

Strategic Planning Committee on Undergraduate Education

Emory College of Arts and Sciences (ECAS) provides an educational experience that challenges our students, expands their knowledge and perception of the world, and prepares them for future endeavors. We offer undergraduates strong grounding in their area of concentration and breadth of study in the liberal arts, developing in our students the commitment and capacity to think critically and creatively, analyze complicated questions to reach thoughtful conclusions, and to communicate those conclusions effectively and persuasively. Grounded in a learning community of undergraduates, graduate students, faculty, and alumni, ECAS develops individuals who are prepared to lead in their personal and professional lives.

1. **TEACHING:** Expect that ECAS faculty will be effective, and engaging teachers, who transform their students' understanding of the world. We must provide the appropriate support and resources to allow them to do so.
 - a. Effective teaching is expected of all faculty, and exceptional teaching will be recognized in the process for yearly and career evaluations, & teaching awards.
 - b. ECAS faculty are expected to engage in teaching practices based on evidence. Opportunities and resources to learn about teaching skills and practices, and to develop courses in new formats and modes of instruction must be available to ECAS faculty. Venues must be available for sharing pedagogical experiences and practices with one another.
 - c. The research and scholarship of pedagogy enriches and contributes to excellent teaching in ECAS. ECAS values the development innovative teaching strategies and those who share that knowledge and experience with their colleagues. Lecture-track faculty play a particularly central role in the scholarship of pedagogy because of their focus on teaching, and on pedagogical work in majors and programs. Supporting the work and expertise of lecture-track faculty in scholarship of pedagogy is vital to excellent teaching in ECAS.
 - d. In order to support excellent teaching across ECAS, the quantity, timing and format of specific teaching duties may need to be fluid and tailored to specific circumstances.
2. **CURRICULUM:** Create an open discussion about our curriculum and how best to articulate, address & assess our educational goals.
 - a. Ensure that our undergraduate curriculum meets our aspirations for both depth and breadth in the undergraduate experience.
 - b. Develop opportunities for students to have integrative academic experiences, across students' careers but especially in the senior year, which span the perspectives of their areas of concentration with broader liberal arts experiences. This should include opportunities to connect their studies across disciplines and majors & minors.
 - c. Value interdisciplinary work, following a long tradition in ECAS. Students should be encouraged to think across disciplines and contexts, to integrate and synthesize knowledge, and understand how different perspectives contribute to our understanding of the world.
 - d. Reflect diversity in the curriculum. This should include courses which examine development of identity, and issues of social justice in diverse societies. In addition to offering academic opportunities to study diversity, the diversity of experience and origins of our students should be addressed and valued in our classrooms.
3. **ENGAGED SCHOLARSHIP:** Continually engage our students in the research and creative enterprise, creating a community of undergraduates, graduate students, post-doctoral fellows

and faculty working together in ways that both further our scholarly ambitions and offer transformative educational experiences for our students.

- a. Seek to extend the parameters of student engagement with research in all fields, building new pathways for students to engage with and contribute to the research, scholarship, and creative expression occurring at Emory University.
 - b. Classrooms represent one of the fundamental contexts for student engagement with faculty research. ECAS should actively encourage innovations integrating research and coursework, and find opportunities to bring into the classroom research processes, methods or approaches to research, and new research findings.
 - c. Opportunities for engaged learning, inside and outside the classroom, should be a part of our curriculum and every student's educational experience, including creative expression & performance, study abroad, service learning, internships, and field and laboratory courses. Our location in Atlanta, with its rich history, offers opportunities and responsibilities to connect with the local communities and extend the learning environment.
4. **COMMUNITY:** Ground our educational experiences in a learning community
- a. From the residential experience at Emory, create opportunities for the life of the mind to extend beyond the classroom, enhancing student learning and creating true communities of learning and exploration.
 - b. Enrich the experience of our students by increasing their opportunities to engage with, and benefit from, students and faculty from the other schools of Emory University.
 - c. Help students identify and prepare for their evolving personal and professional goals, including in graduate work in their undergraduate field of study and in professional careers outside that field. Faculty play a primary role providing good academic advising to students, and supporting their development through meaningful mentoring.
 - d. Value the diversity among our students, faculty and staff and benefit from the diversity of perspectives and voices on our campus.