by the University of Michigan showing completion of his doctoral degree. This documentation was forwarded to the Office of the Dean and placed in Dr. Alisch's faculty file in that office.

**Michael A. Cohen, M.D.** Michael A. Cohen, M.D. was proposed for appointment to the faculty as Acting Professor of Radiology effective September 1, 2009, pending final approval. Because Dr. Cohen was proposed to provide clinical services in Emory Healthcare facilities through The Emory Clinic, he applied to Emory Healthcare for credentialing. Dr. Cohen received his medical degree from the University of Texas in 1974 and he is a member of the American Medical Association (AMA). An official transcript from the University of Texas verified that he earned the MD degree from that institution. The Emory Healthcare Office of Medical Staff Services and Systems Credentialing requested verification of Dr. Cohen's medical degree from AMA and received such verification on June 25, 2009. Documentation of the degree verification from AMA was placed in the credentialing file for Dr. Cohen maintained by the Office of Medical Staff Services and Systems Credentialing and his Emory Healthcare credentialing was completed on July 15, 2009.

**(5) Goizueta Business School.** Recruiting at Goizueta Business School is conducted by each individual academic area through Area Search Committees. It is the responsibility of the Area Administrative Assistants to gather the initial items of a candidate's application. When an Area has identified the candidate that best fits their needs, the Vice Dean is brought into the process to extend an offer and negotiate with the candidate. After acceptance of the offer, the Faculty HR Associate will contact the incoming new faculty member with information pertinent to starting his/her appointment including providing proof of highest degree earned. This will usually be an official final transcript indicating degree was awarded or when an official transcript is not provided by an institution (such as from a foreign university) a statement from the University Registrar verifying degree, or a copy of the diploma. This documentation will be collected along with all other essential pre-hire paperwork (i.e., I-9 form, tax forms, etc.) and kept in the faculty member's permanent record. Goizueta Business School has gone through all of the current faculty files and is in the process of obtaining documentation for any files that are incomplete. The following are examples of this ongoing credentialing:

**Shivaram Rajgopal, Ph.D.** Shivaram Rajgopal, Ph.D. has been proposed for appointment as a chaired professor in Accounting effective June 1, 2010. Prior to his appointment he will be required to provide a certified transcript issued by the University of Iowa showing completion of his doctoral degree. This documentation will be kept in his faculty file in Goizueta Business School's Dean's office.

**Michael Lewis, Ph.D.** Michael Lewis, Ph.D. has been proposed for appointment as a tenured associate professor in Marketing effective July 1, 2010. Prior to his appointment he will be required to provide a certified transcript issued by Northwestern University showing



completion of his doctoral degree. This documentation will be kept in his faculty file in Goizueta Business School's Dean's office.

**(6) Rollins School of Public Health.**

Examples of Terminal Degree Verification:

**Carla Berg, Ph.D.** Carla Berg, Ph.D., was proposed for appointment to the faculty as Assistant Professor – Tenure Track to be effective June 1, 2009. Dr. Berg received her doctoral degree in psychology from the University of Kansas in 2007. She has provided a certified transcript issued by the University of Kansas showing completion of her doctoral degree. This documentation was placed in her Rollins School of Public Health Human Resources file and a copy was sent to the University's Human Resources Department for entry into the PeopleSoft system and placement in her university Human Resources file.

**Karen Levy, Ph.D.** Karen Levy, Ph.D was proposed for appointment to the faculty as Assistant Professor – Tenure Track to be effective January 1, 2010. Dr. Levy received her Doctor of Philosophy degree in Environmental Science Policy and Management from the University of California, Berkeley in 2007. In conjunction with her new hire paperwork, she provided a certified transcript issued by the University of California, Berkeley showing completion of her doctoral degree. This documentation was placed in her Rollins School of Public Health Human Resources file and a copy was sent to the University's Human Resources Department for entry into the PeopleSoft system and placement in her university Human Resources file.

**(7) Nell Hodgson Woodruff School of Nursing.**

Example of Terminal Degree Verification:

**Carolyn M. Reilly, PhD, RN.** Dr. Carolyn M. Reilly was appointed to the faculty as a tenure-track Assistant Professor in the Department of Adult and Elder Health effective August 15, 2009. Dr. Reilly received her doctoral degree from the University of Nebraska. The Nell Hodgson Woodruff School of Nursing requires all faculty members to consent to a Criminal Background Investigation, verification of professional licensure, education, employment, professional credentials and certification. Prior to her appointment Dr. Reilly completed the background check and the vendor we contract with for background checks verified her degree. Dr. Reilly was also required to present a current Georgia Board of Nursing RN license. The license was copied and all documentation forwarded to the Office of the Dean and placed in Dr. Reilly's compliance file.

#### **Appendix IV**

| <b>Document</b>   | <b>Location</b>   |
|---|---|
| Emory College Search Procedures                               | <a href="#">..\Appendices\Part IV\Emory College Search Procedures.pdf</a> |
| Credentialing URL's from Schools                              | <a href="#">..\Appendices\Part IV\Credentialing URLs' for SACS.pdf</a>    |
| <b>Credentialing examples for individual faculty members:</b> |   |
| Temporary Faculty--Meighoo                                    | <a href="#">..\Appendices\Part IV\Temp Faculty--Meighoo.pdf</a>           |
| Temporary Faculty--White                                      | <a href="#">..\Appendices\Part IV\Temp Faculty--White.pdf</a>             |
| Lecture Track--Mulford  | <a href="#">..\Appendices\Part IV\Lecture Track--Mulford.pdf</a>          |
| Lecture Track--Wakefield                                      | <a href="#">..\Appendices\Part IV\Lecture Track--Wakefield.pdf</a>        |
| Assistant Professor--Bullock                                  | <a href="#">..\Appendices\Part IV\Asst Prof--Bullock.pdf</a>              |
| Assistant Professor--Desrochers                               | <a href="#">..\Appendices\Part IV\Asst Prof--Desrochers.pdf</a>           |
| Associate Professor--Anderson                                 | <a href="#">..\Appendices\Part IV\Assoc Prof--Anderson.pdf</a>            |
| Associate Professor--Reiss                                    | <a href="#">..\Appendices\Part IV\Assoc Prof--Reiss.pdf</a>               |
| Professor-Bauer   | <a href="#">..\Appendices\Part IV\Prof--Bauer.pdf</a>                     |
| Professor--Peletz   | <a href="#">..\Appendices\Part IV\Prof--Peletz.pdf</a>                    |