

Appendix A

Signature Programs in Arts & Sciences

A. Within Arts & Sciences (Not in rank order.)

1. Photochemical Sciences (PCS)

Over the last five years, principal faculty in the PCS averaged \$2.2 million in external grant support, with a FY 2007 total of over \$4 million. They are also active participants in Ohio's Third Frontier Initiative, receiving over \$4.4 million from the Wright Capital Fund and the Wright Centers for Innovation Fund. Junior faculty members have earned prestigious awards and fellowships and have a high rate of research productivity. Between 2002 and 2006, Center principals authored 165 peer-reviewed articles in prestigious journals – so far in 2007, an additional 41 papers have appeared. Faculty have also generated numerous patents. Past graduates from the doctoral program have assumed leadership in several Fortune 500 companies and have been placed in desirable industrial and academic positions.

2. The Center for Neuroscience, Mind & Behavior

The Center for Neuroscience, Mind & Behavior is an interdisciplinary research center comprised of faculty, postdoctoral researchers and approximately 40 graduate students from the Departments of Psychology, Biological Sciences, Communication Disorders and Philosophy. Since the Center's formation in 1999, Center faculty have demonstrated consistent excellence in (1) securing external research grants, (2) maintaining a high level of research productivity, and (3) mentoring graduate and undergraduate students. In the 2006 – 2007 academic year alone, core faculty held \$2,848,661 (direct costs only) in active external research grants, published > 50 peer-reviewed articles in some of the top journals in the field, and mentored 23 students who received either a PhD (n = 9) or a Master's degree (n = 14). Graduate students receiving PhDs in 2006 - 2007 were successful in acquiring either tenure-track positions, post-doctoral research fellowships, or research positions in government or industry.

3. Industrial-Organizational (I-O) Psychology

In its latest round of rankings, *U.S. News & World Report* placed BGSU's I-O Doctoral Program third in the country (behind MSU and University of Minnesota), an increase from fourth place in the previous round of rankings. In a study published in 2002, BGSU I-O faculty ranked third in terms of research productivity as tabulated by the number of publications in the top 5 I-O psychology journals – again, an increase from fourth position cited by an earlier study. The faculty have also held significant positions in professional organizations in their fields and includes an Ohio Eminent Scholar. The program has worked with local businesses and non-profit organizations, and received an Ohio Board of Regents Academic Challenge grant. Doctoral students routinely compete for top academic positions as well as jobs in the private industry sector.

4. Sociology and the Center for Family and Demographic Research (CFDR)

Sociology faculty have a high rate of productivity in terms of published scholarship, with 7 articles published in the discipline's 3 leading journals and 44 in leading journals in the

department's substantive specialties over the course of the last seven years. In the same period, faculty have generated over \$11.6 million in federal research funding, including the funding for the CFDR, which is one of only 15 population centers in the country, the balance of which are all located at Research I institutions. Sociology has also placed 94% of its doctoral students in academic and research positions or in private industry.

5. Applied Philosophy

By strategically limiting its focus to Applied Philosophy, the department has created a program that is competitive with those at many comprehensive research universities; its unique focus is consistently rated among the top programs in its niche area by independent rankings of philosophy programs. Philosophy's faculty publish in the best journals in their fields and win highly competitive fellowships, and its graduate program is highly selective and has an excellent placement record for its graduates.

6. American Culture Studies (ACS)

A program with a high national profile, ACS is made up of over seventy accomplished faculty drawn from across the Humanities, Arts, and Social Sciences. The graduate program is highly selective, with recent students choosing ACS over comparable programs at institutions like UC Berkeley, Purdue, OSU, and the University of Michigan. Students of color make up over 25% of the highly diverse entering classes in recent years. Demonstrating a high record of achievement, in the last two doctoral cohorts almost all 4th-year students published one academic article prior to graduation, 50% published 2 or more, and several recent graduates have published their dissertations in prestigious university presses. During 2001-07, 5 ACS students won the Graduate College's Distinguished Dissertation/Thesis award. Over the last decade, the program placed over 90% of its graduates in full-time academic and professional positions.

7. General Studies Writing (GSW)

GSW's mission is to provide foundational skills for academic writing to between 3400 and 3800 students each semester. Its curriculum emphasizes continuous assessment and is specifically designed to promote student success and increase retention and it provides support to the Values Initiative and the BGeX Program, and to other academic areas on campus. The program has also developed an important mentorship program for both graduate assistant teachers and full-time instructors to maintain programmatic coherence and quality assurance; this program has been adopted as a model by other units in Arts & Sciences.

B. In Collaboration with Other Units/Areas (Not in rank order.)

1. The Arts

The School of Art and the Department of Theatre and Film are outstanding units that might well be considered signature programs in their own right. The School of Art boasts one of the largest visual arts programs at any public university in the U.S. Faculty are nationally and internationally recognized for their creative work (painting, drawing,

metals, ceramics, and digital art), and students—graduate and undergraduate—regularly win national and regional competitions, show their work in competitive venues, and win admission to competitive graduate programs. The Department of Theatre and Film has seen its numbers grow steadily in recent years. Faculty have been recognized for their leadership in the discipline through selection to edit leading journals and through artistic collaborations with nationally acclaimed artists (e.g., an ongoing collaboration with the Eastman School on the Cavalli Project). Graduates have attained success on Broadway and in other prestigious theatre venues. As strong as these programs are individually, their true strength lies in their highly successful collaborations with one another as well as with faculty and students in the College of Musical Arts and the Dance Program. The collaborative approach developed by BGSU artists is unique and enriches the art of students and faculty alike. A fuller discussion of the arts as a center of excellence at BGSU can be found in the white paper developed by the deans of Musical Arts and Arts & Sciences.

2. Math/Science Education

One of six centers of excellence in science and mathematics established statewide with grants from the Ohio Board of Regents, COSMOS and its parent organization, the Northwest Ohio Center of Excellence, were launched as a collaborative effort between BGSU, Owens Community College and the University of Toledo with the goal of addressing the critical need for both more and better-prepared science and math teachers. In 2006-2007 COSMOS earned grants totaling \$1.66 million on a variety of STEM initiatives.

3. Residential Learning Communities (RLC)

Every year that U.S. News & World Report has listed colleges and universities with RLC, BGSU has been listed among the best in the country. Chapman Community was also cited nationally by the Joint Task Force on Student Learning of AAHE, ACPA and NASPA as one the best examples of RLCs enhancing undergraduate education. In addition, the National Study of Living-Learning Programs and the National Survey of Student Engagement have also noted significant differences between RLC and Chapman students and other first-year students not engaged in RLCs.

4. Values Initiative/BGeXperience

As a first-year introduction to values education at BGSU, BGeX's success has been nationally recognized this year in AAC&U's report, "College Learning for the New Global Century," as implementing the aims, outcomes, and guiding principles for a 21st-century education identified in the LEAP report. As the principal component of BGSU's first-year experience program, BGeX has also been cited in the 2008 edition of "America's Best Colleges" by *U.S. News & World Report*.

5. The Center for Canadian Studies

As one of our most important interdisciplinary programs, the Center for Canadian Studies is a model unit for economic outreach, community engagement and sustaining the goals of the Governor's Commission on Higher Education and the economy.

Established in 1991, a line-item from the general revenue fund of the Board of Regents provides significant operating expense to the Center (\$100,000). Additional funding comes from corporate and individual donations, endowment account proceeds, collaborative partners, various external grants and the College of Arts & Sciences.

The Canadian Studies at BGSU is one of the foremost in the nation. BGSU provides an Introduction to Canadian Studies course experience that is enrolled by over 450 students annually. This is unparalleled at other institutions. Additionally the Center promotes other courses with Canadian interests including Canadian Fiction, Canadian History, Canadian Government and Politics, Canadian Film and other courses in the environment and management arenas. In total over 1000 students annually take courses with Canadian emphasis at BGSU. Opportunities for study in Canada by BGSU students are promoted by the Center. Formal exchange agreements exist between BGSU and the University of Windsor and University of Guelph. One of the goals of the Center is to educate BGSU students to live in the North American/NAFTA environment.

6. New Media and Emerging Technology

BGSU has unique strengths in digital media that positions it for leadership in an area that will continue to transform art, commerce, science, and education. While responsibility for coordination of this effort lies in the College of Technology, several units in the College of Arts & Sciences are major contributors, including the School of Art (digital art and graphic design divisions), Computer Science, the Department of Psychology, the Department of Theatre and Film, and the School of Earth, Environment, and Society.