

Writing the College's Story

Paul H. Benson, Dean

September 9, 2011





What one faculty member did this summer ...

- Eric Benbow, Assistant Professor, Dept. of Biology
 - [Research project in forensic entomology](#)



New tenure-track faculty hires, Fall 2011

Chemistry:

Angela Mammana



Communication:

Joe Valenzano



English:

Patrick Thomas



Music:

Toby Rush



Philosophy:

Ernesto Velasquez



Physics:

Andy Chong



Psychology:

Erin O'Mara



Sociology/Anthropology/

Social Work:

Simanti Dasgupta



Jamie Longazel



Ruth Thompson-Miller



New lecturer and visiting hires, Fall 2011

Biology:	Philip Nickell
Communication:	Brett Billman; Jayne Henson
English	Maura Taaffe
Mathematics:	Kimberly Kendricks
Military Science (ROTC)	LTC Dan Redden
Political Science:	Alexandra Budabin
Psychology:	Melissa Layman-Guadalupe
Religious Studies:	Maura Donahue
Sociology/Anthropology/	
Social Work:	Stephanie Litka
Theatre:	Matt Evans
Visual Arts:	Glenna Jennings

Tenure-line faculty searches approved

- Biology (science education)
- Communication (pub rels.)
- English:
 - Postcolonial lit; literary theory
 - Professional writing
- Languages (Italian)
- Music (musicology)
- Political Science:
 - MPA
 - Human Rights Studies
- Psychology (human factors)
- Religious Studies:
 - Department chair
 - Islamic Studies
- University Professor of Faith and Culture

New faculty lines created for 2012

- New tenure lines (4):
 - Biology, English, Music, Political Science
- New non-tenure-track lines (8):
 - Permanent: Communication, Philosophy (2), Psychology (2)
 - Temporary: Chemistry, Computer Science, Visual Arts

Growth in CAS faculty

- Growth in College faculty from Fall 2007 to Fall 2011
 - Tenured faculty: 159 → 185 (16.4% increase)
 - Tenure-line faculty: 226 → 244 (8.0% increase)
 - Full-time faculty: 264 → 307 (16.3% increase)

Research and scholarship (2010)

- CAS faculty published 10 books, 26 book chapters, and 154 journal articles and reviews in 2010
- CAS faculty created 93 musical or theatrical performances and 57 exhibitions
- CAS faculty received 74 national grants or fellowships and 51 University grant awards
- Proposals for external funding have increased notably
 - Total pending funding requests increased 153% since 2008
 - Funding requests in the arts, humanities, and social sciences increased 473% since 2008
- TREND was named an Ohio Center of Excellence

Graduate program development

- Preliminary plan for interdisciplinary masters in human factors and systems engineering; doctoral program to be developed
- Preliminary plan for new professional science masters in analytic chemistry
- Plan for new masters in music therapy under development
- New five-year Bachelors + Masters programs
- On-line course development in Pastoral Ministry

5-year change in total number of CAS faculty

	2007-08	2011-12
Tenure-line faculty	226 (85.6%)	244 (79.5%)
Full-time faculty	264	307

5-year changes in CAS faculty rank

	2007-08	2011-12
Professor	69 (26.1%)	80 (26.0%)
Associate professor	90 (34.1%)	100 (32.6%)
Assistant professor	67 (25.4%)	66 (21.5%)
Lecturer / Visiting	38 (14.4%)	61 (19.9%)
Total	264	307

Percentage of CAS faculty with tenure

	2007-08	2011-12
Tenured faculty	159	185
Tenure-line faculty	226	244
Tenured / Tenure-line	70.4%	75.8%
Full-time CAS faculty	264	307
Tenured / Full-time	60.2%	60.3%

CAS plan for inclusive excellence (January, 2011)

“Inclusion is an essential dimension of academic excellence:

The College of Arts and Sciences’ intentional commitment to inclusion shapes students’ education both inside and outside the classroom, influences the composition of our academic community, and informs the educational and professional climate sustained in our classrooms and workplaces. “

[\[CAS Vision for Diversity and Inclusion\]](#)

5-year change in gender balance of CAS faculty

	2007-08	2011-12
Women tenure-line faculty	76 (33.6%)	84 (34.4%)
Total tenure-line faculty	226	244
Women full-time faculty	97 (36.7%)	119 (38.8%)
Total full-time faculty	264	307

Gender balance of full-time faculty hires

	2007-08	2008-09	2009-10	2010-11	2011-12
Men: % new FT hires	52.4%	48.1%	35.7%	64.3%	44.4%
Women: % new FT hires	47.6%	51.9%	64.3%	35.7%	55.6%

5-year changes in CAS women's faculty rank

Faculty rank	2007-08	2011-12
Professor	16 (16.5%)	14 (11.8%)
Associate Professor	25 (25.8%)	38 (31.9%)
Assistant Professor	35 (36.1%)	32 (26.9%)
Lecturer / Visiting	21 (21.6%)	35 (29.4%)
Total women faculty	97	119

CAS faculty race/ethnicity/international status

	2007-08	2011-12
Non-white or international tenure-line faculty	32 (14.2%)	42 (17.2%)
Total tenure-line faculty	226	244
Non-white or international full-time faculty	42 (15.9%)	52 (16.9%)
Total full-time faculty	264	307

New faculty hires: Race/ethnicity/international

	2007-08	2008-09	2009-10	2010-11	2011-12
New hires: non-white or inter- national full-time faculty	33.3%	18.5%	35.7%	21.4%	27.8%

5-year changes by rank

Faculty rank	2007-08	2011-12
Professor	8 (19.0%)	9 (17.3%)
Associate Professor	7 (16.7%)	10 (19.2%)
Assistant Professor	17 (40.5%)	23 (44.2%)
Lecturer / Visiting	10 (23.8%)	10 (19.2%)
Total non-white or international faculty	42	52

Selected initiatives to advance student learning for diversity and inclusion

- College-wide learning goals for diversity and inclusion (2010)
- CAP-Humanities Commons course design
- New faculty development programming
 - Diversity Across the Curriculum faculty workshop
- Herbert Martin post-doctoral fellowship in creative writing
- New civic engagement workshop for faculty, staff, students (January, 2012)
- Concerted focus on retention and persistence of students of color: Liaison with Office of Multicultural Affairs (Aaron Witherspoon)

Selected initiatives to advance global and intercultural learning

- Departmental liaisons (Languages, Music, Physics, Political Science)
- Faculty Global and Intercultural Study-Travel program:
 - CAS cohort 1: Agnew, Gardstrom, Jipson, McLeod, Parks, Powers
 - CAS cohort 2: Kwon, Slade, Watkins, Wu
- Visiting international scholars
- Continued development of international sites for deeper, interdisciplinary global learning
- Enhanced faculty role in international and intercultural LLC

Selected undergraduate curricular initiatives

- Integrated first-year LLC development, coordination, assessment
- Expansion of upper-class LLCs
- Design of the Common Academic Program
 - Appointment of CAP coordinators
 - Humanities Commons pilots
 - AAC&U institute for social science course design
 - Experimental design for CAP Global Citizens Science Sequence
 - Faculty seminar on ethics and the business profession
 - “Crossing Boundaries” pilot grants (due Oct. 15, 2011)

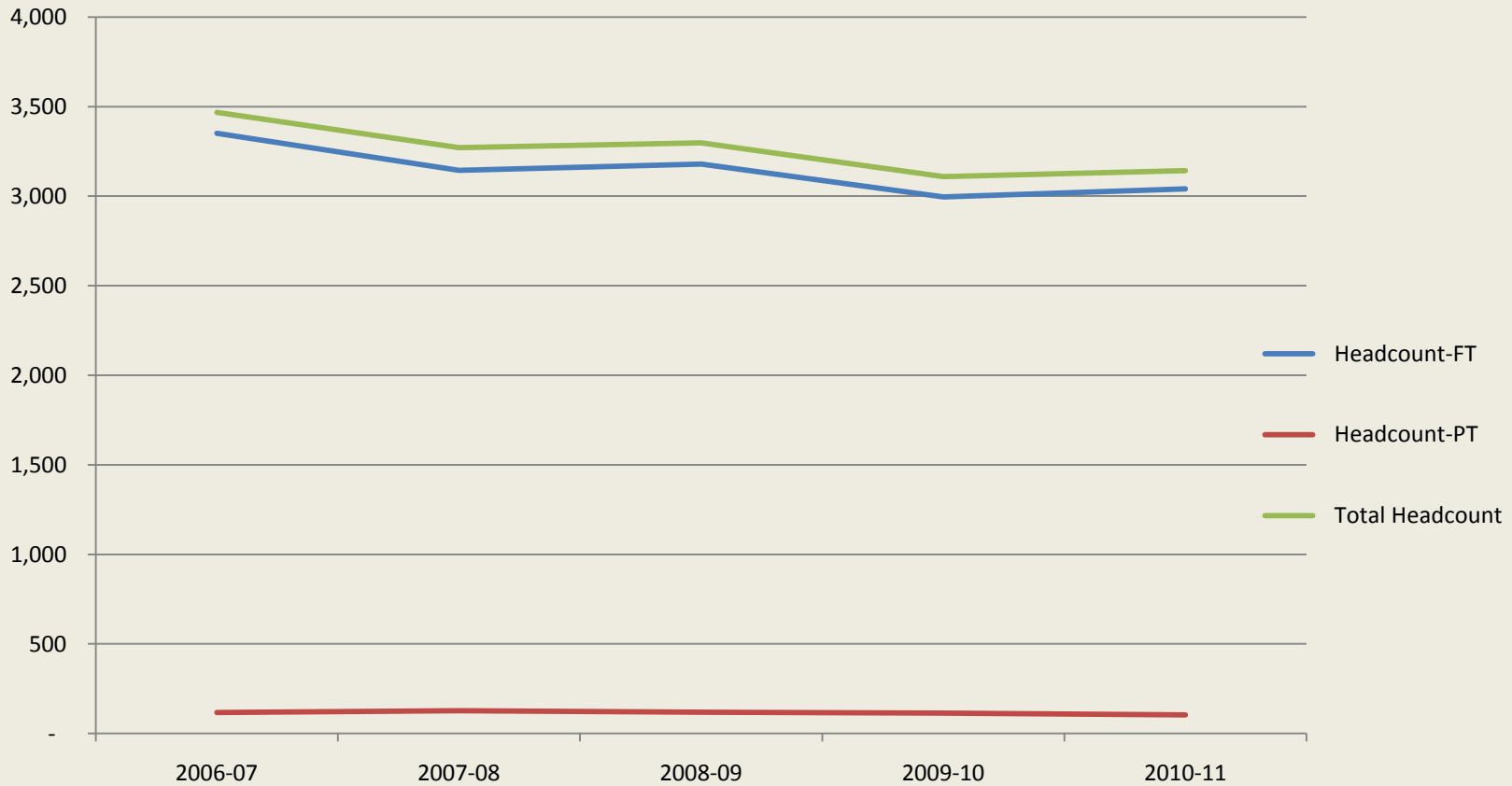
More undergraduate curricular initiatives

- Departmental renewal of majors curricula
- Sustainability, Energy, and Environment minor
- River Leadership Curriculum (McGregor Fund)
- ASI 150 redesign

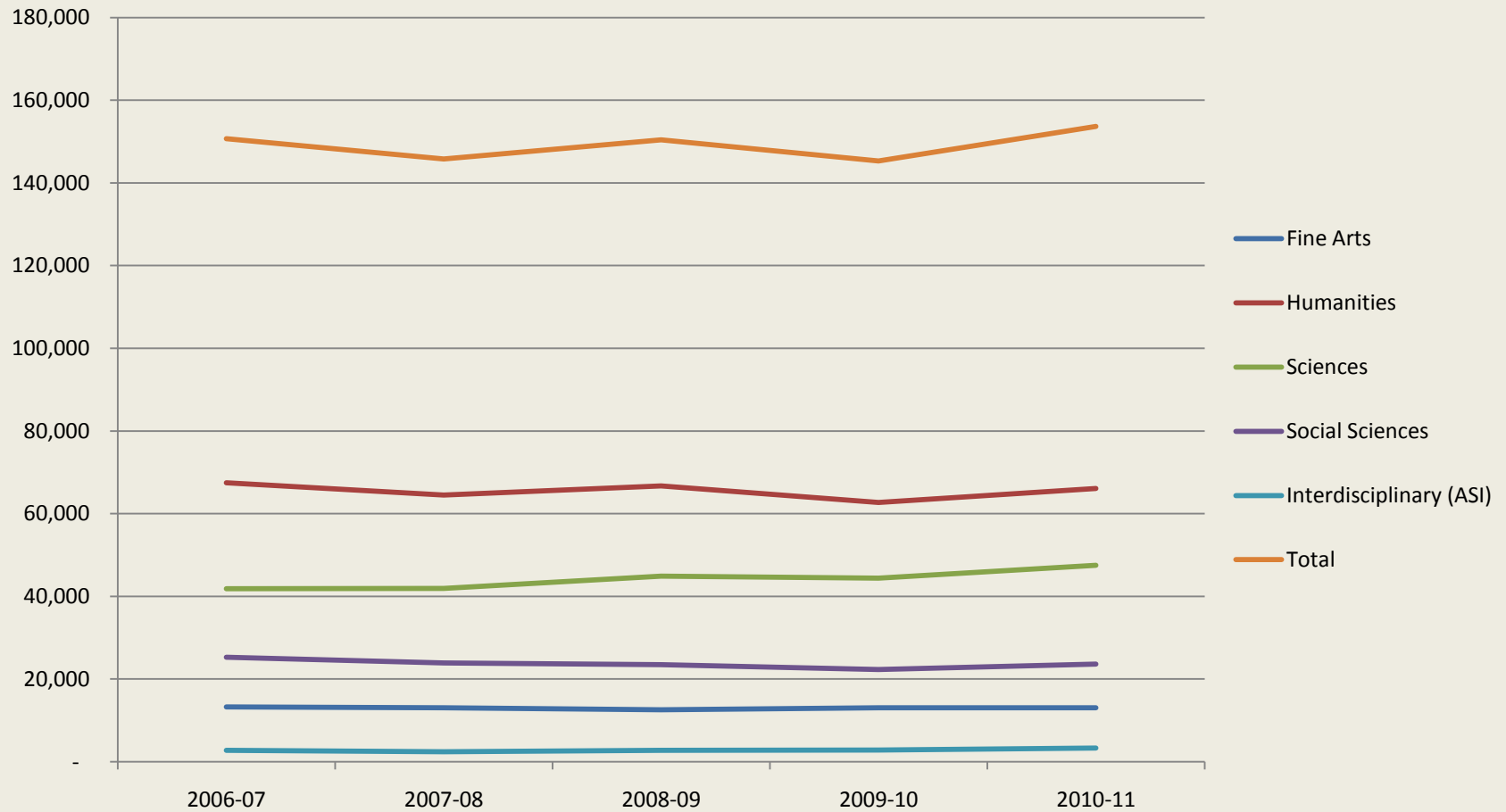
Strategic initiatives in the arts

- Arts Leadership Group: Shared faculty vision; program collaboration; marketing
- Collaborations with local arts organizations, including Dayton Contemporary Dance Company
- Expansion of artists' residencies
- Departmental recruiting initiatives
- Facilities and fundraising

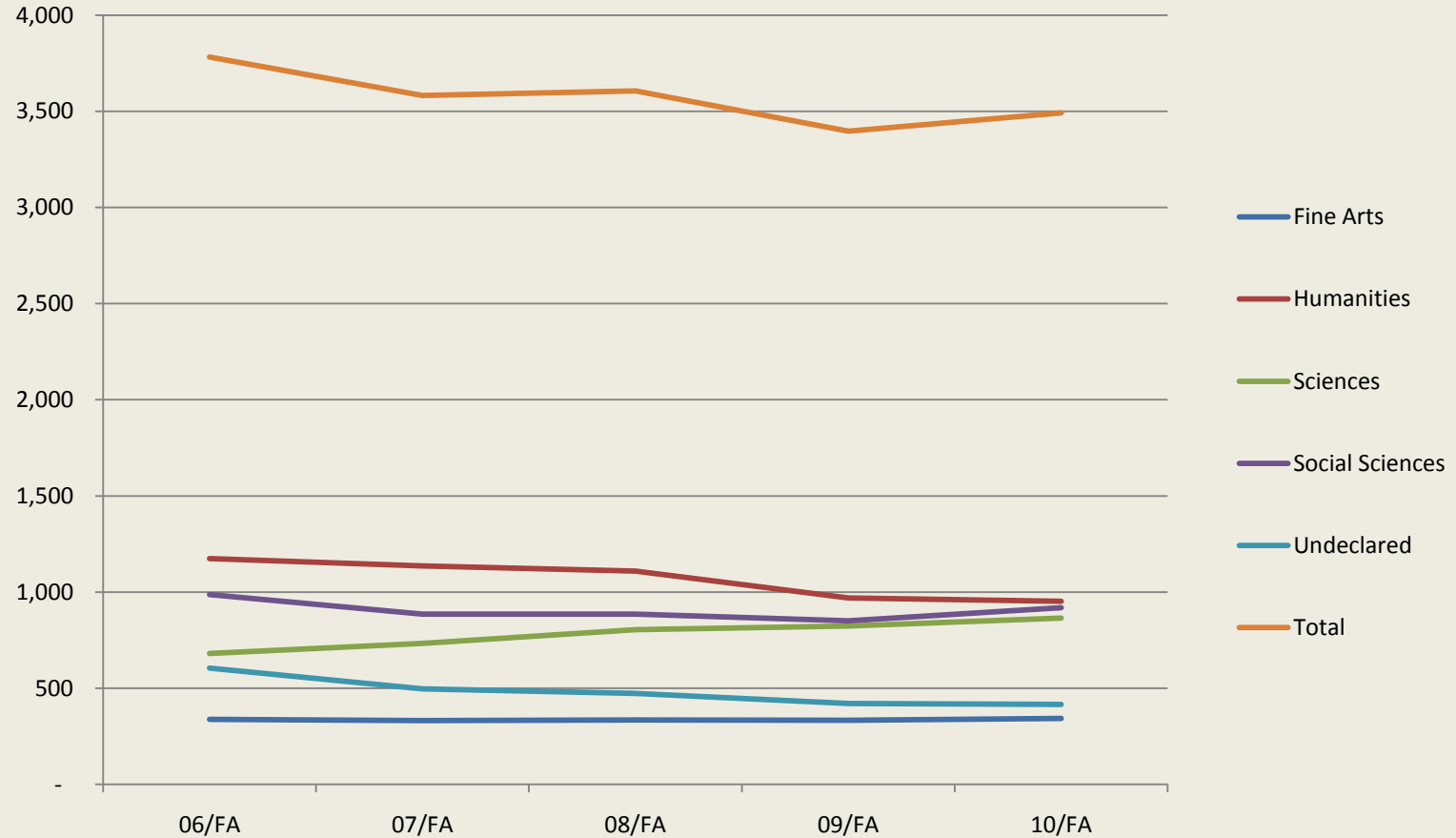
Trends in enrollment of CAS majors, 2006-11



Total SCHs (Fall-Spring), 2006-11



Declared undergrad. majors (Fall Term), 2006-10



Incoming, first-year CAS majors (Fall 2011)

College divisions	Fall Term, 2011	% of total
Fine arts	72	8.2%
Humanities	294	33.4%
Sciences	352	40.0%
Social sciences	163	18.5%
Total	881	100%

Incoming, first-year majors by unit (Fall 2011)

College / School	Fall Term, 2011	% of total
CAS	881	43.0%
SBA	454	22.2%
SOEAP	268	13.1%
SOE	445	21.7%
Total	2,048	100%

“The College of 2020”

“The most elite colleges will always have their constituencies and a ready supply of students looking for a traditional college education. Many flagship state institutions also have a similar built-in advantage: For students who cannot get into elite institutions or cannot afford them, the large, nearby public university will be their ideal. But the total group that attends those types of institutions makes up far less than half of college goers, and it is shrinking.”

[Chronicle Research Services, June 2009]

“The College of 2020”

“Community colleges and for-profit institutions should continue to thrive because of their reputations for convenience. The rest of colleges – regional public universities, small liberal-arts colleges, and private universities without national followings – can expect to compete for students based on price, convenience, and the perceived strengths of the institutions. They will need to constantly ask themselves, ‘What is college?’”

[Chronicle Research Services, June 2009]

Our college's story . . .

- We must continue to advance academic quality, pedagogical creativity, and distinctiveness throughout the College's curricular and co-curricular programs – without sacrificing access and flexibility for students.
- Interdisciplinary collaborations in research, curriculum, and program design will continue to have increasing importance.
- Advancing global and intercultural initiatives and building international relationships should remain high priorities.

Our college's story . . .

- Graduate, professional, and continuing education offer valuable opportunities for program development and expansion.
- The College should continue to strive to cultivate a creative campus, actively promoting the visual and performing arts as central dimensions of every student's educational experience.

Writing the story of 9/11

David J. O'Brien, University Professor of Faith and Culture:

“History is not made by somebody else in some other time and place. No, we ourselves make history by our choices. The meaning of 9/11, an example of history as story, will be constructed from the choices we continue to make in its wake.

“So far too many public choices have promoted civic idolatry and empire, or even death. But the story is not over. Look at all the love that day. Love can write another chapter and keep hope alive for a better future. The meaning of 9/11 lies ahead. It is in our hands and in our hearts.”

[“Learning from 9/11,” *America*, Aug. 29, 2011]

The meaning of the College lies ahead.

It is in our hands and in our hearts.

How will we write the College's story?

