CoLA Integration Sub-Committee Recommendations

August 11, 2014

Emory has been described as "a research university infused throughout with the liberal arts."[1] That description offers an implicitly integral vision. Our Subcommittee on Integrative Learning engaged that vision with particular emphases. We were assigned to provide the following set of recommendations based on three domains: (1) better integration of liberal education across Emory's schools, departments and programs; (2) better integration of liberal education across Emory's many involvements with Atlanta and the region; and (3) better integration of liberal education in our global outreach and engagements. In light of the importance of CoLA recommendations for future planning, we decided to collect data and to involve as many stakeholders as possible. After forming three working groups to explore each of the three domains, we reached our conclusions through subcommittee conversation, interviews with faculty, students, and administrators, and an online survey of Emory stakeholders that generated responses from more than 1,000 respondents. Survey respondents were broadly representative of the Emory community including faculty (21%), staff and administrators (39%), students (21%), and alumni (17%). More than 430 respondents submitted open-ended comments on an online discussion board created to accompany the survey. Almost all the faculty and many of the staff respondents have been affiliated with Emory for more than ten years.

In those endeavors no effort was made to reach consensus on varying definitions of liberal arts or liberal studies, and liberal learning or liberal education. Rather, recommendations for ongoing university-wide seminars to discuss such terms and definitions were featured among our survey responses. As local background it is useful to recall that Emory has historically provided a full-spectrum approach that spans the classical focus on core texts and disciplines at one end of a continuum. At the other end is a contemporary focus on the arts, the humanities and sciences, as well as the professions and vocations, as key domains for fostering the core values and virtues of liberal education. (See the related video, "175 Years of Emory," featuring former Provost Earl Lewis and Vice President Gary Hauk: here.) In that connection the participants in our discussion, including the respondents to the survey, recognized that Emory includes two colleges—the Atlanta and Oxford campuses, alongside a graduate school of arts and sciences, several professional schools, and various centers and institutes. The challenge at this point in Emory's development is to consider what liberal arts education might mean for the entire university. In that conversation we commend the summary statement of the American Association of Colleges and Universities (AAC&U): "What is a 21st Century Liberal Education?" and their definition of "often-confused terms" including liberal education, liberal arts, liberal arts college, *artes liberales*, and general education —here.

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[1] "Liberal arts research university: Investing to claim Emory's identity" by Provost Claire Sterk, Academic Exchange, June 21, 2013.

Note: during the time of our convening and data gathering, the Center for Community Partnerships, Emory's most visible center for engagement with the local and regional area, was restructured, with —a significant share of its staff and resources transitioned to a new Center for Student Leadership and Community Engagement in Campus Life. Though parts of the CFCP will remain as a community-engaged teaching and research hub in the Office of the Provost, what remains and how it interfaces with the new Center for Student Leadership and Community Engagement is unclear at this writing. A central principle of the CFCP was the integration of community-engaged scholarship, learning, and service. While there is a plan for a strategic review of Emory's community engagement, there is uncertainty about future support for the community-based research and community-engaged learning supported through the CFCP as well as about the future of many of the community partnership initiatives that had been shepherded by the CFCP, including several that brought together faculty, staff, and students from multiple schools, disciplines, and programs. The initial findings in this section depended heavily on the continued existence of the CFCP as it was previously configured, with its ability to provide greater alliance, coherence, and continuity in Emory's community engagement. The survey data and open-ended comments were also gathered in the absence of knowledge of this transition. The recommendations as currently written have been adjusted in response to this development.

RECOMMENDATIONS

Our subcommittee offers two cross-cutting recommendations and several specific recommendations related to our three domains of focus.

A. Cross-Cutting Recommendations

A1. *The Provost should establish and work with others to find on-going financial support for a central hub for the Liberal Arts.*

No single committee can determine a specific pedagogical or organizational strategy that encompasses the university's diversity. Ideas for innovation, instruction, and integration in the liberal arts best effervesce from faculty and student experimentation. For that reason the **first recommendation** is the formation of an internal Emory hub for the Liberal Arts—This hub should include a grant-giving agency that would receive proposals and provide financial support and facilitate the infrastructure needed for the

best ideas each year. The selection board for the foundation might consist of faculty members, potential donors and development staff, emeriti faculty, student(s), and a select number of alumni/ae who believe that their liberal arts education prepared them well for their field, whether that be in education, the arts, business, government, the service sector, health care, or other relevant enterprises. The hub could include mechanisms to support short-term faculty appointments for teaching, research, or community engagement projects that enhance Emory's standing as a research university infused throughout with the liberal arts.

To that end, we also recommend that proposals be solicited in the categories of the three CoLA subcommittees—learning through instruction, learning through innovation, and learning through integration, as well as proposals that may be more cross-cutting. As regards learning through integration, the Community-Engaged Learning Initiative of the Center for Community Partnerships (CFCP) is one example of how to foster ideas from faculty and student experimentation. Note that this recommendation is related to the report of the innovation committee. The innovation committee recommended: Project 1 – Establishment of URC-type funding to provide release time to develop cross-unit, team-based initiatives in creativity, discovery, research, and innovation. The initiative should be Faculty-led but with student input and involvement; Flexible and fluid in structure and life-cycle; Structured and supported to provide time and space (e.g., library); Outcomes-based; Structured for follow-up activities; and, Based on existing successful models: Piedmont Project; Academic Learning Communities; Global Health Institute; Fox Center for Humanistic Inquiry; Critical Media Literacy Group; Center for Mind, Brain, and Culture. Project 3 - Facilitation of cross-unit scholarly interaction by the use of forums for interacting across units (e.g., salons, faculty dining room, "speed dating" gathering) and a clearinghouse of faculty research interests.

A2*. The Provost should support the creation of a central web-based repository of ongoing activities and those associated with efforts related to liberal arts in our research university.*
Our second general observation is that conversations across divisions would profit from a state-of-the-art website that made pedagogical innovations, both at Emory and at other universities, available to a wider internal and external public. The website should be an up-to-date and user-friendly repository of activities already underway and should allow interested students, alumni, and faculty members to discuss their interests and proposals with one another. The website should also inform these groups, as one respondent to the survey wrote, about "what's going on and how to get involved."

In this connection we are aware that a similar website was created for cataloging Emory's community-engaged scholarship, learning, and service managed by the Center for Community Partnerships. Many faculty and staff noted they found it difficult to enter information on their activities and the CFCP's lack of funding and staff to help faculty, staff, and student groups enter their information into the database resulted in only a small share of Emory's community-engaged scholarship, learning, and service being captured. See http://cupid.cfcp.emory.edu/communitypartnerships/eidb/query/overview.php

B. **Specific Recommendations to stimulate and support on-campus integration of liberal arts in our research university.**

Our online survey of Emory stakeholders asked for their assessments of the importance and performance of nine characteristics of integrative learning across disciplines and units in undergraduate and graduate scholarship, and through integrative courses on the Emory campus. Figure 1 (see appendix) indicates that all stakeholders thought that each of the nine characteristics was important (average score was above 4 on a 5 point scale). When asked how well we were doing, faculty respondents expressed worries about faculty roles and reward systems, internal resource allocations, and enabling mechanisms such as centers and offices to support integrative courses and scholarship (average score below 2.5 on the 5 point scale). Students and alumni rated these items closer to 3, though all stakeholder groups rated Emory's performance on these characteristics lower than they placed value on their importance.

By combining stakeholder assessments of importance and performance one gains a clearer indication of stakeholder perceptions regarding areas of strength (high importance, high performance) as well as areas that require strategic attention (high importance, low performance). Based on the assessment of all respondents (Figure 4), the three characteristics that were located in the "keep up the good work" quadrant (high importance, high performance) included Emory's mission (item 1.1), Emory's senior administrative and academic leadership (item 1.2), and Emory's methods and practices of teaching (item 1.9). Two characteristics were located in the "concentrate here" quadrant of the importance-performance analysis, indicating areas of high importance but relatively low performance: faculty roles and rewards and internal resource allocation.

In our crosscutting recommendations and in several specific ones we address some of these issues.

B1. **The Provost should institute a series of faculty seminars this year to begin to address the nature of the liberal arts in a research university**. Seminars should include faculty from across schools and disciplines, and could be modeled on the well regarded Gustafson and Luce faculty seminars, and should address real world problems and how creative liberal learning can address them. In that regard, the Transforming Community Project (TCP: http://transform.emory.edu) was mentioned as a model of inclusivity in successfully integrating faculty, staff, students and alumni, with a particularly successful faculty seminar. Seminars could include products such as essays for LiberalArtsForward or proposals for new undergraduate or graduate classes. We propose that materials from the AAC&U, cited in the introduction above, be used to begin discussions. Additional readings could include "questions of evidence" (Chandler et al. 2004).

Other examples of structures that have productively brought faculty together from across the university to foster learning through integration are: Academic Learning Communities (Center for Faculty Development and Excellence), the Piedmont Project faculty seminar, and the Center for Community Partnerships Faculty Fellows program. Importantly, these seminars should be open and welcoming to faculty of all ranks and tracks as well as to teaching graduate students. Both our discussions and the survey responses noted a sense of division and separation between the humanities and social sciences and the STEM fields and Health sciences. We recommend that the seminars address how all parts of the University apply the liberal arts tradition.

B2. **The Provost, in conjunction with the Council of Deans, should revise budgetary structures and infrastructure to allow faculty and students to move easily from one school to another, making it easier to offer appropriate liberal arts courses throughout the university and to create fresh team-teaching opportunities**. The budgetary changes could facilitate initiatives that standardize calendars, make cross-registration easier, and create seminars that invited senior students from multiple departments and the professional schools to bring their liberal arts learning to bear on a common issue. The Center for Faculty Development and Excellence through its University Courses provides one highly successful example of a model that might be expanded (http://cfde.emory.edu/teaching/univcourse/). Emory could become a university recognized for structures that allow the exploration of connections between the liberal arts and the professions. Figure 1 indicates the perceived importance of reward systems and incentives for interdisciplinary scholarship and teaching, as well as resource allocations and visible, accessible offices or centers.

B3. **The Provost should work with relevant Chairs and programs to expand opportunities designed to help students develop the skills in writing, thinking, and analysis that are essential to informed liberal arts education.** An "outcome" of integrated liberal arts in a research university is that all those that work and study there have excellence in "writing" and a high level of proficiency in "reading to learn," both activities essential to fostering rigorous intellectual inquiry at the individual level and required for effective exchange of ideas across groups. This might mean, as one survey respondent observed, embedding mentors from the Writing Center within departmental clusters, "giving advice and offering workshops to any course that asks for it."

In addition, the sub-committee thought that Emory should foster critical thinking and analytical skills not simply in the first year of college but throughout undergraduate and graduate education.

B4. **The Provost should build financial infrastructure support for undergraduate research and scholarship, including the support of graduate and professional student role models in related areas**. The QEP on Evidence provides a prime opportunity to begin to build stronger integrated learning classes and opportunities. The SURE and SIRE programs provide support for research and scholarship that includes the ECAS, Oxford, School of Medicine and School of Public Health faculty and students. However, much of the support comes from grants. Institutional support for this kind of activity is a high priority. Finally, the Provost should support models of integrated learning that intentionally engage students and faculty from across the schools and disciplines. As noted above in recommendation B2, a highly successful model exists already: the University courses facilitated through the Center for Faculty Development and Excellence. This recommendation is similar to Project 2 of the innovation committee. Project 2 - Expansion of SIRE program to pair undergraduate (future innovators) with graduate students (current innovators) in a systematic way.

B5. **To address a profound feeling among faculty of being overcommitted and under-rewarded, we reiterate the need for the Provost in concert with the Deans and Chairs to find rewards and incentives to catalyze and sustain integrated liberal learning investments**. Infrastructure staffing, funding, course-release, etc., are sorely needed to support true inter- and cross-disciplinary efforts across growing "siloed expertise". Where should this be housed? Provost's Office? Center for Faculty Development and Excellence? Survey respondents also noted a desire to increase resources that amplify the already helpful work of the central library and the various smaller libraries in assisting students and faculty to improve research skills. In that regard archival research and the libraries (esp. MARBL) were cited by many in our survey as Emory strengths.

B6. **The Provost should distribute the stated goals and objectives for meaningful liberal arts in our research university, make these readily available to our entire community and establish metrics for tracking our progress in meeting these**. As noted in the open-ended comments to our survey, "what gets measured, gets done" and many noted the urgency in prioritizing our broad community understanding of liberal arts in a research university.

C. Specific Recommendations to strengthen and support the integration of liberal education with Atlanta and the region.

Results from the online survey of Emory stakeholders provide evidence that all groups rated all nine characteristics of community-engaged scholarship, learning, and service in the greater Atlanta area as important to the University (over 3.8 on a 5 point scale) (see appendix, Figure 2). Fewer respondents rated highly Emory's performance in achieving these goals. In terms of the importance-performance analysis, four characteristics were located in the "keep up the good work" quadrant, indicating areas with both high importance and high performance. These included: Emory's mission (item 2.2), Emory's senior administrative and academic leadership (item 2.3), integrated and complementary community service activities are available that weave together student service, research, service-learning, and other community engagement activities (item 2.10), and forums for fostering public dialogue (item 2.11). One characteristic—internal resource allocation (item 2.6) was located in the "concentrate here" quadrant, indicating an area of high importance but relatively low performance. Analysis by subgroups shows that faculty and student respondents had larger importance-performance gaps than did staff and alumni for faculty roles and rewards (item 2.5) and internal resource allocation (item 2.6), indicating faculty and student respondents believed Emory's performance in these areas needed to be more closely aligned with the importance respondents attached to these characteristics.

Our specific recommendations for strengthening learning through integration as it pertains to community-engaged scholarship, learning, and service in the greater Atlanta area are consistent with the issues raised by the online survey.

C1. Foster stronger linkages between student community engagement and service with designated academic courses and research activities and provide liberal arts classroom opportunities for community partners. Build on the existing "Emory Continuum of Engaged Scholarship, Learning, and Service" that has been one of the guiding principles of the Center for Community Partnerships ((http://cfcp.emory.edu/about_oucp/strategies.html), to construct a robust array of learning experiences for students that are linked and progressively challenging. Emory already has an extensive and impressive array of curricular engagement and community outreach activities with Atlanta and the region. A good number of these may be at risk in this period of transition. In the new Center for Student Leadership and Community Engagement and in other arenas, there must be attention paid to further developing academic linkages to community engagement, especially linkages in the liberal arts that promote the integration of teaching, research, and service. In addition, efforts must be continued to ensure that students have access to a full array of opportunities across the Emory Continuum of Engaged Scholarship, Learning, and Service, opportunities that extend engagement beyond service to also include academically-based learning and research experiences that enable students to transform their liberal education into meaningful opportunities to contribute to community-based problem-solving and the resolution of important public problems. Community engaged learning initiatives

in Oxford College and the schools of Nursing, Public Health, Theology, and Law are strong. There are emerging initiatives and nodes of activity in Emory College and the Laney Graduate School. These all deserve enhanced support.

C2. Building on Recommendation A2 above, develop online resources with current information about all community-engaged scholarship, learning, and service opportunities so that students and faculty can be aware of how to participate and contribute. These online resources can also suggest to faculty and students the liberal arts course or courses that might best be linked to a particular site. A related strategy is to build into OPUS a community-engaged learning designation for these kinds of courses. In that connection we are aware that a student-led group met with President Wagner last Spring encouraging Emory to develop a system for tagging courses that provide opportunities for students to engage with Atlanta. We support course tags that identify community engaged learning in all schools.

C3. Expand tutoring, mentoring, and other K-12 engagement opportunities for Emory students. Devise ways in which they can deepen their own learning in a course by teaching to others what they are learning. These opportunities should be aligned within the Continuum of Engaged Scholarship, Learning, and Service, such that different kinds of tutoring, mentoring, classroom support and extracurricular support could correspond to different points along the continuum. In addition, Emory needs to move toward adoption of a uniform orientation and training program for all students who seek to serve as a tutor or mentor to ensure Expansion of tutoring, mentoring and other K-12 engagement opportunities also requires robust partnerships with local schools and community-based organizations, and the nurturing of those partnerships requires professional staff who can effectively connect Emory resources in a manner that directly responds to the most pressing student, parent, and educator needs. One such exemplary family-school-community-university partnership has been Emory's Graduation Generation in the Center for Community Partnerships. Graduation Generation offers a place-based approach focused on the ten public schools within the Maynard Jackson High School Cluster to foster stronger connections among family, community, and school supports available to young people in their journey from cradle to career.

The relationships developed and lessons learned through Graduation Generation, as well as those derived from Jumpstart (a recently discontinued program in Campus Life), Challenges and Champions (Division of Educational Studies and the Graduate School), EUPAC (the Emory University Partnership Advisory Council working with local Dekalb County Schools), the Center for Science Education, the Urban Debate League, the Ethics and Servant Leadership (EASL) Program) the Emory School of Medicine's Pipeline Program among others should provide the foundation for the next stage of Emory's engagement with K-12 schools. Despite the dissolution of the Division of Educational Studies, Emory University still has many programs and initiatives that are making important contributions to public schools in the city of Atlanta and beyond. Yet, greater alignment and coherence is necessary. One recent inventory of Emory's engagement with local schools conducted by the Center for Community Partnerships noted that Emory had

programs and partnerships in more than 42 different school districts in 38 Georgia counties, including nearly every county in metropolitan Atlanta. Graduation Generation was in part an effort to more effectively target Emory's resources on a small group of high need public schools in close proximity to the university.

We note that there is a specific need for preparation for all undergraduate and graduate students who engage in community projects. This preparation must include cultural sensitivity, CITI certification (where research is involved), and intellectual and ethical reflection.

C4. Continue the highly successful, award-winning Community Building and Social Change Fellows program, an undergraduate program run through the CFCP since 2002. This program is exemplary of the kind of learning through integration that this committee sees as necessary to a healthy and thriving climate of liberal learning that brings local communities into the learning process, integrates teaching, research, and service, and promotes a multi-generational (undergraduate and graduate student), multi-disciplinary engaged learning environment.

C5. Increase faculty knowledge and proficiency with engaged learning pedagogies that integrate learning in the classroom with learning in the community. If Emory is to strengthen and support the integration of liberal education with Atlanta and the region, such efforts will require the maintenance and expansion of the faculty development opportunities provided over the past decade through the Center for Community Partnerships and led by the Center's Director of Engaged Learning. These included, among others, mini-grants to support the integration of community engaged learning in a specific course, Community Engaged Learning Initiative grants to support the broader application of community-engaged learning within departments, programs, and schools, the Faculty Fellows program to support faculty development and the establishment of a peer learning community among faculty across the university, and graduate training in community-engaged scholarship and learning.

Related to faculty support are Emory's memberships in several national organizations in this field. Memberships in the following organizations should be maintained and faculty engagement with them encouraged:

Campus Compact: http://www.compact.org

Imagining America: Artists and Scholars in Public Life: http://imaginingamerica.org

AAC&U: http://www.aacu.org

Community-Campus Partnerships for Health: https://ccph.memberclicks.net

TRUCEN (The Research University Community Engagement Network): http://www.compact.org/initiatives/trucen/

C6. **Provide the infrastructure and support services needed to develop and sustain partnership opportunities for community-engaged scholarship, learning, and service**. In addition to the need for faculty development and support noted in recommendation C5, there is also a deep need for partnership managers to foster connections between community and university that provide meaningful opportunities for community-engaged scholarship and learning that support liberal education and its application to community problem solving to ensure that both university and community receive mutual benefit from partnership activities. In addition, an urgent support service that is often overlooked is the need for reliable (and economical) transportation options to enable students to travel to and from Atlanta area communities and community partner sites.

As a final observation in this section on integration with Atlanta and the region we note a repeated critique in our survey comments that Emory too often establishes programs that are very productive, only to then terminate them. Too often the university struggles to set priorities and then to align personnel and resources to attain them.

D. Specific Recommendations to strengthen and support integration through global experiences

Results from the online survey of Emory stakeholders reflects the high importance that stakeholders place on global and international experiences in support of liberal learning (see appendix, Figure 3). On average, survey respondents rated all nine characteristics of Emory's engaged scholarship, learning, and service in the global and international context as important (average score of 4 or higher on 5 point scale). As in the case of the other two domains examined (campus-based, Atlanta-based), respondents rated Emory's performance lower (average importance scores ranged from 3.23 to 3.80). In terms of the importance-performance analysis, four characteristics were located in the "keep up the good work" quadrant, indicating areas with both high importance and high performance. These included: Emory's mission (item 3.1), Emory's senior administrative and academic leadership (item 3.2), Emory's external resource allocation (item 3.3), and disciplines, departments, and interdisciplinary work have incorporated a global perspective that penetrates all disciplines (item 3.4). Similar to the responses reported for learning through integration in the Atlanta context, the largest gaps between importance and performance were noted by faculty and students in the areas of faculty roles and rewards and internal resource allocation. Our specific recommendations for strengthening learning through integration in the global and international context are consistent with the issues raised by the online survey.

D1. Both the survey and our conversations saw **a number of programs cited as strengths of Emory: CIPA, SHINE, GHI, SIRE, IRES, the Humphrey Fellows, CDC and the TIBET**

partnership. What is missing are the infrastructure, rewards and incentives for students and faculty to engage where possible across the units.

Recommendations include: Again building on Recommendation 2 above, integrate the now disparate websites of GHI and CIPA among others in order to better inform faculty and students about international learning, the array of study abroad opportunities, and the necessary steps and dates for students and faculty members who seek fellowships for overseas study. Inform faculty and program directors about the steps (and forms and deadlines) required to accommodate and reimburse visiting lecturers and teachers. Also, put specific groups in touch with appropriate organizations in Atlanta (e.g., Fulbright scholars elsewhere with the Georgia Fulbright Association), in integrative ways that are now managed separately by each organization.

A highly functional web repository would also explain the opportunities available through the Carter Center, the CDC, and similar Atlanta institutions. It could introduce Emory to prospective international applicants and guide international students already at Emory, giving them information about contact persons and cultural opportunities. It could describe mentoring programs at Emory and introduce us to the visiting scholars in our midst in any given year. In short, it could enhance in multiple ways our ability to use global resources to improve liberal arts education. Emory has a pressing need for a centralized and easily accessible source of information of this kind, including the need for more publicity and recognition of visiting scholars across departments.

Respondents repeatedly called for more support for faculty and students to travel for research, scholarly activities and international engagement.

D2. Think of international students as resources for liberal arts learning.

Build formal and informal structures that give them responsibilities as teachers as well as learners. Informally encourage international students to pair with an American student and provide opportunities for them to learn from each other. They could, for example, have planned lunches or dinners at which they discussed topics germane to the liberal arts and questions of cultural difference and similarity. They could each suggest at least one novel from their culture and discuss the novels together, and participate in events co-planned by Emory and the General Consuls in Atlanta. In other words, set up structures that invite students into conversations with each other about the liberal arts for which they receive academic credit.

At the same time, emphasize the study of languages in ways that carry students (and faculty) toward greater mastery of other languages: make it easy for faculty to participate in language classes, for students to link up with native speakers of other languages (a student in public health, for example, and a college student), and for Emory students to move toward real competence in a second language. Prepare more students to have a full immersion in the languages and classrooms of universities outside the United States (perhaps in that regard revisiting the university's language requirements).

11

D3. Provide greater opportunities for integrating "glocalization" with liberal education.

Emory's proximity to the greater Clarkston area as well as the Buford Highway corridor provide unprecedented access to a wide range of refugee and immigrant populations as well as numerous nonprofit organizations that serve these communities. More attention is needed to integrating international learning, service, and research with the opportunities in Emory's backyard of connecting with many of the same international communities and cultures.

D4. **Raise the profile of Emory's integration of liberal education with global experiences by joining the Talloires Network** (TN).

The TN is an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education by working together to implement the recommendations of the Talloires Declaration (2005) and build a global movement of engaged universities that incorporate civic engagement and community service into their research and teaching missions. There is no fee to join the network and the network provides a variety of programs and services aimed at encouraging civic engagement through higher education institutions throughout the world. These programs include an international exchange of students within the TN member institutions, faculty and staff professional development, an action research program, and global conferences, among others. See http://talloiresnetwork.tufts.edu/

D5. The administration should establish a long range plan to build an international-studies building that would house visiting scholars and their families for short and year-long stays, serve as an events center, and provide office space for Emory's international program administrators.

Such a center is indispensable if we are to think of Emory as a place where people from all parts of the world can gather for conversations that support and sustain liberal learning.