

Compact for College of Arts & Sciences FY 2008-2010

Prologue: The College of Arts & Sciences in 2020

By the year 2020, the College of Arts & Sciences will be recognized nationally as a learning community that attracts students to BGSU from Ohio, across the nation, and around the world to participate in its outstanding programs. In addition to the acclaim it has received for making critical thinking about values central to students' curricular and co-curricular experiences, the College will offer innovative, interdisciplinary programs in mathematics, the sciences, social sciences, the humanities, and the arts that promote lifelong learning and prepare students to lead lives of personal, social, and professional responsibility in a rapidly changing world. Our outstanding scholar- and artist-teachers' research and creative work will ground our programs, lead to the creation of new knowledge and new ways of understanding the world, address important community needs, and inspire collaborations among faculty, students, and community partners. The high quality of faculty research and training of graduate students will sustain nationally competitive doctoral programs in each of the College's divisions.

2020 will find Arts & Sciences in a state of continuing advancement as each department and unit contributes to and benefits from interdisciplinary centers that foster collaborative interactions among disciplines and programs, promoting cutting-edge research and engagement, and creating a holistic academic environment that encourages the integration of knowledge. Our commitment to interdisciplinary activity will not be limited to the College itself; indeed, Arts & Sciences will play a central role in cross-college collaborations in such areas as teacher preparation, the arts, math/science education, family studies, diversity, global communities, new media and emerging technology, and values exploration, among others.

A. UNIT MISSION AND KEY FUNCTIONS

The College of Arts & Sciences aspires to create a rich intellectual environment that nurtures student achievement and success, fosters values exploration and social and personal responsibility, nurtures research and creative work of the highest quality, and encourages faculty and students to join with community partners to address critical community needs. The College is dedicated to promoting and connecting innovative teaching, high-quality research and creative work, and community engagement among our students and faculty. To these ends, the College supports a wide range of undergraduate majors in traditional liberal arts and professional areas, as well as focused, nationally competitive doctoral and masters programs designed to advance students' academic and career goals.

We are further committed to making the immense benefits of a liberal arts education available to all BGSU undergraduates through a broad selection of courses in the natural sciences, the social sciences, the humanities, and the arts that constitute the core of BGSU's general education program and serve a variety of academic programs throughout the University. In addition, the College will also lead and contribute to University-wide endeavors including the Vision & Values initiative, residential learning communities, collaboration in the arts, and mathematics and science education.

B. PERFORMANCE MEASURES

The College of Arts and Sciences proposes to use the following measures to set goals and assess performance by tracking student achievement and success.

Indicators of Student Achievement and Success

- Constant or growing **enrollment** in the college indicates that its programs are meeting the needs of the students.
- **Retention rates** indicate that the college provides a supportive and rich environment to help students succeed.
- **Four, five, and six-year graduation rates** show that the college provides continuous support throughout the undergraduate learning experience.
- A comparison of **actual versus predicted graduation rates** shows how the college supports University and state goal of increasing the number of college graduates in the state and adding value.

Enrollment College of Arts & Sciences					
Term	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Enrollment	4445	4628	4771	4913	4985
% Increase		4.12%	3.09%	2.98%	1.47%

One-Year Retention Rates – Freshman Cohort College of Arts & Sciences				
2002-03	2003-04	2004-05	2005-06	2006-07
73.8%	77.4%	77.8%	75.6%	76.6%

Graduation Rates for the College of Arts & Sciences										
Cohort	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002	
	A&S	BGSU	A&S	BGSU	A&S	BGSU	A&S	BGSU	A&S	BGSU
4-year	40.3%	33.0%	38.3%	33.5%	39.1%	34.5%	37.0%	32.7%	36.1%	33.7%
5-year	58.7%	56.7%	55.5%	56.5%	56.2%	55.7%	53.7%	53.4%		
6-year	62.1%	60.5%	58.3%	60.2%	60.1%	59.8%				

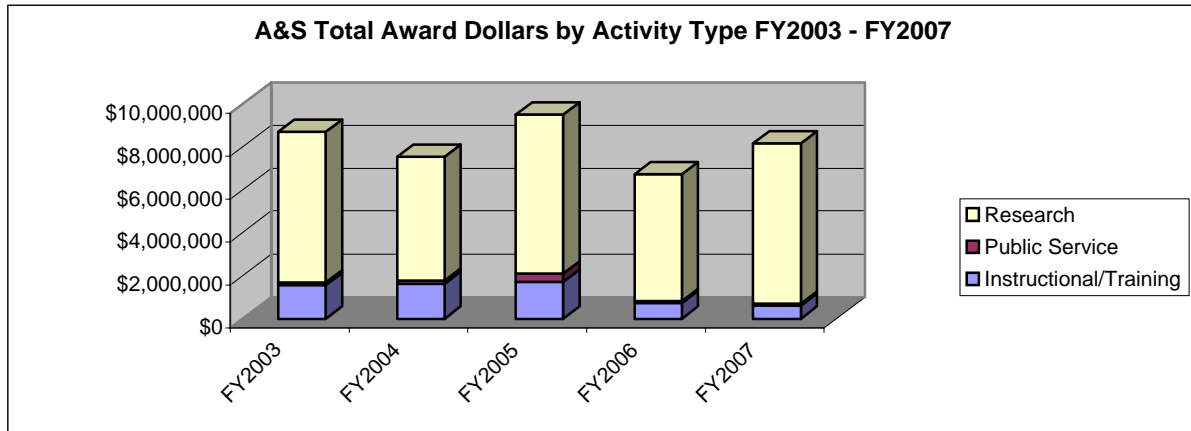
Faculty Scholarship

The college proposes to use the following measures as indicators of faculty scholarly productivity and quality.

- The **number and value of grant proposals and awards** from external sources for research are an important indication of the level of research conducted within the college.
- The **number of publications** indicates the productivity of the faculty and the reputation of **publication venues** indicates the quality of these publications.
- The **number, caliber, and value of fellowships and professional recognitions earned by faculty members** indicate the national reputation of our faculty.

External Grant and Contract Activity in the College of Arts & Sciences
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July 1, 2006 – June 30, 2007					
	Sponsor Request	Sponsor F&A	BGSU Contribution	Other Source	Total Request
Submissions: 232	\$21,472,519	\$4,002,160	\$10,629,437	\$63,180	\$32,165,136
Awards: 92	\$8,156,486	\$1,634,191	\$2,198,258	\$54,700	\$10,409,444



Quality of Programs

National rankings, recognitions, and program and accreditation reviews indicate the quality of programs in the College.

Alumni surveys will collect data to determine strengths and weaknesses of the various programs in the College.

Contributions to University Initiatives

The **number of college faculty and courses** that contribute to the Values Initiative, residential learning communities, collaboration in the arts, and math/science education demonstrate the college's commitment to university initiatives.

The **number of capstone Values courses** in college programs indicates the level of support for the Values Initiative throughout the four-year student experience.

C. STRATEGIC GOALS

1. Completed Goals (2006-07)

- a) Provided leadership for Values Initiative by writing successful AAC&U Core Commitments grant, providing direction for full implementation of the Values Initiative
- b) Created model pre-law program drawing on alumni support to recruit and mentor students
- c) Increased external funding by approximately 15% from FY 2006 to FY 2007
- d) Moved Wolfe Center private funding nearer campaign goal with \$750,000 gift to name main stage; recruited internationally acclaimed architect and began schematic design
- e) Developed aggressive interventions with at-risk students and outreach to first-year students that increased first-to-second year retention from 75.6% in 2006 to 76.6% in 2007
- f) Created School of Earth, Environment, and Society, providing organizational structure to promote efficiency, enhance programmatic synergies in environmental and GIS areas
- g) Launched on-line Bachelor of Liberal Studies program, achieving a first-year enrollment of 29 students

- h) Provided leadership and support for launching Global Village, our newest residential learning community
- i) Successfully launched BGSU’s Research Enhancement Initiative in Photochemical Sciences (with cluster hires in biophotonics and materials) and in demography (with a senior hire in adolescence)
- j) Developed new approaches to student recruitment—including the Forsyth Medal in the Sciences; increased overall undergraduate enrollment in the College by 1.5%, despite smaller first-year class
- k) Raised private funds for and successfully launched the Givens Fellowship Program, which supports self-designed experiences for students, enabling them to realize long-standing goals and engage in enriching activities and pursuits unavailable through conventional academic programs or employment opportunities.

2. Carried-Forward Goals/New Strategic Goals

a) The College will **increase undergraduate enrollment, with an emphasis on two areas: (a) mathematics and science and (b) world languages and international studies.** Our goal is to increase overall undergraduate enrollment by approximately 400 students by Fall 2012 with healthy gains in enrollment in the targeted areas. Achieving this goal will contribute to the intellectual vitality of the University and position us to meet critical state and national needs and priorities. We will pursue this goal through several initiatives: collaboration with the Office of Admissions to highlight BGSU’s strengths in the targeted areas; development of new promotional materials (especially video) highlighting our strengths in the targeted areas; and innovative outreach to prospective mathematics and science students. Accomplishing our goal will meet state and national needs, allow us to compete for a variety of state and federal resources, and increase revenue through tuition and SSI (which is relatively high in the targeted areas). For the College’s five-year enrollment management plan, see Appendix B.

b) The College will **contribute to the University’s commitment to student success by increasing its first-to-second year retention rate and graduation rate.** Our goal is that by 2012, first-to-second-year retention will be 82%, leading to a 40% four-year graduation rate by 2012 and a 65% graduation rate by 2014. We intend to accomplish these goals by strengthening advising at the College and departmental levels, developing more effective outreach to students in academic difficulty, and introducing faculty development activities designed to help faculty understand and meet the needs of our students. Accomplishing this goal fulfills our most fundamental obligation to our students and the state while contributing to University strategic priorities by promoting student success and sustaining a healthy enrollment.

Projected One-Year Retention Rates – Freshman Cohort College of Arts & Sciences				
2007-08	2008-09	2009-10	2010-11	2011-12
77.5%	79%	80%	81%	82%

Projected Four, Five, and Six-Year Graduation Rates College of Arts & Sciences					
Cohort	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Four-year	37%	38%	38%	39%	40%
Five-year	55%	56%	56%	57%	58%
Six-year	61%	62%	62%	63%	65%

c) The College will work with faculty and chairs in mathematics and the sciences to **review best practices in teaching gateway science and mathematics courses and make curricular and pedagogical changes where appropriate.** We plan to review existing approaches to teaching these courses this year and evaluate changes in pedagogy and curriculum during AY 2008-09 and AY 2009-10. Our goal is to offer gateway courses in the sciences that reflect best practices by AY 2009-10. We will accomplish this goal by convening a committee of science faculty and chairs to review current approaches and determine best practices; bring leaders in science curriculum reform to campus to conduct workshops; and recruit additional science faculty as leaders in learning in the sciences and mathematics. Accomplishing this goal will help us recruit and retain more students in these critical areas, positioning the University to meet the state's demand that we educate more students in STEM areas.

d) The College has provided leadership for developing residential learning communities. These have already gained considerable recognition for BGSU. During the next two years, we propose to **create a Natural Science Residential Learning Community** that will help us recruit and graduate students in mathematics and the natural sciences. Our goal is to open this community with 100 students in August 2009 and increase the number of residents to 200 by August 2011. We will accomplish this goal by identifying appropriate space in Offenhauer or McDonald during AY 2007-08, naming a director by Summer 2008, and recruiting residents during AY 2008-09. This will contribute to recruitment and student success in a critical area and contribute to a signature program—learning communities—that has differentiated BGSU from competitors.

e) Because scholarship is integral to our mission, the College is committed to **increasing key indicators of scholarly productivity** among its faculty. Our goal is to increase the number of grant proposals submitted by faculty and staff to 130 in FY 2010; increase external funding to \$12 million by FY 2010 and \$14 million by FY 2012; increase the number of large grants sought and secured (e.g., NIH R01 awards); increase the number of prestigious research fellowships held by faculty outside the sciences (e.g., NEH, NEA, ACLS, Guggenheim) from its current rate of about one per year to an average of three per year by FY 2010; and increase the overall quality and impact of faculty work as indicated by publication of articles in first-tier journals and books by the most prestigious academic and commercial presses. To accomplish this goal the College will work with the Vice Provost for Research to develop a survey of existing scholarly activity and external funding in the College; work with chairs and center directors to identify barriers to and opportunities for increasing scholarly productivity; continue to support interdisciplinary research clusters in key areas (e.g., photochemical science, demography and family studies, neuroscience, the arts, environmental studies, and the humanities); and continue to provide cost-share for faculty who write proposals for external funding. Accomplishing our goals will enhance our research infrastructure, generate support for high quality research, contribute to a rich intellectual climate, and help recruit and retain outstanding faculty—all elements of a premier learning community.

f) The College developed the successful Core Commitments proposal that will help the University advance the Values Initiative. During the next three years, the College will continue to **provide support for the Values Initiative, support implementation of the recommendations contained in the First Year Experience Report, and help the University achieve the goals of the Core Commitments** program: extending critical thinking about values beyond the first year through service learning courses and co-curricular activities as well as courses in students' majors. By 2010, we will increase the effectiveness of first-year A & S courses taught as part of the BG Experience program, introduce 8-10 new values-based service

learning courses per year, and integrate critical thinking about values into College curricula (e.g., B.A., B.S., B.A.C.) and most majors. We will achieve these goals by working closely with the BG Experience program on faculty development and assessment, collaborating with the Director of Service Learning to assist faculty in developing new service learning courses, working closely with College curriculum committees and departments to find creative ways to integrate critical thinking about values into our majors and capstone experiences, and encouraging departments to create senior capstone experiences. Achieving this goal will help the University realize the President's top priority of educating students for lives of personal and social responsibility and establishing a strong identity for BGSU.

g) Working in collaboration with a University task force to be appointed by the Provost to evaluate and redesign general education, the College will **assist in creating a coherent general education program** that is transparent to students and is focused—not in theory but in its actual delivery—on achieving program learning outcomes.

h) Working in close collaboration with the College of Musical Arts, the College will **strengthen collaboration in the arts and continue its efforts to make the arts a center of excellence at BGSU**. By AY 2010-11, we propose to accomplish this goal by opening the Wolfe Center for the Arts as a facility that promotes artistic collaboration, increasing the level of interdisciplinary collaboration in the arts as indicated by the number of collaborative productions, exhibits, and programs, creating an Institute for Contemporary and Collaborative Arts, and gaining increasing regional and national recognition for the creative work of our faculty and students in music, theatre, film, and the visual arts. Achieving these goals will strengthen an area in which we have achieved regional comparative advantage and position us to win national recognition.

i) Working closely with the Vice Provost for Research and Dean of the College of Education and Human Development, the College will **continue to build excellence in mathematics and science education by gaining final approval for a new doctoral program in learning science** with a focus on mathematics and science education and recruiting a director and several new faculty to assure that it has strong leadership, is adequately staffed, and is ready to admit the first class of students in Spring 2009. This is a unique program designed to prepare doctoral students for careers in empirical research on how students learn mathematics and science and teaching mathematics, science, and science education at the University level. The success of the program will be measured by student demand, the quality of students we attract, their placements upon graduation, and success in stimulating externally funded research on student learning in mathematics and science. Achieving these goals will increase our strength in a critical area in which we have already attained comparative advantage, help the state educate more students with proficiency in mathematics and science, and contribute to our efforts to strengthen mathematics and science education on our own.

j) The College will **intensify its development efforts and achieve its aspirational goal of \$26 million for the Building Dreams Campaign**. It will achieve this goal by working with the Development Office and its two Advocates Boards to meet and exceed goals for two featured areas of the campaign for which the College has principal responsibility—the Values Initiative and the Wolfe Center for the Arts. While focusing on these two areas, the College will also continue to enhance scholarships, support for faculty and programs, and annual giving, especially membership in Deans Council. Achieving this goal will contribute not only to the success of a major University initiative but enhance the University's financial position and provide essential support for signature programs at BGSU (Vision & Values and the arts).

k) Working in collaboration with Continuing and Extended Education, **the College is committed to enhancing enrollments in distance learning courses and programs.** The College currently has 140 courses approved for on-line delivery and 29 students enrolled in its on-line BLS program. Our goal is to have 175 courses approved for on-line delivery by 2010 and 100 students enrolled in the on-line BLS program. We intend to accomplish these goals by working with CEE to promote the BLS program more effectively, adding courses needed by BLS students, and offering BLS students high quality advising. We also plan to develop a B.A. in social sciences and gain approval for on-line delivery by 2009. By achieving these goals, we will help reach new markets, meet the needs of place-bound students, and increase enrollment and revenue.

3. Investments needed to meet goals

The College of Arts & Sciences plays an integral role in the education of *all* BGSU students. In addition to serving the largest number of majors (4,985 or about 32% of BGSU undergraduates), the College teaches over 60% of the undergraduate SCHs at BGSU. Indeed, slightly more than 50% of the students enrolled in Arts & Sciences courses are from Academic Enhancement or other colleges. See Appendix G for the ratio of A&S students and non-A&S students in classes taught by the College. The College has been historically underfunded and requires significant investment if it is to meet its responsibilities to undergraduate education at BGSU.

a) Operating Budgets. We assume that given the current financial situation increases in operating budgets will be limited at best. However, if we are to serve additional students, support our strategic goals, and augment the budgets of those units that are severely underfunded (including several that have *no* operating budget), we need modest increases in our operating budget. Therefore, we request a 2% increase each year for FYs 2008 and 2009 and a 1% increase each year for FYs 2010, 2011, and 2012. These increases would be allocated to units selectively to address strategic needs.

b) Full time tenure/tenure track faculty recruitment. To meet the needs of our instructional and research missions, 63 new tenure/track faculty are needed in the College across FYs 2008-2012. These are primarily to replace faculty who have resigned or retired, although a few are new positions that are vital to stimulate areas of need and investment (e.g., Research Enhancement Initiative). This projection does not include needs that will inevitably be created by retirements and resignations that we cannot now anticipate. For details, see Appendix C.

c) Soft-funded temporary instructors. Temporary instructors are essential to the teaching mission of the college. While it is a point of pride in the College that tenured/tenure track faculty teach at all levels of the curriculum, a large percentage of the University's undergraduate SCHs are generated by A & S (60%+) and we, therefore, must rely heavily on full-time instructors to meet student demand for lower level courses in many areas. These are soft funded positions (mostly renewable every two to three years) and principally responsible for the A & S budget deficit (because they have been supported but never budgeted). See Appendix D for current allocation of soft-funded instructors.

d) Part time funds. Approximately 90 sections are covered by part-time instructors each semester to meet instructional demand. Some of these are paid by grant release dollars, FIL replacements, sick leave and LWOP replacements. Many, however, have been funded from the A & S reserve. Approximately \$550,000 annually is used from A & S reserve funds to pay for part time instruction. See Appendix E.

Requested Investments, FY 2008-2012*

College of Arts & Sciences					
<i>Category</i>	<i>FY 2008</i>	<i>FY2009</i>	<i>FY 2010</i>	<i>FY 2011</i>	<i>FY 2012</i>
Soft-funded faculty	\$5,819,034				
Part-time Faculty	\$550,000				
Tenure-line Faculty	\$1,209,000	\$1,005,600	\$1,085,900	\$967,600	\$991,800
Operating Budget Increases	\$44,670	\$45,564	\$23,237	\$23,469	\$23,704
Natural Sciences Residential Learning Community*					
TOTAL INVESTMENT REQUESTED	\$7,622,704	\$1,051,164	\$1,109,137	\$991,069	\$1,015,504

- All investments are recurring
- Included in tenure-line faculty request and operating budget increase request

D. SPACE AND FACILITIES

1. Initiative Impacts and Space Management

a. Major renovations are needed throughout the College to maintain an acceptable teaching and research environment. Many college buildings have significant problems due to deferred maintenance. This has resulted in unacceptable conditions for faculty, staff, and students, significantly reducing our ability to recruit and retain members of both constituencies. For example, leaking roofs, flooding, faulty air-handling systems, absence of reliable temperature controls, and inadequate power impact numerous buildings including Williams Hall, West Hall, Life Sciences, Overman, Fine Arts Center, Physical Sciences Laboratory Building, and Hanna Hall. Also, the vital network of fume hoods in PSLB and Overman Hall is inadequate for safe handling of chemicals in research and instruction. Elevators in Math/Science and South Hall are in poor condition and often fail to function.

b. Inadequate teaching facilities in the sciences. Most of our instructional laboratories are seriously in need of updating. Many students attending and prospective students visiting BGSU have encountered higher quality facilities in their high schools and community colleges. Current BGSU facilities inhibit contemporary science instruction. One of our highest priorities is to increase enrollment and student success in STEM disciplines. These goals cannot be met unless we invest in updating instructional facilities in the sciences.

c. The new School of Earth, Environment and Society is a major element in our efforts to increase STEM enrollments and to expand the scholarship of engagement. Currently, the School's three units are housed in separate buildings and must be consolidated if the School is to realize its potential.

d. Timely completion of construction of the Wolfe Center for the Arts will advance collaboration in the arts and achieve our potential for regional and national prominence as a Center for artistic excellence.

e. The Department of Sociology and the Center for Family and Demographic Research has recently been named by the U.S. Department of Health and Human Services to host the National Center for Marriage Research. This highly prestigious award carries with it almost \$5 million in federal funding over the next five years. The presence of the Center at BGSU will also enhance the potential for additional external funding to Sociology and further augment the national reputation of BGSU in demography and family studies. Our commitment to the grant includes space for the new center which will likely be housed in the basement of Williams Hall, a space that needs renovation to remediate and prevent flooding.

f. Creation of a natural sciences learning community—one of the College’s strategic priorities and the centerpiece of BGSU’s “Ohio First” proposal—will require modest renovation of Offenhauer or McDonald. Costs of this project should be shared with Residence Life.

g. The office of the College of Arts and Sciences has inadequate space to meet its advising mission, service to students and faculty, and program development initiatives. We have 25 full-time and 2 half-time employees occupying space that is adequate for perhaps two-thirds that number. Additional space in the Administration Building is essential to allow us to continue to provide services to 5000 majors and 500 full-time faculty. The space is justified not only by the number of employees but by the intensity of traffic from students and faculty.

2. Major Capital Investment Priorities

a. Science Library Renovation—Allocation of the space of the existing Science Library to the College of Arts & Sciences is essential to provide a home for the School of Earth, Environment and Society, to create new science teaching facilities, to provide adequate space to COSMOS and science education. We anticipate this space will also provide adequate conference room and library space for the department of Mathematics and Statistics. This will also allow us to free space in Overman Hall and Life Sciences that we can now devote to research labs for faculty with externally funded projects. Estimated cost: \$4-6 million.

b. New Multi-Disciplinary Science Building – This facility will boast contemporary teaching, laboratory and research facilities that are desperately needed to meet our goals of increased student enrollments and research activity in STEM disciplines. Without this facility, we will not be able to compete in an area that the state has identified as critical. Cost: \$60 Million.

c. Renovation of Life Sciences, Overman, and Physical Sciences Laboratory Building. With the construction of a new sciences building, renovation of outdated science buildings will continue to sustain growth in the sciences as well as alleviate space crises in other areas of the college. Cost: \$30-40 Million.

d. West Hall. The School of Communication Studies, the largest unit in the College, has grown to more than 1000 majors without enjoying a commensurate increase in faculty and office/research space. Studio spaces for technology and broadcasting classes as well as spaces for student organizations in radio and TV are dingy, overcrowded and completely inadequate. The roof also leaks and climate control is undependable. Cost for renovation: \$10 Million.

e. Fine Arts Annex. In the early 1990’s, a new state-of-the art Fine Arts Building was constructed and attached to the original 1950’s building. Intentions to renovate the old wing came to naught. Even so, today the old wing houses gallery space, classrooms, art history facilities and some studios. It is in poor condition, has wildly fluctuating temperatures and a leaking roof. Estimated cost of renovation: \$8 million

D. DIVERSITY PLANNING AND ASSESSMENT

Diversity is central to a good liberal arts education. The College currently teaches most of the cultural diversity courses on campus, thereby assuring that BGSU students encounter different perspectives and cultural traditions and gain a better understanding of the dynamic role

race, ethnicity, and gender play in contemporary society. The College also offers majors in areas such as Africana Studies, Asian Studies, Ethnic Studies, Latino Studies, and Women's Studies and supports a highly competitive American Culture Studies Program that focuses on race, ethnicity, gender, and identity. Conferences, lectures, workshops, and cultural events, they also assure that diverse perspectives permeate campus life. During AY 2007-08, the College will undertake an inventory of cultural diversity programming and use it to publicize diversity at BGSU and assess areas where we need to make improvements. In Spring 2008, the College will appoint a committee to assess the adequacy of its cultural diversity curriculum and make suggestions for strengthening these. The committee's report will be due in October 2008.

The diversity of our faculty and staff is the living, breathing manifestation of our commitment to educate students for life in an increasingly diverse world. During the past seven years, the College has made significant gains in recruiting women and persons of color to tenure-track faculty positions. We are committed to continue these efforts. To this end, during AY 2007-08, the College will assess diversity among its faculty and identify areas where improvement is needed. We will also continue to work with departments and hiring committees to assure that they are aggressive in recruiting diverse faculty to their departments. A critical element in our success, however, is having sufficient flexibility (whether through a vehicle like the Provost's Faculty Opportunity Fund or College resources) to allow departments to make by-invitation appointments of faculty who meet department staffing needs and contribute to diversity.

E. PUBLIC ENGAGEMENT

The College is deeply involved in public service through service learning, internships, and the scholarship of engagement. The College has assumed responsibility for the Bookstore Engagement Scholarships, recruiting students, screening applications, and offering scholarship winners a one-credit course that provides a social and political context for their service projects. A & S faculty have developed almost 100 service-learning courses, and the College is committed to expanding this number significantly during the next four years. More than half of the units in the College have developed significant community partnerships designed to meet community needs: Africana Studies Program, School of Art, Asian Studies Program, Department of Biology, Canadian Studies Program, Chapman Learning Community, School of Communication Studies, School of Earth, Environment, and Society, Department of English, Department of Ethnic Studies, Department of History, Neuroscience Program, Department of Political Science, Department of Psychology, Department of Theatre and Film, and the Women's Studies Program.

During the next three years, the College plans to maintain engagement activities in these areas and to strengthen engagement activities in the new School of Earth, Environment, and Society, the School of Communication Studies, and the arts. Through an emerging partnership with the Community College Foundation of Sacramento, CA, the College will provide leadership for exploring the possibilities of using the e-bus as a means of bringing faculty, students, and community partners together to meet critical needs in Wood County.

F. STAFF AND FACULTY CONSULTATION

This document was prepared by the senior staff in the College with input from chairs and school and program directors. A draft of the compact was circulated to chairs and directors and discussed at their meeting of September 21, 2007. Comments and suggestions from that meeting were collected and incorporated into the final draft. It was also shared with Arts & Sciences Council prior to its September 28 meeting and discussed at Council's September 28 and October 26 meeting.