



# External Review of the **Arts & Sciences** at Bentley University

April 2017

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## Bentley External Review of Arts & Sciences – Team Observations

### I. EXECUTIVE SUMMARY

The Arts and Sciences External Review Committee was commissioned by Interim Co-Provost and Dean of Arts and Sciences Dan Everett to evaluate the quality of the Arts and Sciences Departments as judged by the expectations of their disciplines and their contributions to the development of a distinctive and innovative approach to the education of Bentley students through the quality of their teaching.

The team realized that if we were to do justice to the distinctive business culture and mission of Bentley University and the strong tradition of collaboration that characterizes the academic culture, we would need to look beyond the quality of individual faculty members and each department separately. Our report includes reflections on the contributions of the Arts and Sciences Departments and their faculty members not only to their discipline but also to the education of Bentley undergraduate and graduate students, the overwhelmingly majority of whom are preparing for careers in business.

We examined the key strengths and contributions of each Arts and Sciences Department using standards applicable to small departments at institutions that support a balanced portfolio of scholarship and teaching. We also offer our frank opinions on the quality and value of the contributions of the full-time faculty of the Arts and Sciences Departments.

### A. OBSERVATIONS

- The Arts and Sciences are making valuable contributions to their disciplines and to the education of Bentley students. By any criteria, these departments are excellent when compared to their peers at other universities.
- The Arts and Sciences faculty are impressive in their commitment to pursuing innovative collaborative research projects with colleagues in other departments on campus and beyond. The research themes that we learned about are clearly at the leading edge of scholarship and extremely relevant to economic and social issues of importance to business and to the solution of 21<sup>st</sup> century problems.
- The Bentley curriculum is shaped by the expectation of *educational fusion*. A Bentley education seeks to combine the best of business and the arts and sciences in order to prepare graduates who demonstrate critical thinking, cultural literacy, problem-solving ability and professional acumen. To support these goals, faculty in the Arts and Sciences Departments regularly incorporate examples from the business sector in order to connect the insights and knowledge of their fields with questions of importance in business. This practice supports Bentley's goals to prepare graduates who can draw upon both their business education and the arts and sciences in their daily practice.

## B. RECOMMENDATIONS

- The concept of *educational fusion* depends not only on requiring a significant proportion of credit hours in the Arts and Sciences but also the demonstration of the ability to draw upon those fields in addressing issues in business. Some additional thought should be given to how Bentley students will demonstrate their growing competence and approaches to problem-solving. In addition to setting clear learning goals and assessments of learning in individual courses, the institution should establish some common student learning objectives for all students and develop additional ways for students to demonstrate their competencies beyond the requirements of individual courses.
- We considered the extent to which the institutional administrative and support structure recognizes and supports the integration of the Arts and Sciences programs with the Business programs. There are many signs that the institution still operates as a traditional business school while seeking to provide a distinctive education attuned to the demands of contemporary social, cultural, environmental and economic conditions. Some attention could profitably be given to the messages being sent to students and to the broader community in order to create a consistent and powerful Bentley “brand.”
- Our team only had access to faculty leadership, individual faculty members and students pursuing additional study in the Arts and Sciences. The Bentley curriculum requires close collaboration and cooperation between departments in the Arts and Sciences and Business. Our report is based only on the perspectives of the Arts and Sciences. It would be helpful to study the extent to which the business departments contribute to both educational fusion and the incorporation of the arts and sciences into the study of business.
- Promising pilot projects are emerging in the Arts and Science that integrate the perspectives of a discipline with the applications to business questions and challenges. The institution should build upon these early experiments and develop a way to learn from these experiences in order to guide the design of additional curricular components that support student learning for the twenty-first century. The development of a fusion curriculum will benefit from the allocation of resources for jointly taught courses and new course development.
- To be attractive to a new generation of students, the focus of the institution on the corporate sector and the placement of students in that environment should be broadened to include other options such as the non-profit sector, government service and entrepreneurship. To facilitate this effort, the campus could take greater advantage of both younger alumni and more seasoned alumni who can offer mentoring and new opportunities for student internships, educational and service learning in these fields.

- To position Bentley strategically and to ensure its unique position in business education, the interweaving of the Arts and Sciences with Business disciplines should be intensified and supported by appropriate institutional investment and assistance. The integration of the Arts and Sciences that is underway offers a powerful response to generational changes, the challenges of a contemporary business environment and societal needs. Bentley should intensify its efforts to infuse the thinking and knowledge of the Arts and Sciences more fully throughout its Business courses. By doing so, Bentley can continue to position itself as a distinctive business school that offers an innovative form of business education that provides students with the habits of mind and the capacity to create innovative solutions to complex problems in every sector of society.

## II. GENERAL REPORT

### A. THE ROLE AND SCOPE OF OUR REVIEW

Our review of the Arts and Sciences represents the first time that Bentley has commissioned an in-depth internal and external review of the quality and value of this aspect of its curriculum and institutional identity. The team was asked to conduct this review in the context of an academic community that seeks to balance contributions to excellence in teaching and scholarship within a distinctive educational environment shaped by the identity of Bentley as a business school. For that reason, the team has the charge of assessing the contributions of the faculty in Arts and Sciences to the education of Bentley students and to comment on the quality of scholarship and teaching in the eight Arts and Sciences Departments. This proved especially challenging for three reasons. First, the standards applied to the evaluation of quality traditionally used in business programs differ in some significant ways from those applied to the assessment of quality in the Arts and Sciences. Second, the strong pattern of collaboration across departmental and disciplinary lines requires a consideration of the quality and value of these shared contributions to scholarship and the education of Bentley students in addition to a review of the work of individual faculty members and each discipline-based department. Third, the charge given to us by Dean Everett asked for the external review team to assist in helping the institution to evaluate the contributions of the Arts and Sciences Departments to the quality and success of the institution. We were given little, if any, information about how Bentley currently defines the meaning of success and quality other than some general statements about the need for both business knowledge and the “creativity, connection, and ability to invent that the Arts and Sciences convey.”<sup>1</sup>

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Everett, Daniel L. and Michael J. Page The Crucial Educational Fusion: Relevance, Rigor and Life Preparation for a Changing World, in *Shaping the Future of Business Education*, Edited by Gordon M. Hardy and Daniel L. Everett. (2013, page 3) London: Palgrave Macmillan

## **B. WHAT MAKES BENTLEY DISTINCTIVE?**

In contrast to the usual business curriculum, Bentley approaches the education of its students by preparing them with a significant exposure to the Arts and Sciences as well as business disciplines. This approach is referred to as *educational fusion*, a term coined by Dean Everett to capture the distinctive character of a Bentley education. *Fusion* connotes the interweaving of the humanities, natural sciences, and social sciences with business disciplines. Dean Everett has used this term to describe what Bentley University is doing to prepare its students for a career in a changing economy and to foreshadow an aspiration for its future goals. The concept is a core principle that extends beyond the curriculum and it serves as a guide to further designs of innovative educational experiences for all Bentley students. At Bentley, fusion is modeled administratively by the collaboration between the Deans of Arts and Sciences and Business in decision-making and in the setting of strategic directions. Although the institution has seventeen departments, the faculty describe themselves as a “unified faculty.” The term fusion also is applicable to the development of a distinctive collaborative research portfolio that is carried forward through close collaboration between faculty in the Arts and Sciences and faculty in Business.

## **C. EVALUATING THE QUALITY AND VALUE OF THE ARTS & SCIENCES DEPARTMENTS**

In reviewing the progress that Bentley has made in incorporating the Arts and Sciences in meaningful ways into the experience of all of its students, the review team was limited by the lack of access to department chairs and faculty members in the Business Departments. In conducting our review, we have relied only on what we heard from faculty and students in the Arts and Sciences. Since to be fully realized, fusion will require the engagement of “both sides of the house,” to use a phrase we heard often, it is important to make clear that our review is, by necessity, limited to the perspectives of just one “side of the house.” Our assessment of the quality of each arts and science department and the strengths of the faculty must make some assumptions about the impact of the departments upon the overall design of a Bentley education.

During the course of our visit, we soon realized that if we were to do justice to the distinctive environment of Bentley, we would need to look beyond the quality of individual Arts and Sciences faculty and each department separately. To capture the culture of Bentley and to evaluate the effectiveness with which the Arts and Sciences contribute to the mission and purposes of this institution, we began with several assumptions based on our study of the written materials that had been prepared for us and our understanding of the overall direction and aspirations of the institution as a whole acquired during our visit.

- Bentley is shaped by a business culture. In this environment, there is a need to demonstrate the value of the Arts and Sciences and their importance for the future of the institution as well as to provide an external perspective on the quality of the arts and science departments. To assess the value of the strong presence of the Arts and Sciences

within the academic community at Bentley, we examined the nature of their interactions with each other and with the business departments. In so doing, we had to rely on the perspectives of the Arts and Sciences faculty and students seeking further study of the Arts and Sciences in their pursuit of a business degree.

- According to Dr. Everett, Bentley aspires to “produce graduates who are bilingual and bicultural in the liberal arts and business who have both types of knowledge readily accessible, informing their choices and lives following their Bentley experience.” We would have welcomed the opportunity to test these aspirations through conversations with the leadership of the Business Departments and members of the business faculty as well as with students who have not chosen to undertake a Liberal Studies Major (LSM) or to pursue a more in-depth study of a particular Arts and Sciences discipline as part of their Bentley experience.
- We examined the implications of the statement by Dr. Everett that “Arts and Sciences courses at Bentley are designed with the typical Bentley undergraduate in mind-- professional degree students who plan to enter the business world (profit or nonprofit) following their undergraduate education.” We sought to understand the impact of the Bentley business culture on the interpretation and applications of the liberal arts within the curriculum and as a vital component of the research mission.
- We also attempted to evaluate both the quality and potential value of the scholarship being undertaken by individual Arts and Sciences faculty and the quality of their scholarly interactions with colleagues across the campus.
- We sought to understand the impact of the study of the Arts and Sciences and the integration of these disciplines with the study of business upon the development and experiences of students, their learning, their ability to approach problems from multiple perspectives and to work with a diverse team of colleagues to design effective responses to complex problems, and how all of these may impact their potential career choices.
- Finally, the scope of our charge did not permit much exploration of the extent to which Bentley's current administrative structure and the functions of its support units are attuned to the changes taking place in the curriculum and in the research mission. We do have some observations about the degree of alignment of a few key support units such as student life, career services, and institutional development to the distinctive educational approach at Bentley University. We also offer observations about the collaborative approach to senior leadership and the value of a unified faculty and a collegial faculty culture.

#### **D. COMMENDATIONS**

- The Arts and Sciences faculty are impressive in their commitment to working with undergraduate students and to pursuing innovative collaborative research projects with

colleagues both in other departments on campus and at other institutions. The research themes that we learned about are clearly at the leading edge of scholarship.

- In recent years, universities have begun to identify a few signature themes or grand challenges to shape their research agenda. Signature themes require a more intensive culture of collaborative scholarship that focuses on the complex “wicked” problems that society faces in our times. The development of Thought Leader Networks to explore emerging social and economic issues has provided a new and exciting opportunity to collaborate across departmental lines. The distinctive interweaving of the Arts and Sciences with the business programs has created a supportive environment for this cutting edge research.
- The Arts and Sciences faculty are committed to the integration of their disciplines with the business curriculum. They are innovative in their approach to using examples from business to illustrate the ideas and insights of their field and the applications of the subject matter to business while also encouraging their students to explore the habits of mind and patterns of inquiry of the Arts and Sciences.
- Exploration of the liberal arts offers students a unique opportunity to develop a deeper commitment to multicultural understanding, diversity and intellectual curiosity. These experiences can support the development of the capacity to work with others to develop creative solutions to significant challenges facing society. The students that we met were excited by these opportunities and talked about their experiences enthusiastically. They also expressed a wish that more opportunities for creative thinking were offered throughout the rest of the curriculum.
- Faculty members demonstrate an entrepreneurial and creative approach to the development of curriculum and to their participation in the creation of interdisciplinary scholarship.
- The faculty we met described their role in a unified faculty culture made up of colleagues from all the disciplines represented at Bentley. Without access to the “business side of the house,” the team cannot comment upon how well Bentley’s culture supports the goal of interweaving the Arts and Sciences and business in the business departments.
- Individually tailored faculty profiles allow for different approaches to research, teaching and service. This model allows for flexibility in assessing a faculty member’s contribution to the classical faculty responsibilities of research, teaching and service.
- Students who are pursuing programs such as the LSM are enthusiastic about the value of their experiences and the ways that a more in-depth approach to the Arts and Sciences allows them to meaningfully explore their passions and contribute to the broader society.

- The long standing emphasis on service learning and community involvement offers Bentley students many opportunities to experience new environments, explore new questions and contribute to community development as a key component of their undergraduate experience. A number of courses in the Arts and Sciences offer a fourth credit service-learning option that provides students with an opportunity to apply what they are learning in a community context. These experiences appear to broaden the range of career interests of Bentley students as well.
- The low faculty-student ratio is emblematic of a commitment to student learning and encourages close faculty and student interaction. We applaud this and believe it is a valuable aspect of a Bentley education. We had no way to assess whether business students who take only enough Arts and Sciences courses to fulfill the requirements of general education benefit from these interactions. It is possible that the advantages of close faculty/student interaction are most fully experienced by students who choose to pursue a LSM or a disciplinary major and, therefore, take more than a single course in a particular discipline.
- The review team has the sense that teaching excellence is highly valued and rewarded by the institution. We hasten to add, however, that we had very little opportunity to test this assumption about the quality of teaching at Bentley either in the Arts and Sciences or in the business programs.

#### **E. CONCERNS**

- The General Education requirements have not been updated since 1997. The current approach does not support the fusion of Arts and Sciences and business within the curriculum and, arguably, may work against the effort to interweave the Arts and Sciences with the study of business. In addition, it does not reflect the current departmental structures and strategic directions that are shaping the curriculum. The current general education curriculum also does not incorporate clear expectations and shared learning goals for Bentley graduates. We were pleased to learn that there is faculty interest in reviewing the current general education curriculum and updating it to ensure that it supports the development of the knowledge and skills that all Bentley graduates will need, regardless of their fields of study.
- The review committee had access only to faculty and students associated with the Arts and Sciences. Our impression from this limited experience suggests that the faculty in the Arts and Sciences are effectively adapting their approach to their courses to incorporate business concepts, applications and examples. There is some evidence, largely from student comments, that the interweaving of the two components may be more actively pursued by faculty in the Arts and Sciences than by the business faculty but this impression is based on limited evidence.

- An effort to expand learning opportunities for students is already being implemented in the Arts and Sciences curriculum through majors such as Public Policy, Health Studies, Sustainability Science, Media and Culture, and Creative Industries (which is jointly administered through EMS and IDCC). According to comments made by the students we met, it appears that student services units could do a much better job of recognizing the opportunities created by the growing interest of students in careers in public service, law, the nonprofit sector and a range of business opportunities beyond the corporate sector. The historic pattern of preparing students for careers in large corporate firms should be expanded to include a more balanced portfolio of career options.
- The institutional Bentley brand currently promoted in messages used by recruitment and institutional development, reinforced by slogans posted around campus such as “Be the CEO of your own life” or “Business is everywhere” reinforce the identity of the institution as a traditional business school. This makes the goals of academic leadership to promote and win acceptance for the concept of educational fusion and the importance of strong Arts and Sciences Departments more difficult to achieve. Making the case for the value of the Arts and Sciences as key components of a Bentley education would be much easier if the institutional community agreed upon a clear statement about the underlying educational philosophy of educational fusion. Our impression is that Bentley would benefit from communicating the importance and value of the distinctive Bentley approach to business education. This would enhance Bentley’s ability to attract students and community support.
- The opportunities that Bentley offers students will help the institution stand out from the crowd. A distinctive identity and brand will attract and encourage a broader range of investment and philanthropic support for Bentley. As a new generation of students comes of age, the strong focus on corporate careers will become less attractive and the expanding career opportunities made possible by a Bentley education will help the institution maintain a competitive edge.
- The institution today does not reflect the increasing diversity and cultural perspectives of the larger society. The institution should continue to place an emphasis on diversifying its student body and its faculty and staff. It is one thing to study diversity. It is quite another to live the reality of diversity on a daily basis. A campus that embraces diversity can provide a context for preparing graduates who will pursue their careers in a multicultural environment.
- Our initial impression is that Bentley needs to increase its commitment to international experiences for its students, both within the Business curriculum and in the Arts and Sciences. In addition, while a significant proportion of Bentley students travel and study abroad during their undergraduate years, this exposure is often of short duration and many students cannot afford the cost and time that a more significant international

experience would require. For these students, other avenues should be found to explore different cultures.

## F. RESPONSES TO QUESTIONS POSED BY THE DEAN OF ARTS AND SCIENCES

*Does our work on assurance of learning look adequate? Do we have the right mechanisms in place and are we asking the right questions to monitor the quality of our students' experience. How might we do better?*

The committee found the record to be mixed with respect to assurance of learning. While we applaud the efforts expended so far to assess student learning, some departments appear more advanced than others. The creation of an officer of Assurance of Learning may be a positive one assuming that different approaches to the measurement of student outcomes across departments are taken into account. Course syllabi articulate learning outcomes for individual courses. The interdisciplinary character of the Arts and Sciences makes it difficult to assess learning outcomes at the department level and across the curriculum. The interdepartmental LSM model makes it difficult to evaluate the contributions of individual faculty and departments to the development, implementation and impact of these programs. Bentley students spend less time taking multiple courses in the same department than their counterparts do in more traditional institutions. This means that most assurance of learning assessments must be undertaken in individual courses in the absence of an opportunity to develop more sophisticated understanding and knowledge of an Arts and Sciences discipline over time. We also heard nothing about how the problem-solving capacity of students is assessed.

Course syllabi provide learning outcomes but the review team was not provided with any documentation of how learning is assessed at the course level. The goals in individual courses were generally well articulated. Learning was assessed by some combination of quizzes, exams papers, and presentations. There was no documentation of how student evaluations of their experiences were obtained or how they were used. Upon inquiring, we were told that student course evaluations are used to assist faculty in improving their approach to teaching but cannot be used in decisions about faculty advancement or salary adjustments. It was not clear how the quality and impact of faculty teaching is assessed for other purposes. The review team was told that the Office of Assurance of Learning plans to develop assessment tools that will focus on learning outcomes. Until these tools are developed, it will be difficult to tell whether the students who enroll in courses offered by the Arts and Sciences departments are achieving the learning goals defined in the syllabi or acquiring the bicultural and bilingual habits of mind articulated by Dean Everett in his Overview document prepared for the Review Team.

We would also note that the arts and science departments have a significantly different culture and role than their counterparts in other institutions. The individual departments have few if any majors and do not offer many upper division courses in their fields. As a result, they do not have an opportunity to assess student learning and skill development in the context of the discipline

over time. Given the clear intention to equip Bentley graduates with the ability to look at problems through multiple frames of reference, some effort should be spent on assessing whether students are, in fact, developing habits of mind that are informed by different ways of looking at problems through the lens of different fields, both in the Arts and Sciences and in business. This fusion of perspectives will prepare Bentley graduates for life and work in the twenty first century.

*Are our full time faculty overall of the quality that one would expect from a university that tries to balance excellence in teaching and research?*

Based on the materials we were able to review and our conversations with faculty members and students in the Arts and Sciences, the review team found that the Arts and Sciences faculty generally meet or exceed the quality one would expect from a university that tries to balance excellence in teaching and research. We were especially impressed by the system under which faculty have a choice of three profiles (an emphasis on research or teaching or service). Several members of the review expressed a wish that their own institutions offered flexible options that permit faculty to adjust their roles and responsibilities as their interests and career trajectories change over time. Faculty members seem to be making realistic and wise choices in consultation with the dean and department chair with respect to the methods by which their work will be evaluated. To attract and retain excellent faculty members, the administration should continue to support faculty in the Arts and Sciences and ensure that salaries remain competitive in order to ensure that the institution will continue to be able to support the current level of quality evident in the Arts and Sciences departments today and to attract the best talent to positions in the Arts and Sciences in the future.

*Do the Arts and Sciences departments and their programs provide coherent and cohesive contributions that support the distinctive nature of business education at Bentley? Are there weaknesses in offerings or faculty that we should address?*

There are a number of ways to describe coherence and cohesiveness. The departmental reviews will address this question in the context of individual departments' interpretation of their discipline in the Bentley context. It appears that all of the Arts and Sciences departments have a clear sense of their role in educating Bentley students. They also have developed a strategic direction that guides their development of a coherent research portfolio both within the department and in collaboration with colleagues in other fields. From conversations both with department chairs and with individual faculty members, it appears that Bentley is attracting faculty in the Arts and Sciences who enjoy working with "non-majors" and who are drawn to the opportunity to put their disciplinary knowledge to practical use to address the changing social and economic conditions that shape our world today. This shared interest and purpose also contributes to coherence in the distinctive culture of Bentley, given its focus on business education.

A traditional Arts and Sciences department is generally shaped by the interests of people who have obtained their degrees in the same discipline and by the need to prepare students in depth in a particular field. The intellectual identity experienced by faculty members in such departments results from the strong disciplinary focus created by the presence of students studying at the upper division and graduate level. Members of the review committee had several opportunities to explore how faculty in the Arts and Sciences relate to their “home discipline” and how the role of these departments within a strong business culture affects their sense of intellectual identity. The extent to which each committee member was able to develop an in-depth understanding of these dimensions of the department to which each of us was assigned varied based on a number of factors such as the size and priorities of a given department, the number of faculty with whom the committee was able to meet, and the like. Our general sense is that their shared commitment to pursuing the practical applications of disciplinary knowledge offers a rich context in which to develop as a scholar. This context differs in some ways from the culture of a typical Arts and Sciences department that offers both undergraduate majors and graduate degrees. Roughly 10% of students elect to pursue a LSM with its requirement of a culminating/capstone experience. Faculty who mentor these students have an opportunity to exercise their interests in the practical applications of their discipline.

*Taking into account their small relative size and their educational mission, what is your frank opinion about the overall quality of each Arts and Sciences Department?*

The review committee found that the overall quality in each department is high by any standards. In the section on individual departments, we will provide a more comprehensive overview of each department. Across all of the Arts and Sciences departments, we identified several consistent characteristics. Faculty share a commitment to working with undergraduates in ways that fit and benefit/enrich the Bentley culture. Bentley draws faculty who are interested in the “real world” applications of their disciplines, and in the opportunity to work collaboratively and across disciplines with their colleagues.

## **G. OVERALL RECOMMENDATIONS**

- While the term *educational fusion*, often referred to simply as *fusion*, has become part of the administrative lexicon, its meaning and its enactment within the culture and context of Bentley are still unclear, or rather, are clear in different ways to different constituencies. Administrative perspectives regarding the extent to which fusion now characterizes the Bentley culture and experience are noticeably different from the ways that this concept is expressed by faculty and students in the Arts and Sciences. Administrators speak as if fusion is expressed uniformly across the institution. From conversations with faculty and students across the Arts and Sciences, we would conclude that the current expression of this concept is uneven. Arts and Sciences faculty acknowledge that some of their colleagues in business work to integrate the perspectives of the Arts and Sciences into their courses. These comments suggest that the business

faculty in general do not introduce Arts and Sciences ideas to the same degree that Arts and Sciences faculty integrate business into their own courses. The students with whom we spoke generally seemed completely unaware of ‘educational fusion’ --- what the term meant or the fact that it was a core principle of the Bentley curriculum. If the University wants students to recognize the value of studying the Arts and Sciences as an integrated part of their business education, this disconnect needs to be addressed so that students are able from early on to identify examples of educational fusion in their courses and indeed in their own learning and eventually in their professional experiences.

- There is some indication that the value of the Arts and Sciences as an integral part of the curriculum is interpreted differently in the Arts and Sciences department than it is in the business departments. A telling example of this can be found in the ways that students describe their experiences in Arts and Sciences courses where they are encouraged to think and be creative. They contrast this with their business courses where they are expected to acquire specific skills but are not encouraged to be creative or innovative or to look at problems from different perspectives. These comments should be taken with a degree of caution. Our sample size was simply too small to support any broad generalizations but the comments suggest that more needs to be done to ensure that the perspectives of the Arts and Sciences are valued and embraced throughout the institution.
- There may be a gap in understanding of the value of educational fusion between some members of the governing board and the senior leadership of the university. In the absence of the opportunity to meet members of the Board of Trustees, the review team can only pose the question and hope that the case has, indeed, been successfully made for the strategic value of interweaving the Arts and Sciences and business within the culture, educational philosophy and research agenda of Bentley University. In the view of the external review team, the case for the strategic value of Bentley’s approach to the liberal arts is clear. It will be important to take into account the changing interests of today’s undergraduates and to prepare them for a broader range of career pathways that they may wish to follow. The generational shift that is taking place can either be seen as an opportunity or as a threat to the traditions of Bentley. We hope that the emergence of new student interests will be embraced to ensure that Bentley University continues to thrive in changing times. The value that the Arts and Sciences add to Bentley is neither purely philosophical nor symbolic. Educational fusion enhances the Bentley brand without diluting the institution’s reputation as a business school. This in turn increases Bentley’s potential market while also strategically diversifying it, minimizing risk in the face of potential market contractions or shifts in student interests. Such a downturn would be particularly painful for a tuition-dependent institution.
- To position Bentley strategically and to ensure its unique position in business education, the interweaving of the Arts and Sciences with business disciplines should be intensified and supported by appropriate institutional investment and assistance. The integration of

the Arts and Sciences that is underway offers a powerful response to these generational changes. Bentley should intensify its efforts to infuse the thinking and knowledge of the Arts and Sciences more fully throughout its business courses. Bentley can then position itself as a distinctive business school that offers an innovative form of business education that provides students with the habits of mind and the capacity to create innovative solutions to complex problems in every sector of society.

- Support units such as Development, Career Services, Student Services and Student Life should reinforce the distinctive character of Bentley and its approach to business education through the incorporation of significant study in the Arts and Sciences. It appears that Bentley highlights the value of fusion but is inconsistent in the extent to which it supports and reinforces the development of an interwoven curriculum and how well it assists students who develop distinctive career goals as a result of a focused experience in the Arts and Sciences. For instance, Career Services should create the capacity to assist students in identifying employment options beyond the traditional corporate sector to include options in government, the nonprofit sector and a broader range of business and industry options.
- Another opportunity to reinforce the relationship between business education and Arts and Sciences at Bentley exists in Bentley's youngest alumni. Given Bentley's excellent record of placing its graduates in career-track jobs after graduation, alumni who have graduated in recent years are likely to have accrued enough experience in the workplace to speak to the value of the Arts and Sciences in advancing their careers. Involving recent alumni as speakers on campus and as mentors for current students creates a way for young alumni to remain connected to and engaged with Bentley. Testimonials from recent graduates will always be more convincing than anything the University can say about its own curriculum. Recent Bentley graduates can positively and disproportionately impact efforts by faculty members, campus organizations and the administration to synergize business education and the Arts and Sciences.
- The Arts and Sciences should increase the options offered to students who wish to customize their educational experiences and explore and develop their own personal commitments and interests. Currently, only about 10% of students elect to pursue a LSM in addition to a business education. The actual proportion of students who elect to pursue additional study in the Arts and Sciences was difficult to measure. Different reports seem to use different values: sometimes they use the number of graduates, sometimes the number of students with a declared major/minor across all four years. These options provide educational designs that encourage deeper exploration of the emerging patterns and trends in business and in society.
- The general education curriculum is in urgent need of attention. The curriculum has not been addressed since 1997 when it was approved by the Faculty Senate. Its structure and

composition is outmoded and should be redesigned to support the concept of educational fusion. To complement this effort, the first year seminar and the culminating or capstone experience should be carefully designed to incorporate the principles of fusion and to introduce students to the value of integrating the perspectives of Arts and Sciences with the expectations and skills incorporated into the business curriculum. Bentley students will benefit significantly from a reformulation of general education. This effort should be guided by a clear educational philosophy that is supported by agreed upon institutional learning objectives for all students and informed by a careful consideration of the skills and knowledge necessary to succeed in the 21<sup>st</sup> century.

- As a complement to the updating of the general education curriculum, it will be important to develop more sophisticated ways to measure student learning. A promising move in this direction can be seen in the findings of a group working on the development of an approach to the assessment of signature work. A useful model to study as the review of general education begins is the LEAP Challenge launched by the Association of American Colleges and Universities (AAC&U) and the Degree Qualifications Profile (DQP) commissioned by the Lumina Foundation. The DQP articulates expectations of a college graduate regardless of field of study. The LEAP model outlines the overall design and learning goals associated with a full undergraduate education. At present, individual course learning objectives are clear but larger integrative learning goals appear not to be in place for the outcomes of a Bentley degree or for a course of study such as the LSM or a departmental concentration within the Arts and Sciences.
- To prepare its students for a global environment, Bentley should increase its emphasis on providing cross cultural, international and global experiences for all of its students. An emphasis on recruiting international students can complement these efforts by diversifying the environment and culture of the campus community. In our meetings with students, several of them commented on how much they had learned about these topics from courses taught across the Arts and Sciences curriculum.
- Promising pilot projects are emerging in the Arts and Science that integrate the perspectives of a discipline with the applications to business questions and challenges. The institution should build upon these early experiments and develop a way to learn from these experiences in order to guide the design of additional curricular components that support student learning for the twenty-first century. The development of a fusion curriculum will benefit from the allocation of resources for jointly taught courses and new course development.
- The focus of the institution on the corporate sector and the placement of students in that environment should be broadened to include other options such as the non-profit sector or government or entrepreneurial options such as startups. To facilitate this effort, the campus could take greater advantage of both younger alumni and more seasoned alumni

who can offer mentoring and opportunities for student internships, educational and service learning.

- The likelihood that the number of Arts and Sciences majors will ever represent a significant percentage of the Bentley student body is extremely low. At the same time, the likelihood that there will always be some students in these majors is very high. These students appear to feel isolated or even alienated from important parts of the campus culture, much of which focuses on business as an inevitable and shared focus and interest. Several current students addressed feeling either stigmatized or invisible because they were majoring in an Arts & Sciences discipline. One, a sophomore English major, described almost transferring after growing exhausted by having to constantly defend her decision to “come to Bentley and major in English.” The University should work with departments, faculty, support services and students on ways to help connect students pursuing an Arts and Sciences major with one another and to develop a clearer sense of identity and belonging on campus.

### III. DEPARTMENTAL REPORTS

This section contains individual reports on the eight Arts & Sciences departments at Bentley University:

Department	Reviewer
English and Media Studies	Josh Stenger
Global Studies	Peter Siavelis
History	Roberta Wollons
Mathematical Sciences	Donald Richards
Modern Languages	Angel Rivera
Natural and Applied Sciences	Judith Ramaley
Philosophy	George Brenkert
Sociology	Kathy Stolley

The review team agreed on a common structure for each report in order to ensure that we all took up the following core areas we were asked to assess in our charge by Dean Everett:

- The overall quality of the scholarship and teaching of the full time faculty in the context of the Bentley mission;
- The overall quality of the department itself (i.e., is it well-designed, well-led and does it have a clear sense of strategy and tactics?);
- The contributions of the department to business education at Bentley.

In addition to sections that address the areas above, each report also includes an introduction and recommendations. The latter typically appear as a standalone section at the end, though they may also be integrated into other sections of the departmental report.

Although the structure of the departmental reports is relatively standardized, each department is considered on its own terms. Consequently, the content of individual reports will vary in ways that reflect departmental specificities as well as choices by each reviewer.

Finally, we remind readers that the reports below are a component of a larger external review of the Arts & Sciences at Bentley. External reviews focusing on a specific department are typically conducted by teams of people who offer overlap and redundancy in terms of disciplinary expertise, and who have greater opportunities to interact directly with faculty and students. They are typically able to provide highly detailed evaluations of a department. We hope that our reports will be an impetus for constructive conversations going forward, and encourage the University to remain open to soliciting fuller reviews of departments at some later date should there be a shared sense that doing so would be in the best interests of the institution and the department(s).

## 1. Introduction

The English and Media Studies department supports the University's mission and curriculum in ways that are not reducible to the discipline (or in this case, disciplines) after which it is named. In this, it is representative of an increasingly salient reality in higher education in which academic departments are no longer reliably coextensive with academic disciplines and/or majors. This can and often does lead to dysfunction and balkanization. In rare instances, though, the result is a department culture that favors *frisson* over friction, and a department community engaged in and enriched by intradepartmental interdisciplinary innovation and collaborative collegiality. This is the English and Media Studies department I met during my time on campus.

EMS has a history of making intentional decisions to break down barriers across and within disciplines – most prominent among these being literary studies, creative writing, film studies, media studies, and media production – to its own and students' enrichment. Even more impressively, the department integrates creative writing and media production into majors that typically focus on the theoretical, historical and analytical aspects of literature, film and other visual media. In this, it has toppled a stubborn institutional and disciplinary barrier between the 'creative' from the 'critical', a division that actually stymies rather than fosters both cutting-edge creativity and critique.

The department's success in building connections between different disciplinary traditions would be praiseworthy anywhere. At Bentley, it also offers a tangible model of the promise and potential of the kind of educational fusion to which the University aspires.

## 2. Quality of Scholarship and Teaching

The EMS department is home to scholars and creative artists who are productive at or beyond the level one would expect even at a larger research institution. A review of their CVs indicates that many faculty members are also actively engaged members of their profession, disciplines, and communities. Moreover, a number of faculty members seem to have incorporated the Bentley premium on fusion into their research agendas by publishing and/or presenting scholarly work that focuses explicitly and substantively on the business dimensions of a creative medium or practice. This is especially apparent in areas concerning new media and mass media.

The EMS department contributes a very broad spectrum of courses to the Bentley curriculum. Materials I reviewed indicate that faculty engage in a range of pedagogical practices and students in a range of learning experiences that are correspondingly broad, and that combine content- and project-based learning.

My conversation with students was lively and illuminating. Granted they were a self-selecting group, but they were excited to talk about EMS courses and even seemed a bit rueful about the fact that “so many Bentley students miss out” on what those courses have to offer. Two female students – a sophomore English major and a senior Creative Industries major – expressed feeling frustrated by “all the guys” who take EMS courses just to fulfill a Gen Ed requirement and so treat them like a “blow-off class”. It was unclear if their remarks were meant to imply a ‘gendering’ of the Arts & Sciences, but the male students in the room expressed solidarity. A senior majoring in Finance and minoring in NAS averred that “I learned more about globalization and the global economy in [Money, Power and Communication] than I ever learned in my business classes.” A sophomore majoring in Finance and minoring in History seems to have had a transformative experience in Immigrant and Ethnic Literature, in which, he recounted, “all the stories from immigrants’ perspectives really made me rethink how I treat people who are different from me.”

There are obstacles with respect to scholarship and teaching, of course, few of which are solely within the department’s ability to overcome or resolve. I offer three here as points of reference:

1. As I address in fuller detail in Section C, the department’s administrative complexity and curricular breadth give rise to an uncommonly high level of service obligations, which *may* interfere with individual faculty members’ teaching and/or research.
2. It seems first- and second-year students are often unable to enroll in EMS courses because the seats are taken by juniors and seniors. This is a time-honored aspect of the college experience; however, given that the vast majority of Bentley students graduate with a B.S., it stands to reason that the preponderance of juniors and seniors in EMS courses are simply satisfying a General Education requirement, but in doing so prevent students with an interest in EMS – and who may be considering a related major or minor – from exploring that interest. This may be a consequence of how the Registrar determines the course schedule, for if the number of each General Education requirement students must complete is the basis upon which those determinations are made, opportunities for A&S departments to attract younger students and potential majors/ minors will be sharply reduced.
3. On a related note, because the typical student in an EMS course is likely to be a Business major, there are few opportunities for faculty to scaffold a sequence of courses in which each one provides students with skills and/or knowledge that prepares them for the next.

### 3. Overall Quality of the Department

EMS is a high quality, high impact department that adds tremendous value to Bentley’s academic mission in an impressively broad range of ways. These include:

- EMS courses in literary and cultural studies, creative writing, communication, cinema and media studies, and film and media production support four majors and two minors:
- Departmental majors in English (B.A.) and Media and Culture (B.A.)

- A major in Creative Industries (B.S.) administered jointly with IDCC
- The Media, Arts and Society LSM, for which it provides advising, mentoring and approximately 75% of the A&S courses that can be applied to the major.
- An interdepartmental minor in Gender Studies.
- A departmental minor in English and Media Studies with concentrations in Communication, Creative Writing, Literature and Cinema, or Media and Culture.
- In S'16 and F'16, EMS faculty taught a total of nearly 3,200 students in roughly 171 undergraduate sections of 49 different courses of instruction.
- The department staffs the required courses in Expository Writing, making it one of the only departments to reliably encounter a majority of students in their first two years.
- The department oversees the day-to-day operations of the Media and Culture Labs and Studio, The Writing Center, the ESOL Program and the ESOL Center.
  - These are connected to varying degrees to the skills, courses and programs of study within the department. However, they provide specialized support services that are available to all undergraduate and graduate students.

The breadth and depth of the department's support of Bentley's academic mission require considerable human resources. Several faculty members described having to juggle heavy advising loads in addition to their teaching and research. The department's annual activity reports for the previous two years identify approximately 30 course reductions per year to offset administrative responsibilities, a number that substantially exceeds the ability of tenured and tenure-track faculty to manage on their own.<sup>2</sup> As a result, senior lecturers take on substantial duties, including serving as the directors of the ESOL Center, Writing Center, Media Program, and Media Production Labs and Studio, and as assistant to the chair.

The current Chair, Wiley Davi, will be stepping down in June after seven years. Ben Aslinger will be stepping into the role and has been shadowing Davi this semester. The timing of the transition may be propitious insofar as it occurs (roughly) alongside other changes such as the University's external and internal reviews of the Arts & Sciences, the recent launch of the Creative Industries major, and the recent or upcoming retirement of several senior professors.

#### **4. Contributions to Business Education at Bentley University**

English and Media Studies contributes to business education at Bentley University in a number of formal and informal ways. To begin, the department provides invaluable campus-wide support to undergraduate writing through its administration and staffing of the required expository writing courses. Courses in expository writing and public speaking equip students with communication skills that are crucial for success. Students at any level can seek additional assistance with their writing through the Writing Center. In S'16, 505 different students visited the Writing Center 973

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<sup>2</sup> After searching for and hiring two tenure-track faculty and two full-time lecturers last year, the department is presently comprised of 26 full-time members: twelve tenured and tenure-track faculty, and fourteen non-tenure-track lecturers.

times; 23% of the visits were from graduate students; 38% were from speakers whose native language was not English.

The department also supports language skills for bilingual and international undergraduates through EXP 102 and 202, and for graduate and undergraduate students through the ESOL Center. The ESOL Center not only offers feedback and support on writing assignments for speakers of languages other than English; it also offers assistance with oral presentations, conversation enrichment and mock interviews. During the Fall and Spring semesters it offers 56 hours of tutoring service each week; in S'16 and F'16, students booked a total of 1,864 thirty- and sixty-minute appointments.

As noted in Section B, a number of department members enact fusion in their scholarly research. In this section I would add that at the levels of course offerings, course content and design, classroom practices, and overall vision, examples and evidence of the department's contributions to business education abound. A cursory review of the courses on the department's website, for instance, provides a glimpse of this through the nearly twenty courses that would be of interest and value to many students majoring in and planning to enter some aspect of business. These enable the department to jointly administer with IDCC the Creative Industries major. This is one of the University's newest majors and is, to my knowledge, the only undergraduate program in Creative Industries in the U.S., though I will be surprised if this is still the case in 3-5 years, and equally surprised if other institutions don't look to Bentley as they contemplate their own program. The CR major appears to be off to an auspicious start and I suspect it will continue to be refined periodically as strengths, weakness and opportunities become clearer to stakeholders.

As what I believe to be the University's only major that requires students to complete courses in both 'sides of the house', Creative Industries is something of a bellwether for Bentley: an example of what fusion can be when scaled up to the level of academic program, and a compelling option for students whose attraction to business bends more toward creative innovation and entrepreneurship than corporate finance. Having said that, the fact that the CR major leads to a B.S. is a bit peculiar. It is, after all, a major that focuses on the arts, and is supported by one department that is in the Arts & Sciences and one that used to be.

There is a sense among some in the EMS department that the CR major will (and indeed may already have begun to) have a negative impact on the B.A. in Media and Culture. It may be too early to know with any certainty whether this will come to bear, but such concerns may risk missing the forest for the trees. To wit, one student, speaking from the perspective of MC majors, captured the real stakes of this question with a brutal matter-of-fact-ness: "B.A. students in general are ostracized on campus. If you're not doing a B.S., no one takes you seriously."

At issue here is not whether one major (CR) is taking students from another (MC) so much as whether the complex interplay between the University's curriculum and institutional culture may perpetuate a dynamic in which the B.S. remains the more 'valuable' and 'valued' degree option

because it is the degree assigned to majors with a direct path to employment in some aspect of business. EMS faculty cannot change this on their own, but they can leverage the value they already add to the curriculum and the classroom in ways that will positively influence institutional culture. Indeed, they are uniquely positioned to do so given that the department is comprised of an impressive roster of artists, writers, practitioners, and scholars with a demonstrated record of success as creative innovators, risk-takers, entrepreneurs, brand managers, and so on.

## 5. Recommendations

- During my meetings with Wiley Davi and Ben Aslinger, each mentioned that Ben plans to hold a department retreat shortly after he steps into the role of department chair. This is an excellent idea and will provide an opportunity for the department to take stock and set an agenda for the near future. In the meantime, Ben should continue to shadow Davi, connect with colleagues in and beyond the department, and be ever wary of committing to an overly ambitious legislative agenda for his first 100 days.
- Faculty members are in the very early stages of a discussion about whether to keep the present suite of course designators (CIN, COM, EMS, LIT, MC), return to a previous one in which the majority of courses carried the departmental designator, or implement a new model altogether. There are sure to be compelling arguments for each option, but regardless of which one the department ultimately chooses, the decision-making process will likely be as consequential as the decision itself. My sense from talking with faculty members is that they are in a good place to begin this conversation, and I would encourage the department to think of it as being part and parcel to a discussion about the scope and intellectual terrain of its majors, particularly now that the CR major is up and running. No matter how thoughtfully decisions to tweak existing programs of study are made prior to the implementation a new one, they can never fully anticipate what will and will not change once the new program comes online.
- The department should work with the Registrar's Office to identify ways to reserve a certain number of seats in some courses for students in specific years. This is a fairly common practice and should be easy to implement, reducing the chance that first- and second-year students find themselves shut out of EMS courses.
- It's not uncommon for people to think that artists and entrepreneurs are opposites (or at least incompatible). This is somewhat ironic, given that, especially in an innovation economy creativity actually serves as a *template* for entrepreneurship. After all, people who work in creative mediums know all about risk, disruption, market forces, brand management and the like. The EMS department should embrace and promote its strengths in these areas in different ways. These might include creating web content that highlights this dimension of the department; working to educate the communications office, admission office and career center about the way EMS models the 'business of creativity'; having faculty members speak individually or as a panel at a campus event or as guest lecturers in a business class; etc.

- There is no doubt that the EMS department is committed to the fusion of Arts & Sciences and business. There is less agreement among faculty as to the extent that this is true on the other ‘side of the house’. Embracing the creative innovation and entrepreneurial dimensions of the department may well help increase buy-in from more faculty in business.
- Messaging about the MC and CR majors emphasizes the role of new media, and while there are a number of courses in which students *use* new media, there are very few courses in which they *study* new media. The department should consider expanding its offerings in this area in the future in ways that complement existing courses.
- The department will almost certainly continue to rely on senior lecturers to fill administrative roles for the foreseeable future. This opens up valuable professional development experiences to non-tenure-track members of the department, which is laudable, but it also raises concerns.
  - The time spent in these service roles must come from somewhere, and in all likelihood, this means having less time for teaching and research, both of which are vital to transitioning to a tenure-track position in higher education.
  - Care must be given that these additional duties don’t become a ‘new normal’ for (senior) lecturers. On the contrary, it must be very clear that they can decline requests to take on major service obligations without fear of reprisal or negative consequence.
  - If they do take on these duties, they should receive a reduction in teaching load and/or salary adjustment comparable to what a tenure-track or tenured faculty would expect.
  - Tenured status confers a kind of institutional protection that (senior) lecturers don’t have. Without it, disputes with tenured or even tenure-track faculty can quickly become fraught. Whenever possible, safeguards should be in place to minimize the risk of this occurring so that no one ever feels their position is jeopardized as a result of their agreeing to serve the department or University.
- The department provides students with a range of highly marketable skill sets in areas such as media production and editing, social media, multimodal writing, storytelling, visual culture, and problem solving. Faculty should be sure students recognize these skills for what they are, and that they know how to make them visible to potential employers. The department can also tout these skills in their ongoing efforts to develop internship and employment opportunities for students.
- It is difficult to overstate the value of strong writing skills. That Bentley students are generally required to take two courses in expository writing is a great start; however, Bentley would do all its students – including, if not especially its business students – a tremendous service if there were opportunities for writing across the curriculum to occur. The EMS department would obviously have a key role to play in any such implementation, but ultimately this is something that would require the participation of other departments as well.

## 1. Introduction

As previous sections of this report have stressed the Arts and Sciences (A&S) are at the core of what Bentley does and provide the essential infrastructure and framework for the university's niche in a crowded higher education market. Within this niche, the A&S play a central role in producing business students with a competitive edge – knowledge of the arts and sciences and the wide variety of human experience in a global society and global market. This makes the Global Studies Department (GLS) central to the role of Arts and Sciences at Bentley. GLS also demonstrates that Bentley can graduate A&S students with a business edge.

GLS is a high quality and dynamic department that engages with Bentley's mission of fusion and demonstrates a high level of engagement in all aspects of intellectual and campus life. The new Public Policy program has been a success, attracting a large number of students and the faculty is excited about proposing revisions to the existing Global Studies Major and its commitment to producing globally minded students. GLS recently established a chapter of Pi Sigma Alpha (the Political Science Honor Society), a testament to its efforts to connect students to disciplinary organizations and to demonstrate the quality of its students and educational offerings.

## 2. Quality of Scholarship and Teaching

The overall quality of the GLS faculty is high. As noted earlier in this report, tenure-track and tenured faculty at Bentley have the option of selecting several different tracks when it comes to how they are evaluated, but there are also a number of full-time lecturers and adjunct faculty in the department. Thus, in evaluating the overall quality of faculty we were cognizant of the fact that it would not be appropriate to expect significant research production from faculty on a teaching track, full-time lecturers or from adjunct faculty that have a high teaching load.

Bearing these considerations in mind, GLS faculty is of high quality. With respect to research, the faculty who have spent most their career on the research track are extraordinarily productive. Our perusal of CV's and citation indexes reveals a faculty as productive, or more productive, than departments with a similar teaching load. In this sense, the faculty of GLS is as productive as other high quality disciplinary based departments in universities that demand research productivity while maintaining high quality teaching.

With respect to teaching, the interviews we have undertaken with department chairs, the dean, students and analysis of teaching evaluations, tell a story of a department full of excellent and engaged teachers. What is more, as the core department for the most popular LSM (Global

Perspectives), GLS teaches a lot of students and teaches them well. GLS faculty are also heavily involved in advising and are engaged with students in many ways.

### **3. Overall Quality of the Department**

GLS is a high quality, contributing, and well-functioning department that provides enormous value added to A&S and to the quality of the student experience.

A perusal of course syllabi suggest professors are teaching well-designed courses with clear objectives and expectations. In terms of coverage, the department does well in covering most regions of the world, though as will be noted, there could be more regional coverage of Africa and South/Southeast Asia. In terms of subject matter, there are enough course offerings for GLS to achieve its goals of providing a well-rounded curriculum in global affairs. Course evaluations are regularly distributed and reviewed by the dean and department chair. There could be more measures implemented with respect to the assurance of student learning outcomes, but the chair stressed that the process for developing such measures is underway.

The department is led by a well-regarded chair with a clear vision for the role of GLS at Bentley and how its future should look. Conversations with department faculty suggest a collegial and cooperative relationship between them and the chair and among departmental colleagues.

Students were overwhelmingly positive about their classes in GLS and their professors, many underscoring that they preferred their GLS classes to those in business. Students praised the accessibility of professors and their engagement with students, and many stressed that while they were receiving excellent skills training on the “business side of the house” (to use the Bentley vernacular), their creative and critical thinking flourished in the A&S side and in GLS in particular.

The GLS Department’s major and minor programs are well designed and educate an important number of Bentley undergraduates, including in the majors in Global Studies and Public Policy, and minors in Global Studies, Public Policy and Politics.

In addition to the already noted high quality of research and teaching, the GLS department contributes to Bentley in myriad other ways. Many of the study abroad students participate in short-term abroad experiences, a large number of which are led by GLS faculty. GLS faculty are also engaged in all aspects of campus life, from the various centers (and most notably the Valente Center), but also in graduate programs, honors programs, university committees, and faculty governance. Several are campus leaders.

#### 4. Contributions to Business Education at Bentley University

The GLS department provides many of the courses for the university-wide Liberal Studies Major (LSM) in Global Perspectives (167 majors as of spring 2016), accounting for more than a third of LSM majors.

GLS faculty have a clear understanding and relative consensus regarding the role of GLS in the general mission of the A&S, and in producing business students with a wider intellectual, global and cultural understanding than the average business student from the average business university. However, the faculty and students expressed concern (which partly grows from the culture at Bentley) that Bentley as an institution does not yet fully realize that the reverse is also true. Many liberal arts majors from more traditional schools lack the skill sets and understanding of the business world that Bentley Public Policy and Global Studies majors have, which also set *them* apart from the typical liberal arts graduate. More could be done to promote the idea that Bentley not only produces business majors with a cultural and global edge, but also liberal arts students with a business edge. This involves changes to the culture, which is more fully noted in the central body of this report which deals with the A&S more generally.

#### 5. Recommendations

One of GLS' most important contributions is how its faculty are engaged in the LSM in Global Perspectives, contributing to Bentley's production of business students with a global edge, a trademark of the institution. However, this is not the only way that GS faculty contribute to producing the kind of unique globally minded and culturally sensitive type of business majors Bentley seeks to produce. GLS makes a significant contribution as a popular choice for a minor. In addition, though in the minority, GLS also helps produce well-trained students who major in public policy and global studies and who have a business edge. This type of student is not often found among graduates from universities with more traditional curricula. This idea should be stressed more internally and externally.

The LSM in Global Perspectives, for which the GLS faculty do much of the teaching, is the most popular LSM. Within the A & S students recognize it as the major that will best provide a global outlook. This is both a testament to the attractiveness of the major and student recognition of the importance of global perspectives. Despite its popularity, however, our impression is that the LSM in Global Perspectives is not as focused as it could be with respect to content or the evaluation of student outcomes. This is not a result of decisions taken by GLS chairs or faculty. Rather it results from a wide definition of what can be considered global on the one hand, and a structural challenge related to how LSMs work at Bentley on the other. Because LSMs are both interdisciplinary and inter-departmental, it is uncertain who has intellectual control over all of the Liberal Studies Majors with respect to curriculum or the evaluation of student outcomes.

There are a number of potential solutions to this challenge that the administration and faculty should consider. The first possibility would be to more firmly and directly tie LSMs to the

appropriate units to which they correspond and give the faculty and chairs in those areas more oversight powers with respect to assuring a coherent curriculum and establishing and evaluating standards for student outcomes. The second possibility (which does not exclude the possibility of pursuing the first) is the splitting of the Global Perspectives into two with one focused, for example, on social science and another on arts/culture. Each would of course be named to best reflect its content.

One of the most important challenges for the GLS department that became clear in our discussion with students and faculty and in the analysis of supporting documentation was the confusion that exists with respect to the difference between the Global Studies departmental major and the LSM in Global Perspectives. Not just students, but (non-GLS) faculty, referred to the LSM in Global Studies. Thus, in addition to the above recommendations, the committee supports the GLS Department's current discussion of ways to better distinguish the two programs. A creative way to do this, which GLS is currently considering, is to rename the major "International Affairs" with the corresponding curricular adjustments. A B.A. in International Affairs with the Business Studies Major (or Business minor) would give Bentley students the fusion edge that is Bentley's trademark.

In addition, the GLS department narrative and annual reports from the last two years make a persuasive argument for the need for a new position in global public policy. Our committee endorses the establishment of such a position, particularly in regional areas that are not well represented at Bentley like Africa or South/Southeast Asia.

Finally, the committee encourages the department to continue progress towards the development of methods to evaluate the assurance of student learning outcomes.

## 1. Introduction

In preparation for our review of the Arts and Sciences at Bentley University, we were sent a variety of materials about the individual departments that included the chair's narrative, faculty CVs, sample syllabi, sample assignments, and past annual reports. During the three day visit, we met with department chairs, students (in the case of History all were History minors), and department faculty.

We were asked to evaluate the quality of the departments on the basis of assurance of learning, faculty productivity, and fundamental cohesion and coherence in the context of a business school. In addition to these categories I will also include other observations.

The Department of History has a faculty of 9 full-time faculty, 2 full-time lecturers, and several other part time faculty depending on the semester. There is only one major, with about 20 minors at any given time. They also teach individual courses for majors across many departments on the campus. Students may take any courses they choose to make up the requisite credits for the minor.

## 2. Quality of Scholarship and Teaching

The Department of History has an excellent faculty comparable to the top universities in the region. The faculty as a whole have very impressive CVs reflecting strong research and publication records, and deep expertise in their individual areas of specialization. There is a wide diversity of expertise for a faculty of its size, offering the Bentley students exposure to a global perspective with courses in Asian, Latin American, Russian and African history along with a strong American list of subjects, and range over time periods. For student who will take only a few history courses, the department has a lot to offer.

The faculty were particularly pleased with the freedom they have to create new courses in their areas of expertise, and expressed satisfaction with the department, their jobs and the university.

The sample syllabi I saw overall were clear about the course objectives, requirements, and assessment methods (exams, written assignments, final exams or papers). Some were more detailed than others, but all set realistic expectations for the class. Assessing teaching is difficult as student evaluations are not used systematically to evaluate teaching.

During my meeting with the students, I found that they were deeply committed to history and were explicit about their classes being an important counterbalance to their business courses. One student reported (later by email): “I think it’s important for students, especially Bentley students, to experience something outside of business or their major. People get pretty wrapped up in one subject so emphasizing liberal studies is good.” Other students echoed that idea that history gave them something to think about that gave them a different perspective from their business classes. They universally praised their teachers for their teaching, advising, and personal support.

### **3. Overall Quality of the Department**

The question of cohesion and coherence is difficult to evaluate. Again the department does not have majors and therefore does not have a coherent progression of courses that would develop individual students’ expertise and skill in the discipline over four years. The strong suit of the department is the rich curriculum the department offers, which attempts to introduce student to a range of topics, global regions and peoples, historical themes, and eras from ancient to contemporary life. Business majors have courses that will introduce them to the skills of the discipline: critical thinking, research skills, written communication, and creating a logical argument.

The Department has been well led by the Chair who has been in that position for many years and had the opportunity to bring excellent young faculty into the department, shaping the wide ranging curriculum and the culture of teaching and research in the department.

With regard to strategy and tactics I observed two things. First, they are in full support of the Liberal Studies Major, to which they contribute a number of courses, and to the Liberal Arts Major, to which they also contribute. In this way, they see themselves as fully integrated into the “fusion” project of business students being exposed to liberal arts subjects as part of their college experience. They created a co-taught course with a business faculty member and a history faculty. They would be will to do that again but recognize it is a resource issue both for the department and the university.

Second, at the same time that they support and cooperate with the LSM and the fusion idea, they do not believe they need to or should teach most history courses with an emphasis on business. While some courses do (Stern’s, for example), to the contrary the faculty believe students should be exposed to history courses as they would be taught in any other liberal arts college; moreover, they see the diversity of courses as exactly what students want and need from a history department. The students corroborated this view in their praise for the faculty and courses, but particularly for the courses being “other” than business oriented.

#### 4. Contributions to Business Education at Bentley University

As implied in the previous categories, the Department of History has clear and straightforward sense of shared purpose with Bentley as predominantly a business school. They value their contribution to the creation of a well-rounded business student who also has a wide perspective on the world and the skills of critical thinking, written communication, and logical reasoning. Moreover, history is attempting to develop “assurance of learning” standards in the courses required of the History minors.

#### 5. Recommendations

- Going forward, student evaluations should be taken more seriously to assess student learning, which may require a revision of the evaluation if it is not producing the information needed to assess student learning, student satisfaction, and faculty performance. It is understood that student evaluations are not the single method of reviewing faculty, however they can add information to reflect student learning in an environment when it is not possible to track student development over a program of study found in department with majors. In a small department with (essentially) no majors, the department cannot track student skill development over their college career, nor develop a “curriculum” that builds from one level of proficiency to the next. Therefore, the only way to track learning is within each course by virtue of the course requirements and the students’ successful completion of assignments. We were told that student comments are not tracked in a systematic way. Without student evaluations, it is also difficult to assess students’ perception of course quality and faculty performance.
- The revision of the General Education requirements should go forward to further integrate the liberal arts into the business curriculum.
- Similarly, the freshman seminar could also be a location for creating the culture of fusion thinking with some revisions.
- The department expressed an interest in hiring a person in African American history. It fits with their commitment to a diverse curriculum that would introduce the Bentley students to areas outside their normal experience. This would be an excellent addition.
- The department also expressed interest in creating co-taught courses with a fusion curriculum if the resource were allocated for two faculty to create new curriculum and co-teach.
- There was a sense among the faculty and the students that the university brand needs to include the liberal arts in a more systematic way. The new “fusion” brand should be of a Bentley student who is a business major with a world view and skills in critical thinking and communication.

## 1. Introduction

The review committee pored over Dean Everett's overview document, the mission and overview reports from the Department of Mathematical Sciences (DMS), the annual reports from the department for 2012-2013, 2013-2014, and 2015-2016, and other material provided on the Blackboard website. Members of the committee visited the department's website extensively to read current documents on degree programs; undergraduate and graduate course offerings; and faculty interests in teaching, research and service.

The committee's responses to Dean Everett's questions are as follows:

## 2. Assurance of learning

The Department majors programs are in Mathematical Sciences and in Actuarial Science. Students can also minor in those two areas, and there is also a Quantitative Perspectives concentration for Liberal Studies majors.

The undergraduate courses are intended primarily for students planning careers in business-related fields, reflecting Bentley's historical beginnings as a business school. Courses offered include calculus, algebra, probability, statistics, case studies, logic, data mining, etc., with an overall emphasis on business.

Courses for Actuarial Science students center on calculus, differential equations, probability and statistics, theory of interest, life contingencies, etc., all needed to prepare students for the examinations of the various actuarial societies (e.g., Society of Actuaries, Casualty Actuary Society, American Academy of Actuaries).

In the Quantitative Perspectives concentration for Liberal Arts students, the department offers courses such as "Chaos, Fractals, and Dynamics" and "The Mathematics of Sport", each of which is novel for mathematical sciences departments. These courses have good appeal to liberal arts students.

Documents available on Blackboard and the department's website do not appear to provide information which addresses specifically of the assurance of learning. Nevertheless, bearing in mind that the faculty grade their classes' weekly homework assignments, the committee believes the assurance of learning for students in the Department.

In reviewing the Actuarial Science major, the committee found further assurance of learning from the percentage of students who pass, on their first attempt, the examinations of the Societies of Actuaries. The Department Chair, Nathan Carter, and the actuarial science program adviser,

Emily Roth, reported that in 2015-2016, 70% (24 of 34) students passed Exam P on their first attempt; and in Spring 2017, 75% (15 of 20 students) passed Exam MFE on their first attempt. This is clear assurance of learning in actuarial science courses given that the Society of Actuaries' examinations are formidable (as background, the Society lowered five years ago the passing rates on their examinations so as to equalize the number of trainee actuaries with the number of jobs available).

Concerning the advising and mentoring of students, and the creation of a cohesive academic experience, the department's Mathematics Learning Center provides "drop-in" tutoring for undergraduate students and is open for 27 hours weekly. In addition, course syllabi indicate that faculty hold regular office hours, so the committee infers that student advising is freely available.

There is also the issue of employers' assessments of Bentley's Mathematical Sciences graduates. The Bentley document, "2015 Undergraduate Career Outcomes," states that graduates who accepted a full-time job received an estimated median salary of \$64,000 and, of the 6 graduates who reported that they received a signing bonus, the median bonus was \$5,000. Salaries like these, especially for first-time jobs, are non-trivial, so the committee infers that employers view the graduates as well-trained.

### **3. Overall Quality of the Faculty**

The department contains 22 full-time and 16 adjunct faculty members. Faculty backgrounds are diverse, with some faculty concentrating on teaching, and others on teaching-and-research. The quality of the teaching appears to be very strong as measured by learning outcomes for Mathematical Science majors. Teaching loads vary from 8 courses annually (for some adjunct faculty) to 4 courses annually (for some faculty with a Research Profile). The quality of adjunct instructors also is very good, and this is essential bearing in mind that adjunct instructors teach a considerable portion of all students.

As regards research publications, there are numerous recent highlights. Faculty have received prestigious awards from American mathematical societies; faculty publications have appeared in first-rank journals; and overall faculty quality and research activity are commensurate with peer universities. Faculty generally have solid publication records and are active scholars in their individual research areas.

The Department is now facing looming retirements. Three faculty members are retired or initiating phased retirement, and one faculty member is winding down his/her research program by no longer accepting Ph.D. students. The department will need to replace these faculty, and the committee urges the administration to consider making senior appointments so as to maintain Ph.D. admissions, remain competitive with peer departments, and support the continued growth in Actuarial Science and other program registrations.

The committee reviewed the Blackboard-site document on the distribution of final grades. There appear to be a substantial percentage of students who receive A grades, and this needs to be placed in context by comparison with other departments in the University).

#### **4. Are A&S departments/programs coherent and cohesive and well-integrated into the overall focus on business education at Bentley?**

The Mathematical Sciences department offer a broad range of math courses for math students interested in business careers. Program offerings are coherent in the context that the broad range of courses enable students to pursue numerous business careers. The committee notes the range of full-time jobs accepted by graduates, and moreover some courses (e.g., MA307, “The Mathematics of Computer Graphics”) are novel for many mathematics departments. The department has faculty who have worked in industry and who focus on a curriculum grounded in real-world applications.

The committee did not see in the Blackboard documents any direct connections between upper-level Math courses and, say, Accounting or Finance courses. The department infers from undergraduate and graduate student registrations that course offerings are “well-integrated into the overall focus on business education at Bentley”.

Actuarial science students noted that they were not allowed to register for two four-course minors, e.g., Spanish and Literature. The committee discussed this structural limitation as a possible impediment to program fusion, and we recommend that the Arts and Science departments review this issue.

On how to better integrate their courses into the overall focus at Bentley, some faculty mused to the committee about: a perception of growing non-academic bureaucracy; a moderately increased academic focusing of the doctoral program in Business Analytics; the hiring of graduate student to assist with undergraduate assignment grading; the formation of a Statistics Consulting Center that will focus on university-generated research projects; and a Statistics Tutoring Center for upper-level undergraduates.

At the same time, the faculty expressed pleasure with: the administration’s support for new actuarial science program initiatives; the administration’s flexibility (stemming from the university’s business focus and small size); the administration’s provision of funds for specialized computer software, conference attendance, and other teaching and research expenditures.

#### **5. Overall Quality of the Mathematical Sciences Department**

The committee believes that the faculty overall are of solid quality with regard to teaching, research, and service for any university which insists on a balance between teaching and research. There is on each score some variability in quality and quantity, reflecting diversity of

faculty profiles (Scholar, Teaching, or Service). Nevertheless, the committee believes that overall faculty quality is solid.

Numerous faculty commented that the department atmosphere is highly collegial and a pleasant place to work, that the department chair and the upper administration are supportive of faculty efforts and achievements, and that the department has high stature across the university.

The department has been innovative in its course offerings. An assistant professor launched two new courses (in Data Mining, and in Time Series); students across the university are eager to take the Data Analytics courses; and registrations in the mathematical sciences and actuarial science majors programs have increased sharply in recent years.

Faculty have submitted a proposal to the administration to strengthen the Ph.D. program, and the faculty hopes to receive a positive response soon. Related to this proposal is the need to hire a senior faculty member to maintain the competitiveness of the doctoral program.

The Chair mentioned that it would be beneficial to the department's research and teaching to have a dedicated Common Room, large enough to hold seminars, where Math and other quantitative-minded students could congregate. Such a room would give students a sense of community and enhance faculty-student to pursue research interests. The committee urges the administration to reflect on this proposal.

Some faculty were mildly concerned about the coming issue of the choice of a new department chair within a relatively brief period of time. Bearing in mind the looming retirements, the department's ranks of senior faculty who can serve as chair is thinning. This heightens the need to hire senior faculty to assist, or serve, as chair and strengthen the Ph.D. program (please see earlier remarks).

### 1. Introduction

The Modern Languages Department is comprised of excellent and active, tenured and full-time, faculty members. Spanish and French dominate the thrust of the department, but the other languages taught, such as Japanese, Italian, and Chinese, are actively present and are relatively healthy. Although the department is small, its faculty members contribute actively to the academic and intellectual life of Bentley. All faculty members are involved in campus-wide activities in one manner or another.

### 2. Quality of Scholarship and Teaching

The publication record and scholarship activities of the Modern Languages faculty members, particularly of the newer hires, is excellent. The tenured faculty members have produced a noticeable quantity of conference papers, invited talks, and essays in well-reputed journals. Also, individual faculty members have published with well-known presses several books that contribute to current cultural and literary debates in their respective fields.

Since active teaching was not observed, the commentaries made here are based on the quality of the syllabi and the data received on students' evaluations of the professors. All the professors have received high marks from the students enrolled: average or above average. With a few exceptions, the quality of the syllabus is excellent and comparable to other institutions I have served or observed in the past. The objectives and the assessment of those objectives are clearly presented on each syllabus. In the same fashion, the assignments and in-class activities are adequate for the course objectives.

In terms of teaching, and despite not having an overall language requirement (with some exceptions) the department does process a relatively large number of students.

### 3. Overall Quality of the Department

Despite the multiplicity of languages present in the department, cohesion is achieved by paying attention to the goal of teaching students who are primarily interested in business practices. For that reason, some of the upper level courses offered (Spanish, French, Chinese) are related to business practices and business environment. However, the department has not abandoned other important areas such as, culture and civilization, film studies and literature, thus contributing to an overall education.

It is positive that the ML faculty are enthusiastically involved in the process of mentoring and advising students. In addition, the faculty have been involved in the creation of new minors and interested in the possibility of creating new ones (French).

#### **4. Contributions to Business Education at Bentley University**

The enrollment data for the courses offered demonstrate that the Modern Languages Department is integrated and oriented toward contributing to business education at Bentley. In relation to other colleges I have seen, and for the size of Bentley, I was able to observe that an effort is being made to strengthen the department of Modern Languages by creating a better connection with the general mission of a business school. It is clear that there is an uneven development between the languages divisions, as some are stronger than others, but perhaps this is also normal or to be expected given the law of supply and demand among the student population.

#### **5. Recommendations**

The following are general recommendations that may help to strengthen aspects of the ML department.

- Produce a proficiency test that focuses both on language and culture acquisition at the end of the language and culture training.
- Mentoring for the new and incoming hire should be paid special attention.
- I would recommend keeping the cap on student registrations in the most populated courses in Spanish and French, but would strongly encourage the upper administration to consider allowing languages with a lesser student population to run with fewer students, at least for a period of time. This should be coupled with robust and active advertisement for certain under populated courses.
- Assign an interdisciplinary committee with the task of figuring out ways of increasing the population for those courses trailing behind Spanish and French.
- Improve the visibility of the department among the student population and other faculty members outside the ML by broadcasting or advertising the possibilities of majoring in Spanish.
- Improve the broadcasting of the importance of learning another language in a globalized economy.
- Formalize the connections with outside institutions (such as the Mexican Embassy or Spanish banks) and further develop internships in other countries.

- Allocate dedicated funding for speakers and other cultural activities that may cross disciplines (i.e. speakers on Latin America and Globalization). This may increase the cultural visibility of the ML.
- Propose the creation of a committee to further discuss the notion of fusion to cross disciplines.
- I would strongly encourage the department to become involved with the revision of the General Education requirement.
- Find ways to expand the interaction of other disciplines (Business, History, Political Sciences) with the Center for Languages and International Collaboration. On the same note, the Center could be used for the development and training of professionals outside of Bentley (i.e. Business Protocol courses or cultural sensitivity training)
- Some syllabi are better developed than other in terms of objectives and desired outcomes. I would recommend a departmental review committee for all syllabi or to have a flexible template that would accommodate departmental expectations.
- I was not able to observe or discuss if there is a committee that evaluates, internally, teaching (i.e. regular class visits)
- The ML seems to have the potential to further develop a translation program, particularly in Chinese. This could be extended to other programs too.

## 1. Introduction

This review is based on the following materials and observations. (1) An overview of the Natural and Applied Sciences Department, (2) the annual report for AY 2015-16, (3) a tour of the newly renovated science laboratories and work spaces in Jennison, (4) a meeting with faculty members, (5) a meeting with a small number of students who are pursuing the LSM in addition to their business field(s) (6) a separate meeting with the Department Chair, Rick Oches, (7) a set of course syllabi for the department and (8) resumes of some of the department faculty members. The overview provided on the Natural and Applied Sciences Department was both helpful and accurate. Rather than repeat all of the points made in that document, this departmental review will simply offer some reflections on the overall quality and contributions of the department in the distinctive culture and environment of Bentley University.

## 2. Quality of Scholarship and Teaching

Approximately a decade ago, the department created an integrated model focused on two overarching themes that represent the changing environment of the 21<sup>st</sup> century. These themes are (1) sustainability and environmental systems and (2) human health, biotechnology and psychology. These themes offer a focal point for scholarly collaboration both across disciplinary lines within the department and collaboration with colleagues in both the other arts and sciences and business. The department has fifteen (15) full-time faculty who represent the science disciplines of biology, chemistry, geology, physics, astronomy and psychology. The faculty explore questions in the intersection of environmental sustainability, human health, biotechnology and the behavioral sciences, supported by several graduate students and postdoctoral fellows as well as four executives-in-residence who focus on the nexus of science and industry.

The full-time faculty are productive scholars and are leading the way in developing collaborative approaches to scholarship. The department attracts faculty who enjoy working with undergraduates, are interested in the practical applications and use of their discipline and drawn to working with colleagues to study cross-cutting issues that are shaping life in the 21<sup>st</sup> century. They are committed to linking business perspectives with science. The department houses the Center for the Integration of Science and Industry (CISI) that provides a focal point for the bringing together of different disciplinary expertise and methodologies to study the process by which science is translated into policy and to explore the implications of scientific discovery for business.

In addition to building a robust research agenda, the department relies heavily upon adjuncts to help deliver courses in the sciences to nearly 2600 Bentley undergraduates each year. According to data collected since fall of 2012, the department also has had 1-3 majors in health studies and 1-2 majors in sustainability science each year. In addition, data on arts and sciences minors since 2012 show a somewhat larger number of students who minor in the areas offered by the department (earth, environment and global sustainability; health and industry, natural and applied sciences and psychology.) Of these fields, the largest number of students are seeking a minor in psychology. The pattern of enrollment in the minors is variable and does not exhibit any particular pattern.

### **C. Overall Quality of the Department**

The overall quality of the department is excellent with respect to both scholarship and teaching. Faculty in the sciences led three of the original pilot projects that launched the Thought Leadership Network concept and have been active in several other pilot efforts. A member of the department, Professor Danielle Hartigan, is the lead investigator and PI on the phase 2 project on health. The network of contributing faculty in this network continues to grow and is already larger than the number quoted in the departmental overview prepared for the external review team earlier this year. Collaborative projects also offer new opportunities for Bentley undergraduates to participate in research. These experiences provide a vehicle to broaden the career interests of students and allow them to explore areas of intense personal interest as well. Students who have chosen to add a more intense experience in the sciences in the form of an LSM clearly value these experiences and the opportunity to practice new ways of thinking about complex problems and participate in new approaches to problem-solving.

### **4. Contributions to Business Education at Bentley University**

The science faculty are active contributors to the educational fusion being incorporated into the Bentley culture. The science faculty bring research questions, findings and methodologies into the classroom and provide students with a broad range of research experiences in the field, in the laboratory and in data analysis. In addition, the science faculty provide engaging examples from business in order to connect the subject matter of science classes to the interests of students whose primary focus is on preparing for careers in business and industry. Faculty members also mentor students who are working on capstone and culminating projects. The students who pursue an LSM pointed out that their science experiences were characterized by greater flexibility and creativity of thought than they often encountered in their business classes. While our exposure to undergraduates was limited, these observations suggest that the science faculty may be more committed to bringing together the perspectives of the arts and science and business than their counterparts in the College of Business have been.

This external review comes at an opportune time in the life of the university. The institution anticipates some significant administrative transitions within the next couple of years. The

concept of fusion has become, at least in part, a marketing term without a fully developed support structure to sustain it. In this time of adaptation and change, the Natural and Applied Sciences Department has done a particularly thoughtful job in creating its own infrastructure within its own domain. It can serve as an example of ways to ensure that the claims made by the university are accurate as the institution moves toward full enactment of the meaning of educational and scholarly fusion. The approach of the department to teaching and to scholarship has incorporated the practice of fusion in practical and sustainable ways.

## 5. Recommendations

- A small fraction of students (approximately 10% across all fields) choose to earn either a LSM or a major in a particular arts and science discipline. All Bentley students need a meaningful experience with the various perspectives and methodologies represented in the arts and sciences disciplines. This is especially true for the natural and applied sciences since the regional economy has a thriving biotechnology and clean energy focus. It would be helpful to bring the curricular and the co-curricular closer together and to reflect the culture of collaboration and integration within the lives of students beyond the classroom. One way to do this would be to expand the living/learning community concept within the Residential Center and to appoint a faculty member in residence to interact with students outside a classroom setting.
- When it is fully realized, the concepts of educational and scholarly fusion will set Bentley apart from other business universities. It will be important to continue to offer different career tracks and profiles and to avoid the temptation to begin to mimic the characteristics of a traditional research university.
- The very things that set Bentley apart from other institutions that focus on business are the same strategies that leading research universities are adopting in order to be successful in a new era. Bentley's scholarly agenda and approach to education already are much advanced over these other efforts. Traditional research universities are handicapped by well-established and often siloed organizational structures, hierarchical lines of authority rather than a culture of shared purpose and leadership, policy frameworks and approaches to the assessment of faculty contributions that emphasize individual scholarly excellence within their discipline rather than cross-disciplinary work with clear theoretical and practical applications. Individual scholarly excellence will still contribute to any academic culture in the future but the key to institutional success will increasingly focus on collaboration and research that addresses emerging and persistent problems. The Natural and Applied Sciences Department offers an excellent example of what it will take to stand out from the crowd in the future.

## 1. Introduction

The Philosophy Department is a small department (8 full time faculty and 8 part-time), well positioned in the curriculum to support education in both the business and Arts & Sciences sides of the curriculum. Its members do research in a wide variety of areas of philosophy and are active in various service roles at Bentley. Most of their teaching is, by far, to undergraduates. Some have developed a national profile while others are working to develop such.

The present evaluation is based on a two and one half day visit. Prior to that visit, this reviewer received a significant amount of information about Bentley's academic program and the Philosophy Department. Nevertheless, it should be acknowledged that these comments, evaluations, and recommendations are based on restricted information and limited impressions.

## 2. Quality of Scholarship and Teaching

### Faculty Quality and Productivity

The department has hired faculty from (very) good to excellent departments. The level of publication is moderate with some publications being in very good to excellent journals, while others are in more modest journals. Approximately half the faculty have very active research programs, while others are less active. However, given Bentley's three track approach this is not surprising, since four (of the eight) faculty are on scholarly tracks, while one is on a service track and another on a teaching track. I do not know the track profile of two others (a lecturer and Mike Hoffman).

The Department made available to me a "Statement of Research Quality and Impact" (dated May 2016), which places its research expectations in the context of the university mission, notes the different kinds of intellectual contributions faculty seek to make, and indicates various measures of quality and the impacts their intellectual contributions might have.

It is an admirable document that nicely distinguishes various aspects of scholarly quality in the context of the Bentley's mission as well as in its openness to the value of the contributions from different fields of philosophy. The document also notes various criteria whereby the impact of scholarly contributions might be differentially measured. This is an important means whereby the Department may acknowledge the special importance of some scholarly contributions and thereby urge its scholarly track members to pursue publications that fulfill the criteria noted.

### **Teaching Quality and Assurance of Learning**

The Philosophy Department is the smallest department in terms of teaching faculty and adjuncts and yet it punches above its weight class in credit hours produced. Teaching loads seem very reasonable given the different tracks faculty are on. The syllabi that I reviewed were all of high quality. They indicated which topics would be covered, what students could expect to learn, what materials would be covered on what days, what evaluative mechanisms (quizzes, tests, papers, etc.) would be required and when, as well as information regarding the availability of the class instructor. I was not able to sit in on classes offered by faculty. The faculty teaching evaluations I saw were, with a few exceptions, quite strong. The significance of this I cannot say since I have not seen teaching evaluations of other departments. I suspect they are all inflated.

The students I spoke with differed over which classes they liked best, but they enjoyed both those that had a business focus as well as those that were “purely” philosophical and did not raise business issues. One commented that it was good to have classes that explored issues outside of business. It was a small group of select students I met, but they were very interested and engaged in the issues regarding philosophy we discussed.

There are several forms of learning assurance the department engages in. First, the most natural way to measure learning takes place through the traditional means of hiring professionals trained in a specialized area who then make judgments, based on how well students do on quizzes, papers, presentations, and exams. This is at the core of the Department’s assurance of learning. Second, faculty syllabi specify what students are to learn in the class, the days certain materials will be covered, instructions on writing philosophy papers, etc. Third, tenured faculty sit in on courses of untenured faculty once a semester. Fourth, the Department is working on developing a common exam for Phil. 101, though some final details remain to be worked out, e.g. who grades the exams and under what conditions. Such an exam will not be used for other courses. Since Phil. 101 constitutes 80% of the Department’s students this will capture the large majority of students who take Philosophy courses.

Finally, the LSM involves students having a mentor in their relevant department. My impression is that this is a mixed bag, with some mentors serving more as gate keepers rather than mentors. Encouraging deeper mentor relationships would be another way to promote the assurance of learning.

### **3. Overall Quality of the Department**

The Department includes faculty members with a wide variety of expertise in philosophy, though ethics and social and political philosophy are the most frequently represented. This permits its members to offer a broad assortment of courses in philosophy, but particularly those with a normative thrust.

The department's strategy in applying their diverse talents to Bentley was less clear to me. Members of the department believe that, in addition to business related courses they teach, traditional philosophy topics must be taught to maintain the department's credibility as a philosophy department. I understand and agree with this. Still, there is an opportunity for the department to lead students to understand that not only practical, normative questions arise in business, but also epistemological, metaphysical and meta-ethical questions.

The department faces an extraordinary situation in the coming years. Three faculty members will be retiring (Frederick; Magid; and Hoffman). Should the Administration permit the department to hire for each of these positions, the department will have the opportunity to reshape and energize the department with new faculty. It will be crucial that the Department carefully plan these hires around candidates' areas of specialization and competence, and their openness to Bentley's mission. A senior hire might play a particularly helpful role.

Bentley University is particularly strong in business ethics and closely related topics. Not only does the Philosophy Department teach and do research in this area, but there is the Hoffman Center for Business Ethics and The Alliance for Ethics and Social Responsibility. In addition, Bob Frederick (a member of the Philosophy Department) is the Editor of *Business & Society Review* which is the journal of the Hoffman Center for Business Ethics. What is striking, however, is that there is, as far as I can tell, relatively little interaction among these parts of the University. Again, a senior hire could play a valuable role in fostering greater interaction.

#### **4. Contributions to Business Education at Bentley University**

Through its wide range of courses and particularly its courses in the General Education Requirement, LSM, MBA and Ph.D. programs, the philosophy department can open the minds of Bentley students to a broad range of valuable insights into business, its impacts on society, and the responsibilities it has to stockholders and stakeholders. In addition, its theoretical courses can lead students to explore more theoretical issues of knowledge, reality, and what it means to be a human being. If the business person Bentley seeks to foster is one with not only deep technical skills, but also a "broad global perspective and the high ethical standards required to make a difference in an ever-changing world," then Philosophy is crucial for Bentley's mission.

Nevertheless, central to the department's role is the education of business students, many of whom are often resistant to reading material written not directly related to acquiring present business skills. This is, in part, fostered by a view of business that focuses on the specific skills required in business, rather than the larger contexts in which those skills will be used and their implications evaluated. This mindset needs to be addressed by the university, as well as the Philosophy department with additional concrete steps. President Larson's booklet, *PreparedU*, nicely speaks about this issue.

For this it is essential that present and future philosophy faculty buy into both the importance of the philosophical/ethical examination of business and the value of other philosophical work that is not focused on business, and not see one as more significant at Bentley than the other. Otherwise differences may occur within the department that could inhibit the department from meeting both aims.

The Philosophy Department is nicely positioned in the General Education, LSM, MBA and Ph.D. program requirements. At least two of its faculty co-teach with faculty from other departments in courses on “Ethics and Corporate Responsibility”, as well as “Leadership Ethics.” Such interdisciplinary teaching is an important way to promote Bentley’s view of fusion of Business and Arts & Sciences. In the past, PH 101 was co-taught with GB 110. This would be another opportunity, were it reinstated, to extend this inter-connection between faculty and departments. Other cross-disciplinary courses such as Philosophy, Politics and Law, Philosophy, Politics and Economics, and Ethics and Compliance would also contribute nicely to Bentley’s mission.

## 5. Recommendations

- The department should be permitted to hire philosophy faculty to replace the three philosophers (Frederick, Magid, and Hoffman) who will all be retiring within the next two years. Each of these hires should have both practical and theoretical philosophical competencies, and one of them should be a senior scholar/teacher.
- Greater efforts should be made to develop synergies among the Philosophy Department, the Hoffman Center for Business Ethics, and the Alliance for Ethics and Social Responsibility.
- Other philosophy courses that unite diverse areas should be encouraged, e.g. a Philosophy, Politics and Economics course or a Philosophy, Politics and Law course. Renewing the linkage of Phil. 101 & GB 110 (General Business) should also be considered.
- There has been a decline in enrollment in LSM majors in “Ethics and Social Responsibility” over the years. The reason for this should be analyzed and steps taken to correct this considered.
- Faculty should be encouraged to continue to develop their national reputations through publications, participation in conferences, and service in national professional organizations.

## 1. Introduction

The Department of Sociology actively supports the Bentley fusion model and connects well with the business-focused students who choose Bentley. Overall, the quality of the faculty is high, demonstrating active and solid scholarship and service. A number of these faculty have strong records in Applied Sociology, bringing “real world” experience and connections from consulting and other applied work into the university. There is tremendous potential in this already strong department for building a benchmark program in Applied Sociology tightly fused with both the business perspectives and the university’s increasing attention to the non-profit arena.

## 2. Quality of Scholarship and Teaching

Faculty CVs show a highly productive faculty with outstanding qualifications overall. Their scholarly contributions include collaborations stretching from work mentoring students to work with Bentley faculty in Sociology and other disciplines, to global connections, to engaging non-academic arenas. (The latter is both appropriate and necessary for an applied department emphasizing real-world applications.) Collectively, they have strong records in research and publishing, institutional and external service, and consulting. They maintain memberships and hold leadership positions in professional organizations, and are the recipients of numerous awards and other professional recognitions. Teaching was not observed; however, evaluations of supplied materials and student interviews were positive as described herein.

General education guidelines allow students to take either one Sociology or one Psychology course to fulfill their behavioral science requirement. That might be the only Sociology course students take, if they take Sociology at all. The department has removed the introductory course as a prerequisite for other courses and that decision seems to be working well. Because every course is enterable for any student, every course incorporates core sociological approaches with some theory and some research. Faculty expressed that they like the freedom to create new courses, and realize this is an opportunity afforded by Bentley that would likely be less available at many other schools.

A review of twenty-five sample course syllabi, 100-400 level, taught by both full-time and adjunct faculty finds that most detail academically rigorous but realistic expectations (some extensively so), regularly supported by classroom policies that emphasize active participation. Most syllabi articulate goals and student learning objectives. Evidencing the expertise faculty bring to the classroom, several syllabi include books and publications authored by the professor. A review of sample assignments from various courses across the department also finds clarity in expectations and appropriate rigor.

Student feedback on their experiences in Sociology courses was positive. They framed Sociology as a “discovery” area of study; students had taken their first Sociology class as a general education elective, then became interested in the issues and realized the applicability that course content held for their business interests and personal passions. They liked the variety of research opportunities and projects available in their Sociology courses, and felt professors did a good job of tying to business interests. Students identified particular value from their Sociology courses in the form of improved interview skills, understanding sociological perspectives on social behavior, emphases on innovative problem-solving and critical analyses, and the opportunity to learn about social issues from “passionate professors who make it easier to be engaged in class.” Indications that students had connected with passions of their own were evidenced by the notable increase in energy among the group when two students elaborated on their service-learning activities. There was an even greater surge of enthusiasm from all around the room when other students gave examples of learning to connect social issues – specifically, for-profit prisons as well as the Dakota Access pipeline -- to their business studies. One concern the students expressed was competition in registering for Sociology classes, particularly earlier in their course of studies. They commented that first year students generally must take the introductory course because other level courses fill quickly. Data was not available to the Review Committee to verify whether this statement about first year registrations is actually the case. However, enrollment statistics provided in department documents show that during the Spring and Fall 2016 semesters, classes were filled with occupancy rates of 101% and 100% respectively. These data speak well of the department’s popularity, especially considering that the curriculum allows students to graduate without ever taking Sociology. Students suggested that the department should offer more sections of Sociology and said that if they had their taken first Sociology class earlier in their course of studies when there was more flexibility in their academic schedules, that they would have been likely to pursue additional courses in the department. While it is difficult to assess teaching with no classroom observations or systematic analyses of course evaluations, student feedback painted a picture of professional, accessible, engaging, and inspiring faculty. In the fall, a faculty member will be working on assessment of learning, using course syllabi to develop department level objectives, rubrics, and measurement.

### **3. Overall Quality of the Department**

As discussed in the previous section, the Bentley Sociology faculty are first rate and their courses are in high demand. The department has only five full-time faculty who are responsible for full-time teaching and service. One is on phased retirement and his position will be replaced by a full-time lecturer. Another faculty member heads the Bentley Service-Learning Center. Joint or secondary appointments among Sociology faculty incorporate other departments, including business. Almost half of all department courses are taught by adjuncts. Registrar constraints on the number of courses that can be offered each semester limit some flexibility. These circumstances present significant challenges in long range planning and meeting strategic initiatives. However, the department is well-led by a highly organized, forward-thinking chair,

has had a strategic plan in place for a number of years and made good progress in meeting those goals, and continues to be agile and creative in strategizing and positioning for the future.

Sociology faculty expressed appreciations for working with their students and the opportunity to work collaboratively with colleagues across the curriculum as supported by the Bentley structures. They agreed that collaborative research outside of disciplinary boundaries is valued and fits the portfolio approach taken by the Promotion and Tenure Committee. As would be expected in a Sociology department, research agendas, publications and publication outlets, presentations, and teaching interests span diverse areas. The department offers a broad range of courses and faculty like opportunity to be creative in ways that would not be available at many other institutions. Salaries were noted as a concern, particularly in comparison to faculty with business appointments and in attracting new hires with applied backgrounds who are able to command higher salaries outside of the academy.

#### **4. Contributions to Business Education at Bentley University**

Sociology faculty actively support Bentley's primary orientation as a business school and the fusion concept. Courses such as "Talk at Work," "Sociology of Markets," and "Immigrant Entrepreneurship," to name only a few examples, are not "traditional" Sociology courses and evidence creative and purposeful efforts in supporting the University's strategic objectives and in supporting business major requirements. Many Sociology faculty hold joint appointments elsewhere in the University. Going forward, University decisions in department hiring and faculty salaries, and in approaches taken to promoting the value of Sociology specifically and the Arts and Sciences more broadly (as noted in the main report body), will shape how the Sociology department is positioned in the future.

#### **5. Recommendations**

Applied Sociology: As noted earlier, there is tremendous potential for building a benchmark program in Applied Sociology. Enhanced emphases on the applied nature of the department, from both the department and from the University, would highlight the value added of sociological perspectives in real-world application. Continued careful consideration as to whether an Applied Sociology major is realistic, weighing department resources, potential student return, and broader institutional support, is recommended. Another perhaps more readily implementable option would be to develop an Applied Sociology course sequence or minor. Additionally, the department is encouraged to pursue accreditation through the Commission on the Accreditation of Programs in Applied and Clinical Sociology (CAPACS), an application and review process that would require broader institutional commitment. Individual faculty members with specializations in applied sociology are also encouraged to consider seeking Certified Sociological Practitioner/Certified Clinical Sociologist credentialing through the Association for Applied and Clinical Sociology (AACCS), another rigorous commitment that would also be worthy of institutional recognition and support. (The department already has strong connections

to these bodies. Dr. Miriam Boeri serves on the CAPACS Board and is the organization's representative to AACSB where she also coordinates the annual Client Problem Solving Competition for students. Dr. Gary David is currently the President-Elect of AACSB.)

Non-profit and Service Arenas: Continued development of emphases in the non-profit area will support the University's strategic interests in bridging gaps between business, non-governmental organizations, and public policy, and in the creation of a non-profit major. Curricular development and on-going efforts to further strengthen ties with the Bentley Service Learning Center (BSLC) are good fits with existing structures and student interests. Incentivizing faculty participation with the BSLC through specifically rewarding, developing, and recognizing scholarship in service-learning and community-based learning (e.g., workshops in publishing on these activities) may encourage more and deeper faculty involvement from Sociology and across the University. This may be of particular benefit for encouraging engagement with newer faculty hires who will understandably be focused on building a tenure and promotion portfolio, and who may have been trained to large research programs where such emphases were not "on the radar."

Staffing: The Sociology department could benefit from one or two more tenure-track faculty to reduce reliance on adjuncts and also to allow more flexibility in offering additional course sections. Strategic hires in targeted areas would position the department for future high-demand career areas and also address current gaps (e.g., health, gender, criminal justice, workplace studies, human computer interaction). Providing the desired additional depth in applied sociology will require that the University examine faculty salaries for new hires to enhance the University's attractiveness to "applied" applicants.

Curriculum: Active involvement by the Sociology department in the revision of the general education requirements is recommended. Research methods courses/requirements are of particular interest in light of increasing University-wide emphases on promoting undergraduate research projects. The broader review of curricular issues and need to replace a retiring faculty member also make for a timely examination of departmental coverage of core areas in Sociology.

Students: Students expressed interest in more opportunities to connect with Sociology. The department should continue to develop community-building activities and incentivize the attractiveness of a sociology minor. Suggestions include: revisiting hosted events for departmental minors; conducting exit interviews with graduating seniors for their feedback; investigating whether a chapter of Alpha Kappa Delta, the International Sociology Honor Society, would be a good fit, and; increased institutional support for student participation in professional conferences and organizations such as relatively affordable regional conferences and the student competitions and presentation/networking opportunities offered at the national AACSB annual conference. Continuing to build alumni networks (ideally heartily supported by the Alumni Office), inviting alumni to class (in person or via skype), and working social media such as the Sociology LinkedIn group are also recommended approaches.

#### **IV. POSTSCRIPT**

The members of the review team wish to thank our colleagues at Bentley for their hospitality and their willingness to share their perspectives and experiences with us. We appreciate their dedication to the education of their students and their commitment to creating a portfolio of innovative and collaborative scholarship. We commend the administration and faculty of Bentley University for their openness to learning from this “first ever” review of the Arts and Sciences.

George Brenkert, Georgetown University

Judith Ramaley, Portland State University

Donald Richards, Pennsylvania State University

Angel Rivera, Worcester Polytechnic Institute

Peter Siavelis, Wake Forest University

Josh Stenger, Wheaton College (Massachusetts)

Kathy Stolley, Virginia Wesleyan College

Roberta Wollons, University of Massachusetts-Boston

## APPENDIX A: OBSERVATIONS ABOUT INSTITUTIONAL DATA

### A. OVERVIEW

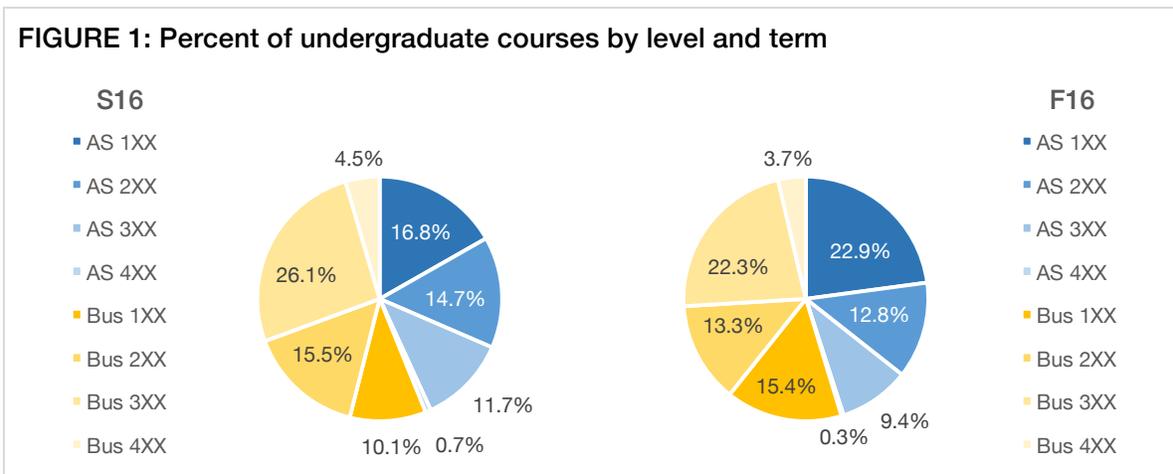
The team was provided with and reviewed the following institutional data:

- |   |            |
|---|------------|
| ▶ Credit hours by individual faculty members (Arts & Sciences and Business) | S'16, F'16 |
| ▶ Faculty load (Arts & Sciences and Business)                               | S'16, F'16 |
| ▶ Major and minor enrollment (Arts & Sciences and Business)                 | S'16, F'16 |
| ▶ Course enrollment (Arts & Sciences and Business)                          | S'16, F'16 |
| ▶ Grade distributions (Arts & Sciences and Business)                        | S'16, F'16 |
| ▶ SETs (Arts & Sciences)  | S'16, F'16 |
| ▶ UGA Career Placement report for Class of 2015                             |            |
| ▶ 2016 National Survey of Student Engagement (NSSE)                         |            |

Team members welcomed having access to these reports and believe there is considerable value in sharing some of what we saw in the data available to us. Because we only reviewed data from the past two semesters, we agreed it would be more appropriate for us and more useful to the University to avoid using the data as the bases for *recommendations*, and instead to confine ourselves to *observations*. These observations are unavoidably incomplete views of complex institutional dynamics; nevertheless, we hope they will invite further inquiry and dialog among the many constituencies invested in Bentley's success.

We also note that because one of Bentley's most distinctive qualities is its integration of Arts & Sciences into business education, we have sought whenever possible to review data pertaining to all departments, faculty members, courses, students, etc., not only those in A&S. In doing so, we do not mean to suggest that A&S and Business exist as or be viewed as a dichotomy; on the contrary, our aim is stimulate new and continued efforts to synergize the "two sides of the house" to the mutual advantage and enrichment of both.

### B. UNDERGRADUATE COURSE OFFERINGS

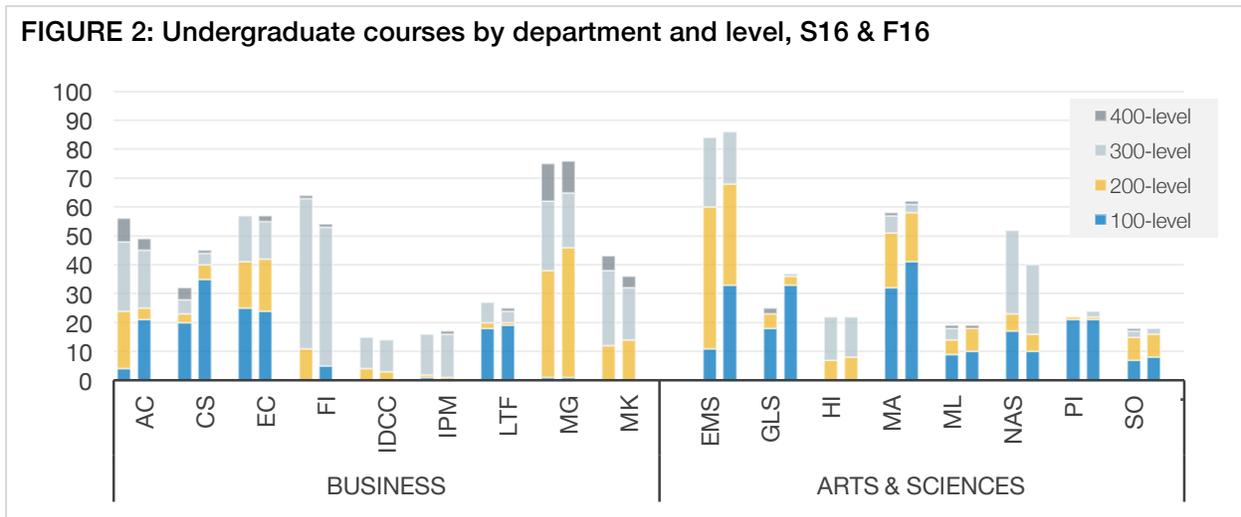


**TABLES 1 & 2: Undergraduate courses at a glance**

ARTS & SCIENCES	S'16	F'16	TOTALS
100-level	115	156	271
200-level	101	87	188
300-level	80	64	144
400-level	5	2	7
<b>TOTALS</b>	<b>301</b>	<b>309</b>	<b>610</b>

BUSINESS	S'16	F'16	TOTALS
100-level	69	105	174
200-level	106	91	197
300-level	179	152	331
400-level	31	25	56
<b>TOTALS</b>	<b>385</b>	<b>373</b>	<b>758</b>

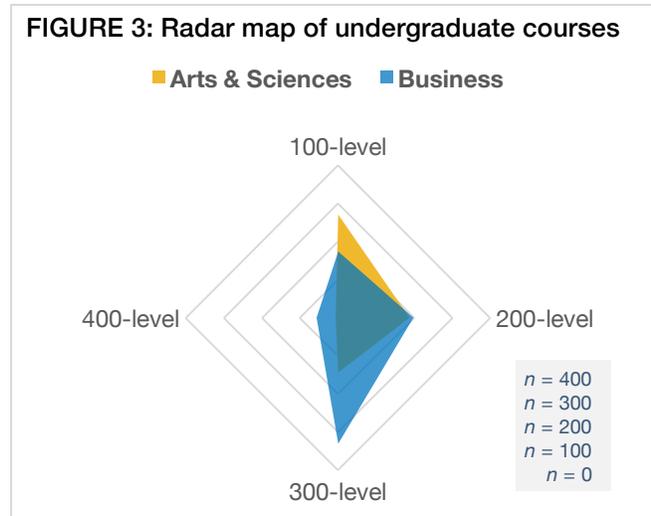
**FIGURE 2: Undergraduate courses by department and level, S16 & F16**



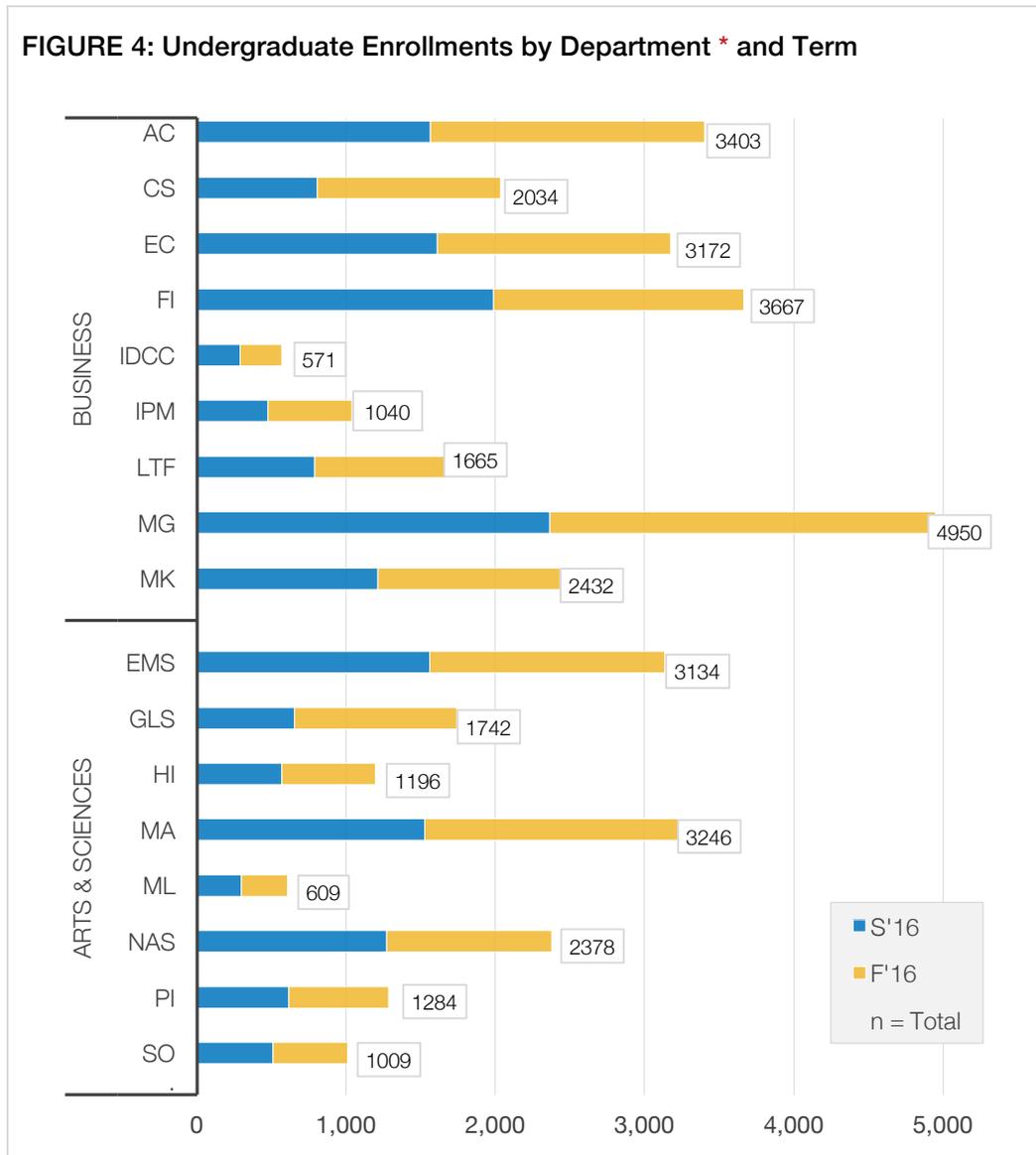
**Observations**

- 1,368 undergraduate courses were offered in S16 and F16.
- Approximately 44.6% of these were Arts & Sciences courses; approximately 55.4% were Business courses.
- Despite the relative balance of the total number of courses offered in each of the two areas, as **FIGURE 3** illustrates, there are pronounced differences in the distribution of those courses across level of instruction.
  - A&S course offerings are considerably bottom-heavy, with 100- and 200-level courses comprising 75% of all courses compared to 49% for Business courses.
  - The small number of upper-division A&S courses jibes with feedback from A&S faculty members who noted that it is difficult to offer advanced courses that rely either on prerequisites or even more general prior disciplinary knowledge given that students tend to only take one or perhaps two courses in a given A&S department.

**FIGURE 3: Radar map of undergraduate courses**



## C. UNDERGRADUATE ENROLLMENTS



\* NOTE: Courses are listed by faculty department in order to reflect more accurately the contributions of faculty and departments who taught 9,670 students in 283 sections of courses in the Business Core Requirements.

### Observations

- The split between total enrollments in Business and A&S courses (61.1%, 38.9%) is less balanced than the number of sections offered (55.4%, 44.6%).

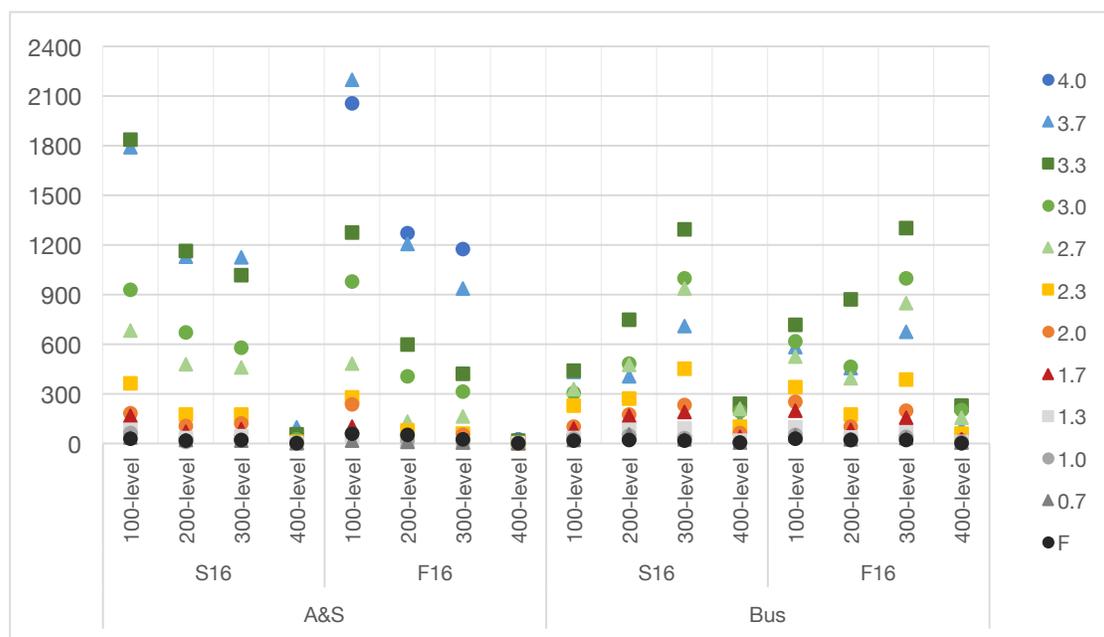
**TABLE 3: Undergraduate Enrollment at a Glance**

	BUSINESS	ARTS & SCIENCES
S'16	11,103	7,008
F'16	11,831	7,590
<b>TOTALS</b>	<b>22,934</b>	<b>14,598</b>

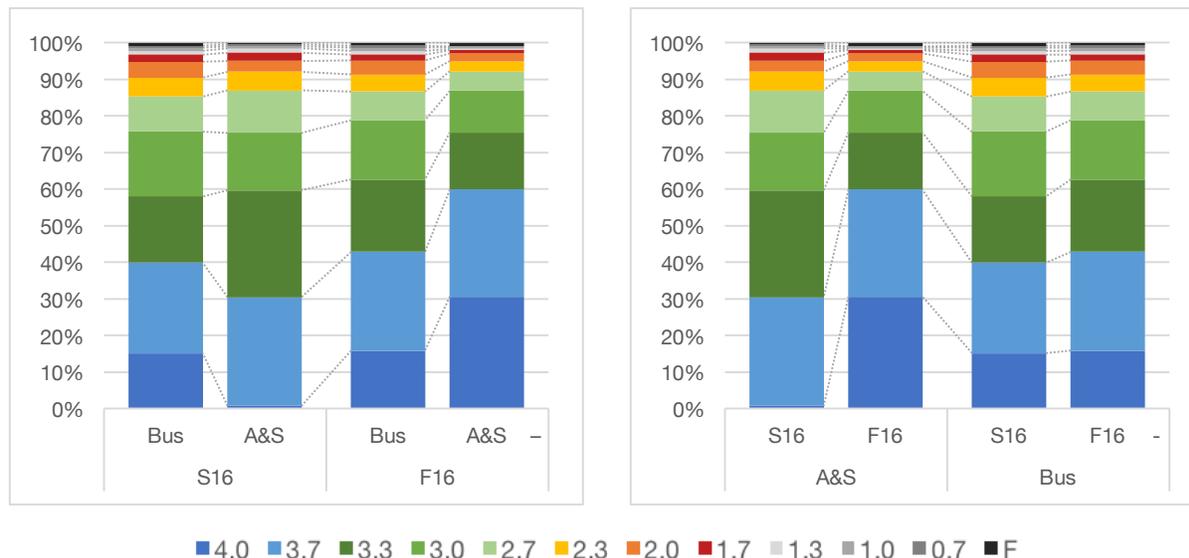
- Courses in the EMS and MA departments accounted for nearly 44% of the total undergraduate A&S enrollment in S'16 and F'16. This is likely attributable to the fact that students must complete at least two courses in each as part of the General Education Core Requirements. The large number of students majoring in Mathematical Sciences and Actuarial Science is also sure to be a factor in the MA department's numbers as well. Similar factors may contribute to the high numbers for certain Business departments as well.

#### D. UNDERGRADUATE GRADES

**FIGURE 5: Distribution of undergraduate grades by level and term**



**FIGURES 6 & 7: Normalized distribution of undergraduate grades**

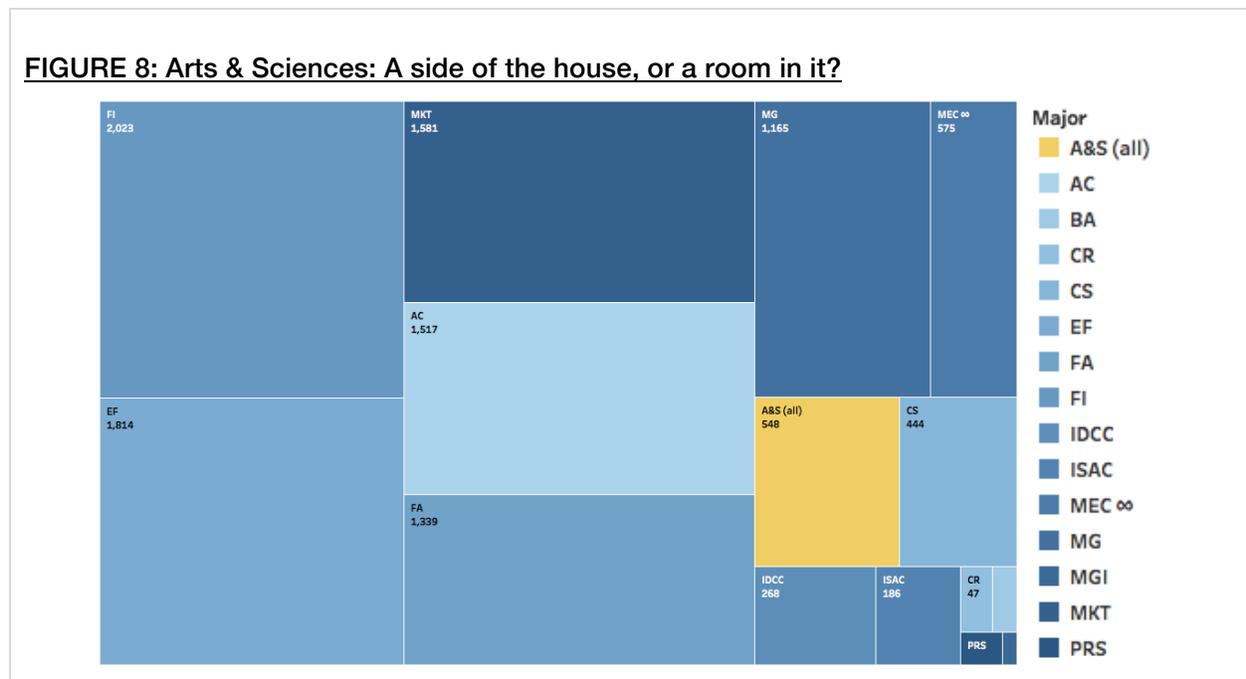


## Observations

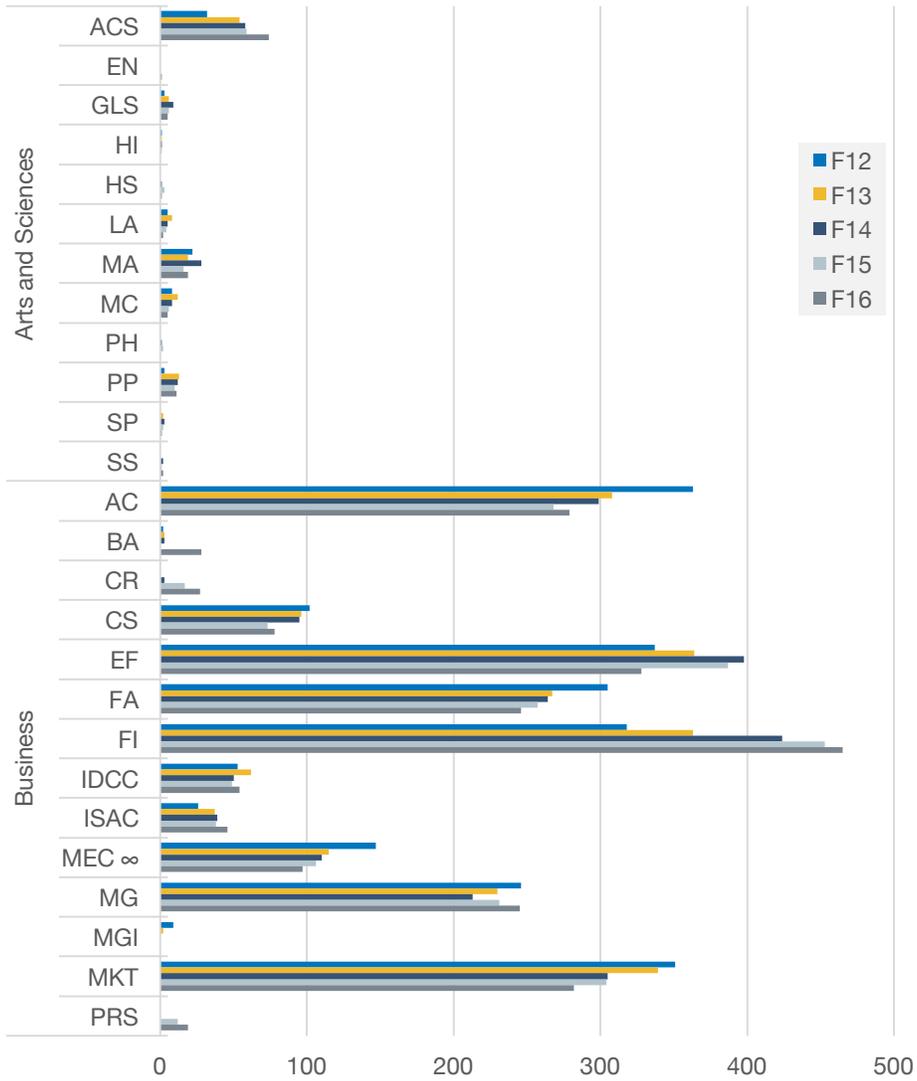
- In March 2016, the website [GradeInflation.com](http://GradeInflation.com) made the first major update to its national database on grade inflation in American higher education in seven years.
- The new data confirmed that GPAs have continued to rise at all types of institutions.
- Over the last decade, grades in the A range have become the most commonly given grade nationwide, accounting for nearly 45% of all letter grades. The trend across letter grades shows sharp reductions in C's and more modest reductions in B's, suggesting that, more and more, C's have become B's, and B's have become A's. The number of D's and F's has remained steady, and low enough that there is not much room left for those categories to contract further.
- In this, Bentley appears to be in step with the national trend. Nearly 85% of all undergraduate grades given in S'16 and F'16 were in the A and B range.
- The distribution of grades in Bentley Business courses is virtually symmetrical across the two semesters. The distribution of grades in the A and B range in Arts & Sciences courses varies widely between semesters, particularly with respect to 4.0 grades.
- This variation may be anomalous, or may be the result of other factors not visible in the data the review team had at its disposal.

## E. MAJORS/MINORS

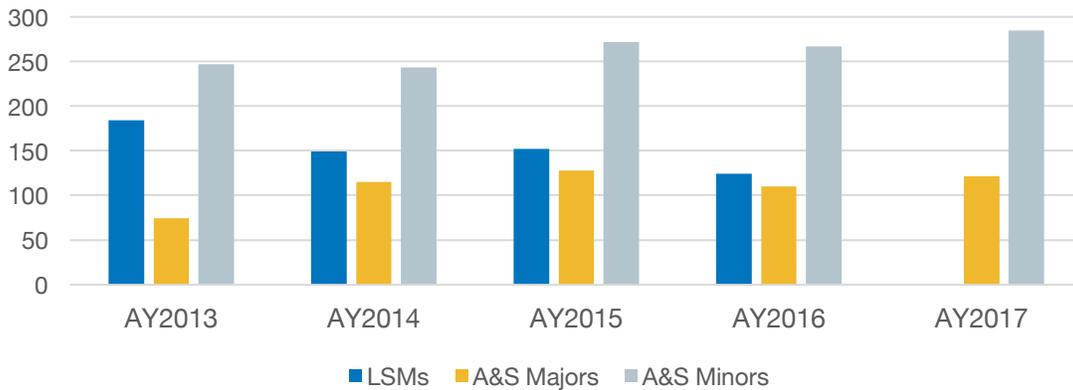
**FIGURE 8: Arts & Sciences: A side of the house, or a room in it?**



**FIGURE 9: Majors by Year, F12 – F16**



**FIGURE 10: Arts & Sciences Majors and minors, and LSMs (F'12 – F'16)**



## Observations

- If reports on Business and A&S majors use the same method of calculating majors, the former outnumber the latter by a ratio of roughly **20:1**.
  - That ratio jumps to roughly **68:1** if the comparison is between B.S. and B.A. majors (i.e., if MA and ACS majors are counted with the other Business majors)
- The number of students pursuing some program of study in the Arts & Sciences more than quadruples when students completing an LSM or an A&S minor are considered.
- Given the investment the University has made in fusion and in developing its A&S faculty and curriculum, these numbers suggest that the contributions and value of A&S are more likely to be measured more in terms of how A&S supports or augments business education than in terms of how they support or cultivate A&S majors.

## F. COURSE CAPACITY

**FIGURE 11: Undergraduate Enrollment Capacity in Arts & Sciences by Department and Level**

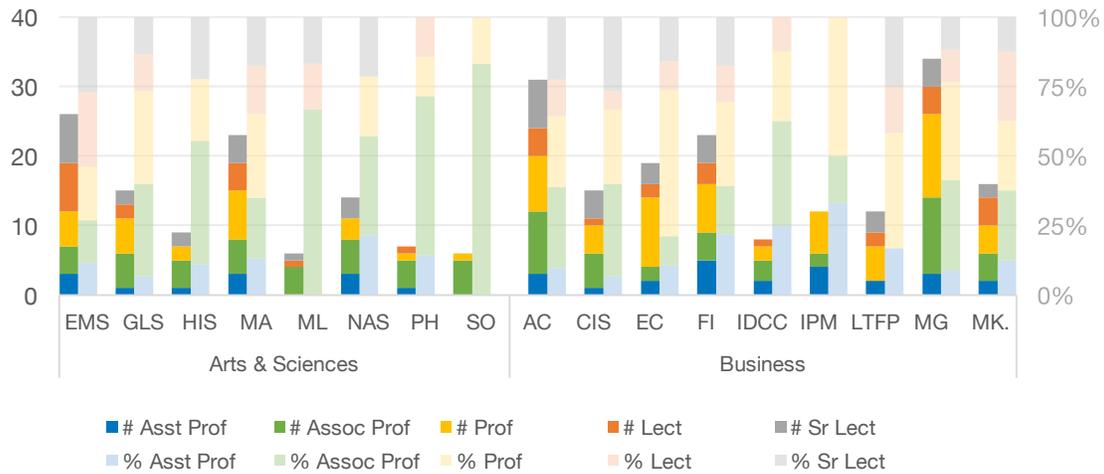


## Observations

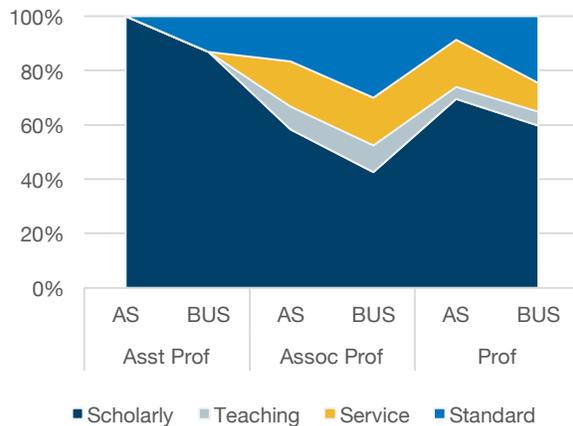
- 88.5% of the available seats in 598 undergraduate Arts & Sciences courses offered in S'16 and F'16 were filled. (These figures exclude 12 GB courses taught by faculty in the MA department.)
- Data points reflecting courses under 50% or over 100% capacity are based on *n*'s of 1.
- On the whole, the vast majority of A&S courses run at or near full capacity.

## G. THE FACULTY

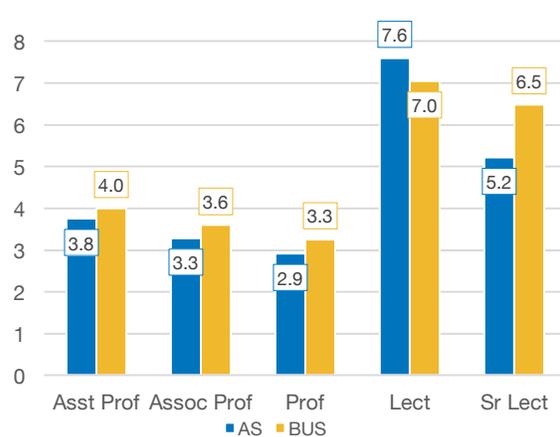
**FIGURE 12: Faculty by Rank and Department**



**FIGURE 13: Tenure-track faculty by profile**



**FIGURE 14: Average teaching load by rank**

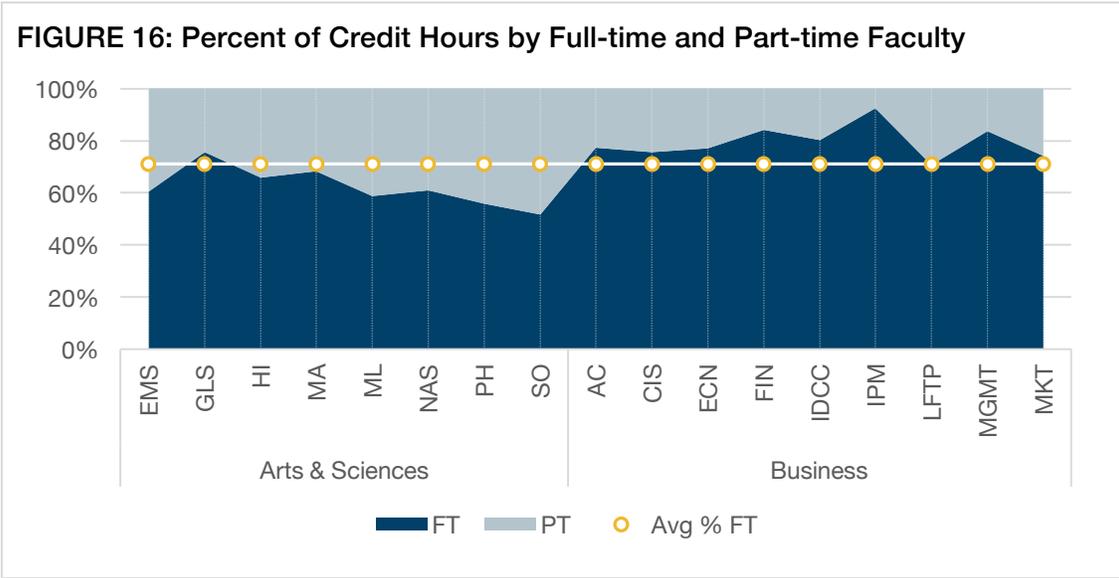
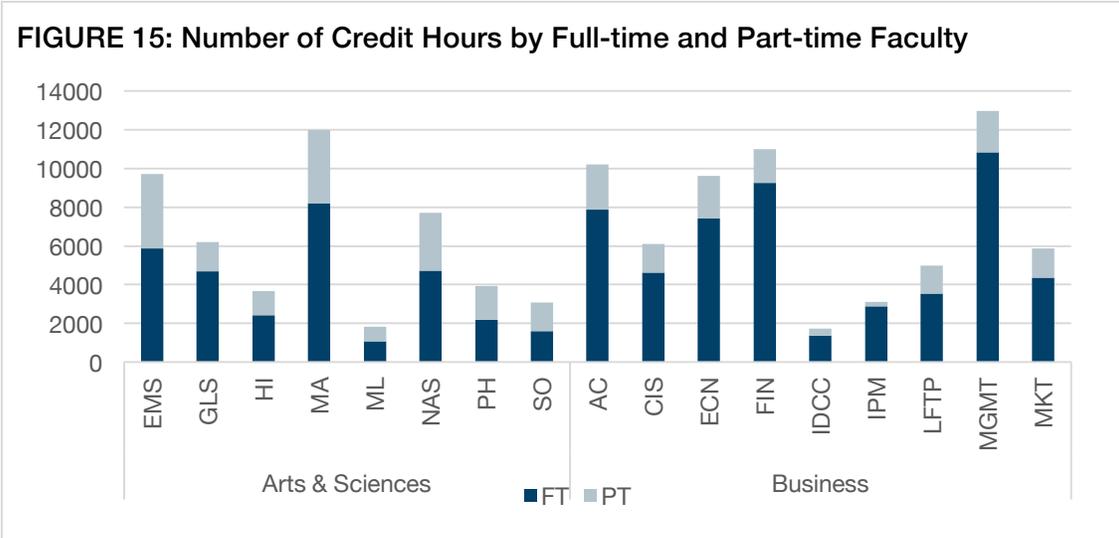


### Observations

- On average, tenured and tenure-track faculty outnumber full-time, non-tenure-track faculty in the Arts & Sciences departments by a ratio of 3:1.
  - EMS presently has the largest number (14) and highest percentage (54%) of full-time, non-tenure-track faculty of any department at the University.
- The majority (63%) of tenured and tenure-track faculty are on the scholarly profile.
- As one might expect, this is especially true at the Assistant Professor level.
  - In the Arts & Sciences, 100% of junior faculty are on the scholarly profile.
  - Despite this, Assistant Professors in the Arts & Sciences have higher average teaching loads than their tenured colleagues.

- Arts & Sciences faculty in all positions except Lecturer have a lower average teaching load than their counterparts in Business.

**H. CREDIT HOURS BY FULL-TIME AND PART-TIME FACULTY**



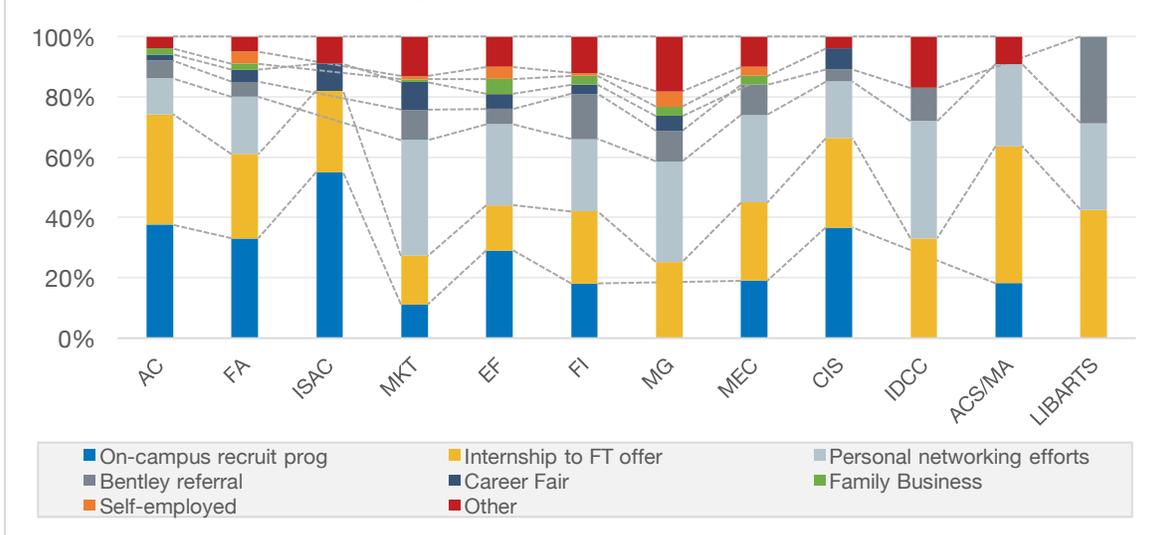
**Observations**

- The average ratio of credit hours provided by full-time and part-time faculty across all departments is 71:29.
- Arts & Sciences departments tend to be more reliant on part-time faculty than Business departments, with ratios of 62:38 and 79:21, respectively.
  - Seven of the eight Arts & Sciences departments have a lower FT to PT ratio than the lowest Business department. The exception is GLS.

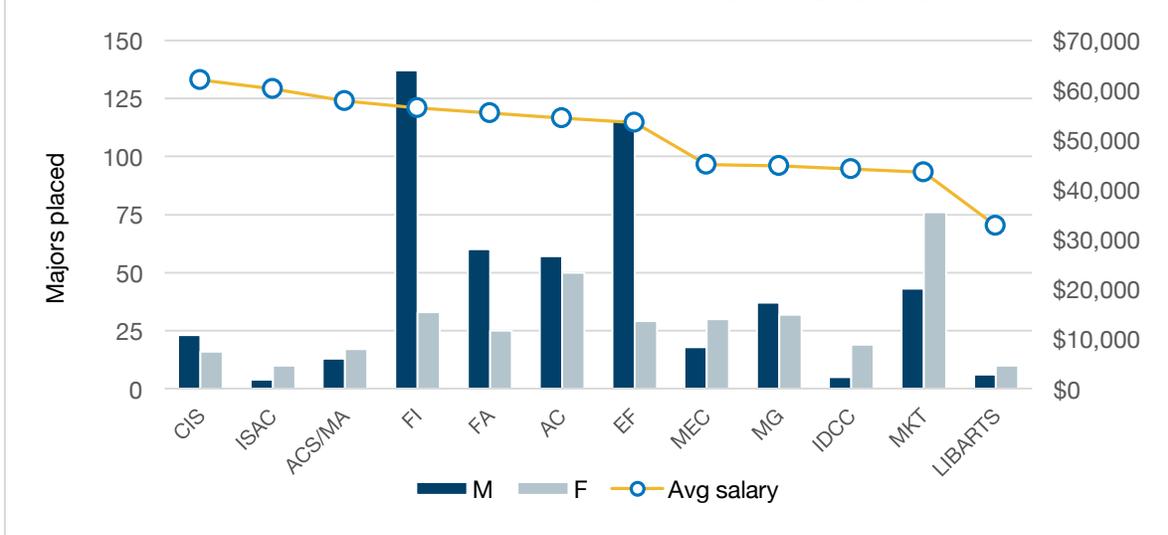
- Approximately 40% of the credit hours from the EMS, ML, and NAS departments are delivered by part-time instructors. That number increases to 44% for the PH department and 48% for SO.

## I. UNDERGRADUATE CAREER PLACEMENT FOR CLASS OF 2015

**FIGURE 17: Source of Offer by Major**



**FIGURE 18: Gender Distribution and Average Starting Salary by Major**



### Observations

- Career Services is demonstrably effective when it comes to helping students graduating with a B.S. find work in the business world. It is less clear that this is the case for students graduating with a B.A., though that number is admittedly small to begin with.
- The career placement report is organized by major; however, not all majors appear to be represented, even among Business majors, and at least one minor (CIS) is listed.

- Of the two Arts & Sciences categories, one combines the two majors (ACS and MA) housed in the MA department and in which students earn a B.S. The other is labeled “Liberal Arts”, a flexible major with no specific disciplinary attachment.
- Career Services has an important role to play in broadening and deepening how the Arts & Sciences are valued by and within the Bentley community. We encourage the various stakeholders involved – from Career Services to faculty, staff, employers, students and alumni – to explore new ways to support A&S majors, and to identify and measure the ‘value-added’ to Business majors through courses in the A&S curriculum through LSMs and departmental majors and minors.
- Four of the five lowest average starting salaries are in majors that have more women than men. If this also the case in career placement reports from other years, this may be an indication that female undergraduates at Bentley are pursuing lower-paying majors in greater proportion than their male counterparts. Career Services certainly cannot single-handedly reach greater parity in this area, but greater parity will be virtually impossible to achieve without their active involvement.