College of Arts & Sciences Strategic Plan:
Acts of Determination in Support of
Baylor University Pro Futuris
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ASPIRATIONAL STATEMENT

The College of Arts & Sciences, the oldest and largest academic unit at Baylor University, will provide the leadership for Baylor to build its distinctive identity: a major research institution with a commitment to transformative education within a Christian community of scholars.

PREFACE

Pro Futuris is a bold strategic vision that will propel Baylor University into the top tier of universities nationally even as its Christian heritage and mission are more fully realized. This vision inspires us to strive for the highest academic standing while delivering a transformational education that prepares “men and women for worldwide leadership and service.” Few major research universities are known for great teaching and fewer still for religious commitment. Baylor, however, uniquely aspires to the integration of all three imperatives.

The College of Arts & Sciences is the engine that will drive the University to the destination articulated in Pro Futuris. We have nearly one-half of the University’s living alumni and associated fundraising capacity. The faculty from the 26 academic departments of Arts & Sciences educate the entire undergraduate student body through the nationally recognized Arts & Sciences core curriculum, educate the great majority of the health science students, and graduate most of the University’s doctoral students, while at the same time managing many of the University’s centers and institutes. Because of the academic breadth and depth of Arts & Sciences, significant improvements to evaluative metrics of any kind are intrinsically determined by the achievement of our goals.

As this plan is implemented, the Arts & Sciences faculty, building on the long tradition at Baylor of dynamic teacher-scholars, will bring extraordinary discoveries to the classrooms in world-class facilities equipped with cutting-edge technology. They will produce research across the Humanities, Social Sciences, and STEM fields to help solve the grand challenges of society.

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1 Beginning the summer of 2014 the University will create a new College of Health and Human Sciences (HHS) that will include the transfer of the Communication Sciences and Disorders Department and the Family and Consumer Sciences Department from Arts & Sciences to the new college. References to these two departments in the A&Spire strategic plan must be considered tentative in light of these administrative changes.

2 The Humanities departments within Arts & Sciences include: Art; Classics; English; History; Modern Languages and Cultures; Philosophy; Political Science; Religion; and Theatre Arts.

3 The Social Science departments within Arts & Sciences include: Aerospace Studies/AFROTC; Anthropology; Communication Sciences and Disorders; Family and Consumer Sciences; Military Science/ROTC; Communication; Journalism, Public Relations and New Media; Museum Studies; and Sociology.

4 The STEM departments within Arts & Sciences include: Biology; Chemistry and Biochemistry; Environmental Science; Geology; Mathematics; Physics; Psychology and Neuroscience; and Statistical Science.
Leadership in health science education and research will grow exponentially through new collaborations across school boundaries and with leading external constituencies.

As the College of Arts & Sciences realizes its conception of Pro Futuris, we will educate greater numbers of the world’s most academically talented students. With greater frequency, our undergraduates will distinguish themselves through national scholarships and admissions to prestigious professional and academic graduate programs. Our students will lead in their fields as informed citizens and empirical decision makers who are grounded in firm moral commitments and vibrant faith perspectives. They will have a deeper grasp of the world as they pursue and acquire positions of leadership within and beyond higher education. Our alumni will be more engaged with our work and will contribute in turn to the success of Arts & Sciences both financially and through actions and advocacy. Baylor, recognized as a national leader in higher education, will transform the world through its graduates.

Our plan, which we call A&Spire, focuses on five themes and their respective Acts of Determination (AOD) formulated as responses to key aspirational statements presented in Pro Futuris. These themes and the major initiatives embodied within them will provide the framework for robust, multi-faceted academic endeavors in the years ahead.

**Advancing Liberal Education in the 21st Century** is found at the intersection of academic excellence and informed faith as articulated in Pro Futuris. This intersection has been and always will be the heart of the College of Arts & Sciences and is exemplified in our commitment to transformational education. With a foundational, cutting-edge core curriculum, enhanced interdisciplinary collaboration, more engaged learning opportunities, and additional undergraduate research, successes will reverberate across all departments and programs. Utilizing these resources, our students will continue building skills in communication, critical thinking, civic leadership, and Christian perspective.

**Becoming a Nationally Recognized Research Institution** directly responds to the Pro Futuris aspiration to become a Research University classified at a very high level of research activity (RU/VH), led in large part by the STEM fields, as recognized by the Carnegie Foundation. Increased faculty scholarly productivity through grant awards, doctoral production, and technical and post-doctoral staffing are crucial for achieving this goal and for advancing Baylor’s reputation and distinct Christian mission. Compelling scholarship will enhance Baylor’s long-standing tradition of great teaching, while further engaging Baylor’s faculty and students in national discussions as central and vital as politics, religion, business, health, and the arts.

**Strengthening Community Engagement** responds to the Pro Futuris aspiration of informed engagement and committed constituents. Fulfilling Baylor’s mission of pro Ecclesia and pro Texana requires that we become more intentional about assessing and coordinating our
communication efforts among faculty, staff, students, alumni, and friends in order to continue building cohesive local, national, and global networks. Such work will not only enrich the educational experience of students residing at Baylor and in Waco, but also will enable us to serve Central Texas neighbors and cultivate alumni and friends for years to come.

**Investing in the Health Sciences** responds to the *Pro Futuris* recognition that the “brand” of Baylor is tied inextricably to the health sciences. This reputation, as part of a larger historic legacy, will be enhanced as we implement our strategic vision and respond to ever-changing academic, public, and political exigencies. Because Arts & Sciences educates most of the University’s prehealth students, houses the Office of Prehealth Studies, and oversees many of the research programs devoted to the health sciences, our leadership is critically important to Baylor’s name recognition that attracts a strong student body. Our calling to heal broken bodies and wounded spirits informs our aim to attain the Carnegie classification of a very high research university.

**Building the Financial Foundation** provides a financial plan for the implementation of the Acts of Determination proposed in the themes of this document. The financial model will consist of three key components for the procurement of future resources: fundraising, judicious stewardship, and operational enhancements. All three sources must work in concert to implement and sustain the Arts & Sciences vision so that, as *Pro Futuris* concludes, “we can be confident in our actions as we chart a path that honors our heritage, raises our sights, and spreads light to a world that needs what God has called and equipped us to offer.”

This document represents the fruition of research and deliberations completed during the 2012–2013 academic year by multiple committees comprised of faculty, staff, and colleagues from within and outside of the College of Arts & Sciences. A special thanks is extended to Baylor University Press for assisting with editorial reviews.

The committee members who produced the theme reports and for whom the College of Arts & Sciences is deeply grateful are as follows:

**Theme 1**

**ADVANCING LIBERAL EDUCATION IN THE 21ST CENTURY**

A liberal education requires a thorough grounding in the Humanities, Social Sciences, and Sciences. It illuminates the connections unifying the modes of inquiry characteristic of each discipline and provides the foundation for students to acquire wisdom. A liberal education will help students to become better citizens, better professionals, and better family members and friends. While recognizing that teaching, research, and service are all crucial to the fabric of Arts & Sciences, and that any one of these without the other two weakens our mission, we affirm that undergraduate education has traditionally been and remains central to the identity and purpose of Baylor University. Within this culture of learning, therefore, we affirm our commitment to an undergraduate core curriculum and experiential learning opportunities that embody the aims and practices of liberal learning.

**Act of Determination 1 – Evaluating the Strength of the Four C’s in the Core Curriculum**

We will ensure that the Arts & Sciences core curriculum aligns with the four Core Competencies—Communication, Critical Thinking, Civic Leadership, and Christian Perspective—identified by the University General Education Committee (refer to Appendix 1A).

**Action Step:**

- The co-chairs of the Arts & Sciences Curriculum Committee will work with academic departments to assess student competencies in communication, critical thinking, civic leadership, and Christian perspective in their respective majors; and by Fall 2014 will recommend action steps to the Council of Chairs that will ensure the content in the range of core course offerings fully addresses these competencies.

**Act of Determination 2 – Implementing the 10-Year Enrollment Management Plan**

In May of 2012 the Council of Chairs in Arts & Sciences adopted a 10-Year Enrollment Management Plan, which states that by the year 2022 we will achieve a six-year graduation rate of 82%, a freshman retention rate of more than 90%, and a freshman class consisting of 50% high-ability students. If met, these enrollment management goals will substantially increase Baylor’s ranking in U.S. News & World Report. While Baylor is currently ranked #77,
our goal is to enter the top 50. Specifics for the implementation of this plan are presented in Appendix 1B.

**Action Step:**

- By 2022, we will successfully meet the goals presented in the 10-Year Enrollment Management Plan.

**Act of Determination 3 – INVESTING IN TEACHING**

As the landscape of higher education continues to shift, faculty must have appropriate technology to implement cutting-edge pedagogies. Faculty members will assess these choices strategically in light of Baylor’s goals and the traditional emphasis on student-faculty interaction, both in students’ majors and in general education courses.

I. IMPROVING PEDAGOGY

**Action Steps:**

- By Summer 2014 the Dean’s Office will meet with representatives of the Provost’s Office to encourage the inclusion of liberal education values in course content and in all instruction for general education courses for the New Faculty Orientation.
- The Dean’s Office will meet with representatives of the Academy for Teaching and Learning (ATL) by Spring 2015 to develop pedagogical programming to foster exchanges among the faculty in various disciplines.
- The Dean’s Office will provide a report of these activities to the Council of Chairs by Spring 2015.

II. IMPROVING TECHNOLOGY-ENHANCED LEARNING

**Action Steps:**

- By Fall 2014 the Dean will form a committee to act as a resource for technological innovations in the classroom (i.e., MOOCs, edX, Coursera), to maintain an inventory of best technology-based practices, and to provide periodic feedback to the Dean, Council of Chairs, and Information Technology Services (ITS).
- The committee will provide a report of its findings to the Council of Chairs by Spring 2015.

**Act of Determination 4 – DEVELOPING STRATEGIES FOR ENGAGED LEARNING AND MERIT SCHOLARSHIPS**

Recruiting and retaining high-ability students is fundamental to Baylor’s strategic vision. Arts & Sciences guides and supports engaged learning activities in ways that enhance our academic programs. Thus far, we have done so primarily through workshops and presentations made on
behalf of educating high-ability students and their departmental leaders regarding national and international scholarships. Such competitions demand that students become involved in intense engaged learning activities throughout Arts & Sciences, with the resulting self-awareness and leadership skills that enable students to be competitive for these prestigious awards. Another key component of this initiative is faculty mentoring, including supervision and engagement of undergraduate students in thesis writing or independent research, as appropriate.

**Action Steps:**

- **By Fall 2014** the Dean will form a taskforce to assess the feasibility of expanding the duties of the Associate Dean for Special Programs. The taskforce will consider the following activities under the umbrella of the Special Programs Office:
  - availability of engaged learning and merit scholarships;
  - improved advisement for scholarly and engaged learning experiences; and
  - creation of a dynamic model for intense engaged learning experiences open to all students.

- **By Fall 2014** the taskforce will assess the status of undergraduate research activities and ways to better coordinate and promote this important activity. The taskforce will consider, among other initiatives, the following:
  - integration of undergraduate research into the curriculum;
  - strategies for greater student access to undergraduate research opportunities, including more faculty participation in the mentoring of undergraduate students; and
  - the effectiveness of the new Arts & Sciences “Summer Research Program for Entering Freshmen.”

- **By Spring 2015** the taskforce will present recommendations to the Council of Chairs.

**Act of Determination 5 – Assessing the Structure and Function of the Arts & Sciences Core Curriculum**

The first four Acts of Determination of Theme 1 are immediate steps that will improve the delivery of a liberal education and the impact that our graduates have on the world. Faculty agree that these initial steps are desirable and achievable and may be attained through interdisciplinary collaboration. This AOD entails an assessment of the core curriculum, which
requires a considerable commitment of time and resources. Following this assessment, the faculty may recommend whether restructuring is needed.

**Action Steps:**

- The Dean and Council of Chairs will hold colloquia during the **2014–2015 academic year** with a broadly representative group of faculty who teach in the core curriculum to advance the idea that courses serve a larger purpose of general importance to the University and that the subject matter of these courses be introduced to the students as such, rather than in a narrow disciplinary fashion.

- Following these colloquia and following the assessment of the core curriculum from the Arts & Sciences Curriculum Committee (refer to AOD 1), the Dean’s Office, in consultation with the Council of Chairs, will determine if further assessment of the core is needed. The Dean’s Office will make this determination by **Summer 2015**.

- Should it be determined that further changes to the core curriculum are desirable, the Dean will appoint a taskforce to assess the state of liberal education in Arts & Sciences as made manifest through the core curriculum. The taskforce will report those findings to the Dean and the Council of Chairs by **Fall 2015**. **Appendix 1C** provides the details of the charges to this taskforce.
Theme 2

BECOMING A NATIONALLY RECOGNIZED RESEARCH INSTITUTION

As stated in Pro Futuris, Baylor aspires to national recognition as a Carnegie Research University with “very high research activity” (RU/VH), and for a ranking in the upper quintiles of Academic Analytics, in the upper quartiles of the National Research Council, and in the top 50 of U.S. News & World Report (refer to Appendix 2A). An academic institution recognized with such distinction accrues many benefits: the value of a Baylor degree increases, the best and brightest students and faculty wish to join us, and benefactors vie to contribute to a grand vision having a national and international impact. Baylor is well positioned to stand with only a handful of major research universities that have high national ranking and a dynamic religious identity.

All academic disciplines in Arts & Sciences must contribute to Baylor’s goals in terms of research and grant productivity. Conducting cutting-edge research allows faculty members to remain current in their discipline, create new knowledge, increase research opportunities for students, bring results of their research into the classroom, and disseminate this information to the wider academic community. Further, the Humanities, Social Sciences, and STEM disciplines must work to increase research across disciplines, especially in light of Baylor’s distinctive mission, to engage in meaningful holistic inquiry.

If, however, Baylor is to reach its goal in the Carnegie Research University rankings, the STEM disciplines must make significant new contributions to research productivity, especially considering the large financial investments made to these areas. The principal goals for STEM are to (1) increase Ph.D. graduation rates by a factor of two to three over current levels; (2) increase external grant funding received from competitive sources by a factor of at least six; (3) substantially increase numbers of publications in peer reviewed literature; and (4) significantly increase staffing over current levels to provide instrumentation support and number of post-doctoral fellows supported by faculty through external funding. Tables 2.1 and 2.2 demonstrate the great importance of each of these factors in determining institutional status in Carnegie rankings. Appendix 2B presents the first five-year plan from STEM in Arts & Sciences for increasing proposal submissions and research expenditures.
Table 2.1. Principal Components Analysis (PCA) Loadings for the 2010 Carnegie Classifications Data File.
The tables show the two indices of research activity—aggregate and per-capita—based on the data analysis. The variables indicate measures of research activity for the institutions in the dataset.

| Aggregate analysis (first principal component explained 71% of the total variance) |
|---------------------------------|----------|
| Doctorates: STEM                | 0.919    |
| Research Staff                  | 0.906    |
| S&E R&D Expenditures            | 0.894    |
| Doctorates: Social Sciences     | 0.867    |
| Non-S&E R&D Expenditures        | 0.856    |
| Doctorates: Humanities          | 0.804    |
| Doctorates: Other Fields        | 0.619    |

| Per-capita analysis (first principal component explained 71% of the total variance) |
|----------------------------------------|----------|
| Per-capita S&E R&D Expenditures       | 0.919    |
| Per-capita Research Staff             | 0.908    |
| Per-capita Non-S&E R&D Expenditures   | 0.673    |

Table 2.2. Comparison of Baylor University to Aspirant Institutions for the Carnegie Classification.
Baylor University compared to three institutions in the Carnegie Classification RU/VH group that have full-time faculty count between 600 and 1100 but without medical schools (based on the 2010 Carnegie Classification Data File).

<table>
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<th>Faculty</th>
<th>USN&amp;WR Rank</th>
<th>S&amp;E R&amp;D Expenditures</th>
<th>Non-S&amp;E R&amp;D Expenditures</th>
<th>S&amp;E Research Staff</th>
<th>Doctorates: Humanities</th>
<th>Doctorates: Social Sciences</th>
<th>Doctorates: STEM</th>
<th>Doctorates: Other Fields</th>
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<td>Peer Institutions in RU/VH Category</td>
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Act of Determination 1 – Developing Top-Tier Tenure and Promotion Guidelines

For Baylor to accomplish the transformation to RU/VH status in the Carnegie classification, Arts & Sciences departments will expect their tenure-track faculty to achieve top-tier research performance standards for tenure and promotion. We recognize that grant and publication expectations vary by disciplines and even by sub-disciplines. However, if Arts & Sciences is to increase research activity, all departments must contribute at levels above those currently achieved.

Appendix 2C lists tenure expectations during the typical six-year tenure-track probationary period. In addition, Arts & Sciences will hold candidates seeking promotion to Full Professor to the same standards as top-tier programs.

Action Steps:

• By Fall 2014 departments wishing to improve the likelihood of receiving new and replacement faculty lines, particularly in the STEM fields, should provide a strategic plan to the Dean that includes revisions of departmental tenure and promotion guidelines that are consistent with those listed in Appendix 2C.

• Department chairs will assess progress in grant expenditures in relation to release time and research space allocation for both tenure-track and tenured faculty and will provide an annual report to the Dean by no later than May each year, beginning in 2015.

• By Summer 2015 the Dean, working with the Council of Chairs, will establish protocols for assessing progress toward promotion to Full Professor.

Act of Determination 2 – Increasing Research and Creative Activities in the Humanities and Social Sciences

Many departments in the Humanities and Social Sciences attained strategic success during the decade of Vision 2012. Our successful pursuit of Carnegie research aspirations requires continued, and increased, contributions across all programs in Arts & Sciences. We recognize that the potential for external funding tends to be greater in STEM fields than in the Humanities and Social Sciences. Even so, the Humanities and Social Sciences should make every effort to attract external funding to support doctoral students. Consequently, we will strive to support disciplines in the Humanities and Social Sciences to enable them to contribute to the University’s Carnegie rankings.

In the next decade, the Humanities and Social Sciences, as well as STEM, should continue to broaden and strengthen Baylor’s research and teaching contributions in areas related to health sciences and other inquiry directed toward improving the human condition in the context of Baylor’s Christian commitments (refer to Theme 4). Arts & Sciences acknowledges that
Humanities and Social Science departments will require some strategic hires and routine replacement of existing faculty and associated space needs to continue expanding research productivity. Departments will explore ways to engage in interdisciplinary research to increase productivity and to leverage resources across departments for greater efficiency.

**Action Steps:**

- By **Fall 2014** the Dean will appoint a committee of representative department chairs from the Humanities and Social Sciences to encourage those departments with graduate programs to submit plans for increasing research activities, including in such plans hiring practices and the number of graduate students successfully completing the program in a timely fashion. These discussions will be based on best practices regarding start-up needs, space needs, infrastructural support, and release time for faculty to conduct research at Carnegie RU/VH levels.

- By **Spring 2015** the Dean, with guidance from the Humanities and Social Sciences committee, will develop a master space plan.

- By **Spring 2015** departments in the Humanities and Social Sciences will assess the possibility of establishing a Center for Baptist Studies.

**Act of Determination 3 – Improving Doctoral Productivity in Arts & Sciences STEM Departments**

To make significant contributions toward the University’s goal of achieving Carnegie RU/VH status, doctoral graduation rates must increase across all departments, particularly those in the STEM fields in Arts & Sciences (refer to Table 2.1). Recruitment, retention, and graduation of a high-quality pool of doctoral students will be essential for each department.

**Action Steps:**

- By **Spring 2015** the Dean, in consultation with department chairs, will develop a plan to meet the goal of 80 doctoral graduates per year within 10 years. Departments will work toward a goal of contributing one or more doctoral lines through extramural research grants for every two lines committed by the Graduate School.

- By **Spring 2015** each department will submit to the Dean’s Office a plan to utilize effectively the resources that are provided by the Graduate School for doctoral recruitment.

- Departments with doctoral programs will provide an annual assessment in May of tenured and tenure-track faculty, noting progress toward sufficient grant support for increased doctoral lines.

- Departments will strongly encourage all Ph.D. candidates to have at least one peer reviewed publication prior to graduation.


**Act of Determination 4 – Acquiring New Faculty in Arts & Sciences STEM Departments**

As faculty retire and are replaced, and as new faculty lines are added, Arts & Sciences departments will plan strategically by identifying areas for specialization that pertain to Baylor’s mission and vision and by focusing resources for competitiveness in external grant support and research productivity. Because *Pro Futuris* identifies the health sciences as central to the future of Baylor, some lines vacated by retirements in these departments will be reconfigured. Hiring in research clusters is one approach that will enable productive research in the health sciences and other fields. Such a strategy should consider joint appointments with the School of Engineering and Computer Science and with medical schools, such as the Baylor College of Medicine and Baylor Scott & White Health (refer to Theme 4).

We project the need for at least 40 faculty lines, many with an emphasis on health, in the sciences during the coming decade with levels of research productivity commensurate with Carnegie RU/VH expectations (refer to Appendix 2D).

**Action Steps:**

- **By Fall 2014** the Dean, in consultation with department chairs in the Arts & Sciences STEM fields, will determine best practices regarding start-up needs, space needs, infrastructural support, and release time for new faculty to conduct research at Carnegie RU/VH levels.

- **By Spring 2015** the Dean will form a taskforce to study different space plans for growth in Arts & Sciences STEM for new and replacement faculty hires considering the following options (refer to Theme 4 – AOD 1):
  - To convert space currently planned for future classrooms in the Baylor Sciences Building (BSB) into research space, allowing for approximately six to eight new research faculty in addition to the four positions yielded from retirements;
  - To move existing teaching classrooms, except the three auditoriums, out of the BSB and convert these areas into research space;
  - To move faculty whose research does not require specialized services (ventilation, gas, treated water, etc.) to the hub of the BSB into spaces now used as classrooms;
  - To construct a Clinical Health Sciences facility (refer to Theme 4).
Act of Determination 5 – Increasing Staff Support for Arts & Sciences STEM Departments

Staff members are essential to facilitating scholarly productivity of faculty members and students. Clerical and administrative staff assist the faculty by handling correspondence, grant proposals, and manuscripts; purchasing research supplies and essential materials; and managing routine personnel matters. Technical staff may supervise research centers in which they operate and maintain sophisticated equipment, process samples, and otherwise support investigators’ research. Alternatively, technical staff may be dedicated to a department or a particular investigator’s laboratory. Funding models range from regular university employee status to short-term employment on an investigator’s grant.

Universities with a substantial research enterprise, and therefore, with stronger research reputations, tend to have a relatively large number of technical staff and post-doctoral graduates per research faculty member. Brandeis University, mentioned as a peer institution for Baylor regarding technical staffing levels, has a staff-to-faculty ratio of 2.94. The ratio for Rice University is similar—2.86. Currently, Baylor’s staffing, for both research technical staff and post doctorates, needs to increase to facilitate the University’s entry into Carnegie RU/VH status. Another factor affects Baylor’s staff-to-faculty ratio: presently, many of the staff who support research are not being counted in that role. Thus, our position in Carnegie rankings can improve through accurately reporting staff-to-faculty ratios.

Action Steps:

• By Fall 2014 the Dean, with assistance from Human Resources and the Office of the Vice Provost for Research, will develop an employee classification system that allows staff who support research to be counted and accurately reported to the National Science Foundation (NSF) and other critical agencies.

• By Spring 2015 the Dean will consult with department chairs to examine current staffing and to determine the potential additions of clerical and technical lines needed to support Carnegie RU/VH research.

• By Summer 2015 the Dean will present to the Provost’s Office hiring needs for staffing in the Arts & Sciences STEM fields.

Act of Determination 6 – Creating and Enhancing Research Centers in Arts & Sciences STEM

Centers represent essential resources for improved research and teaching as aspirational goals in Pro Futuris. Centers house specialized equipment that serves investigators from multiple research and teaching laboratories. Such equipment is usually too expensive for each user to support redundant instrumentation in multiple laboratories. The tasks of operation and maintenance of such sophisticated equipment are time intensive and
generally require considerable technical skill. Thus, staffing of a center includes one or more highly skilled technicians.

Study of current and anticipated research indicates that establishing new centers will be more effective than supporting several independent laboratories with redundant equipment. Operation of centers should be supported, in part, by extramural grants (via recharge income). Donor support through fundraising initiatives is essential for helping replace aging equipment in existing centers and for establishing new centers. The recently-conducted inventory and assessment of centers housed in Arts & Sciences and robust annual reporting requirements will assist the Dean and chairs in justifying continued University funding of these research centers.

**Action Steps:**

- By **Fall 2014** the Dean will determine current levels of activity, productivity, and financial support by requesting that each center director develop and submit an annual report.
- By **Spring 2015** the Dean, in consultation with the department chairs, will identify centers that are inactive and determine how best to reallocate those resources, identify new capabilities that existing centers will need to better serve faculty and student research and instruction, assess a possible user-fee structure, and identify new centers needed to facilitate faculty and student research.

**Act of Determination 7 – Planning for Masters Programs**

Masters programs contribute to the University’s mission by educating graduate students in several critical areas, as well as by enhancing the doctoral enrollment in other disciplines. In non-STEM disciplines relatively little external funding currently exists for graduate programs. Thus, if a non-STEM department supports a Ph.D. program, that department’s master’s program, in most cases, should be a constituent part of the Ph.D. Terminal MA and MS degrees will be awarded only to those who leave the program before completing the Ph.D. However, some masters programs are important for generating revenue through teaching and/or supporting the University’s enrollment goals, including retention and timely graduation (refer to **Appendix 2E**). Furthermore, the MFA, rather than the Ph.D., is considered the terminal degree in the fine arts fields and is considered more demanding than the MA in those fields.
**Action Step:**

- By **Spring 2015** the Dean will request that all departments with masters programs provide a self-assessment for future decisions on the various pathways these programs may take for sustainability. **Appendix 2F** lists criteria to consider in these program evaluations.
Theme 3

**STRENGTHENING COMMUNITY ENGAGEMENT**

The College of Arts & Sciences reaffirms its historical commitment to addressing the challenges facing our local, national, and global communities. Our teaching, research, service, and creative performances facilitate the exchange of ideas, engender ethical leadership, foster an appreciation for artistic beauty, and improve the quality of life for our neighbors far and near. These facets, individually and collectively, are important for advancing *Pro Futuris* goals and for building the proposed Arts District, Clinical Health Sciences facility, and Baptist Studies Center for Research, each of which will benefit communities within and beyond the University.

*Informed Engagement* is inextricably linked to another aspirational statement of *Pro Futuris*, namely *Transformational Education*. Participating in educational and service activities that engage off-campus communities will transform our students even as they transform their world. Through the efforts of our students, staff, and faculty, Baylor will become increasingly recognized for addressing systemic local, national, and international problems. Inspired by our spiritual commitments, we will renew our resolve not only to improve the lives of those within our academic community but also to serve others.

One may think of Arts & Sciences as being at the center of three concentric circles that represent different communities (refer to Figure 3.1). The inner circle represents the individuals who are currently in closest proximity; that is, students, faculty, and staff. The second circle includes individuals and groups within Waco, McLennan County, and the state of Texas. The third group includes individuals and groups within our nation, our continent, and across the globe. In reality, the interests and concerns of these groups and the individuals that constitute them often converge or overlap in dynamic ways, building one upon the other. Nevertheless, the image of concentric circles aptly demonstrates Arts & Sciences’ broad influence and abiding responsibility.
**Act of Determination 1 – Improving Campus Event Coordination and Promotion**

The campus community is at the heart of Baylor’s *Pro Futuris* vision. Arts & Sciences will improve communication pertaining to event planning, particularly for lecture series, seminars, recitals, exhibits, and other high-profile activities. While we support technological dissemination of information, we recognize that if promotion is limited to the calendar on the Baylor website, many people on campus and from the wider community will remain unaware of these offerings. Individual events are promoted through printed materials, but a master event calendar will raise awareness of everything that is happening on campus. Such a marketing and communications strategy is important because all too often excellent programs are under-attended, due in part to scheduling conflicts and limited publicity. To reach as large and diverse an audience as possible, Arts & Sciences will take steps to promote its scientific, cultural, and artistic offerings.

**Action Steps:**

- By **Fall 2014** the Dean, in consultation with the Theme 3 committee, will create the position of Events Coordinator.\(^5\) This individual will interact with Baylor’s Office of Marketing and Communications and with key individuals responsible for major activities and events in Arts & Sciences with the goal of improving coordination and publicity.

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\(^5\) We anticipate this position will consist of a non-teaching assignment for an existing faculty member.
• By Fall 2014, in consultation with the Events Coordinator, the Dean will form a Council for Informed Engagement. Council duties should include:
  o collecting data across Arts & Sciences concerning projects and programs involved in Informed Engagement; and
  o promoting Informed Engagement across Arts & Sciences.

• By Spring 2015 the Events Coordinator will create a work plan on campus activities to be submitted annually to the Dean’s Office and will work with the Director of Marketing and Communications of Arts & Sciences to:
  o enhance message delivery by improving print media such as brochures and magazines as well as electronic media such as the Arts & Sciences website, e-newsletters, and social media platforms; and
  o enhance communication with alumni by providing updates on events and initiatives and resources for lifelong learning.

• The Events Coordinator will present a work plan to the Council of Chairs during Fall 2015.

**Act of Determination 2 – Improving Waco and Central Texas Community Outreach**

Baylor’s mission calls us to teach, pursue research, innovate, and serve with full awareness of the needs and interests of others. Some of our Waco and Central Texas neighbors have deep economic needs, and some are marginalized. Baylor intentionally addresses these challenges through evidence-based, solutions-focused, capacity-building partnerships to ease burdens and resolve fundamental inequities. In keeping with our Christian mission, we will address many of these concerns in collaboration with local churches, as well as provide these congregations with resources.

Arts & Sciences also reaches out to Central Texas through a rich array of cultural opportunities in education and the arts. We are committed to encouraging the members of this larger community to visit campus to take advantage of lectures, theatrical productions, and art exhibits. Our students’ educational experiences will connect their academic and creative strengths to the world beyond the classroom. All students will be inspired to connect their classroom learning to experiential opportunities that promote meaningful reflection and action. Experiential learning opportunities help to develop Baylor students into leaders who can resolve challenging issues in our state, nation, and world. Arts & Sciences will establish a set of principles for Service Learning Courses (refer to Appendix 3C) that will be included in discussions on the core curriculum revisions.
**Action Steps:**

- **By Fall 2014** the Dean will appoint one of the council members to the University Community Engagement Council to continue these efforts (refer to Appendices 3A-3C).

- **By Spring 2015**, under the leadership of the Events Coordinator, the Council for Informed Engagement will meet with community leaders involved in education, service, and research to begin to develop collaborations (refer to Figure 3.2).

- **By Spring 2015** the Arts & Sciences Council for Informed Engagement will provide a report to the Council of Chairs on activities related to Waco and Central Texas community outreach.

Figure 3.2. Hierarchical Chart Showing the Proposed Activities of the Council for Informed Engagement.
Act of Determination 3 – Engaging with University Efforts on Global Education

The first aspirational statement in Baylor’s Pro Futuris strategic plan emphasizes globalization and Baylor’s efforts to prepare students to live in a world that is increasingly interconnected. Within Arts & Sciences, global education takes two basic forms: study abroad experiences and on-campus experiences that include coursework and other activities with an international focus. A list of current coursework related to global issues is provided in Appendix 3D. Also, Appendix 3E outlines possible activities for the Council for Informed Engagement.

Action Steps:

• By Fall 2015 the Council for Informed Engagement, after reviewing the final report of the Baylor Global Engagement Taskforce, will work with the Vice Provost for Global Engagement to create and implement strategic acts of determination resulting from the Provost’s approval of recommendations.

• The Arts & Sciences Council for Informed Engagement will provide a report of its recommendations to the Council of Chairs during Fall 2015.
Theme 4

INVESTING IN THE HEALTH SCIENCES

As stated in Pro Futuris, Baylor University is committed to scholarship of the highest quality and to articulating a distinctive voice in global conversations about crucial issues such as social responsibility, human rights, poverty, diversity, economic growth, sustainability, and health care. Arts & Sciences curricula are structured to develop the “whole person.” In addition to studies within their major disciplines, students take courses in the sciences, religion, languages, mathematics, and communication. While Baylor seeks to be influential across the spectrum of disciplines (refer to Theme 2), the University enjoys a special reputation for providing excellent health-related educational programming, illustrated by the fact that approximately one-third of the University’s incoming freshmen regularly designate interest in careers in health care. As we look forward to the implementation of the aspirations set forth in Pro Futuris, we must pay special attention to the educational goals of this substantial portion of our undergraduate population.

To this end, we must continue to provide excellent course offerings and educational programming in the health sciences at both the undergraduate and graduate levels. We must invest in graduate programs, students, and faculty who promote health science research, thereby increasing scholarly output and providing more undergraduate and graduate research opportunities. We must offer our students opportunities in research and clinical experiences, thereby allowing them to be competitive when applying to professional schools, graduate programs, and post-doctoral science programs.

We also must improve research in the health sciences within and beyond Arts & Sciences. More faculty and staff will be needed, as will greater doctoral production and expanded facilities, to accomplish these goals.

Act of Determination 1 – CREATING A SPACE PLAN FOR HEALTH SCIENCE-RELATED DEPARTMENTS

The Baylor Sciences Building has limited space for expansion, yet the Arts & Sciences STEM departments must make strategic hires to achieve the University’s goals of enhancing health science curricular offerings, research, and extramural funding. Furthermore, numerous obstacles exist with respect to facilities:

- problematic location of the Department of Psychology and Neuroscience (split between the BSB and downtown BU Tower);
• inadequate and partially uninhabitable building housing the Department of Communication Sciences and Disorders (Neill Morris Hall); and

• insufficient space for Child Development (Piper Child Development Center) and Nutrition Sciences (Mary Gibbs Jones Building).

Therefore, we recommend the following:

**Action Step:**

• The Dean’s Office, in consultation with the taskforce formed in Theme 2 – AOD 4, will study configurations of space in the BSB, while simultaneously addressing the needs of the Department of Communication Sciences and Disorders, the Department of Psychology and Neuroscience, and associated clinical programs. Solutions may include construction of a dedicated Clinical Health Sciences building.

**Act of Determination 2 – Creating a Taskforce to Study an Administrative Structure for the Health Sciences**

Current activities related to the health sciences (i.e., research and clinical collaborations, undergraduate research experiences, graduate training, and academic programs) are numerous. Given the complexities associated with these health-related activities, particularly with research and external funding, we must strengthen and expand these efforts. An administrative structure within Arts & Sciences or the appointment of a health science coordinator will provide a readily identifiable and visible entity to coordinate, administer, and lead interdepartmental and multi-site academic and research programs.

**Action Steps:**

• By Fall 2014 the Dean will appoint a taskforce with representatives from various academic departments involved in health-related activities to consider appointing a health science coordinator to provide better operational and strategic oversight.

• A report with recommendations from the taskforce will be submitted to the Dean and Council of Chairs by Spring 2015.

**Act of Determination 3 – Achieving More Favorable Student-to-Faculty Ratios in the Sciences**

Nothing is more critical to supporting the health science initiative at Baylor than hiring faculty who can directly support and enhance the educational experience in classroom, laboratory, and clinical settings. It is essential that Arts & Sciences STEM departments hire faculty who enhance departmental goals in support of the health and human sciences. Such faculty hires will not necessarily be clinicians, nor will they necessarily pursue research directly related to human health. These hires will include faculty who conduct work in topical areas applicable to human health issues and whose research interests are in basic and translational science fields such as
genetics, biochemistry, nutrition, neuroscience, and cell and molecular biology. Furthermore, undergraduate and graduate student research experiences in these laboratories will equip students with skills directly related to their success as future scientists and practitioners in the health and human sciences.

**Table 4.1** shows the teaching demand serviced by sciences, mathematics, and statistics departments in relation to number of faculty. Consequently, the number of student credit hours (SCH) per faculty FTE translates to many large classes, resulting in fewer-than-optimal student contact hours, fewer classroom-laboratory interactions, and limited modes of instruction (less oral and written communication than is desirable). Significantly, high major-to-faculty ratios occur in departments that encounter difficulties providing the number of quality research experiences that students expect. Such experiences are invaluable for success in admission into professional programs in medical, dental, and other health-related schools. Small major-to-faculty ratios identify departments likely having capacity to educate more majors; targeting recruitment effort toward these majors could reduce pressures on the heavily subscribed majors.

**Table 4.1. Student Major-to-Faculty and Credit-Hour-to-Faculty Ratios for Sciences, Mathematics, and Statistical Science Departments at Baylor.**

<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty FTE</th>
<th>Majors/Faculty</th>
<th>SCH/Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>26.7</td>
<td>51.6</td>
<td>436.5</td>
</tr>
<tr>
<td>Chemistry &amp; Biochemistry</td>
<td>27.0</td>
<td>18.1</td>
<td>431.8</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>9.2</td>
<td>12.6</td>
<td>230.2</td>
</tr>
<tr>
<td>Geology</td>
<td>12.0</td>
<td>5.2</td>
<td>279.2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>34.5</td>
<td>2.7</td>
<td>321.4</td>
</tr>
<tr>
<td>Physics</td>
<td>18.1</td>
<td>2.5</td>
<td>283.8</td>
</tr>
<tr>
<td>Psychology &amp; Neuroscience</td>
<td>24.1</td>
<td>37.0</td>
<td>271.9</td>
</tr>
<tr>
<td>Statistical Science</td>
<td>10.0</td>
<td>1.3</td>
<td>220.3</td>
</tr>
</tbody>
</table>

Determination of student-to-faculty ratios is complex, and justification for increases in faculty numbers is based on an equally complex constellation of factors. However, proven best pedagogical practices, literature on retention and engagement, and comparison with peer and aspirant institutions show strong support for mounting a significant effort to reduce this ratio in the sciences at Baylor. Arts & Sciences has adopted a 10-Year Enrollment Management Plan (refer to Appendix 1B) and has already hired a Director of Undergraduate Enrollment Initiatives as initial steps in addressing these concerns. The enrollment management strategy will strive to shape the freshman class in ways that moderate the numbers of majors in traditional prehealth departments (Biology, Psychology and Neuroscience, Chemistry and Biochemistry) and to guide
prehealth students to other science majors having capacity, as well as to majors in the Humanities and Social Sciences.

**Action Step:**

- The Dean’s Office and department chairs in the Arts & Sciences STEM departments will evaluate replacement and expansion hires anticipated in the coming decade, and by **Fall 2014** will create a plan for hiring in support of the health sciences.

**Act of Determination 4 – Creating a Faculty Structure for Clinical, Research, and Joint Appointments**

Within the allied health professions, many faculty will have clinical roles in addition to, or instead of, the teaching and/or research responsibilities held by faculty in traditional academic roles. Clinical faculty, as their title suggests, are more involved in clinical teaching and clinical supervision where the emphasis is on clinical skill development. The research faculty designation will also become more important as hiring in the health sciences continues.

**Action Steps:**

- By **Fall 2014** the Dean’s Office, in consultation with chairs of departments with clinical faculty, will assess the functionality of existing clinical faculty, research faculty, and joint appointments and the potential need for future lines.

- By **Spring 2015** the Dean’s Office, working with the Provost’s Office and Human Resources, will seek to approve job descriptions for clinical faculty (refer to **Appendix 4**). These new designations will allow departments to hire faculty with clinical expertise and additional types of research experience. This effort should consider the appointment process already in use for faculty in the Army-Baylor graduate programs.

- By **Spring 2015** the Dean’s Office, working with the Provost’s Office and Human Resources, will assess the potential for creating job descriptions for research faculty and joint appointments.

**Act of Determination 5 – Benchmarks and Best Practices for Enrollment Management in the Health Sciences**

Even though approximately one-third of entering Baylor freshmen cite career plans in the medical field, a much smaller percentage of that cohort enters medical school. We must intervene early to help identify other areas in the health sciences in which this larger percentage of students can succeed. Accordingly, we affirm the initiative in the recently approved Arts & Sciences 10-Year Enrollment Management Plan that “by **2014** Arts & Sciences, in concert with Admissions Services, will shape the size and profile of the Arts & Sciences
freshman class.” Arts & Sciences has already begun this shaping process by establishing majors in pre-Biology and pre-Psychology and Neuroscience. The 10-Year Enrollment Management Plan also calls for limits on Medical Humanities majors by 2014. Moreover, the Office of Prehealth Studies has developed courses and programming such as the Science & Health Living and Learning Center to support the educational and professional development of our prehealth student population. While these are positive steps, we need to expand these kinds of efforts.

Another positive development is the Arts & Sciences initiative (expressed in the 10-Year Enrollment Management Plan, Appendix 1B) to assign one professional advisor to our students for their freshman and sophomore years. As this new advising model is implemented in Fall 2014, the professional advisors assigned to prehealth students will need a background in, or training in, advising in the health sciences. To this end, professional advisors working with this cohort will participate in a semi-annual workshop offered by the Office of Prehealth Studies.

Action Steps:

• By Spring 2014 the Dean will appoint a standing Arts & Sciences Enrollment Council to offer guidance on using curriculum to shape the size and profile of the freshman class. Strong representation on this committee should come from the science departments and from the Prehealth Studies program.

• By Spring 2015 the Dean will appoint a committee to create a proposal for a program of distinction, possibly named “Science Fellows,” for science students. This program will be designed to enhance the academic experience of the brightest and best science students and to provide on their academic record a significant distinction similar to that of programs in the Honors College and the Hankamer School of Business. This program may be incorporated into the Science & Health Living and Learning Center.

• The Office of Prehealth Studies will incorporate into the existing New Student Experience a new course to prepare prehealth students for the rigor of the science curriculum, thereby enabling them to clarify and refine their career and educational aspirations. The Office of Prehealth Studies will lead the initiative with the support of the appropriate departments to create the curriculum for this new course and present its finding to the Council of Chairs by Fall 2015.

Act of Determination 6 – Building Collaborations across School Boundaries and among Medical Schools

Based on the quality of our undergraduate prehealth program and on both long-standing research and graduate initiatives, Arts & Sciences will play a pivotal role in the achievement of the University’s stated health science goals. However, this success will be limited without
cooperation between Arts & Sciences and the School of Engineering and Computer Science (ECS), the Division of Health, Human Performances, and Recreation (HHPR) in the School of Education (SOE), and the Louise Herrington School of Nursing (LHSNU). This collaboration is necessary because the number of faculty in these areas is relatively small compared to those of our aspirant institutions. Establishing Bioinformatics is a logical first step in building synergies with the ECS and will require the hiring of additional faculty from both units to build critical mass in terms of faculty and programs. Enhancement of Nutrition Sciences is another logical step that would require Arts & Sciences faculty to collaborate with the faculty of HHPR and the LHSNU, and with other clinical programs. The Department of Family and Consumer Sciences (FCS) has a strong Child and Family Studies program that supports both the SOE and the School of Social Work (SWO).

Additionally, Arts & Sciences must forge stronger relations between our faculty and entities beyond Baylor. Plans are underway for Baylor and the Baylor College of Medicine (BCM) to develop joint faculty and adjunct appointments to create research teams between the two institutions. The National School of Tropical Medicine is the first division at BCM to develop such relationships with Baylor, with cancer research being another likely area for collaboration in the near future. Baylor Scott & White Health is seeking research collaborations to build upon its strong clinical programs. The Baylor Research Institute, as part of the Baylor Scott & White Health Care System, provides collaborative opportunities for the study of infectious diseases. These relationships will enhance our ability to hire nationally recognized faculty in the field of health sciences and to create centers of research excellence.

**Action Steps:**

- The Dean, in consultation with the Dean of ECS, will appoint a taskforce consisting of Arts & Sciences and ECS faculty to explore the creation of a research center focused on bioinformatics and/or other related health science initiatives. The taskforce will develop a plan of action to be submitted to the deans of these two academic units by **Spring 2015**.

- The Dean’s Office will encourage faculty from FCS, HHPR, and the LHSNU to explore possible research initiatives in Nutrition Sciences and other clinical programs and for faculty from FCS and SWO to explore possible research initiatives in Child and Family Studies. By **Spring 2015** these groups will provide a report of their activities to the Dean’s Office.

- The Dean’s Office will continue working with the Provost’s Office to establish contractual agreements on joint and adjunct faculty appointments between Baylor and BCM and Baylor Scott & White Health. This work will be completed by **Fall 2015** and presented to the Council of Chairs.
Theme 5

BUILDING THE FINANCIAL FOUNDATION

The themes presented in this A&Spire document provide a vision for the future in response to the goals and aspirations articulated by the University in Pro Futuris. Many of the proposed Acts of Determination (AOD) require substantial new resources for implementation. Consequently, building the long-term financial foundation of Arts & Sciences will require several funding pathways working in conjunction (Figure 5.1). Even though the University will provide some of the new resources, additional funding will be necessary to support key academic programs through existing resources, better stewardship, and proactive philanthropy from alumni, faculty, staff, students, and the Arts & Sciences Board of Advocates.

Act of Determination 1 – CREATING A 10-YEAR BUDGET PRO FORMA

Action Step:

• By Fall 2014 the Dean’s Office, in consultation with the Provost’s Office, will complete a budget plan itemizing revenues and expenditures in the areas of development, stewardship, and university support that will financially sustain A&Spire.

I. DEVELOPMENT INITIATIVES

ENDOWING SCHOLARSHIPS

The President’s Scholarship Initiative (PSI) has successfully completed its three-year, $100,000,000 campaign. To continue development activities in this important area, Arts & Sciences will propose its own five-year fundraising campaign for student scholarships. Scholarships serve multiple purposes. First and foremost, they help provide an affordable education for many students who otherwise could not attend Baylor. They also serve as an important recruiting tool for high-ability students, which will improve retention and graduation rates. The Board of Advocates, Directors of Development in Arts & Sciences, and University Development will partner with the Dean’s Office to identify potential scholarship donors from both internal and external sources.

6 This strategic plan does not supplant ongoing operational budgets or access to potential new operational monies through normal channels.
**Act of Determination 1 – Creating a $10 Million Endowed Scholarship Plan for the Next Five Years**

Scholarship initiatives span a broad spectrum of possibilities and needs. Below is a list of opportunities proposed in the theme committee reports:

- General Fund
- Hillis Scholars
- Global Education
- Science Fellows
- Merit Scholars
- Model Organization of American States

**Action Steps:**

- **By Summer 2014** the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will create a prospectus for a $10 million scholarship campaign.

- **By Fall 2014** Arts & Sciences Marketing and Communications will develop a strategy for the fundraising initiatives.

**Building the Arts District**

The Arts District fundraising campaign has been ongoing for several years. Hooper-Schaefer Fine Arts Center is an inadequate facility housing the Departments of Theatre Arts and Art and occupied to capacity (students, faculty, laboratories, auditoriums, and graduate programs). Furthermore, the Division of Film and Digital Media in the Department of Communication has significantly outgrown its space in Castellaw, and the quality of this space has declined. Architectural plans are being created to renovate and expand Hooper-Schaefer Fine Arts Center to better accommodate the needs of these departments.

**Act of Determination 2 – Creating a $50 Million Development Plan for the Arts District**

**Action Steps:**

- **By Fall 2014** the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will identify donors who collectively will contribute at least one-half of the funding for the Arts District, resulting in named auditoriums, performance halls, museums, classrooms, laboratories, departments, and programs.

- **By Spring 2015** the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will identify other donors for gifts to complete the project.
• Following the implementation of the previous two steps, a public campaign to complete the fundraising activity will be launched by **Summer 2015**; this will include consultation with Arts & Sciences Marketing and Communications.

**Act of Determination 3 – Creating a Development Plan to Endow Masters Programs in the Arts**

**Action Steps:**

- To raise $3 million to endow a Master of Fine Arts (MFA) in Film and Digital Media to supplant the existing MA program. The Dean’s Office will develop a fundraising strategy by **Fall 2014** targeted at donors who have voiced an interest in supporting this program and for creating a Department of Film and Digital Media to be housed in the Arts District.

- To raise $3 million to endow the existing MFA in the Department of Theatre Arts that will be housed in the Arts District. The Dean’s Office and the Directors of Development in Arts & Sciences will create a fundraising strategy by **Spring 2015** targeted at current donors who have voiced an interest in supporting this program.

- To assess the possibility of a fundraising initiative for an MFA program in the Department of Art.

**Endowing the Sciences**

Endowing various parts of the sciences is an important goal for securing resources above and beyond normal operational channels. Included are endowed professorships, research centers, research space, and graduate degree programs.

**Act of Determination 4 — Creating a Development Plan to Endow 12 Professorships in the Sciences**

Endowed professorships attract mid-level and senior faculty who can immediately enhance our research productivity and reputation. Additionally, external monies for faculty lines will reduce the financial strain on University resources. Hiring preference will be given to faculty in the health sciences to help build collaborative synergies with the Baylor College of Medicine and Baylor Scott & White Health, for example, and to reduce the unacceptable student major-to-faculty ratio (up to as much as 50:1 in the sciences).

**Action Steps:**

- By **Fall 2014** the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will design a campaign strategy for the sciences to endow 12 professorships/chairs in the name of current faculty and/or to create new endowed professorships ($36 M).

- By **Fall 2014** Arts & Sciences Marketing and Communications will develop a strategy for the recommended fundraising campaign for endowed professorships.
Act of Determination 5 – Creating a Development Plan to Endow Existing Research Centers in the Sciences

Research centers will be critical for faculty access to shared research equipment and technical staffing. Endowing existing centers or endowments that leverage the creation of new centers will be important. A new Center for Microscopy and Imaging was recently endowed for $3 million, but it is still in need of an additional $1 million to fulfill the original operational needs. Interest earnings from the endowment will cover the cost of a technical staff line and the purchase of a new Environmental Scanning Electron Microscope.

**Action Steps:**

- **By Fall 2015** the Dean’s Office, in consultation with the Board of Advocates, will develop a plan for obtaining an additional $15 million to help fully endow the Center for Microscopy and Imaging and also to endow the centers for Molecular Bioscience, Mass Spectrometry, and Nuclear Magnetic Resonance. Monies will be used to fund technical staff lines and research equipment.

Act of Determination 6 – Creating a Development Plan to Acquire Additional Research Space for the Sciences

More research laboratory space will be needed beyond the expansion space still available in the BSB; estimates indicate that approximately 120,000 square feet will be needed. Therefore, given that the current expansion space is calculated to be no more than 7,000 additional square feet, the considerable shortfall of adequate space requires urgent, proactive planning.

**Action Steps:**

- **By Fall 2015** the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will create a fundraising campaign to refurbish the BSB to convert existing classroom space, except auditoriums, to research laboratory space.

- Contingent upon recommendations from the committee on space planning in Theme 4 – AOD 1, the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will create a plan to assess fundraising capabilities for the construction of a Clinical Health Sciences facility at the location identified on the master space plan adjacent to the BSB.
Act of Determination 7 — Creating a Development Plan to Endow Masters Programs in the Sciences

Endowing existing masters programs in Arts & Sciences will contribute to cost savings for reinvestment in facilities and other programs.

Action Steps:

• By Fall 2015 the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will develop a strategy for assessing the possibility of endowing the MA and MS degrees in the Department of Communication Sciences and Disorders at a cost of approximately $3 million.

• By Fall 2015 the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will develop a strategy for assessing the possibility of endowing the existing MS degree in the Department of Geology at an approximate cost of $3 million.

Endowing the Humanities and Social Sciences

Endowed professorships hold great importance for the Humanities and Social Sciences, as well as for other selected programs. Endowed professorships promote research productivity, national and international visibility, and excellence in teaching. They also enable Baylor Humanities and Social Sciences to attract and retain the best and brightest faculty members. Efforts in these areas will continue to build upon the academic foundation created during the preceding decade.

Act of Determination 8 — Creating a Development Plan in the Humanities and Social Sciences

Action Steps:

• The Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will consider a possible plan for endowing a Center for Baptist Studies with a plan of action to be completed by Summer 2014.

• The Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will create a strategy for assessing the possibility of endowing six professorships/chairs ($12 million) during the coming decade, with a plan to be completed by Fall 2014.
ACT OF DETERMINATION 9 – CREATING A PLAN FOR A COMPREHENSIVE CAPITAL CAMPAIGN

For Arts & Sciences to build a financial model to achieve its goals on behalf of Pro Futuris, a considerable influx of new resources contingent upon the implementation of a comprehensive capital campaign will be needed. Current development staffing within Arts & Sciences is not sufficient to raise many tens of millions of dollars during a relatively brief ten-year period.

ACTION STEPS:

• By Summer 2014 the Dean will meet with the Provost and Senior Vice President for Development and Strategic Initiatives to reach an agreement that University Development will assist with the major fundraising initiatives recommended in this proposal.

• By Summer 2014 the Dean will meet with the Provost and Senior Vice President for Development and Strategic Initiatives to reach an agreement based on best practices nationally to allow the development staff to grow to assist with the critical fundraising initiatives in Arts & Sciences.

OVERVIEW OF POTENTIAL FUNDRAISING INITIATIVES

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Endowing Student Scholarships</td>
<td>$10 million</td>
</tr>
<tr>
<td>Endowing Professorships (18)</td>
<td>$48 million</td>
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<tr>
<td>Arts District/Hooper-Schaefer Renovation</td>
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<td>Baylor Sciences Building Renovation</td>
<td>$15 million</td>
</tr>
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<td>Clinical Health Sciences Facility</td>
<td>$80 million</td>
</tr>
<tr>
<td>Endowing Research Centers (2)</td>
<td>$8 million</td>
</tr>
<tr>
<td>Endowing Masters Programs (2)</td>
<td>$6 million</td>
</tr>
<tr>
<td>Center for Baptist Studies</td>
<td>$5 million</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$222 million</strong></td>
</tr>
</tbody>
</table>

II. JUDICIOUS STEWARDSHIP

Judicious stewardship refers to increased efficiency of operations resulting from management strategies that enable strategic accomplishments without additional resources. That is to say, more can be accomplished with existing resources either through direct savings or reinvestment. Currently, Arts & Sciences is employing a variety of strategies to increase efficiencies and to argue for reinvestment plans from some of these savings (refer to Figure 5.1).

Act of Determination 1 – ENDOWING NEW PROFESSORSHIPS

Of the new faculty lines needed in the coming decade for Arts & Sciences STEM departments in general and for the health sciences in particular we propose implementing a fundraising
initiative to fund 12 of these lines through endowed professorships/chairs. Additionally, we propose to raise funds for six endowed professorships in the Humanities and Social Sciences. The action steps for fundraising for endowed professorships/chairs are discussed in Theme 5 – I. Development Initiatives – AOD 4 and AOD 8. These steps will lead to a significant cost savings for the University operational budget.

**Act of Determination 2 – Faculty Workloads**

Rigorous guidelines are needed for faculty workloads to create greater course coverage with existing faculty, to generate more scholarly research, and to provide for consistency across departmental units. In consultation with the Provost’s Office and the Office of Institutional Research and Testing, the Dean’s Office has revised workload guidelines that are currently being tested and implemented. These workloads standardize time allocation where possible, yet allow for flexibility when necessary. In addition, annual performance standards are being assessed for faculty release time designated for research.

**Action Steps:**

- By Fall 2015 the Dean’s Office will complete the implementation of the faculty workload plan and will make faculty workload adjustments for the following academic year.

- Beginning in the 2015–2016 academic year our goal is that on average each department will reduce by one course per semester the need for temporary lecturer monies. Currently Arts & Sciences allocates approximately $1.5 million per year for temporary lecturers. By achieving this goal, we can reduce the need for temporary lecturer monies by approximately $250,000 per year. The Dean will propose to the Provost that one-half of these savings be reinvested into Arts & Sciences for new staff lines.

**Act of Determination 3 – Endowing Scholarships**

Endowing scholarships is crucial in order to alleviate financial constraints on our student body and to free monies from the University operational budget for other purposes by reducing the tuition discount rate. During the next five years Arts & Sciences will aspire to raise $10 million in endowed scholarship funds that will provide approximately $500,000 in savings to the University on increased interest earnings.

**Action Step:**

- The Dean will seek approval, upon successful completion of the Arts & Sciences $10 million fundraising campaign, to direct one-half of the interest earnings to Arts & Sciences for hiring new staff lines.
**Act of Determination 4 – Departmental Financial Profiles**

Currently, departmental profiles combining all components of departmental operational budgets into one document are near completion. In addition to operational budget information, these profiles will include data about endowed scholarship monies, graduate student monies, enrollment management criteria, development initiatives, endowed professorships, center activities, and discretionary funds. This document will allow for maximum use and sharing of resources between the Dean’s Office and the departments.

**Action Step:**

- By Summer 2014 the two Financial Managers in Arts & Sciences will complete departmental financial profiles. Financial savings will be tracked beginning at this point.

**Act of Determination 5 – Dean’s Office Financial Profile**

The Dean’s Office discretionary budgets must be utilized to capacity, but within the context of potential financial exigencies. Some budget lines in the Dean’s Office accounts are replenished each year, some are replenished unpredictably from one year to the next, and some are based on monies that, once expended, will never be replenished. Across Arts & Sciences, many projects that require funding on an annual basis are difficult to fund through more traditional operational means.

**Action Step:**

- By Summer 2014 the Dean’s Office will develop a model establishing baseline reserve funds needed for financial contingencies for an academic unit the size of Arts & Sciences.
- By Summer 2014 the Dean’s Office will develop a budget model to expend excess funds each year above the reserve line for strategic projects.

**Act of Determination 6 – Endowing Existing Professorships**

Currently Arts & Sciences has 22 partially endowed professorships. Interest earnings from the principal of these endowments are not sufficient to fund fully an existing faculty member for most of these professorships/chairs. However, four currently are endowed to at least $1 million.

**Action Steps:**

- By Spring 2015 the Dean, in consultation with department chairs, will appoint four faculty to existing professorships/chairs, each endowed to at least $1 million but not
assigned to any current faculty members. This will provide discretionary monies for faculty and help relieve pressures from departmental operational budgets.

• By Fall 2015 the Dean’s Office will determine whether to remove, combine, or enhance the remaining partially endowed professorships/chairs in accordance with donor agreements.

**Act of Determination 7 – ENDOWING RESEARCH CENTERS**

Research centers are now being assessed for operational and strategic effectiveness. This assessment includes whether the current centers are needed, how efficiently they are being operated, and whether new centers are needed. Any operational savings from dismantling an existing center will be reinvested into other programs. The operational savings resulting from the endowment of any existing or new centers in the coming decade will be reinvested into other non-endowed centers or related programs.

*Action Steps:*

• By Fall 2014 for each endowed center, the Dean will secure an agreement from the Provost to allow reinvestment of these operational monies back into other centers or toward new staff lines.

**Act of Determination 8 – ENDOWING MASTERS PROGRAMS**

Existing and future masters programs should, if at all possible, be endowed for covering operational expenses. The four areas with the greatest likelihood of receiving endowed monies are Theatre Arts, Film and Digital Media, Geology, and Communication Sciences and Disorders. If successful, this endowment will render savings to the University that can be reinvested into other areas.

*Action Step:*

• By Fall 2014 the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will develop a fundraising initiative for these four graduate program areas. For each program, endowed savings should be reinvested into other graduate studies areas of Arts & Sciences.

**Act of Determination 9 – STRENGTHENING STAFFING EFFICIENCIES**

The Arts & Sciences Dean’s Office, in coordination with Human Resources, will conduct a comprehensive assessment of clerical and technical staffing to evaluate performance efficiencies and technical expertise of existing staff and to determine what additional staff will be needed in the coming decade. This is an important issue, particularly in the sciences.
**Action Steps:**

- **By Summer 2015** the Dean’s Office, in consultation with department chairs from the sciences, will determine future technical staffing needs for research enhancement through core facilities and within departments and will develop a plan for securing resources from a combination of fundraising reinvestment activities or from the University.

- **By Fall 2015** the Dean’s Office will determine, in consultation with Human Resources and the Provost’s Office, current staffing levels and expertise and compare these to best practices of comparable universities.

- **By Fall 2015** the Dean’s Office will determine the number of new clerical staff needed and will develop a plan of action for securing resources from a combination of fundraising reinvestment strategies or from the University.

**Act of Determination 10 – Facilities and Administrative Revenue Sharing**

As indirect costs from successful grant awards continue to increase, additional revenues will need to be generated to offset operational expenses and to support new and existing programs. Currently, the University receives 75% of Facilities and Administrative (F&A) revenues, and the home department receives 25%. Adjustments in these allocations will be needed in the future to empower the Dean to make strategic reinvestment decisions within Arts & Sciences. If within 10 years Arts & Sciences begins generating $10 million annually in grant expenditures, approximately $1.14 million per year in discretionary funds would be yielded, for example.

**Action Step:**

- **By Summer 2015** the Dean’s Office will develop a proposal to adjust F&A revenue sharing among the departments, Dean’s office, and Provost’s Office beginning with the 2015–2016 academic year. The Dean’s Office share, based on some percentage increase in future granting expenditures, would be reinvested into escalating start-up costs and various other initiatives related to scholarly endeavors.

**Act of Determination 11 – Enrollment Management**

The 10-Year Enrollment Management Plan for Arts & Sciences aspires to a freshman retention rate of 90%. Two years into implementation of the plan, retention has already increased by two percentage points to 88%. Each percentage point increase reduces the necessity of drawing from the University operational budget. These savings will be tracked.
III. UNIVERSITY CONTRIBUTIONS

The difference between the sum of resources obtained through fundraising plus stewardship and the total resources needed to implement the 10-Year A&Spire Plan will require an infusion of resources from the University (Figure 5.1).

**ACT OF DETERMINATION 1 – UNIVERSITY CONTRIBUTIONS TO A&SPIRE**

**ACTION STEPS:**

- The University will in good faith attempt to provide faculty lines and associated start-up and facilities costs on an annual basis in order to reach the stated 10-year goal of hiring in Arts & Sciences.

- The University will in good faith maintain operational budgets with modest annual growth rates.

- The University will in good faith provide staffing needs where appropriate and other forms of faculty support regarding teaching and research.

- The University will in good faith allow for savings through development and stewardship activities to be reinvested into Arts & Sciences.
FIGURE 5.1. Flow Chart Showing Strategies for Funding the A&Spire Strategic Plan.

A&S Financial Management Plan

External Sources

Development
- Endowment: Scholarships, Professorships, Programs, Centers, Departments, Annual Giving, Facilities

Stewardship
- Department Profiles, Faculty Workloads, F&A Revenue Sharing, Staffing, Endowed Professors, Enrollment Mgmt, Centers/Institutes

Internal Sources

University
- Faculty Lines, Start-up, Facilities, Staff Lines, Faculty Support

University Contribution = Total Resources - (Development + Stewardship)
Summary of Acts of Determination

Advancing Liberal Education in the 21st Century

1 – Evaluating the Strength of the Four C’s in the Core Curriculum
The co-chairs of the Arts & Sciences Curriculum Committee will provide a report to the Council of Chairs by Fall 2014 that will summarize student competencies in communication, critical thinking, civic leadership, and Christian perspective in the core curriculum.

2 – Implementing the 10-Year Enrollment Management Plan
By implementing the approved 10-Year Enrollment Management Plan, Arts & Sciences will achieve a six-year graduation rate of 82%, a retention rate of more than 90%, and a freshman class consisting of 50% high ability students by year 2022.

3 – Investing in Teaching
The Dean’s Office will lead efforts to develop pedagogical programming to foster exchanges among the faculty in various disciplines by Fall 2014.

4 – Developing Strategies for Engaged Learning and Merit Scholarships
By Fall 2014 the Dean will form a taskforce to consider strategies to increase student access to undergraduate research opportunities and to assess the feasibility of expanding the activities of the Special Programs Office to improve advisement for merit scholarships and engaged learning experiences.

5 – Assessing the Structure and Function of the Arts & Sciences Core Curriculum
The Dean and the Council of Chairs will hold colloquia during the 2014–2015 academic year with faculty who teach in the core curriculum to advance the idea that these courses serve a larger purpose of general importance to the University. By Summer 2015, following these colloquia and assessment by the Arts & Sciences Curriculum Committee, the Dean’s Office will determine if further assessment of the core is needed.

Becoming a Nationally Recognized Research Institution

1 – Developing Top-Tier Tenure and Promotion Guidelines
By Fall 2014 departments wishing to improve the likelihood of receiving new and replacement faculty lines should provide a strategic plan that includes revisions of tenure and promotion guidelines. Each year departments should assess progress toward Baylor’s stated goal to become a Carnegie Very High Research University.

2 – Increasing Research and Creative Activities in the Humanities and Social Sciences
By Fall 2014 the Humanities and Social Science departments will submit plans to the Dean’s Office for increasing research activities and engaging in interdisciplinary research. By Spring 2015 the Dean, with guidance from the Humanities and Social Science department chairs, will develop a master space plan and assess the possibility of establishing a Center for Baptist Studies.

3 – Improving Doctoral Productivity in Arts & Sciences STEM Departments
Over the next 10 years doctoral graduation rates in STEM departments will increase from approximately 20 per year to 80 per year, equaling aspirant universities currently classified as RU/VH.

4 – Acquiring New Faculty in Arts & Sciences STEM Departments
By Fall 2014, the Dean, in consultation with chairs in Arts & Sciences STEM departments, will determine best practices regarding start-up funds, research space, infrastructural support, and faculty release time for research.

5 – Increasing Staff Support for Arts & Sciences STEM Departments
By Fall 2014 the Dean will assess ways to improve reporting to the NSF of staff who support research and will determine the potential additions of clerical and technical staff lines needed to support Carnegie RU/VH research.
6 – Creating and Enhancing Research Centers in Arts & Sciences STEM
By Fall 2014 the Dean will identify centers that are inactive, determine effective ways to redeploy those resources, and identify new centers needed to facilitate faculty and student research.

7 – Planning for Masters Programs
By Fall 2014 all departments with masters programs will provide to the Dean a self-assessment upon which to base future decisions regarding program sustainability.

Strengthening Community Engagement

1 – Improving Campus Event Coordination and Promotion
By Fall 2014 the Dean will create the position of Events Coordinator and form a Council for Informed Engagement to enhance A&S message delivery on campus and in the community; coordinate events; and communicate effectively with our alumni.

2 – Improving Waco and Central Texas Community Outreach
By Fall 2014 the Council for Informed Engagement will engage strategic leaders from education, service, and research regarding informed engagement with the community.

3 – Engaging with University Efforts on Global Education
By Spring 2015 the Council on Informed Engagement will work with the Vice Provost for Global Engagement to implement acts of determination, based on recommendations approved by the Provost.

Investing in the Health Sciences

1 – Creating a Space Plan for Health Science-Related Departments
The Dean’s Office will work with the taskforce to study configurations of the BSB to enhance research and to address the space needs of departments of Communication Sciences and Disorders, Psychology and Neuroscience, and associated clinical programs.

2 – Creating a Taskforce to Study an Administrative Structure for the Health Sciences
By Fall 2014 the Dean will appoint a taskforce to consider ways to provide better oversight of all health-related sciences.

3 – Achieving More Favorable Student-to-Faculty Ratios in the Sciences
By Fall 2014 the Dean’s Office and the Arts & Sciences STEM department chairs will evaluate replacement and expansion hires and plan for hiring in support of the health sciences.

4 – Creating a Faculty Structure for Clinical, Research, and Joint Appointments
By Fall 2014 the Dean’s Office will seek approval of job descriptions for clinical faculty and will assess the need for future clinical lines.

5 – Benchmarks and Best Practices for Enrollment Management in the Health Sciences
By Fall 2014 the Dean will appoint a standing Arts & Sciences Enrollment Council to offer guidance on shaping the size and profile of the Arts & Sciences freshman class. By Fall 2014 the Dean will form a committee to create a proposal for a program of distinction for science students. Also, the Office of Prehealth Studies will provide leadership in developing a New Student Experience course for Fall 2015 to prepare prehealth students for the rigor of the science curriculum.

6 – Building Collaborations across School Boundaries and among Medical Schools
By Spring 2015 the Dean’s Office will appoint a taskforce to explore a research center focused on health science initiatives, including bioinformatics. Also, the Dean’s Office will encourage faculty to explore possible research initiatives in Nutrition Sciences and in Child and Family Studies and will work with the Provost’s Office to establish contractual agreements on joint and adjunct faculty appointments between Baylor and BCM and Scott & White Health.
BUILDING THE FINANCIAL FOUNDATION

1 – CREATING A 10-YEAR BUDGET PRO FORMA
By Fall 2014 the Dean’s Office, in consultation with the Provost’s Office, will complete a budget itemizing revenues and expenditures in the areas of development, stewardship, and university support that will financially sustain A&Spire.

I. Development Initiatives

1 – CREATING A $10 MILLION ENDOWED SCHOLARSHIP PLAN FOR THE NEXT FIVE YEARS
By Summer 2014 the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will create a prospectus for a $10 million scholarship campaign.

2 – CREATING A $50 MILLION DEVELOPMENT PLAN FOR THE ARTS DISTRICT
By Fall 2014 the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will identify donors who collectively will contribute at least one-half of the funding for the Arts District. A public campaign will ensue by Summer 2015 to complete the fundraising.

3 – CREATING A DEVELOPMENT PLAN TO ENDOw MASTERS PROGRAMS IN THE ARTS
By Fall 2014 the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will develop a fundraising strategy for this $6 million campaign.

4 – CREATING A DEVELOPMENT PLAN TO ENDOw 12 PROFESSORSHIPS IN THE SCIENCES
By Fall 2014 the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will design a campaign strategy for the sciences to endow 12 professorships ($36 million).

5 – CREATING A DEVELOPMENT PLAN TO ENDOw EXISTING RESEARCH CENTERS IN THE SCIENCES
By Fall 2014 the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will seek to obtain $15 million to endow the centers for Molecular Bioscience, Mass Spectrometry, and Nuclear Magnetic Resonance, and to complete the endowment for the Center for Microscopy.

6 – CREATING A DEVELOPMENT PLAN TO ACQUIRE ADDITIONAL RESEARCH SPACE FOR THE SCIENCES
By Fall 2014 the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will create a plan to assess fundraising capabilities for construction of a Clinical Health Sciences facility and to refurbish the BSB for additional research space.

7 – CREATING A DEVELOPMENT PLAN TO ENDOw MASTERS PROGRAMS IN THE SCIENCES
By Fall 2014 the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will develop a strategy for assessing the possibility of endowing MA and MS degrees in the Department of Communication Sciences and Disorders ($3 million) and in the Department of Geology ($3 million).

8 – CREATING A DEVELOPMENT PLAN IN THE HUMANITIES AND SOCIAL SCIENCES
By Fall 2014 the Dean’s Office, in consultation with the Board of Advocates, Directors of Development in Arts & Sciences, and University Development, will create a strategy for assessing the possibility of endowing six professorships ($12 million) and the Center for Baptist Studies ($5 million).
9 – Creating a Plan for a Comprehensive Capital Campaign
By Summer 2014 the Dean, the Provost, and the Senior Vice President for Development and Strategic Initiatives will determine a strategy to provide the leadership and staffing to raise at least $100 million within five years for the College of Arts & Sciences. The development staff within Arts & Sciences will grow to assist critical fundraising initiatives.

II. Judicious Stewardship

1 – Endowing New Professorships
Obtain funding to support 12 endowed professorships/chairs across Arts & Sciences to reduce the financial strain on the University operational budget.

2 – Faculty Workloads
By Fall 2014 the Dean’s Office will implement the faculty workload plan. Beginning in the 2015–2016 academic year our goal is that on average each department will reduce by one course per semester the need for temporary lecturer monies. The Dean will propose that one-half of these savings be reinvested into Arts & Sciences for new staff lines.

3 – Endowing Scholarships
The Dean will seek approval to direct one-half of the cost savings from the Arts & Sciences fundraising campaign back into Arts & Sciences for new staff lines.

4 – Departmental Financial Profiles
By Summer 2014 the Dean’s Office will complete the departmental financial profiles, and this will allow tracking of financial savings and the effective use of available resources.

5 – Dean’s Office Financial Profile
By Summer 2014 the Dean’s Office Financial Profile will establish a baseline of reserve funds needed for financial contingencies and will provide a model for annual distribution of funds above the reserve line for strategic projects and financial emergencies.

6 – Endowing Existing Professorships
By Fall 2014 the Dean will designate the funds from four professorships/chairs that are not assigned to existing faculty to be used in targeted operational budgets.

7 – Endowing Research Centers
By Fall 2014 the Dean will seek to endow research centers and to reinvest operational savings back into other centers or into staff lines.

8 – Endowing Masters Programs
By Fall 2014 the Dean’s Office will develop a fundraising initiative for selected masters programs, permitting part of the operational savings to be reinvested into other graduate studies areas of Arts & Sciences.

9 – Strengthening Staffing Efficiencies
By Spring 2015 the Dean’s Office, in consultation with the Provost’s Office and Human Resources, will conduct a comprehensive clerical and technical staff assessment and determine what additional staff will be needed in the coming decade in light of best practices of comparable universities.

10 – Facilities and Administrative Revenue Sharing
By Spring 2015 the Dean’s Office will propose that the F&A revenue sharing be adjusted in terms of the allocation received by departments, the Dean’s Office, and the Provost’s Office. This reallocation would begin in the 2015–2016 academic year.
11 – Enrollment Management
The Dean’s Office will continue to implement the Arts & Sciences enrollment management initiatives. Each percentage increase in freshman retention reduces the necessity of drawing from the University operational budget by as much as $1 million.

III. University Contributions

1 – University Contributions to A&Spire
The University will in good faith attempt to provide Arts & Sciences with the resources for faculty and staff hiring strategies, operational budgets, and reinvestment of savings through fundraising and stewardship.
# Appendices

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- **APPENDIX 1A – DEFINITION OF THE FOUR CORE COMPETENCIES**
- **APPENDIX 1B – 10-YEAR ENROLLMENT MANAGEMENT PLAN**
- **APPENDIX 1C – CHARGES TO THE DEAN’S TASKFORCE ON ASSESSING THE CORE CURRICULUM**

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- **APPENDIX 2B – A&S STEM DEPARTMENTS: FIVE-YEAR PLAN TO INCREASE RESEARCH EXPENDITURES IN THE COLLEGE OF ARTS & SCIENCES**
- **APPENDIX 2C – PROPOSED GUIDELINES FOR TENURE**
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- **APPENDIX 3B – STUDY ABROAD AND RELATED EXPERIENCES**
- **APPENDIX 3C – PRINCIPLES FOR SERVICE LEARNING COURSES**
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Appendix 1

Theme 1 – ADVANCING LIBERAL EDUCATION IN THE 21ST CENTURY
Appendix 1A

Definition of the Four Core Competencies
(These descriptions are taken from the Vice Provost for Undergraduate Education’s page, “Description of Educational Outcomes,” http://www.baylor.edu/vpue/index.php?id=82141.)

COMMUNICATION
Communication means not only speaking and listening, but also writing, persuading, and knowing how to adapt communication to a specific audience. Success in life is greatly influenced by one’s ability to speak and write persuasively. All students at Baylor are required to complete courses in writing and speaking, and are expected to use these courses to strengthen their ability to communicate with elegance and power.

CRITICAL REASONING
Critical reasoning is the ability to calculate accurately, evaluate evidence for truth and validity, justify conclusions with data, and reason through problems to arrive at solutions that are rooted in fact and truth. Science and mathematics requirements are designed to strengthen one’s ability to calculate, reason, and think critically. Many other courses, however, also nurture the ability to reason in both theoretic and practical ways. As significant as it is, the ability to reason must also be viewed within the context of community. At Baylor, we want students to learn to reason not just for themselves, but for the communities they serve.

CIVIC LEADERSHIP
Baylor graduates should become civic leaders in whatever field they enter. Civic leaders are the kind of people who can build consensus among diverse populations and then lead communities toward the ideals they uphold. Whether the profession is medicine, engineering, business, law, or teaching, communities need professionals who can provide civic leadership by placing the needs of communities above their own. The ideal of civic leadership is woven throughout Baylor’s curriculum, but it is particularly evident within social science and humanities courses. Baylor students are taught that they are acquiring knowledge not just for themselves, but also for the broader goal of building communities that flourish.

CHRISTIAN PERSPECTIVE
Baylor students have the opportunity to explore the subject of faith throughout their undergraduate experience, but one way in which Baylor promotes Christian perspective is through our core requirements. Chapel and two required religion courses have been part of Baylor’s curriculum since the University’s founding more than one hundred sixty-five years ago. Courses in Christian heritage and scripture provide students with the knowledge necessary to understand the Christian narrative, reflect on how this narrative has shaped human history, and consider how Christ’s message relates to each of us personally. These core requirements offer students the opportunity to grow in their faith and reflect on God’s calling for their lives.
Appendix 1B

10-Year Enrollment Management Plan

Vision Statement

By 2022,
Baylor University’s College of Arts and Sciences
intends to
enroll, retain, and graduate
its undergraduate students
at levels comparable to National Universities
ranked 45-50
in US News & World Report.¹

Introduction

The College of Arts & Sciences, the oldest and largest academic unit of Baylor University, retains central responsibility and leadership for the institution’s mission “to educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community.”

This commitment is realized primarily through two obligations. First, the College provides general education and electives for more than 12,000 undergraduates in eight of the University’s schools and colleges. Over one-fourth of the courses taken by undergraduates pursuing degrees outside of the College are taken within the College. Second, the College provides baccalaureate programs for over 6,500 undergraduate majors in the College of Arts and Sciences. Currently, the College offers over 75 undergraduate programs of study in 27 academic departments which house over 460 full-time faculty members and 144 staff members. The College awards over 1,300 baccalaureate degrees annually, approximately one-half of all undergraduate degrees.

By offering classes and degrees in the sciences, social sciences, humanities, and selected professional areas, the College fulfills its principal obligation to provide liberal education to future leaders in America and the world. Students who are awarded degrees from the College meet the following competencies: knowledge of human culture and the natural world, intellectual and practical skills, individual and social responsibility, and integrative learning. Baylor was one of only sixteen universities nationwide to receive an “A” from the American Council of Trustees and Alumni in a report that gauges an institution’s commitment to liberal education. During the 2011 Strategic Planning Process of Baylor, one of the principle themes that emerged was liberal education and the core curriculum: “[t]he group documents voiced
strong support for Baylor’s continued excellence in liberal education and enhancement of the Core Curriculum” with “the consensus opinion . . . that Baylor’s mission should not merely be to train but to educate the whole person.”iii The engendering of liberally-educated graduates who integrate faith-based commitments with civic engagement and community service, provide, perhaps, the nation’s best hope for the preservation and transformation of society, for the continuation of democratic processes which contribute to peace and justice, and for environmental preservation and sustainability in the twenty-first century. The stakes could not be higher for our nation and for our world.

The undergraduate enrollment goals and strategies of the College for the next ten years are based on multiple vision proposals submitted in the spring of 2011, including those of by the Dean, academic departments, programs, and administrative offices. Strategic details rely on the experience and results of plans, programs, and best practices initiated and tested by the Retention Taskforce of the College of Arts and Sciences (2008-2012) in the areas of recruiting, freshmen engagement, sophomore engagement, transfer engagement, and suspensions. The Retention Taskforce has met two of its three primary goals—a four-year graduation rate of 54% (now at 59.5%) and a freshman retention rate of 86% (now at 85.5%). The committee has concluded that the College has now maximized its current resources and refined its best practices to full strategic advantage for undergraduate retention. Further improvement will only occur through major resource allocation and strategic internal restructuring.

A&S 2022 Enrollment Goals

1. Enroll a freshman population that includes 50% high-ability students.iii
2. Retain 90% of freshmen.
3. Achieve an 82% six-year graduation rate.

A Statement on Goals and Baylor’s Strategic Vision

The three goals support Aspirational Statement One of Baylor’s new strategic vision: Baylor will be a place where academic excellence and transformational educational experiences ignite leadership potential. “Over the course of our history, Baylor’s graduates have held leadership positions across a broad spectrum of fields including law, business, industry, the arts, education, religion, medicine, and public service.”iv Baylor’s impact on the state and the world can be enhanced if the College of Arts & Sciences’ goals are met.

While the University fell short of its Vision 2012 objective to become a Top 50 institution by 2012, the goals which were achieved from 2002 to 2012 have provided a platform to propel the University into top tier status. A Top 50 ranking (based on U.S. News and World Report metrics) is achievable if the University is able to move forward on multiple fronts, but we cannot meet this goal without extending our achievements in what is often perceived as a major strength—undergraduate education, particularly in the University’s largest academic unit—the College of
Arts & Sciences. More than forty percent of the USNWR ranking are determined by measures of undergraduate education: freshman retention rate (4%), graduation rate (16%), graduation rate performance (7.5%) and student selectivity (15%).

### 2011
#### US News & World Report metrics

<table>
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<th></th>
<th>Student Selectivity (15%)*</th>
<th>Freshman Retention rate (4%)</th>
<th>Graduation Rate Performance (7.5%)</th>
<th>Graduation Rate—6-yr (16%)</th>
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<td>BU College of Arts &amp; Sciences</td>
<td>1323 / 29 (1140-1320)</td>
<td>85.5%</td>
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<tr>
<td>Baylor University (overall)</td>
<td>1320 / 29 (1110-1320)</td>
<td>85.4%</td>
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<tr>
<td>Universities ranked 45-50 (US News &amp; World Report)</td>
<td>1375/30 (1154-1375)</td>
<td>92.1%</td>
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*SAT/ACT – 75 percentile; SAT/ACT – 25 to 75 percentile

### Initiatives to Achieve Goals

While each strategic initiative moves us in measureable ways towards our goals, three initiatives are foundational to success:

1. In concert with Admissions Services, shape the size and profile of the incoming A&S freshman class;
2. Reorganize academic advisement in the College of Arts and Sciences; and
3. Appoint a Director of Enrollment Management for A&S.

These three foundational initiatives support Aspirational Statement 5 of Baylor’s New Strategic Plan: *Baylor will be a place where value generated by and derived from a Baylor experience is supported through a diversity of revenues and judicious stewardship of our resources.*

Specifically, we note the call to: “increase the degree to which the cost of a Baylor education is met by endowed scholarships, discover new sources of program support, and identify improvements in operational efficiencies.”

**Without** implementation and execution of these three initiatives, the College’s student quality, freshman retention rate, and graduation rates should still improve incrementally but our enrollment goals for 2022 **will not** be reached. If A&S enrollment goals are not met, it will not be possible for the University to reach Top 50 status as defined by *US News and World Report* by 2022.
Three Foundational Initiatives:

Shape the size and profile of the incoming A&S freshman class.

By 2014, the College, in concert with Admissions Services, will shape the size and profile of the A&S freshman class.

Size. While the College’s 2011 undergraduate population, currently at 6,514 is near capacity, some departments have limited ability to increase their undergraduate populations. Some, particularly the larger departments, are oversubscribed. For faculty to offer outstanding teaching and mentoring to undergraduates while engaged in research and creative productions, manageable course loads, class sizes, and advising loads must be maintained. Unplanned growth is just as detrimental to the College’s educational enterprise as abrupt declines in student population.

Profile. Guided by the unique needs and aspirations of each of its departments and programs, the College will advise and assist Admission Services in recruiting students who have the appropriate interests, compatibilities, and aptitudes for success in the College’s departments and programs. This effort will be leveraged as the College intensifies collaborative projects with Student Financial Services, Development, and the Provost Office to develop “boutique” scholarships (e.g., Baylor Squared Dual Admission Program, Baylor to Baylor Law Dual Admissions Program, Huebler Scholarship for Ministry Students in Religion, etc.) for targeted student populations for A&S departments and programs.

Distribution of Largest Majors – Freshman Enrollment in Arts & Sciences (Fall 2011)
1. **Reorganize academic advisement in the College of Arts & Sciences by 2014.**

   **Present.** The College reaffirms its current policy to determine the advisor of record for all A&S majors. The College also reaffirms its requirement for mandated advisement for all freshmen and sophomores. ix

   **New Policy.** Beginning in summer of 2014, A&S students will be assigned one professional advisor for their freshman and sophomore years and one faculty advisor for their junior and senior years. x

   **Exemptions.** A&S Chairs or program directors may request an exemption to this policy. Exemptions may be granted by the Dean for up to 3 years at a time for departments or programs which wish to appoint their faculty advisors as advisors of record for their freshman and/or sophomores. It is the responsibility of the Dean’s Office to coordinate training, approve compensation, and monitor the quality of service of the faculty advisors who receive stipends.

   **Secondary Advisement.** Many students have secondary advisement from ancillary programs (e.g., PreHealth Sciences, PreLaw Program, BIC, Honors, Student-Athlete Services, Academic Support, OALA). Where conflicting choices arise over course selection or sequencing, the advisor of record’s guidance should always be consulted and entered into UAS “Advise Notes.”
2. **Appoint a Director of Enrollment Management for A&S**

By summer of 2013, appoint a director to coordinate recruitment, enrollment, retention, academic advisement, degree planning, and assessment. The director will coordinate all effort towards the achievement of the enrollment goals for 2022. A job description is included as an addendum.

Some of Baylor’s schools (e.g., School of Education and School of Computer Science and Engineering) already have professional staff positions dedicated to enrollment management. The size alone of the College would indicate a need for a full-time professional manager of this complex task.

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**Other Initiatives**

**Other Initiatives for Goal One (Size & Profile of Freshman Class):**

1. **Impose policies to manage enrollments in BIO and PSY/NSC beginning in fall 2013.**

Since one-third to one-half of freshmen declare a Pre-Health care intention, the departments of BIO and PSY/NSC are oversubscribed with majors.\(^{x_i}\) Nearly one-half of freshmen in A&S begin in BIO, CHE, and PSY/NSC. Data indicate that freshmen in these departments retain at a slightly lower rate than other students in A&S.\(^{x_{ii}}\) Limiting enrollment in these majors to students who have a higher probability of success will have the following positive results: (1) students lacking the academic background for medical school and/or sciences will become aware of their academic
aptitudes early in their academic careers, (2) less qualified pre-health care students may choose to attend other Universities, and (3) these departments will be better able to provide advising and mentoring services to those majors who remain.

1. Beginning in fall 2011, stricter prerequisites were imposed for introductory BIO and CHE courses. xiii

2. Also beginning in fall 2011, students declaring PSY/NSC as a major may not continue as a major if they fail to pass 2 courses in PSY or NSC, or if they fail to pass a course in PSY/NSC for a second time. All majors who fail one class now meet with the undergraduate program director, and continued progress is monitored closely.

3. By fall of 2012, students will not be able to declare BIO as a major until completing either BIO 1305 or BIO 1306 with at least a C.

4. By fall of 2013, students will not be able to declare a BA major in PSY until they earn a grade of C or better in some combination of PSY 1305, NSC 1306/1106, PSY 2402, and PSY 2405, with a mean GPA in those classes of 2.25; Students will not be able to declare a BS in PSY or NSC until: (1) they earn a Math score of =>550 SAT (=>24 ACT) or a grade of B in MTH 1304; (2) they earn a grade of C or better in some combination of NSC 1306/1106, BIO 1305/1306 and CHE 1301/1302, with a mean GPA in those classes of 2.25. xiv

5. Monitor closely the enrollment shifts to other departments (e.g., CHE, Medical Humanities) as a result of the limits on BIO and PSC/NSC.

2. **Impose limits on enrollments in Medical Humanities by 2014.**

3. **Continue current policies of limited enrollment in THEA, ART, and MUS.**

4. **By 2013, in concert with Admissions Services, determine the number of Summer Study students (formerly called provisional students) admitted to A&S.**

5. **Expand Baylor Squared Dual Admission Program:** Currently, Baylor College of Medicine accepts 4 students a year into this early admissions option which allows students to advance to the Baylor College of Medicine upon graduation from Baylor University. Expand admissions to 15 by 2014. Host 150 HS seniors on campus each year to compete for these 15 scholarships. The enrollment yield on this event is currently 30%.

6. **Begin Baylor to Baylor Law Dual Admissions Program.** Establish an early admissions option with the Baylor Law School similar to the Baylor Squared Dual Admission Program. Initially, 3 scholarships would be offered beginning in fall 2012. By 2017 offer 10. Host 150 HS seniors on campus each year to compete for these scholarships. A 50% enrollment yield of students who compete would be a realistic goal; this would produce a net of 50 high-ability students.
7. Participating A&S departments, in concert with Spiritual Life, International Education, Development, and Admissions Services, will develop academic scholarships for rising sophomores participating in summer mission programs. Award scholarships to 100 high-ability high school seniors accepted to Baylor. The scholarship would be applied during summer following the successful completion of the freshman year. Scholarship includes full Baylor tuition for 3 hours of summer school, plus a $1,000 stipend for a Baylor-sponsored mission trip. Need approximately $2 million endowed monies to cover this. Not only would this program aid in recruiting high-ability students but should further freshmen retention.


9. Support and help facilitate the “secondary major” initiative of the Provost. Offering a catalogue of “secondary majors” is an important recruiting tool for high-ability students who have broad academic and vocational interests.

Other Initiatives for Goal Two (Retention):

1. By 2013, review and revise A&S departmental job search strategies in order to promote the recruitment of underutilized minorities and women faculty and staff into hiring pools. Review and revise A&S departmental strategies to promote the retention of underrepresented minority and women faculty and staff. The fall 2011 minority undergraduate freshmen population in A&S is 37.86%, yet our full-time faculty minority population in A&S is 12.79% and our full-time minority staff population is 16.27%. Studies have shown that minority students retain at higher levels on campuses where there are comparable minority faculty and staff populations. While it is unlawful to use “race” as a factor in hiring, a goal of increasing the number of minority candidates in applicant pools is legitimate and desirable.

2. In concert with New Student Programs, expand Summer Orientation with an emphasis on academic transition: (1) Offer Program-specific Line Camps (e.g., Pre-Med, Pre-Law, Ministry, BIOS [Biology Intensive Orientation for Students], Ministry) by 2014. (2) Offer STEM Bridge program for first generation and minority students in the sciences to introduce them to the rigor of college academics. (3) Offer scholarships for underrepresented students to attend Line Camp.

3. Maximize New Student Experience (NSE) courses by offering a 1-hour NSE course by 2015 to replace one of the four required HP courses all A&S majors must take. This 1-hour course will replace U 1000.
b. **providing peer mentors for most FASs; FYSs; ELGs; LLCs courses by 2015.**
   Students taking these courses will be exempt from the 1-hour NSE course. NSEs include: U1000; FASs; FYSs; ELGs; LLCs; Special sections of general education classes for majors (e.g., REL 1310 for REL majors, ENG 1302 for ENG majors); Special sections of general education classes for pre-law students (e.g., PSC 2302, PHI 1305); Special sections of BIO or CHE for pre-med students (e.g., BIO 1305).

c. **requiring all students at Baylor interested in having a Pre-Health care designation to participate in either the Pre-Health Care Line Camp or an expanded-version of the 1-hour NSE course by 2014.** Once a student has completed either of these, he or she may “declare” Pre-Med, Pre-Dent, etc. and receive full benefits from PreHealth Sciences Office.

4. **Offering at least one FAS in all A&S departments by 2016.** Some FASs (e.g., subs for REL 1350, ENG 1304 would be offered in the spring of the freshmen year).

5. **Offering GESMOs (General Education section for Majors-only):** ENG 1302, HIS 1305, JOU 1303, SPA 1401, PSC 1305, PSY 1305, and REL 1310. Course size would be capped at 30. Students would meet one extra hour per week with a student mentor to cover U1000 materials. (Note: these courses would need 2 student mentors to cover the 30 students.) Faculty would devote part of one class period to introduce students to the professional student organization for majors.

6. **Offer bridge course in BIO similar to CHE 1300.** Offer a pilot in 2014 and, if successful, expand by 2016.

**Other Initiatives for Goal Three (Graduation)**

1. **By 2015, pre-register all A&S freshmen in 10 hours of core 1000-level courses** required for any degree at the University before students arrive for summer orientation. Freshmen will be required to register for the following courses during their first semester: ENG 1302, REL 1310, a mathematics course (3 hr), an HP (1 hr), University 1000, and Chapel.xvii Furthermore, there will be a **recommendation** that foreign language be started in the freshman year. Exceptions may be granted by the advisor of record with guidance from the Dean and Department Chairs.

   Pre-registration may:
   1. improve the “yield” on the class since students would be given their schedule in April (before HS graduation),
   2. allow for greater efficiency in scheduling general education classes for students for the freshman and sophomore years
3. re-emphasize the importance of general education—particularly writing, mathematics, Christian education, health, and spiritual formation—as the foundation of the Baylor University degree,

4. enable the Success Center to better coordinate SI sessions and tutoring to meet targeted needs during the freshman year, and

5. enable departments to better coordinate tutoring for “gateway” courses.

2. **Create a Degree Plan division of the A&S Advising office.** A&S’s 1,700 juniors will be required to have one meeting with a planner during their junior year (fall or spring) by 2014-15 school year.\(^{xviii}\)

3. **Establish a Pre-Law Center by 2016.**
   1. Change Pre-Law Coordinator position from quarter-time to half-time appointment by 2013.
   2. Hire a full-time Pre-Law director and administrative assistant by 2016.

4. **Upgrade service provided by faculty advisors.**
   1. Upgrade training for faculty advisors. Training should focus on advising, mentoring, internship, and placement issues.
   2. The Dean’s Office will evaluate and monitor the quality of advisement by faculty advisors who receive stipends.
   3. By 2015, require that all juniors and seniors have an advising appointment before registering. In some large departments (BIO, CHE, PSY-NSC), it will be necessary to hire lecturers who devote one half to three-quarter time to advising.
   4. By 2015, conduct a study to explore the possibility of imbedding specialist professional advisors in large departments in order to better coordinate departmental advising needs.

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Addendum: Draft Job Description for Director of Enrollment Management, College of Arts & Sciences, *March 28, 2012*

*Ad hoc Committee for Enrollment Management, College of Arts & Sciences members:*
Blake Burleson, Carrolle Kamperman, Viola Osborn, Frank Mathis, Rich Sanker, David Schlueter, Frank Shannon (ex officio), Sinda Vanderpool (ex officio), Dianna Vitanza, Chuck Weaver.
Supporting Documents:
An Initiative for Second Majors
Baylor University Retention Study, Summer 2010
Biology Intensive Orientation for Students (BIOS)
College of Arts & Sciences Retention Plan, 2008-2012
Health Sciences in the College of Arts & Sciences
New Student Experience Components
Prehealth Sciences Program Assessment Report
Proposal for Pre-Law Living-Learning Center
Recommendations, Retention of Underrepresented Student Group Ad Hoc Committee
Strategic Input Report, 2011 Baylor University Strategic Planning Process
Strategic Plan Proposal, Office of Prehealth Studies
Summary of A&S Departments Assessments of capacity
University Advising Proposal, College of Arts & Sciences (CASA)
“Vision Statement: College of Arts & Sciences” (includes appendices with Humanities, Sciences, and Social Sciences proposals)
Endnotes:

i In 2011, Baylor is ranked 75.


iii High Ability students have an SAT comprehensive score $\geq$1300 or an ACT comprehensive score $\geq$ 30. Based on the distribution of SAT total scores for first-time freshmen in Arts & Sciences for the fall of 2011, we estimate that if we can increase the percentage of high ability students to 50%, then the mean SAT score for the entire group will reach 1300.


vi Fall 2011 figures.

1 Summary of 2009 Survey of A&S Department Capacity. A&S enrollment (number of majors) in 2009 was 6,451. Departments estimated capacity at 6,607.

viii Address enrollment in highly enrolled departments through targeted hiring, particularly permanent lecturers. In addition to limiting enrollment in these majors, the hiring of new faculty is essential. This is especially necessary given the large number of classes taught by senior tenured faculty. As they begin to retire, replacement tenure-track faculty will likely have teaching loads half that of the current faculty members, exacerbating problems over over-enrollment. Full-time lecturers would partially address current problems of class size while allowing new tenure-track faculty to establish and develop successful programs of research.

ix These policies were established in 2006 by the A&S Dean: A&S departments determine the “advisor of record” for their majors; (2) Advising flags must be lifted by an authorized advisor before A&S freshmen and sophomores are allowed to register.

x This recommendation was from PreHealth Consulting Report and University Advising Proposal, College of Arts and Sciences (CASA).

xi “Summary of A&S Assessment of Capacity

xii The freshman retention rate in BIO, CHE/BIOCHEM, & PSY/NSC is 80% compared to the A&S average of 83%.

xiii: Prerequisite change for CHE 1301, BIO 1305 and BIO 1306: “satisfactory performance on the ACT or SAT or completion of CHE 1300 and MTH 1304 with grade of B.”

xvi Although the faculties of PSY/NSC have initiated their review of the precise criteria, these have not been finalized as of February, 2012.

xv Assumes a 5% yield.


xvi Recommendations, Ad Hoc Committee on Retention of Underrepresented Student Group.

xvii Note: advisors will schedule U1000 or NSE equivalent during the advising session during Orientation.

xviii The name of the current Degree Plan Office in A&S would change to the Graduation Office, reflecting its purview.
Appendix 1C

Charges to the Dean’s Taskforce on Assessing the Core Curriculum

• Compile comparison data on core curricula from the following institutions:
  o Private secular research universities that are comparable to Baylor: Rice, Vanderbilt, Emory, Duke, Northwestern, Tulane, and/or others
  o Private Christian/religious research universities that are comparable to Baylor: Brigham Young, Boston College, Georgetown University, Notre Dame, Catholic University, and/or others
  o Private Christian liberal arts colleges known for excellence in liberal education: Elon University, Samford University, St. John’s University, and/or others
  o Private secular liberal arts colleges known for excellence in liberal education: Amherst College, Carleton College, Middlebury College, Swarthmore College, Williams College, and/or others

• Answer the following questions:
  o To what extent does the core curriculum meet liberal education outcomes?
  o To what extent is Christian perspective a part of the core curriculum?
  o To what extent does the curriculum of each major meet liberal education outcomes?
  o To what extent do co-curricular activities, academic societies, and pre-professional programs meet liberal education outcomes?
  o What guidelines, if any, are available to faculty, to departments, and to Arts & Sciences in developing and approving a curriculum that promotes liberal education outcomes?
  o What measures are used to gauge liberal education outcomes in classes, in departments, and in Arts & Sciences?
  o What instruments (e.g., e-portfolio) or programs (e.g., MapWorks) are available to students to record and gauge their own development in the core competencies of the general education?
  o What is the maximum core hours required for the University versus those of other schools, and what are the maximum hours required for a degree?
Appendix 2

Theme 2 – BECOMING A NATIONALLY RECOGNIZED RESEARCH INSTITUTION
Appendix 2A

Evaluative Agencies and Tools

Carnegie Foundation

The Carnegie Foundation’s analysis of research activity in doctoral granting institutions points to three key components: grant expenditures, doctoral production, and research staff support. In May of 2006, Carnegie classified Baylor University as a Research University with “high research activity” (RU/H). Baylor’s Vision 2012 Strategic Plan supported research in specific areas of the Humanities and Social Sciences. In addition, this vision led to investment in the construction of the Baylor Sciences Building (BSB) where the facility served as a “magnet” for attracting new faculty and students.

In the STEM areas (Science, Technology, Engineering, and Mathematics) within the College of Arts & Sciences, research output in terms of number of publications, grant funding, and Ph.D. graduation rate has more than doubled during the Vision 2012 time period (2002 to 2012). However, Baylor’s institutional ranking has not significantly improved and progress in several critical areas in the sciences remains slow. Without substantial improvements in research productivity within the STEM areas no institution can achieve the Carnegie Research University with “very high research activity” (RU/VH) status.

Assessments in terms of publications and doctoral production indicate that Baylor’s Humanities and Social Science departments are much closer to reaching the Carnegie RU/VH benchmarks than the STEM departments (refer to Table 2.1). While the College of Arts & Sciences must emphasize gains in STEM research output, the strength of the Humanities and Social Sciences programs provides a foundation for the University’s future progress. In this context, Arts & Sciences will assess the strategies for the sustainability of masters programs and move forward with new initiatives for doctoral programs.

Academic Analytics

Academic Analytics (AA) is a database for comparing faculty research productivity in doctoral programs to research institutions across the country. Metrics include publications, citations, presentations, honors and awards, and research expenditures from Federal sources. Most of the science and mathematics doctoral programs at Baylor rank below the median, as measured by AA, and most Baylor STEM faculty fall within the 2nd to 5th quintile for faculty productivity. Though the AA data is limited in several ways, such as by a lack of accounting for the contributions of co-Principal Investigators on grant expenditures and an exclusive focus on Federal sources for grants, the College of Arts & Sciences aims for all programs to improve in the AA ranking over the next 10-year period. In addition, Arts & Sciences strongly encourages
faculty who receive release time for research to seek Federal funding, whenever possible, and improve to the upper quintiles for the AA metrics applicable in each faculty member’s discipline.

**National Research Council**

In the past the National Research Council (NRC) has issued rankings for doctoral programs each decade. Those doctoral programs at Baylor ranked by the NRC in the 1990s improved somewhat in the NRC assessment between 1990 and 2000. Unfortunately, a number of our more recent doctoral programs in the sciences (Biology; Geology; and Ecological, Earth, and Environmental Sciences) have not been assessed in the NRC ranking. It is only in the last few years that these programs have graduated the minimum number of doctoral students to be considered by the NRC. Furthermore, it is unclear whether the NRC will continue to rank doctoral programs. In the absence of an NRC ranking, the academy will place greater emphasis on services, such as AA, and on the data provided by the National Science Foundation’s Higher Education Survey of Research and Development Survey to assess institutions in terms of research activity.
Appendix 2B

A&S STEM Departments: Five-Year Plan to Increase Research Expenditures in the College of Arts & Sciences

Stacy Atchley – Chair, Department of Geology
Gregory Benesh – Chair, Department of Physics
George Cobb – Chair, Department of Environmental Science
Jaime Diaz-Granados – Chair, Department of Psychology and Neuroscience
Robert Doyle – Chair, Department of Biology
Patrick Farmer – Chair, Department of Chemistry and Biochemistry
Lance Littlejohn – Chair, Department of Mathematics
Jack Tubbs – Chair, Department of Statistical Science

Lee Nordt – Dean, College of Arts & Sciences
Kenneth Wilkins – Divisional Dean of Sciences, College of Arts & Sciences
Viola Osborn – Director for Informational Analysis and Planning, College of Arts & Sciences

March, 2014
Five-Year Plan to Increase Research Expenditures in the College of Arts & Sciences

*Departments of Biology, Chemistry and Biochemistry, Environmental Science, Geology, Mathematics, Physics, Psychology and Neuroscience, and Statistical Science*

*Pro Futuris* articulates a bold vision that if successful will significantly elevate the academic standing of Baylor University among its peers both nationally and internationally. A key aspect of this vision is that Baylor will become a Carnegie “Very High Research” institution, an aspiration requiring a substantial increase in external granting, doctoral productivity and research staffing. These indicators place the primary burden of success or failure on the shoulders of the STEM departments in the College of Arts and Sciences (Arts & Sciences). Success will depend on maximizing productivity with current faculty and resources, but also on a significant increase in the number of new faculty lines and affiliated costs.

**The Plan**

As a first step to the implementation of *Pro Futuris* the University is establishing five-year goals, along with specific metrics intended to document progress toward these goals. In order to advance toward the goal of becoming a very high research institution, the University aims to increase external grant expenditures by $5 million per year within the next five years. In response, the strategic plan for Arts & Sciences directly addresses the Carnegie research goal by proposing that the faculty produce approximately $10 million annually in grant expenditures by 2024. Such a proposal assumes that at least 40 new faculty lines are in place in the eight STEM departments.

To what extent should the STEM departments in Arts & Sciences contribute to the University’s five-year goal of increasing grant expenditures by $5 M per year? The Dean and STEM departments recently convened to discuss the possible annual increase in grant expenditures within the next five years with current faculty and resources. *Table 1* below displays the past five-years of external research proposals (i.e. grant submissions) in the aggregate for the eight STEM departments, for which 90 to 95% are annually submitted by STEM faculty. The drop in proposals during the past two years can be explained in part by the cycle in granting for faculty currently holding grants, an increase in collaborations among colleagues internally as co-Principal Investigators, and a decrease in grant funding opportunities from Federal agencies. However, the eight STEM departments propose that they will increase the annual number of grant proposals during the next five years by 85 to 99 (*Table 2*). Added to the 2013 total (126) this will increase the annual output to between 211 and 225.

The trend for external research expenditures during the past five years is flat according to the data presented in *Table 1* (Note: 90 to 95% of research expenditures also originate from the eight STEM departments). As with submissions there are a number of reasons why this may be the case. Whereas the STEM departments bear responsibility to increase grant expenditures, it
is also true that the number of tenure plus tenure-track faculty in the eight STEM departments has increased by only three since 2010 (3% increase). Compounding the slow growth in net faculty is that since 2010 student credit hours among these eight STEM departments has increased by 8% and the number of undergraduate majors by 6%. The increase in number of majors and student credit hours, if tracked since the opening of the science building in 2004, would be even higher. Also, there are a number of unfilled faculty lines, particularly in the Department of Biology, that have hindered scholarly productivity. Nonetheless, the aggregate projected increase in annual research expenditures within the next five years from these eight STEM departments range from $2.5 to $4.25 M (Table 2). Projecting granting success in the future is a complex issue with many contingencies, but the lofty goal is to achieve the $4 M mark on behalf of the University’s five-year goal. This would raise annual research expenditures for Arts & Sciences to between $7 and $8 M per year, more than doubling the amount generated in 2013 ($3.127 M). It should be noted that these dollar figures do not include research expenditures provided by the University that also count toward our Carnegie goals (i.e. start-up and facilities).

There are two other possibilities that may improve research proposals and expenditures during the next five years. It is expected that during this time approximately four new STEM faculty lines per year will be provided to the eight STEM departments. At least a few are expected to be mid-level to senior faculty hires that would afford a rapid infusion of additional grant funding within the five-year window. Faculty hired at the entry level during the next couple of years are less likely to contribute significantly to annual grant expenditures in this five-year time frame, because several years might be required for these faculty members to become established and successful securing grant awards. However, we would still expect these individuals to demonstrate success obtaining external grants as part of a successful tenure or promotion bid. Another possible factor in achieving our goal of increased grant expenditures is the potential contribution from faculty in the social sciences and humanities. During the past few years these departments have provided an average of 10% of the total research expenditures from Arts & Sciences. Strategies will be developed over the next five years to maximize the contributions from the humanities and social sciences.

The Process

During the next five years, the College of Arts & Sciences will initiate the following measures of accountability across the eight STEM departments to ensure success of the stated research goals:

1. On the annual performance evaluations for research faculty the department chairs will emphasize the importance of submitting research proposals and will consistently measure progress in this area;

2. On the annual performance evaluations for research faculty the department chairs will emphasize the importance of being awarded external grants and will measure progress in this area;
3. Each quarter the department chairs will receive a report of research proposals and awards for the STEM departments in aggregate and by department to assist with managerial and strategic oversight;

4. The eight STEM department chairs will form a committee as directed by the Arts & Sciences strategic plan (refer to Theme 2 – AOD 4) to meet monthly to discuss these stated goals and to ensure that appropriate resources are being distributed to the departments for scholarly success (i.e. teaching loads, start-up funds, facilities, and support staff); and

5. The Dean, in consultation with the STEM chairs, will produce an annual report that will be submitted to the Provost.

**Conclusion**

The STEM departments in the College of Arts & Sciences take very seriously the goals articulated in *Pro Futuris* during its first five-year phase of implementation, and wish to provide leadership for the University regarding research expenditures, doctoral productivity, and research staffing. We are confident that the Arts & Sciences departments can attain the specific target figures mentioned in this report and, with new faculty lines during the coming decade, that research expenditures will increase significantly. This will greatly enhance the reputation of the entire University as we make significant strides towards becoming the premier Christian research institution.
Table 1. Research proposals and expenditures for the *College of Arts & Sciences* during the past 5 years as baseline information for future projections.

<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Research Proposals</td>
<td>178</td>
<td>226</td>
<td>188</td>
<td>135</td>
<td>126</td>
</tr>
</tbody>
</table>

Funding Sources:
- Federal: 3,676,555, 2,279,138, 2,092,411, 2,197,223, 2,447,729
- Industrial: 450,432, 285,481, 213,400, 219,513, 122,058
- Not for Profit: 486,902, 504,109, 513,404, 418,935, 390,713

Table 2. Projected increase in annual, external research proposals and expenditures within 5 years per *STEM* department in the College of Arts & Sciences.

<table>
<thead>
<tr>
<th>Department</th>
<th>Grant Submissions (#)</th>
<th>Grant Expenditures ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>10</td>
<td>500,000 to 1,000,000</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>33</td>
<td>700,000 to 1,600,000</td>
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<tr>
<td>Environmental Science</td>
<td>7</td>
<td>300,000 to 400,000</td>
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<tr>
<td>Geology</td>
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<td>Mathematics</td>
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<tr>
<td>Physics</td>
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<td>150,000 to 250,000</td>
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<tr>
<td>Psychology and Neuroscience</td>
<td>8 to 10</td>
<td>300,000</td>
</tr>
<tr>
<td>Statistics</td>
<td>6 to 8</td>
<td>250,000</td>
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<tr>
<td>Total</td>
<td>85 to 99</td>
<td>$2,500,000 to 4,250,000</td>
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</table>
Appendix 2C

Proposed Guidelines for Tenure

Successful candidates for tenure will:

• Provide evidence of high-quality teaching:
  o Solid faculty peer evaluations, with evidence of proactive measures taken for improvement in response to feedback;
  o Student evaluations that are positive at time of tenure and promotion evaluation, and that generally show progressive improvement in response to feedback over pre-tenure period;
  o Successful recruitment and supervision of one or more graduate students (MS, MA, MFA, and Ph.D.) in thesis and dissertation research; and
  o Successful supervision and engagement of undergraduate students in thesis writing, independent research, or creative activity, as appropriate.

• Present a portfolio of outstanding scholarship benchmarked by publication, and successful mentoring of doctoral students, and leading to a national reputation:
  o Receive strong external peer evaluations (from five or more individuals), with evidence of emerging national reputation and increasing peer citation of research by a community of scholars;
  o Aim beyond the department’s minimum criteria for peer reviewed scholarship at time of tenure and promotion evaluation and show consistent publication output through pre-tenure. Publications should appear in high-quality, peer reviewed journals, whereby tenure-track faculty are highly ranked nationally in scholarly productivity. Annual publication norms for assistant professors in STEM fields are used to project five-year benchmarks (refer to Table 2.3), suggesting that a total of 7–10 publications during the pre-tenure period is a reasonable minimum target for most disciplines. Tenure-track faculty with a publication total near the low end of the range for a given discipline would be expected to have a higher percentage of papers in truly top-tier journals. Research findings should be presented regularly at professional meetings;
  o In departments with graduate programs, show evidence of effective supervision and mentoring toward graduation of graduate students in thesis and dissertation research; and
  o Show evidence that the faculty member has developed solo research theme(s) that are independent of his or her doctoral advisor’s and post-doctoral advisor’s research programs, unless equipment/infrastructure costs or best practices in
the sub-discipline dictate that the faculty member continue to work in a specific research area; and

- If there are several or many authors on peer reviewed publications, it is fair to expect a developing scholar to be the primary (i.e., lead and/or corresponding) author on at least some of her or his papers, demonstrating primary intellectual input for the research.

- Specifically in the STEM areas, secure external funding from competitive sources to sustain a research program. External funding is an important measure of the quality and sustainability of a research program. To increase the likelihood of successful grant awards, many grant proposals must be submitted early during the pre-tenure period. Prior to the tenure and promotion evaluation, it is expected that faculty in a STEM department will have received external funding that, in total, equals or exceeds national benchmarks for their discipline (refer to Table 2.3).
  - As an example, using the benchmarks provided in Table 2.3 for Chemistry, a tenure-track faculty member in review year four or five should strive to meet the annual benchmark of $62,800 in research expenditures from all external funding sources for the current review year, with one to three publications for that year. Looking forward to the next four years, the tenure-track faculty member should provide evidence, based on current grant awards and proposals, that he or she will meet the five-year projection of approximately $314,000 total research expenditures over that period, with a total of nine to thirteen publications;
  - While Federal agency grants are considered the “gold” standard, the Carnegie Foundation counts other sources of research funding, including state and local governments, business, and nonprofit organizations, as long as the funds are classified as research dollars submitted through the Office of Sponsored Programs and generate F&A revenues in most cases. Thus, faculty will be able to achieve national benchmarks with a broad source of support;
  - We also recognize that the funding benchmarks in Table 2.3 may be too general for some sub-disciplines. External funding should minimally be predictive of continued, long-term granting success and commensurate with a sustainable research program (i.e., support a stipend[s] for one or more graduate students, a portion of the faculty member’s summer salary, and requisite incidentals for conducting research in the relevant area of expertise).
• Provide service to the University, profession, and community:
  o Modest service on committees is expected for the home department, including standing committees that serve the home department, student thesis or dissertation committees, social events, colloquia, etc.;
  o The College and the department expect the faculty member to perform service assignments competently;
  o Modest service is expected for the candidate’s profession, evidenced by providing peer reviews for journals or by acting as an evaluator for grant agencies; and
  o Evidence of active engagement in a faith community.

• Demonstrate collegiality:
  o Evidence of collegial interpersonal relationships with faculty colleagues, as well as with graduate and undergraduate students; and
  o Evidence of integration within the life of the home department and University through regular attendance and participation in scheduled events.

The department and institution have the following responsibilities to facilitate the efforts of the pre-tenure faculty member in achieving tenure:

• Provide responsible mentorship by the department through the entire pre-tenure period through an early introduction to the Baylor teaching and research culture and through honest feedback if problems exist/persist;
• Provide constructive and honest information from tenured faculty, chair, and divisional dean during annual pre-tenure reviews regarding candidate’s progress during the pre-tenure evaluation period;
• Encourage candidates to collaborate with experienced scholars, either within the department or with other institutions, on articles and grant proposals. Particularly in the STEM areas, acting as a co-PI collaborator may enable the candidate to secure his or her first major competitive external grant;
• Provide opportunities for summer sabbaticals and research leaves, especially in year three or four; and
• Render difficult decisions within the departments in year three or four if the candidate is not progressing sufficiently in all evaluative areas and if the pre-tenure trajectory seems unlikely to lead to successful tenure application in year six.

Departmental promotion guidelines should be an extension of the standards set by the tenure guidelines. In other words, scholarship accomplishment upon tenure must continue to the point that the faculty member will attain a national and international reputation in their respective field (e.g., publications, reviewer panels, national professional organization, and editorships).
Faculty in STEM departments who seek promotion to Professor should have flourishing publishing and granting records that at a minimum are consistent with benchmarks provided in Table 2.3 for quintile 3 with progress toward granting expenditures in quintile 2. Teaching assignments and lab space allocation will depend upon scholarly productivity for recently tenured professors or mid-career members at the associate or full professor level.

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>Avg. Pubs/yr.</th>
<th>Avg. Grant$/yr.</th>
<th>Publications</th>
<th>Grant Funding</th>
</tr>
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<tr>
<td></td>
<td>Q3</td>
<td>Q2</td>
<td>Q3</td>
<td>Q2</td>
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<tr>
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Note #1 – Data obtained from the Academic Analytics database and expressed on a per capita basis for assistant professor rank for all programs except Psychology. Five-year projections are based on tabulated publication and granting data for faculty ranked nationally in the 3rd and 2nd quintiles (Q3 and Q2, respectively).

Note #2 – Data for Psychology obtained from the Academic Analytics database (2011 version) based on all faculty ranks from private institutions without medical schools.

Note #3 – Neuroscience, in the classification of disciplines for the National Science Foundation Higher Education Research and Development Survey, falls within the Life Science area, closely aligned with Biological and Medical Sciences, rather than with the discipline of Psychology.
Appendix 2D

Determining Resources Needed for New Faculty in the Sciences

Within the constraints of the University operational budget model and our fundraising potential, we project the need for a minimum of 40 faculty lines in the sciences during the coming decade. The faculty lines will include a combination of (a) new and replacement faculty lines funded by the University and (b) new faculty lines funded from endowments. These faculty lines will require substantial start-up and facilities costs. Funding for the salary costs for approximately two-thirds of these lines would come from existing positions and approximately one-third of the lines would free up existing research space, but all of the positions would require new start-up money.

These faculty are projected to facilitate an increase in annual external research expenditures of approximately $6 million. If the remaining 100 or so tenured faculty in the sciences increase their annual grant expenditures collectively by $6 million, then total external grant expenditures for the next 10 years would increase to $12 million annually. In the coming decade this increase, along with projected increases from Engineering and Computer Science, will place Baylor on a trajectory that leads to the RU/VH research classification.

Research space available in the Baylor Sciences Building is inadequate to meet the laboratory needs of these 40 faculty lines in the sciences. With replacements over the next 10 years, research space will become available for approximately 20 of the 40 faculty lines needed. The remaining 20 will need an estimated 80 research laboratory modules. Planning during the coming months will determine how much of this need can be offset by potential expansion space in the BSB.
Appendix 2E

Masters Programs Independent of Doctoral Programs

Masters programs described below should remain independent of Ph.D. tracks, based on student need and employment demand for the degrees:

- The MSCP in Clinical Psychology, which grants degrees as prerequisites to doctoral programs and which must be completed at Baylor University before the student can be accepted into the doctoral program;
- Masters programs where a terminal degree in the field is signified, such as the MFA; and
- Masters programs that provide significant professional credentials and employment opportunities, including the fields of Environmental Science, Geology, and Nutrition Sciences.

The masters programs not associated with doctoral programs are American Studies, Communication Sciences and Disorders (CSD), Communication Studies, Directing (in Theatre Arts, terminal), Environmental Science, Journalism and International Journalism, Museum Studies, Nutrition Sciences (in Family and Consumer Sciences), and Spanish.

Those departments with both doctoral and masters programs are Biology, Chemistry and Biochemistry, English, Geology, History, Mathematics, Philosophy, Physics, Political Science, Psychology, Religion, Sociology, and Statistical Science.
Appendix 2F

Assessing Masters Programs

All departments with masters programs will provide a self-assessment to include the following criteria:

- Current number of students enrolled;
- Five-year average of number of students enrolled;
- Degrees awarded per year for the past five years;
- Funding (i.e., whether students receive a University stipend);
- Type of degree: professional or research; and
- Graduation requirements (i.e., thesis or project, publications, or grant proposals).
Appendix 3

Theme 3 – *STRENGTHENING COMMUNITY ENGAGEMENT*
Appendix 3A

Considerations for the Council on Informed Engagement

1. Lead initiatives in which we offer our distinctive knowledge, resources, and capabilities to address systemic problems in our community and throughout the world;
2. Pursue academic partnerships with local, national, and global constituents that are focused on meeting human needs;
3. Form stronger, more strategic community partnerships that improve the quality of life for Central Texans;
4. Support local research that provides a foundation for effective solutions to community concerns;
5. Integrate service into the fabric of campus life, grounded in a Christian understanding of hospitality that motivates humble service to all even as we remain faithful to our distinctive commitments;
6. Build a robust and coordinated set of activities and programs that help all students navigate the path from matriculation to their initial and future vocations;
7. Provide additional opportunities for students to explore and discern beliefs, convictions, and vocations;
8. Provide greater opportunities for students to learn from the rich cultural diversity of the student body and surrounding community;
9. Continue to graduate students who are prepared and committed to influence the world through intercultural understanding and ethical and compassionate service to others;
10. Enhance curriculum and initiatives to help students develop as ethical leaders informed by biblical perspectives;
11. Strengthen experiential learning programs that develop leadership and provide opportunities for practice and reflection (e.g., internships, research opportunities, service-learning courses, discipline-specific mission trips, and student organization involvement);
12. Expand opportunities for our students to engage with community, state, national, and international leaders;
13. Showcase Arts & Sciences Community Engagement and Service-Learning;
14. Show what we are doing and why. Describe need for community leaders and partners;
15. Have a one-page digital form for all Community Engagement and Service-Learning projects to turn in;
16. Provide community service awards for research, education, and service for faculty, staff, and students;
17. Encourage students to develop a Community Engagement and Service-Learning transcript and/or reflection journal; and
18. Establish stronger relationships with the community for cultural events, such as Visual and Performing Arts (Hooper-Schaefer Fine Arts Center, Mayborn Museum Complex, and Martin Museum of Art) and Clinical Health Care (Piper Child Development Center, Communication Sciences and Disorders, and Psychology).
Appendix 3B

Study Abroad and Related Experiences

1. Summer programs, taught in foreign countries by Baylor professors: Argentina, Austria (Political Science faculty), China, Germany, Great Britain (three programs), France, Spain (two programs), Turkey, Italy (two programs), Maastricht, Thailand (minimester during Christmas holidays), Turkey, Kenya (when safe), Senegal (proposed), Family and Consumer Sciences trip to Paris and London, Theatre Arts trip to Prague (every fourth year), and Brazil (Biology faculty).

2. Semester-long programs coordinated and/or taught by Baylor professors: Maastricht, Netherlands; St Andrews, Scotland.

3. International Exchange programs (IEX): courses taught at foreign universities with which Baylor has agreements. The student pays Baylor tuition; the International Studies Office coordinates the determining of course equivalencies, administers registration, and submits the grades after the participating universities return the transcript. BU has exchange programs all over the world: Argentina; Hong Kong Baptist; Hosei & Seinan Gakuin in Japan; China (three universities); Scotland (two universities); Cantabria, Spain; Saint Louis University in Madrid; Korea; Caen, France; South Africa; and Mexico (currently suspended because of safety issues).

On campus, Arts & Sciences offers a significant number of programs that have global components.

4. Academic programs:
   - Majors and minors in foreign languages: SPA, FRE, GER, RUS, AME (Arabic & Middle East Studies), LAT, GKC, BRL (majors), ARB, CHI, ITA (additional minors);
   - Majors and minors in area studies: AFS, *AST, *LAS, MES, *SEES (*majors);
   - Majors with international focus: most significant is International Studies, housed in the Department of Political Science. The intensive version of the IST major requires that students study abroad, and we offer an MA in International Journalism. World Affairs minor: 18 hours of coursework with an international focus plus foreign language study. Although the Department of Economics is housed in the School of Business, it offers a BA in Economics through the College. Many Economics courses have an international focus; and
   - Courses throughout the curricula of different departments in the College have an international focus. Please see Appendix 3D for a listing of courses, programs, and foreign languages.
5. **Global Community Living Learning Center**: During the 2012–13 academic year, 52 students were living in the GLLC, and many more would have joined the GLLC had space in Brooks Flats been available. Currently, the faculty director is a Spanish lecturer, and the one-hour course on intercultural communication (MFL 1101/3101) that students living in the GLLC must take is taught by another Spanish lecturer. There is a staff director who is shared with the Fine Arts LLC.
Appendix 3C

Principles for Service Learning Courses


**Principle 1: Academic credit is for learning, not for service**

Credit in academic courses is assigned to students for the demonstration of academic learning. It should be no different in community service learning courses. Academic credit is for academic learning, and community service is not academic in nature. Therefore, the credit must not be for the performance of the service. However, when community service is integrated into an academic course, the course credit is assigned for both the customary academic learning as well as for the utilization of the community learning in the service of the course learning. Similarly, the student’s grade is for the quality of learning and not for the quality (or quantity) of the service.

**Principle 2: Do not compromise academic rigor**

Academic standards in a course are based on the challenge that readings, presentations, and assignments present to students. These standards ought to be sustained when adding a community service learning component. Though experience-based learning is frequently perceived to be less rigorous than academic learning, especially in scholarly circles, we advise against compromising the level of instructor expectation for student learning. The additional workload imposed by a community service assignment may be compensated by an additional credit, but not by lowering academic learning expectations. Adding a service component, in fact, may enhance the rigor of a course because in addition to having to master the academic material, students must also learn how to learn from community experience and merge that learning with academic learning, and these are challenging intellectual activities that are commensurate with rigorous academic standards.

**Principle 3: Set learning goals for students**

Establishing learning goals for students is a standard to which all courses ought to be held accountable. Not only should it be no different with community service learning courses, but in fact it is especially necessary and advantageous to do so with these kinds of courses. With the addition of the community as a learning context, there occurs a multiplication of learning paradigms (e.g., inductive learning, synthesis of theory and practice) and learning topics (e.g., service of the course goals), and fully taking advantage of the rich bounty of learning opportunity offered by the community requires deliberate planning of the course learning goals.
Principle 4: Establish criteria for the selection of community service placements

To utilize community service optimally on behalf of course learning requires more than merely directing students to find a service placement. Faculty who are deliberate about establishing criteria for selecting community service placements will find that the learning that students extract from their respective service experiences will be of better use on behalf of course learning than if placement criteria are not established.

We offer three criteria as essential in all community service learning courses. First, the range of service placements ought to be circumscribed by the content of the courses; homeless shelters and soup kitchens are learning-appropriate placements for a course on homelessness, but placements in schools are not. Second, the duration of the service must be sufficient to enable the fulfillment of learning goals; a one-time two-hour shift at a hospital will do little for the learning in a course on institutional health care. And third, the specific service activities and service contexts must have the potential to stimulate course-relevant learning; filing records in a warehouse may be of service to a school district, but it would offer little to stimulate learning in a course on elementary school education.

We also offer three guidelines regarding the setting of placement criteria. First, responsibility for insuring that placement criteria are established that will enable the best student learning rests with the faculty. Second, the learning goals established for the course will be helpful in informing the placement criteria. And third, faculty who utilize the volunteer services office on campus or in the community to assist with identifying criteria-satisfying community agencies will reduce their start-up labor costs.

Principle 5: Provide educationally sound learning strategies to harvest community learning and realize course learning objectives

Learning in any course is realized by the proper mix and level of learning formats and assignments. To maximize students’ service experiences on behalf of course learning in a community service learning course requires more than sound service placements. Course assignments and learning formats must be carefully developed both to facilitate the students’ learning from their community service experiences and to enable use on behalf of course learning. Assigning students to serve at a community agency, even a faculty-approved one, without any mechanisms in place to harvest the learning therefrom, is insufficient to contribute to course learning. Experience as a learning format in and of itself does not consummate learning, nor does mere written description of one’s service activities.

Learning interventions that instigate critical reflection on and analysis of service experiences are necessary to enable community learning to be harvested and to serve as an academic learning enhancer. Therefore, discussions, presentations, and journal and paper assignments that provoke analysis of service experiences in the context of the course learning and that encourage the blending of experiential and academic learning are necessary to help ensure that the service does not underachieve in its role as an instrument of learning. Here too, the learning goals set for the course will be helpful in informing the course learning formats and assignments.
**Principle 6: Provide supports for students to learn how to harvest the community learning**

Harvesting the learning from the community and utilizing it on behalf of course learning are learning paradigms for which most students are underprepared. Faculty can help students realize the potential of community learning by either assisting students with the acquisition of skills necessary for gleaning the learning from the community, or by providing examples of how to do so successfully. An example of the former would be to provide instruction on participant-observation skills; an example of the latter would be to make accessible a file containing past outstanding student papers and journals to current students in the course.

**Principle 7: Minimize the distinction between the students’ community learning role and the classroom learning role**

Classrooms and communities are very different learning contexts, each requiring the student to assume a different learning role. Generally, classrooms provide a high level of learning direction, with students expected to assume largely a learning-follower role. In contrast, communities provide a low level of learning direction, with students expected to assume largely a learning-leader role. Though there is compatibility between the level of learning direction and the expected student role within each learning context, there is incompatibility across them.

Alternating between the learning-follower role in the classroom and the learning-leader role in the community not only places yet another learning challenge on students but also is inconsistent with good pedagogical principles. Just as we do not mix required lectures (high learning-follower role) with a student-determined reading list (high learning-leader role) in a traditional course, so too we must not impose conflicting learner role expectations on students in community service learning courses.

Therefore, if students are expected to assume a learning-follower role in the classroom, then a mechanism is needed that will provide learning direction for the students in the community (e.g., community agency staff serving in an adjunct instructor role); otherwise, students will enter the community wearing the inappropriate learning-follower hat. Correspondingly, if the students are expected to assume a learning-leader role in the community, then room must be made in the classroom for students to assume a learning-leader role; otherwise, students will enter the classroom wearing the inappropriate learning-leader hat. The more we can make consistent each student’s learning role in the classroom with her or his learning role in the community, the better the chances that the learning potential within each context will be realized.
**Principle 8: Rethink the faculty instructional role**

Regardless of whether they assume learning-leader or learning-follower roles in the community, community service learning students are acquiring course-relevant information and knowledge from their service experiences. At the same time, as we previously acknowledged, students also are being challenged by the many new and unfamiliar ways of learning inherent in community service learning. Because students carry this new information and these learning challenges back to the classroom, it behooves service learning faculty to reconsider their interpretation of the classroom instructional role. A shift in instructor role that would be most compatible with these new learning phenomena would be a move away from information dissemination and a move toward learning facilitation and guidance. Exclusive or even primary use of the traditional instructional model interferes with the promise of learning fulfillment available in community service learning courses.

**Principle 9: Be prepared for uncertainty and variation in student learning outcomes**

In college courses, the learning stimuli and class assignments largely determine student outcomes. This is true in community service learning courses too. However, in traditional courses, the learning stimuli (i.e., lectures and readings) are constant for all enrolled students; this leads to predictability and homogeneity in student learning outcomes. In community service learning courses, the variability in community service placements necessarily leads to less certainty and homogeneity in student learning outcomes. Even when community service learning students are exposed to the same presentations and the same readings, instructors can expect that the content of class discussions will be less predictable and the content of student papers will be less homogenous than in courses without a community assignment.

**Principle 10: Maximize the community responsibility orientation of the course**

If one of the objectives of a community service learning course is to cultivate students’ sense of community and social responsibility, then designing course learning formats and assignments that encourage a communal rather than an individual learning orientation will contribute to this objective. If learning in a course is privatized and tacitly understood as for the advancement of the individual, then we are implicitly encouraging a private responsibility mindset; an example would be to assign papers that students write individually and that are read only by the instructor. On the other hand, if learning is shared among the learners for the benefit of corporate learning, then we are implicitly encouraging a group responsibility mentality; an example would be for students to share those same papers with other students in the class. This conveys to the students that they are resources for one another, and this message contributes to the building of commitment to community and civic duty.

Howard notes that by subscribing to this set of 10 pedagogical principles, faculty will find that students’ learning from their service will be optimally utilized on behalf of academic learning, corporate learning, developing a commitment to civic responsibility, and providing learning-informed service in the community.
Appendix 3D

Global Coursework on the Baylor Campus

Anthropology:
ANT 1310, Cultural Geography; ANT 2305, Anthropology in the Global Context; ANT 3318, African Civilization; ANT 3340, Societies and Cultures of Mexico and Central America; ANT 3352, Latin American Interface; ANT 4310, Societies and Cultures of East Asia; ANT 4312, Societies and Cultures of Africa

Archaeology:
ARC 3303, Archaeology and the Bible; ARC 3351, Ancient Civilizations of Mesoamerica

Classics:
CLA 3301, Roman Civilization; CLA 3302, Greek Civilization

Geography:
GEOG 1300, World Geography

History:
HIS 3305, Traditional China; HIS 3307, Japan; HIS 3310, The Middle East; HIS 3311, Middle East History 600-1798; HIS 3315, History of West Africa; HIS 3353, Pre-Colombian and Colonial Latin America; HIS 3355, Modern Latin America; HIS 4305, Modern China; HIS 4312, Modern Middle East History; HIS 4313, War and Peace in the Middle East; HIS 4350, The History of Gender in Latin America

Political Science:
International Relations and Comparative Politics courses: PSC 3315, Fundamentals of International Politics; PSC 3325, Ethnopolitical Conflicts; PSC 3304, Comparative Politics; PSC 3314, Politics and Problems of Developing Countries; PSC 3324, World Political Systems; PSC 4304, Governments and Politics of Latin America; PSC 4314, Government and Politics of Mexico; PSC 4334, Governments and Politics of the Middle East; PSC 4364, The Governments and Politics of the Asia-Pacific Region; PSC 4374, Governments and Politics of East Asia

Religion:
REL 3345, World Religions
Appendix 3E

Council for Informed Engagement: Possible Activities Related to Global Education

Examples of activities for the Council for Informed Engagement to consider are:

1. Expand the percentage of Arts & Sciences students who gain global experiences during their time at Baylor, including exchange and study abroad offerings, international internships, and mission projects. Because Baylor teaches many different modern languages (11 currently), we need to ensure that students of those languages have study abroad opportunities.

2. Increase scholarships for study abroad and other global opportunities, including missions. Many Baylor students cannot afford to attend summer or semester study abroad programs because of the high cost of tuition combined with rising prices of airfare, housing, and in-country transportation.

3. Create and sustain degree programs that enhance students’ understanding of the global community; for example, the recently approved major in Arabic and Middle East Studies and minor in International Studies. The new secondary majors in Spanish, French, German, and Russian should enable more students to combine a foreign language major with a major outside of Arts & Sciences.

4. Create and sustain extra-curricular programs that enhance students’ understanding of the global community. A primary example is the Global Community Living Learning Center, which should be expanded, but which has not been able to secure a full-time staff position for the key leadership role.

5. Encourage more exchanges that would bring increasing numbers of international faculty and students to the Baylor campus.
Appendix 4

Theme 4 – *INVESTING IN THE HEALTH SCIENCES*
Appendix 4

Creating a Faculty Structure for Clinical, Research, and Joint Appointments

By January 2015 the Dean’s Office, working with the Provost’s Office and Human Resources, will assess the possibility of approving one or more of the following job descriptions:

• **Clinical [Assistant, Associate, Full] Professor:** Clinical professors will be involved in clinical teaching and clinical supervision with an emphasis on clinical skill development. They will have the responsibilities of teaching, research, and/or service. [In August 2013, President Starr approved BU-PP 719, the policy on clinical faculty. This policy recognizes clinical faculty at the ranks of instructor and assistant professor, associate professor, and professor, all as non-tenurable positions. This policy also describes the expectations, process, and timetable for promotion.]

• **Clinical [Senior] Instructor:** This designation will be comparable to Baylor’s typical lecturer lines. Faculty members will have responsibilities of teaching, research, and service similar to lecturer lines, with higher expectations for teaching area and reduced expectations for research. Clinical instructors will be involved in clinical teaching and clinical supervision with an emphasis on clinical skill development. [In August 2013, President Starr approved BU-PP 719, the policy on clinical faculty. This policy recognizes clinical faculty at the ranks of instructor and assistant professor, associate professor, and professor, all as non-tenurable positions. This policy also describes the expectations, process, and timetable for promotion.]

• **Research [Assistant, Associate, Full] Professor (Non-tenured or Tenure-track/Tenured):** This designation will be comparable to Baylor’s typical tenure-track lines. Faculty members will have responsibilities that primarily revolve around research and scholarly activities and will have reduced teaching responsibilities. These positions may be designated as tenure-track lines or non-tenured lines. Baylor’s policies and procedures for tenure-track candidates will apply, and the faculty will be full-time Baylor employees.

• **Adjunct Faculty:** This designation will allow Baylor to create joint appointments with the healthcare community. A range of joint appointments should be available. For example, an adjunct clinical professor could receive all of his or her salary from his or her primary position (i.e., no salary from Baylor), but would have significant interactions with Baylor. Similarly, Baylor could work out a designated percent payment system that would reflect the amount of work performed for each institution.

• **Clinical Associate Faculty:** This designation would be used for faculty who are employed by another institution and are involved in teaching activities at Baylor.
• **Post-doctoral Fellow**: This unique designation would be created for this position rather than the current designation as a staff line.

University policy has not yet been established for several of the above categories: research professors, adjunct faculty, clinical associate faculty, and post-doctoral fellows. Establishing such policy would enhance the instructional and research capabilities of Baylor University.