College Bound: An Inside Look at Admissions

Friday, Nov. 2, 2018
11:00 a.m. – 2:00 p.m.
Connell Student Center
Conference Room 3
Lunch will be provided.

The Admissions staff will provide information on:
- Evaluating colleges and universities during your search
- Preparing a competitive application
- Mastering college entrance exams
- Understanding financial aid
- And more

Your family will have the opportunity to:
- Meet one-on-one with an admissions counselor
- Ask your pressing questions about college readiness
- Learn more about Mercer’s admissions process
- Take an optional student-led campus tour

Planning your trip for Mercer’s Homecoming? Don’t miss the opportunity to get an inside look at the college admissions process.

In Our Lens

From left, former U.S. President Jimmy Carter, Mercer University School of Medicine (MUSM) Dean Dr. Jean Sumner and Mercer President William D. Underwood were among those who participated in a ribbon-cutting for Mercer Medicine Plains, the first satellite clinic for MUSM’s faculty practice, on Aug. 22 in President Carter’s hometown. The clinic opened in July and was quickly booked near capacity through October. Watch a video recap of the grand opening celebration at tiny.cc/MercerMedicinePlains. (Bekah Clegg photo)
AWARDS GRANT FOR PROJECT TO TREAT RESIDENTIAL GRAY WATER FOR LANDSCAPE IRRIGATION

The U.S. Environmental Protection Agency (EPA) this spring awarded a team of four Mercer students a People, Prosperity, and Planet (P3) grant for a project to treat residential graywater for sub-surface landscape irrigation. Environmental engineering major Victoria Roshenas, global health major Jim Kim, marketing major Sovie Watson and economics and math double-major Simran Khoja collaborated on the design of a system that uses bio-filtration technology and an in-ground detention tank to treat graywater produced in households to be used for outdoor sub-surface applications such as irrigation.

Graywater is wastewater generated in households or office buildings from streams without fecal contamination. Mercer students and faculty have installed several field-scale systems in collaboration with Macon Area Habitat for Humanity. The EPA grant will allow for the expansion of field-scale research by upgrading one of the original detention-only treatment systems to include a bio-filtration component.

Researchers at the University, specifically in the School of Engineering, have been conducting laboratory and field studies on the treatment of residential graywater for use in sub-surface landscape irrigation for almost 10 years. The overall goal is to provide regulatory officials with technical data that can be used to guide inclusion of on-site graywater treatment and its re-use for sub-surface landscape irrigation into water management strategies.

“We are very excited that the proposal submitted by these students was selected for funding,” said Dr. Philip McCreanor, professor of environmental engineering, director of the Engineering Honors Program and principal investigator for the grant.

“Designing a system that uses the graywater already produced in daily household activities for use in irrigation has the capability to decrease the demand for treated water. The system’s benefits could include reducing domestic water consumption, conserving water and energy resources, and decreasing demand of water from natural reservoirs.”

Technical data used to support the development of the students’ proposal was funded from several sources, including a 2009 SEED Grant from the Mercer Provost’s Office, a 2013 service-learning grant from State Farm and a 2016 grant from the University’s Research That Reaches Out Office.

Nationally, more than $463,000 in funding for 51 Phase I teams was reached through the P3 grants program. These teams, made up of college students from across the country, are developing our partnerships to solve current environmental and public health challenges.

Funding for the P3 competition is divided into two phases. Teams selected for Phase I awards receive grants of up to $15,000 to fund the proof of concept for their projects, which are then showcased at the National Sustainable Design Expo. The 2018 Expo was held April 7-8 at the USA Science and Engineering Festival in Washington, D.C.

Phase I teams are eligible to compete for Phase II awards of up to $75,000 to further develop and implement their designs.

DESIGNING A SYSTEM THAT USES THE GRAYWATER ALREADY PRODUCED IN DAILY HOUSEHOLD ACTIVITIES FOR USE IN IRRIGATION HAS THE CAPABILITY TO DECREASE THE DEMAND FOR TREATED WATER.

DR. LAURA LACKEY NAMED DEAN OF SCHOOL OF ENGINEERING

Dr. Laura Lackey, professor of environmental engineering, in March was named dean of the Mercer School of Engineering by Provost Dr. D. Scott Davis.

Dr. Lackey, who served as interim dean for the 2017-2018 academic year, succeeded Dr. Wade Shaw, who has moved to full-time faculty status.

“I am thrilled that Laura Lackey has accepted the deanship of the School of Engineering. Dr. Lackey’s unwavering commitment to our students is evident in her role as a pioneer in the Mercer On Mission program and as a dedicated faculty member,” Dr. Davis said. “Her love of Mercer and commitment to the student learning experience is contagious, and I can’t think of a better person to lead our School of Engineering.”

Since joining the engineering faculty in 1998, Dr. Lackey has taught more than 20 different courses ranging from freshman-level Introduction to Design to a variety of senior- and graduate-level offerings. Dr. Lackey received the School of Engineering Teacher of the Year Award in 2001, 2007 and 2015. She also was named to the All-Southern Conference Faculty Team in 2016. She served as chair of the Environmental Engineering Department for five years before transitioning to associate dean in 2013. In addition to her teaching, Dr. Lackey has taken an active interest in the Mercer On Mission program. She and her students have taken their research to communities globally through efforts in Kenya, Uganda and Ecuador.

Prior to coming to Mercer, Dr. Lackey spent six years at the Tennessee Valley Authority as an environmental/chemical engineer, where she conducted both basic and applied research with emphasis on the mitigation of organic wastes through bioremediation, and two years as an adjunct professor of environmental engineering at the University of Alabama in Huntsville.

Dr. Lackey earned her Bachelor of Science, Master of Science and Ph.D. in chemical engineering from the University of Tennessee, Knoxville. She is a registered professional engineer and a Board Certified Environmental Engineer.

“I am enormously grateful for the opportunities that were offered to me when I joined the School of Engineering faculty 20 years ago as a member of the University community,” Dr. Lackey said. “Mercer University and the School of Engineering are extraordinary places that I cherish. My predecessor and colleague, Dr. Wade Shaw, has strategically grown the School through his eight years of outstanding leadership. I am excited to have the opportunity to contribute to its future and am energized by the chance to work with our talented faculty, staff and students, and with alumni and community partners to propel the School of Engineering to the next level.”
Mercer University Press

OFERS AN EXCITING NEW SEASON OF BOOKS

Whether one loves reading history, memoir, biography, poetry, fiction, philosophy, or religion, Mercer University Press has something for everyone in the fall 2018 season of books. Highlighted titles from the season include:

- Ten Men You Meet in the Huddle by Bill Curry, a 10th Anniversary Edition of his memoir, enhanced and updated to reflect the pressing issues facing football today, No Brother, This Storm by Jack B. Bedell, a new poetry collection archiving hope and resilience from the poet laureate of Louisiana; and

- From Macon to Jacksonville More Conversations in Southern Rock by Michael Buffalo Smith, in-depth interviews with stars from the hey-day of Southern rock music; Another Five Big Mountains and Treks by David Schaeffer, offering an intimate account of one man’s daily challenges on some of the world’s highest mountains; and

- The Paintings of Jimmy Carter by Jimmy Carter, paintings accompanied by his own written narrative; showcasing more than 50 of Carter’s favorite paintings accompanied by his own written narrative; and

- Ten Men You Meet in the Huddle by Bill Curry, a 10th Anniversary Edition of his memoir, enhanced and updated to reflect the pressing issues facing football today.

Saturday, December 8
10:30 a.m. – 2:30 p.m.
InterContinental Buckhead Atlanta

AUTHORS APPEARING
- Xhenet Aliu
- David Bottoms
- Rick Bragg
- Vincent Coppola
- Joseph Crespino
- Bill Curry
- John Fertig
- Ronald J. Greer
- Timothy O’Keefe
- Hannah Pittard
- Andy Plattner
- Analese L. Quiros
- Richard E. Rankin Jr.
- David Schaeffer
- Virginia Willis

For additional information, email wallace_am@mercer.edu.

Thirty years ago, a team of Mercer faculty and students fit about 38 people in the town of Phung Hop. "What’s been at the heart of this program is this prosthetic leg that Dr. Vo designed," said Dr. Craig McMahen, University minister and dean of Chapel, who oversees Mercer On Mission. "It is an incredible piece of equipment. It is very light and durable, and it’s a very comfortable prosthesis. It weighs less than two pounds so the amputees find it to be very comfortable and functional."

At first, Dr. Vo and his students were making the prosthetics in his lab on the Macon campus and carrying them in their suitcases to Vietnam, but the program soon outgrew this mode of production and transportation. "Thanks in large part to the generosity of Dr. Vo and his team, prosthetics are now being produced in Vietnam," said Mercer Provost Dr. D. Scott Davis. "The Mercer experience is defined by the opportunity for students to integrate leadership, academic research and service to others into higher education. Signatures programs, such as Mercer On Mission and the Mercer Service Scholars, allow our students opportunities to engage in service-learning courses and service-oriented research projects locally and globally.”

The Peace Corps has identified six sectors — agriculture, community economic development, education, environment, health, and youth in development — in which populations for service are needed. Peace Corps Prep sites recruit students to participate in the Peace Corps Prep program, which enhances students’ undergraduate experience by preparing them for international development fieldwork and potential Peace Corps service.

Mercer is the seventh university — and first private institution — in Georgia to be selected as a Peace Corps Prep site. These

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MERCER ON MISSION FITS 10,000TH VIETNAMESE AMPUTEE WITH PATENTED LEG PROSTHETIC

he University’s signature Mercer On Mission program on June 26 fitted its 10,000th Vietnamese amputee with Dr. Ha Van Vo’s patented leg prosthetic. Mercer On Mission’s prosthetics program in Vietnam began in 2009 when Dr. Vo, Distinguished University Professor of Biomedical Engineering, realized a dream. As a young boy growing up in South Vietnam after the Vietnam War, he hoped to someday make a difference for his fellow citizens who lost limbs primarily from unexploded ordnance left over the war.

Today, it is estimated there are more than 100,000 amputees in an economy that depends heavily on jobs that are difficult — if not impossible — to fulfill without the use of both legs.

On the first trip a decade ago, a team of Mercer faculty and students fit about 38 people in the town of Phung Hop. "What’s been at the heart of this program is this prosthetic leg that Dr. Vo designed," said Dr. Craig McMahen, University minister and dean of Chapel, who oversees Mercer On Mission. "It is an incredible piece of equipment. It is very light and durable, and it’s a very comfortable prosthesis. It weighs less than two pounds so the amputees find it to be very comfortable and functional."

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MERCER SELECTED FOR PEACE CORPS PREP PROGRAM

Mercer was recently selected to participate in the Peace Corps Prep program, which enhances students’ undergraduate experience by preparing them for international development fieldwork and potential Peace Corps service.

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BEARINGS

THE MERCERIAN | FALL 2018
Out of almost 3,000 applicants, 175 candidates were chosen for the John Simon Guggenheim Memorial Foundation’s 83rd competition. The great variety of backgrounds, fields of study, and accomplishments of Guggenheim Fellows is one of the unique characteristics of the Fellowship program. In all, 49 scholarly disciplines and artistic fields, 69 different academic institutions, 21 states, and three Canadian provinces are represented in the 2018 class of Fellows.

Dr. Silver passed away on Aug. 6. For more information on her life and legacy at Mercer, see pg. 41.

Dr. Robert Watson Receives Fulbright U.S. Scholar Award to Honduras

Dr. Robert Watson, assistant professor of technical communication in the School of Engineering, recently received a Fulbright U.S. Scholar award for 2018-2019 to study patient information systems in remote clinics in Honduras.

For the past year, Dr. Watson and students in the Technical Communication and Computer Engineering departments of the School of Engineering have been collaborating with the Public Health Department of the School of Medicine at the Universidad Nacional Autónoma de Honduras (UNAH) in Tegucigalpa, Honduras.

Together, they are developing a low-cost patient information system for limited-resource clinics to improve clinic operations and reporting in a way that is affordable and sustainable.

Dr. Sarah Gardner Selected for NEH Summer Institute

Dr. Sarah E. Gardner, Distinguished University Professor of History in the College of Liberal Arts, was awarded a Summer Stipends award by the National Endowment for the Humanities (NEH) for the role of Public Health Education Specialist.

Summer Stipends support continuous full-time work on a humanities project for a period of two consecutive months for individuals pursuing advanced research that is of value to humanities scholars, general audiences or both.

Dr. Gardner was awarded support for her project, titled “Reading During the American Civil War,” an examination of reading practices and literary interpretation during this period in American history.

Control and Prevention (CDC) recently announced that Cheryl L. R. Gaddis, DrPH, MPH, CHES, assistant professor of public health in Mercer’s College of Health Professions, has been selected for the role of Public Health Education Specialist: Curriculum Development.

Dr. Gaddis, who also serves as director of Mercer’s Master of Public Health program, will receive an award of up to $18,000 to support her work to serve as a technical expert on health education and develop a common curriculum for Academic Partnerships to Improve Health (APIHS) trainees using instructional design that employs adult learning principles with a variety of media, such as brochures, fact sheets, self-study, computer assisted instruction and distance-based learning.

Three Mercerrian scholars are among Governor’s Teaching Fellows, a highly selective program designed to develop important teaching skills through emerging technologies and innovative tools and studied by the Institute of Higher Education at the University of Georgia.

Dr. Rene Hayhurst is the associate professor of pharmacological sciences in the College of Pharmacy, and Dr. Laura Merrow, associate professor of leadership studies in Penfield College, will both participate in the 2018-2019 academic year fellowship consisting of six three-day symposia.

Dr. Jianhua Feng, professor of education in Tift College of Education, participated in the intensive, two-week intensive symposium, which included lectures and workshops by experts on various topics and projects and presentations by the Fellows.

Jennifer L. Li, Collaborator Earns $2.6M in NIH Funding for Disease Research

Dr. Michael Ellis, clinical assistant professor of Health, Exercise and Human Performance at Mercer, and three Canadian provinces are represented in the 2018 class of Fellows.

Additionally, a proposal for fighting cancer diseases and research funding from the National Institutes of Health’s National Heart, Lung and Blood Institute was awarded a prestigious 2018 Fellowship Award.

Dr. Anya Silver Awarded Guggenheim Fellowship

Professor of English Dr. Anya Krucoff Silver was awarded a prestigious 2018 Guggenheim Fellowship.
The Hollings Scholarship Program is designed to increase undergraduate training in oceanic and atmospheric science, research and technology. Each year, it provides 120 undergraduate applicants with awards of $1,500 per year for two years of full-time study. It also guarantees a 10-week summer internship at a NOAA facility. Between the first and second years of the award, the scholarship provides hands-on, practical experience in NOAA-related science, research, technology, policy, management and education activities.

The program was established in 1996 under legislation introduced by U.S. Senator J. William Fulbright of Arkansas. Since then, it has given more than 380,000 students, scholars, teachers, artists and professionals a chance to learn about and regions where fewer Americans traditionally study.

Throughout the fellowship, Campus Compact provides a variety of learning and networking opportunities, including a national conference of Newman Civic Fellows in partnership with the Edward M. Kennedy Institute for the United States Senate. The fellowship also provides fellows with access to apply for exclusive scholarship and postgraduate opportunities.

Alumnae of Fulbright Scholars to 10 for the University’s overall tally of Fulbrighters to 15 since 2010. The program has broadened U.S. participation from 189 schools abroad, while emphasizing countries and regions where fewer Americans traditionally study.

The Critical Language Scholarship (CLS) Program is a fully-funded summer overseas immersion program for American undergraduate and graduate students. With the goal of broadening the base of American students studying critical languages and building relationships between the people of the United States and other countries, the CLS program provides an opportunity to a diverse range of students from across the U.S. at every level of language learning.

Elliza Guta, from Tampa, Florida, is a double-major in global health studies and regionally specific studies. She was selected to study Urdu in India, allowing her to reconnect with her roots as a South Asian-American and further explore the region’s history and culture.
For Argument’s Sake
How Mercer’s Debate Team Rose to National Prominence
By Kyle Sears

When Dr. Vasile Stanescu joined the faculty at Mercer five years ago, the oldest student organization at the university had fallen on hard times. Though Mercer’s debate team had experienced success as recently as the early 2000s, by 2013, interest in debate as well as funding to support a team were waning.

Dr. Stanescu’s own personal interest in debate dated back to his days as a student at Northside High School in Warner Robins. He went on to attend the University of Texas at Dallas on a debate scholarship before pursuing graduate study at Stanford. There, he quickly realized that the skills of research and argumentation he learned in debate allowed him a much smoother transition to the rigor of the prestigious West Coast university than many of his classmates.

“When I came to Mercer, I had in my mind the importance of debate, and I wanted to share that with the students,” said Dr. Stanescu, who serves as assistant professor of communication studies and director of debate.

His first team was led by a pair of juniors in Lindsey Hancock and Hunter Pikilton, who would earn for him his first win as a debate coach in the first tournament of the season at the University of North Georgia. Hancock and Pikilton were responsible for setting some early, lofty goals for the team, including earning an invitation to the prestigious Point Loma Round Robin, which no team from the South had ever done. Not only did the Bears earn multiple invitations to the tournament, four years later they won it.

By the end of Dr. Stanescu’s first year, Hancock and Pikilton won the University’s first-ever Georgia Parliamentary Debate Association (GPDA) state championship, and became the first team from Georgia to earn a coveted invitation to the National Parliamentary Tournament of Excellence.

The Bears earned another important victory outside of intercollegiate competition when Hancock, while judging a tournament, met and began recruiting a high school senior named Kyle Blegen. Blegen was headed to Wake Forest, but switched to Mercer, and he, in turn, recruited fellow junior Jaz Buckley, one of his biggest rivals in the ranks of Georgia High School Association debate.

The Bears had earned their way into the national circuit, and they reached the semifinals in every one of those tournaments.

In March, the seniors traveled to Portland, Oregon, for one final NPDA nationals. Blegen and Buckley lost just one round in preliminaries and sailed through the early elimination rounds before matching up with the University of California, Berkeley, in the semifinals.

As the Bears matched wits with the Red Raiders in the finals, it seemed there was only one possible outcome for the two rivals-turned-best friends who couldn’t remember a time when they hadn’t debated against or with one another.

“They had one goal — to win it all.”

“The victory was a catharsis for the team. Dr. Stanescu recalls a blur of jumping, screaming and crying. They returned to a hero’s welcome and a congratulatory message on the scoreboard at Five Star Stadium. Weeks later, at graduation in May, President William D. Underwood gave them a shoutout in his opening remarks, citing them as a shining example of what it means to be a Bear.

“Every single person here at Mercer — from the dean to the faculty — has continually built them up, and that was so important to those students, who despite all the hurdles and obstacles they have put into debate, also managed to become extremely successful, well-rounded students,” said Dr. Stanescu.

Buckley went on to UCLA School of Law to study at one of the top critical race studies programs in the country, and Blegen took one-year deferment to Harvard Business School and will remain in Macon, where he will work for the Clinton Foundation, serve as Mercer’s assistant debate coach and continue work on a nonprofit organization he founded to combat urban poverty.
Mercer University...
THE MISSION OF MERCER UNIVERSITY IS TO EQUIP ITS STUDENTS WITH THE SKILLS AND KNOWLEDGE REQUIRED TO LIVE FULL AND SUCCESSFUL LIVES, TO EMPOWER THEM TO BECOME LEADERS IN COMMUNITIES THROUGHOUT THE WORLD, AND TO INSPIRE THEM TO DEPLOY THEIR TALENTS TO POSITIVELY IMPACT THE HUMAN CONDITION. OUR VISION IS TO CHANGE THE WORLD ONE STUDENT AT A TIME.

As we pursue this vision, we will focus on seven strategic imperatives:

1. **Being an intimate and diverse community of gifted scholars committed to changing the world.**

   Great universities attract diverse and talented students, faculty, and staff. Our best selling points are who we are and what we do. We believe in ourselves. Mercer is committed to recruiting outstanding community members by focusing on our distinctive mission and attributes. We will continue to enhance our efforts to tell the Mercer story and experience measured growth in enrollment, while also increasing our student profile and our already strong commitment to diversity.

   **Attract committed community members.**

   At Mercer everyone majors in changing the world. More than a slogan, this statement reflects our aspiration for each member of our academic community. To ensure that it reflects our reality, the University will seek to identify and attract undergraduate, graduate, and professional students as well as faculty and staff who share this vision for their lives. This will require a more robust, individualized and integrated assessment of each applicant’s potential to be successful in a challenging and rigorous academic community, while being immersed in the campus culture and committed to stewarding the mission.

   To this end, we will enhance marketing to prospective students, faculty, and staff to include stories and outcomes that affirm Mercer’s mission while highlighting research, service, and leadership opportunities throughout our institution. There is no more powerful statement of institutional priorities than the stories we choose to tell about the accomplishments of students, faculty, and staff members. We will also explore ways to more directly engage our staff in activities that are changing the lives of our students and faculty.

   **Achieve measured enrollment growth for traditional undergraduates.**

   The University’s traditional undergraduate student enrollment has seen significant growth over the last several years. From 2011 to 2017, Macon traditional undergraduate student enrollment has increased by 41 percent, from 2,306 in 2011 to 3,253 in 2017. Freshman enrollment has grown from 563 in 2011 to 891 in 2017, an increase of 58 percent.
Mercer will continue to increase traditional undergraduate enrollment from 3,253 to 3,750 students because we believe in the educational experience here, and we believe the world needs more Mercerians. While we want our programs to be accessible to as many students as possible, we must balance this objective against our commitment to an intimate learning environment, which ensures that each student is valued as an individual.

Increase academic profile. While experiencing a 41 percent growth in undergraduate student population in Macon, Mercer has also experienced a significant increase in academic profile over the past five years. The incoming class of 2012 had an ACT average of 26 and grade point average of 3.67. The incoming class of 2017 had an ACT average of 28 and grade point average of 3.90. Over the next decade, we anticipate that the academic profile of Mercer's traditional undergraduate students will increase to an average ACT score of 30 and an average grade point average of 3.95.

Serve post-traditional undergraduates. Like many leading universities, Mercer has a proud tradition of serving the educational needs of post-traditional undergraduate students, which constitute a growing population of degree seekers. Our undergraduate student population currently includes 3,253 traditional undergraduate students in Macon, 350 undergraduate nursing students in Atlanta, and 1,057 post-traditional undergraduate students completing degrees in Mercer's regional academic centers. The University offers a broad array of programs especially suited to meet the needs of these post-traditional undergraduate students, including programs in information technology, human services, accounting, management and marketing, and early, middle, and special education. Each of these fields is projected to offer opportunity for college graduates for the foreseeable future. Over the next decade, as we increase the traditional undergraduate population in Macon to 3,750 students, we expect to increase the post-traditional undergraduate student population in our regional academic centers to 2,000 students.

Remain affordable. A diverse student population enhances the educational experience of all students as they engage people from different backgrounds and life experiences. Mercer exposes its students to a richer diversity of colleagues than any of its peer or aspirational peer institutions. A significant element of Mercer's success in achieving diversity has been positioning the University as the premier private lower-cost alternative. Mercer will continue to avoid real increases in the cost of attendance by disciplining ourselves to limit undergraduate tuition increases to no more than increases in the consumer price index. We will exercise similar restraint in pricing our graduate and professional programs.

Optimize professional schools. Mercer has a long tradition of positively impacting society through...
the preparation of professionals in law, health professions, theology, and education. Many of our most accomplished graduates have been educated in our professional schools. We will endeavor to ensure that enrollment in these schools reflects societal needs and market conditions, requiring that some of our professional schools expand over the next decade; others will remain stable, while others will find increased strength in smaller numbers. Our professional school graduates must be equipped with the knowledge and skills required to pass required licensing examinations, to obtain meaningful employment in their chosen professions, and provide quality professional service to future patients, clients, and students. The size of our professional school programs will be driven by an ongoing assessment of where we stand on these metrics.

Ten-Year Strategic Plan | THE MERCERIAN | FALL 2018

**Imperative 2: BEING A PLACE OF DISCOVERY AND INNOVATION**

Surpass $60 million in annual National Science Foundation-defined research expenditures. Support research in areas of promise through internal seed grant funding, continued development of core facilities, and development of effective faculty research mentoring programs. Explore cooperative relationships with other research universities that will enable Mercer scientists to access equipment at those institutions on the same terms as scientists at those institutions. Determine appropriate staffing, expertise, organization, and tools of the Grants and Contracts Office and the Office of Research Compliance to support the University’s research agenda.

Continue to build on reputation among leading private research universities by focusing our resources where we can have the greatest impact. Research and creative activity are central to the work of this University. Over the past decade, we have moved into the top tier of national research universities. As we embark on our next decade, we must focus our resources to obtain maximum benefit for students while enabling Mercer to make the greatest contribution possible to the common good. 

Continue to build on its existing strength in undergraduate research. Mercer has established one of the finest undergraduate research programs in the United States. The National Survey of Student Engagement confirms that a higher percentage of Mercer undergraduate students participate in faculty-directed research than at any of our institutional comparison groups. Hundreds of undergraduate students annually present their research at regional and national meetings, engage in faculty-directed research, and make research presentations at campus celebrations of undergraduate research. We have become a leading producer of Goldwater Scholars — the most prestigious national research scholarship available to undergraduate students in the STEM disciplines.

The value of engagement in rigorous faculty-directed undergraduate research is evident in admissions to prestigious graduate and professional schools, in successful competition for post-graduate fellowships and scholarships such as Fulbright Awards, and in fueling a culture of innovation and entrepreneurship among Mercer undergraduates and recent graduates. That culture is supported by the Mercer Innovation Center, which encourages students and faculty to take ideas developed through their research and build those ideas into successful enterprises.

Over the next decade, we will continue to build on our existing strength in undergraduate research as we aspire to a program that consistently ranks among the top institutions in the nation in levels of participation and quality of achievement. Integrating the research and service missions of the University through our Research That Reaches Out initiative will be a special area of emphasis because of the powerful impact this integration has on student learning experiences.

Continue to support a wide range of faculty research, scholarship, and creative activity, but especially focus resources in areas of demonstrated excellence and potential. Active research agendas keep faculty members current to the benefit of their students. Moreover, contributing to the expansion of knowledge and understanding is among the obligations of great universities as we contribute toward making a better world. Mercer supports a wide range of faculty research, scholarship, and creative activity in the sciences, humanities, social sciences, and music and will continue to do so.

Necessarily, however, we will allocate scarce resources (time, equipment, library resources, facilities, etc.) in areas where faculty have demonstrated high levels of achievement and potential through meaningful external validation of the quality and relevance of their research and scholarship. As one example, the Southern Studies program in the College of Liberal Arts exemplifies high faculty achievement in research and scholarship. Faculty are publishing books with leading academic publishing houses that are making important and original contributions to human knowledge and understanding. They secured external funding in the form of a $500,000 NEH grant and helped raise the required $1.5 million match to support their program. As a consequence of faculty efforts, the Spencer B. King, Jr. Center for Southern Studies is widely recognized as the finest undergraduate program in the field.

The Center for Drug Delivery Research is another example. This
Center currently includes 14 research scientists from the College of Pharmacy and School of Medicine, a number of post-doctoral students, and more than 40 Ph.D. students. Over the past several years, the Center has developed an intellectual property portfolio that includes eight patents. Scientists in the Center have secured extramural funding from a wide range of sources evidencing the quality and relevance of their research. These sources include federal and state agencies as well as private industry. Two start-up companies have emerged seeking to commercialize the intellectual property developed by the Center, while elements of that portfolio have been licensed to a firm seeking to develop a vaccine for ovarian cancer. Other examples of demonstrated excellence and potential include (a) aviation systems research at the Mercer Engineering Research Center; (b) research focused on the discovery of new therapeutic and diagnostic biomarkers, which includes promising work seeking to discover a biomarker for pancreatic cancer; (c) research focused on the development of biomedical devices, including the prosthetics that have now been provided to thousands of Vietnamese amputees; (d) research that has developed systems for tracking mercury contamination in South American gold mining communities and preventing that contamination from entering the atmosphere; (e) research focused on Christian ethics through the Center for Thesokopy and Public Life, which provides a leading moral voice in American Christianity; and (f) research in the Center for Rural Health Disparities that promises to ensure the standing of the School of Medicine as the leading center for the study of rural health challenges and solutions. Researchers in each of these areas have successfully attracted external funding from federal, state, foundation, philanthropic, and private industry sources to support their research.

Increase administrative, financial, equipment, and facilities support for research in areas of demonstrated excellence and promise. As faculty increasingly engage in relevant high-quality research, the amount of external and internal support for that research will increase as well. Over the past decade, the University’s National Science Foundation-defined research expenditures have doubled from $18 million to approximately $36 million. Most of that increase has come from increased extramural support. Provided that federal sources continue to increase support for research activity, and with additional commitments to research from internal resources, it is reasonable to aspire to surpassing $60 million in annual NSF research expenditures over the next decade. This can be accomplished as researchers expand their research portfolios by increasing the amount and variety of funding sources. The University will support research in areas of promise through internal seed grant funding, continued development of core facilities, and development of effective faculty research mentoring programs. The University will inventory available research equipment to facilitate faculty access to that equipment. Further, the University will explore cooperative relationships with other research universities that will enable Mercer scientists to access equipment at those institutions on the same terms as scientists at those institutions.

The University will also improve administrative infrastructure to support its research mission. The University will determine appropriate staffing expertise and organization of the Grants and Contracts Office and the Office of Research Compliance. Mercer will also invest in appropriate technology to facilitate the grant submission process as well as invest in grant writing support. The University will continue investing in research facilities. Over the past decade, the University has expanded the Hoskins Medical Education and Research Center in Savannah, acquired and repurposed what is now the Clinical Research facility in the College of Pharmacy, and recently completed the Godsey Science Center in Macon. The University will complete a new Health Sciences Center in Atlanta, which will enable us to expand and renovate existing research space in the College of Pharmacy.

Continue to enhance the quality of existing Ph.D. programs while prioritizing the launch of new graduate programs to meet student, institutional, and industry demands. Over the past decade, the University has dramatically expanded its footprint in Ph.D. programs offered and students served by these programs. In 2007-08, the number of Ph.D. degrees awarded at Mercer was seven, with all graduates coming from our only research doctoral program at the time, which was in pharmaceutical sciences. A decade later in 2016-17, the University awarded 59 Ph.D. degrees to students in pharmaceutical sciences, nursing, counseling, and education. This increase has resulted in the University’s reclassification by the Carnegie Foundation as a Doctoral/Research University — Moderate Research Activity (R3).

Committed to our classification as a research university, Mercer will work to continue enhancing the quality of existing
Imperative 3: BEING A GLOBAL UNIVERSITY

Appoint a council to consider ways that Mercer’s curriculum can better meet the needs of 21st century global citizens.

- Increase percentage of international students from 3.3 percent to 7 percent.
- Develop a wider array of relationships with institutions of higher learning throughout the world.
- Continuously develop new and additional study abroad opportunities for students.
- Engage more than 400 undergraduate, graduate, and professional students annually in Mercer On Mission.

Ph.D. programs, will evaluate and prioritize the launch of new graduate programs based on industry and institutional needs as well as market demand, and will charge the University Graduate Council to develop a comprehensive vision for graduate education within the University. Within the next decade, the University will meet the criteria for further Carnegie reclassification as a Doctoral/Research University — Higher Research Activity (R2) as we continue developing Ph.D. programs appropriate for our mission.

Within the next decade, the University will meet the criteria for further Carnegie reclassification as a Doctoral/Research University — Higher Research Activity (R2) as we continue developing Ph.D. programs appropriate for our mission.

3.3 percent of our student population to at least seven percent within the next decade. This is a realistic goal, given that Mercer offers high-quality programs that especially are attractive to international students (business, engineering, health sciences), and we have a campus in Atlanta, a major hub of international economic activity. Mercer will also develop a wider array of relationships with institutions of higher learning throughout the world. These study, conduct research, and recreate enables students to develop a deeper understanding of others. Mercer intends to prioritize international student recruitment, with a goal of increasing the population of international students on our Macon and Atlanta campuses. While this runs contrary to the recent trend toward a decline in presence of international students on campuses in the United States, we think that with focused effort and appropriate strategic partners, we can more than double the percentage of international students at Mercer from the present level of

Integrate global perspectives throughout our curriculum. While we have begun developing degree programs designed to prepare students for careers in global health and international development, preparing our students for success in an interdependent world will require us to look beyond specific degree programs to integrate global perspectives throughout our undergraduate, graduate, and professional curriculum. The Provost will appoint a council to meet regularly and consider ways that our curriculum can better meet the needs of 21st century global citizens.

Further internationalize our campuses. Being a place where students from around the world come together to live, study, conduct research, and recreate enables students to develop a deeper understanding of others. Mercer intends to prioritize international student recruitment, with a goal of increasing the population of international students on our Macon and Atlanta campuses. While this runs contrary to the recent trend toward a decline in presence of international students on campuses in the United States, we think that with focused effort and appropriate strategic partners, we can more than double the percentage of international students at Mercer from the present level of
Imperative 4: BEING RELEVANT

Develop and promote curricular innovations that explore issues of cyber-security and information management, artificial intelligence, cloud computing, and end-user education.

Integrate understanding of systemic changes in human behaviors and practices related to rapid innovation and the emergence of new communications platforms.

Align curriculums and pedagogy to utilize appropriate technology for academic and professional development.

Adapt professional curricula to reflect emerging changes in virtual service delivery and information processing.

Enhance evaluation processes across the University to ensure appropriate metrics are used to assess the ongoing viability and relevance of all programs.

Increase the post-traditional undergraduate student population in Regional Academic Centers from 1,000 to 2,000 students.

Revise and integrate an individualized, student-centered admissions process that will enhance the post-traditional student experience throughout the recruitment process.

Redesign the University’s websites from the ground up to more effectively market Mercer’s diverse academic offerings, clearly demonstrate positive learning outcomes, and communicate its distinctive mission.

Deliver individualized student support services.

Explore establishment of an expanded campus of the School of Medicine in Columbus.

Increase M.D. enrollment from 462 to 720 students.

Seek funding to endow a Center for Gerontology.

Relationships will facilitate faculty exchanges, exposing our students to leading scholars from other nations, and shared classrooms through the use of technology so that students from Mercer can study with students enrolled in partner institutions.

Expand international research, service learning and study abroad. There is no substitute for international travel to enable our students to experience different people and cultures. Traditional semester and summer abroad experiences are an important vehicle for accomplishing this result. Over the next decade, we will continue developing new and additional study abroad opportunities for students.

The most impactful engaged learning experience for Mercer students fully integrates study abroad, research, and service learning. Some examples include Mercer On Mission’s clean water programs in Africa and Latin America, its prosthetics program in Vietnam, and mercury containment endeavors in South America.

Mercer On Mission transforms the lives of our students by inspiring them to address the needs of humankind as global problem solvers and innovators. More than 250 students currently participate in these experiences. Over the next decade, we intend to engage more than 400 undergraduate, graduate, and professional students annually in Mercer On Mission programs around the globe.

Enhance international post-graduate opportunities. Mercer is already a leading source of graduates seeking to work in international development, through governmental and non-governmental organizations. Over the past year, eight students have received appointments to the Peace Corps, which has now selected the University as a Peace Corps Prep center. A number of other students spend a year abroad following graduation in programs such as ServiceFirst, which places our graduates into international teaching opportunities. Mercer students are increasingly competitive in pursuing Fulbright Awards for post-graduate teaching and research in other nations.

BEING RELEVANT

Great books never change. Neither does the need for well-educated individuals with the capacity to think clearly and critically and to communicate persuasively. Likewise, well-educated men and women must acquire some breadth of intellectual exposure to discoveries made in an array of disciplines, as well as be enriched through exposure to literature, art, and music. They must be grounded in ethical reasoning and prepared for the responsibilities of citizenship in a free society. These higher education imperatives are immutable.

Other academic disciplines such as computer science are rapidly evolving. Innovations in technology are revolutionizing
the structures and timescales of individual/organizational interactions, communications, and transactions. These ongoing innovations have expanded opportunities and present new challenges ranging from technological development, information security, service delivery, and social practices. Confronting these issues requires professionals who are not only well suited to the traditional demands of their field, but who also possess the awareness and adaptability to deal with rapidly changing modes of delivery and practice.

**Prepare students for a world of disruptive innovation.**

In educating the professional class of tomorrow, Mercer must be at the forefront of training students in the development of, access to, and responsiveness to disruptive innovations. To this end, Mercer will:

- Develop and promote curricular innovations that explore issues of cyber-security and information management, artificial intelligence, cloud computing, and end-user education.
- Integrate understanding of systemic changes in human behaviour and practices related to rapid innovation and the emergence of new communication platforms.
- Align curriculum and pedagogy to utilize appropriate technology for academic and professional development.
- Adapt professional curriculum to reflect emerging changes in virtual service delivery and information processing.
- Adapt professional curriculum to reflect emerging changes in virtual service delivery and information processing.
- Increase opportunities for post-traditional students.

These same dynamics impact individuals as well as institutions. More than ever before, individuals must be life-long learners who will sometimes need to update their formal education through degree and certificate programs. More than half of all college students are post-traditional students — adult learners seeking to complete undergraduate degrees, seeking to retool and re-credential, or requiring graduate degrees. Their needs include high-quality micro-credentials in emerging fields, online offerings to address the need for flexibility, and prior learning assessments.

As an important component of meeting the educational needs of society and of maximizing our impact and relevance, the University is committed to attracting, retaining, and graduating post-traditional students, and constantly reviewing and updating our curriculum and modes of delivery. The post-traditional population is composed of students who identify as being part-time or full-time, adult learners, returning veterans, distance learners, students who are working full-time, and students who have responsibilities beyond classes. These students bring new and different expectations and desire a personalized experience from all stakeholders, including the enrollment management team, professional staff, deans, and faculty. To meet their needs, we must revise and integrate an individualized, student-centered admissions process that will enhance the student experience throughout the recruitment process. We must leverage the brand of Mercer University — a 185-year-old institution widely recognized among the finest private research universities for providing high-quality and empowering educational experiences. We must redesign the University’s website from the ground up to more effectively market Mercer’s diverse academic offerings, clearly demonstrate outcomes, and communicate its distinctive mission. We must deliver student support services to ensure that these students can achieve their goals and make a positive impact on the world.

**Meet health care needs.**

Mercer’s Academic Health Sciences Center encompasses our College of Pharmacy, School of Medicine, College of Nursing, and College of Health Professions (Physician Assistant, Physical Therapy, Public Health, and Clinical Medical Psychology). This has been one of the fastest-growing areas within the University, with overall enrollment increasing 25 percent over the past five years (from 1,736 in 2012 to 2,175 in 2017).
Because of the breadth and quality of our programs in the health sciences, Mercer is well positioned to be a national leader in exploring new and innovative models for more efficient and effective delivery of health care, including the use of emerging technologies to extend the reach and impact of health care providers and improve patient access to health care, as well as the evolution of new professions to improve health care outcomes. At the same time, Mercer expects to continue increasing the number of physicians, nurses, physician assistants, physical therapists, and public health professionals educated within our Academic Health Sciences Center. We will continue exploring creation of an expanded campus of the School of Medicine in Columbus, which would enable us eventually to increase enrollment in our M.D. program from 462 to 720 students, as well as creating an endowed Center for Genomics.

ACHIEVING MEANINGFUL OUTCOMES

Students invest large amounts of time and financial resources to obtain an undergraduate and post-graduate education. Outcomes matter in deciding where to invest. At our finest institutions of higher learning — including ones like Mercer that embrace the residential college model of undergraduate education — many of the most important learning outcomes elude objective metrics. Developing critical thinking skills, the ability to engage in ethical reasoning, and the capacity to relate to people from differing backgrounds are surely important learning outcomes, but despite various efforts through survey instruments, reliable tools to measure student achievement in developing these skills and attributes are elusive.

Other important outcomes, however, can be quantified. Retention rates, placement into prestigious post-graduate fellowships, graduate school placement, employment outcomes, and success rates on licensing examinations can all be measured. To meet the needs and demands of our students, we must focus more on these outcomes than ever before.

Increase retention rates. To ensure that we only admit students who have a strong likelihood of remaining enrolled through graduation, Mercer will continue to develop effective, holistic, and reliable ways to measure each prospective student’s capacity for success at Mercer. Once a student has enrolled, we will continue to implement programming and processes to help that student continue on through graduation. The University’s freshman-to-sophomore retention rate has increased from 80 percent in 2013 to more than 87 percent in 2016. Over the next ten years, freshman-to-sophomore retention rates will increase from 87 to 92 percent. Freshman-to-graduate retention rates will also increase from 65 to 75 percent.

Student success is at least as important among post-traditional undergraduate students as it is among traditional undergraduate students. Given this reality, we intend to meet or exceed our goal of a 75 percent graduation rate for traditional undergraduate students. Given this reality, we intend to meet or exceed our goal of a 75 percent graduation rate for traditional undergraduate students among our population of post-traditional students as well.

Foster further collaboration regarding engaged learning/high-impact practices. Mercer excels at providing engaged learning experiences for students that drive desirable outcomes, including post-graduate opportunities. We can do even better by improving collaboration and communication regarding these experiences within the institution, through structures such as the Research That Reaches Out initiative. To further this effort, Mercer will create an Engaged Learning Council under the Office of the Provost to facilitate institution-wide communication, coordination, and alignment of such opportunities. This council will develop curricular pathways that incorporate engaged learning experiences throughout students’ academic careers. Given the importance of engaged learning and high impact practices to preparing students for success
after graduation, Mercer will ensure that all graduating seniors in our traditional undergraduate program have participated in at least one engaged learning experience, such as individual faculty-directed research, study abroad, service-learning, or internships. We expect that the vast majority will have engaged in multiple engaged learning experiences.

Increase prestigious fellowships and appointments.

An outstanding undergraduate learning environment leads to exceptional post-graduate opportunities for the products of that environment. We continue creating opportunities for prestigious and meaningful post-graduate opportunities for our students, including Mercer’s selection to become one of only 112 institutions eligible to nominate students for prestigious Churchill scholarships for post-graduate study at the University of Cambridge, and Mercer’s selection as a Peace Corps Prep site. We have made tremendous progress over the past decade in the number of students at Mercer who receive prestigious post-graduate appointments, such as Fulbright Award, Peace Corps and Teach For America appointments, and Woodrow Wilson Fellowships. We will continue to build on this momentum with a goal of placing on average more than 20 graduating seniors each year into prestigious post-graduate fellowships and appointments. In support of this goal, Mercer will appoint a dedicated fellowship coordinator.

Enhance graduate school placement.

A growing percentage of Mercer undergraduates continue their studies in graduate and professional schools, including many of the most outstanding programs in the country. We are currently developing means of measuring the success of our students in obtaining entry into high-quality post-graduate study and commit to developing metrics to accurately monitor the growing success of our graduates in obtaining these appointments. In support of this initiative, the Provost will appoint a Professional School Council to assist in advising students, and we will appoint a dedicated staff member to assist with graduate school advising in conjunction with coordination of fellowships. We will also ensure that faculty are appropriately recognized for success in advising and placing students into graduate and professional programs, beginning with ensuring that such activities are tracked through the Activity Insight system.

Increase internship opportunities and preparation for career success.

Almost all Mercer graduates secure meaningful employment within a reasonable time following graduation. We must continue working to ensure that our students have high-quality and meaningful employment opportunities. To this end, we will continue to enhance internship opportunities to provide students with more information from which to make career choices, with a goal that more than 90 percent of our undergraduate students will have an internship/field experience prior to graduation. In order to enhance career opportunities for our students, we will add a dedicated staff member for internship development and employer relations. The data is clear that internships, particularly paid internships, make candidates much more attractive in an increasingly competitive job market. We will work more closely with faculty to develop appropriate internship offerings for academic credit. We will also add a resource to support post-traditional and distance learning students in their career objectives. In addition, we will also increase career development programming for all students, including preparation for entrepreneurship and more targeted and specialized career events on campus.

Enhance our culture of entrepreneurship and innovation.

An increasing number of students and prospective students want to create their own enterprises, rather than working for someone else. These students want to learn how to create an enterprise, but they also want to answer the question of “why” in a meaningful way. They are committed to doing well by doing good — by using their entrepreneurial inclinations to develop innovations that will make a positive difference in the lives of others. We are already seeing a growing number of recent graduates and even current students striking out on their own forming companies that import and sell coffee, consult on data analytics, use technology for tracking, and make furniture among many other ventures. Other students are working toward patenting a marketable mercury capture system that can be used to protect gold miners in the developing world. Mercer is committed to equipping these students with the knowledge and skills required for success as innovators and entrepreneurs, through appropriate interdisciplinary academic programming, as well as clinical experiences available through the Mercer Innovation Center.

Achieve top licensing outcomes.

Graduates in a number of our professional schools must pass a licensing examination before they are permitted to begin working in their chosen profession. Law, medicine, nursing, physician assistant studies, physical therapy, pharmacy, and counseling are among these. Graduates of these programs cannot become outstanding professionals in their respective fields without first passing their licensing examinations. As part of their individual strategic plans, Mercer’s professional schools and colleges will establish appropriately ambitious targets for licensure exam passage rates, recognizing that these rates will be an important metric used by the University in evaluating their success.

Compete with the best.

As one of America’s premier private research universities, Mercer will compete with the finest institutions of higher learning in every worthwhile endeavor. Our recent national championship in debate, as well as national and international awards won by students in our renowned Robert Mchaffie Center for Strings are examples. Our commitment to competing with the best certainly extends to intercollegiate athletics, which provide important learning and development opportunities for students. And, Mercers success in athletics is a significant factor in the appeal of our institution.
Maintain robust culture of compliance

Remain consistent with academic mission. We must always conduct the intercollegiate athletics program at Mercer in a way that is consistent with the academic mission of the University. Our student-athletes are here primarily to successfully complete academic programs. We carefully monitor the academic performance of our student-athletes and expect high levels of achievement. During the most recent academic year, Mercer student-athletes collectively had a grade point average above 3.4. This high level of achievement is consistent with institutional expectations. The NCAA has announced that it will begin making financial distributions to conferences based on the academic achievement of student-athletes at the conference’s member institutions. Under the criteria relevant to high-quality institutions like Mercer, an annual point is awarded to the conference if one of its member institutions has an overall Academic Progress Rate (APR) among student-athletes of 985 or more, or alternatively, has a Graduation Success Rate (GSR) among student-athletes of 90 percent or higher. During the most recent academic year, Mercer student-athletes had an overall APR of 986 and a GSR of 92 percent, satisfying both of the alternative requirements for earning an academic distribution point. Our expectation is that Mercer will continue to meet both of these criteria for assessing academic performance on an annual basis. We also expect our student-athletes to have access to meaningful co-curricular activities, including the opportunity to engage in faculty-directed undergraduate research, to participate in study abroad, and to participate in service learning. The first NCAA Division I football student-athlete to win the prestigious Goldwater Scholarship is a Mercer student. Our effort to design and deploy a system to protect small-scale gold miners in South America from mercury contamination is being facilitated by a Mercer student-athlete. We expect our coaches to ensure that student-athletes have the opportunity to participate in these transformational experiences.

Ensure value-added learning experiences. Participation in intercollegiate athletics can provide valuable learning experiences, supplementing lessons being learned in our classrooms and laboratories. To be successful, student-athletes must develop the discipline of time management, must learn to function effectively as a team member, must learn how to respond effectively to the disappointment of a loss, and must demonstrate grace in the face of victory. Our coaches must teach and model these attributes as an essential component of their responsibilities. Our Director of Athletics, working with Provost, will develop tools over the next year that enable us to assess accurately our success in instilling these habits of character in our student-athletes.

Compete successfully. Being committed to academic success, ensuring that our student-athletes have the same engaged learning experiences as all other students, and competing with integrity does not mean that competitive outcomes are irrelevant. Competing at the NCAA Division I level is expensive. To realize an appropriate return on this investment, we must compete successfully against high-quality competition. Only through competitive success against other high-quality institutions will intercollegiate athletics at Mercer effectively build community among our constituents and facilitate marketing of the University and its academic programs. We value the contributions of all 18 of our intercollegiate athletics programs and support our student-athletes in each of these programs, but we recognize that the external market places a premium on sports that attract the most public attention in the United States. We expect to compete regularly for Southern Conference championships and NCAA-sponsored post-season competition. Our baseball program has won the regular season championship in each of the three seasons we have competed in the Southern Conference. A Mercer student-athlete won the Golden Spikes Trophy as the college baseball player of the year in 2016. Our women’s basketball program has won or shared the Southern Conference championship in each of the past three seasons, including a consensus top-25 national ranking at the conclusion of the 2017-18 regular season and an appearance in the NCAA tournament. Our football program continues to progress after its reinstatement in 2012, having received recognition in Sports Illustrated this past season after almost defeating SEC power Auburn and then taking on eventual national champion Alabama, and is positioned to compete for the Southern Conference championship in 2018. Our men’s basketball program achieved the greatest victory in Mercer athletics history when it defeated Duke in the second round of the 2014 NCAA tournament, thereby demonstrating the type of positive publicity that can flow from competitive success in intercollegiate athletics.

We intend to schedule high-quality academic institutions for non-conference contests. Our upcoming four-year series with Yale in football is an example. A neutral-site contest with Harvard in men’s basketball scheduled for December 2018 in Philips Arena in Atlanta is another. The Southern Conference is the right home for our intercollegiate athletics program precisely because of the quality of academic institutions that make up this historic and prestigious conference.
Imperative 7: BEING TRUE TO OUR HERITAGE

Continue to be shaped by Mercer’s foundational values, expressed more in deeds than in rhetoric and affiliations.

Guarantee that all members of the University community have the broadest possible latitude to think, to listen, and to express themselves.

Seek a $15 million endowment to support Mercer On Mission in perpetuity.

Increase annual student participation in Mercer On Mission from 250 to 400 and faculty participation from 40 to 75.

In all of its public statements regarding religious heritage and values, Mercer will express its commitment to openness and inclusion and to inspiring students to lives of service.

Continue to be shaped by Mercer’s foundational values, expressed more in deeds than in rhetoric and affiliations.

Embrace a free and critical search for truth as a way of glorifying God. Freedom of inquiry and expression is central to a transformational and empowering education. Our free-church heritage urges us in this direction because at the center of Baptist convictions is the demand for intellectual freedom. Mercer will seek to enrich the mind and spirit by promoting and facilitating an open and rigorous search for truth and understanding.

Because the University is committed to intellectual freedom, it guarantees all members of the University community the broadest possible latitude to think, to listen, and to express themselves. This necessarily includes the freedom to express and listen to ideas that most find disagreeable and even offensive. Likewise, it includes the freedom to respond to expressions that one finds disagreeable and offensive, provided that response does not obstruct or otherwise interfere with the expressive freedom of others. These principles are more easily stated than honored — but honor them we must if we are to be true to our heritage.

Inspire members of the Mercer community to use their gifts and talents to serve the needs of humankind as an expression of their love for God and neighbor. Our founding tradition teaches that the ultimate test of faith is service to the least of our neighbors. Through programs such as Mercer On Mission and MerServe, its domestic counterpart, members of our community live out the instruction to love one’s neighbor as ourselves. Our students and faculty have made the lame to walk in Vietnam, provided clean water to the thirsty in Africa and the Dominican Republic, and made the sick well with mercury containment programs in South America and medical clinics in Cambodia.

Here at home, Mercer students contribute hundreds of thousands of hours of service each year to communities across the state. Collectively, this commitment to service has earned Mercer the highest national recognition through programs such as the President’s Higher Education Community Service Honor Roll. And in 2018, the United Way of Central Georgia awarded its annual “Volunteer of the Year” Award collectively to the Mercer student body, in recognition of the impact Mercer students have on the community.

As we move into the future, Mercer will seek an endowment in excess of $15 million for Mercer On Mission to guarantee adequate funding for the preservation in perpetuity of this important expression of Mercer’s faith tradition. This endowment will enable us to increase the level of annual student participation from more than 250 to more than 400. By consolidating several teams of faculty and students at a single site to form a holistic response to the needs of the host community, we can achieve greater impact from our work while facilitating this higher level of student opportunity.

Mercer will cultivate Mercer On Mission faculty leaders from the various disciplines across the schools and colleges of the University. At the current 5.5 ratio of students to faculty, which has proven to be effective, raising annual student participation to at least 400 will require approximately 75 faculty members to participate annually. Increasing the number of participating faculty will require recruiting faculty who are drawn especially to the distinctive mission of this University.

We recognize that many mistakenly feel a tension between religious heritage on the one hand and inclusivity and freedom on the other. It is essential in all our public statements regarding religious heritage and values that we express our commitment to freedom, openness and inclusion and to inspiring students to lives of service.

These values represent the best of a heritage that has guided this important institution of higher learning for nearly 200 years. Like great books, these values are timeless. As they have empowered and inspired generations of Mercerians, they will shape the future of this institution. They inform the entirety of this strategic plan. They inform our vision of a special place — a place unique in the world of higher education — a vibrant and exciting world-class research university that is authentically committed to marshaling its resources to inspire a community of scholars and innovators to deploy their gifts and talents to meet the needs of humankind.

If Jesse Mercer could somehow visit this place — this institution bearing his name and representing his legacy — we believe he would smile.
MAKE PLANS TO JOIN US FOR

Featured events for the weekend will include the traditional Half Century Club Brunch, class reunions for '68, '78, '88, '93, '98, '08, alumni awards, pep rally, tailgating, Mercer Bears vs ETSU Bucs football, and so much more!

REGISTER ONLINE BY OCTOBER 24
at homecoming.mercer.edu
or by phone at (478) 301-2173.

Unite with classmates and relive memories at Homecoming 2018. Remember the past and see how bright the future looks at Mercer!
Bagrou became the program’s first-ever student-athlete to garner SoCon Athlete of the Year honors three times in her career as well. The senior guard finished her career with 2,275 points, ranking third in Mercer and SoCon history, after averaging 17.2 points per game over four seasons. Lawrence also snuck into the top-10 in career rebounds at Mercer with 696 total boards. The 2018 SoCon Tournament Most Outstanding Player averaged 25 points per game during the Bears’ tournament run this season.

Lawrence is the first Mercer female student-athlete to be named Athlete of the Year, solidifying her prestigious career. The Georgia native is the eighth women’s basketball player since 1989-90 to claim the award and first since Taylor Hall (Chatanooga) did so in 2013-14. Lawrence etched her name further in the Mercer record books after becoming the second player in program history to be drafted in the WNBA Draft, taken by the Minnesota Lynx with the 24th overall pick. Lawrence was later traded to the Las Vegas Aces in the third round. Lawrence is the second student-athlete drafted from the SoCon to the WNBA and is the highest drafted player in league history.

The Columbus native led Mercer to its first SoCon Tournament title and NCAA Division I Tournament berth as a senior while earning SoCon Player of the Year for a record-breaking third consecutive season. Lawrence concluded the season averaging a SoCon-best 19.3 points per game, while pulling down 5.1 rebounds and dishing out 2.1 assists per game. The senior guard finished her career with 2,275 points, ranking third in Mercer and SoCon history, after averaging 17.2 points per game over four seasons. Lawrence also snuck into the top-10 in career rebounds at Mercer with 696 total boards. The 2018 SoCon Tournament Most Outstanding Player averaged 25 points per game during the Bears’ tournament run this season.

Lawrence led Mercer to three straight SoCon regular season titles dating back to the 2015-16 season. She is in the two-time defending Georgia Women’s College Player of the Year and earned All-SoCon First Team honors three times in her career as well.

Since 2016, Garcia has worked with the Wildcat Marching Band as well as the football, basketball, volleyball and gymnastics pep bands at the University of Kentucky, where he continues to pursue his Doctor of Musical Arts degree. He also served as co-director of the concert band and guest conductor of the wind symphony and symphony band.

In 2015, he earned his Master of Music in instrumental conducting from Florida State University in 2008.
School of Medicine Receives NIH Center of Excellence Designation Additional $700K in Federal Funding

In 2018, the School of Medicine received a designation as a Center of Excellence for its Center for the Advancement of Rural Health (CARCH). This designation is the result of the School of Medicine’s long-standing commitment to providing high-quality, affordable health care to rural communities. The designation comes with an additional $700,000 in federal funding to support the School’s ongoing efforts to improve health care in rural areas.

The Center for the Advancement of Rural Health (CARCH) is a research center that focuses on improving health care in rural areas. The center was established in 1978 and has been working to improve health care in rural areas ever since. The center’s work has been funded by a variety of sources, including the National Institutes of Health (NIH).

The designation as a Center of Excellence is a significant accomplishment for the School of Medicine. It is a recognition of the School’s commitment to improving health care in rural areas, and it will provide additional funding to support the School’s ongoing efforts.

In addition to the federal funding, the School of Medicine has also received funding from a variety of other sources, including private foundations and corporations. The School is grateful for the support of all of its partners, and it is committed to continuing its work to improve health care in rural areas.
Lydia Anne Driskell, J.D. ’17, of Atlanta, is a first-year associate at Crowder & Francis in Atlanta. She previously was with King & Spaulding.

Jared W. Edwards, J.D. ’17, of Columbus, is an associate at Crowder & Francis in Atlanta. Edwards, an Atlanta native, formerly interned with Crowder & Francis as a law clerk.

K. Daniel Cole, B.S. ’07, J.D. ’12, joined Smith Gambrell Russell LLP as counsel in its Atlanta office. Cole focuses his practice on business and financial restructuring, bankruptcy, corporate and securities law, mergers and acquisitions, and commercial litigation.

Clayton W. Thompson II, CLA ’90, was appointed news director for TMA’s national office in Kansas City, Missouri. Thompson, who previously was with King & Spaulding.


Dr. Steven Powell, MD ’94, former associate dean for Clinical Affairs at the Georgia Power Company. Brown was appointed as superior court judge of Clayton County. Brown is a member of the Atlanta Bar Association and serves on numerous committees.

Kristen Burwell Naney, B.S. ’03, chief financial and operations officer for MedOptions is the nation’s leading provider of behavioral health services to skilled nursing and assisted living facilities. Naney is a member of the Data, Analytics & Technology Standing Committee of the National Association of Behavioral Healthcare.

Benjamin O. Harrell, J.D. ’00, was named a 2018 Principal of the Year by the St. John’s National Bank in Atlanta.

Dr. Martin Dalton, F.R.C.S. ’95, is the author of the History of the Mercer University School of Medicine. His newest book, The History of the Internal Medicine Residency Program at Mercer University School of Medicine, will be published in 2018.

William S. Brown, J.D. ’86, and husband Matthew S. Brown, J.D. ’90, were recognized by Continental Who’s Who as a Rising Star in Business Litigation.

Dr. John Alan Ruffin, III, M.S., is the president of Liberty University in Lynchburg, Virginia. Ruffin was appointed as the 2017 ASHP Foundation Residency Program Director for the Integrated Air and Missile Defense System’s Postgraduate Year One Pharmacy Practice Residency.

Dr. Matthew L. Mancini, MED ’94, former representative for TMA’s more than 9,000 pharmaceutical and biomedical scientists became the 2017-2018 Chair of the ASHP Foundation.

Tina McFadden, B.S. ’94, joined the Tax & Accounting Department and is a director of public accounting firm MBAF as a director in the Tax & Accounting Department.

Clayton W. Thompson II, CLA ’90, was appointed news director for TMA’s national office in Kansas City, Missouri. Thompson, who previously was with King & Spaulding.

Craig-Burke will serve as a member of the U.S. District Court for the Southern District of Florida. Craig-Burke was formerly with King & Spaulding.

Robin A. Stovall, J.D. ’07, rejoined the firm of Connell Cummings.

Ivy N. Cadle, B.S. ’01, was recognized by Continental Who’s Who as a Rising Star in Business Litigation.

Rachel McLean, CLA ’10, was selected as a 2018 Legal Elite in Criminal Law by Business North Carolina. He was also awarded the 2018 Rising Star in Business Litigation.

Dr. Martin Dalton, F.R.C.S. ’95, is the author of the History of the Mercer University School of Medicine. His newest book, The History of the Internal Medicine Residency Program at Mercer University School of Medicine, will be published in 2018.

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Tina McFadden, B.S. ’94, joined the Tax & Accounting Department and is a director of public accounting firm MBAF as a director in the Tax & Accounting Department.
specializing in cases involving catastrophic
Mayo, CLA '06, LAW '09, formed the law
LAW '17, graduated
Lt. Katelynn N. Henderson,
JOSHUA T. HALE,
GREENBERG is currently an LLM student at
Church Martinsville, Virginia.
outreach coordinator for Eva’s Village, an
established in Flemington, New Jersey, in

NOTES
Club, the Capital City Club and also headed the United Way. He was a trustee of the Woodruff
Service award in 1983 and an induction to the
Supply Company. While in Elberton, he met his
After serving in the U.S. Army during World

Marshall Lee Portivent Jr.,
DIV '15, accepted a position
Kyle C. Owenby,
LAW '17, joined the Macon
the Young Nonprofit Professional Network
recognized with a “30 under 30” award
Reynolds is an associate in the Atlanta office
of Milledgeville, April 27.

in Albany. Harden previously worked at

announce the birth of their daughter, Riley,
DIV '12,

Mary C. Harden,

Marguerite Keene Goglio,
CLA '58, of
Wayne E. Blue,
PHA '58, of
James A. Carter,
CLA '58, of
Margie Addy Banks,
LA ur '62, of
Wayne E. Blue,
PHA '58, of

CLA '51, of
Buford, Feb. 2.

CLA '57, of
CLA '49, of
Fernandina, Florida, March 10.

CLA '42, of
San
Marguerite Keene Goglio,
CLA '50,
CLA '57, of
CLA '49, of

CLA '50,
Barbara Davis,
CLA '68, of
Lasch,
CLA '68, of
Woodbridge,
CLA '65, of
Claude, Va., July 23.

CLA '61, of

CLA '75, of
Randy Lacy Reynolds,
LAW '10, of

CLA '76, of
LAW '76, of

CLA '62,
CLA '60, of
CLA

CLA '59, of

CLA '66, of

Susie Evelynne Cutts Mashburn,
EDU '14, co-authored
premises liability defense, products liability
of Milledgeville, April 27.

in 1984 from Georgia Southern University.
He was named pastor of Ailey Baptist Church in 1963 as well
as a second named chair in the history of the college. In 2000, he received the governor’s award in the Humanities, a recognition
He was named pastor of Ailey Baptist Church in 1963 as well
as a second named chair in the history of the college. In 2000, he received the governor’s award in the Humanities, a recognition

other scholarships, and sell to the
and was named dean in 1952 where he was ordained in

He was named pastor of Ailey Baptist Church in 1963 as well
as a second named chair in the history of the college. In 2000, he received the governor’s award in the Humanities, a recognition

John Robert Brewer, CLA ’56, dead April 7 at the age of
44. Brewer was a 1956 graduate of Gwinnett Academy in Brookhaven and then from Brennon University in Columbus, Georgia, where he completed his Bachelor of Arts degree in music from 1960. He also received a master’s degree in theology at Southern Baptist Theological Seminary in Louisville, Kentucky, as well as a master’s degree in liberal arts from Georgia Southern University.

Robert and Faye Brewer

Robert L. Green, CLA ’74, of Lawton, Oklahoma, died April 30.

Mr. and Mrs. Jordan Yeager Mason,

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Charles W. "Charlie" Davis, III, former president of the University, died March 3 at the age of 88. Dr. Hughes taught history for 60 years, the last 30 years serving as the face of the company to more than 20,000 employees in the United States and in several other countries as his father, a Coca-Cola executive, died March 6. Nicholson joined the Board of Directors of the Spearman Center. At a cost of about $10 million, the Spearman Center will have more than 100,000 square feet of flexible space for research, academic and cultural programming. The building is named in honor of Mercer Chancellor R. Bruce Goldyer's father and mother, whose endowment provided the initial funding for the university's Multi-Media Center.

The Mercer President's Club was established in 1964 to recognize alumni and friends who provide a nucleus of support for the University. Over the years, this select group of alumni and friends has supplied nearly three-quarters of the gifts from individuals for annual support. Friends and alumni of Mercer who contribute $1,000 or more during the calendar year are eligible for membership in The President’s Club. The University’s highest level of leadership giving, President’s Club Life Member, is conferred on those individuals and churches who have contributed at least $100,000 to Mercer. At this year’s reception at the St. Regis Atlanta, the University honored its newest Life Members.

The celebration began with dinner on April 20, Mercer recognized its most generous supporters and honored its newest Life Members. The celebration began with dinner and was followed by a dessert reception at the St. Regis Atlanta. The Mercer President’s Club was established in 1964 to recognize alumni and friends who provide a nucleus of support for the University. Over the years, this select group of alumni and friends has supplied nearly three-quarters of the gifts from individuals for annual support. Friends and alumni of Mercer who contribute $1,000 or more during the calendar year are eligible for membership in The President’s Club. The University’s highest level of leadership giving, President’s Club Life Member, is conferred on those individuals and churches who have contributed at least $100,000 to Mercer. At this year’s reception at the St. Regis Atlanta, the University honored its newest Life Members.

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The University dedicated new campus structures on March 27. The quadrangle bounded by the new Spearman C. Godsey Science Center, School of Medicine, School of Engineering, Science and Engineering Building and Mercer Innovation Center is named in honor of alumnus and trustee A.V. Elliott, who made a major gift for the design of the quad, which includes new landscaping, sitting areas and an informal amphitheater.

A new bronze bear statue on the Cecil B. Day Graduate and Professional Campus in Atlanta was dedicated on April 20. The statue, which stands outside the DuVall Building, is a replica of the 2,200-pound bear installed outside the University Center on the Macon campus in 2010. The Atlanta statue was a gift of the Marshall and Jane Butler Family.

The Gift of Education

Jim & Sandra Cox

moved to Macon in 1965 and have been actively teaching, shaping and helping students ever since. After earning multiple graduate degrees, including a Th.M. from Southeastern Baptist Seminary, a J.D. from Emory and Ph.D. from Vanderbilt, Dr. Cox accepted a position to teach at Mercer and became the first chair of the Political Science Department, teaching political philosophy, constitutional law and Christian ethics in the College of Liberal Arts for 38 years. He served as the advisor to the Honor Council for 30 years and also served as pre-law advisor, assisting many students with admission to law school. Sandra also earned multiple graduate degrees, including M.Div., M.Ed. and Ed.S. She worked in public education for 32 years, both as a teacher and supervisor. Sandra was chair of the English Department at Centenary College for nine years and English curriculum director for the Bible Academy Board of Education for 15 years.

In September 2010, the Coxes established an endowed scholarship to assist students enrolled in the College of Liberal Arts who are political science majors. Since the scholarship became fully endowed, 38 unique students have benefited from it, with more than $43,000 awarded in tuition assistance.

Because Jim and Sandra dedicated their entire careers to educating students, the classroom is their second home. That is why it is particularly fitting that a Mercer alumnus and former student made a financial commitment to name Knight Hall 203 in Dr. Cox’s honor. The classroom will be dedicated during Homecoming events in November.

To read more about the Coxes, visit tiny.cc/JimandSandraCox. For more information on endowed scholarship funds and naming opportunities, or to contribute to the Jim and Sandra Cox Scholarship, please call or email Shanna Bosley, Associate Vice President for University Advancement at (478) 301-2725 or dooley_sr@mercer.edu.
MERCER BEARS BASKETBALL

2018-19

Men’s Schedule

Macon
Birmingham, Ala.
Macon
Atlanta
Macon
Macon
Raleigh, N.C.
Macon
Charleston, S.C.
Boca Raton, Fla.
Macon
Gainesville, Fla.
Macon
State Farm Arena, Atlanta
Greenville, S.C.
Spartanburg, S.C.
Macon
Macon
Chattanooga, Tenn.
Birmingham, Ala.
Macon
Greensboro, N.C.
Macon
Macon
Cullowhee, N.C.
Johnson City, Tenn.
Macon
Macon
Lexington, Va.
Macon
Asheville, N.C.

Women’s Schedule

Wake Forest
Georga Southern
Florida
Central Florida
Memphis
Bowing Green
Georgia
Kennesaw State
Florida State
Charlotte
Howard
George Washington
UNC Asheville
Jacksonville
Columbia
Samford
Western Carolina
UNC
Chattanooga
ETSU
Wofford
Samford
UNC
Western Carolina
ETSU
Chattanooga
ETSU
Samford
UNC
Western Carolina
ETSU
Chattanooga
Furman
Wofford
Samford
UNC
Furman
Wofford
ETSU
Wofford

*SOCON Game
BOLD: HOME GAME (HAWKINS ARENA)

Tickets (478) 301-5470 or tickets.mercer.edu