



BAYLOR UNIVERSITY

GRADUATE SCHOOL

PRO FUTURIS AND THE GRADUATE SCHOOL: YEAR TWO

“Baylor’s most distinctive characteristic is its identity as a research university with a strong Christian commitment.” All of us with ties to Baylor graduate programs have to be struck by this remarkable and welcome claim embedded in *Pro Futuris*. We could have listed our long-held boast of being the world’s largest Baptist university or even our more recent Heisman Trophy winning graduate student (Actually, Griffin, Florence, and now Petty were/are all graduate students while quarterbacking the bears. Sic ‘em!), but certainly, Baylor’s potential as a Christian research university is the heart of what we are about in graduate education. Accordingly, this status report resembles the one from last year in that it is tied expressly to the goals and aspirations of *Pro Futuris*.

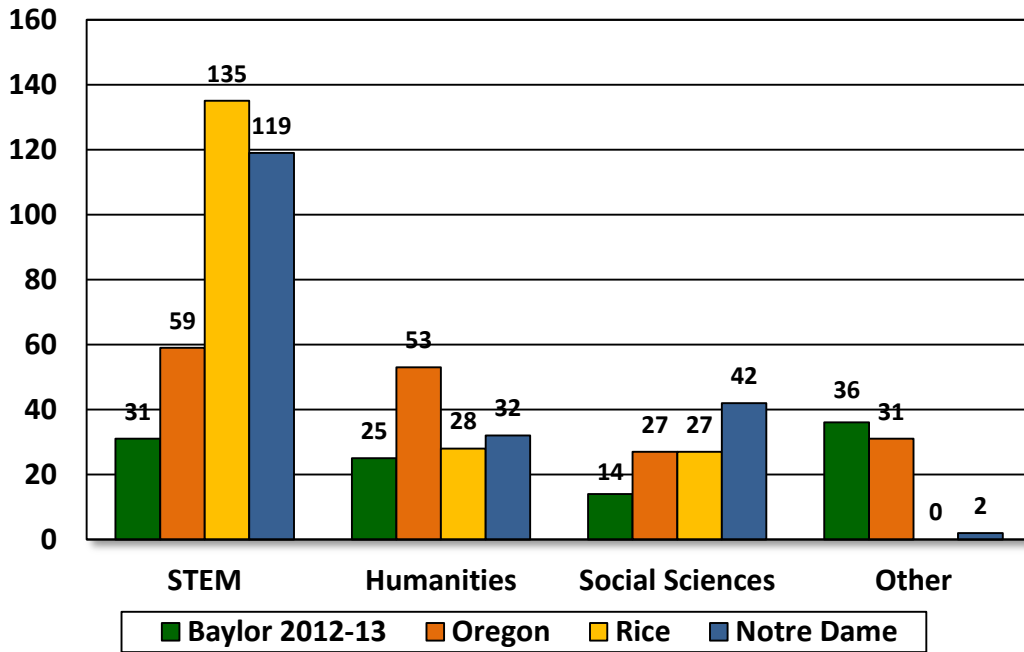
The Year Two report also resembles the Year One version in one other way: it includes a very long list of charts and tables displaying more metrics about more aspects of graduate education that few beyond a graduate dean will appreciate. Thus, as a short-cut, the following links will take the reader to those aspects of “*Pro Futuris* and the Graduate School” deemed more important or interesting.

- [A Research University with Very High Research Activities](#)
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A Research University with Very High Research Activities

For the Graduate School, the most specific and most challenging *Pro Futuris* goal calls for Baylor **“to approach the profile of Carnegie’s Research Universities with Very High Research Activities.”** A key criterion for Very High Research (VHR) status is production of research doctorates in three academic areas: STEM (Science, Technology, Engineering, and Math), the Humanities, and the Social Sciences. While Carnegie does not establish thresholds for doctoral production, comparing Baylor to three VHR universities with similar faculty counts (and without medical schools) shows that our research doctoral production must grow in all three categories.

**Table 1. Doctoral Graduates
for Selected "VHR" Institutions and Baylor**



Exactly which doctoral degrees count toward VHR status varies a bit by university, but at Baylor, the PhD is included, of course, as well as the DSc, the EdD, and our PsyD. While Baylor doctoral degrees such as the DPT, DNP, and DMin are important parts of our educational offerings, they do not include the research emphasis related to VHR status. We have a recent history of growth in doctoral production, and that level of growth must be maintained to achieve this ambitious *Pro Futuris* goal of “very high research.” Moreover, when *Pro Futuris* calls for a quantitative increase in doctoral education and research it presupposes a fundamentally qualitative change in graduate education at Baylor as well. In order to have research doctoral output similar to Rice, Oregon, or Notre Dame, graduate education must do more than get bigger; it should also get better. Nothing less than transformational efforts with faculty scholarship and external funding are required for graduate education at Baylor, or as *Pro Futuris* concludes in a bit of an understatement: **“Still, much work remains in order to position Baylor as a Carnegie-classified Research University with Very High Research Activity.”**

Where should we grow?

We need to increase PhD production in all three areas, STEM, the Social Sciences, and the Humanities. Table 2 shows the three-year rolling annual average of doctoral production at Baylor as well as my projections for near term growth. Our STEM programs, while relatively large in number, are relatively small in size. If STEM programs were graduating PhDs at the rate of Humanities or even Social Science, STEM production would be much higher. Further, our relatively low levels of PhD production in the STEM and Social Science disciplines are related to another criterion on which we must improve to achieve VHR status: external funding for research. Fortunately, most of the anticipated growth in PhD production is in our STEM programs. By 2018, mean doctoral production per STEM program should grow to 3.8, resulting in 38 STEM PhDs per year.



**Table 2. Carnegie Doctoral Production at Baylor
Current Counts and Five-Year Projections**

Doctoral Program		Annual Doctoral Graduates		Annual Doctoral Grads Per Program/Area
		Current ¹	2018 ²	
STEM	Biology (PhD)	2.7	3	Current ¹ : 2.6/26 Projected ² : 3.8/38
	Biomedical Studies (PhD)	3.3	4	
	Chemistry (PhD)	5.3	7	
	Ecological, Earth, and Env. Science (PhD)	0.3	1	
	Geology (PhD)	1.7	3	
	Mathematics (PhD)	3.3	5	
	Physics (PhD)	4.0	5	
	Statistics (PhD)	4.7	5	
	Information Systems (PhD) ³	0.7	2	
	Electrical & Comp. Engineering(PhD) ³	0.3	3	
Humanities	Church State Studies (PhD) ⁴	2.7	0	Current ¹ : 4.0/28 Projected ² : 5.2/26
	Religion, Politics, and Society (PhD) ⁴	5.3	0	
	English (PhD)	7.3	10	
	History (PhD)	0.0	2	
	Philosophy (PhD)	5.0	6	
	Religion (PhD)	8.0	7	
	Church Music (PhD) ³	0.0	1	
Social Sciences	Political Science (PhD)	3.3	4	Current ¹ : 3.4/14 Projected ² : 4.0/16
	Psychology-Neuroscience (PhD)	2.3	3	
	Sociology (PhD)	3.3	4	
	Educational Psychology (PhD)	4.7	5	
Other	Clinical Psychology (PsyD)	5.0	5	Current ¹ : 3.2/32 Projected ² : 3.4/34
	Curriculum & Instruction (EdD)	2.3	2	
	Curriculum & Teaching/CUTE (PhD)	1.0	2	
	Education Administration (EdD) ⁴	2.0	0	
	ENPH/KENPH (PhD)	0.3	1	
	Health Services Research (PhD) ³	0.0	0	
	Social Work (PhD) ³	0.0	3	
	DScPT	4.0	4	
	DScPA	10.0	10	
	DScOT	7.3	7	
GRAND TOTAL		100	114	

¹Three year annual average (Fall 2010 - Summer 2013)

²Projected for 2017-18

³New program

⁴Program being phased out

Given *Pro Futuris's* desire to “**emphasize health-related professional programs**” and “**increase our funding and support of academic programs in science and engineering,**” those Social Science and especially STEM programs that engage in externally funded health-related research funding would seem well situated to fulfill *Pro Futuris's* goals.

With the growing emphasis on research doctorates, it is important to recognize the continuing significance of successful master’s programs at Baylor, especially those in the professions. Table 3 shows that eight of our eleven largest graduate programs are at the master’s or professional level, and they continue to grow in size.

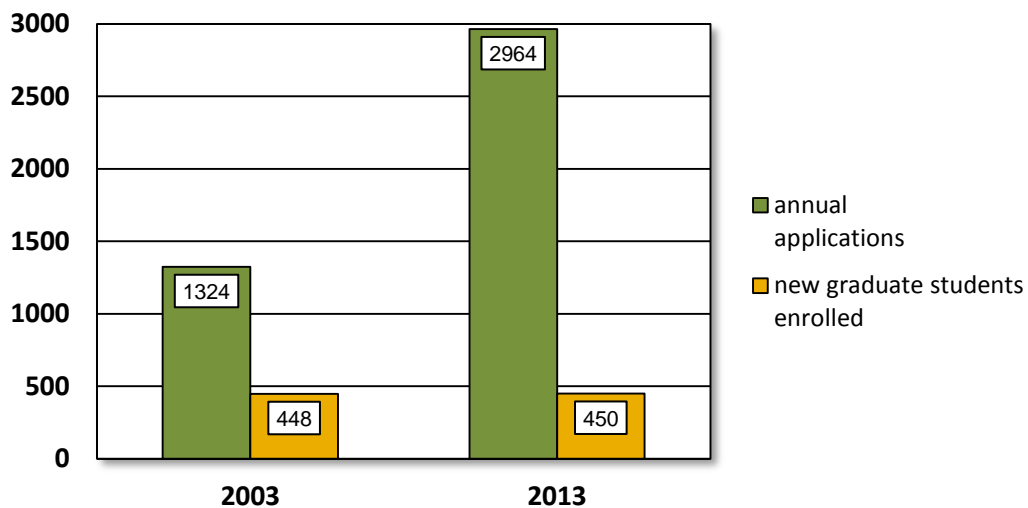
Table 3. Enrollment in Largest Graduate Degree Programs

Health Care Administration (MHA)	108
Business Administration (EMBA)	100
Business Administration (MBA)	79
Health/Human Perf & Recreation (MSEd)	78
Religion (PhD)	62
English (PhD)	58
Chemistry (PhD)	54
Physical Therapy (DPT)	48
Communication Sciences & Disorders (MSCD)	42
Performance (MM)	40
Family Nurse Practitioner (MSN)	40

Recruiting and Retaining Academically Excellent Students

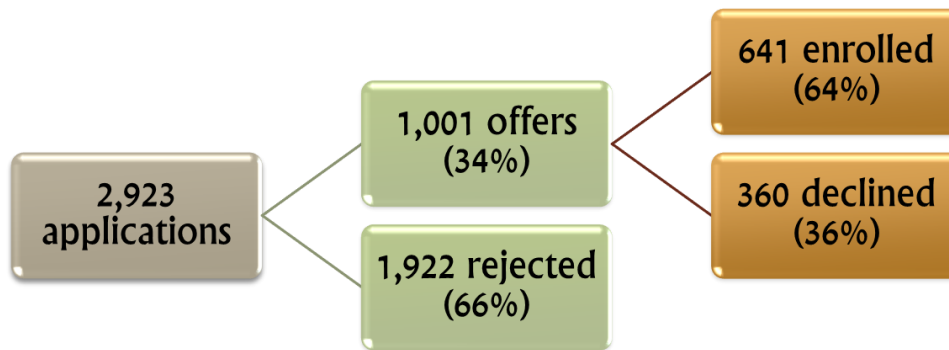
Pro Futuris states that Baylor will recruit an “**academically excellent student body.**” Even though we increased the application fee, Table 4 shows that the number of students applying to graduate programs at Baylor has grown dramatically, while the number of new graduate students admitted has remained constant. While I would like to see an increase in the number of *new* graduate students, there are visibility and quality benefits from the current situation.

Table 4. Graduate Applications and Enrollment



The increase in applications reflects a growing national reputation for our graduate programs. When coupled with little growth in overall graduate admissions, the result is an increasingly selective Graduate School. Table 5 shows that we have three times as many applications as acceptances and almost twice as many accepted applicants enrolling as those who declined.

Table 5. Graduate Applications



Although Baylor offers almost one hundred graduate degree options, a small number of professional programs generate a significant proportion of our applications, and Table 6 shows that those highly visible programs are increasing in popularity.

Table 6. Graduate Applications by Most Popular Programs

Program	2010-11	2011-12	2012-13
Communication Sciences and Disorders (MSCD)	153	182	247
Business Administration (MBA)	200	271	240
Clinical Psychology (PSYD)	156	193	222
Health, Human Performance and Rec. (MSED)	89	102	138
Accounting (MACC)	93	101	109
Chemistry (PhD)	57	90	95
Physics (PhD)	43	63	94
Business Administration (EMBA)	101	79	92
Religion (PhD)	60	66	89
Information Systems (PhD)	30	66	84

GRE profiles vary considerably by discipline. The growing ratio between applications and enrollees has typically produced greater selectivity and higher GREs, at least until recently. Table 7 charts our gains in enrolling the “**academically excellent**” students called for by *Pro Futuris*, but Table 8 shows that our GRE scores have recently begun to plateau. We have begun to lose out more often with the strongest applicants; I hope to secure funding that will improve our offers to applicants likely to receive multiple offers from strong programs.

Table 7. Mean GRE Percentiles

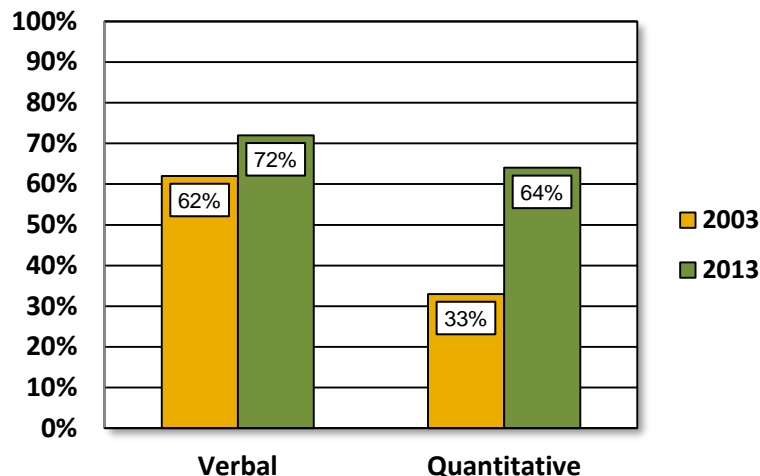
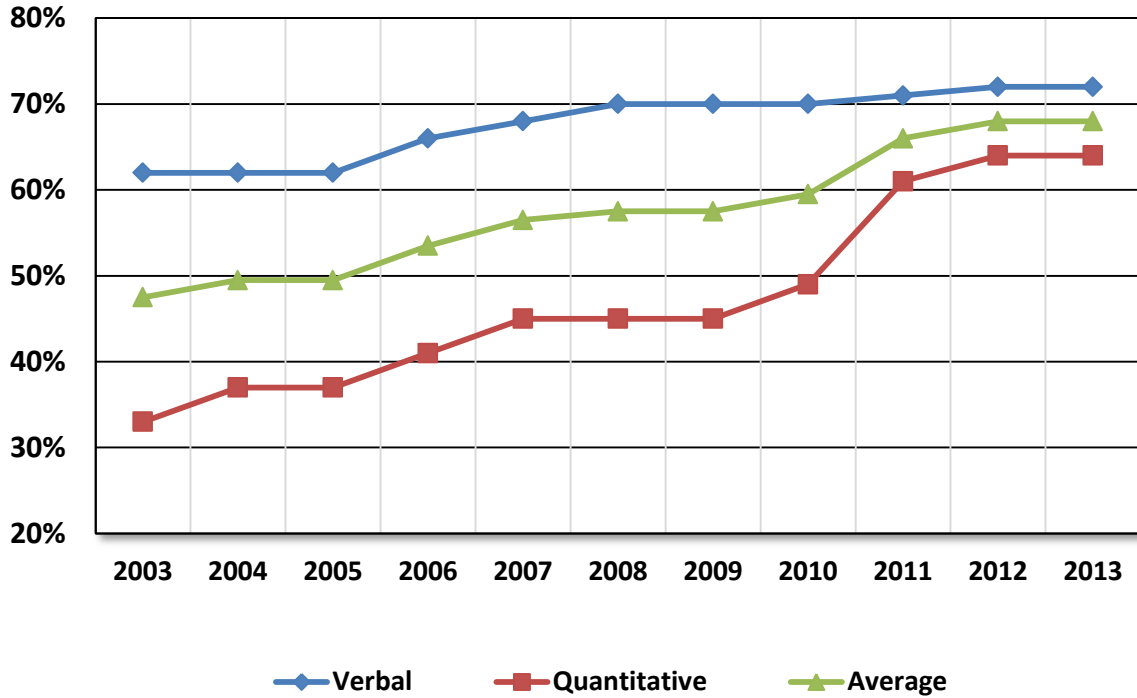


Table 8. GRE Percentiles over the Past 10 Years



As we might expect, students planning for graduate studies in the humanities score higher on the verbal section than those planning to study in STEM fields. The verbal GRE percentiles for our humanities doctoral programs are exceptionally high, with the *mean percentiles* in the high 90s. Not surprisingly, the highest quantitative percentiles are in our STEM programs, with the singular and notable exception of Philosophy.

Table 9. Top Mean GRE Verbal Percentiles by Doctoral Program

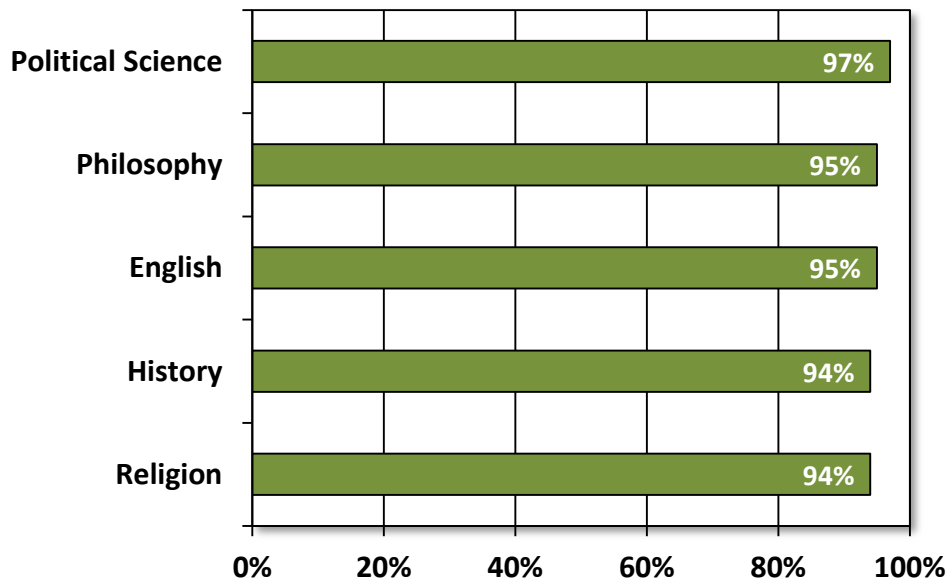
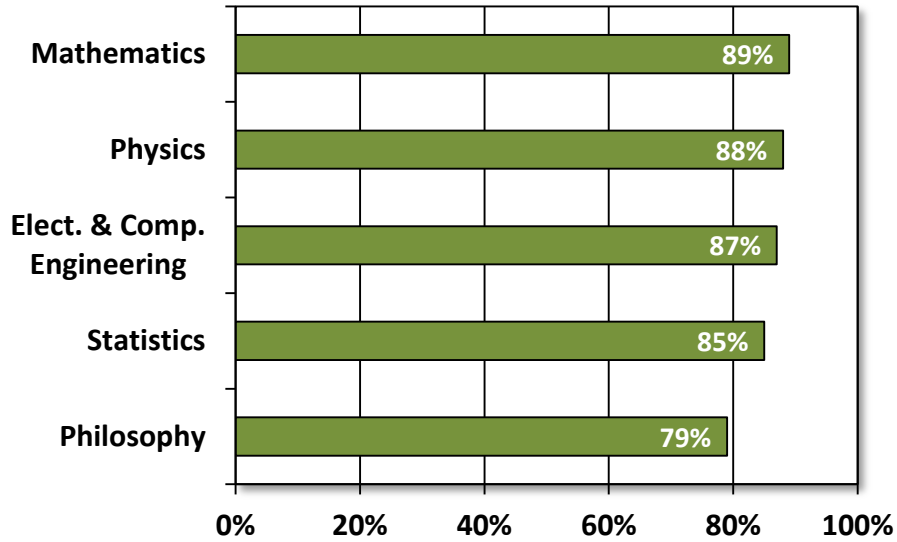


Table 10. Top Mean GRE Quantitative Percentiles by Doctoral Program



Another way of identifying high performing doctoral programs is through comparison to global disciplinary means. For example, we can compare Social Work doctoral students at Baylor with Social Work graduate program applicants around the world. As we see from the Verbal percentiles in Table 11, Baylor Social Work graduate students outscore Social Work graduate students globally by 39 percentage points. Similarly, in Table 12, History students at Baylor score 40 percentage points higher on the Quantitative section. Thus, our graduate students in Social Work are considerably more skilled verbally than Social Work graduate students globally, and our History graduate students are exceptionally strong mathematically in comparison to other History students.

Table 11. Margin by Which Baylor Mean Verbal GRE Percentiles Exceed Global Mean Verbal GRE Percentiles

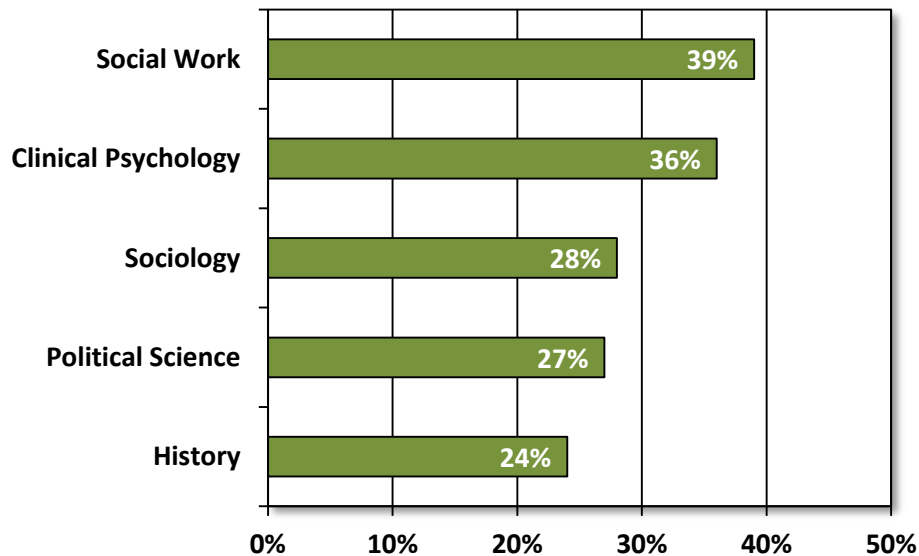
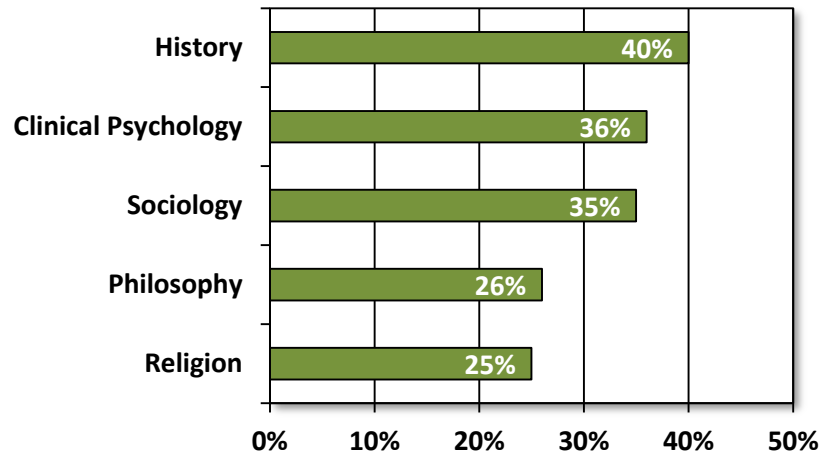


Table 12. Margin by Which Baylor Mean Quantitative GRE Percentiles Exceed Global Mean Quantitative GRE Percentiles



Retention and Diversity

Pro Futuris calls for Baylor to be effective in the **“retention of a diverse student body.”** Nationally, retention is a serious problem for graduate schools. The Council of Graduate Schools estimates that, seven years after enrollment, national PhD graduation rates are only 40%. Fortunately, Baylor’s retention and graduation rates are much better than the national norms. Currently, 64% of our PhD students have graduated within seven years, and that percentage is increasing.

At the graduate level there is some disagreement about whether or not international students should be included in the diversity count. If they are, Baylor’s diversity measures will increase as we grow our STEM programs, and our need to provide English and cultural skills will grow accordingly. However, if we focus only on U.S. citizens for our racial and ethnic diversity measures, our Black and Hispanic percentages, while growing, still total only 11% and suggest a strong need for improvement. A positive note for gender diversity: The Baylor proportion of males to females is 52/48 at the graduate level, considerably more balanced than most undergraduate ratios.

Baylor has lagged behind most other research universities in offering English language assistance for international students, especially for international graduate students who teach in our undergraduate laboratories. Accordingly, in the spring of 2013, the Graduate School, with help from McLennan Community College, developed workshops for international graduate students at Baylor to help them with English speaking skills. These international students, with TOEFL scores between 80 and 100, benefited from exceptional instruction from Courtney Parker (PhD candidate, Department of English), Louis Mazé (Modern Foreign Languages), and Karen Kaplan (UT-Dallas). In the spring of 2014, Courtney Parker will be leading another pilot workshop to a select group of international students in a 15-week workshop. We hope to implement this program on a regular basis each fall semester starting in 2014. This program, tentatively named International BEAR (Baylor English Accent Reduction), should improve undergraduate instruction and help prepare our international graduate students for employment opportunities.



Courtney Parker (fourth from the left) with her international students in May 2013

Opportunities for Graduate Student Research

Pro Futuris aspires for us to “**produce research and creative work at the highest levels,**” and “**increase opportunities for students to engage in research with faculty.**” These aspirations are fundamental for graduate education. One measure of how successful we are in these regards is the degree to which our students present their research at professional, disciplinary meetings. With almost 500 presentations last year, our graduate students are clearly producing research and engaging with their disciplinary guilds. This is a remarkable achievement and I can think of no other measure that indicates more clearly the exceptional skill and dedication of our graduate students and their faculty mentors.

Table 13. Presentations by Graduate Students at Disciplinary Meetings

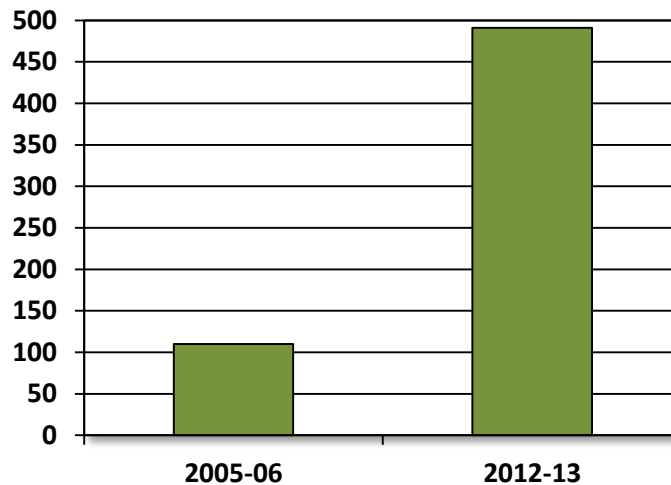


Table 14. Top Doctoral Programs for Graduate Student Presentations at Disciplinary Meetings

Doctoral Program	2012-13 Total Student Presentations	Per Capita
Curriculum & Instruction	36	0.94
Electrical & Computer Engineering	10	0.70
Psychology	53	0.70
Philosophy	82	0.60
Religion	138	0.59

Table 15. Top Master’s Programs for Graduate Student Presentations at Disciplinary Meetings

Master’s Program	2012-13 Total Student Presentations	Per Capita
Mechanical Engineering	10	1.11
Educational Psychology	10	0.53
History	13	0.46
Theater Arts	5	0.42

Another and even more rigorous sign of our students’ research prowess is their growing ability to publish their research in disciplinary journals while they are still in our graduate programs. Table 16 lists those doctoral programs that are leaders in graduate student publications.

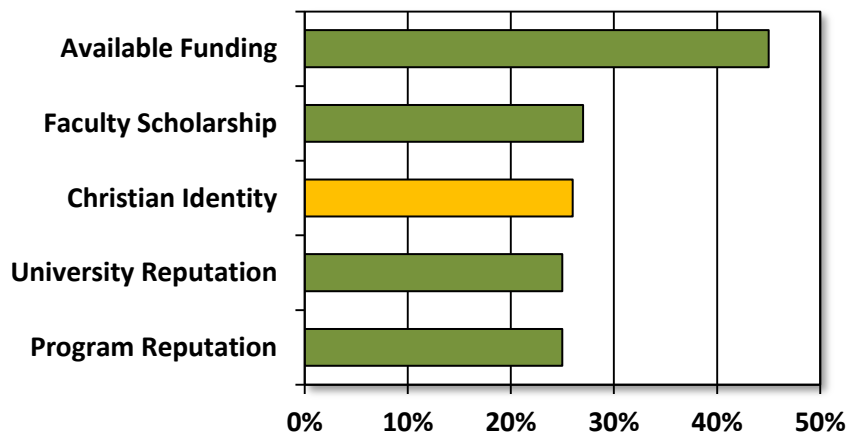
Table 16. Top Doctoral Programs for Annual Student Publications

Doctoral Program	2012-13 Total Student Publications	Per Capita
Educational Psychology	53	0.98
Psychology	29	0.55
Physics	34	0.49
Religion	58	0.42
Curriculum & Instruction	14	0.39
Biology	28	0.38
Information Systems	7	0.32

Integration of Faith and Learning

Pro Futuris includes a list of “Core Convictions” and first among them is that Baylor will “**encourage the integration of Christian faith and the intellectual life.**” Table 17 reports on a survey we give to all new graduate students and while it shows that financial considerations matter, a lot, we recruit and enroll students who value both our strong academics and our strong faith commitment.

Table 17. Why Graduate Students Choose Baylor



In addition to the Christian role models provided by their mentors, the Graduate School offers a number of programs that help students grow spiritually.

- [BCU Scholars](#) – A program co-sponsored by the IABCU for PhD and MFA students from Baptist universities who wish to teach in a Baptist college or university upon graduation.
- [Conyers Scholars](#) – Sponsored by the Graduate School and the Institute for Faith and Learning, this program encourages and supports gifted students interested in connections between faith, learning, and vocation. The program convenes dinners and seminars monthly.

- [Spiritual Life Events](#) – The Graduate School and the staff at the Bobo Spiritual Life Center work together to support students' spiritual development during graduate school. Spiritual Life events occur twice each semester, involving lunch or a light breakfast and an informal lecture geared toward helping students make connections between their faith, their studies, and their lives as graduate students.
- [Graduate Seminars on the History of Science and Religion](#) – A program for STEM doctoral students to explore the relationship between science and religion. Participants meet four times over the course of the semester to discuss common readings relevant to the topic.

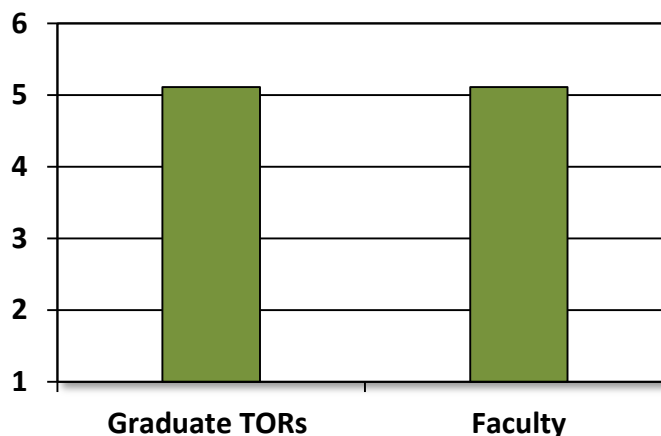
Outstanding, Excellent Teaching

That Baylor has a **“rich tradition of outstanding teaching”** and that we remain **“committed to excellence in teaching”** are among the least surprising statements in *Pro Futuris*. Baylor’s commitment to the highest quality teaching creates two related challenges for the Graduate School. First, we must ensure that undergraduates taught by graduate students in the classroom or laboratory receive instruction equivalent to the high standards maintained by Baylor faculty. Second, since many of our graduate students plan to teach in their discipline, we must help them develop pedagogical as well as disciplinary knowledge. Accordingly, the Graduate School has developed several programs providing pedagogical training.

- [PROFF](#) – The Graduate School offers ten free, inter-related workshops each academic year designed to assist our students with the processes of academic job searches and entering the ranks of higher education professionals.
- [TeaCHE](#) – A self-paced training for students wishing to teach in higher education. With an increasingly tight and competitive job market, this capstone is intended to enhance your readiness to teach in higher education and, thereby, increase your marketability.
- [New TOR Orientation](#) – Required training for new teachers of record and lab teachers covering the Family Educational Rights and Privacy Act (FERPA), responses to students of concern, and other related issues.
- [SET](#) – A series of free seminars on various aspects of teaching (offered by the ATL). SET seminars facilitate the sharing of ideas and insights about teaching and learning .
- [Teaching Awards](#) – Awards that recognize excellence in teaching among graduate students. Recipients are given the opportunity to attend a teaching conference, as well as a plaque commemorating their achievement.

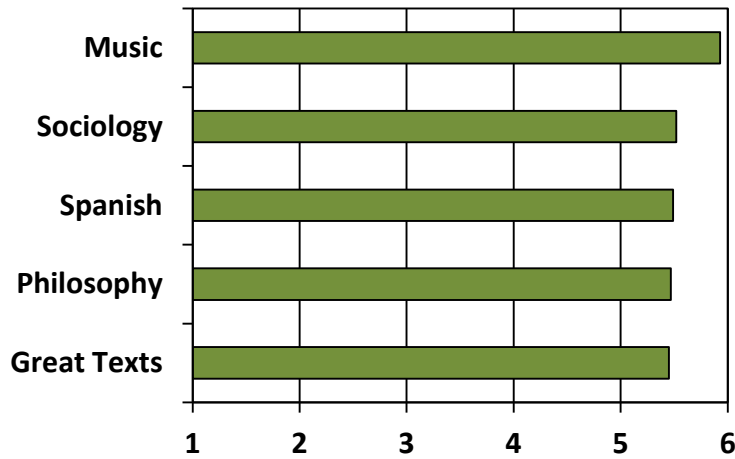
One important measure of the success of these programs is Baylor’s student assessments of teaching. Our goal is always to aim for the high levels of teaching quality provided by Baylor’s faculty. Table 18 shows that, on average, undergraduates in classes taught by graduate students are equally likely to agree that they “learned a great deal from this course” when compared to sections taught by our faculty.

Table 18. Graduate Student and Faculty Teaching Assessments*
(past three years)



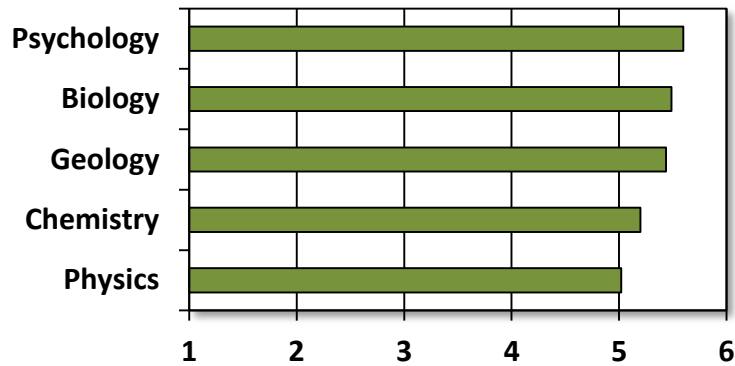
*Measured by response to "I learned a great deal from this course." Response items include: strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree.

Table 19. Top Programs for Graduate Student TOR Evaluations for 2012-13*



**Based on programs having at least five Teachers of Record and measured by response to "I learned a great deal from this course." Response items include: strongly disagree, disagree, slightly disagree,*

Table 20. Top Programs for Graduate Student Lab Instructor Evaluations for 2013-13*



**Measured by response to "I learned a great deal from this course." Response items include: strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree.*

Representative of our commitment to quality teaching, each year the Provost honors graduate students who, by a rigorous selection process, have done an exceptional job of undergraduate teaching. The 2012 honorees are shown below with their departmental faculty.



Dr. Amy Maddox, Amy Rozzi (Statistics), Dr. Ryan King, Colby Moore (Biology), Dr. Tony Talbert, Sunny Wells (Curriculum & Teaching), Dr. Bill Bellinger, Matt Moser (Religion), Provost Elizabeth Davis, Dr. James Nogalski, Dr. James Barcus, Dr. Dianna Vitanza, Deann Barta (English), Dr. Jerrie Callan, Dr. Jeffrey Petersen, Jill Estes (HHPR), Dr. Dale Connally

Community-Building

Pro Futuris states that “**we will provide additional community-building opportunities for graduate and professional students.**” Much of this is done well at the program level. However, the Graduate School offers unique [venues](#) for interdisciplinary community.

- [Graduate Student Association](#) – A student organization that strives to enrich the academic and social life for graduate students as well as advocate the rights of these students and voice their concerns.
- [Graduate Student Orientation](#) – Half-day orientation for incoming graduate students that provides a general introduction to University traditions, services, and life as a Baylor graduate student.
- [SIC 'EM](#) – Funding for student-initiated events to build intellectual community. SIC 'EM projects contribute to a vibrant intellectual community at Baylor and provide a means for informal discussion and presentation of academic work.
- [Community Garden](#) – The Baylor Community Garden provides educational opportunities to the university and local organizations on how to maintain gardens and encourage healthy lifestyles. A special focus is placed on integrating sustainable water-use technologies and urban garden training.
- [Life on the Grad Line](#) – A series of free 60 minute workshops designed to assist students in their adjustment to graduate school. The workshops cover topics such as stress management, handling finances in graduate school, and preparation for thesis and dissertation writing.
- [Graduate Student Leadership Council](#) – A group of student leaders from departmental graduate student organizations. The leaders of these groups meet with the Graduate School each semester in order to increase dialogue among the departments and with the Graduate School.
- Notable are our [Graduate Student Housing Communities](#) at The Quadrangle and Browning Square. These communities offer accommodations within walking distance of campus for singles and students with families. Through student-led programming, these communities foster relationships across academic disciplines. In response to the success of this program and growing waiting lists, we plan to add housing options in the Centre Court apartments for 2014.



Students enjoying the community garden at Browning Square and annual pumpkin carving at the Quadrangle

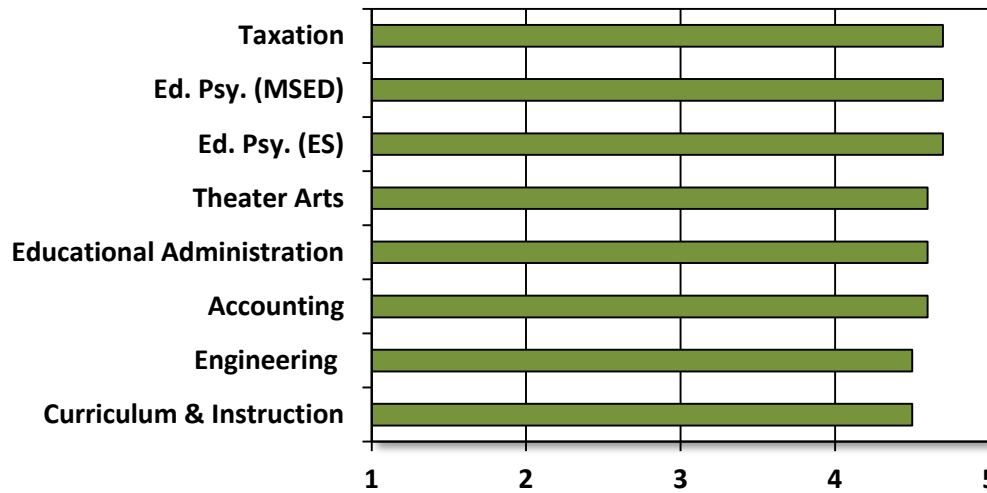


Centre Court apartments

Transformative Education

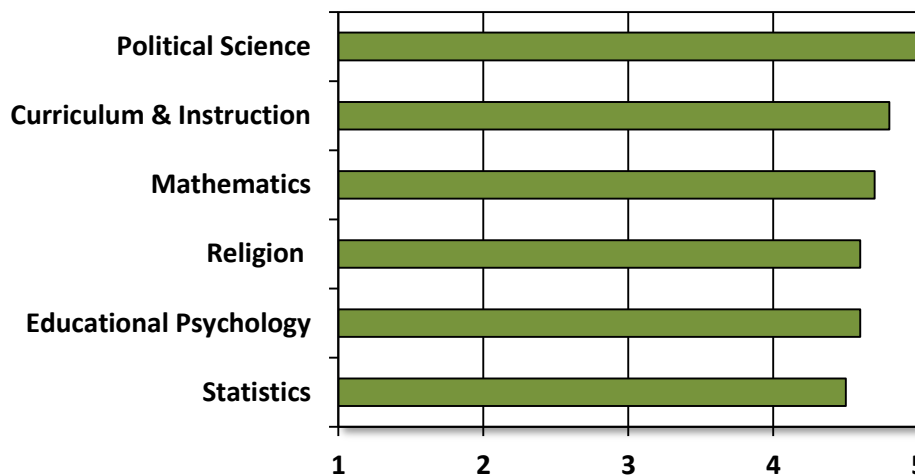
Arguably the most important and ambitious goal from *Pro Futuris* is directed toward our students. *Pro Futuris* calls for Baylor to provide “a transformative educational experience” and claims that these “few short years on the Baylor campus ... should be a source of pride and benefit throughout their lives.” This extremely worthy goal is also extremely difficult to measure. However, we do ask each graduate student, when they file for graduation, “Knowing what you know now, would you recommend Baylor to prospective students in your field?” Exit survey (taken the semester of graduation) responses include: (1) definitely not, (2) probably not, (3) maybe, (4) probably and (5) definitely. It’s not exactly measuring transformation, but this is the closest we have. Overall, our graduate programs score well on student satisfaction – a little higher than “probably” but below “definitely,” with a mean of 4.1. Some programs do exceptionally well (a mean of 4.5 or higher) in graduating satisfied students, and they are listed below. It is worth noting how closely tied these master’s programs are to a specific occupation.

Table 21. Exit Survey: Most Satisfied Master’s Students*



*Measured by response to “Would you recommend Baylor to prospective students in your field?” Response items include: definitely not, probably not, maybe, probably, and definitely.

Table 22. Exit Survey: Most Satisfied Doctoral Students*

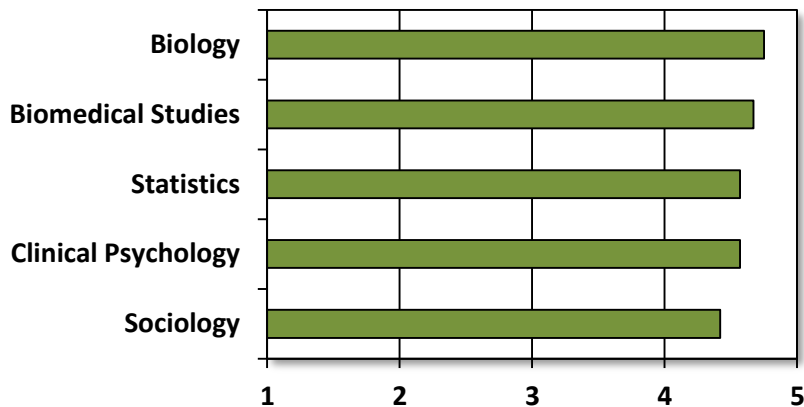


*Measured by response to “Would you recommend Baylor to prospective students in your field?” Response items include: definitely not, probably not, maybe, probably, and definitely.

Still, one could argue that our soon-to-graduate students cannot possibly know if their Baylor education will be, in the words of *Pro Futuris*, a “benefit throughout their lives” until they have lived more of their lives. Maybe they just thought they were transformed when responding to the exit survey. In terms of measurement, the best we can do here is our

alumni survey administered to all PhD students one year after graduation, asking them the same “would you recommend” question. Those responses indicate that graduates from our doctoral programs in Sociology, Clinical Psychology, Religion, and Biology are most likely to believe their program was beneficial, all scoring at least halfway between “probably” and “definitely” on the “recommend Baylor” question.

Table 23. Alumni Survey: Most Satisfied Doctoral Graduates*



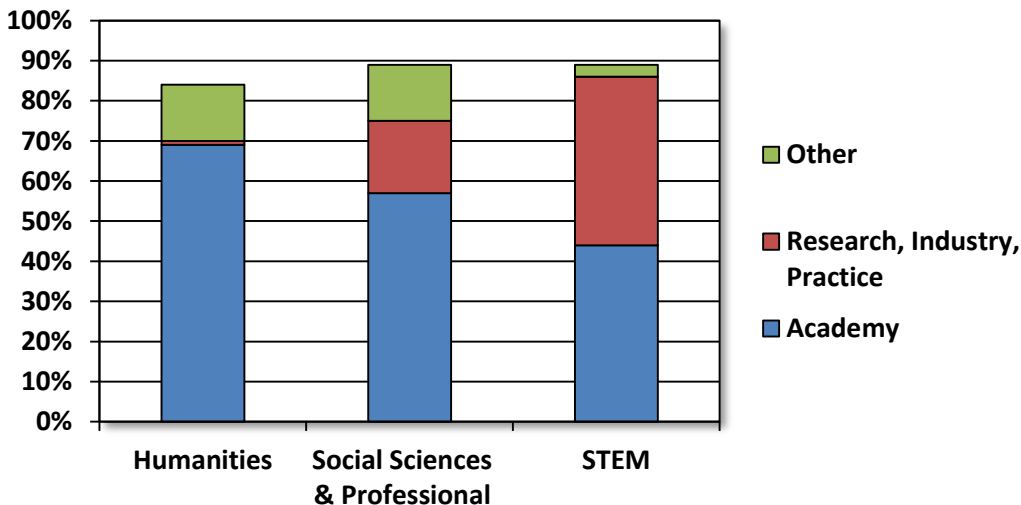
**Measured by response to "Would you recommend Baylor to prospective students in your field?" Response items include: definitely not, probably not, maybe, probably, and definitely.*

Placement of Doctoral Graduates

Each year the National Science Foundation issues a Survey of Earned Doctorates (SED), in which Baylor has participated for many years. The latest SED report (2011) offers good news for our PhD programs. The early employment rates for Baylor's alumni at the time of graduation match those at other High Research Institutions (43%) and exceed the overall national average by nearly six percentage points (37%). These employment rates are low, but they are measured before graduation and the Baylor/national comparison is encouraging.

Further, according to our own recent survey of all PhD, EdD, and PsyD graduates since 2007 (n=356, response rate=87%), the employment rate of Baylor doctoral graduates over the past five years is 97%, with the full-time employment rate at 87%. Although no reliable national data are available for comparison, these numbers appear healthy. Full-time employment by broad discipline is reported in the table below. The patterns are probably what most of us would expect: Doctoral graduates in the humanities are more likely to be employed in the academy; STEM graduates are the most likely to hold industry jobs; the social sciences are in between.

Table 24. Full-Time Employment for Baylor Doctoral Graduates (2007-2013)



Time to Degree and Debt

The SED also reports that Baylor's median time to degree (7.3 years) significantly outpaces the national average at High Research Universities (8.7 years). However, our PhDs graduate with more debt than the national average. For Baylor, only 39% report no debt, compared to 47% nationally; 34% report debt of \$30,000 or more, compared to 31% nationally. Since these amounts include graduate and undergraduate totals, it is difficult to discern how much of this debt is accrued at Baylor, but regardless, our PhDs are graduating with more debt.

Scholarly Profile of Our Faculty

Pro Futuris aspires to **“raise the scholarly profile of our faculty, as evidenced by increased publications, citations, awards, and externally funded research.”** Graduate programs, especially doctoral programs, cannot be successful without faculty who win grants and awards and who publish widely cited research. The Office of Institutional Effectiveness maintains the annual Academic Analytics (AA) database that counts the publications, citations, awards, and grant dollars of every graduate faculty member of every PhD program in the nation. For 2011, AA's most recent release, several of our PhD programs are among the strongest in the nation in terms of faculty scholarship. Our PhD program in Kinesiology leads, with its faculty placing among the top 27% in the nation.

Table 25. Academic Analytics Rankings for 2011

PhD Program	National Percentile
Kinesiology, Exercise Nutrition, and Health	73
Religion	68
Sociology	63
Information Systems	57
Philosophy	52
Educational Psychology	50
Political Science*	50

**based on Philosophy weightings*

Early in this newsletter I observed that *Pro Futuris* requires **“nothing less than transformational efforts with faculty scholarship and external funding.”** As illustrated by the programs listed in Table 25, the transformation has begun. The faculty in these seven programs are among the strongest scholars in the nation by objective measures such as publications, citations, awards, and external funding. And, these scholars are all employed by an unapologetically Christian university. Not only *can* we achieve such a transformation, we *are* transforming Baylor into a nationally prominent, faith-based, research university.

Larry Lyon
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