Dear Friends of the College of Arts and Sciences,

I am very pleased to announce the launch of the College's Strategic Plan 2020. This plan emerges from a wide-ranging, deeply collaborative conversation about how the College, as an academic community, might respond to the “signs of the times.” It is intended to guide the College over the next four years in promoting six core goals.

This Strategic Plan emerged from the efforts of nearly 100 faculty and staff, who convened in seven working groups during the spring 2016 semester. Led by very capable team leaders, the working groups provided the venue for College faculty, staff and administrators to come together and reflect on our capacity to inspire scholarship and learning in the Catholic and Marianist traditions.

The College's Strategic Plan 2020 is premised on a compelling vision and mission for our academic community, and identifies bold yet achievable goals for the College. The plan reflects the College's pivotal role in a larger, comprehensive university and offers a clear-eyed assessment of our strengths and capacities, as well as opportunities for growth and adaptation. It manifests the College's commitment to liberal education as a means of developing the whole person and preparing a new generation of servant leaders.

I am deeply grateful for the time and creativity that so many brought to this project. Now comes the rewarding work of bringing ideas and aspirations into reality.

I look forward to our journey together.

Best,

Jason Pierce, Ph.D.
Dean
COLLEGE OF ARTS AND SCIENCES
VISION AND MISSION

Vision
Seeking wisdom, finding purpose, serving the world.

Mission
The College of Arts and Sciences at the University of Dayton is an intellectual community engaged in transformative education and scholarship. Inspired by our Catholic and Marianist traditions, we seek knowledge in a sacramental spirit, promote the integration of knowledge, and engage the complementary relationship between faith and reason. We encourage and develop students’ intellectual curiosity, empathy and leadership capabilities through scholarship, teaching, experiential and global learning, and faith formation. As servant leaders, our students will be prepared to meet the needs of the world and their communities, as we inspire and challenge them to promote human flourishing.
Excelling in integrated learning and scholarship

The University of Dayton is committed to excelling in integrated learning and scholarship. To cope with the explosion of information and knowledge, learning in today's universities involves the ability of faculty and students to discover, integrate, apply and communicate information and knowledge to answer questions or solve problems. Integrated learning involves weaving together information and knowledge from a variety of sources: from texts, conversations, experiences and reflection. The University of Dayton is designed to enhance integrated learning.

Searching for truth grounded in both faith and reason

At the University of Dayton, the search for truth is based on the belief that truth is ultimately one and can be more fully known through both faith and reason. If what is held through faith or what is held through reason appears to be in conflict, then something must give way to reconsideration: one of the things held, or both, or perhaps the larger framework within which the apparent contradiction arose. Inquiry then must be carried out both with academic freedom and with openness to the transcendent dimension of life. We highly value the free and responsible intellectual inquiry into and the sharing of truth. Out of our Catholic intellectual tradition, we are convinced that human questioning that humbly seeks the truth leads ultimately to the exploration of the transcendent, and that openness to the transcendent enriches rational inquiry.

Educating for practical wisdom

Our University community strives for excellence in integrated learning and scholarship in search of truth and wisdom. In our Catholic and Marianist traditions of learning, we seek to render truth and wisdom practical, and to transform the world into a place of greater realization of the truly human good. At the University of Dayton, we strive to develop a community of learners and scholars who, individually and collectively, think critically and imaginatively, judge from sound moral principles and practical knowledge, and work collaboratively for the common good.
Building community across diversity

Excellence in learning, especially integrated learning, requires a community in which students, faculty and staff can pose important and meaningful questions, explore a diversity of ways these questions have been answered in the past, and collaborate across different perspectives to develop insights and arguments that can address these questions today. To extend this learning community beyond a single course to the whole campus requires skills of collaboration and constructive conversation.

The Marianist tradition of education emphasizes community by educating for family spirit. The description, “the University of Dayton is like a family,” illustrates that our obligation and commitment to one another are like a family’s. Our University community must be a place where we treat all with respect, care for one another, and speak with authenticity and candor.

Partnering for the common good

The University of Dayton sees itself as a partnership university in that it educates for civic engagement and uses its learning and scholarship to be a critic of society and to offer public service. Educating for civic engagement requires learning environments that engage faculty and students in public issues and help them integrate the data, information and knowledge they need to shape the quality of public life. Being both a critic and public servant requires that the University work with other institutions through constructive conversations to identify critical social issues, to imagine more hopeful and just futures, and to mobilize resources and groups to realize these futures.
GOAL 1: ADVANCE THE LIBERAL ARTS AND SCIENCES

Strategy 1.1

Promote the centrality of the liberal arts and sciences in advancing the University’s mission as a Catholic and Marianist institution, in facilitating learning and scholarship that is grounded in, yet transcends, traditional disciplinary boundaries, and in preparing all students for personal and professional accomplishment by linking learning and action, leadership and service.

Key Initiatives

1. Sustain strong undergraduate enrollments across the College, while growing enrollments in the humanities, arts, social sciences and other departments presenting opportunities for growth over the next five years to match 10-year enrollment averages.

2. Expand graduate programs that build upon existing faculty talent and expertise and that advance strategic priorities for the College and University.

3. Develop and implement a comprehensive communication plan that promotes the value of liberal arts and science degrees for career preparedness and success, leadership and service, and that also champions liberal education for all undergraduates through the Common Academic Program.

4. Establish formal structures to support students and faculty across the College who engage in mentored research during the summer and academic terms.

5. Guide and support the development of interdisciplinary courses and ethnic/area studies programs or majors.

6. Develop strategies for expanding interdisciplinary learning platforms, such as the Core Program, for the delivery of first- and second-year CAP courses.

7. Strengthen the engagement of lecturers and contingent faculty within the College by providing appropriate support and by affirming their contributions to the College’s educational mission.

8. Increase visibility and prominence of student achievement across the College through department and division research, symposia, the Stander Symposium, the Celebration of the Arts and other platforms.

9. Cultivate new and expanded opportunities for student leadership and formation as servant leaders.
Strategy 1.2

Improve student success, retention and persistence toward graduation by strengthening students’ academic and advising experience and by enhancing students’ experiences of community through intercultural interaction and awareness.

Key Initiatives

1. Work with campus partners, including Enrollment Management, the Student Success and Persistence Team, Career Services, Office of Multicultural Affairs, Office of Learning Resources, the Counseling Center, Student Development and Institutional Research, to promote success among different student populations (such as international students, underrepresented students, first-generation students, transfer students) and implement high-impact practices that are known to be effective.

2. Support development of cocurricular experiences between domestic and international students that promote intercultural interaction and awareness.

3. Implement measures to help international students succeed in the classroom, promote their social and academic integration, and ensure that they are able to fully participate as members of the campus community.

4. Raise the academic performance of first-year students by developing and implementing prematriculation bridge programs for underrepresented and international students in multiple disciplines, expanding department-guided and self-placement programs, and doubling the number of faculty available to teach ASI 160 First-Year Seminar for Discovering Students.

5. Promote student engagement by strengthening advising resources available within the College and by creating access to advising support available from partner offices.

6. Strengthen faculty and staff development in the areas of student success and cultural inclusion so as to create fully inclusive classroom environments, learning opportunities and programming.

7. Support departments in developing and implementing strategies to improve student success in courses in which there are high rates of withdrawals and/or grades of “D” or “F.”

8. Create a culture of assessment in the College in which departments and programs assess student learning annually and use the results to guide educational improvements.
GOAL 2: ENCOURAGE OUTSTANDING SCHOLARSHIP, ARTISTIC PRODUCTION AND PERFORMANCE

Strategy 2.1
Enhance the scholarly profile of College faculty and students, while affirming the teacher-scholar model and celebrating the broad range of scholarship and artistic production and performance present in the College.

Key Initiatives

1. Study how College policies concerning workload, merit, tenure and promotion and compensation can better support faculty members to excel as teacher-scholars in advancing their scholarship and artistic activity, and implement new and revised policies as appropriate.

2. Expand opportunities for students and faculty to conduct interdisciplinary scholarship by engaging with existing and emerging initiatives, including, but not limited to: the Fitz Center for Leadership in Community; the Institute for Pastoral Initiatives; the Human Rights Center; the Hanley Sustainability Institute; the UD Supramolecular Applied Research and Technology (SMART) Center, and the Tissue Regeneration and Engineering at Dayton (TREND) Center.

3. Create and incentivize opportunities for faculty development, research, creative expression and curriculum development in the Catholic intellectual tradition.

4. Recognize and reward outstanding scholarship that includes scholarship of teaching, curricular innovation, creative activity and research-based community engagement.

5. Develop faculty capacity across the College to prepare competitive proposals for extramural funding (including grants, fellowships, contracts and cooperative agreements), while securing the internal resources and support structures needed to promote success.
GOAL 3: STRENGTHEN EXPERIENTIAL AND COMMUNITY-ENGAGED LEARNING

Strategy 3.1
Champion high-impact experiential and community-engaged learning as a signature and distinct element of the College’s transformative educational experience.

Key Initiatives

1. Promote experiential and community-engaged learning as prominent components of student learning in the College and articulate the distinctive elements of that learning — namely, its emphasis on active participation, reflection, mutuality and reciprocity, integration of knowledge and experience, and engagement of the whole person.

2. Support faculty and staff to develop, design, implement and evaluate high-impact experiential and community-engaged learning and research across the College’s four academic divisions, while promoting its integration into pedagogy and scholarship.

3. Create appropriate and consistent rubrics for characterizing and assessing the educational and civic outcomes of experiential and community-engaged learning relative to their alignment with University student learning outcomes.

4. Develop, in partnership with other units within the University, strategies that communicate to prospective students and donors both the College’s distinct approach to experiential and community-engaged learning and the value thereof.

5. Study best practices to connect experiential and community-engaged learning with curricular credit or other transcriptable means of recognition, and develop flexible guidelines for implementing such models.
GOAL 4: REALIZE INCLUSIVE EXCELLENCE

Strategy 4.1
Immerse students in vibrant intercultural learning and living environments that prepare them to engage productively and ethically with a diverse community.

Key Initiatives

1. Investigate and adopt strategies for identifying, recruiting and retaining faculty from diverse backgrounds, such as cluster hires, hiring established faculty at rank, and developing a pipeline of diverse talent; incorporate these strategies into the College’s hiring plan and processes.

2. Collaborate with Enrollment Management and the vice president for diversity to achieve enrollment goals for students from diverse backgrounds.

3. Expand curricular and programmatic offerings to attract and engage students from diverse backgrounds, including exploration of the link between area studies programs and inclusive excellence.

4. Work with Advancement and other University partners to provide ongoing opportunities for alumni, faculty and student collaboration on racial diversity and advocacy.

5. Strengthen students’ intercultural competency and personal ethical development by creating and deploying new models for College learning-living communities.

6. Support the Committee on Equity and Leadership Development and the College’s Equity Advisors as they advise departments and make recommendations to the dean’s office concerning equitable hiring practices and work environments relating to gender, race and ethnicity, and other forms of difference.
GOAL 5: EXPAND GLOBAL LEARNING

Strategy 5.1
Promote global learning as a normative element of the College student experience through curricular, cocurricular, local and education abroad opportunities.

Key Initiatives

1. Support department-level strategies for incorporating global learning strategies, including those that engage the local community in relationships of reciprocity and mutuality, into their four-year degree programs.

2. Communicate to the College community the support available for students to study abroad, and promote existing programs that foster global learning, such as the Semester Abroad and Intercultural Leadership (SAIL) Program.

3. Study the potential expansion of language options and experiences available to College students and communicate the importance of language study to prospective students and parents.

4. Provide students with enhanced language learning resources and technology through modernization of the language learning center.

5. Explore the development of an International and Intercultural Certificate Program available to all UD students.

6. Recognize and support international faculty as a vital campus resource for intercultural and global learning and living.

7. Develop a College-wide strategy for student and faculty engagement at the University of Dayton China Institute involving teaching, scholarship and creative activities.

8. Cultivate and encourage faculty participation in prestigious international teaching and research opportunities, such as the Fulbright Scholar Program, and provide individualized support for faculty who apply for and receive such awards.
GOAL 6: PROMOTE THE STEWARDSHIP OF RESOURCES AND SPACE

Strategy 6.1
Enhance the learner-centered environment for teaching, scholarship, research and creative production and performance through increased investment in and stewardship of people, spaces, technology and processes.

Key Initiatives

1. Increase full-time College faculty lines to better reflect enrollment trends, student-to-faculty ratio targets, retention and graduation goals, best practices in student-centered and experiential learning, and strategic priorities.

2. Develop ways to recognize and celebrate the unique and valuable role of staff members in the College, and identify ways to promote their engagement and professional development.

3. Initiate a College-wide space and technology planning process involving faculty, staff and students that identifies needed spaces and resources to deliver programs.

4. Implement a faculty-driven process to improve technology integration in teaching and research with centralized support, including a College policy for regularly updating and replacing technology.

5. Develop a College budgeting process for capital renewal and replacement of building assets.

6. Articulate a plan to modify or create new College learning and teaching spaces so they are universally accessible, flexible enough to accommodate differing pedagogies, contain suitable classroom equipment, and can be adapted to serve different class sizes.

7. Collaborate with the provost's office, University Advancement and Facilities Management to secure the resources necessary to implement Science Center renovations that will realize the master plan's goals.

8. Collaborate with the provost's office, University Advancement and Facilities Management to secure the resources for and initiate work on a new University Center for the Arts.

9. Assess the impact of class size on student success in foundational and introductory classes and adjust class sizes to reflect evidence-based best practices and internal findings.
The performance measures listed here are intended to be a partial list of targets for the College as we implement this Strategic Plan. They are intended to help answer in a concrete way the question, “Where should we be in four years?” Some items are “stoplight” measures, whereby we assess whether or not the goal was achieved; others will require a more complex evaluation. Particular items can be accomplished primarily within the boundaries of the College, whereas others demand the engagement of multiple offices and partners on campus.

» Maintain overall College undergraduate enrollment. [Strategy 1.1]

» Increase undergraduate enrollment in the humanities, arts and social sciences to match 10-year enrollment averages. [Strategy 1.1]

» Achieve first-to-second year retention rate of 93 percent for all undergraduate students in the College by fall 2020. [Strategy 1.2]

» Maintain or exceed postgraduate student placement rate for all undergraduate students in the College of 95 percent through 2020. [Strategy 1.2]

» Achieve a six-year graduation rate of 82 percent for students in the College by fall 2021. [Strategy 1.2]

» Develop and deploy student advising metrics across the College. [Strategy 1.2]

» By the end of academic year 2018-19, achieve a 90 percent implementation rate among College departments and programs that have achieved at least two concrete educational improvements based on assessment data. [Strategy 1.2]

» Achieve steady annual growth in the number of proposals submitted for external funding (i.e., grants, fellowships and sponsored awards), improvement in the acceptance rate thereof and steady growth in overall annual dollars awarded. [Strategy 2.1]

» Achieve steady growth in the number of students annually involved in interdisciplinary programs or projects. [Strategy 2.1]

» Within three years, adopt a revised workload policy for the College that addresses priorities around research, teaching, pedagogy, student mentoring and advising, experiential learning and global learning goals articulated in this Strategic Plan. [Strategy 3.1, also 2.1 and 5.1]
» Expand the Dean's Summer Fellowship Program to support 50 to 60 students each year in mentored research experiences. [Strategy 3.1]

» Meet or exceed University's metrics for community-engaged and experiential learning, as guided by the University's director of experiential learning. [Strategy 3.1]

» Establish a College-based clearinghouse of experiential and community-engaged learning options. [Strategy 3.1]

» Within five years, begin implementation of at least one new area studies program. [Strategy 4.1, also 1.1]

» Demonstrate steady and consistent improvement in domestic minority faculty hiring and student recruitment. [Strategy 4.1]

» By fall 2018, meet or exceed the provost's office goal of having 10 percent of students per year participating in education abroad programs. [Strategy 5.1]

» Secure 30 of the 50 new faculty lines that the provost's office seeks to create by August 2019. [Strategy 6.1]

» Reduce introductory class sizes where appropriate to reflect best practices and internal studies. [Strategy 6.1]

» Quantify the dean's office investment in faculty research, including faculty development funds, cost-sharing of direct and indirect costs, project-related course releases, travel funds, graduate student support and related means of support; report findings back to the College faculty each year. [Strategy 6.1]

» Complete a comprehensive, formal advancement plan for the College that addresses curricular, cocurricular and programmatic priorities, facility and space needs, and resource goals. [Strategy 6.1]

» Approved funding plan for the Science Center renovation in place by June 30, 2018. [Strategy 6.1]

» Complete design and funding plans for a University Center for the Arts. [Strategy 6.1]

» College-wide academic space needs assessment submitted to the provost's office by July 2017. [Strategy 6.1]

» Technology-integration plan for the College in place by June 2017. [Strategy 6.1]
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