



EMORY

Working Across

intellectual initiatives

Disciplines, Schools, and Institutions



Selected findings from
a study of intellectual initiatives
at Emory University
January 2001

**Selected Recent Studies and Publications from the
Office of Institutional Planning & Research**

Scholarship in Atlanta (1999). Profiles Emory's scholarly involvement in the region and investigates barriers to expanding such activities.

Intellectual Community across Disciplines: Structural Support for Faculty Culture (1999). Explores how the Luce Seminars supported intellectual exchange and community across the university. Related publication: "Making More of Faculty Culture: An Experiment in Building Intellectual Community," Susan H. Frost and Paul Jean. *Tertiary Education and Management*, 6, 227–243.

Distances between Disciplines: Influences of Interdisciplinary Discourse on Faculty Scholarship and Interaction (1999). Explores how the Luce Seminars influenced ways that individual faculty participants think, work and interact in their scholarly lives.

Study of Support for Faculty Scholarship and Collegial Interaction. Uses an ongoing series of interviews to investigate support for scholarship and collegial interaction at Emory.


HERI Faculty Survey: Highlights and Full Report (1999). Provides information about the workload, teaching practices, job satisfaction, attitudes, and professional activities of faculty at Emory and other U.S. universities.

Teaching Excellence: A Qualitative Study of Faculty Views (1999). Analyzes opinions of faculty about the university's efforts to achieve greater excellence in teaching. Related publication: "Teaching Excellence: How Faculty Guided Change at a Research University," Susan. H. Frost and Daniel Teodorescu. *Review of Higher Education* (in press).

"Using Scholarship: Lessons for Practice at One University," Susan H. Frost. *Research in Higher Education*, 1998, 39(2), 216–234. Applies lessons from the literature on strategic change in universities and relates them to work at Emory.

Survey of Scholarly Interest in Religion (1995). Presents information about who engages in teaching or research that relates to questions of religion, with the aim of establishing connections among those who would like to be part of an ongoing conversation around such questions.

For more information on these and other IPR studies,
visit <<http://www.emory.edu/PROVOST/IPR/>> or call 727-0765.



This brochure contains selected findings from a study of cross-school intellectual initiatives at Emory University. THE OFFICE OF INSTITUTIONAL PLANNING AND RESEARCH conducted the study in response to Provost Rebecca Chopp's call to advance faculty scholarship and her specific interest in support for faculty who work across the boundaries of two or more schools. More information about the study and how to join our database of such programs is included in the brochure. IPR welcomes your reaction to this and other studies of intellectual community at Emory.

SUSAN H. FROST, VICE PROVOST
INSTITUTIONAL PLANNING AND RESEARCH



Working across the traditional schools and

departments of a university is becoming a daily reality for faculty at many research universities. While these efforts to cross traditional boundaries present serious challenges, they also promise serious rewards for both individuals and institutions. Such programs are likely not only to influence the evolution of higher education in the twenty-first century, but to help define individual universities as well. At Emory, these cross-school programs are so compelling that we are specifically investigating their contours and implications. Our purposes are to catalog the initiatives, help connect the scholars who shape them, and reveal some practices and challenges that define their evolution. This brochure offers some initial findings from this on-going study.

At the request of Provost Rebecca Chopp, the Office of Institutional Planning and Research (IPR) began a study of intellectual initiatives in 1999. The dozen faculty leaders we interviewed spoke passionately of the hope of advancing intellectual inquiry through cross-disciplinary work. Many also described the enrichment of their own research and professional lives. The original ideas and special energy behind these programs suggest why cross-school initiatives have been named by Provost Chopp as distinguishing factors in Emory's academic profile.

While interdisciplinary research is a national trend, a special set of circumstances has come together at Emory to foster such initiatives. Like the recent IPR study of the Luce Seminar Series, this study of cross-school intellectual initiatives reveals collegial relationships as vital to scholarship across the disciplines. Leaders of both new and more mature cross-school initiatives describe a sense of freedom and flexibility at Emory that creates spaces in which collaboration

may occur. Emory's increasingly intense commitment to research in recent years is another contributing factor. Finally, as several leaders said, there is a sense that many programs just "couldn't happen anywhere else" because of Emory's location in Atlanta, which offers a rich environment of governmental agencies and institutions of higher learning. This finding is further supported by IPR's recent study of scholarship in Atlanta, which describes a great variety and number of research projects linked to the metropolitan area.

However, the challenges faced by cross-school intellectual initiatives remain steep. They range from logistical and bureaucratic obstacles to philosophical and cultural barriers. The dozen diverse programs at the heart of this study, though, are overcoming those problems. As our findings suggest, such programs have great potential to advance the state and shape of intellectual inquiry. Below are narratives about the different beginnings, challenges, and best practices of these programs.

The programs that form the basis of this study were selected merely as a representative sample of the wide range of cross-school initiatives at Emory. This study is on-going, and we welcome information about additional programs. To facilitate communication among programs, IPR is compiling a web database of all such initiatives at Emory (visit www.emory.edu/PROVOST/IPR/ to learn more). To add your program to the database, contact IPR at 727-0765.

genesis

Ten of the twelve programs studied rely on a small core staff of less than five people. One program has a medium staff size (fifteen or fewer people), while one program has a large staff (sixteen or more people). Five programs, however, enjoy a large affiliated faculty of over twenty professors who participate. Seven programs have between six and twenty affiliated faculty.

It's the vision . . .

In the beginning of every intellectual initiative at Emory is a scholar with a particular vision for advancing knowledge. The role of these exceptional faculty members in whom scholarly expertise, intellectual passion, and daily commitment are combined is key to the success of intellectual initiatives. Most recently, biologist Leslie Real, for example, saw the potential of uniting the principles of ecology and evolutionary biology with the study of infectious disease. In the early nineties, Robert Paul, an anthropologist and psychoanalyst, realized the value of bringing clinical and academic perspectives on psychoanalysis into dialogue with one another. Decades ago, sociologist Delores Aldridge and cultural critic Richard Long recognized the cultural necessity of a scholarly understanding of the experience of African Americans. Such creative and determined professors defy the tweedy stereotypes of academics and define a new class of intellectual entrepreneurs.

The vision of those who begin cross-school initiatives also gives the lie to the myth of ivory tower isolation. These often are profoundly social visions that renew the old-fashioned idea of knowledge in service to society. As the threat of tuberculosis was gaining renewed momentum, for example, the Center for Health, Culture, and Society gathered scholars, community leaders, and public

health officials for a symposium on community-based approaches to preventing the disease. To better understand the role of religious traditions in global human rights issues, the Law and Religion program took over the internationally-known Human Rights Watch as their Religion and Human Rights Project. And African American Studies, which emerged out of the civil-rights movement in America, still sees, as Director Mark Sanders points out, “the flow of ideas between the society and the academy as a two-way street.”

... And the mix

Faculty

The combined strengths of stellar faculty with shared research interests can further enrich the mix of an initiative. Emory’s historical strength in religion and theology has spurred several initiatives, for example, from the Science and Religion Group to the Law and Religion Program. Often, the commitment of a senior scholar to a new and sometimes unorthodox idea energizes a base of support. As a young scholar, law professor Frank Alexander laid the foundation for the then-unheard-of field of Law and Religion. When Harold Berman, one of Harvard’s leading jurists, joined him in 1985, the fledgling program instantly gained national clout. Similarly, a deepening of work in Russian and East

European Studies in the 1980s was precipitated by the arrival of two senior scholars.

Disciplines

It is not the only the excellence of several faculty members’ joint work, however, but their shared commitment to bridging disciplinary divisions to solve important problems that makes cross-school initiatives happen. Consensus is growing that many of the most pressing questions are too complex to be faced by any single discipline. And often the problems powerful enough to inspire such collaborations strike at the heart of change in our culture. In Violence Studies, sociologists, historians, public health experts and others analyze the causes, impact, and prevention of violence. Similarly, to unpack the meaning of the recently mapped human genome, Emory’s Center for Behavior Neuroscience combines the talents of psychologists, molecular biologists, and neuroscientists. The diversity of disciplines and institutions at CBN is mirrored by a diversity of funding sources, which offers another clue to the genesis of cross-school initiatives—how a vision becomes a reality.

Funding

Early support from the university often plays a vital role in the development and growth of initiatives. For example, though a twenty-million-dollar grant from the National Science Foundation

The personal characteristics that directors of programs describe as most helpful in their work include: a passionate commitment to the topic, consistency, patience, even temperament, imagination, organization, collegiality, tact, and political skill.

underwrites much of CBN's work, financial commitments from Emory and the state government through the Georgia Research Alliance played a key role in winning federal dollars.

While the size of different programs' budgets varies with the scope of programs, a diversity of funding sources helps to ensure the viability of most cross-school initiatives. Provost Rebecca Chopp and deans of several schools and departments contribute funds to cross-school initiatives. Many programs also rely on substantial grants from agencies such as the National Science Foundation, the National Institutes of Health, the Pew Charitable Trust, and the Ford, Mellon, and Rockefeller Foundations.

Institutions in Atlanta

While the passionate commitment of individuals to ideas lies at the root of intellectual initiatives, several other conditions nourish their growth. The city of Atlanta provides a dynamic context for interdisciplinary research, as an increasingly international city that is home to eight other institutions of higher learning, the Centers for Disease Control, the Carter Center, and the American Cancer Society. Emory's strength in medical and

public health research combined with the proximity of the Centers for Disease Control to Emory's campus, for instance, has inspired several initiatives. To revisit an earlier example, Leslie Real held his vision through his work at two other leading universities before he discovered in Emory the right mix of strength in biology, public health, and closeness to the CDC to spawn the Center for Disease Ecology. Similarly, the Center for Health, Culture, and Society has tapped into a unique energy that comes from blending perspectives from anthropology, public health, medicine, the Carter Center, and the CDC.

The diversity of institutions of higher education in Atlanta also offers opportunities for collaboration and blending diverse strengths. Alliances with the Georgia Institute of Technology, the Morehouse School of Medicine, and several other schools enable the work of the Center for Behavioral Neuroscience (CBN). And, as different as the research foci are of CBN and the African American Studies Program, both engage in research and teaching partnerships with some of Atlanta's historically Black colleges, like Spelman and Morehouse.

challenges

Bureaucracy

The traditional design of teaching and research through disciplines and departments presents several challenges for cross-school intellectual initiatives.

Programs which offer courses or degrees face difficulties coordinating scheduling and financial aid across the schools.

Having guided students over administrative hurdles in the joint-degree program in Law and Religion, John Witte admits "it really takes an enterprising student and a tenacious administrator to make sure these bureaucratic challenges don't discourage students from doing interdisciplinary work." However, Witte cautions against remedies that would merely insert such work into the traditional structures of the academy: "If interdisciplinarity becomes its own self-perpetuating, bureaucratic machine, I think we've failed in interdisciplinary scholarship altogether."

Reward structures

The traditional divisions of the university also present barriers to cross-school collaboration. Scientists often raise part of their own salaries through research grants from agencies like the NIH or NSF, whereas the research of professors in the arts and sciences is generally underwritten by more fixed salaries from the university. Because of the traditional way of structuring rewards in the academy, "it's much easier for someone in the arts and sciences to participate on a regular basis than it is for someone in the health sci-

ences, for example," notes Randall Packard, professor of history and international health.

Time

Time is another factor, beyond the pressure in the sciences to win grants. Many directors spoke of their sense that interdisciplinary work is done "on top of" other responsibilities, especially departmental responsibilities. While leaders recognize the value of "sweat equity" in proving the worth of a new approach to knowledge, they also acknowledge the difficulties of wearing multiple hats. Participating in an initiative while maintaining research, teaching, and service duties within a department can lead to concern that professors are "spread too thin."

Communication

Communication across various cross-school initiatives and departments presents another challenge. Faculty leaders have called for better communication and linking of activities among interdisciplinary programs to strengthen research, teaching, and recruitment of faculty. Although faculty leaders are wary of adding bureaucracy or administrative hurdles, some have called for the establishment of a dean of interdisciplinary research or special committee that might act as clearing house for these sorts of initiatives or provide more "institutional memory."

A less formal way of strengthening communication may be found in a special kind of cross-school initiative—the occasional, faculty seminar that draws representatives from various programs. One such seminar, hosted by Religion Department Chair Laurie Patton, won enthusiastic reviews from participating faculty for facilitating a dialogue among scholars from the Institute for African Studies, Women’s Studies, and Psychoanalytic Studies, among other programs.

In addition to the promise of sharing information about overcoming practical or logistical struggles, communicating across initiatives allows faculty members to build on shared research interests. A natural partnership sprang up, for example, when physician Art Kellermann’s expertise in injury control joined historian Michael Bellesiles’s passion for understanding violence in society. Thus, the Center for Injury Control eased the birth of the Violence Studies Program.

Distance between disciplines

In addition to practical challenges, scholars must bridge the great distances between the intellectual worlds of disciplines. Perhaps no cross-school initiative spans a greater distance than the faculty discussion group on science and religion. Physicians, physicists, theologians, and historians in this group enter the conversation with vastly different intellectual assumptions about the nature of truth and the external world—even the very

goals of research. Just reaching a common understanding of the terms “science” and “religion” was often an issue in one seminar, remembers biologist Arri Eisen: “We would stop and define what we meant by our language, and that enriched the conversation, giving each side of the campus a better understanding of the other’s concerns and daily intellectual life.”

Life-cycle issues

Two issues emerged in this study in relation to the evolution of programs over time. The tendency of initiatives to grow from the vision of a key faculty member can contribute to difficulty in making transitions in leadership. Several faculty leaders wished for more ways to “institutionalize” the connections and knowledge that had fueled their programs.

No faculty leaders, however, imagined a natural end-point to their programs. Most foresaw an evolution of program topics, leaders, and funding sources, continuing indefinitely. Ironically, the possibility of a “sunset clause”—an ending projected for a time when an initiative has accomplished its mission—may increase the likelihood of securing support since funding agencies do not face an open-ended commitment.

best practices

In our conversations with leaders of cross-school initiatives, pictures emerged of common practices of successful initiatives. Many of these activities mitigate some of the obstacles to cross-school research and teaching described above.

Getting started

The significance of collegial networks

Cross-school initiatives require personal connections across diverse sectors of the university and sometimes across institutions. Often founders of initiatives call on relationships established in other contexts—in other interdisciplinary forums or through work on university-wide committees. As IPR's Luce Study found, collegial interaction and interdisciplinary discussion tend to be mutually reinforcing. Long-term relationships with disciplinary colleagues at other universities can also be helpful in establishing some programs.

Time and patience

The significance of collegial networks—which are more likely to be built over a decade than overnight—is just one of the factors explaining the long lead time involved in projects of many cross-school initiatives. Building a coalition around shared ideas, as well as coordinating across varied schedules, simply requires time. Securing funding can also be a matter of timing, of finding a close fit

between an idea that has been brewing for period and the agenda of a national granting agency.

Early and diversified funding

“Seed money” or initial funds from the university are critical to getting many initiatives off the ground. The long-term health and sustainability of programs, however, is often supported by having a variety of funding sources.

Support from administrators and department chairs

Many leaders described the helpfulness of the early enthusiasm of deans, a provost, department chairs, or leaders of other interdisciplinary programs in building momentum around an intellectual initiative.

Communication

Use of the internet and central locations

Sometimes relatively simple measures lessen practical difficulties, like using technology to facilitate communication or selecting a central location for meetings that is easily accessible to faculty from both sides of the campus.

Documentation of faculty contributions

Other practices reflect a wisdom gained through years of negotiating the delicate dynamics of tenure and promotion with-

in the academy. African American studies, for example, provides letters communicating in detail the quality and volume of work done by young faculty members, both to the department for the faculty member's fourth-year review and to the faculty council when tenure is being considered. Such practices, which make interdisciplinary work visible to departments, "have played a valuable role in securing tenure for young faculty," who often fear that their interdisciplinary scholarship, teaching, and service may not be counted, says Mark Sanders, Director of African American Studies.

Managing Relationships

Consideration of departmental needs

Rotation of teaching among departments. A practical way to avoid potential conflict with departments over "borrowing" labor, in the form of faculty who may teach interdisciplinary courses, is to rotate demands among several departments whose members participate in the interdisciplinary initiative. Thus, no single department feels its resources are overtaxed in the support of an interdisciplinary initiative.

Cross-listing of courses. Cross-listing courses also provides a way to help departments and faculty members feel that their work is properly recognized and counted.

Partnership with peers

When asked how responsibilities were assigned within initiatives, almost all respondents objected to the language of "assigning." Leaders instead described a more subtle and collaborative process of deciding together who would be responsible for accomplishing key tasks. Again, effective operations depend on the strength of collegiality.

Creation of flexible governance structures

For decision making. Beyond managing relationships with traditional departments, every successful initiative must develop a system of decision making that gives all of its faculty a stake in programming without becoming an overly cumbersome process. While each program is different, many of the more mature cross-school intellectual initiatives have developed structures for decision making that are both flexible and far-reaching. Typically, daily decisions are made by one or a few faculty members while more significant or larger-scale issues are debated and often voted on by a much broader group. Some initiatives have found advisory boards to be helpful in decision making. Others prefer a more democratic process where program-sponsored retreats foster consensus about future directions for the program.

For evolution. Cross-school initiatives that have survived for a decade or two often evolve over that time. Flexibility in

governance structures allows for the evolution of topics to match faculty interests and funding opportunities. As one project ends and another begins within a program, participating faculty may change also. There is much variation across programs, but the overall picture is of dynamic and adaptive organizational structures.

In the final analysis . . .

Despite the substantial and diverse challenges involved in cross-school intellectual initiatives, faculty consistently describe it as extremely rewarding. For some, cross-school initiatives provide a place “to refresh oneself intellectually.” For others, they offer a kind of “intellectual refuge” when traditional disciplines and departments grow too confining.

“It’s just great intellectual stimulation,” says religion professor Gary Laderman. “My whole academic life has

been radically enhanced by the opportunity to talk with physicists and medical doctors.” Many faculty echo Laderman’s appreciation for the intellectual enrichment of working with colleagues from another field and the sense of collegiality, even friendship, they develop with peers across campus. “Interacting over a sustained period of time is so much more enriching than going to an event,” explains Randall Packard.

In the changing landscape of higher education, cross-school initiatives also offer universities a way to build on their faculty’s strengths and distinguish their academic profile from other institutions. The challenges faced by cross-school initiatives, however, suggest further consideration should be given to finding ways to help faculty meet the administrative demands of these programs and better balance diverse responsibilities. In addition, the university should seek to promote communication across programs.

Reflecting on the advantages and disadvantages of doing interdisciplinary work in the eyes of the broader scholarly community, ten out of twelve participants mentioned the benefits of enhanced research opportunities, prestige, and support for research. Only one program reported, however, enhanced publication opportunities in top academic outlets. For centers spanning the greatest disciplinary divides, book series and edited books provided the best outlet for publications.

profiles

Here are profiles of twelve programs we examined in the course of this study. They range from discussion groups that function with modest internal support to centers with significant external funds. Cataloguing the diversity of working models for intellectual initiatives at Emory is an on-going project. To share the experience of your program, please contact the Office of Institutional Planning & Research. For more complete information about a particular program, please visit the program's website or contact the program directly.

African American Studies

Both the Institute for African Studies and the African American Studies Program grew from the earlier Black Studies Program, which began in 1971. Though African American Studies still works closely with the Institute for African Studies, the program split off from that area-studies program in 1992 to focus on the experience of the descendants of Africans in America. The program, currently directed by Mark Sanders, offers a full undergraduate major and student internships with local agencies like the Martin Luther King Center for Non-violence, the Atlanta Black Arts Festival, and the AIDS Project at Grady Hospital. In addition to their research and teaching, African American Studies faculty also play a special role in counseling undergraduate organizations like the Black Student Alliance and contributing to the on-going dialogue about racial issues on campus. <http://www.emory.edu/COLLEGE/AAS/aasindex.html>

Center for Behavioral Neuroscience

In 1999, a grant from the National Science Foundation helped to establish this initiative that brings researchers from Emory together with colleagues from Morehouse School of Medicine, the Georgia Institute of Technology, and Georgia State University—just to name some of the participants in the Center's "collaboratories." Undergraduate and graduate education is key to CBN's mission, which allows students from the constituent universities to study at other schools participating in the Center. Tom Insel, Dennis Liotta, and Pat Martstellar at Emory join Elliot Albers at Georgia State in directing the Center. The center's research explores the neuroscience behind social behaviors, and a partnership with Emory's biotechnology incubator is designed to aid in the transfer of some useful technologies generated by that research. www.cbn-atl.org

Center for Injury Control

Jointly sponsored by the School of Public Health and the School of Medicine, the Center for Injury Control has existed as a university-wide program since 1993. Faculty from fields ranging from epidemiology to behavioral science collaborate with agencies like the World Health Organization, CDC's Center for Injury Prevention and Control, the Georgia Department of Health and Human Services, and the Carter Center to help reduce death and injuries from accidents. The Center, directed by Art Kellermann, also staffs courses on injury control and collaborates with the Violence Studies program on topics of shared concern, like gun violence. www.sph.emory.edu/CIC/

Center of the Study of Health, Culture, and Society.

Since 1993, Randall Packard, professor of history and of international health, has designed this center to be a meeting ground for social and health scientists, humanists, and health professionals. The Center helps to reimagine the possibilities of graduate education through interdisciplinary fellowships that allow doctoral students in the arts and sciences and in the school of public health to switch places for one year to gain a grounding in a different field. A 1996 award from the Ford Foundation initiated the Center's partnership with African Studies to create courses, workshops, and seminars on

problems of public health importance in Africa. And grants from the Mellon and Rockefeller Foundations in 1997 have funded a series of conferences and workshops on defining the public health and emerging illnesses and public scholarship, which drew participants from agencies like the CDC, the Carter Center, and the American Cancer Society, as well as from various schools at Emory. <http://www.emory.edu/CSHCS/>

Department of Religion, Interfaculty Seminar

In the spring of 2000, the department of religion organized a faculty seminar titled "Afterthoughts on Time and the Other." Seventeen participants attended an open lecture by visiting scholar Johannes Fabian and later joined three seminar discussions led by professor Fabian. Half a dozen departments and interdisciplinary programs were represented, from African Studies to Philosophy and Economics. The participation also of a few advanced graduate students in the seminar enhanced the liveliness of the exchange, according to several participating faculty. The seminar was part of a larger initiative that seeks to make the interdisciplinary study of religion part of an on-going, university-wide discussion. Contact the department of religion for more information.

Disease Ecology

“Predicting the Emergence of Infectious Disease” was the theme of the first annual lecture series sponsored by the new Center for Disease Ecology in the fall of 2000. Center Director Leslie Real defines disease ecology as the application of ecological and evolutionary principles to understanding the emergence and spread of infectious diseases. While Real foresees the eventual contribution of perspectives from the humanities and social sciences to this emerging field of disease ecology, initial partners include Emory College, the Health Science Center, the School of Public Health, the Graduate School of Arts and Sciences, and the Centers for Disease Control. In addition to sponsoring lectures and conferences, the Center plans to organize faculty working groups, in which international and local scholars collaborate intensively for a brief period several times a year. Contact Leslie Real for further information.

Halle Institute for Global Learning

In 1997, a major donation from Claus and Marianne Halle funded this university-wide center, which fosters internationalization to benefit Emory, collaboration among local universities, and the city of Atlanta. The Halle Institute sponsors a guest speaker series, a travel abroad program for faculty, and a Distinguished Fellow program. Faculty research seminars bring together scholars from political science, economics, history, anthropology, sociology, business, law, medicine, and public health who present and gain new perspectives on their work. Contact

Tom Arthur, interim director, for further information. <http://www.emory.edu/OIA/Halle/>

The Law and Religion Program

Begun in 1982, Law and Religion explores the religious dimensions of the law, the legal dimensions of religions, and the interaction of ideas and methods. Emphasizing ecumenical and comparative approaches, the program offers four joint graduate degrees and ten cross-listed courses. The Lilly Endowment, The Ford Foundation, and The Pew Charitable Trusts, among other agencies, have funded conferences and research initiatives on topics like “Religious Human Rights in the World Today,” “Christianity and Democracy,” and “Law, Religion, and Family.” In the fall of 2000, the program began collaborating with a variety of other departments and schools on campus as part of a new Center for the Interdisciplinary Study of Religion, funded by a major grant from The Pew Charitable Trusts. This new center, also directed by John Witte, is one of five or six such centers established at top universities to foster interdisciplinary religious scholarship by faculty and students. http://serv1.law.emory.edu/religion/about/about_start.htm

Psychoanalytic Studies.

Since 1996, the Psychoanalytic Studies program has brought together faculty from the Institute of Liberal Arts (ILA), the Psychoanalytic Institute in the Medical School, the Law School, and many other disciplines to discuss the his-

tory, theory, and application of psychoanalytic thought. The program, housed in the ILA, offers a minor concentration in psychoanalytic studies for graduate students and recently hosted an international conference on “Women and Power,” with the Institute for Psychoanalytic Studies here at Emory and the International Psychoanalytic Association. http://www.emory.edu/COLLEGE/ILA/ILA_divisions/Psychoanalytic_Studies.html

Russian and East European Studies

This program, administered through the Department of Russian and East Asian Languages and Cultures and directed by Juliette Apkarian, sponsors curricular and extra-curricular programming, as well as a certificate for graduate students in law, business, and public health. REES evolved out of the Soviet and East European Studies Program, which was begun in 1983 through federal grants. Currently, affiliated faculty in Political Science, History, Law, and the Russian Language Program work to enhance undergraduate courses and sponsor lectures, films, symposia, and workshops for local teachers. <http://www.emory.edu/SEES/index.htm>

Science and Religion Faculty Group

In 1999, the Religion Department’s Gary Laderman teamed up with physicist P.V. Rao to lead a weekly reading group to help them think through a course they planned to co-teach. Support from the Science and Society Program underwrote the cost of lunch and a web presence for the group of professors from the medical school and various humanistic disci-

plines. The discussion extended to graduate students in the spring of 2000 through the interdisciplinary Burke Nicholson Symposium on Suffering and Healing, supported by the graduate school. The group continues to meet in 2000–2001 but has evolved into a more focused forum that meets less frequently. Contact Gary Laderman for further information.

Violence Studies

Having been in existence since only 1996, Violence Studies has already received attention in the *Chronicle of Higher Education*, *ABC News*, and the *Washington Post*, as well as local papers, for its interdisciplinary approach to understanding the causes and representations of violence, as well as its prevention. The program, now directed by Beverly Schaffer, facilitates a sharing of research perspectives among its seventy faculty members from across the university, offers an undergraduate minor, co-sponsors conferences, and organizes student internships with community organizations like the Dekalb County Juvenile Court and the Georgia Council on Child Abuse. <http://www.emory.edu/COLLEGE/VS/index.htm>

background of this study

Study origins

Spurred by conversations with faculty about the significance and challenges of interdisciplinary work, Provost Rebecca Chopp announced in her 1999 letter to faculty that enhancing support for cross-school initiatives is an important part of shaping Emory's future. She charged the Office of Institutional Planning & Research with investigating the needs for support of such initiatives.

Study design

In the winter of 2000, an advisory board of faculty with interdisciplinary experience in varied sectors of the university met with the Vice Provost Susan Frost to help map the terrain of this study. Drawing on this group's advice, Emory's history, and a survey of scholarly literature on this topic, the Office of Institutional Planning and Research designed a study protocol and, in the spring of 2000, interviewed leaders of twelve programs that undertake research bridging two or more schools within the university. These programs were selected to give a representative view of the diversity of cross-school intellectual initiatives at Emory and ranged from small faculty discussion groups operating on a "shoe-string" budget to large centers with extensive funding. Results were analyzed by an interdisciplinary team with backgrounds in higher education research, narrative analysis, and sociology.

An on-going process

This brochure presents some of our findings about the practical and intangible aspects of cross-school intellectual initiatives at Emory. While this study offers a glimpse into the workings of cross-school initiatives at Emory, it is only part of a much broader picture that faculty are helping to paint. IPR invites your participation in this on-going process. Please add to our understanding of the needs of these programs by sharing your experiences with past or current cross-school initiatives.

To do so, contact Vice Provost for Institutional Planning and Research, Susan Frost, at 727-0765 or at sfrost@emory.edu.

Responses

IPR welcomes your feedback on this brochure and other studies. Recent studies that shed more light on interdisciplinarity at Emory include two based on the Luce Seminar Series of the 1990s—"Distances Between Disciplines: Influences of Interdisciplinary Discourse on Faculty Scholarship and Interaction" and "Intellectual Community Across Disciplines: Structural Support for Faculty Culture"—and "Faculty Scholarship in Greater Atlanta and Georgia."

To read more

Please visit www.emory.edu/PROVOST/IPR/ for a link to a white paper analyzing study findings in depth and in context of national trends and scholarly literature on cross-school initiatives. As another resource for faculty, IPR is also building a database of basic information on cross-school intellectual initiatives at Emory. The database will be searchable by topics, faculty, and school names. We invite information about additional cross-school initiatives. Call 727-0765 to receive a one-page questionnaire so that your program can be described in this database or to add to the understanding of past or current cross-school intellectual initiatives.

Many members of the Emory community contributed to this study. We wish to thank the following professors and academic leaders for sharing their time and insights: Bob Agnew, Alan Cienki, James Curran, Jennifer Hirsch, Tom Insel, Art Kellermann, Gary Laderman, Frank Lechner, Kim Loudermilk, Bob McCauley, Randy Packard, Laurie Patton, Robert Paul, Leslie Real, Tom Remington, Don Saliers, Marla Salmon, Mark Sanders, Steve Sanderson, George Shepard, Carol Worthman, and John Witte.

The IPR research team for this study includes: Susan Frost, Amy Benson Brown, Daniel Teodorescu, and Paul Jean.



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