Robert Frank, Dean of the College of Arts & Sciences
Statement of Goals and Accomplishments, January 2016

I am happy to report that the College of Arts and Sciences has continued to thrive in the year since I last provided a statement of goals and accomplishments. Applications for admission to the college are strong, enrollments robust, the scholarly achievements of the faculty are broad, deep and impressive. We continue to garner accolades for our teaching and service activities, and make enumerable contributions to the quality, integrity and value of Ohio University degrees. All these achievements are a tribute to the hard work and talent of the faculty and staff of the College of Arts and Sciences. It is a privilege to work with you every day.

I do not mean to imply that we have no challenges. As I highlighted at the College Data Summit in December 2015, there are monumental changes afoot in higher education, and some challenges more specific to Ohio University. We are working hard to meet these challenges, and I believe that we are positioning the college for a bright future.

Update

Enrollment. College Fall 2015 headcount enrollments declined slightly (less than 1%) at both the graduate and undergraduate level (as compared to Fall 2014 enrollments). A significant fraction of this decline was related to decreases in international student enrollment, particularly Chinese students enrolling in the Ohio Program in English (OPIE). At the time of this writing, first-time student (that is, “freshman”) applications for Fall 2016 admission to Arts and Sciences are ahead of last year, as are totals for admitted and confirmed students. We are working with Admissions and every Arts and Science department on new yield activities designed to increase the number of admitted students who choose to enroll. That said, we are projecting only a modest enrollment increase. This is because competition for students is becoming more and more intense, and the number of high school graduates in Ohio has fallen in recent years. In addition, we are nearing capacity for residential students. Future enrollment growth is likely to be from on-line students, adult learners and graduate students in professionally-oriented programs.

Faculty. The number of full time equivalent (FTE) faculty stands at 440, down 20 from Fiscal Year 14. This decline is explained by a reduction of 11 non-tenure track positions in OPIE (due to significant loss of enrollment) and scattered, end of the year resignations and retirements in other units. We currently are recruiting to fill 22 group I faculty positions and 4 group II positions. The college continues to attract the best and brightest young faculty. New assistant professors starting this past fall earned degrees from outstanding doctoral programs including North Carolina, Minnesota, NYU, Florida, Florida State, Cornell, Illinois, Yale, Vanderbilt, Ohio State, Penn State and Utah.

Student success. We continue to support a number of student success initiatives. Many of these focus on the quality of undergraduate student advising in the belief that better advising can lead to better student success and retention. The good news from
the annual undergraduate student advising survey is that as a college, satisfaction with
academic advising has improved significantly in each of the past two years. This
progress can be attributed to the implementation of advising improvement plans in
every department (see http://www.ohio-forum.com/2015/02/departments-share-
advising-goals-2014-15/). In addition, and as noted in last year’s report, student
advising has been bolstered by four specialized advisors: an international student
advisor, a career advisor, a student success advisor, and a pre-law advisor. These
advisors help students achieve greater academic success and expand their
opportunities to benefit from all the resources of the college and university.

A new initiative is being launched in the college in late summer to promote success
among entering undergraduate students majoring in Biological Sciences and Chemistry.
For new students who choose to participate, this week-long “Quick Start” program is
designed to help them prepare for rigorous course work in biology, chemistry, and
mathematics before the start of fall semester, and to learn about available resources
that can aid their success.

This Quick Start program complements a continuing initiative developed by the Dean’s
Office and the Department of Biological Sciences. Aimed at students who are
struggling in BIOS 1700, this program identifies struggling students very early in the
semester so that appropriate advising, tutoring, and enrollment changes can occur
before students fail the course. Data collected to date on the program show that it is
having a positive impact. Development of similar programs for math, chemistry and
physics courses with high failure rates is under consideration.

We continue to support the development of high-impact practices (HIPs) for our
students. HIPs represent a set of educational experiences associated with student
engagement and success, including service learning, internships and undergraduate
research. As demonstrated at each year’s Student Research Expo and department-
level undergraduate research presentations, a significant number of Arts & Sciences
undergraduate students are working with faculty on scholarly projects. Internship
experiences and service learning projects vary by department, but we are working to
increase these opportunities. College support for the Center for Campus and
Community Engagement has been one route to better developing and promoting
service learning, as has been the development of service learning courses by faculty in
several of the Themes. In addition, the Arts & Sciences career advisor has been
working to connect with A&S alumni and to increase students’ awareness of internships
available through the Career and Leadership Development Center. Similarly, our pre-

New Programs. The future health of the college depends on the development of
academic programs that reach new student populations. We cannot rely solely on
traditional 18-22 year old residential students. The college is currently offering some on-line courses to support bachelor’s degree completion programs in other colleges, and professional master’s programs in financial economics, social science and English/language arts. As of Fall 2016, all the professional masters programs will be on-line. Many faculty are stepping forward with creative ideas about new programs designed for continuing professional education, alumni, high school students and those seeking adult education opportunities. While some of these programs will be delivered on the Athens Campus, others will be delivered on-line or at remote locations. We will continue to encourage and support exploration of ideas for programs reaching out to new student populations during the coming year. It is a top priority.

**Department operating budgets.** Not surprisingly, multiple years of budget cuts created significant disparities in departmental operating budgets, leaving some departments unable to support appropriate faculty development activities related to research and teaching. Department operating budgets were enhanced for the past two years with the goal of better supporting faculty development. Budgets were supplemented with about $650,000 in additional, one-time funds based on a trial formula that considered the number of faculty, staff and students served by each department. Planning meetings held with each department during Fall Semester helped us gain a more accurate, comprehensive understanding of each department’s personnel and operating needs. The information obtained from these meeting will provide the basis for a better understanding of the true operating costs of each department. For example, this year, we asked the departments with significant investments in laboratory teaching equipment to estimate replacement costs. Current departmental operating budgets do not include this expense. We will continue efforts to more accurately estimate true operating costs of departments for the coming fiscal year.

**Facilities.** Two of the most visible signs of progress in this domain are not visible at all—Ryors and Irvine Annexes have been demolished, and their heavy load of teaching programming moved to updated spaces. Planning has begun for construction and renovation related to three major college building projects. The Clippinger Hall Project is moving forward as a combination of new space and renovation, and will provide updated research and teaching space for many of the activities currently conducted in Clippinger Hall. Ellis Hall is scheduled for a major renovation in the next few years and Morton Hall is currently undergoing a renovation of interior spaces with more structural upgrades anticipated by 2019. As I mentioned at the Fall Data Summit, planning to meet the costs of these projects (a conversation that is just beginning) will require significant dialogue and decision-making to determine what the college and university ultimately need. Arts & Sciences is working with the university to complete classroom furniture and fixture upgrades in Ellis, Gordy, Morton and Bentley. Finally, planning has begun for a new laboratory space dedicated to our strengthening work in Biological and Forensic Anthropology.

**Curricular Initiatives.** The Themes Initiative is going strong. All six of the group I faculty theme hires have been successfully completed. The themes are supporting
numerous curricular and extracurricular programs including speakers, film series, internships, fieldtrips and new courses. Seven team-taught, multi-disciplinary theme courses are being offered this year as well as a set of “Themes in Actions” courses available as one credit offerings designed to allow more students to participate in Themes programming.

The college also has helped to promote several recent university-wide curricular improvements. Last year, the Arts & Sciences Curriculum Committee successfully petitioned the Individual Course Committee/University Curriculum Committee to permit cross-listed courses at Ohio University. A cross-listed course is the same course catalogued under two or more prefixes, and offers the opportunity for two or three departments/schools to share the development and offering of a single interdisciplinary course. Such courses were offered at Ohio University in the past, but have not been permitted by the UCC in recent years. As outlined in our petition, course cross-listing offers benefits for faculty collaboration, student learning, and resource sharing. These courses can also provide students with a broader set of choices to fulfill their program requirements. We appreciate the UCC’s willingness to consider and to implement this important curricular option.

The Waitlist feature is an additional recent curriculum-related improvement. At the request of the college, the Registrar's Office implemented this feature to assist students and faculty and to help academic units assess course demand. This feature allows students to be automatically entered into a course that is currently full, when seats become available. When students use the waitlist for a course, they know where they are on that list, giving them some idea about their likelihood of getting enrolled. It saves faculty valuable time since they no longer have to complete Permission forms. Waitlists also provide faculty with important information about the level of interest in a course so that they and their departments can better plan for current and future semesters. (See also http://www.ohio.edu/registrar/info/waitlisting.html.)

**Research and scholarship.** An analysis of Arts and Sciences faculty data entered into Digital Measures reveals that Arts & Sciences faculty had 32 books published, in press or accepted for publication during the past year. Over 700 journal articles and chapters were published, are in press or have been accepted, and the faculty delivered about 700 presentations at professional meetings. A total of 69 faculty won university, state, national or international awards for teaching or scholarship. In the past calendar year, College faculty were principal investigators on 88 funded proposals totaling $11.9 million. In other words, our scholarly and research productivity remains strong, and as has been the case for many years, the college has many gifted teachers. The college supports the scholarly work of the faculty in numerous ways, including start-up funds for new faculty, cost-sharing on grant proposals, support for externally funded fellowships (such as Fulbright Awards), direct and indirect financial support for centers and institutes, and college-level funding for professional development and research proposals. An important rationale for providing additional departmental operating funds the past two years was to support faculty travel related to scholarship. Additional
attention to faculty scholarship has been promoted by the new college awards for outstanding work in the humanities, social sciences and natural sciences.

During the past year, an ad hoc research support committee composed of faculty from a variety of departments has been studying research and scholarship activities in the college, and developing recommendations to better support this component of our mission. The committee surveyed department chairs and faculty last fall, and collected information about research support at peer institutions. Unfortunately, the findings and recommendations of the committee are not yet available, but I expect them soon. I expect the committee’s report to include promising ideas about better support of our research and scholarship enterprise.

**Administrative infrastructure.** The university’s adoption of responsibility centered management has required major changes in the administrative capacities of the college. Unlike the past, when budgets were simply distributed to the college, we now need the capacity to forecast our revenue and expenses over multiple years. This represents a huge change for the staff handling the finances of the college. We now have in place the personnel to handle this challenge and have substantially improved a number of financial and administrative processes. Collaborative relationships between the college and several university units, including Human Resources, Facilities, the Budget and Planning Office, Enrollment Management and Admissions, Institutional Research, and the Center for Leadership and Career Development have been substantial successes. A pilot study on cross-department staff-sharing and collaboration was a success, resulting in better training and coverage of essential departmental functions for several departments. As a result, the new administrative structure and processes have been adopted. Looking forward, we currently expect to add or repurpose a limited number of staff positions to manage the college’s rapidly growing portfolio of new revenue generating programs.

**Communication, marketing, public relations.** A&S Forum has published more than 2,630 stories since its inception—but more importantly, our communication director has trained several dozen contributors, with students, faculty and staff across the college now aiding in this effort. A&S Forum had 140,000 page views from 57,000 visitors in 2015. In social media, CAS has the largest Facebook engagement, with 8,120 likes—three times the next closest college—and plenty of engagement with students, alumni and friends driven by relevant content and a small ad budget. The college also has a rapidly expanding audience on our Livestream video channel, which allows us to both broadcast and reuse Science Café and theme events for a broader audience that includes alumni not able to get to campus. 77 events have been livestreamed online in the last two years, with some of them getting thousands of views. The college and department websites are being modernized so that their content can be easily managed and easily measured. All of the college’s websites are being search engine optimized, thereby greatly enhancing our visibility. Our measureable website traffic has doubled from 2014 to 2015—which is largely due to the fact that we were not able to get analytics on web traffic on most of our sites in the past. 15 subsites have been built to
date, with a few more in the pipeline. Additionally, college websites are better integrated with social media and university websites, and many more Arts & Sciences stories are being featured in university publications. The college is now recognized by University Communications and Marketing and the Admissions Office as a key partner in the marketing and promotion of Ohio University. We also are working with Advancement and Alumni to ensure that our alumni data is housed centrally, and five of our departments have mobile-friendly alumni e-newsletters recently sent or in the pipeline—using the Alumni system.

**Faculty professional development.** The college has launched a year-long professional development program for new faculty. The central purposes of this extended orientation program are to: 1) support the transition of new colleagues to faculty roles and responsibilities; 2) offer opportunities to connect with colleagues; and 3) promote their early success. The group meets monthly to discuss topics including mentoring and networking; career planning and preparing for promotion/tenure; innovations in teaching and learning; professional development, scholarship, and scholarly teaching; work-life balance; and more.

The college is also continuing to provide support for faculty professional development with the A&S Faculty Learning Communities initiative. Four faculty-initiated and led learning communities are operating this year: 1) “Global Education and Diverse Classrooms: Developing Resources to Support Multilingual Students and Their Teachers”; 2) “Professional Development of Graduate Teaching Assistants: Developing Resources for TAs”; 3) “The Flipped Classroom Using Team-Based Learning (TBL)”; and 4) “Declining by Degrees: Faculty Learning Community on Social Media, Email, and Notetaking,” focusing on challenges and opportunities for successful student engagement.

This past spring, the college offered a Faculty Teaching & Learning Showcase for the university community, featuring discussions and workshops provided by the A&S-sponsored Faculty Learning Communities. The Showcase focused especially on challenges and strategies for effective teaching and learning collaboration. The college also co-sponsored the Spotlight on Learning Faculty Workshop last spring and supports the Bruning Teaching Academy's faculty development program.

**Staff support.** Our new Administrative Staff group is developing a plan to better support administrative and clerical functions across the college. There are several reasons to move in this direction. The current staffing of many departments is too thin, creating situations where several departments are one medical leave or resignation away from catastrophe. In addition, no clear career path exists for our most proficient and capable staff members. The college has no processes to share expertise and experience effectively across units, and we have no system to orient, train and support new staff members and department chairs. A group of staff and administrators devised a pilot project, launching last year, with a goal of initiating and evaluating a new, more collaborative approach to coordinating our staff activity across departments. This pilot project was a success, and the new organization has been adopted.
The college staff award initiated last year provides a good example of the way that the contributions of the staff are being recognized. This year also marked the launch of CAN (College Administrator’s Network) which is an ongoing collaboration of the Dean’s Office staff and the lead administrator’s from each department.

**External Relations**

Two initiatives have been launched related to external relations. We need to develop better connections to our alumni, and so a decision was made to invest in an external relations position. This will allow us to build stronger relationships with our alumni so that alumni and current students can network more effectively, and alumni can be more effectively cultivated as donors. In addition, Arts and Sciences has taken the lead in an effort to strengthened connections with local community organizations. This will create more opportunities for field trips, service learning, internships and research. A planning meeting was held in early January 2016. It attracted representatives of 15 local organizations and faculty and staff from across the university. There was great enthusiasm for creating a more robust structure to facilitate university-community interactions, and plans for follow-up meetings are under development. I am committed to creating stronger ties to local community organizations because it both enriches the possibilities for students and faculty and supports our community.

**Diversity and inclusion.** The College has actively supported several diversity initiatives during the past year. A diversity leadership initiative (focused on students) is being pursued in collaboration with a number of partners including several A&S departments, Student Affairs, International Affairs, the Associate Provost for Diversity and Inclusion, and Residential Life. The goal of this program is to provide a professional development pathways for students interested in developing the knowledge and skills that prepares them to lead diverse and inclusive organizations. In addition, a college commission on diversity has been working on ideas for promoting diversity of the faculty, and presented their ideas for promoting faculty diversity to the college chairs and directors in January 2016. The Dean’s Office will be promoting adoption of several of the Taskforce recommendations. It is noteworthy that the college has provided support for the Black Male Retention Initiative since its inception two years ago. We will continue to strive toward greater inclusion and diversity with respect to our students, faculty and staff, and to better prepare our students for success in a diverse, global community.

**Development.** The College endowment stands at $18.8 million, $ 3.8 million above our Promise Lives Campaign goal. The university’s scholarship matching program has been very popular with our alumni, who have established 11 scholarship endowments of at least $25,000. In addition, the Arts & Sciences general scholarship endowment established with the matching program has received donation totaling $195,855. Last spring, the College hosted an emeritus luncheon that was attended by about 80 people. Maintaining our relationship with emeriti is an important goal for the college, many of whom are loyal college supporters.
Better communication and planning with regional campuses. Last year, the college and Regional Higher Education formed a taskforce to improve communication and collaboration between A&S and regional campuses. One of the recommendations of the taskforce was to form a standing Advisory Committee. The Advisory Committee is continuing the work begun by the taskforce, and a web site has been developed to facilitate the sharing of information (https://www.ohio.edu/cas/about/rhe/index.cfm). Better coordination between A&S/Athens campus and regional campuses is essential given conflicts that can arise with the scheduling of online courses, differential tuition, upcoming accreditation, and the role of regional campuses in offering college credit courses in Ohio high schools through the state’s College Credit-Plus program.

Goals for Future

- Launch new, revenue-generating academic programs
- Continue to work on diversity initiatives.
- Continue development of resources for faculty & staff professional development in the domains of research, teaching and service.
- Continue work on improving student success.
- Finalize revisions of departmental workload policies.
- Continue work to improve college facilities.
- Develop a long term financial plan that incorporates debt from capital projects.