Seven and one-half years ago it was my pleasure to address the Assembly and to Emory of the entire cosmos of the Emily and Ernest Woodruff Fund, a gift then worth $127.5 million. Several years that followed the Emory faculties joined in a vigorous self-examination with one another about the future course of progress. Using your self-studies and the counsel of distinguished visiting consultants and committees, we undertook a capital funds campaign, and began to gain institutional momentum.

In each of the last several years we have worked hard to be faithful to those priorities and to those directions. It is obvious that we couldn't do everything, but we have done a number of things and in that time I think certain perceptions about Emory have in fact changed. A rather acute observer from the East remarked recently that those in his social and professional circles are no longer talking about Emory in terms of "the big gift," but rather are talking about what is going on at Emory University today.

And so first I want to talk about where I think we are as a university. Second, I want to share some ideas about what we might aspire to be in the year 2000. For all this I will seek your critical support and response over time through appropriate committees, discussions and colloquia. The ideas that I set forth today have all been distilled out of the earlier planning documents that many of you helped prepare, and out of five-year plans developed by the deans. More recently, the senior officers of the university have had occasion to consider several dozen with our trustees to receive more than ten, and to win over to a more ambitious, spacious, vision of Emory — in short, to energize them with a renewed ambition of what might be possible in our university. In addition to that, I've spent a number of hours and days with individual trustees and several other key supporters of the university, some of whom I have had the pleasure of meeting with individual trustees and several other key supporters of the university, some of whom I have had the pleasure of meeting personally. We have met with great enthusiasm and support from the broader community, and, for lack of a better term, of that elusive category, moral tone.

Quality
In terms of quality, our student body continues to improve in all our schools. Let me try to illustrate this. This year the freshmen class is remarkable in its recent improvement, not only in the number of students accepted, but in the quality of students. For the fall of 1987, our applications are up 35 percent or more. Among those who have been accepted, the average average will exceed 1,200 and their GPA's average above 7.3. In just the last two weeks, our graduate and professional schools — the George Marshall Scholarships to study at Oxford and Cambridge. That is two out of the 30 given in the nation; only Princeton had as many and only Yale and Harvard had more. In our senior classes, the Duke and Barrow Fellows, one National Science Foundation Fellow, one Fulbright with the National Science Foundation and one with the Harry S. Truman Fellowship. Just this morning I received letters informing us that we have the highest percentage of students in the nationally prestigious Harry Truman Scholarships. And two of our graduate students have been awarded the prestigious Woodrow Wilson dissertation fellowships. In all, I think you will have heard the news in the newspapers that this year Emory stands behind only other six graduate schools in the nation in the number of Newcomb awards and is one in the only one in the nation of the National Science Foundation grants. And so I think we feel very good that every one of our law students recently won the National Tax Court Competition. In fact, in New York or Washington our law school students are so notoriously good that they have been banned from some of the competitions for a period of years to give some of the other schools a chance.

Recently, the famous national house of Merrill Lynch set up an investment challenge among 25 leading business schools in this country, giving each a hypothetical amount of money to invest in the stock market in a competition to determine who would come out with the best investment portfolio after one calendar year. So far ahead were the two Emory teams over any other schools, including those from Harvard, Stanford, Chicago, and Wharton, that Merrill Lynch was at first surprised to learn that there were two teams to make the announcement, much to the chagrin and high moral dudgeon of our students. In the Medical School 75 percent of our seniors achieved their first choice for internship, and 96 percent received one of their top three choices.

Members of our faculty are increasingly offered positions at the most distinguished institutions across the country; happily, more and more of them are declining those invitations. Among those in their second decade this fall will be George Benstorf, who comes as the Harland Professor in the Business School, distinguished career at the University of Rochester, D.C. M. Lin comes with the distinguished tenured of two Nobel laureates as the Robert W. Woodruff Professor of Chemistry from his current post as Senior Scientist at the National Laboratory in Washington, D.C. Recently I received a call from the President of the Metrop- olitan Museum of Art, asking me to come to New York and make the promise of this one of his assistant curators who was a candidate for director. Of course, I couldn't help but stop and think that five years ago it would have been inconceivable to have the director of the Met call me about anything. And, indeed, Maxwell Anderson, the son of the literary scholar Quentin Anderson and the grandson of the playwright whose name he bears, will join us as the new director of the Museum of Art.

All of these schools at Emory have been making stunning new appointments, have been making them indeed for the first time in a long time. We're going to further that. Suffice it to say that the recognized quality of our faculty as articulated by your publications, awards, grants, recognitions, and of- fices held is really both distinguished and improving.

And you are increasingly recognized by experts as the media, those ultimate arbiters of opinion, as thelocity that Emory is now. So you can't talk about it as a mere matter of prestige, because it will be breaking ground very soon for the O. Wayne Rollins Research Center, a 542 million dollars, built on a site that will be the core of the labs and offices of all the departments that do research in the biological sciences, regardless of that fundamental relationship any of those departments may have with one of the divisions at Emory. We are seeking the same in the humanities. Both the Mellon Foundations Grant and the Ford Foundations Grant will be restored to Emory with very high praise on the part of both agencies, came to us with the large that because of our size and our quality, Emory might be able to develop for higher education refreshments, that do not require students to work, but instead interface and strengthen them. I can talk about the Freshman Seminar Program, which will be extended to all seniors this fall, as a means of bringing some sense of a community and a sense of a body. For 10 years we have been working to make possible a true residential student experience at Emory, where our students live and eat together in public places that help facilitate intel- lectual stimulation on campus.

From the students' point of view, cohe- rence is strengthened as well by the carefully considered community that is one of our greatest strengths. And for us that presents an enormous opportunity to have more students, that adds more to the strength of the community, and which add more to the richness of the interac- tion, and which bring even more of a richness and curiosity to our campus. But there remains much for us to do in this regard.

Moral Tone
The third category, this is ideal of moral tone. I am sure that all of you understand better than I that there is in fact a sociology of morality. I mean that I think that there are certain structural things that make a difference as to what happens in a university, and people feel a sense of relationship and obligation to each other whether it is in the sense of an urbane and civil tone and tolerance and mutual respect.

Coherence
Let me go on from this very hearten- ing picture to speak about the third category, that of coherence. All of us know that few institutions today can "do it all." Berkeley, Harvard, Stanford and Michi- gan may aspire to that, but even those very large and well-funded schools find it necessary to set hard priorities. And even in those great universities, the tapestry they have woven bears unravelling strands that are strong enough to keep us from being integrated. Certainly, as you all know, Emory cannot afford to do it all, nor do we want to. That leaves us with the hardest task in higher education today, to seek coherence without at the same time cutting the strings that are holding the edge of research. We have to learn how to choose carefully our lines of strength in setting and pursuing our goals.

Over recent years we have made some hard decisions, and we do not doubt that we have found other hard deci- sions to make, but we are determined to make those decisions in ways that help Emory move into a finer sense of cohesion. An example of this is in the life sciences, where with the building breaking ground very soon for the O. Wayne Rollins Research Center, a 542 million dollars, built on a site that will be the core of the labs and offices of all the departments that do research in the biological sciences, regardless of that fundamental relationship any of those departments may have with one of the divisions at Emory. We are seeking the same in the humanities. Both the Mellon Foundations Grant and the Ford Foundations Grant will be restored to Emory with very high praise on the part of both agencies, came to us with the large that because of our size and our quality, Emory might be able to develop for higher education refreshments, that do not require students to work, but instead interface and strengthen them. I can talk about the Freshman Seminar Program, which will be extended to all seniors this fall, as a means of bringing some sense of a community and a sense of a body. For 10 years we have been working to make possible a true residential student experience at Emory, where our students live and eat together in public places that help facilitate intel- lectual stimulation on campus.

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Continued on page 6
Some Challenges for the Year 2000

EBCTP 2000

Continued from page 5

Enrollment and Trust Become More Than Just Words

By the year 2000, enrollment and trust will be paramount in our efforts to achieve our educational goals. This will require a proactive approach to enrollment management and the development of a comprehensive communication plan to increase awareness and understanding of the benefits of enrollment and trust.

1. Develop an effective communication strategy to promote the importance of enrollment and trust in our educational mission.
2. Establish clear guidelines and policies to ensure the fair and equitable treatment of all students.
3. Provide training and support for faculty and staff to enhance their understanding of enrollment and trust.

Increasing Enrollment and Trust

More important than ever, we must focus on building enrollment and trust. Enrollment is critical to our financial stability and the success of our educational programs. Trust is essential to the success of our programs and the reputation of our institution.

1. Increase enrollment by offering competitive tuition rates and scholarships.
2. Promote our programs and services to potential students through targeted marketing campaigns.
3. Foster a culture of excellence and accountability among our faculty and staff.

Enrollment and Trust: The Foundation for Success

Enrollment and trust are the foundation upon which our educational programs are built. They are critical to the success of our institution and the achievement of our educational goals.

1. Establish an enrollment and trust framework for all our programs and services.
2. Develop a comprehensive review process to ensure compliance with enrollment and trust guidelines.
3. Monitor and report on our enrollment and trust efforts to provide accountability and transparency.

Enrollment and Trust: The Key to Success

Enrollment and trust are the key to the success of our educational programs. They are essential to the achievement of our educational goals and the success of our institution.

1. Develop a comprehensive plan to promote enrollment and trust throughout our institution.
2. Establish clear goals and metrics to measure our progress.
3. Foster a culture of excellence and accountability among our faculty and staff.

Enrollment and Trust: The Path to Excellence

Enrollment and trust are the path to excellence in our educational programs. They are critical to the achievement of our educational goals and the success of our institution.

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Enrollment and Trust: The Cornerstone of Success

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