Mission
The Getty College of Arts and Sciences provides a broad-based education that fosters innovative problem-solving skills and teaches students to become independent thinkers and life-long learners. Students interact in small class environments directly with faculty dedicated to excellence in teaching and scholarship. Rigorous programs of study in the liberal and fine arts, sciences, and pre-professional programs provide strong theoretical foundations. Practical experiences in unique and state of the art facilities ensure that students are competitive and well prepared for graduate programs, professional studies, and employment.

Vision
The Getty College of Arts and Sciences will be recognized nationally for student achievements, outstanding faculty, creative and innovative programming in the liberal and fine arts, and excellence in professional and pre-professional education.

Background
Building on efforts begun in 2006-07, the College of Arts and Sciences initiated a strategic planning process in 2010-11. A Strategic Planning Committee (SPC), composed of fifteen members elected from the faculty and the dean of the college, met regularly from October through May. Subgroups of the SPC drafted the mission and vision statements and each of the goals and strategies listed below. Faculty had an opportunity to provide their initial feedback on the Draft Strategic Plan in April 2011, and the Strategic Planning Committee incorporated that feedback into this report.

In discussion forums held during the 2010-11 opening session, College faculty identified the following key strengths, weaknesses, opportunities, and threats:

Strengths
- Faculty commitment and dedication to undergraduate education; focus on excellence in teaching.
- Individualized focus on students; personal attention to student needs.
- Effective experiential learning.
- Very strong preparation for graduate school and professional careers; high quality pre-professional programs with a liberal arts core.
- Small class sizes; effective faculty-to-student ratios.
- Excellent facilities in the sciences.

Weaknesses
- Faculty workload is too high; the College is understaffed in many areas.
- Ineffective marketing, recruitment, and promotion efforts.
- Overall lack of administrative support; too much administrative burden placed on faculty.
- Shortage of funding hinders start ups and the ability to try new things.
- The reputation and resources of Arts and Sciences do not always match those of the other colleges on campus.

Opportunities
• Increase marketing and awareness of the College; focus recruiting efforts and marketing on specific programs.
• Increase collaboration across disciplines in academic programming and scholarship.
• Increase undergraduate research opportunities.
• Create incentives to promote innovative pedagogy; meet needs of non-traditional students.
• Increase ethnic and cultural diversity of the College.

Threats
• Financial and enrollment difficulties threaten to undermine the College’s strengths.
• Continued demographic decline in Ohio.
• The value of core Arts and Sciences programs within the University is easily overlooked.

Strategic Plan
The Strategic Plan is a roadmap, designed to guide the College of Arts and Sciences to fulfill its mission and achieve its vision. The goals and strategies build on the College’s strengths, address weaknesses, and position the College to take advantage of emerging opportunities.

(1) Teaching and Learning: Promote excellence in teaching and learning to create a community of scholars.
(2) Academic Programming: Ensure strong, robust, and innovative academic programming and foster interdisciplinary collaboration.
(3) Faculty: Recruit and retain a diverse and effective faculty body.
(4) Marketing and Student Recruitment: Aggressively market Arts and Sciences and target Arts and Sciences programs in admission strategies.
(5) Resources: Secure the resources needed to support the College’s mission and long-term vision.
(6) Outreach: Make the academic and charitable resources of the College of Arts and Sciences available to the local, national, and international communities.
Goal 1: Teaching and Learning: Promote excellence in teaching and learning to create a community of scholars.

Strategies

- Promote and support teaching strategies that enhance student learning.
- Provide administrative and financial support for developing teaching strategies throughout a faculty member’s career.
- Recognize exceptional faculty teaching achievements.
- Continue to promote and foster exceptional pre-professional experiences for students (e.g., internships, clinical experiences, mentorships, professional workshops).
- Recognize student accomplishments and research.
- Create and support an academic culture that encourages student and faculty engagement and collaboration across disciplines.
- Foster alumni support of excellence in teaching, scholarship, and creative activities.
- Ensure intellectual, scholarly, and creative development throughout a student’s academic career.
- Provide on- and off-campus opportunities for research dissemination (e.g., posters, presentations, publications, performances, exhibits, conferences, and colloquia).
- Develop plan to improve retention and graduation rates.

Year 1.

- Analyze data to determine the impact of teaching, learning, and advising on student retention.
- Analyze graduate and job placement patterns.
- Apply for a Phi Beta Kappa chapter. Phi Beta Kappa, the premier liberal arts honor society, will establish benchmarks for quality across the College.
- Initiate discussions on developing a structured research and teaching mentorship program for junior faculty.
- Expand funding opportunities for undergraduate research, internships, study abroad, and other forms of experiential learning.

Years 2-5

- Determine the mission and feasibility of a Center for Teaching and Learning.
- If indicated by feasibility study, implement a Center for Teaching and Learning (including identifying a director).
- Recognize donors and grant recipients.
- Develop more effective ways of measuring the effectiveness of teaching and learning.
- Increase recognition of ONU by developing relationships with nationally recognized graduate schools and employers.
- Develop improved evaluations, including a peer review process, to assist with teacher development.
- Address any issues raised by the Phi Beta Kappa application process.

Measures of progress
• Arts and Sciences graduates are admitted to more prestigious graduate programs and professional positions.
• The number of Arts and Sciences students participating in summer REUs and other professional experiences increases.
• Improvements in learning can be identified.
• Retention and graduation rates improve.
• Donor funding for undergraduate research and internships increases.
• More alumni participate in mentoring students and recent graduates.
• The number and quality of student and student-faculty research publications, presentations, and performances increase.
• Faculty participation in opportunities to share teaching experiences and insights increases.
Goal 2: Academic Programming: Ensure strong, robust, and innovative academic programming and foster interdisciplinary collaboration.

Strategies

- Build strong programs and promote them aggressively.
- Ensure that interdisciplinary programming is supported and valued.
- Support the continued improvement and development of core courses, including General Education and service courses.

Year 1

- Establish a process to create qualitative and quantitative measures to determine the effectiveness of academic programs. Measures should include such factors as:
  - Academic quality
  - Centrality to mission
  - Sustainability
  - Courses that serve University needs
  - Enrollment trends
  - Programs that are competitive nationally and regionally.
- Identify emerging professions and academic programs.
- Identify potential areas for interdisciplinary collaboration.

Years 2-5

- Use the program review and development process to allocate resources to support both well-established and emerging academic programs.
- Identify and address barriers to interdisciplinary programming.
- If indicated by analysis of emerging academic and professional fields, develop new programs.

Measures of progress

- Existing resources are allocated to creative, innovative, and focused academic programming.
- Departments regularly review programs to ensure that they are current and effective and that resources are allocated appropriately.
- Interdisciplinary programs, collaborations, and courses are developed to meet students’ educational needs.
- Barriers to interdisciplinary programming are removed.
Goal 3: Faculty: Recruit and retain a diverse and effective faculty body.

Strategies

- Develop consistent and clear processes for evaluation.
- Provide competitive support for scholarship.
- Implement a workload consistent with that of aspirational institutions.

Year 1

- Initiate discussion of course evaluations; review best practices in student evaluation of teaching; encourage student participation in course evaluations.
- Initiate discussions to clarify what is meant by the term “scholarship.” Recognize that we have several forms of scholarship and appropriately rigorous criteria with which to judge the scholarly merit of these different forms.
- Require every department to clearly establish a workload policy that indicates how credit will be calculated within its department. Within this policy there should be justifications for how decisions are made and how the policy is enacted (e.g., issues with accreditation which could limit teaching load, how lab work will be counted into load, how individualized study with students will be counted, how internship supervision will be counted).
- Follow the proposals put forth by the Workload Committee including the management of micro-enrolled courses at the 1001/2001 levels and the use of mechanisms for course release time for faculty engaged in research initiatives or extraordinary service responsibilities.
- Ensure that all faculty search committees are aware of best practices. Ask departments to identify any recruitment and retention issues that make it difficult to recruit and retain high-quality faculty.

Years 2-5

- Require every department to establish a tenure and promotion plan that specifies clear, scholarly expectations based on disciplinary norms. By doing this, no faculty member should be unclear about his or her expectations for promotion and tenure, and COPE will have clear standards for evaluating each faculty member.
- Redesign course evaluations so that they provide useful, statistically valid data.
- Redesign annual merit evaluations.
- Identify the overarching characteristics of the ideal faculty member, including such qualifications as being well trained, professionally socialized, willing and able to engage in scholarly activities, and, most importantly, high quality instructors.
- Establish policies to ensure release time for funded research.
- Explore the possibility and ramifications of a “sliding scale” for faculty expectations where a faculty member would be able to work to his/her strengths and be given equivalent credit. While all would be expected to teach, engage in some scholarship and some service, those who are excellent in one element could be exempted from some expectations in the other elements.
- Ensure that new faculty members have access to funds to continue existing research agendas or start new ones upon their arrival.
- Explore the possibility of a pre-tenure sabbatical for tenure-track faculty.
- Create endowed research chairs or offer competitive funding opportunities to support research.
• Increase administrative support for scholarship on campus, including assistance for writing external grants and the commercialization and marketing of intellectual property.
• Address issues discovered in the workload policies developed in each department.
• Work with departments to ensure that all searches are conducted appropriately. Issues that must be addressed here include timing the search, writing/following job descriptions, engaging in national searches whenever possible, and following EEOC guidelines.
• Make a concerted effort to increase the diversity of this campus at all levels. This can be accomplished through the targeted advertising of any/all jobs to underrepresented minority organizations within each discipline—in addition to the general advertisement of the position in the typical places (Chronicle of Higher Ed, national and regional discipline specific organizations).

Measures of progress

• Departmental promotion and tenure guidelines specify clear and appropriately high expectations.
• Departmental workload plans are formulated consistently with disciplinary norms.
• Promotion and tenure policies are clearly understood and consistently followed.
• Scholarship expectations are supported and understood at all levels.
• Faculty are clear about their job expectations.
• Faculty surveys indicate increasing job satisfaction.
• The ethnic demographics of the campus mirror the ethnic demographics of the region and/or country.
Goal 4: Marketing and Student Recruitment: Aggressively market Arts and Sciences and target Arts and Sciences programs in admission strategies.

Strategies

- Develop and implement an Arts and Sciences Marketing plan. Ensure effective collaboration with the offices of Admissions and Communications and Marketing.

Year 1

- Create an Arts and Science Marketing plan, incorporating input from departments. Encourage each department to provide regular updates of events and student, faculty, and alumni accomplishments.
- Establish Arts and Sciences’ presence in social media and on the web, from Facebook to Wikipedia. The College’s programs should be everywhere a student might turn for information.
- Update websites so that all departments have quality content and all links are working. Ask Communications and Marketing to create a template of what a good site should contain. Encourage departments to be creative in their use of the department website.
- Establish a mechanism for sharing information with Communications and Marketing. Identify a single point where information from the departments (events, stories, programs, alumni activities etc.) can be collected and disseminated. Set up departmental meetings with Communications and Marketing in order to exchange ideas and disseminate information to venues where it will create the most impact. Establish a mechanism for communication and cooperation with Admissions. As with the liaison mechanism with Communications and Marketing, sharing information would make our recruiting more effective and increase the likelihood that valuable information reaches prospective students.
- Establish departmental liaisons with the Office of Admissions; define the responsibilities of the liaisons. Set up departmental meetings with Admissions Counselors and Directors to share ideas for what we do and what they can do to get our information in the hands of prospective students.
- Work with Admissions to make sure that they are aware of updated web content so that they can steer prospective students toward web resources.
- Make sure that we take advantage of any event that brings students to campus such as Model UN or District Science Day to provide information for prospective students and their parents. Identify all such events on campus and beyond in a central location, either physical or virtual, where faculty can share their events.

Years 2-5

- Appoint an A&S Marketing Director in the dean’s office who interacts directly with departments, faculty, and Communications and Marketing. Faculty and departments funnel information (events, stories, programs, alumni activities, etc.) to one person, who then relays the information to Marketing. The marketing director also maintains oversight to make sure the news reaches the appropriate audience(s).
- Work with Communications and Marketing to collect baseline data that will allow us to evaluate the effectiveness of our efforts.
• Hire or appoint a full-time admissions director for the College of Arts and Sciences to work closely with academic departments and programs to build strategies for targeted recruiting.

**Measures of progress**

• The College implements a marketing plan, based on input from departments.
• On-campus events have departmental representatives available to students and parents.
• Measurable improvement is evidenced, based on baseline data collected.
• More articles about faculty, students, and programs appear in the local, state and national media. News is targeted to appropriate audiences.
• The number and quality of stories about the College on websites and in social media increases.
• Student applications from regional and national constituencies increase.
• The number of students increases in targeted programs.
• The Arts and Sciences marketing director coordinates collaboration between Communications and Marketing and departments.
• The Arts and Sciences admissions director coordinates collaboration between Admissions and departments.
• Ohio Northern University is recognized for its outstanding programs in Arts and Sciences.
Goal 5: Resources: Secure the resources needed to support the College’s mission and long-term vision.

Strategies

- Better management, allocation, and sharing of existing resources in line with strategic goals.
- Development of new resources (financial, capital, and human).

Year 1

- Work with Admissions to grow our enrollment.
- Work closely with the College’s director of development to raise needed funds for the College.
- Aggressively pursue external grants.

Years 2-5

- Develop processes that consider how faculty and monetary resources are allocated. In particular, these processes will help faculty to spend more time on teaching and research and less time on administrative duties. This reallocation will be accomplished through the hiring of additional support staff and faculty members and through the elimination of redundant or unnecessary administrative tasks.
- Increase the retention rate of students as a way of increasing tuition revenue.
- Explore additional fundraising support, in line with that of the other colleges.
- Provide additional support for faculty to pursue external grants.
- Create incentives, including consistent policies, for departments to save and carry over resources from one year to the next.
- Develop and continually update a list of current resources so that departments can share equipment rather than always buying their own.

Measures of progress

- New faculty members and support staff are hired.
- Faculty spend less time on administrative tasks and more on teaching, scholarship, and outreach.
- Departments save their resources and share with other departments to a greater extent than exists in our current practices.
- The number of external grant applications (and the funding from grants) increases.
- Gifts to the College from a variety of sources increase.
- Needed tenure-track faculty members and support staff are hired.
- The capital budget supports our larger strategic goals; high-quality and up-to-date instructional equipment is available.
- We build new spaces on campus including a Child Development Center, Performing Arts facilities, and needed office space (which could also be accomplished through the renovation of Lehr).
- Retention rates for students transitioning from the first to the second year increase from 81 percent to at least 90 percent. Graduation rates also increase.
Goal 6: Outreach: Make the academic and charitable resources of the College of Arts and Sciences available to the local, national, and international communities.

Strategies

• Become a valued and trusted resource when any local, national, or international organization, business, charity or government agency needs experts, advice, or assistance.
• Establish high-quality continuing education programs (in areas such as education, nursing, GIS, forensic biology, criminal justice, sociology, etc.) that make the College of Arts and Sciences known to professionals in the surrounding communities.
• Continue to develop summer camps and programs that bring prospective students to campus; deepen connections with local schools.
• Improve the image of ONU and the College of Arts and Sciences in local, national, and international communities.
• Structure outreach activities to provide professional opportunities for current students to build records of accomplishment that complement their classroom work while also recruiting the next generation of ONU students.
• Invite local business and organizations onto the ONU campus. This helps demystify the campus, encourages a level of comfort between the town and gown, and gives the local community the opportunity to market their services to the ONU community.
• Establish a culture that encourages departmental and faculty outreach.

Year 1

• Compile information on the outreach projects departments, faculty, and student organizing already engage in, identify what further needs to be done in these areas, and compile a list of contact persons in the community.

Years 2-5

• Designate a person or an organization within the college to serve as the Arts and Sciences Outreach Facilitator. The facilitator would connect campus organizations or departments that wish to engage in outreach with community organizations that need some sort of assistance. This would provide focus to our efforts, which are significant, but scattered.
• Explore the feasibility of establishing a Center for Civic Engagement to coordinate and promote outreach activities. Consider establishing an off-campus office that could provide help for local populations and/or governmental bodies with grant writing, political polling, etc.
• Use the Inn as a venue for continuing education courses.
• Use outreach as a cornerstone of marketing efforts to raise the visibility of the college.
• Strategically design new buildings/spaces in our college to address community outreach, where appropriate. For example, the Child Development Center could include functions like teaching a writing class, tutoring, performing plays, conducting art projects, or providing after school programs, that focus on bringing the community to ONU and that provide our students with great learning experiences.
• Formalize the informal relationships various departments currently have established by building outreach into workload.

Measures of progress

• Arts and Sciences scholars are increasingly recognized nationally and internationally as key experts in a wide variety of areas, as measured by the number of publications, invited addresses, panel participations, and news stories.
• The College of Arts and Sciences is a primary resource for the local, national and international communities as measured by requests for services, interviews, and so on.
• Outreach efforts are occurring consistently within the college and have an impact within the community, as evidenced by the number of community programs and the attendance at those programs.
• The University maintains a comprehensive database of outreach activities.
• Synergies among outreach activities increase their impact as measured, for example, by improvements in community health, wellness, or welfare.