

MEMORANDUM

TO: Fort Wayne Senate

FROM: Jeffrey Malanson, Chair  
Academic Reorganization Conference Committee

DATE: April 21, 2017

SUBJ: Academic Reorganization Report and Proposal

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WHEREAS, In February 2017, the Fort Wayne Senate adopted Senate Document SD 16-24, which prescribed a shared governance process to determine the academic structure of Purdue University Fort Wayne after the realignment of the university on July 1, 2018; and

WHEREAS, Input and feedback was solicited from departments, faculty, students, staff, and administrators throughout the academic reorganization process; and

WHEREAS, The academic reorganization proposal developed by the Conference Committee defined in SD 16-24 and vetted by the campus is the culmination of a shared governance process and is the reflection of the collective will of the campus community;

BE IT RESOLVED, That the Fort Wayne Senate ratifies the attached Academic Reorganization Report and Proposal and requests the administration to implement it in full.

## **Academic Reorganization Conference Committee Report and Proposal**

### **Introduction**

As a result of the IPFW Realignment Agreement signed by the Purdue University and Indiana University Boards of Trustees in December 2016, the Dental Education, Medical Imaging, and Nursing programs will be transitioned over to a new IUPUI-Fort Wayne Health Sciences campus effective July 1, 2018. Rather than maintain a College of Health and Human Services consisting of only two departments (Hospitality and Tourism Management and Human Services), it makes greater sense to find new academic homes for these departments.

Realignment will also result in the creation of a new institution from what remains of IPFW: Purdue University Fort Wayne (PFW). Realignment thus afforded us the opportunity to reconsider the academic organization of the entire university, and allowed the faculty to lead an inclusive process wherein IPFW reconsiders its current college structures to determine if those structures best prepare the campus to maximize future growth opportunities and promote student and faculty success.

This academic reorganization process demonstrates the importance and value of fostering a university culture supportive of shared governance, as it was through the combined efforts of faculty, administrators, students, and staff that this proposal for a revised academic structure for PFW has been developed.

### **Background**

In January 2017, the Deans Council initiated a conversation with the Faculty Leaders<sup>1</sup> to start planning out what an academic reorganization process might look like. The Faculty Leaders drafted a process based on this conversation, and circulated it to the Deans, the Vice Chancellor for Academic Affairs and Enrollment Management, and the Senate Executive Committee. The Deans determined that it would be best if the faculty led the process on their own, and a revised academic reorganization process document was adopted by the Fort Wayne Senate in February 2017 as Senate Document SD 16-24.<sup>2</sup>

The academic reorganization process occurred in five phases. In phase one, the Faculty Leaders solicited input from the academic departments that will remain with PFW. This input focused on departmental missions and core values; possible opportunities for interdisciplinary collaborations and partnerships; and potential college structures (either current or new) that would benefit departments, faculty, and students. In total, 27 departments, two Centers of Excellence, one college, and the Helmke Library submitted input.<sup>3</sup>

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<sup>1</sup> Faculty Leaders are defined as the Presiding Officer of the Fort Wayne Senate and the Speakers of the Indiana University and Purdue University Faculties. In Spring 2017, these positions were occupied by, respectively, Jeffrey Malanson, Andrew Downs, and Mark Masters.

<sup>2</sup> Please see Appendix 1.

<sup>3</sup> Please see Appendix 2.

In phase two, the Faculty Leaders sponsored three campus-wide discussions focused on departmental missions and core values. These discussions, as well as all others that occurred as part of this process, were open to faculty, staff, students, and administrators.<sup>4</sup>

In phase three, the Faculty Leaders sponsored three campus-wide discussions focused on academic structures.<sup>5</sup>

In phase four, faculty and groups submitted academic reorganization proposals focused on individual departments and programs, as well as the restructuring of entire colleges.<sup>6</sup>

In phase five, the Conference Committee established by SD 16-24 took all of the information generated throughout the academic reorganization process, as well as ideas generated at two meetings sponsored by the Office of Academic Affairs in January 2017, to develop a final academic reorganization proposal.<sup>7</sup>

#### *Membership of the Conference Committee*

- Vicky Carwein, IPFW Chancellor
- Carl Drummond, Vice Chancellor for Academic Affairs and Enrollment Management
- Manoochehr Zoghi, Dean of the College of Engineering, Technology, and Computer Science
- Cassandra Bracht, President of the Administrative and Professional Staff Advisory Council
- Christine Hall, representative of the Clerical and Service Staff Advisory Council
- Jeffrey Malanson, Presiding Officer of the Fort Wayne Senate
- Mark Masters, Speaker of the Purdue University Faculty
- Andrew Downs, Speaker of the Indiana University Faculty
- Linda Wright-Bower, Chair of the Senate Educational Policy Committee
- Abe Schwab, representative of the Senate Executive Committee
- Lesa Rae Vartanian, Chair of the Senate Faculty Affairs Committee
- Audrey Ushenko, representative of the Senate Student Affairs Committee
- Mark Jordan, Chair of the Senate University Resources Policy Committee

#### **General Findings**

IPFW is currently organized into six colleges/schools: the College of Arts and Sciences (COAS), Richard T. Doermer School of Business (DSB), College of Education and Public Policy (CEPP), College of Engineering, Technology, and Computer Science (ETCS), College of Health and Human Services (HHS), and College of Visual and Performing Arts (VPA). Many departments and faculty expressed strong support for preserving IPFW's current college structures (beyond the need to move the two departments that will remain of HHS). There were a variety of positive reasons expressed for this support, including, but not limited to:

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<sup>4</sup> Please see Appendix 3.

<sup>5</sup> Please see Appendix 4.

<sup>6</sup> Please see Appendix 5.

<sup>7</sup> Information about the OAA meetings can be found [here](#). The specific ideas generated at these meetings that helped to inform the Conference Committee's work can be found in Appendix 6. Please see Appendix 7 for the Draft Proposal of the Academic Reorganization Conference Committee.

- A strong belief in the distinct missions of the colleges (e.g., advancing the liberal arts for COAS, educating students in applied visual and performing arts for VPA);
- A sense that colleges feature complementary disciplines whose administrative alignment benefits faculty and students;
- Requirements of department and college/school accrediting agencies (this was a special concern for DSB, but was also raised at various points by faculty, departments, and administrators for CEPP, ETCS, HHS, and VPA); and
- Unique budgeting, fundraising, and administrative needs that are being well-met by current structures (the departments and faculty from VPA were unanimous in their emphasis of this point).

Despite the widespread support for maintaining current college structures, some departments and faculty expressed an interest in exploring possible structural changes. The two most frequently discussed possibilities were (1) the creation of a STEM college that would see the Natural Sciences (including Mathematics) joined with the departments of ETCS, and (2) the separation of COAS into a College of Natural Sciences (including Mathematics) and a College of Arts and Letters (including the Humanities and Social Sciences). In both cases, departments and faculty saw opportunities in these new structures, but also saw a great deal of risk; there was no guarantee that these new structures would be better than current structures, and there would be significant administrative, resource, and cultural challenges to implementing these changes.

#### *Interdisciplinary Programming*

The academic reorganization process also revealed that there is significant broad-based support for increasing interdisciplinary collaboration on campus, either through the development of new courses, new minor and certificate programs, new majors, or even the creation of new schools. Most departments and faculty agreed, however, that the pursuit of interdisciplinary collaboration on its own is not sufficient justification for implementing wholesale change to our college structures.

What also became clear from these discussions is that many people on campus see significant structural impediments that make the pursuit of interdisciplinary programming incredibly difficult. For example, program and department assessment metrics that prioritize number of majors are seen by many faculty as a disincentive to create interdisciplinary programs that would potentially reduce the number of majors in a participating department. The Faculty Leaders intend to sponsor a series of campus-wide conversations starting in Fall 2017 to more fully identify the perceived impediments to interdisciplinary collaboration on campus in order to work toward addressing as many of those impediments as possible.

#### **Academic Reorganization Proposal**

The Conference Committee endorses the following proposal for academic reorganization. Similar proposals were advanced at various stages in the academic reorganization process by Human Services and the current College of Education and Public Policy, and generated significant interest among the faculty and departments that would be affected by it, as well as among faculty more broadly. The Conference Committee proposes the creation of a new college that will include the following current departments and their respective programs:

- Educational Studies
- Hospitality and Tourism Management
- Human Services
- Professional Studies
- Public Policy

The departments and programs that will form the new college share similar missions related to education, leadership, service, and clinical practice, and there is a clear rationale (and structural examples at other universities) for forming a college with this focus.

This new college also presents an opportunity to create administrative efficiencies in the form of a Clinical Placement Office that can coordinate the clinical placement needs of all of the new college's departments. This Office can also potentially be utilized as a resource for departments such as Communication Sciences and Disorders (especially when their graduate program launches) and Music Therapy.

### *Recommendations*

Beyond the creation of the college and the identification of the current departments that should be placed in this college, the Conference Committee believes that most other decisions affecting the college should be left to the faculty and programs that will populate the college (with administrative and Senate approvals as currently required by university policy). This extends to the name of the new college, the administrative structure of the college, and the development of college governance documents. The Conference Committee proposes the following timeline for these college-level decision-making processes (with the understanding that this timeline is subject to change based upon a variety internal and external factors):

- As soon as reasonably possible—selection of a name
- By December 2017—determination of administrative structure, including the evaluation of the feasibility of creating a school of education, or reorganizing the current arrangement of programs housed in these departments, as recommended in various proposals submitted to the Conference Committee
- By April 2018—approval of college governance documents, promotion and tenure procedures and criteria, and other college-level policies

### **Additional Academic Reorganization Considerations**

In addition to the above proposal, several other academic reorganization initiatives are currently ongoing. These include efforts to:

- Merge the departments of Anthropology and Sociology;
- Merge the departments of Computer, Electrical, and Information Technology (CEIT) and Manufacturing and Construction Engineering Technology (MCET) into a proposed School of Polytechnic;
- Merge the departments of Fine Arts and Visual Communication and Design; and
- Incorporate the remaining faculty from the recently-closed Geosciences Department into a significantly reorganized and/or newly established department offering a program in Geological Engineering/Civil and Construction Engineering.

It is the expectation of the Conference Committee, the Senate, and the central administration, that the implementation of this academic reorganization proposal signifies the end point of current consideration of any large-scale academic reorganization efforts. Future proposals to engage in such reorganization should only proceed after full consideration is given by both the faculty and the administration.

The previous clause is not intended to prevent or discourage future conversations about department- and program-level development and change, including the creation of new disciplinary and interdisciplinary programs.

### **Conclusion**

This proposal is the culmination of a semester-long shared governance process that brought faculty, administrators, students, and staff from across the university together to create positive change that will benefit our students, faculty, departments, colleges, and the university as a whole. While it does not encompass a wholesale revision to the academic structure of the university, the proposal is a reflection of what the campus community sees as the academic structure that best prepares Purdue University Fort Wayne for short- and long-term success. The successful completion of this collaborative process speaks to the critical importance of shared governance at this university.

## **Appendices**

1. Senate Document SD-16-24
2. Department input into the academic reorganization process
3. Summary of campus-wide discussions on departmental missions and core values
4. Summary of campus-wide discussions on academic structures
5. Academic reorganization proposals submitted by campus groups
6. Ideas generated at Realignment meetings sponsored by Academic Affairs
7. Draft Proposal of the Academic Reorganization Conference Committee

MEMORANDUM

TO: Fort Wayne Senate

FROM: Kathy Pollock, Chair  
Executive Committee

DATE: January 31, 2017

SUBJ: Academic Reorganization Process

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WHEREAS, IPFW is currently going through a Realignment process to divide the campus into separate Indiana University and Purdue University operations; and

WHEREAS, The College of Health and Human Services will lose three departments (Dental Education, Medical Imaging, and Nursing) to the new IU operation, necessitating at least a minor reorganization to find new academic homes for the remaining two HHS departments (Hospitality and Tourism Management and Human Services); and

WHEREAS, Realignment affords IPFW and its faculty the opportunity to re-envision the university from the ground up, including the possibility for a new academic structure; and

WHEREAS, The reprogramming of student and academic information systems will be undertaken at significant expense as a result of Realignment, and these systems would have to be reprogrammed again at significant expense if reorganization is delayed to a future date; and

WHEREAS, The timeline for reprogramming student and academic systems, as well as the requirement that any new academic organization be approved by the Purdue University Board of Trustees, necessitates the completion of the academic reorganization process by June 2017; and

WHEREAS, Any academic reorganization process should be faculty driven and collaboratively undertaken with the administration;

BE IT RESOLVED, That the Fort Wayne Senate adopts the following procedure to facilitate the academic reorganization process.



## **Academic Reorganization Process Spring 2017**

1. Goal: Recommend an academic structure through a process that follows the principles of shared governance
2. Steering Committee
  - 2.1. The Executive Committee of the Senate shall be the steering committee of this process
  - 2.2. Duties of the Steering Committee: Administer the academic reorganization design process (e.g. refine the process and schedule, develop a communication strategy, schedule meetings, gather and disseminate information, monitor progress). Campus-wide meetings shall be facilitated by the Steering Committee.
3. Academic Structure Design Process
  - 3.1. It should not be necessary to start from scratch. The information in Plan 2020 and the information in program USAP reports may prove helpful, but programs/departments should not feel bound by this information.
  - 3.2. Programs/Departments shall be asked to:
    - 3.2.1. Define their core values and mission
    - 3.2.2. Define what they are, could be, should be
    - 3.2.3. Identify programs/departments with which they might partner and programs/departments with which they might be grouped to create a college
    - 3.2.4. Think of the conventional and the unusual when identifying partners and groupings
  - 3.3. Information from programs/departments must be submitted to the Steering Committee by February 24<sup>th</sup>.
  - 3.4. Central administration shall provide decision-making criteria (e.g. number of colleges, number of administrative FTE) by February 17<sup>th</sup>.
  - 3.5. Information from January 5<sup>th</sup> OAA sponsored meeting at the Alumni Center, programs/departments, and decision-making criteria from the central administration must be shared with campus at least one week before campus-wide meetings
  - 3.6. Three campus-wide meetings to discuss IPFW's core values and mission to be completed by March 3<sup>rd</sup>. These meetings are open to the entire campus community. IPSGA, APSAC, and CSSAC shall be invited to sponsor other meetings and/or to submit comments and recommendations.
  - 3.7. Summary of the campus-wide meetings about the core values and mission of IPFW shall be disseminated by March 13<sup>th</sup>.
  - 3.8. Three campus-wide brainstorming sessions about the academic structure of IPFW by March 24<sup>th</sup>. These meetings are open to the entire campus community. IPSGA, APSAC, and CSSAC shall be invited to sponsor other meetings and/or to submit comments and recommendations.
  - 3.9. Summary of the campus-wide brainstorming sessions shall be disseminated by March 31<sup>st</sup>.
  - 3.10. Campus organizations (e.g. departments, colleges, IPSGA, APSAC, CSSAC, Deans Council, senate governance committees) may submit proposals for academic reorganization by April 7<sup>th</sup>.
  - 3.11. Conference Committee

3.11.1. Membership: Chancellor, Vice Chancellor for Academic Affairs and Enrollment Management; one (1) member of the Deans Council, one (1) representative of APSAC, one (1) member of CSSAC, Presiding Officer; Speaker of the Purdue University Faculty; Speaker of the Indiana University Faculty; chairs or representatives of the Educational Policy Committee, Executive Committee; Faculty Affairs Committee, Student Affairs Committee, and University Resource Policy Committee

3.11.2. Duties

3.11.2.1. Discuss findings of the department/program meetings and the campus-wide public meetings

3.11.2.2. Discuss submitted proposals

3.11.2.3. Develop a single proposal

3.11.2.4. Hold three campus-wide meetings to discuss the proposal

3.11.2.5. Revise the proposal based on campus-wide meetings if necessary

3.11.2.6. A proposal receiving a majority of votes from the Conference Committee shall be delivered to the Senate by April 28<sup>th</sup>

3.12. The Senate shall recommend an academic structure by May 5<sup>th</sup>.

## **Departmental Feedback on Mission and Core Values, Interdisciplinary Opportunities, and Academic Organization**

as of Thursday, March 16 at 4:30pm

### **Department Reports for:**

- Accounting and Finance
- Anthropology
- Biology
- Chemistry
- Communication
- Communication Sciences and Disorders
- Computer, Electrical, and Information Technology
- Computer Science
- Educational Studies
- English and Linguistics
- Fine Arts
- General Studies
- History
- Human Services
- International Language and Culture Studies
- Manufacturing and Construction Engineering Technology
- Mathematical Sciences
- Music
- Organizational Leadership
- Philosophy
- Physics
- Political Science
- Psychology
- Public Policy
- Sociology
- Theatre
- Visual Communication and Design

### **Centers of Excellence Reports for:**

- Center of Excellence in Systems Engineering and Wireless Technology Center

### **College Reports for:**

- College of Visual and Performing Arts
- Helmke Library

This document will be updated as additional reports are submitted.

## **Accounting and Finance**

**Date: February 23, 2017**

**To: Jeff Malanson and The Steering Committee of the Academic Reorganization Process**

**From: Janet Papiernik, Chair, Department of Accounting and Finance, Doermer School of Business**

### **Define the core values and mission of your program**

Our mission is to facilitate the academic and professional success of our students through excellence in teaching, intellectual contributions, and service to our constituents.

### **What does the future look like for your students and your program?**

We have approximately 50 graduates from the Accounting & Finance program per year, including students awarded the PBA Certificate in Accounting. Our program currently does not graduate enough students to meet the needs of Northeast Indiana. Accounting needs have increased each year, and the demand is projected to grow quite substantially. Our students' success in passing the CPA exam for first-time takers at medium-sized schools for 2016 placed 38<sup>th</sup> nationally, and 13% overall. The number of students that passed successfully was 32. Although this result is excellent, we need more students that can succeed.

Fort Wayne has one of the highest bank and credit union per capita in the country. We offer a Banking Management Certificate Program as part of our finance program, of which approximately 15 students will achieve per year. The demand for bank employees, especially in the credit analyst position is far higher than the skilled workers that we can provide.

### **What types of skills do we want students to develop? What kinds of courses, beyond those in the program, do you want them to take? What kinds of interdisciplinary partnerships would be most beneficial or attractive to your students?**

Beyond the knowledge acquisition needed to function as an accountant or financial analyst or banker, technological skills are a high priority. Students not only need to understand Excel, they need to be able to manipulate the data at a high level. Other technology-based courses or an interdisciplinary partnership with Computer Information Systems would provide a clear advantage to our students. Some of our students will obtain a minor in CIS, however, because the Business program is so different than programs in Engineering, it is difficult, and sometimes impossible for students to be able to take and complete courses in both programs.

### **How can the university help your program grow? What existing programs do you think could be serving in ways that we're currently not?**

The university could help our program to grow by advertising that the DSB is an AACSB accredited school and broadcast or showcase how successful our accounting and finance students are. Social media needs to be used as well to network our students with alumni to provide support and mentorship. The community should be solicited to provide financial support as the faculty strives to keep current with faculty development.

Also necessary in supporting our program in the long-term is to continue to attract new faculty hires in accounting to replace the several members who are very close to retirement. Several (approximately one-half) of the faculty in accounting will be retiring in the next five years. Consequently, having a plan in place to replace these professors is vital to the continuing success of our program.

## **Anthropology**

### **Mission**

It is the mission of the Department of Anthropology to provide high quality courses in the four traditional subfields of anthropology, cultural anthropology, archaeology, biological anthropology, and linguistics, in support of the general education of IPFW students and to satisfy requirements leading to either a minor or a Bachelor of Arts in anthropology. By extension, given the near universal non-western focus of our courses, our entire curriculum provides an interdisciplinary and internationalization foundation for IPFW students and thereby explicitly supports IPFW's Strategic Plan 2014-2020.

### **Core Values**

The knowledge, skills and abilities students gain from our curriculum prepares them for an increasingly globalized, diverse and challenging professional work environment where the ability to understand and transcend cultural boundaries and to think critically are essential and rewarded. Further, our curriculum prepares students for graduate education in both academic and professional fields. We strive to foster student participation in high-impact instructional practices and advising interventions, support the development of activities and experiences that lead to understanding of diverse cultures and the broad array of human differences, and promote programs featuring international and interdisciplinary curricula and co-curricular programs. Because of the interdisciplinary nature of our discipline, we strive to prepare our majors for a broad array of careers and graduate school opportunities rather than for a single profession.

Our faculty conduct internationally recognized research in their fields of specialty and disseminate their results to the academic community, to the students and faculty at IPFW, and to the citizens of the region served by the university. Our program's faculty are recognized for their regional community service and also render expert service to the profession of anthropology, the university, and the people in the region and beyond served by the university.

### **Future directions and collaborations**

Given the Department of Anthropology's interdisciplinary nature, there are a number of natural collaborative possibilities with other COAS programs, including Sociology, ILCS, Political Science, WOST, PACS, and Psychology. We feel that both our faculty and curricula most naturally fit within the current structure of the College of Arts and Sciences.

## **Biology**

RE: Input to Reorganization discussion

A committee of five faculty members met to discuss possible academic reorganization on two occasions and this was followed by a final discussion in a faculty meeting.

### *Mission Statement*

The Department of Biology is committed to offering high quality undergraduate and graduate educational opportunities that foster current knowledge and methodology in the life sciences. The Department of Biology provides a diverse array of courses for majors and for the general student body of the University. The faculty work diligently to develop in students important skills for critical thinking, analytical reasoning, and effective communication. They engage students in original research, and encourage free and open inquiry. The Bachelor's and Master's degrees provide students with the education and training needed to enhance their career opportunities, or to pursue further graduate studies. Faculty engage in and publish on original research and other creative endeavors, and serve as a resource of expertise in the biological sciences for local and regional communities.

### *Core Values*

Biological Knowledge - Promotion of understanding core principles of evolution, organismal diversity, ecology, biological structure, biological function, molecular biology, and genetics.

Scientific Investigation – Teach and conduct research that exemplifies:

- The location and critical evaluation of scientific information to develop relevant questions and hypotheses, interpret the results of investigation, and synthesize and apply new and existing knowledge
- The design of studies to test biological hypotheses using laboratory, field, or computational methods that meet professional ethical standards
- Effective communication of the results of scientific research in verbal and written form

Application of Biological Knowledge - Promotion of biological knowledge to human health and welfare in local, national and international communities

Inclusivity – Create a learning environment that promotes free and open inquiry for all individuals regardless of culture, background, or experience

### *Restructuring Discussion*

Various possibilities for Biology were discussed. These included staying with current College of Arts and Sciences structure or restructuring into a College of Natural Sciences, College of Natural and Social Sciences, College of Science and Engineering. Overall most of us were comfortable with the current structure but were also not opposed to reorganizing into a new college. The idea of combining with Engineering was the least favored option. Regardless of structure, Biology faculty wish to retain a liberal arts approach within the undergraduate curriculum.



*Program Ideas*

We discussed the possibility of adding interdisciplinary programs in Environmental Science (perhaps including Biology, Engineering, and Public Policy) and Biomedicine.

## **Chemistry**

### **DEPARTMENT OF CHEMISTRY**

#### **MISSION STATEMENT**

The IPFW Department of Chemistry engages its students with the body of knowledge that is the modern Chemical Sciences, encouraging them to become both critical thinkers and participatory members of the local, national, and global society. This engagement fundamentally rests on the scholarly vitality of the department's faculty as teachers, as mentors and advisers, as researchers, as participants in our local community, and as members of a world-wide scientific community. In addition to guiding and challenging a range of students – chemistry majors, students satisfying General Education requirements, and students for whom Chemistry is an important supporting discipline – to optimize their critical thinking skills, the course of study in the Department of Chemistry also forms the foundation for a career as a chemical professional and for advanced study in both graduate and professional schools.

#### **CORE VALUES**

- Critical Thinking
- Quality Teaching
- Undergraduate Research

#### **ONE FUTURE DIRECTION**

The Chemistry Department has submitted a proposal for a new B.S. in Biochemistry degree program. By its very nature, with emphases on both Chemistry and Biology courses, the degree program can be considered interdisciplinary. The new program is needed (i) to increase the number of graduates who enter healthcare/life sciences sectors of the economy and who are at the forefront of the field of biochemistry and (ii) to increase the visibility of the department and the university as having offerings that underpin one of the most vibrant sectors of the regional economy.

## Communication Responses to Senate Academic Reorganization

by

Steven Alan Carr

Professor and Interim Chair of Communication

4 Mar 2017

### **Communication Department Mission and Background**

The mission of the department is available on the landing page of our website ([ipfw.edu/communication](http://ipfw.edu/communication)):

The IPFW Department of Communication strives to prepare undergraduate and graduate students to be critically engaged citizens. Our program of study develops students' theoretical, technological, and rhetorical skills needed to achieve their professional and personal goals. Moreover, the interdisciplinary nature of our department reflects the complexity of a world facing challenges best addressed by skilled communicators.

To accomplish our mission, faculty in the Department of Communication work to:

- Develop and deliver high quality instruction;
- Maintain and present exceptional programs of research and creative endeavor;
- Serve and inspire our profession, university, and community by sharing our expertise and scholarship

The department, like others in COAS, provides service courses for other majors and minors, including programs and concentrations, and general education requirements. In addition to housing the second or third largest graduate program in COAS, COM serves students in four tracks within the undergraduate major: Interpersonal and Organizational, Media and Culture, Multimedia Newsgathering and Reporting, and Rhetoric and Public Advocacy. We offer minors in Communication Studies, Journalism, Media Production, and Public Relations. Finally, the department administers the COAS interdisciplinary Film and Media Studies minor on behalf of the College.

### **Communication and Interdisciplinarity**

One should stress that the discipline of Communication itself is inherently interdisciplinary, already drawing upon the fields of Anthropology; Fine and Performing Arts; Languages, Linguistics, and Literary Theory; History; Law; Organizational Leadership; Philosophy; Political Science; Psychology; Public Policy; Rhetoric; Sociology; Women's Studies – to name just a few. Some have argued whether Communication exists as a discipline at all, or if it is simply an amalgam of approaches and methods from other disciplines.

While there is little point in revisiting fruitless and unresolvable debates, the inherent interdisciplinarity of our field highlights the somewhat arbitrary organizational distinctions and silos that exist, often in spite of what is actually taking place on the ground. Here, I would point to ongoing explorations and collaborations Communication already is pursuing, regardless of any college-level restructuring that would or would not take place. Some of these opportunities include Communication faculty serving as affiliated faculty and teaching classes for Women's Studies. The same is true for International Studies. COM faculty have reached out to other departments and colleges to develop joint initiatives, pool resources, and augment educational opportunities. In addition, we currently are in discussions to absorb members of International Language and Culture Studies who were displaced by central administration's recent elimination of their major.

While most of these activities would occur, regardless of formal university retrenchment of academic programs, the quality of such reorganization and restructuring is only as good as the context within which such activities occur. Consideration of whether to perform additional restructuring – beyond the unilateral and centralized retrenchment that has already occurred – certainly is better if that consideration genuinely comes from and is driven by faculty. Yet even here, a shared governance approach to this consideration must fully address all underlying factors inhibiting our ability to fully weigh what is best for the college and university. Interdisciplinarity will happen all on its own, as evidenced by our own field. But it nonetheless is fragile and requires support, encouragement, and nurturing in order for it to take

root in meaningful ways. The perfect administrative restructuring, if there is such a thing, will still fall short if the campus is unwilling or unable to confront systemic problems that exist unrelated to restructuring but that nonetheless have a bearing on restructuring, such as broken trust, diminished morale, and damaged collaboration.

### **Suggestions for the Future**

As History already noted in their document, COAS can foster interdisciplinarity by implementing recommendations of the COAS Working Group, such as requiring a 100-level course for all COAS majors that would introduce the principles of a liberal education. In addition, the National Communication Association (NCA), the premier professional and scholarly organization for our field, has emphasized the importance of internationalizing the curriculum. The organization has specifically called for universities to teach "U.S. students to speak, read, and understand various foreign languages." In addition, NCA has stated that college students "must see that... fluency [in multiple languages] has an application" to their degrees (natcom.org). The COAS Working Group recommendations for a two-year language requirement are consistent with the NCA's findings on language fluency as a key part of internationalizing the curriculum.

Such measures, along with faculty-driven consideration of restructuring, will only have limited impact if this campus is unwilling or unable to fully address the unilateral and campus-wide retrenchment that occurred last year, and that violated core principles of shared governance. If there is to be serious consideration of a second round of restructuring - this time meaningful, driven by the faculty and inclusive of faculty perspectives and expertise - then that consideration must first address the broken trust, diminished morale, and damaged spirit of collaboration that occurred because of last year's retrenchment.

To that end, I would recommend that before any subsequent discussion of further restructuring take place, central administration first make a good faith effort to repair the damage caused by their unilateral actions taken last year. While there are a number of proactive strategies an administration could pursue, one might start with a statement from this administration upholding the core values of shared governance, and pledging from this point forward to work with the faculty and other stakeholders to ensure that the highest standards of collaboration and mutual effort take place, in accordance with the American Association for University Professors 1966 "Statement on Government of Colleges and Universities." Then, I would recommend a series of Town Hall-style meetings over the course of the semester, with both central administrators and faculty, to discuss the ways in which actions taken last year violated trust, diminished morale, and damaged a spirit of mutual collaboration. Finally, I would recommend that faculty leaders and central administration draft a joint statement enumerating this damage, and then draw up a set of proactive steps both administration and faculty plan to take to repair it.

Only after there is meaningful and collaborative effort to repair this damage, can the campus then move toward sincere consideration of whether or not to conduct further restructuring at the college level.

## **Communication Sciences and Disorders**

Departments were asked to submit information that might be relevant to the initial discussions about potential reorganization of the college structure. Below is the information CSD believes is most important to us regarding these conversations. As available, CSD faculty will attend the future senate led discussions to continue to add input as the possibilities become more refined.

In CSD we believe we would have useful interactions at a college level with other departments that focused on understanding human behavior and using that knowledge to improve the lives of others. A term to sum it up would be that we are “people centered.”

Other units that, from our perspective, we might work well with in the same college include:

Human services

Psychology

Sociology

Gerontology

Counseling

Education

Linguistics (including the TENL certificate)

Music therapy

As you can see, we identified departments and also programs within departments since the task was to ignore any current boundaries or divisions.

Also, while we do feel that we have many links to education, within our field we are equally focused on communication disorders in children and adults. So, if grouped with education in some way, it would be very important for us to retain our identity as also involved with communication disorders in adults. Because the accreditation standards for education programs are significant and could potential become the primary focus of any college that housed education programs, we strongly feel that if grouped with education we would not want the name of the college to be “College of Education and . . .” with some term used to just lump the “other” departments.

## Computer, Electrical, and Information Technology

### Academic Restructure Information

## Computer, Electrical, and Information Technology Department

### **CEIT Mission**

The mission of the department is to offer high-quality undergraduate, graduate, and certificate programs in the areas of EET, CPET and IT. These programs meet regional needs and include credit and noncredit education in areas related to electrical, computer, and information technology. The department seeks to advance and share technical knowledge through teaching and creative endeavors, and to work with regional industries to develop and increase technically knowledgeable human resources.

### **Core Values**

The Engineering Technology Department's core values are:

- Professionalism
- Respect
- Teamwork
- Technical Competency
- Integrity
- Ethics (work, personal, and professional)
- Relevance
- Creativity and Innovation
- Social & Personal Responsibility
- Global Awareness

### **Academic Organizational Structure**

In the fall of 2016, the Purdue Board of Trustees issued a statement requiring a merger into a single unit of the Computer, Electrical, and Information Technology Department (CEIT) and the Manufacturing and Construction Engineering Technology Department (MCET) to become effective on July 1, 2017.

The CEIT and MCET departments offer applied Engineering and Technology (ET) programs. The focus of ET programs is on the application, design, implementation and

practice of technology. The traditional Engineering or Computer Science programs typical have a heavier focus on mathematics, science and theory.

The current structure of the technology programs, residing together within a college that contains Engineering and Computer Science programs, makes sense. The departments have a logical synergy between programs, share laboratories, and collaborate effectively.

### **Program Educational Objectives**

#### **EET A.S. Program Educational Objectives**

- Demonstrate fundamental and emerging mathematical, scientific, engineering, and technical skills necessary to function as an electrical, electronic, computer, or engineering technician.
- Demonstrate knowledge, skills, and techniques in the building, testing, operation, and maintenance of electronic/computer systems.
- Demonstrate continuous learning, either on-the-job or in a B.S. degree program.
- Demonstrate communications skills necessary to function effectively as a member of an engineering team.
- Demonstrate an awareness of the social, ethical, and global impact of their work upon the profession and society.

#### **EET B.S. Program Educational Objectives**

- Demonstrate the knowledge and ability to function as a member of a technical staff who can use current industrial practices and design procedures for development, implementation, and project management of electrical/electronic(s) and/or computer-based software and systems.
- Demonstrate readiness for career advancement, promotion, and mobility.
- Demonstrate continuous learning, either on-the-job or in graduate school.
- Demonstrate the ability to function as a contributing member of society and the profession.
- Demonstrate effective teamwork skills and recognize ethical responsibilities.

#### **CPET B.S. Program Educational Objectives**

- Demonstrate the knowledge and ability to function as a member of a technical staff who can use current industrial practices and design procedures for development, implementation, and project management of computer-based software and systems or electrical/electronic(s) hardware and software

- Demonstrate readiness for career advancement, promotion, and mobility.
- Demonstrate continuous learning, either on-the-job or in graduate school.
- Demonstrate the ability to function as a contributing member of society and the profession.
- Demonstrate effective teamwork skills and recognize ethical responsibilities.

#### ITC B.S. Program Educational Objectives

- 1.To be a working Information Technology (IT) professional with core competencies that can be used on multi-disciplinary projects
- 2.To understand the importance of relationship building within the IT industry
- 3.To understand the need for lifelong learning in the exploration and journey in IT
- 4.To understand, evaluate and practice ethical behavior within the IT industry
- 5.To be change agents in the IT industry

#### **CEIT Department - USAP Goals 2016**

- 1.) Maintain TAC/ABET accreditation of Electrical Engineering Technology (EET) and Computer Engineering programs. [In Progress]
  - a. IAC Meetings
  - b. Assessing Courses
  - c. Purchasing of Equipment
- 2.) Achieve initial ABET accreditation for the Information Technology Program.
  - a. IAC Meeting
  - b. Establishment of Objectives and Outcomes
  - c. Hiring of Tenure Track Faculty Assistant Professor and Clinical Assistant Professor.
- 3.) Develop and strengthen opportunities for student success.
  - a. The implementation of a college level tutoring center that ET students can visit.
  - b. The purchasing of a complete laboratory of new electronic test equipment.
  - c. Big Event/Guest Speakers/Co-Op
- 4.) Create a minor in Information Technology
  - a. Industry demand
- 5.) Create a minor in Mechatronics.



- a. "Manufacturing is the region's number one employer. Manufacturing is the number one job placement industry for those working in engineering occupations." – Demand Report
- b. Legislative Agency Report on the Role and Governance of IPFW by them expressing "Recommendation #8 commits Purdue West Lafayette to collaborate with IPFW and industry in Northeast Indiana in advanced manufacturing."

## Computer Science

### Memorandum For Academic Reorganization

To: Jeffrey Malanson, Presiding Officer  
The IPFW Faculty Senate

Cc: Carl Drummond, Vice Chancellor  
Office of Academic Affairs  
Manoochehr Zoghi, Dean  
College of Engineering, Technology, and Computer Science

From: Beomjin Kim, Chair  
Department of Computer Science

Subject: Responses to the IPFW Senate Request for Academic Reorganization

Date: February 23, 2017

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In order to respond to the request of the IPFW Faculty Senate associated with academic reorganization, the Department of Computer Science (CS) had a special meeting on February 10, 2017. This memo is prepared by the CS faculty members based on discussion at the special meeting.

#### A. General Information

The Department of Computer Science offers degree programs that prepare graduates for careers in Computer Science, Information Systems, and Software Engineering. We offer five degree programs, both BS and BA degrees with a major in Computer Science, BS in Information Systems (IS), AS in Information Systems, and MS in Applied Computer Science (ACS) through the College of Engineering, Technology, and Computer Science (ETCS). In Fall 2016, *the CS Department has 363 majors: 253 CS majors, 80 IS majors, and 30 ACS majors.* The students are supported by 11 full-time faculty members including two vacancy positions from Fall 2016, and two continuing lecturers.

#### B. Mission of the CS Department

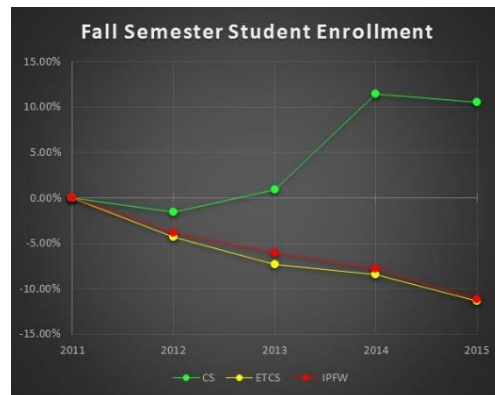
The Department strives to offer students excellent instruction and educational opportunities in Computer Science. It endeavors to provide its students a durable *technical foundation in an environment of rapid technical change*, to enable and promote their *professional growth through contact with the best professional practice*, and to *play a role of resource and technical leadership in the regional communities.*

#### C. Core Values of the CS Department

The CS Department offers high quality programs in computing technology and information systems, produces graduates having skills needed in the greater northeast Indiana region and beyond, promotes professional growth of students through scholarly activities, provides collaborative learning environment among constituencies, and encourages community engagement through their participation in local and national computing organizations and outreach activities. The items below list selected core values of the CS Department to IPFW and the community.

- 1) **Offer highly demanded programs:** The number of CS and IS majors has been continually increasing for the past couple of years. As presented below, *although the IPFW and ETCS enrollment has decreased, the CS Department has maintained stable, or shown improvement in, enrollment.*

| Fall Enrollment Data (Students) |          |            |            |
|---------------------------------|----------|------------|------------|
|                                 | CS Total | ETCS Total | IPFW Total |
| 2015                            | 346      | 1,681      | 12,719     |
| 2014                            | 349      | 1,736      | 13,214     |
| 2013                            | 316      | 1,757      | 13,459     |
| 2012                            | 308      | 1,814      | 13,771     |
| 2011                            | 313      | 1,896      | 14,326     |



- 2) **Produce graduates to greatly needed areas:** The CS Department provides graduates to highly demanded fields such as software development, data processing and analysis, inventing innovative computing technology, IT support, and applying computing technology to solve problems in business, science, finance, medicine, entertainment, etc. A news article dated February 16, 2017 by the Education Advisory Board wrote about “The top 10 jobs employers can’t seem to fill.” *Three CS/IS related jobs are listed among the top 10 most difficult jobs to fill this year.*

| Ranking                         | Annual median salaries | Growth outlooks |
|---------------------------------|------------------------|-----------------|
| 1. Data Scientist               | \$128,240              | 16%             |
| 5. Information Security Analyst | \$90,120               | 18%             |
| 9. Software Engineer            | \$100,690              | 17%             |

- 3) **High quality education:** The CS Department delivers high quality education to students with a durable foundation of computing skills to address a constantly evolving technical environment and promote their professional growth through the application of industry-recognized best practices.
- *The CS program is accredited from the 2003-2004 accreditation cycle by the Computing Accreditation Commission of ABET (Accreditation Board for Engineering and Technology).*
  - *The CS students are hired by major IT companies including Google, AutoDesk, MathWorks, Medical Protective, Raytheon, Harris, Lincoln Financial Group, General Dynamics, Steel Dynamics, Naval Sea Systems Command-CRANE, Zimmer-Biomet, etc.*
  - *The CS students received admission from tier one research universities with scholarships, including Northwestern U, U of Wisconsin – Madison, U of Virginia, PUWL, IUB, Savannah College of Art and Design, etc.*
  - *Based on the “First Destination Survey – Class of 2015,” the CS Department is the only department in ETCS that showed a student employment rate, including graduates who attended other educational programs, higher than 90%. The ETCS average was 83%. The same employment data of CS graduates that was collected by the CS Department is about 100%.*

- 4) **Vigorous faculty activities on research:** During the 2016 calendar year, as a PI and Co-PI, *the CS faculty members were awarded in the total amount of over \$1M external funding* from NSF, Air Force Office of Scientific Research, Indiana Next Generation Manufacturing Competitiveness Center, Parkview Health System, etc. In addition, grant proposals requested in the total amount of *about \$2M are in review* by NSF, Air Force, and local industry. In the past two academic years, the CS faculty published more than 15 research articles in journals, book chapters, or high quality conferences.
  
- 5) **Provide broad and specialized programs:** The CS Department provides educational opportunities in learning computer technology and skillsets to a broad range of IPFW students. We offer two *high enrollment General Education courses; several introductory programming courses to Engineering, Science, Business, and other majors; and CS and IS Minors* to students from ETCS, COAS, and the Doermer School of Business.
  
- 6) **Community services:** The CS Department has engaged in and shared expertise in computing with the community.
  - *Offer dual-credits courses to seven regional high schools.*
  - *Host High School Programming Challenge and Problem Solving Competition, the “Adventures in Computing for Teens” summer camp.*
  - *Deliver presentations at Sci-Tec Academy and Science Central day.*
  - *Serve as a faculty fellow for portal to the public at Science Central.*
  - *Introduce two research facilities, Information Analytics and Visualization Center and Analogical Constructivism and Reasoning Lab (ACoRL) to students and guests from the community who attended various types of IPFW and college recruiting events.*
  
- 7) **Close collaboration with local industry:** The CS Department maintains close partnerships with local industry and business to fulfill diverse technical and training needs. The CS Department has a professional advisory board consisting of 20 members from local industry. The faculty carried out funded projects and provided consulting to local industries, including Bowmar LLC., Parkview Health System, McCoy Bolt Works, Inc, Hightech Signs, etc. For the past three years, *about 80% of CS senior capstone projects have been partnered with local industry.* The remaining capstone projects were research oriented projects sponsored by the CS faculty members. Students have participated in intern and co-op programs at many companies around NE Indiana.
  
- 8) **Two mutually supportive programs in a Department:** The CS Department offers two programs, CS and IS, which mutually support each other. The current trends in the computer field demands professionals who have software development skills and data science to apply that knowledge to broad subject areas. *The CS Department offers courses that are cross-listed between CS and IS programs.* This provides both majors to experience *broad subjects in two closely related fields* that are expected in modern computing professions. In addition, the cross-listing courses assist the CS department to cover required courses that have experienced a shortage of faculty members from Fall 2016.

Although there are strong similarities between the CS and IS programs, both programs require different mathematic skills. Thus, quite a few students who are experiencing difficulties in completing advanced mathematic courses transfer to the other program in the same department. *A close partnership between IS and CS faculty members makes it possible to provide seamless advising to students.* It has significantly *contributed to the retention of students* who completed computing related programs at IPFW.

**D. Vision / Goals of the CS Department**

As part of the preparation for the USAP report in Spring 2016, the CS Department set five unit goals that are listed below at items 2 – 7. In order to exploit upcoming academic reorganization positively, the CS Department defined a new goal at the special department meeting on February 10, 2017.

- 1) **Newly established department goal:** In addition to existing concentration areas of CS programs (Software Engineering and Computer Programming), the CS Department defines *three additional concentration areas*, 1) *Data Science / Informatics*, 2) *Internet of Things / Human Computer Interaction / Artificial Intelligence*, 3) *Cybersecurity* that we will put our effort into in the next several years. These are rapidly growing and highly demanded areas. The local industry also have expressed demands for these skills at the 2016 Professional Advisory Board Meeting. To generate synergy effects among existing faculty members, *the CS Department created focus groups* based on their expertise who can supportively work on the similar subject areas.

| Concentration Area   | Collaborating Faculty   |
|--|---|
| Data Science (Business data analytics, Data mining, Visualization) / Informatics | Jin Soung Yoo, Adolfo Coronado, Beomjin Kim                             |
| Internet of Things, Artificial Intelligence, Human Computer Interaction          | David Liu, John Licato, Aleshia Hayes, Zesheng Chen                     |
| Cybersecurity  | Zesheng Chen, Matt Parker, David Liu, New faculty #1                    |
| Software Engineering   | New faculty #2, Zesheng Chen  |
| Computer Programming   | George Petruska, Peter Ng, Matt Parker, Jacques Chansavang, Beomjin Kim |

- 2) **Improving employment rate:** Maintain the employment rate, including the graduates placed in graduate school within one year of graduation, consistently higher than the rate of the college of ETCS.

For achieving this goal, the CS Department has

- Enhanced relationships with Professional Advisory Board members and local industry partners.
- Endeavored to expand intern and co-op programs.

- 3) **Increase the retention rate:** Increase the retention rate of core sequence courses and graduation rates by 10% in five years.

For achieving this goal, the CS Department has

- *Started a peer-mentoring program, named CS Scholar Chats.* This is weekly group study sessions among students in the same CS and Math classes that is administered by a motivated CS upperclassman.
- Submitted a NSF grant proposal with two collaborating universities for studying pedagogical methodologies that will assist students in introductory computer programming classes, which show fairly low success rates.

- 4) **Promote collaborative learning activities:** Promote collaborative learning activities among students, faculty, and local industry and community partners.

For achieving this goal, the CS Department has

- Expanded opportunities to students to participate in faculty research or projects. For example, at a time, up to 24 students in multiple disciplines worked at the ACoRL, which is a research lab at the CS Department.
- Enhanced partnership with regional industry through senior capstone projects.
- Created collaborative research teams among the CS faculty members. Reference above goal #1.

- 5) **Improve the quality and areas of concentration:** Improve the quality, areas of concentration, and degree programs by incorporating current trends in computing technology and information systems.

For achieving this goal, the CS Department has

- Modernized IS and CS curricula and will develop new concentration areas that reflected needs from local industry.
- Discussed with the IPFW Doermer School of Business to develop 5-year combined program for dual degrees: BS in IS and MBA.

- 6) **Improve graduate program:** Improve retention, number of graduate students, and the quality of graduate program.

For achieving this goal, the CS Department has

- Proposed a 5-year combined program for dual degrees: BS in CS and MS in ACS.
- Offered new courses that are aligned with regional demands of the computing industry and promotes research activities of graduate students.

**E. Possible Interdisciplinary Collaborations for the Advancement of CS Programs**

The CS Department identifies that the following interdisciplinary collaborations can possibly be beneficial for students and IPFW.

| <b>Concentration Area</b>  | <b>Interdisciplinary Collaborations</b>  |
|--|--|
| Data Science (Business data analytics, Data mining, Visualization) / Informatics | Information Systems, School of Business, Mathematics   |
| Internet of Things, Artificial Intelligence, Human Computer Interaction          | Computer Engineering, Information Technology, Mechanical Engineering, Philosophy, Psychology |
| Cybersecurity  | Information Technology, Mathematics  |
| Software Engineering   | Computer Engineering   |
| Computer Programming   | Information Systems  |

**F. Required Resources for the Advancement of CS Programs**

- 1) **New faculty members having expertise:** Two junior faculty members left from the IPFW CS Department to other universities after Spring 2016. Those faculty members have specialties in Software Engineering and Cybersecurity, which are two concentration areas out of five that the CS Department identified as the most demanded areas. Hiring two faculty members having

expertise in these subjects is essential to fulfill our mission and produce outcomes to the level that we set.

- 2) **Space for tutoring and scholarly activities:** The CS Department needs spaces for tutoring, launching startup and incubators programs, and scholarly activities among students and faculty.

## **Educational Studies**

### **Brainstormed Mission/Values of February Department Meeting**

The Department of Educational Studies took time during our February department meeting to do some vision work on the future of our programs. Notes on what emerged are below:

- Experiences in the community and in classrooms from the very first course in the program.
- Partnerships with schools/districts allowing us to integrate field-based experiences more deeply with course curricula.
- Collaboration with COAS toward better integration of general education and content-area methods coursework.
- Accessibility of our programs to students who are working and have time-intensive home responsibilities.
- Furthering the democratic ideal by nurturing critical awareness in our students.
- Engagement with local and global community through public pedagogy.
- Preserving the commons: public, human spaces and resources, while ...
- Appropriating the models that have proven sustainable in a market-based educational climate:
- Flexible, versatile, accessible programs that appeal to consumers and resonate with human impulse to do public good.

### **Officially Adopted Mission and Core Values**

What follows are the official mission and conceptual framework for the Department of Educational Studies and the education units of the College of Education and Public Policy:

**DES Mission Statement:** DES Faculty and staff mentor all students in the transformation to high-quality, professional educators.

#### **Mission & Conceptual Framework**

The **Mission of the IPFW School of Education** (SOE; adopted January 10, 1996) is “To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

1. becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
  2. improving the human condition by creating positive learning environments;
  3. becoming change agents by demonstrating reflective professional practice;
  4. solving client problems through clear, creative analyses;
  5. assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research;
- and



6. utilizing interdisciplinary scholarship, demonstrating technological, and critical literacies, and effectively communicating with all stakeholders.”

Specifically, the departments [of Educational Studies and Professional Studies] strive to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. We define those concepts as:

## **Transformative Scholar-Practitioners**

### **Habits of Mind**

### **Advocacy**

### **Democracy and Community**

**Transformative Scholar-Practitioners** are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity.

#### ***Democracy and Community:***

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice which demonstrates their respect for and valuing of our multicultural, multilingual, and multi-abled society. Through this they work towards developing communities that are more cognizant of and compassionate toward democratic encounters over moral, cultural, social, political and economic differences. *Consequently, the departments support transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.*

#### ***Habits of Mind:***

Transformative scholar-practitioners develop more powerful cognition and action through their strong knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of minds such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning. *Consequently, the departments foster transformative scholar-practitioners who integrate critical habits of the mind in all aspects of their professional work.*

#### ***Advocacy:***

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice. *Consequently, the departments facilitate transformative scholar-practitioners' development as professional and community advocates.* (08.17.10)

## **English and Linguistics**

### Core Values/Mission/Interdisciplinary Collaborations

Our stated mission statement: The IPFW Department of English and Linguistics undergraduate and graduate programs – with concentrations in literature, creative and professional writing, linguistics, film and folklore -- support the mission of the institution: to promote through its general education and major-intensive courses the critical thinking and writing skills of its students; to advance and share knowledge through research and creative endeavor, and to work with the community to develop intellectual, cultural, economic, and human resources.

Our Core Values: Our core values are reflected in the baccalaureate framework with its emphasis on a liberal arts education whose goal is to promote critical thinkers and writers who have a breadth of knowledge and curiosity to explore all forms of knowledge. Our department, by its own organizational nature, is interdisciplinary: writing, literature, linguistics, film, folklore, and philosophy all form branches that give us definition and value. We are by nature, thus, collaborative and plan to enhance our working relationship with Communication, Education, and WOST, to name just a few. Again, the structure of our department always encourages collaboration.

# RESTRUCTURING PROCESS PROPOSAL

## DEPARTMENT OF FINE ARTS

February 22, 2017

**The mission statement, addressed to prospective students as it appears on our website currently:**

### **Department of Fine Arts: Core Values and Mission:**

The Department of Fine Arts is a vibrant department of active art professionals housed in a well-equipped 20-year-old facility. The faculty enjoys collaborative relationships with the Fort Wayne Museum of Art, numerous galleries, and a variety of other art organizations. Department of Fine Arts students at IPFW benefits from studying with artistically active faculty who exhibit and research regionally, nationally, and internationally. The Department of Fine Arts is accredited by the National Association of Schools of Art and Design (NASAD). The department provides students with many opportunities for artistic and personal growth through:

- Daily contact with full-time faculty who are noted art makers and researchers
- Small classes with personalized mentoring
- Modern, safe, well-equipped studios
- Daily practicing of art in the classroom
- Combined liberal arts study with individualized studio experience
- Exposure to world-class visiting artists, workshops, and exhibitions
- Regional, national, and international travel opportunities

### **Mission**

Our mission is to educate students and the community in Fine Arts. Degrees offered are Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Arts in Art Education, with minors in Art History and Fine Arts.

Students successfully completing the requirements of the Fine Arts degrees should be able to do the following:

- Understand the non-verbal language of art
- Develop responses to visual phenomena and organize perceptions and conceptualizations both rationally and intuitively
- Become familiar with and develop competence in a number of art skills
- Make valid assessments of quality in works of art

- Become familiar with the major achievements in the history of art, including the works and intentions of leading artists past and present
- Understand and evaluate contemporary thinking about art

### **Values**

- The pursuit of knowledge in an environment that encourages free and open inquiry
- The cultivation of creativity
- The highest academic, artistic and ethical standards
- Artistic and scholarly collaboration
- Interdisciplinary inquiry and scholarship
- The professional commitment, innovations, and accomplishments of faculty and staff
- Partnership with the community to enhance cultural, creative and intellectual life in the region
- Diversity

### **Vision**

The Department of Fine Arts will be a regionally recognized art/design program, known for its regional impact and:

- The excellence, value, and accessibility of its training programs
- Its exceptional academic curricula and facilities that foster unique teaching, learning, and student environments
- The scholarly and creative accomplishments of its faculty, students, and staff
- Its contributions to the quality of artistic and creative life of the region

### **Goals**

- Demonstrate an understanding of the creative process using the vocabulary of the appropriate discipline
- Perform or create works of personal and collaborative expression and bring the works to fruition using applicable skills
- Articulate a reflective and critical evaluation of one's own and other's efforts using written and/or oral communication

### **Statement from the Faculty:**

In response to the University Senate's request for input regarding Academic Reorganization at IPFW, the Department of Fine Arts has discussed the issue and has adamant feelings against losing its current form.

Should the College of Visual and Performing Arts assimilate into a non-art school with other disciplines, the feeling is that we would risk losing our Dean who is uniquely qualified and knows the needs of the various artistic disciplines. Also, we would lose the Dean's staff which helps our college host over 100 events per year, all of which take extensive planning. We also have unique needs, such as facilities that need constant maintenance and staff that can handle the maintenance. It is the desire of the department that we should stay the way we are. We need easy access to our Dean due to our community engagement mission as he can help facilitate the events we host each year. His marketing assistant and community outreach staff members play a huge role in communicating our events to the public, and we would lose these members, or they would be less accessible than they are now if we are forced to be housed in a larger college.

VPA is highly visible in the community. Much like having our own Dean, that visibility provides a basis for pursuing community donations and collaborations. To our mind, we risk losing this platform if we become part of a non-art college.

We firmly believe strength in numbers, and for that reason, we see the College of Visual and Performing Arts remaining AS IS and consisting of:

**The Department of Theatre**

**The Department of Music**

**The Department of Fine Arts**

**The Department of Visual Communication and Design**

Fine Arts Faculty:

Dr. Laurel Campbell, Assistant Professor,

Dr. Steven J. Cody, Assistant Professor

Christopher Ganz, Associate Professor

Dana Goodman, Professor

Seth Green, Assistant Professor

John Hrehov, Chair, Professor

Dr. Audrey Ushenko, Professor

## **General Studies**

These statements are in response to the request from Faculty Senate for departments/programs to discuss reorganization and submit a response to faculty senate.

The Bachelor of General Studies provides a unique framework for an interdisciplinary education founded in the arts and sciences. A key characteristic is the flexibility that allows students to individualize the program, incorporating their academic and career goals into the degree requirements. Graduates of this program will have knowledge and awareness that will enable them to be effective citizens and lifelong learners.

- The staff in the General Studies Degree Program has continued to develop relationships within the College of Arts and Sciences (COAS)
- The staff has been integrated into the governance of COAS, including representation on several committees
- Over 50% of the requirements in the Bachelor of General Studies (BGS) come from COAS
- The majority of the minors that BGS students pursue are from COAS
- The flexibility of the BGS allows for many partnerships to be developed within COAS that would provide a variety of opportunities for students

Therefore, General Studies would like to remain in the College of Arts and Sciences.

## **History**

### Statement on reorganization: Department of History

February 23, 2017

#### Mission and values

Historian Michael J. Galgano, in a commissioned work for the American Historical Association's teaching division, wrote, "Historians must be advocates for history as a major and for the liberal arts in an age of consumerism and careerism in contemporary culture. If historians do not articulate forcefully and fully the values of the discipline, no one will. It is crucial to understand and argue for history, for liberal learning, and for the discipline's vital role in preparing the next generation of teachers and global citizens." (AHA 2007)

With this statement in mind, we believe that the Department of History (including the Religious Studies minor) is best served by remaining in a strong and united College of Arts and Sciences. The inverse is also true – the College of Arts and Sciences benefits from the inclusion of an academically rigorous department that champions the core values of a liberal arts education.

The College of Arts and Sciences' mission statement says that COAS "provides students with a breadth of knowledge about the global environment and fosters an appreciation and respect for diversity." It also "equips students to think critically, communicate effectively, and develop creative solutions to future challenges." The Department of History's mission statement reflects those objectives. It strives to instill in students a "broad knowledge" as well as "specialized understanding" of diverse historical pasts, and provide students with critical thinking, analytical writing, and problem-solving skills that will serve them well long after graduation.

The Department of History's mission statement also reflects the American Historical Association's "History Discipline Core" as a set of "skills, knowledge, and habits of mind" that students of history develop over the course of their study. The introduction states (in part): "History is a set of evolving rules and tools that allows us to interpret the past with clarity and rigor. It requires evidence, sophisticated use of information, and a deliberative stance to explain change and continuity over time. As a profoundly public pursuit, it is essential to active and empathetic citizenship and requires effective communication to make the past accessible for multiple audiences."

The Department of History offers a minor in religious studies, the only non-sectarian program in the academic study of religion in Northeast Indiana. As with the department's other curricula, the minor in religious studies is firmly grounded in the traditional goals, outcomes and values characterizing a liberal arts education, placing a strong emphasis on the development of critical thinking and written and oral communication skills, an informed understanding of the complexities of human life,



and a meaningful appreciation of diversity. Transdisciplinary in approach and global in scope, the minor in religious studies provides students with a firm grounding in the academic study of religion through the informed investigation of the phenomenon of religion in diverse historical, social, cultural, and political contexts. Moreover, it serves as an excellent complement to a variety of COAS majors, including anthropology, general studies, history, political science, sociology, and women's studies.

### Suggestions for the future

1) As a way to encourage interdisciplinarity in COAS and to foster solidarity among faculty and students in a common mission, we like the idea that the COAS Working Group suggested a couple of years ago: a required 100-level course for all majors in COAS that would introduce students to a broad based liberal arts education. Such a course would include faculty from the humanities, social sciences, and sciences.

2) The Department of History has been planning for a new 200-level Global History Series, and the first class in the series will be taught next year. Building on that, the History Department would like to work with other COAS departments to promote a broader COAS-level interdisciplinary focus on Global Studies. Hence, like our first suggestion, this one also stresses the importance of collaboration between COAS departments of humanities, social sciences, and sciences.

3) Recently, the Department of History has also been discussing the possibility of team-taught courses that would emphasize overlapping interests and expertise of the history faculty and religious studies faculty, thereby bringing more cohesiveness and collaboration between disciplines in the department and also enhancing students' education. This interdisciplinarity could extend even further with team-taught classes broadened to allow for collaborations across COAS departments (e.g., faculty from History and ILCS have been planning a team-taught class that examines poverty from the perspectives of history and literature.

### Concluding Remarks

The History Department, including the History major and minor and the Religious Studies minor, feels it's best served by remaining part of a strong and united College of Arts and Sciences, and sees potential for exciting and dynamic forms of collaboration between the humanities, social sciences, and sciences to provide COAS majors with a high quality liberal arts education.

## **Human Services**

February 8, 2017

To: The Steering Committee of the Academic Reorganization Process

Re: A New Academic Home for the Department of Human Services

As each of you are aware, the Department of Human Services is being directly affected by the Realignment process; our College of Health and Human Services will no longer be part of our structure. I am responding to 3.2 of Senate Document SD 16-24.

### **3.2.1. Define the core values and mission**

#### **Mission Statement**

The mission of the IPFW Department of Human Services is to provide an excellent education that will develop future leaders in their communities and the human services profession. The department promotes diversity, professionalism and service with a commitment to positive change for all individuals.

### **3.2.2. Define what they are, could be, and should be**

#### **What is Human Services?**

The field of Human Services is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations. The Human Services profession is one which promotes improved service delivery systems by addressing not only the quality of direct services, but also by seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery. Retrieved 02/08/2017 from: <http://www.nationalhumanservices.org>

### **The Department of Human Services is a Clinical Program**

The Department of Human Services Internship/Clinical Philosophy

The Department of Human Services currently has MOA's with 65 different programs in a nine county area in Northeast Indiana. Supervised experience in a human services program is essential to the integration of the student's knowledge, skills, and attitudes, and an integral part of the total educational process. Therefore, internship and clinical courses are designed and sequenced to enhance the student's development as a human service professional. Internship and clinical courses are intended to be congruent with the content of their corresponding lecture courses and to provide opportunities for practice of learned skills. Regular evaluation of students' internship and clinical performance assists students in identifying their strengths as well as areas needing improvement and facilitates their personal and professional development. Each graduate must complete a total of 360 clock hours in community agencies. National standards approved by the Council for Standards in Human Service Education (CSHSE) will serve as a guide to the faculty in the design and revision of all internship courses.

The Department of Human Services is a member of the National Organization of Human Services as well as the Council for Standards in Human Service Education. We are working toward our accreditation.

**3.2.3. Identify programs/departments with which they might partner and programs/departments with which they might be grouped to create a college.**

Our Department has examined the college groupings of 101 members of our accrediting body: the Council for Standards in Human Service Education. Nationally, human services programs were most often grouped with health programs. In addition, they were grouped with Criminal Justice, Health Administration, School Counseling, Gerontology, and Communications. Our faculty would like to be grouped with other departments that have clinical programs and/or perform public service. Specifically, we would like to be grouped with The Department of Communication Sciences Disorders, The Department of Public Policy, Couple and Family Counseling, School Counseling, and The Department of Organizational Leadership.

## **International Language and Culture Studies**

### **The Future of ILCS in *IPFW* (or whatever name we become)**

#### **Interdisciplinarity:**

- It's what the future goes for our students. Hard-core science degrees are necessary, but more sources point to the need and the value that Liberal Arts disciplines provide to a graduate student.
- COAS is more flexible in its structure than other colleges to provide interdisciplinarity, but the institution needs to provide a reasonable structure that allows it and a new work-load system that doesn't add a barely-compensated overload to team-taught courses. These courses should not be an exception, but part of the regular structure.

#### **Intercultural Competence:**

- It's a recognized need worldwide, but scarcely implemented in reality. All students, campus-wide, should take courses in this area, regardless of their major. Intercultural competence is not only a consequence of globalization; it is also a part of the American daily experience.
- International Language requirement (at least 2 semesters) should be extended to all majors in the university. Purdue West Lafayette, despite being a university focused on engineers and science, has this requirement. It is a skill in which most students of the country are disadvantaged compared to most nations around the world. American companies value multilingual employees to the point that the current trend is to give priority to international employees with this skill over Americans with the same degree and expertise, but monolingual.

Please, see a couple of examples that integrate this vision of STEM and multicultural competence together in one degree:

- 1.- B.S. in Engineering and a B.A. in a language (University of Rhode Island).

<http://web.uri.edu/iep/>

- 2.- Purdue Global Engineering program:

<https://engineering.purdue.edu/GEP/About/welcome>

Of the most international/global workforces, it's going to be engineers.

## **Manufacturing and Construction Engineering Technology**

### **Academic Restructure Information**

#### **Manufacturing and Construction Engineering Technology Department**

##### **MCET Mission**

The mission of MCET is to support the career aspirations of undergraduate and graduate students, and to fulfill the needs of their current and future employers. The Department offers, develops, and continuously improves educational programs to meet these needs. The programs are accessible to traditional and nontraditional students, and support evolving career objectives by emphasizing lifelong learning.

resources.

##### **Core Values**

The Engineering Technology Department's core values are:

- Professionalism
- Respect
- Teamwork
- Technical Competency
- Integrity
- Ethics (work, personal, and professional)
- Relevance
- Creativity and Innovation
- Social & Personal Responsibility
- Global Awareness

##### **Academic Organizational Structure**

In the fall of 2016, the Purdue Board of Trustees issued a statement requiring a merger into a single unit of the Computer, Electrical, and Information Technology Department (CEIT) and the Manufacturing and Construction Engineering Technology Department (MCET) to become effective on July 1, 2017.

The CEIT and MCET departments offer applied Engineering and Technology (ET) programs. The focus of ET programs is on the application, design, implementation and practice of technology. The traditional Engineering or Computer Science programs typical have a heavier focus on mathematics, science and theory.

The current structure of the technology programs, residing together within a college that contains Engineering and Computer Science programs, makes sense. The departments have a logical synergy between programs, share laboratories, and collaborate effectively.

## **Program Educational Objectives**

### **CNET B.S. Program Educational Objectives**

- 1.To provide education of the traditional and returning adult student for career success in the construction industry, with a special emphasis on sustainable construction.
- 2.To develop a respect for diversity and a knowledge of contemporary professional, societal, and global issues with an understanding of professional and ethical responsibilities.
- 3.To be responsive to the ever changing technologies of the construction industry.
- 4.To instill in students the desire for and ability to engage in life-long learning.

### **IET A.S. Program Educational Objectives**

- 1.To prepare graduates with knowledge, technical, analytical, and managerial skills necessary to develop, implement, and improve integrated systems in manufacturing and service industries that include people, materials, equipment, information, and energy.
- 2.To develop a respect for diversity and a knowledge of contemporary professional, societal, and global issues with an understanding of professional and ethical responsibilities.
- 3.To prepare graduates for both immediate employment and continuation in the BS program.

### **IET B.S. Program Educational Objectives**

- 1.To prepare graduates with knowledge, technical, analytical, and managerial skills necessary to develop, implement, and improve integrated systems in manufacturing and service industries that include people, materials, equipment, information, and energy.
- 2.To develop a respect for diversity and a knowledge of contemporary professional, societal, and global issues with an understanding of professional and ethical responsibilities.
- 3.To prepare graduates for careers in higher levels of system design, integration, and management.

### **MET A.S. Program Educational Objectives**

1.To prepare graduates with knowledge, problem solving ability and hands-on skills to enter careers in installation, manufacturing, testing, evaluation, computer-aided design, or maintenance of basic mechanical systems.

2.To develop a respect for diversity and a knowledge of contemporary professional, societal, and global issues with an understanding of professional and ethical responsibilities.

3.To prepare graduates for both immediate employment and continuation in the BS program.

#### MET B.S. Program Educational Objectives

1.To prepare graduates with knowledge, problem solving ability, and hands-on skills to enter careers in analysis, applied design, development, implementation, manufacturing, testing, technical sales, evaluation, or oversight of mechanical systems and processes.

2.To develop a respect for diversity and a knowledge of contemporary professional, societal, and global issues with an understanding of professional and ethical responsibilities.

#### Quality Certificate Educational Objectives

1.To prepare graduates with skills in techniques related to quality, such as design of experiments, metrology, and statistical process control.

#### **MCET Department - USAP Goals 2016**

- 1.) Maintain ABET accreditation for all 3 programs in MCET. [Modified – In Progress]
- 2.) Maintain educational excellence in all 3 programs.
- 3.) Create a materials engineering minor, to be attached to MET and IET degree programs.
- 4.) Create a Mechanical Engineering Technology option in the existing M.S. Technology degree.
- 5.) Create degree, or certificate, that will lead Construction Engineering Technology students to obtain a land surveyor license.

## **Mathematical Sciences**

The Department of Mathematical Sciences Mission Statement (last revised in the 2008 Program Review, currently posted on our web site):

Our mission is to:

- Provide and administer programs leading to Bachelor of Science degrees in Mathematics and Mathematics Teaching.
- Provide and administer programs leading to the Master of Science degree in Mathematics and the Master of Arts degree in Mathematics Teaching.
- Serve other departments and programs at IPFW through the creation and teaching of mathematics and statistics courses designed to meet the needs of their students.
- Teach and support developmental mathematics courses created to meet the needs of mathematically underprepared students at IPFW.
- Conduct research and perform scholarly activity in the areas of mathematics, statistics, mathematics education, and mathematical pedagogy; disseminate the results of this research to the academic community; provide expertise in these areas to the academic and regional communities; and render service to the profession.

The overall direction of the mission statement appears to be unaffected by the 2016-18 management realignment and there is no plan for major change to the teaching/research/service model.

However, the above Mission Statement is a bit out-of-date and we expect that it will be significantly re-worded in our currently-underway 2017 Program Review. In particular, we are planning to roll out new undergraduate degrees (B.S. in Actuarial Science, B.S. in Data Science and Applied Statistics) and the new statement will reflect this (possibly by just referring to our programs in more general terms).

These new degrees will also lead to increased curriculum cooperation with the Department of Computer Science and possibly the Business School. Also, our Masters level programs are undergoing some curriculum revision as a result of USAP. Our new and revised programs will continue to need the support of PUWL/IPFW administration, including new faculty lines.

With regard to the restructuring discussion in general, our Department's core values include :

- Mathematics as part of the education of all university students



- Mathematics as part of the Liberal Arts – our degrees give students critical thinking skills, not just job training
- Research in Mathematics as basic science – valued more for being profound, elegant, or explanatory than applicable in the short term
- IPFW as a research university – math/statistics courses at an upper level should be taught by Ph.D. faculty
- Research and teaching are interrelated and complementary at both the undergraduate and graduate levels

With regard to specific options in the restructuring discussion:

1. **INTERDISCIPLINARY STUDIES:** Many math department faculty already engage in interdisciplinary research projects based on their own interests and opportunities for collaboration. We also have a successful, community-oriented Center for Applied Mathematics and Statistics. There does not appear to be a need to further formalize these interdisciplinary efforts into the organizational structure. Regarding interdisciplinary collaboration in our undergraduate curriculum, our department has been moving in that direction, with the proposed new programs. We also offer a popular minor in mathematics.
2. **GRADUATE PROGRAMS:** The current (pre-2017) IPFW management agreement puts the graduate programs (math and others) directly under the administrative authority of the system-wide Purdue Graduate School. The proposed new management agreement does not yet have that level of specificity regarding graduate programs. It would be better for our graduate programs to continue to have some administrative connection with the system-wide Purdue Graduate School, rather than being directly administered at only the campus (PFW) level. Upcoming additions to or clarifications of the IU-PU management agreement should be at least as detailed about graduate program responsibility as the current agreement.
3. **COLLEGE-LEVEL STRUCTURE:** Due to the curiosity-driven, rather than application-driven, nature of our research, it would not make sense for our department to move or merge to ETCS or another professional school. There has been some discussion already about splitting the current COAS into a College of Science and a College of (Something Else – Arts and Letters?). In such a situation, math would fit more naturally into the Science side. There are pros and cons to such a split.
  - a. **CONS:**
    - i. The Department of Mathematical Sciences has a lot in common with English and Communication – we offer a large number of courses for general education, dual credit, and service to other departments, and a large pool of LTLs, and many of our majors are interested in a teaching career. So, from a management, policy, and

curriculum point of view, it may make sense to stay in the same college as other “liberal arts” or “arts and sciences” departments.

ii. Splitting to two Colleges may come with more expense for administration and staff, duplicated efforts, and a significant one-time reorganization process during an already busy time of transition

iii. Mathematics is historically and academically part of the classical Liberal Arts curriculum

iv. Liberal Arts students should have some college-level math requirements and the math department should be part of that discussion.

b. PROS:

i. A “College of Science” would roughly parallel the structure at PUWL. The PUWL College of Science does include Computer Science along with math (unlike IPFW), but that is a separate department from Electrical/Computer Engineering in their Engineering school. Purdue Northwest has yet a different organization, with a College of Science and Engineering, separate from its College of Technology.

ii. For our math majors, the 120-credit cap, and the externally-required curriculum requirements (especially for actuarial and education tracks) do not leave much room for electives, general education, and college requirements (in particular, students in the education track currently have to be exempted from the language requirement). Other science departments may have similar constraints and we could benefit from a more flexible or sciences-specific distribution plan.

iii. There is some (pre-COAS) historical precedent for a School of Science at Purdue University Fort Wayne.

iv. Having two Deans representing the current COAS faculty (over half the IPFW faculty) may give COAS departments a greater, less diluted voice at higher administrative levels.

## **Music**

### **Music Department Input on IPFW Academic Restructuring**

#### **Vision**

The IPFW Department of Music will be recognized nationally for the outstanding quality and value of its comprehensive and diverse degree programs. The department will be noted for its extensive community engagement and outreach.

#### **Values**

A vibrant academic environment that respects creativity, intellectual inquiry, and scholarly collaboration.

A culture of excellence that upholds the highest academic, artistic, and ethical standards.

Intentional development of each student's potential through interaction with engaged artist teachers and scholars.

Musical enterprises that encourage discovery and appreciation of a diversity of musical styles genres, traditions, and points of view.

The merit, integrity, and significance of the degrees it awards.

#### **Rationale for remaining in VPA**

Our degrees are interdisciplinary.

Collaborative relationships exist between departments already.

While the visual and performing arts are collaborative in nature, their partnership with each other is logical and efficient, since praxis and theory are uniquely linked in the act of artistic creation, production and reciprocal interaction with the public. Members of VPA have similar goals of providing community outreach in the same manner.

#### **Additional Commentary**

Our manner of instruction involves applied one on one instruction, ensemble participation and many unique lab courses that require a wholly different approach to calculating FTE, workload, credit hour generation and budget needs. We more closely resemble the other departments in our college in this manner and our unity in a college is a significant statement that that our institution values the ARTS in liberal arts. In other organizational schemes, the arts do not have a leader at the dean's level and also do not have the support staff that a dean's office includes. In our college that includes a separate business manager conversant in the large number of specialized purchases and expenses that we incur in supporting our academic unit and their outreach to the college and greater regional community. We also have a marketing specialist who assists in the large task of publicizing about 130 or more events per year. Over 100 of those are musical concerts that require faculty and students to be in our facility on nights and weekends. The college also includes a community arts specialist to support our rich and varied programming for community members including several weeks of camps during the summer period. Finally, as deans are primary fundraisers at IPFW, a

dean with connections to our community leaders and arts organizations is essential to funding our programs as they are generously supported these types of efforts.

The equipment, facility and staffing for a music department require a totally different philosophical approach from more standard departments outside the arts. Our offices are also classroom as are our performance spaces. Our scholarship look very different for most of us than the rest of the campus and so do our methods of evaluation.

IPFW music degrees have been independently accredited by the National Association of Music Schools since 1980 and are thus bound by their guidelines in budgeting, teaching loads, equipment support, percentages of classes in the major and many other areas.

Consider for a moment if these statements could apply to your home non-arts discipline:

- We teach large classes that meet 2 hours per week but for zero credit.
- We teach ensembles and studio classes 5.5 hours per week for 1 credit hour.
- Our courses are based both on an 18-hour full time teaching load and the university standard 12-hour load with unlimited combinations.
- We spend most weekends and several nights a week on campus with our students.
- Our students require \$150,000 pianos for their learning and research.
- We have to sell tickets to concerts to help fund our academic programs.
- We have to rent our primary venue for research each time we use it.
- All faculty members bear the responsibility of recruiting high achieving students, as in athletics, in our case to both fill loads and to fully staff the ensembles that are a primary part of the public face of the department and the university.
- We host dozens of guest artists each year who require contracts and employment status including international documents.
- We host thousands of school age children each year and organize them into performing ensembles who play for an additional thousands of audience members.
- We host, in our building community partners like Voices of Unity, the Fort Wayne Children's Choir, The Fort Wayne Philharmonic, The Fort Wayne Community Band, and Believe in a Dream including giving them office space, rehearsal facilities and storage space.
- We have to continually schedule our events around those who rent our primary classroom and performance spaces to outside parties including church groups, body builders, dance companies, rap artists and spelling bees.
- Our students support and enrich university events with music including commencement, sporting events, donor events and a wide variety of receptions and ceremonies.

It is easy to see that the music department and the other departments in our college are unique and should remain a separate unit in the university. Only when arts programs achieve school status (like a School of Music) are they insulated from what is an overwhelming desire to treat all departments and all educational delivery alike. When they are placed in larger academic organizations run by non artists without such insulation, it is not surprising that the majority of faculty, along with these administrators will dominate decisions on funding and course delivery without fully understanding the unique mission of the arts as well as their strong ties to the community. This is already a struggle for the arts on any college campus in any organizational structure. At least our college structure gives us a voice above the departmental level to share our uniqueness as outlined above.

Long before there was a College of Visual and Performing Arts, our arts programs existed independently in the downtown area. Our donors and collaborators in this region helped forge these incredible partnerships and helped fund much of what sparkles on our north end of campus. When you examine the great music programs in our nation, you will see that they are flourishing because of

their ability to continue down the path that our programs are also following in our current successful academic structure.

## **Organizational Leadership**

### MISSION

The mission of Organizational Leadership (OL) is to integrate theory and practical application in developing leaders for roles in the dynamic organizational environment of the 21<sup>st</sup> century.

### VISION

This goal is accomplished through an interdisciplinary curriculum that emphasizes an understanding of people, groups, and the global community within an organizational framework.

The OL faculty will enhance the development of students' creativity and competence in the administration of human resource systems, team design and facilitation, and the influencing processes that define leadership.

The OL faculty will contribute knowledge to the field by engaging in scholarly activity.

The OL faculty will provide programs, resources, and expertise on leadership and human resource issues to organization in northeast Indiana.

To: Faculty leadership  
From: Kim McDonald on behalf of Organizational Leadership  
Date: February 21, 2017  
Subj: Re-alignment

The faculty of Organizational Leadership have been approached by another dean about possibly joining his college which prompted a discussion regarding re-alignment. The following are some of our questions/concerns about the current re-structuring conversation.

1. The potential for re-structuring has been presented as an opportunity to foster more collaborative and interdisciplinary initiatives, which could happen. However, is that the only reason to change the current structure? People want to know the reasoning behind changes - the IU-PU split was imposed by external constituencies so we know the rationale for this change, even if many of us don't like it. The rationale for re-structuring is less clear.
2. Re-structuring will impact numerous systems and some individuals' jobs. Some jobs are likely to be re-aligned (e.g., administrative jobs, advising positions), governance documents re-crafted, etc. Faculty who are close to going up for promotion and tenure may find their case being evaluated by a college committee and a dean who knows little about their work. We hope there is a thorough analysis of how individuals, policies, and processes will be impacted by re-structuring and that these are articulated before decisions are made.
3. Our department is always poised to make the best of a well-reasoned change, however we hope the history of the institution will be considered as well as organizational memory. Organizational Leadership, perhaps more than any other department on campus, has first-hand experience in being moved from one college/school to another. Had individuals carefully considered the ramifications of the decision to initially move OLS out of Engineering, Technology & Nursing in 1987, a lot of stress and expended effort might have been avoided. All of these changes (moving from ETN into Business, leaving Business and becoming a stand-alone division, and then moving back to ETCS) took a tremendous amount of faculty time -- time that could have been better spent on teaching, research and service. These changes had a huge emotional impact on individuals as well. There are many places in a new structure where a vital leadership program could work -- but we need to be ready to work with students who many not need nor want another new "home". The current faculty feel they have a home in ETCS and do not have a compelling need for change at this time.

**Philosophy**

# **The Future of Philosophy at the new Fort Wayne campus of Purdue University**

**Prepared by: Charlene Elsby, Philosophy Program Director and Assistant Professor in the Department of English and Linguistics**

**Submitted to IPFW Faculty Senate  
February 24, 2017**

## **Preamble**

In October of 2016, admissions to the Philosophy Major program at IPFW were suspended in advance of the elimination of the department effective January 1, 2017. There has been much discussion of the motivations behind the department's elimination, the continuing presence of Philosophy on the Fort Wayne campus, and the logistics of the restructuring process in accordance with the VCAA's recommendations.

On February 13<sup>th</sup>, 2017, the IPFW Faculty Senate passed Senate Document 16-24, which summarizes an Academic Reorganization Process to be enacted over the course of the Spring semester, 2017. Senate Document 16-24 calls for the input of departments and programs specifying their core values, what they are, could be, and should be, and the opportunities for collaboration with other Fort Wayne programs.

I propose that we look anew at the prospects of Philosophy's continued existence on the Fort Wayne campus, taking into account the present resource allocations, financial limitations, and the unique opportunity to engage in interdisciplinary and collaborative research with faculty and departments campus-wide. I propose the new reorganization structure factor in the consideration of a Philosophy program/department that better reflects the breadth of Philosophy as a discipline and that takes advantage of our faculty strengths in related disciplines, while ensuring efficient use of faculty and administrative resources.

## **The Present State of Affairs**

As a result of the realignment process undergone in late 2016, the Philosophy program and the Religious Studies program, which together comprised the Department of Philosophy and Religious Studies, are now housed in separate academic units. The PHIL prefix is currently housed in the Department of English and Linguistics, where I (Charlene Elsby) am employed along with our Limited Term Lecturers (for as long as we require them). Our Continuing Lecturers, presently under contract until May, 2018, are homed in the History Department, and our tenured faculty, Bernd Buldt and Abe Schwab, are rehomed in the departments of Mathematics and Psychology respectively.



We have, in the course of the restructuring process, lost a Department Secretary (Paula Rice took early retirement); a 12-month Chair appointment (Bernd Buldt's contract was reduced to a 9-month appointment); a Continuing Lecturer (Jeff Strayer took early retirement), and we have not received word to indicate the renewal of our Visiting Assistant Professor position (currently occupied by Rob Hoffman). These staffing changes correspond to significant savings, some of which were outlined by Carl Drummond in his justifications for enacting the academic restructuring plan. Rob Hoffman's position was not included in these calculations, and so should be interpreted as additional cost savings, should his contract not be renewed.

According to the college's last account of Philosophy majors, since the suspension of admissions to the Philosophy Program, the number of active majors has increased from 18 in the Fall of 2016 to 23 in the Spring of 2017; that is, the number of active Philosophy majors has increased by 28%. At the same time, a number of our majors have indicated their intent to leave IPFW entirely, which would reduce not only our major enrollment but University enrollment. At least two of our majors (corresponding to 9% of the 23) have indicated their intent to relocate to campuses that will continue to offer majors in Philosophy (due to concerns about the perception of the value of a Philosophy degree from a campus which does not offer it as a program). After all, "it can be easily and appropriately argued that Philosophy sits among those academic programs that most fully define an institution as a University." (Carl Drummond, September 2016)

What I am proposing is a Philosophy program that would retain the savings calculated by the VCAA during the academic restructuring process while providing significantly diversified program offerings to our students, thus meeting a non-negligible regional need.

### **Opportunities for Collaboration**

The fact that Philosophy used to exist as a department on the IPFW campus means that the resources to house such a department are already in place. We have enough faculty members with specialized degrees to offer all of the courses required for a major in Philosophy, and the capacity to engage in interdisciplinary work that would ensure that the upper-level courses could meet enrollment numbers to ensure financial viability.

As part of the academic restructuring process, the Philosophy faculty had the opportunity to reflect on the crossovers between disciplines already suggested by their research focuses. Bernd Buldt's focuses on logic and the Philosophy of Mathematics suggested he rehome in the Mathematics Department; Abe Schwab's specialty in Ethics would be complemented by the concerns of the Psychology department (as well as anything Business or Health related). My own interests in philosophical literature (a major form of expression for 20<sup>th</sup> century continental philosophy theorists) led me to the English Department.

In addition, we have programmatic ties to the Department of Political Science, whose emphasis on preparing students for law school complements the fact that Philosophy students score most highly on the LSAT and are more often accepted to law school than

majors from any other program. The Philosophy faculty and the Communications Department have a mutual interest in the subject of Rhetoric. The historical focuses of Philosophy (in particular Ancient Greek Philosophy and Medieval Philosophy) would provide opportunity for collaboration with History and/or the Medieval Studies Programs. We might also collaborate with Physics, Chemistry, Biology and other hard sciences to tailor a Philosophy of Science course to serve as a Humanities requirement suited to their particular interests.

These disciplinary connections are the natural result of the development of academia over the past two and a half millennia. Faculty engaged in any other discipline still offering doctorates of Philosophy should be able to find notable instances of crossover between our curriculum and theirs—we are the persisting common ancestor.

The point of summarizing these curricular similarities is to outline the theoretical basis for the new practical philosophy major, for which I would engage in serious outreach in order to establish cross-listing relationships with a multitude of departments. The opportunities for cross-listing, of which we have not yet taken full advantage, would ensure the possible continuation of the Philosophy major in such a way that would require no additional faculty, and therefore ensure that the anticipated savings calculated by the VCAA would be retained. At the same time, our faculty would be able to offer other majors a philosophical perspective on the topics to which they have dedicated themselves, which in general means an additional level of abstraction from the course material, in order to engage a student's capacities for disciplinary self-reflection on the methods and knowledge to which they have been exposed in their chosen majors.

### **The Importance of Independence**

My aim in this section is to emphasize the advantages of an independent Philosophy Program over and above its possibilities for campus collaborations.

While the previous restructuring process focused on the number of majors declared in a given program, the current reorganization process has the opportunity to consider other important factors in determining how best to meet the needs of the region. It is all too easy to fall into the trap of trying to argue that everyone should be majoring in one's own chosen discipline, but the fact of the matter is that the needs of the community as a whole must be considered, and that the needs of the community demand a diversity of offerings in order to meet the needs of a diverse population, whose future contributions to the area's culture and productivity would be as diversified as their education allows.

It is obvious that the Fort Wayne community does not require 9,000 Philosophy majors in order to meet regional employment needs. It is also obvious that it is within the interests of the community to be able to offer as diverse a range of programs as is possible (within given limitations, of course). The addition of a Philosophy major to IPFW's program offerings would mean our offerings would be as diversified as those on the other Purdue campuses. Purdue University Northwest offers a Philosophy major from within its department of History and Philosophy, while IUPUI retains an independent Department of

Philosophy. (IUPU-Columbus offers Philosophy as part of a Liberal Arts program.) That is to say, while it is and always has been true that not all students should major in Philosophy, to offer the Philosophy major would meet a regional need. Though the need is small, it is not inexistent, and easily met with the resources already here.

The existence of a major on campus would also be able to ensure the continued availability of philosophy courses to students working in other areas. It is generally accepted that a good education is a comprehensive education, and that there is more to a University education than job training. The existence of a Philosophy major would allow us to retain the faculty required to continue being able to offer to other majors the Humanities requirements that the General Education and Arts and Sciences programs have determined are necessary to other degrees.

We should also be explicit about what it is exactly that Philosophy offers in addition to its disciplinary relatives. The Philosophy major is a program distinct from any other due to its emphasis on synthesis, analysis, and evaluation of disciplinary knowledge as well as methods. This emphasis is approached from within the broader philosophical sub-disciplines of Metaphysics, Epistemology, Ethics and Logic. These emphases are reflected in the core courses of our current minor, Introduction to Philosophy (which focuses on metaphysics and epistemology), Introduction to Ethics, and Logic or Critical Thinking. Our major program focused on the history of thought as well as contemporary philosophical problems, approached from a two-pronged perspective that emphasized courses in the History of Philosophy as well as Topics in Philosophy. The students who choose to focus on Philosophy as a major tend to be those whose concerns naturally tend towards the abstract or theoretical. Philosophy acts as the abstract complement to disciplines whose concerns have become more focused over the history of thought. An example: as science has developed as a discipline independent of “natural philosophy” (as it used to be called), it maintains theoretical concerns approached by methods better suited to philosophical approaches. While Physics tells us that time dilates in a moving reference frame, Philosophy tells us whether that indicates its physical or ideal, dependent or independent, absolute or relative existence. The capacity to analyze these philosophical concerns may not be immediately evident in the listings at the local job bank, but they do represent the concerns and considerations of humanity and its thinking over the course of recorded history. I argue that this consideration is sufficient to justify the existence of a venue where students may explore these concerns, and therefore that the new Purdue campus in Fort Wayne should host a Philosophy department and major.

### **Philosophy at the new Fort Wayne campus of Purdue University**

The new Philosophy program will provide a locus for the production of thought with an emphasis on the capacities of analysis, synthesis, evaluation and the creation of knowledge with ample opportunity for collaboration in the arts, sciences, social sciences and humanities.

Our proposed collaborations with other departments will emphasize the naturally interdisciplinary nature of philosophical thought, as well as provide opportunities for

combined course offerings. These combined course offerings would ensure sufficient enrollments in upper-level courses.

The reunification of Philosophy faculty would result in the most efficient use of faculty resources, when compared to the present state of affairs, where faculty members exist in departments that do not represent their specializations. (This could very well be interpreted as an inefficient use of their specialized skills.)

The Philosophy Department at the Fort Wayne campus will provide the only secular Philosophy program in Northeast Indiana and appeal to a student-base who would otherwise choose to study at other schools in other areas of the state.

We would be able to support a philosophy major and department while retaining the significant cost-savings calculated by the VCAA. Our administrative needs would have to be re-evaluated, but have been significantly reduced due to the rehousing of the REL prefix in the History Department, and may very well be met were we granted continued access to ENG clerical staff, as is the current arrangement for the PHIL prefix. I would eventually argue either for the reinstatement of a chair position or an expanded program director position in order to meet any unanticipated discrepancies in administrative needs, but no new faculty would be required.

If, as a result of this reorganization process, the colleges on the Fort Wayne campus are significantly reorganized, a Philosophy department should be represented in that reorganization, and it would best be included with the other Humanities programs.

## **Physics**

The department of Physics has met to discuss possible college reorganization. One of the thoughts is that a reorganization can help with creating interdisciplinary programs and research. It is important to note that we have never felt that different colleges were a hindrance to pursuing cross disciplinary programs and research. We have come up with three possible reorganizations.

## Mission

The IPFW Department of Physics provides high quality physics education, producing well prepared graduates who are confident in their abilities and understanding of physics. The Department of Physics promotes physics research and creative activities of faculty, students and staff. The Department of Physics engages with the University community and the larger community providing greater understanding of the nature of physical science, an appreciation of physics in everyday life, and technical expertise.

## Colleges

- College of Arts and Science – We are mostly happy within the college of arts and science. We are part of the liberal arts and we feel strongly that the liberal arts should be together. We do have some caveats to this. First, there seems to be occasional confusion of whether the sciences are part of the liberal arts. This should not be the case. Second, there exists a stress between the BA and BS degrees. The college requirements are a stumbling block which can cause problems for the BS degrees. We would be happier to have the same requirements as every other college, but have departmental requirements. Also, it would be really good to have the opportunity to have a liberal arts freshman class (which would be optional but recommended). Another issue is that the Curriculum Committee needs to not be so intrusive. One final issue is that the size of the College of Arts and Science can cause problems for the departments because it is much more difficult to market a less focused college and the needs of the departments can be quite disparate.
- College of Science and Mathematics – This possibility mirrors what is done at IUPUI and PWL. The advantage is that it puts programs that have more or less the same mission into a single college. The advantages associated with this would be the level of understanding associated with the requirements for a BS degree. The smaller size college would likely allow for a greater efficiency within the college. Because the departments in this college are all associated with the creation of scientific/mathematical knowledge, there would be some consonance on the overall philosophy and mission. Additionally, there would possibly be more freedom within this college than is currently available in the College of Arts and Science. On the other hand, it would be a small college. A major drawback would be concern of losing the Liberal Arts orientation.
- College of Engineering, Science and Mathematics – This would be the same as above, but would add CS and Engineering to the college. These programs all offer BS degrees. There certainly is a lot of overlap between Physics and Math and Engineering. Physics can often work well with engineering (and we should be closer). This college may allow

for better interdisciplinary work between engineering and other programs (Biomedical Engineering could really use some collaboration with Biology, Chemistry and Physics). However, there would be a built in tension between the Application of Knowledge in Engineering and CS and the Creation of Knowledge for the Sciences and Mathematics.

## **Political Science**

### **Political Science Department's Mission**

The mission of the Political Science Department is to educate students by offering a BA program in the discipline. The department also provides courses as a service component for other majors and minors, for other programs and concentrations, for general education requirements, for students considering political science as a major, and for non-majors interested in political topics. The department has a special role in preparing students for law school as well as other post-graduate study. The faculty individually and the department collectively also have a responsibility to contribute to scholarly knowledge and research in the field and to contribute to the university, to communities in northeastern Indiana, to statewide and national communities, and to the discipline and profession by service activities.

### **Political Science & the Liberal Arts: a Fundamental Linkage**

The Political Science Department at IPFW recognizes liberal arts as the foundation of a university education. Faculty design courses and research projects incorporating liberal arts goals. Thus our courses consistently aim at developing students' liberal arts habits of mind by engaging students with ideas shaping the liberal arts discourse and by providing the knowledge and tools to engage in civic life.

Learning goals for the Department of Political Science are aimed at developing student proficiency in both the subject matter and methods of the discipline and in liberal education as a whole. Disciplinary and General Education learning goals are clearly explained in syllabi and woven into the structure of our courses. The learning goals are not mere objectives laid out on a page but are played out in a dynamic interaction between professor, student and subject matter.

The Department of Political Science plays an important role in fulfilling the mission of any university generally, and specifically to IPFW and IPFW's College of Arts and Sciences' commitment "to offering its students a rich and diverse liberal education." The department is dedicated to assuring that students develop the basic skills, information and methods appropriate to an excellent undergraduate education. We recognize that no department wholly provides students the information, methods or wisdom to make meaningful distinctions and choices befitting a well-educated person. A liberal arts education is not the domain of any particular discipline, nor is it aimed merely at the development of practical or technical skills. As the foundation of a university education a liberal education is universal; inculcating intellectual habits where the student is able to begin to see the "larger picture," and to discern the interdependence of various modes of knowing, and of life itself. A liberal education is an education appropriate to a free person. Liberal arts and liberty, after all, share the same conceptual base as words. Thus a liberal arts curriculum attempts to foster a way of life enabling students "to be effective citizens and lifelong learners."

Political Science is a core component of a liberal arts education and holds a unique place in exposing students to the diversity of the ways in which people think, speak and act. We deal with issues of power, conflict, consensus, and how people govern themselves. Consequently, the study of politics is inherently fascinating as it addresses fundamental questions about the purpose and governance of political order as well as basic human conditions and free will. With an eye to these fundamental questions our students are expected to attain competency in the methodological and technical skills necessary for understanding contemporary politics, and for applying that understanding to addressing practical political and policy issues. Our faculty is committed to guiding students in the pursuit of a liberal arts education by providing an atmosphere generating an excitement about the substance and methods proper to the study of politics. Our graduates' successes in the public sector, legal sector, education, not-for-profit sector, and in political or government stem from their directed political science education, the critical thinking and communication skills fundamental to all fields, and the liberal arts habits of mind developed from our courses.

We are proud of our graduates' successes in the workplace, society, and as contributors to a civil society. While we point with pride to those graduates' career success, we argue strongly that IPFW's overconcentration on workforce development for Northeast Indiana endangers the more fundamental goal of a liberal arts education and its vast positive spillover effects for the marketplace. Our graduates' outstanding accomplishments attest to a focus on an education whose goals extend beyond mere professional development, but which ends up producing such outstanding and dynamic professional development as a consequence of a strong liberal arts education.

### **Interdisciplinary Collaboration**

Political Science is an extremely interdisciplinary field given its study of politics and governance. Our subfields reach into other humanities and social sciences such as political economy, political sociology, political psychology, political development (history), and political philosophy. Consequently, we already have an eye toward interdisciplinary collaboration. Our faculty have demonstrated this as multiple recipients of the COAS Multidisciplinary Faculty Scholars. Many of our courses cross disciplinary boundaries and we are fully committed to offering interdisciplinary courses in the future. In fact, we argue strongly against suggestions that our department offers too many general education courses and that we should have some trimmed in the interest of balance in general education. This would hurt IPFW students. If citizenship and civic literacy are really goals of a university, along with interdisciplinary offerings, then our department should be a leader in general education course offerings on this campus.

Embedded in our department are interdisciplinary programs - both Women's Studies and Peace and Conflict Studies. The Campus Pre-Law advisor provides fundamental guidance to students interested in law school from every discipline. Our recent efforts to bring Women's Studies and Peace and Conflict Studies together with us testifies to our commitment to interdisciplinary collaboration. That said, there are considerable limits to interdisciplinary mergers. Combining departments and merging units can hurt students. We should not confuse the reorganization of



IPFW with a need to reorganize disciplines, colleges, or units. Our interest is actually to keep our current disciplinary structures as they have served this institution well over time and provide an institutional and cultural stability in a period of far too much change on this campus. Our academic departments are connected to professional organizations who have been in existence for hundreds of years and that demand quality control and disciplinary standards. Shifting away from such disciplinary structures could threaten quality.

For instance, how does one have a meaningful program review with multiple disciplines? Who would one hire next in a Frankenstein department? Interdisciplinary collaboration – taken too far - can devolve into viewing all disciplines as fungible. A great university makes sure it has the disciplines that have existed historically and that are offered by its peer institutions.

Further, Law School and Graduate School advisors argue that students from universities with known, distinct disciplinary departments receive higher institutional scores on their applications. Institutional scores are also higher for schools that have foreign language requirements and math requirements. Therefore, combining departments together, or chopping up existing colleges and changing general educational requirements would likely hurt students. Relatively modest savings on administration could make our students pay a devastating price. If student success is the primary focus of the university, as it should be, then there is nothing inherently wrong in keeping the status quo. It is not standing in the way of progress, especially when there is little evidence of the consequences such changes would bring.

Our department has had excellent success with graduates in the private sector, public sector, and the not-for-profit sector. Recent graduates have attended elite graduate programs such as Penn, London School of Economics, and Georgetown. They also have attended top tier law schools such as Wisconsin, Michigan, Minnesota, George Washington, William and Mary, and Indiana-Bloomington. We have had two Fulbright Award winners and a Carnegie Fellow among our recent graduates and have two finalists for Fulbright Awards next year. This leads us to view what we are doing as a success and we have significant risk-avoidance for change with such a solid record. We have demonstrated an openness to interdisciplinary connection, but view further change as inherently risky rather than innovative.

## **Psychology**

### **Mission**

It is the mission of the Department of Psychology to offer a high quality education to the students of northeast Indiana who seek a Bachelor's degree in psychology. The department also serves the needs of IPFW students majoring in other disciplines who seek a minor in psychology, and offers coursework in psychology to serve the general education mission of the university. We also seek to advance psychological knowledge through the research of our faculty and students, and to share our expertise with the community.

### **Core Values**

The Psychology Department affirms its valuing of evidence-based thinking and the fostering of critical thinking, effective communication, and appreciation for diversity in our students. Given the nature of our discipline, we prepare students for a broad array of careers rather than for a single profession. For these reasons, we find our natural home to be in the College of Arts and Sciences. In our emphasis on the scientific method, we align closely with the natural sciences and other social sciences.

### **Hopes for the Future**

We hope to remain an integral part of a comprehensive university and to continue to offer a high quality undergraduate education in which we engage with our students in furthering the scientific understanding of behavior.

## Public Policy

This is by way of response of Professor Jeff Malanson's email to IPFW department chairs on January 31, 2017. I solicited feedback from all full-time faculty and staff members in the department at a meeting on February 20, 2017. I devised six questions and I will identify the questions, along with the feedback I received from my colleagues, below (the responses are anonymous and they are not presented in any particular order):

**1. What is the overall vision of the Department of Public Policy into the future? This is meant to be a general question where you are free to share whatever you like in terms of your ideas.**

Response 1: Maintain the current mission. Focus on preparing state and local public servants in the future.

Response 2: Cannot respond due to the unknown resource situation into the future.

Response 3: Do public good. Maintain the current mission and expand major opportunities for students. Would like more balance between academe and practitioners and more community involvement.

Response 4: Maintain the mission of training future public servants and expand major opportunities for students.

Response 5: Provide more opportunities for practical experience in the field (e.g., communications, ethics, and ability to interact with the populations that are served).

Response 6: Achieve public service mission goals through teaching and high quality research.

Response 7: Revive the MPA program and stronger community engagement through internships that are supervised by full-time faculty.

Response 8: Maintain the current mission and expand major opportunities for students.

**2. Should the Department of Public Policy split or remain intact going into the future?**

Collective Responses: 8 colleagues voted to remain intact and 0 colleagues voted for the department to split.

**3. Should the Department of Public Policy remain in the College of Education and Public Policy (CEPP) or whatever it may be called into the future?**

Collective Responses: 7 colleagues voted to remain in the CEPP and 1 member voted not to remain in the CEPP.

**4. What should the vision of the CEPP be into the future?**

Response 1: The emphasis on public good needs to be stronger and more sincere.

Response 2: More collaborative efforts on service, leadership, and mentoring need to ensue.

Response 3: More meaningful CEPP meetings need to ensue with less focus on K-12.

Response 4: More international cooperation needs to ensue with more international linkages. Would like to have a link on the CEPP website delineating our current international partners.

Response 5: The CEPP needs to be more involved in the community, not just education.

Response 6: The vision should be doing public good. Less meetings at the CEPP level are needed with more inclusivity. More vision is needed at the CEPP level.

Response 7: A clear vision for the CEPP is needed along with a more refined definition of public good.

Response 8: The CEPP lacks a clear vision and colleagues should have an agenda for CEPP meetings earlier than the afternoon before the meeting.

**5. What should the CEPP be called in the future (the same name or something else)?**

Collective Responses: 4 colleagues voted for the College of Public Service; 2 colleagues voted to keep the CEPP name; 1 colleague voted for the College of Professional Studies; and 1 colleague voted for the College of Service and Leadership.

**6. What programs should be housed in the CEPP in the future?**

Collective Responses: 8 colleagues voted to keep the three existing departments (Public Policy, Educational Studies, and Professional Studies) in the college structure. In addition, 5 colleagues voted to add Communication Sciences and Disorders; 4 colleagues voted to add Human Services; 3 colleagues voted to add Organizational Leadership; and 2 colleagues voted to add Political Science/Women's Studies.

Please know that I would like my colleagues in the University to know that I am amenable to discussing their ideas with regard to academic reorganization and would welcome the dialogue. Thank you.

## **Sociology**

The Department of Sociology at Indiana University-Purdue University, Fort Wayne is dedicated to excellence, integrity, and freedom of inquiry in the creation and dissemination of sociological knowledge through scholarship, teaching, and service.

## **Undergraduate Teaching**

The undergraduate program focuses on theoretical, methodological, critical thinking and communication skills and the application of sociological knowledge necessary to analyze social structures and processes. Through use of excellence in teaching and research we prepare students for gainful employment and further education.

## **Scholarship**

Scholarship refers to the production of information that contributes to the knowledge within the discipline of sociology and its practice. Scholarship includes the development of theories and concepts, the testing of theory through the collection and analysis of data, and the application of theory and knowledge through the practice of sociology. The successful accomplishment of the department's teaching and service missions are dependent upon a faculty engaged in scholarship activities.

## **Service**

Service at the department, school, university, community, and disciplinary levels is an intrinsic component of the duties of a teacher/scholar. Providing service to the department, school, and university by membership on various committees and governing bodies is a significant way to apply sociological expertise and perspectives. Service to the community includes delivering public lectures, consulting, serving on community and advisory boards, and interacting with the media. Engaging in professional service includes serving as officers, participating on committees and editorial boards, reviewing manuscripts and book proposals, and organizing sessions for conferences.

## **Goals**

1. B.S. in Sociology with an emphasis on sociological practice. The sociology department graduated its last two students in the Masters Degree Program in Sociological Practice. Currently the program is not admitting students as a result of the reduction in tenure track teaching staff and it is no longer listed as a degree program at IPFW. Nevertheless, the department recognizes the importance in offering courses for students who do not seek graduate education at this time but are looking for careers that would allow them to apply their sociology bachelor degree skills after graduation with their bachelor's degree. Offering a B.S. degree would also allow the department to develop a track that emphasizes research methods, statistics and the application of sociological concepts for community improvement. This degree program along with the Bachelor of Arts program will allow the department to recruit and retain more students who were looking for a more applied major where the career lines are more established.

## RESTRUCTURING PROCESS PROPOSAL

### DEPARTMENT OF THEATRE

2/22/17

#### 3.2.1. Department of Theatre: Core Values and Mission

We are nationally accredited, focusing primarily on the practical/applied skills of theatre but with appropriate attention to dramatic literature and theatre history studies for the sake of strong application. We offer a Bachelor of Arts in Theatre with the opportunity to concentrate in specific areas of the profession from acting, musical theatre, directing and design technology—all applied areas. Students study and work one-on-one with dedicated and professionally active faculty. Unlike larger university theatre programs, students have opportunities to act, direct, and/or design in major productions during their entire four-year course of study, starting with freshman year.

**Here is the mission statement, addressed to prospective students as it appears on our website currently:**

The IPFW Department of Theatre will help you to acquire a habit of mind, in which critical thinking and communication are integral components. We believe students should acquire a broad base of general knowledge during their years at university. Therefore, our Bachelor of Arts Degree works with the University's general education curriculum—or the core of classes every undergraduate takes—to offer broad-based historical and critical learning in theatre. However, we've developed theatre concentrations because we also recognize that some specialization is necessary at your level of development. We want you to be ready to take charge of your life's journey once you graduate, whether that be by pursuing a life in the professional theatre, going on to a graduate program or deciding to enter a related field.

The mission of the Department of Theatre is to:

- educate its students within a broad liberal arts framework in the art, craft and discipline of theatre, through programs offering both classroom study and experiential production activities.
- serve the University Community through its productions and general education offerings.
- provide culturally enriching activities to the greater Northeastern Indiana Region.

**Values**

The IPFW Department of Theatre values:

- the pursuit of knowledge in an environment that encourages free and open inquiry, academic achievement, scholarship, and creativity.
- the cultivation of creativity.
- the highest academic, artistic, and ethical standards.
- artistic and scholarly collaboration.
- interdisciplinary inquiry and scholarship.
- the professional commitment, innovations, and accomplishments of faculty and staff.
- partnership with the community to enhance cultural, creative, and intellectual life in the region.
- diversity.

#### **Vision**

The IPFW Department of Theatre will be a regionally recognized theatre program, known for its regional impact and:

- the excellence, value, and accessibility of its training programs.
- its exceptional academic curricula and facilities that foster unique teaching, learning, and student environments.
- the scholarly and creative accomplishments of its faculty, students, and staff.
- its contributions to the quality of artistic and creative life of the region.

#### **Goals**

- Demonstrate an understanding of the creative process using the vocabulary of the appropriate discipline.
- Perform or create works of personal and collaborative expression and bring the works to fruition using applicable skills.
- Articulate a reflective and critical evaluation of one's own and other's efforts using written and/or oral communication.

### **3.2.2. Department of Theatre: Defining What We Are and Should Be**

We have heard rumor that there is interest in linking us to Humanities departments in the restructuring process, and this is something we are firmly against because the institutional structure, in which we operate currently, is ideal. We see no reasons to change this structure. In fact, we believe that adopting an alternative would be detrimental to our very identity and

continued existence, as it has been formed with our accrediting agency, The National Association of Schools of Theatre. Let me explain.

We exist as 1/3 of a College of Visual and Performing Arts, and we require college-level leadership by a dean educated in an arts field similar to our own. We reason that this is imperative because our arts departments hold three things in common—visible product, community relations, budget management/production company complexity—and these three things make us unlike Humanities programs (indeed, unlike most departments at IPFW).

(1) First, the very nature of our visible products (including the processes of making art products and the associated evaluation practices) are the same.

Unlike traditional departments in the Humanities, we by and large produce original works of art (creative endeavor) rather than peer-reviewed critical literature prepared for fellow academics. While there are those of us that hold PhDs in our fields, which would have educated a select number of us in the practices of conference paper, article and book production processes, the vast majority of us hold MFAs. Furthermore, all of us, no matter what the nature of our respective educations, must primarily participate in applied activities while at work because our departments are all application oriented and accredited as such. For these reasons, it is logical to keep us together, governed under a Dean of the College of Visual and Performing Arts who was, like us, trained at the graduate/terminal degree level in applied methods of making art. To be governed by someone without such qualifications and at such level would threaten the soundness of our promotion and tenure processes and the governance/compliance of our programs with accrediting agencies.

(2) Second, a relationship of service to the greater Fort Wayne community is essential to our identity and success as discreet units. In a grander sense, the arts also functions as a significant component of the University's overall success and, therefore, requires appropriate leadership for accomplishing these goals.

As aforementioned, our visible products consist of original pieces of art that are, unlike Humanities programs, prepared not for fellow academics but for the at-large population. This requires not only chair-level but, more importantly, dean-level leadership of a particular kind that is atypical of a dean's job description in other academic areas. Make no mistake, this aspect of an arts dean's job is immense. The dean for the arts programs acts as a promoter of annually hundreds of events on campus, throughout the process forming partnerships with donors and community agencies in Fort Wayne that are essential to the success of the University as a whole. The way those of us in Theatre see it, the sheer size and scope of just this single aspect of the arts dean's position makes it impossible for him or her to also manage a collection of traditional academic programs.

(3) Third, experience with handling applied arts budgets and arts production companies is a necessary component of each and every leader in the arts programs, especially the dean.



Applied arts programs exist as non-profit businesses—production companies, if you will—within the larger institution, and each arts unit has its distinct qualities, which must be well understood by its leadership, in order to keep its operations thriving. We require dean-level leadership by a person that advocates for us in the pursuit of necessary monetary resources, who protects and understands our income accounts, who understands why we need the level of funding that we do and who has the appropriate background and time in his/her schedule to oversee its complex management. We have heard rumor that some members of the administration believe that the arts departments are not large enough to exist on their own in the new university configuration. We ask that parties in decision-making roles understand size as we see it: To us, size = complexity of operations and the community our work reaches rather than merely the number of majors and minors in the degree program.

### **3.2.3. Identify programs/departments with which they might partner and programs/departments with which they might be grouped to create a college**

**For all of the reasons explained above, we see the College of Visual and Performing Arts remaining *AS IS*, and consisting of:**

**The Department of Theatre**

**The Department of Music**

**The Department of Fine Arts, Visual Communication and Design**



**DEPARTMENT OF  
VISUAL COMMUNICATION AND DESIGN**

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE  
COLLEGE OF VISUAL AND PERFORMING ARTS

**RESTRUCTURING PROCESS PROPOSAL**

**DEPARTMENT OF**

**VISUAL COMMUNICATION AND DESIGN**

**2/23/17**

**Department of Visual Communication and Design:**

**Core Values and Mission:**

*Mission statement, addressed to prospective students as it currently appears on the Visual Communication and Design website.*

The goal of the IPFW Department of Visual Communication and Design is to educate and develop each individual's creative, conceptual, and technical abilities to meet the challenges of art and design. Programs in graphic design, modeling and Animation, and Imaging and Photography encourage interdisciplinary study by providing a broad spectrum of traditional and new media. Because classes are small, students develop close ties with faculty and flourish from personalized advising and mentoring. VCD faculty, who are all practicing artists/scholars, provide expertise in industry-standard business and technical practices. State-of-the-art classrooms, studios, lecture halls, and computer labs provide a professional learning environment.

Students who choose to study in the Department of Visual Communication and Design are often artistic individuals who aspire to transform their creative energies into powerful communication vehicles for gainful employment. At VCD, a distinguished faculty of design professionals and scholars guides each student through a rigorous curriculum designed to tackle the challenges that await tomorrow's design professionals in a global workplace.

## **Mission**

The Department of Visual Communication and Design exists to educate students and the community in the areas of applied art, design and related technologies. It offers exceptional professional degree programs that combine creative development in a design discipline with career preparation.

## **Values**

- The pursuit of knowledge in an environment that encourages free and open inquiry
- The cultivation of creativity
- The highest academic, artistic and ethical standards
- Artistic and scholarly collaboration
- Interdisciplinary inquiry and scholarship
- The professional commitment, innovations and accomplishments of faculty and staff
- Partnership with the community to enhance cultural, creative, and intellectual life in the region
- Diversity

## **Vision**

The Department of Visual Communication and Design will be a regionally recognized art/design program, known for its regional impact and:

- The excellence, value and accessibility of its training programs
- Its exceptional academic curricula and facilities that foster unique teaching, learning and student environments
- The scholarly and creative accomplishments of its faculty, students and staff
- Its contributions to the quality of artistic and creative life of the region

## **Goals**

Visual Communication and Design students demonstrate the following:

- Effective skills in written, oral and multimedia communication while articulating their ideas in appropriate media
- Visual information literacy skills and quantitative reasoning as a means of gaining written and visual knowledge while drawing reliable conclusions in their chosen discipline
- Critical thinking and problem solving while also evaluating their ideas and technological competencies
- Artistic and scholarly collaboration with continuous personal growth to the highest levels of personal integrity and professional ethics
- Knowledge and skills based upon an understanding of historical traditions that formed one's own and other cultures

- A commitment to mutual respect through free and open visual inquiry and communication

### **Statement from the Faculty**

The department's rationale for the College of Visual and Performing Arts to remain its own college is easily explained. Our college is currently collaborating in meaningful interdisciplinary projects between concentrations and across departments within the college. The respect, understanding, support of the arts is shared throughout the college and we feel that being moved to a non-art based college could and would disrupt the dynamic energy existing within the College of Visual and Performing Arts.

Having a Dean and Dean's staff that have been together for many years all working toward the common goal of supporting our faculty, students, and community events is crucial to the success of the college. Our numerous public events, held both in our buildings and out in the community each semester, help to promote the university, the college, and the arts in Northeast Indiana. The college is responsible for connecting in meaningful ways with thousands of members from the community and the region throughout the 100+ events held each year. These events require an immense amount of time and effort with the experience of our own dedicated Dean and support staff. Every department and college believe themselves to be unique, but there is ongoing and continued evidence to prove that the current College of Visual and Performing Arts is truly special in many ways. Because of this, we believe that the college consisting of the Department of Fine Arts, Department of Music, Department of Theatre, and the Department of Visual Communication and Design should remain the College of Visual Communication and Design.



**To:** IPFW Faculty Senate

**From:** Dr. David Cochran, Jason Barnes, and Jennifer Oxtoby – IPFW Systems Engineering Center  
Dr. Todor Cooklev – IPFW Wireless Technology Center

**CC:** Dr. Carl Drummond – Vice Chancellor of Academic Affairs  
Dr. Manoochehr Zoghi – Dean of ETCS

**Date:** February 24, 2017

**Re:** System Design and Entrepreneurship Program Proposal

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### **Summary**

This proposal describes an interdisciplinary program tentatively entitled System Design and Entrepreneurship. This program would expand and enhance the current offerings in Systems Engineering to better meet the needs of students, regional partners, and the university. This proposal is being submitted in response to the IPFW Faculty Senate Document 16-24.

### **Mission & Vision**

Indiana University-Purdue University Fort Wayne (IPFW) is a comprehensive university that provides local access to globally recognized baccalaureate and graduate programs that drive the intellectual, social, economic, and cultural advancement of our students and our region.

Both the IPFW Center of Excellence in Systems Engineering and the Wireless Technology Center support the strategic plan of the university through their mission to achieve the following functional requirements:

- Offer IPFW students an education in Systems Engineering that enables them to develop superior products and to lead the enterprise change.
- Provide industries and enterprises of Northeast Indiana with the leadership and Systems Engineering capability and research to sustain and grow their businesses.
- Serve as a conduit between students and industry for research, enterprise improvement, and employment opportunities.

The vision of the Centers is to be recognized regionally and globally for programs which promote research and scholarly activities, collaboration, and industrial applications.

In practice, the three pillars in the Centers’ mission overlap. The programs in Systems Engineering are most effective when all three pillars are delivered simultaneously, enabling academic growth, engagement with regional partners, and development of systems research.

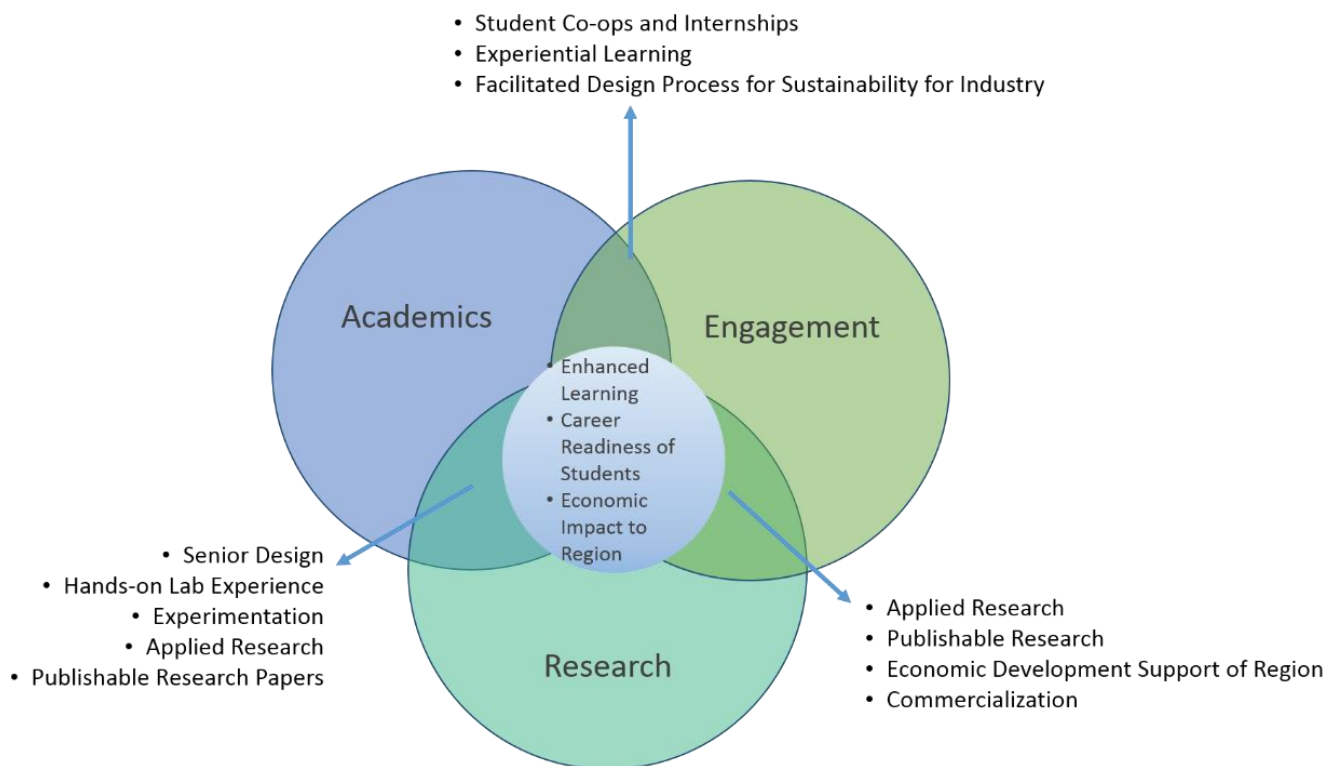


Figure 1 – Program Delivery Model with the Three Overlapping Areas of the SE Center Mission

### **Program Need**

The mission of the SE Center details a benefit to many different customers: current and prospective students, IPFW faculty and administration, and partner organizations. The vision of the SE Center articulates how systems thinking can be applied to enterprises of all disciplines. However, the current programs in the area of systems are limited to engineering. The proposed System Design and Entrepreneurship program seeks to address this narrow focus.

The System Design and Entrepreneurship program is proposed to be an interdisciplinary program that interacts heavily with the students and faculty of ETCS including Organizational Leadership, other STEM departments, and the Richard T. Doermer School of Business. The proposed program would also be flexible to engage with industry partners in the fields of advanced manufacturing, healthcare and biomedical production, government and educational institutions, non-profit organizations, and new business development and innovation.



One of the ideals that drives the Centers' customers is obtaining a quality service or product for a competitive price. The Centers' delivery model is based on the areas of academics, engagement, and research - to provide all three simultaneously without increasing the cost of delivery. This unification, in turn, comes from students learning about systems thinking while also conducting valuable research that benefits partner organizations.

The preceding delivery model ties all three pillars of the Centers' mission together to deliver vital services and developmental resources to current and prospective students, IPFW faculty and administration, and partner organizations. Students benefit from enhanced learning opportunities by applying research to real-world situations and by developing relationships with potential employers. Regional partners can use the research to affect economic development and ensure that IPFW students are learning the skills important to industry. IPFW faculty and administration benefit from increased engagement with students and area organizations as well, leading to high-quality research publications and future opportunities.

### **Program Development**

The initial plan for the System Design and Entrepreneurship (SDE) program includes:

- New interdisciplinary graduate program in SDE run by the SE Center and Wireless Technology Center in collaboration with the faculty of ETCS.
- A new structure to run and support the SDE program that is affiliated with the SE Center and Wireless Center.
- Dual academic appointment of faculty who wish to teach and conduct research in the new SDE program to achieve long-term interdisciplinary collaboration.
- Interdisciplinary undergraduate course(s) in systems thinking.

The current Master of Science in Engineering degree, specializing in Systems Engineering, has drawn interest from potential students and employers outside of the discipline. A new graduate program in SDE would expand the availability of the graduate study to other potential applicants, employers, and areas of research. The full SDE curriculum still requires development, but the opportunity to expand the current offerings in Systems Engineering exists. SE courses could be cross-listed as SDE courses to expand enrollment to SDE graduate students and as electives to other graduate areas. Similarly, courses from other disciplines that fit within the SDE mission may be included in the SDE curriculum.

Since the proposed SDE program will be aligned with the missions of the SE Center and the Wireless Technology Center, the SE program and the Centers should have a strong affiliation. The new structure



of the SDE program will foster interdisciplinary engagement to expand the opportunities available at IPFW. Other Centers that fit within the areas of systems thinking and entrepreneurship could be affiliated with the new SDE program, as well.

Faculty from schools and departments outside of Engineering would be able to partner with the SDE program through a dual faculty appointment. This arrangement would allow current faculty to teach and conduct research in SDE related to their areas of expertise as affiliates. This partnership would also allow these faculty partners to receive funding from grants and other financial sources.

SE Center engagements have also provided opportunities for undergraduate students seeking employment in relation to systems principles. The current plan would include elective courses offered to undergraduate students in systems thinking to better prepare them for the workplace.



## RESTRUCTURING PROCESS PROPOSAL

### COLLEGE OF VISUAL AND PERFORMING ARTS (CVPA)

2/24/17

#### 3.2.1 Define their core values and mission

The College of Visual and Performing Arts (CVPA) is a fully accredited college with four departments, each recognized and accredited by their respective accrediting agencies. These include the National Association of Schools of Music (accredited approx. 1982), The National Association of Schools of Theatre (2010), and the National Association of Schools of Art and Design (2015). This is significant because it speaks to our core mission and the value of providing art, music and theatre degrees that are recognized as having met the highest standards put forth by these national agencies. This accomplishment places IPFW and the CVPA in a rank unlike many of our peer institutions because all departments in our college have achieved accreditation. Many of our peers may have one or two disciplines accredited, but not many have all of their areas achieve this high standard. We have touted the college accomplishment at every turn and believe it speaks to the core mission of our programs to create artists and performers able to compete on a national scale. The ‘identity’ of being a fully accredited COLLEGE is important to our faculty and was achieved at the urging of IPFW administration.

The College has probably the largest outreach program on campus through our Community Arts Academy that serves over 700 K-12 students in dance, music, art and theatre every year. The Gene Marcus Piano Competition, in its fifth year, is becoming one of the most prestigious competitions for young musicians in the surrounding three states. Because of our growing reputation, one finalist this past January from central Michigan chose our competition over one in Chicago that has an older and more prestigious reputation.

From our Strategic Plan we believe:

#### **Mission**

The mission of the College of Visual and Performing Arts is to:

- provide, within a broadly based curriculum, exceptional professional and liberal arts degree programs which combine creative development in an artistic discipline with career preparation through individualized instruction
- offer culturally enriching opportunities to all students and members of the university and regional communities
- be recognized as the major regional arts resource through creative and scholarly excellence in artistic performance, productions, exhibitions, library holdings and technology

- be recognized as the center for arts education, outreach, collaboration, and professional leadership in northeastern Indiana

### **Values**

The College of Visual and Performing Arts values:

- national accreditation
- the highest academic, artistic, and ethical standards
- the cultivation of creativity
- continuous personal and professional growth
- artistic and scholarly collaboration
- interdisciplinary inquiry and scholarship
- diversity

### **Vision**

CVPA will be recognized for preparing students to succeed as life-long learners and arts professionals through:

- interaction with exceptional artist/scholar teachers
- preparation in the best specialized facilities in the region on the IPFW campus, in satellite locations and through the technology of distance education
- awarding of prestigious degrees from Indiana University and Purdue University
- experiential/service learning, and outreach collaboration throughout northeastern Indiana

### 3.2.2. Define what they are, could be, should be

At our heart, we are artist/educators who are passionate about passing along our creative energy and knowledge to the next generation of aspiring artists. The College of Visual and Performing Arts is a strong creative center for IPFW as well as a self-contained production company that produces over 120 events ON OUR CAMPUS each academic year (not including student recitals, etc). CVPA has its own marketing and public relations office, community outreach/development director and continuing partnerships with Arts United, Shruti Indian Performance Series and seven companies-in-residence. The college has a business and academic model unlike any other on our campus. CVPA, like Athletics, brings the most community members (approx. 12,000) to our campus during a given year to music, theatre and art events that celebrate and showcase our excellent and dedicated student artists.

What we could and should be? We could and should be moving to the next level of higher education, providing nationally recognized graduate degrees in several key areas that are ready and capable of offering such degrees. Music Therapy is on the cusp of offering advanced degrees necessary for future licensure. Graphic Design is ready to roll-out a low residency MFA program that could serve degree candidates from across the country. Any one of our Fine Art programs has capacity for graduate work but most especially our printmaking program under the guidance of nationally recognized professor and printmaker Christopher Ganz.

Because of our partnership with Sweetwater, we should be the leading Music Technology program in the region, if not state. Due to some early missteps that have taken a few years to

recover from, we are just now getting back on track and have the full support of Sweetwater as this program is quickly becoming one of our signature CVPA programs.

### 3.2.3. Identify programs/departments with which they might partner and programs/departments with which they might be grouped to create a college

Dean O’Connell and Dr. Greg Jones are beginning conversations with the Doermer School of Business (DSB) and Sweetwater to create a program that enhances our music technology degree to create a degree option that allows for business students to study music technology and visa-versa. Our competitors that offer the strongest draw for Sweetwater are programs that have students interested in both business and music technology. While not all of our students wish to work at Sweetwater, many would jump at the opportunity to study business to be better prepared for the workforce.

These conversations with the DSB are also pertinent to the Entrepreneurship in the Arts coursework Dean O’Connell started two years ago and is looking to make the course more collaborative with the DSB.

Quite frankly, we don’t wish to be ‘grouped’ with any others to create a college. We have a strong and distinct college, serving the needs of a particular group of IPFW students that require very specific needs, curriculum and oversight. Our college has a strong and notable reputation in Fort Wayne and the surrounding communities that is explicit to our accomplishments, partnerships and identity as an ‘Arts College’.

### 3.2.4. Think of the conventional and the unusual when identifying partners and groupings

We have many partners, mostly in the community and in our companies-in-residence that speak to the individuality of our college and what we bring to IPFW.

## **ACADEMIC REORGANIZATION**

**February 24, 2017**

The library's information literacy and library instruction mission and teaching reflects the framework, concepts, assignments, rubrics and assessments supported by the Association of College & Research Libraries (ACRL) *Framework for Information Literacy for Higher Education* and the Association of American Colleges & Universities (AAC&U) *VALUE rubric on Information Literacy*.

The Library's contribution to IPFW students through direct contact, in the classroom in collaboration with faculty and in partnership with other campus academic support programs enhances students' critical thinking and information literacy skills. The Library partners with students and faculty across the curriculum, in all disciplines and all years. In some areas of the curriculum, such as general education, competency standards specifically address library research/information literacy skills. At least 10% of the Statewide General Education Core Competencies fall within the library's academic mission.

In addition, the Library supports faculty research and staff information needs.

### **Vision Statement**

Helmke Library will be a recognized leader in integrating the library into the mission and life of the university.

### **Mission Statement**

Walter E. Helmke Library creates a virtual and physical environment that supports the IPFW community in efforts to discover and access vital information. Helmke Library provides high-quality information resources, expert information services, and innovative instruction fully integrated with the educational goals of IPFW. As members of the IPFW community, we collaborate within and outside the university to increase information literacy and student success. We value equity of access to and ethical use of information, respect for the privacy of library users, and intellectual freedom. Helmke Library is dedicated to providing stewardship of the human record by collecting, describing, and organizing information. Employing technology wisely, the library offers responsive delivery of resources, customized research consultation, and an environment that encourages independent exploration in the pursuit of academic excellence.

Adopted by the Library Operations Council June 22, 2005

## Proposed:

- **Maintain library as independent college (*consistent with Purdue structure for library*)**
- **Integrate student academic success mission and administrative structure of CASA under the Library, reporting to Library Dean**
  - There has been a long-standing and fruitful collaboration in the IPFW Learning Commons culminating in the recent physical re-location of those services to the library building post-renovation
  - An administrative merging of CASA under the Library would provide a more seamless service and support portal for students consistent with the Library's and CASA's missions
- **Enhance library faculty role as for-credit teaching faculty (*consistent with Purdue structure for Library faculty*)**
  - Insure professional development/course release time, caseload consideration and credit hour reimbursement directed to library and library faculty
- **Enhance library's digital initiatives, particularly in the humanities, and community engagement role in support of University mission**
  - Provide infrastructure, content curation, dissemination through access, archiving and long-term maintenance in consultation and collaboration with Purdue and regional partners

**Academic Reorganization**  
**Summary of Campus-wide Meetings about Department Missions and Core Values**  
**February 27, 28, and March 1, 2017**

These discussions were intended to help people gain a better understanding of what the various academic departments and programs on the campus do and value.

Members of twelve departments attended the discussions.

Few of the people in attendance had read through the documents submitted by departments prior to the meetings. For this reason, the discussions were used to familiarize those in attendance with the departments that were in attendance. Each department was invited to describe what they do, their mission, and what they value. Many departments also discussed institutional issues and challenges they face. At the end of each discussion, the faculty leaders summarized themes they heard and asked those in attendance if they agreed those were the themes and for any amendments to the list of themes.

Themes identified during the discussions (in no particular order)

- 1) Community engagement, including internships and co-ops, and community outreach are important parts of what departments do. Community engagement and community outreach means being out in the community and bringing people to campus.
- 2) Departments want to help students:
  - a) Figure out what they want to be,
  - b) Prepare them for what comes next (whether a job or more education), and
  - c) Get them to graduation.
- 3) Students should have a chance for a well-rounded education. This means equipping students with analytical and expressive skills, introducing students to a range of knowledge, and teaching students disciplinary content.
- 4) Departments need to be more conscious of what students want and changes in the discipline. Some changes are mandated by changes to laws (e.g. requirements to be a k-12 teacher). Other changes are about career opportunities (e.g. actuarial sciences). Still others are about shifts in the research, creative endeavor, and teaching within the discipline.
- 5) Departments should be thinking about how they can contribute to the mission of IPFW.
- 6) There is a desire for diversity of people and thought.
- 7) There are institutional factors that must be considered when discussing structure.
  - a) Accreditation
  - b) Complexity of budget which can include a variety of sources of revenue (internal and external) and types and numbers of expenditures
  - c) Job placement (Is it specific to a profession or is it broader?)
  - d) Facilities (labs, theaters, production space)

**Academic Reorganization  
Possible Structures  
Neff 101 on March 15, 2017**

Process:

- 1) How familiar are people with what other departments and colleges do?
  - 2) Brainstorming (ideas and BRIEF explanations, but no criticisms at this stage)
  - 3) Discussion of ideas (advantages, disadvantages, and issue to investigate)
  - 4) Summary
1. Create a new college with Dept. of Human Services and other clinically-oriented programs (e.g. Prof Studies, CSD, Music Therapy, EDUC, PPOL)
    - 1.1. Reasons to do it
      - 1.1.1. Similar issues regarding faculty loads (e.g. site visits, meeting with students regarding “internships”)
      - 1.1.2. Students must be admitted to many/all of the programs
      - 1.1.3. Community engagement and outreach is a must (e.g. memoranda of agreement with organizations outside the university)
      - 1.1.4. They engage in training with community partners regarding how to have interns, liability, and other issues
      - 1.1.5. Accredited
      - 1.1.6. Unique, but similar orientation of students
      - 1.1.7. Placement and supervision of “interns”
      - 1.1.8. Liability insurance
    - 1.2. Reasons not to do it
      - 1.2.1. Music Therapy may not want to move out of Department of Music and college of VPA
    - 1.3. Issues to be investigated and/or resolved to determine if it should be done
      - 1.3.1. Need time to restructure administration, mission, procedures of each to create a cohesive clinically-oriented college
      - 1.3.2. This has to be the creation of a new college and not just adapting an existing college. All departments have to be viewed as “equal” partners.
      - 1.3.3. Check with PPOL for their opinion because they were not at the discussion where this idea was discussed
      - 1.3.4. Physical location of departments
      - 1.3.5. What about the HHS Student Success Center?
      - 1.3.6. Gerontology Program administration could be added to this college
  2. STEM college
    - 2.1. Reasons to do it
      - 2.1.1. It’s topical. It may help with marketing. Makes it easier to take advantage of the Purdue brand.
      - 2.1.2. Integration of sciences with ENGR and technologies (more interdisciplinary)
      - 2.1.3. Creates opportunities to create new programs such as BIOENGR, BIOInformatics
      - 2.1.4. Creates an opportunity to make college requirements and general education requirements more suited to occupations sought

- 2.1.5. It might create an avenue for seeking new funding from the Indiana General Assembly
- 2.1.6. Distinguishes us from liberal arts colleges
- 2.2. Reasons not to do it
  - 2.2.1. How research is valued and evaluated in departments and the college (e.g basic research versus applied research) would have to be discussed and recognized in P&T documents and other policies
  - 2.2.2. Creates a large college
- 2.3. Issues to be investigated and/or resolved to determine if it should be done
  - 2.3.1. Is STEM over? Are we moving to STEAM?
  - 2.3.2. Would this help with grant applications
- 3. Create a liberal arts college (e.g. humanities, social sciences, non-performing arts)
  - 3.1. Reasons to do it
    - 3.1.1. This is part of what makes for an educated citizenry.
    - 3.1.2. This is part of being a comprehensive university.
    - 3.1.3. Provides foundations for other programs (e.g. writing, speaking and listening, critical thinking, soft skills)
    - 3.1.4. More specific focus than COAS
    - 3.1.5. We already have a building named *Liberal Arts Building*
    - 3.1.6. Distinguishes us from IVY Tech and other technical schools
    - 3.1.7. Could allow for a focus on culture
    - 3.1.8. Can focus on preparing students for grad school and law school and med school
  - 3.2. Reasons not to do it
    - 3.2.1. There are concerns about the applicability of the majors to the job market (finding jobs)
  - 3.3. Issues to be investigated and/or resolved to determine if it should be done
    - 3.3.1. Is the idea of a liberal arts college over?
    - 3.3.2. Financial feasibility is dependent on what happens to the other parts of COAS that would move elsewhere
    - 3.3.3. How does it evolve with the times?
    - 3.3.4. How to market it
- 4. Create a “First Year College” including advising and curriculum and gathering space
  - 4.1. Reasons to do it
    - 4.1.1. Develop a general education program that includes high-impact practices **for every student**
    - 4.1.2. Should lead to more interdisciplinary courses
    - 4.1.3. Creates loose cohorts of students
    - 4.1.4. Creates a sense of community through co-curricular and extra-curricular activities
    - 4.1.5. Should improve persistence and graduation rates
    - 4.1.6. Should institutionalize recognition for service-learning
  - 4.2. Reasons not to do it
    - 4.2.1. Set curriculum of some programs (e.g. Human Services students have to be ready for “clinical” in the second year) may make scheduling difficult
    - 4.2.2. May make it difficult for faculty to get to know students if there is centralized advising and/or too little flexibility in course schedules
  - 4.3. Issues to be investigated and/or resolved to determine if it should be done



4.3.1. \$\$\$\$\$

4.3.2. Can we get the same effect by having more co-curricular and extra-curricular requirements?

There was not enough time to discuss the ideas listed below.

5. Intra or Inter structures – create schools within colleges (e.g. School of Social Transformation including WOST, SOC, POLS, COM)
  - 5.1.Reasons to do it
    - 5.1.1.
  - 5.2.Reasons not to do it
    - 5.2.1.
  - 5.3.Issues to be investigated and/or resolved to determine if it should be done
    - 5.3.1.
6. Professional College (e.g. BUS, ENGR, EDUC)
  - 6.1.Reasons to do it
    - 6.1.1.
  - 6.2.Reasons not to do it
    - 6.2.1.
  - 6.3.Issues to be investigated and/or resolved to determine if it should be done
    - 6.3.1.
7. STEAM college
  - 7.1.Reasons to do it
    - 7.1.1.
  - 7.2.Reasons not to do it
    - 7.2.1.
  - 7.3.Issues to be investigated and/or resolved to determine if it should be done
    - 7.3.1.
8. Breaking COAS into College of Arts and Letters and a College of Science and Math
  - 8.1.Reasons to do it
    - 8.1.1.
  - 8.2.Reasons not to do it
    - 8.2.1.
  - 8.3.Issues to be investigated and/or resolved to determine if it should be done
    - 8.3.1.
9. Move gerontology from COAS to a college with clinically oriented programs
  - 9.1.Reasons to do it
    - 9.1.1.
  - 9.2.Reasons not to do it
    - 9.2.1.
  - 9.3.Issues to be investigated and/or resolved to determine if it should be done
    - 9.3.1.
10. For Dept of Human services: new college including EDUC, PPOL, PROF Studies, Human Services, and CSD (maybe)
  - 10.1. Reasons to do it
    - 10.1.1.
  - 10.2. Reasons not to do it

10.2.1.

10.3. Issues to be investigated and/or resolved to determine if it should be done

10.3.1.

Other ideas that may not relate to reorganization

11. Create an interdisciplinary Center for Aging (e.g. Gerontology, must include life long learning/continuing studies element, creativity element, nutrition element)
12. We must develop ways to be more response to needs in the community even if the needs are not long-term.

**Academic Reorganization  
Possible Structures  
LA 159 on March 20, 2017**

Process:

- 1) How familiar are people with what other departments and colleges do?
  - 2) Brainstorming (ideas and BRIEF explanations, but no criticisms at this stage)
  - 3) Discussion of ideas (advantages, disadvantages, and issue to investigate)
  - 4) Summary
- 
1. Don't think just about colleges, but think about schools/programs that might cross colleges and schools/programs within colleges
    - 1.1. Reasons to do it
      - 1.1.1. Provides flexibility for responding to market demands for academic programs
      - 1.1.2. Allows us to be more thoughtful about structure – structure doesn't dictate function
      - 1.1.3. Would function more like the real world
    - 1.2. Reasons not to do it
      - 1.2.1. Don't need more administrators / another layer of administration
      - 1.2.2. Don't need another hoop to jump through (e.g. P&T – dept, to coll, to campus)
      - 1.2.3. Accreditation
    - 1.3. Issues to be investigated and/or resolved to determine if it should be done
      - 1.3.1. Is there an example of a decoupled school/college?
      - 1.3.2. What is the credential that is earned?
      - 1.3.3. How will this change things for students?
      - 1.3.4. Do we need to create anything? Is this more a matter of raising awareness of opportunities?
      - 1.3.5. Look to the administration of IPFW graduate programs for a model?
  2. Put departments of similar characteristics / academic foci and teaching/research foci into the same college (This might mean creating a school that has departments in different colleges. This should facilitate movement between departments.)
    - 2.1. Reasons to do it
      - 2.1.1. This will help to integrate departments with each other in function and curriculum.
      - 2.1.2. Some students know the requirements from a global perspective better than the faculty. This will help to break down barriers.
      - 2.1.3. Should help to utilize resources more economically.
      - 2.1.4. If we continue to lose faculty, we may need to do this. Let's get ahead of things. A lack of boundaries will help to maximize utilization of faculty.
    - 2.2. Reasons not to do it
      - 2.2.1. Could create issues for P&T (requirements).
      - 2.2.2. Accreditation
    - 2.3. Issues to be investigated and/or resolved to determine if it should be done
      - 2.3.1. Look for examples of colleges without departments. Students earn degrees based on courses taken. Faculty are not department specific

- 2.3.2. Look for examples of schools in colleges and no departments.
- 2.3.3. Look for examples of individualized programs for students.
- 2.3.4. Do departments place different emphasis on teaching, research/creative endeavor, and service? Why? Do varying emphases match the mission of IPFW?
- 2.3.5. Be sure we investigate the impact on faculty workload if we do any of this
- 3. Create an entity or process/procedure that facilitates interdisciplinary programs (see above [1&2] and be thinking about how we accomplish those things listed above)
  - 3.1. Reasons to do it
    - 3.1.1.
  - 3.2. Reasons not to do it
    - 3.2.1.
  - 3.3. Issues to be investigated and/or resolved to determine if it should be done
    - 3.3.1.
- 4. Some interdisciplinary entity dedicated to globalization and internationalization and social justice (possible contributing departments/colleges include ILCS, COM, POLS, DSB)
  - 4.1. Reasons to do it
    - 4.1.1. Enriches the community we serve by being more global
    - 4.1.2. Matches interest in interdisciplinary ideas listed above
    - 4.1.3. We have the resources. This would help to break down silos. This should bring us “bigger bang for the buck,” something more meaningful
  - 4.2. Reasons not to do it
    - 4.2.1. (None given)
  - 4.3. Issues to be investigated and/or resolved to determine if it should be done
    - 4.3.1. Faculty workload (see above)
- 5. Keep the current structure (deal only with Human Services and Hospitality)
  - 5.1. Reasons to do it
    - 5.1.1. There does not appear to be an overwhelming interest in a single alternative structure.
  - 5.2. Reasons not to do it
    - 5.2.1. (None given)
  - 5.3. Issues to be investigated and/or resolved to determine if it should be done
    - 5.3.1. (None given)
- 6. Hospitality and OL should be in BIZ
  - 6.1. Reasons to do it
    - 6.1.1. Many in Hospitality want to go to DSB
  - 6.2. Reasons not to do it
    - 6.2.1. (None given)
  - 6.3. Issues to be investigated and/or resolved to determine if it should be done
    - 6.3.1. The nutrition courses may not be a good fit in DSB
    - 6.3.2. Accreditation
- 7. Natural science and MATH combined with ENGR
  - 7.1. Reasons to do it
    - 7.1.1. Overlap in MATH, PHYS and some ENGR
  - 7.2. Reasons not to do it
    - 7.2.1. Pure research and applied research distinctions are not clear
  - 7.3. Issues to be investigated and/or resolved to determine if it should be done

## 7.3.1. (None given)

There was not enough time to discuss the ideas listed below.

8. STEAM focus / official STEAM structure
  - 8.1.Reasons to do it
    - 8.1.1.
  - 8.2.Reasons not to do it
    - 8.2.1.
  - 8.3.Issues to be investigated and/or resolved to determine if it should be done
    - 8.3.1.
9. Incorporate student academic success offices (e.g. CASA) into the library structure
  - 9.1.Reasons to do it
    - 9.1.1.
  - 9.2.Reasons not to do it
    - 9.2.1.
  - 9.3.Issues to be investigated and/or resolved to determine if it should be done
    - 9.3.1.
10. Agreement with PU needs to address graduate programs
  - 10.1. Reasons to do it
    - 10.1.1.
  - 10.2. Reasons not to do it
    - 10.2.1.
  - 10.3. Issues to be investigated and/or resolved to determine if it should be done
    - 10.3.1.

Other ideas that may not relate to reorganization

11. Develop customized advising for students moving from one department to another within and between colleges
  - 11.1. Reasons to do it
    - 11.1.1.
  - 11.2. Reasons not to do it
    - 11.2.1.
  - 11.3. Issues to be investigated and/or resolved to determine if it should be done
12. Build a process for reviewing the structure every X years
  - 12.1. Reasons to do it
    - 12.1.1.
  - 12.2. Reasons not to do it
    - 12.2.1.
  - 12.3. Issues to be investigated and/or resolved to determine if it should be done
    - 12.3.1.
13. Better communication between departments and students regarding scholarships and other opportunities (especially the financial ones)
  - 13.1. Reasons to do it
    - 13.1.1.

- 13.2. Reasons not to do it
  - 13.2.1.
- 13.3. Issues to be investigated and/or resolved to determine if it should be done
  - 13.3.1.
- 14.
  - 14.1. Reasons to do it
    - 14.1.1.
  - 14.2. Reasons not to do it
    - 14.2.1.
  - 14.3. Issues to be investigated and/or resolved to determine if it should be done
    - 14.3.1.

**Academic Reorganization  
Possible Structures  
Neff 101 on March 23, 2017**

Process:

- 1) How familiar are people with what other departments and colleges do?
  - 2) Brainstorming (ideas and BRIEF explanations, but no criticisms at this stage)
  - 3) Discussion of ideas (advantages, disadvantages, and issue to investigate)
  - 4) Summary
1. Create a college focused on programs that impacts people and community (e.g. CSD, Hum Serv, HTM, CEPP in general)
    - 1.1. Reasons to do it
      - 1.1.1. They all follow similar themes (education, leadership and service, and developing human potential) (at least 2 of 3)
      - 1.1.2. Similar cultures (e.g. accreditation, high field experience)
      - 1.1.3. Finds a home for displaced departments without just cramming them in somewhere and helps to create comparably sized colleges
    - 1.2. Reasons not to do it
      - 1.2.1. Lack of theme of the creation of knowledge – does this miss one of the overarching themes of a university (e.g. creating knowledge)
      - 1.2.2. Does this create exclusivity for certain types of actions/research (e.g. public histories would “have” to be done through this new college) – turf battles
    - 1.3. Issues to be investigated and/or resolved to determine if it should be done
      - 1.3.1. Could the departments really share resources
      - 1.3.2. How do we keep turf battles from being created – or dealt with
      - 1.3.3. What role would service learning play in decision making processes on campus (e.g. P&T, merit)
  2. Create college of interdisciplinary and general studies (e.g. combine GenStud with departments that do the most interdisciplinary work)
    - 2.1. Reasons to do it
      - 2.1.1. General Studies is interdisciplinary already – adding Peace Studies, International Studies would lend credibility (for college and degree) to General Studies and to interdisciplinary work – creates an opportunity for faculty to play a larger role
      - 2.1.2. Creates opportunity for “knowing more” because students focus on more than one area
      - 2.1.3. Creates a clear home for interdisciplinary programs that cross college boundaries
    - 2.2. Reasons not to do it
      - 2.2.1. General studies is not a subject onto itself.
    - 2.3. Issues to be investigated and/or resolved to determine if it should be done
      - 2.3.1. Is this a college in name or would faculty be moved into this new college (e.g. joint appointments)
      - 2.3.2. Is General Studies really interdisciplinary? What is the coherence of General Studies?
      - 2.3.3. Must be careful to maintain rigor

3. Create colleges of equal size in terms of students and faculty and number of departments and parity of resources
  - 3.1. Reasons to do it
    - 3.1.1. Allows for equitable distribution of resources (not equal distribution resources)
    - 3.1.2. Look to define a minimum “size”
    - 3.1.3. Allows faculty and students to engage in longer range planning based on better understood allocation of resources
    - 3.1.4. Gives the colleges more equal voice/weight (e.g. P&T committee have one from each college)
  - 3.2. Reasons not to do it
    - 3.2.1. Don’t need equal “size” colleges in order to have equitable distributions
    - 3.2.2. How often do we rebalance?
    - 3.2.3. There are other ways to distribute everything
    - 3.2.4. Could create strange combination for the sake of balancing size
  - 3.3. Issues to be investigated and/or resolved to determine if it should be done
    - 3.3.1. What do we mean by parity?
    - 3.3.2. Equitable resources can be done without consideration of structure?
    - 3.3.3. How does this address issues of education quality?
    - 3.3.4. Do we know that there is a problem based on size?
    - 3.3.5. Why do we think changing based on size would really bring equitable allocation of resources?
    - 3.3.6. Could this really be responsive to student growth and shrinkage?
4. Group departments by accreditations (professional associations) and/or by shared resources (e.g. labs and classrooms) and/or departments with high transfer of students between departments
  - 4.1. Reasons to do it
    - 4.1.1. Common body of knowledge within disciplines
    - 4.1.2. Common constituents (e.g. employers and community partners)
    - 4.1.3. Common accrediting body
    - 4.1.4. There are some departments already sharing resources – could build more economy of scale
    - 4.1.5. Makes transferability between programs easier for the students
    - 4.1.6. Common P&T expectations
    - 4.1.7. Specific prohibitions by accrediting bodies about what departments (functions) can be grouped together in a college
    - 4.1.8. Should not discourage interdisciplinary work in any way that any structure would
  - 4.2. Reasons not to do it
    - 4.2.1. How does this build interdisciplinary work (e.g. teaching and research/creative endeavor)
  - 4.3. Issues to be investigated and/or resolved to determine if it should be done
    - 4.3.1. (None given)

Other ideas that may not relate to reorganization

5. Create more opportunities for interdisciplinary learning and research within and between colleges



6. Consider the culture of the departments when creating colleges (e.g. accreditation issues, types of community engagement)
7. Create more opportunities for faculty to learn about the teaching and or research/creative endeavors of our colleagues
8. Consider differences in research and creative endeavor done by discipline (e.g. applied v. basic v. theoretical research)
9. Look for ways to continue to connect IUPUIFW and PFW faculty and students to each other
10. Is the General Studies program a way to draw non-degree seeking students to the university who then are converted to degree seekers
11. Explore independent majors (personalized degrees based on student interest and needs)

**Academic Reorganization Proposals Submitted by Campus Faculty and Groups**

1. College of Education and Public Policy proposal for restructuring the college, submitted by James Burg, Dean of CEPP
5. Department of Educational Studies proposal for restructuring the department, submitted by Isabel Nunes, Chair of Educational Studies
6. Proposal to name a restructured CEPP the College of Public Service, submitted by Brian Fife, Chair of Public Policy
7. Indiana-Purdue Student Government Association proposals for academic restructuring, submitted by the IPSGA Executive Committee
9. Proposal to merge the departments of Computer, Electrical, and Information Technology (CEIT) and Manufacturing and Construction Engineering Technology (MCET) into a School of Polytechnic, submitted by Gary Steffen, Chair of CEIT and MCET
10. Proposal to create a program in Geological Engineering, submitted by Benjamin Dattilo, former Chair of Geosciences
11. Proposal to reinstate the Department of Philosophy, submitted by Charlene Elsby, Director of the Philosophy Program



April 7, 2017

TO: IPFW Senate Leadership  
FROM: James Burg, Dean CEPP  
RE: Proposal for academic restructuring

As the newest IPFW college, the CEPP understands the complexities and challenges of merging two distinct IU schools. Developing a new college required addressing technical issues such as creating common policies and practices, as well as the adaptive issues of building a culture and identity as a college that is unlike any other in the nation. From such labors, we approach any future restructuring with both optimism and caution.

### **Our Present College**

The CEPP is about impact, leading change, and inspiring others. It's about making a difference in the lives of children, families, and communities. With our move to Purdue University with its land-grant mission and our metropolitan status, I envision the college as fully embracing our synergistic relationship with the community. Our college excels when we integrate our teaching, research, and service with the community to solve common problems and raise the next generation of professionals.

### **Three Academic Themes**

Through discussions with the faculty of each Public Policy major last fall, a college-wide reorganization workshop in January, and continued discussions with faculty, chairs, and programs, three consistent academic themes have emerged that describe our college: education, leadership and service, and the development of human potential.

- Education is more than just P-12 teacher preparation, it is also about improving the lives of individuals and communities through informal education, community programming, and one-on-one development. Through this lens, programs such as counselor education and criminal justice also have educational components.
- Leadership and service is about advocacy, collaboration, facilitating change, and using policy innovation and data to make a difference in groups, organizations, and communities. This includes direct applications in majors such as public management, health systems administration, and educational leadership, but it also includes the teacher education programs, criminal justice, and counselor education.
- Developing human potential is about improving the health, life, and outcomes of others. This includes programs such as early childhood education, teacher education, counselor education, and health systems administration, but also can be seen in the practice of criminal justice and educational leadership.

As a disclaimer, these academic themes are not solely the domain of our college. For example, many programs have leadership components or impact human lives, not just those in the CEPP. This is not

unlike a College of Arts and Sciences with its classic array of programs, yet there are many arts and science programs spread across the university.

### A Distinct Culture

In addition to the three academic themes, the CEPP has a distinct culture: that of applied professional programs. This culture includes our methods of instruction, the challenges of accreditation and licensing, a significant focus on community engagement, and resource-intensive clinical/field experiences and internship programs. These cultural distinctions are essential to understanding resource needs, faculty workload, and promotion and tenure expectations. In addition to the way we work, our college prides itself on “Doing Public Good” and maintains a strong ethos of making a difference in our community.

### **College of Education, Leadership, and Service**

I propose the creation of a new college, one that focuses on improving the lives and vitality of individuals, organizations, and communities. Using the three academic themes and common culture described above, we can create a college that is a hybrid of two common models:

Colleges of Consumer and Family Sciences, or Colleges of Human Ecology. These colleges are common at land-grant universities and typically house programs such as child development and family studies, hospitality management, food and nutrition, kinesiology, recreation, textiles and fashion design, consumer science, interior design, public health and policy, human services, and marriage and family therapy.

Colleges of Public Service. Similar to IUB’s School of Public and Environmental Affairs, these colleges house programs such as criminal justice, public administration, human services, social work, organizational leadership, health systems administration, and military science.

Note: Nationally, there are a number of examples where teacher education programs are included in the above colleges.

### Potential Departments

- Educational Studies and Professional Studies will continue to offer their present programming and launch the doctorate in Leadership (Ed.D.). Developing a collaborative school with one of the local P-12 districts is also under discussion. Please see below for a description of possibly combining the two departments to create a School of Education within the future college.
- Public Policy will continue to offer its programs in criminal justice, health systems administration, and the Masters of Public Management with future hopes of redeveloping public and non-profit administration as well as legal studies. It will strive to become the premier Purdue University program in public administration, becoming internationally known for its expertise with local leadership and service.

- Human Services: from their website, “Some professionals in human services prefer working with clients on a one-to-one basis—helping them manage services they already receive, or navigate the benefits system during a crisis intervention. Others might set their career sights on working in community or governmental infrastructures, becoming involved in funding acquisitions, promoting neighborhood development, or providing community education.” This department is an excellent fit with the new college and clearly identifies with all three academic themes and the applied, professional culture of the current CEPP departments.
- Hospitality and Tourism Management aligns in several different ways. The Hospitality and Tourism Management component fits with the academic theme of leadership and service. The coursework under food and nutrition and the proposed Health Promotions Management major strongly align with all three academic themes and serves as an intriguing bridge between our current areas of Health Systems Administration (Public Policy) and Health, Physical Education, and Recreation (Educational Studies). The standalone child development and family studies course CDFS 255 Introduction to Couple and Family Relationships fits well with existing and future academic programming. Through field experiences the HTM and HPM majors also have significant interaction with the community. At the time of submission of this proposal, the HTM department still has one more college to speak with before determining their best positioning. Even if the HTM department chooses another college, the food and nutrition/HPM major and the CDFS 255 course could still find a home in the proposed college, thus streamlining the HTM department to its namesake major.
- Communication Sciences and Disorders and Organizational Leadership conceptually fit the themes of the college; however, faculty in both departments have decided to remain in their respective colleges and I respect their decision.
- Art Education, Music Education, Music Therapy, and Military Science: no conversations have taken place about moving these degrees from their current colleges. These degrees are already in their customary home units and for the art and music degrees, are integrated into their host programs.

### Naming the New College

For this proposal I have used the working title of College of Education, Leadership, and Service, which I believe provides some specificity about what disciplines are located within, yet remains generic enough for multiple disciplines to be included. Whatever name is finally decided upon, it would need to be one that describes the breadth of this new college’s programming. With such a novel and interdisciplinary college, it may be impossible to please everyone, but the informal consensus seems to be that the name “Professional Studies” is universally disliked due to its lack of definition. Other names that have been suggested include: Education and Public Service, Public Service, Leadership and Service, and Human Sciences. As there may be many other options, I propose a faculty conversation with departments providing recommendations for potential names.

### **Recreation of the School of Education within the College**

The teacher education programs at IPFW are significant, complex, and have unique resource needs. Across all disciplines, there are approximately 900 education students at IPFW, or about one out of every seven students at the new Purdue Fort Wayne campus. Our initial teacher preparation programs are among the largest in the state of Indiana. There are 11 different Specialty Professional Association (SPA) sub-accreditations with a corresponding 11 different assessment systems providing hundreds of data points, resulting in 16 different sets of reports. There are two national accreditors with annual reports (CAEP and soon CACREP). There are Title II reports, IDOE 1388 reports, and AACTE IPEDS reports. There are 25 licenses for which we are the sponsoring licensing agency, and the requirements for the various licenses are continuously changing. There were more than 130 student teachers this year, with their associated placements, cooperating teachers, university supervisors, and significant data collection demands. Nearly every teacher education course has field or service learning experiences, resulting in hundreds of placements, criminal history checks, and additional assessment demands.

Due to changes in enrollment, schools and colleges of education have been combined with other organizational units for the sake of “efficiency,” with some configurations being more successful than others. In speaking with deans and directors of colleges and schools of education that were combined with other units, the message is clear: due to the enormity of field experiences, regulations, licensing, and accreditation standards, education does not mix well with non-professional programs. The structure at Purdue Northwest is described as particularly difficult, with the School of Education being housed in a college with humanities and social sciences. The clash of cultures related to a poor matching creates unnecessary conflict and tension for an already challenging interdisciplinary enterprise.

If the future college is to become even more complex than the CEPP already is, reforming the School of Education (SOE) within the college could be a beneficial organizational structure to all of the associated units. By combining the two education departments and resourcing the new school appropriately, a SOE could operate semi-autonomously within the college, protecting the rest of the departments from being marginalized in an all-consuming focus on education.

While there are many benefits to reforming the SOE, it must be emphasized that the school itself will be a complex organization, with a large number of students, 24 faculty members, six different academic programs, and all of the reporting and compliance issues noted above. The administrative structure will need to be sufficiently robust to meet all licensing, accreditation, and service needs of the unit—which are presently distributed across the two education departments and dean’s office.

### **Conclusion**

Transforming lives, organizations, and communities is where the College of Education and Public Policy excels. By adding to our strengths in education, leadership and service, and developing human potential, the proposed College of Education, Leadership, and Service is not a miscellaneous collection of programs, but a true college with a unifying mission. This new college focuses on applied, professional programs with strong community-based research and partnerships. It is a college where students with a passion to change the world will be inspired and thrive.

## Academic Organization Proposal

### Department of Educational Studies

In a realigned university, the Department of Educational Studies (DES) proposes expansion to include the faculty and programs in Special Education and Educational Leadership, currently housed in the Department of Professional Studies (DPS). DES would remain a department within the College of Education and Public Policy, which may be further reconfigured through the addition of departments, programs, and/or faculty.

The larger DES would house all college programs for the preparation of professional educators, allowing our work to be centered in a shared mission of service to schools, communities, and society. The end beneficiary of all our efforts is the same: the student in pK-12 education. We cite the following strengths of a combined department:

- Opportunities for interprofessional education, through which students preparing for different roles in a school community can learn from and with each other how to collaborate in the best interest of students
- Cooperation in accessing the substantial teacher/administrator pipeline in the Greater Fort Wayne area for enhanced recruiting into all of our programs
- Sharing of expertise and experience around online, hybrid, site-based, and other innovative, flexible modalities for course delivery
- Collaborative work toward diversifying our candidate pools in all our programs
- Economic efficiencies around administration, clinical placements, accreditation, marketing, communications, and more
- A stronger presence for IPFW education on campus and in Fort Wayne, and in the Northeast Indiana region
- Closer and more comprehensive connections to our community partners

**From:** Brian Fife [fifeb@ipfw.edu](mailto:fifeb@ipfw.edu)  
**Subject:** Campus restructuring  
**Date:** March 31, 2017 at 4:07 PM  
**To:** Faculty Senate [senate@ipfw.edu](mailto:senate@ipfw.edu)



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Per Jeff Malanson's email of March 23, 2017, I request that the conference committee members consider the following:

Changing the name of the College of Education and Public Policy (CEPP) to the College of Public Service (CPS). The new CPS would include departments whose members, faculty and staff alike, were committed to promoting the greater common good. It would presumably include the existing three departments in the CEPP as well as other programs/departments whose members opted to join of their own free will.

Brian L. Fife  
Professor and Chair, Department of Public Policy  
Indiana University-Purdue University Fort Wayne  
2101 E. Coliseum Blvd., Neff Hall 260  
Fort Wayne, IN 46805  
(260) 481-6961  
[fifeb@ipfw.edu](mailto:fifeb@ipfw.edu)





TO: The Steering Committee of the Academic Reorganization Process and IPFW Administration  
 FROM: Andrew Kreager, Student Body President  
 Alexander Sanderson, Vice President of Legislation  
 James Hoppes, Vice President of Finance  
 Maggie Boren, Vice President of Programming  
 RE: Academic Reorganization  
 DATE April 7<sup>th</sup>, 2017

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In response to the request of IPFW Faculty Senate concerning Academic Reorganization, the IPSGA Executives, as voice of the students, have prepared this response to put forth recommendations that would benefit the students of IPFW.

Top criteria that guided such recommends are as follows:

- Opportunity for well-rounded interdisciplinary education.
- Efficiency of delivery of programs.
- Increased demographic and intellectual diversity

The Executives have attended the necessary meetings, discussions, and read necessary documents, and have formulated recommendations as follows:

**1) Combine Human Services, Professional Studies, Educational Studies, Public Policy into one college**

The Executives believes this move to be the most efficient for finding a home for Human Services after realignment.

**2) Move Hospitality and Tourism Management and Organizational Leadership to the Richard T. Doermer School of Business**

The Executives believes this move to be the most efficient for finding a home for HTM and OL after realignment.

**3) Split College of Arts and Sciences into College of Liberal Arts and College of Mathematics and Natural Sciences**

Mathematics and natural sciences have such heavy constraints on them, compared to most other departments within COAS, that it makes it difficult to remain under the 120-credit hour cap and create interdisciplinary or specialized concentrations due to externally required curriculum requirements from COAS. Such separation from COAS would allow the flexibility to create unique programs.



OFFICE OF THE EXECUTIVES

4) Reinstatement of the Philosophy Department

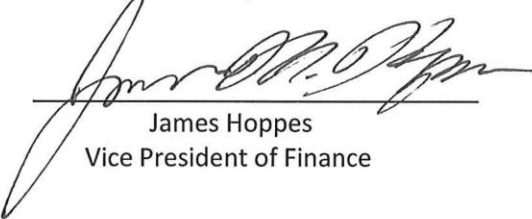
The Philosophy program is an incredibly diverse and interdisciplinary program. Given one of the biggest topics of discussion for this academic reorganization is providing interdisciplinary programs to students, it only makes sense to maintain an independent philosophy department. This would be the most efficient use of faculty resources instead of having faculty members exist in departments that do not represent their specialization. The philosophy program is one of the core disciplines for an liberal arts education.

5) Determine if administrative merger of CASA under the Library would be an efficient move

The Helmke Library proposal for this merger sounds rational, and the Executives believes this merger should happen if determined to be more efficient than current situation.

  
\_\_\_\_\_  
Andrew Kreager  
Student Body President

  
\_\_\_\_\_  
Alexander Sanderson  
Vice President of Legislation

  
\_\_\_\_\_  
James Hoppes  
Vice President of Finance

  
\_\_\_\_\_  
Maggie Boren  
Vice President of Programming

**From:** Gary Steffen steffen@ipfw.edu  
**Subject:** School of Polytechnic - Academic Reorganization  
**Date:** March 22, 2017 at 10:09 PM  
**To:** Jeffrey J Malanson malansoj@ipfw.edu  
**Cc:** Carl Drummond drummond@ipfw.edu, Manoochehr Zoghi zoghim@ipfw.edu

GS

Dear Jeff,

I a\*ended the first of the reorganiza6onal mee6ngs but will not be able to a\*end your final mee6ng. I wanted to make sure to point out an organiza6onal structure that is currently being worked on, was discussed briefly in my CEIT and MCET department reorganiza6on input, and is being implemented based on the Response to USAP Recommenda6ons 2.2 and 2.3 (10/18/2016).

This is the crea6on of a “School of Polytechnic” residing under the “College of Engineering, Technology and Computer Science”. The new School would merge all the programs from the departments of Computer, Electrical, and Informa6on Technology (CEIT) and Manufacturing and Construc6on Engineering Technology (MCET) under the single banner of Polytechnics.

This will make formal what we have already been doing informally. I have been chairing both departments for a couple of years.

The crea6on of a college will:

- a. pool together resources and programs whose focus is on prac6ce-based learning using hands-on laboratory experiments with state-of-the-art technologies through a vibrant and progressive teaching experience.
- b. allow all technology based programs to reside under a single recognized banner and manager.
- c. provide a clearer path of faculty collabora6on in the crea6on of new course and programs in areas like mechatronics, advance manufacturing, and materials.
- d. permit development of addi6onal partnership pathways with the Community College of Indiana.
- e. collect faculty synergy in order to quickly adapt emerging technologies to support local industries.
- f. convey the importance and availability of polytechnic careers in the region to local secondary school systems and prospec6ve students.
- g. observe USAP Response Recommenda6ons 2.2 & 2.3 (10/18/2016).

I just wanted to ensure this structure was on the list.

Regards,

Gary Steffen

Chair of CEIT and MCET

**From:** Benjamin F Dattilo dattilob@ipfw.edu  
**Subject:** applied geological engineering/engineering geology program at Fort Wayne  
**Date:** April 11, 2017 at 11:02 AM  
**To:** Jeffrey J Malanson malansoj@ipfw.edu, Carl Drummond drummond@ipfw.edu  
**Cc:** Manoochehr Zoghi zoghim@ipfw.edu



Last week Dean Manoochehr Zoghi approached me with a proposal to merge the remaining geology faculty with a reorganized Civil/construction engineering program. We quickly worked out this outline:

Rough outline of proposal

Starting Fall 2018, Fall 2020 for full program development...

There are question as to whether we create new department, but the combined department seems like a viable option.

- 1) move all remaining faculty into a newly constituted Civil and Construction engineering department. Our remaining faculty are: Ben Dattilo, Aranzazu Pinan-Llamas, and Ray Gildner. (Carl Drummond???)
  - 2) Facilities will include the current geologic teaching and research labs, conference room. Some of these will be converted to adapt to engineering needs.
  - 3) Materials analysis will require the ongoing maintenance of the SEM lab.
  - 4) Faculty will continue to teach for their current new home departments as teaching schedules are revved up.
  - 5) Initial program contributions will be to teach engineers some geological basics, and to introduce them to the particular geological characteristics of soils/bedrock/aggregate resources in the region.
  - 6) Some needs of We will need to hire a geological engineer/engineering geologist to help with developing the curriculum and program.
  - 7) A flexible new program will be developed in geological engineering/engineering geology to take students beginning Fall 2020
- 

I have since spoken with Faculty Argast, Pinan-Llamas and Gildner. Argast has expressed some doubt but cedes to our judgement based on pending reDremment. We remaining faculty all think this is a best opDon.

I have spoken with a few local employers and it appears that our program would be unique and viable.

In summary, We support this opDon.

## **Proposal for the inclusion of a Philosophy Department in the Reorganized Purdue Fort Wayne**

**Prepared by: Charlene Elsby, Assistant Professor and Philosophy Program  
Director**

I propose that the new Purdue Fort Wayne include a Department of Philosophy. A Philosophy Department is an essential component of a comprehensive university, and including a Philosophy Department in the newly reorganized University would demonstrate the University's ongoing commitment to the Liberal Arts.

The Department of Philosophy I propose would offer a Major in Philosophy, which would contribute to the comprehensiveness of the future University's offerings.

The Department of Philosophy would provide courses dedicated to the advancement of skills deemed valuable by the University as well as employers. Logic and Critical Thinking courses allow students the opportunity to focus specifically on developing skills applicable to all of human knowledge and action. Courses in Ethics demonstrate a dedication to the human good, as well as the capacity to analyze and theorize about the concepts of value and rightness. Courses on *what is* (metaphysics) and *how we know about it* (epistemology) allow students to subject assumed knowledge to rigorous analysis in terms of concept clarity and the limitations of the human capacity to know. In addition, the major would teach the history of thought regarding all of the above topics, which would prepare our students to make original contributions to thought, using the accomplishments of millennia of philosophers as a strong basis on which to found their intellectual contributions.

As a department, we would be best able to maintain current course offerings. Many of our courses are recommended to fulfill General Education requirements, and some are required for other majors and minors. Maintaining the current Philosophy course offerings is in the best interest of the University, which otherwise might have to undergo significant and unanticipated degree revisions in light of a paucity of open seats in Philosophy courses. As a department, we would be better able to retain the faculty positions required to maintain our course offerings. I expect that with the creation of new degree programs, our offerings would become more rather than less popular. (As an example, Bernd Buldt's new course in "World Philosophy" might well complement a major in "Global Studies".)

It is possible to list the benefits of a philosophical education to a number of other, technically non-philosophical pursuits. Philosophical analysis means better data interpretation in the sciences. The study of formal languages is the basis on which the informational sciences depend. Philosophy's emphasis on the literal expression of precise concepts contributes to effective writing and communication. Where there are humanities, philosophy analyzes what it means to be human. Where there are the social sciences, philosophy analyzes what constitutes a society and the social

obligations of its members. Philosophy contributes explicitly to medical research, as it provides the considerations upon which specialists make decisions about the ethicality of medical experiments, and philosophy informs medical practice in numerous ways. (The concepts of the value of life, and of human dignity, are properly philosophical concerns.) The integration of philosophical and religious considerations is apparent in the entirety of the philosophical canon.

What we must consider in addition to this list, on the other hand, is the value of philosophy for its own sake. Aristotle suggests that the pursuit of knowledge is the natural inclination of any human being, and he goes on to specify that the more abstract the knowledge, the more suited to our nature it is. We cannot allow our students' education to stop just short of the explicit consideration of what it means for something to be "true", "good", or just "to be". If we want them value logical thinking, we must offer them courses in logic, and if we want them to think critically, we must teach them Critical Thinking (PHIL 12000).

Philosophy is an essential aspect of a comprehensive education, and a Philosophy Department is an essential component of a University. We already have the faculty. We just need a department.

**Post realignment/potential reorganization questions (*Group answers*)**

**Criteria used in academic reorganization exercise**

- Content similarity, shared courses
- Common academic skills sets
- Common workplace skills sets or career paths
- Accreditation
- Efficiency
- Grouped STEM or STEAM disciplines
- Student success
- Potential for collaboration and growth or complementing each other
- Applied vs. basic science; social vs. basic science; science vs. non-science
- Grouped professional programs w/licensing or certification
- Promotion of interdisciplinary learning
- Mirrored Purdue structure
- Size of unit
- Common culture/infrastructure
- Similar general education requirements

**Post realignment/potential reorganization questions (*Group answers*)**

**What additional information/data would be helpful/should inform this process?**

- Goals (targets) of the process – FTE, efficiency, budget (is compatibility with prude structure required? Desired?), is there an ideal number of colleges?
- Accreditation
- Enrollments, department size
- Resources/allocation
- Community needs
- Administrative needs
- Use of space/physical resources
- Collaboration with other departments; could some departments be combined?
- Could Fort Wayne create something new that we could be known for?
- Information about successful departments (research, peer institutions)
- Degree descriptions: outcomes, benefits, career paths, requirements etc.
- Comparison with peer institutions



**Draft Proposal of the Academic Reorganization Conference Committee**  
**April 13, 2017**

[Senate Document SD 16-24](#) established an academic reorganization process, which has been ongoing since February. On Thursday, April 13, the Conference Committee defined in SD 16-24 met and evaluated all of the information developed as part of the academic reorganization process, as well as the formal proposals submitted by campus groups. The following proposal was adopted by the Conference Committee.

A new college will be created that includes the following departments and their programs:

- Educational Studies
- Hospitality and Tourism Management<sup>1</sup>
- Human Services
- Professional Studies
- Public Policy

The name of this new college will be determined by the faculty and departments that will comprise the new college.

The precise administrative structure of the new college will be determined by the faculty and departments of the new college. All structures will be approved through appropriate university channels by December 2017.

Documents related to college governance, promotion and tenure, and other matters will be approved through appropriate university channels by April 2018.

This new college will officially launch on July 1, 2018, when IPFW transitions to become Purdue University Fort Wayne.

There will be three campus-wide discussions on this proposal (rooms TBD):

- Monday, April 17 at 12:00pm
- Thursday, April 20 at 2:00pm
- Friday, April 21 at 12:00pm

If you have questions about the proposal, please direct them to Jeff Malanson ([malansoj@ipfw.edu](mailto:malansoj@ipfw.edu)).

A complete report on the academic reorganization process will be circulated after the public vetting of this proposal.

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<sup>1</sup> Hospitality and Tourism Management is still in discussions with college deans about their new academic home. If HTM finds a home in a different currently existing college, the Conference Committee supports that reorganization.