

Minutes of the  
Special Meeting of the Thirty-Sixth Senate  
Indiana University-Purdue University Fort Wayne  
May 1, 2017  
12:00 P.M., NF 101

Agenda

1. Call to order
2. Acceptance of the agenda – K. Pollock
3. Reports of the Speakers of the Faculties
  - a. Indiana University – A. Downs
  - b. Purdue University – M. Masters
4. Report of the Presiding Officer – J. Malanson
5. Committee reports requiring action
  - a. Academic Reorganization Conference Committee (Senate Document SD 16-39) – A. Downs
  - b. Professional Development Subcommittee (Senate Document SD 16-40) – A. Downs
  - c. Faculty Affairs Committee (Senate Document SD 16-41) – L. Vartanian
  - d. Educational Policy Committee (Senate Document SD 16-42) – L. Wright-Bower
  - e. Educational Policy Committee (Senate Document SD 16-43) – L. Wright-Bower
  - f. Educational Policy Committee (Senate Document SD 16-44) – L. Wright-Bower
  - g. Educational Policy Committee (Senate Document SD 16-45) – L. Wright-Bower
  - h. Educational Policy Committee (Senate Document SD 16-46) – L. Wright-Bower
6. Question Time
  - a. (Senate Reference No. 16-37) – M. Wolf
  - b. (Senate Reference No. 16-38) – M. Wolf
  - c. (Senate Reference No. 16-39) – M. Wolf
7. Committee reports “for information only”
  - a. Educational Policy Committee (Senate Reference No. 16-40) – L. Wright-Bower
8. Adjournment

Presiding Officer: A. Downs  
Parliamentarian: J. Malanson  
Sergeant-at-Arms: G. Steffen  
Secretary: S. Mettert

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Attachments:

“Academic Reorganization Report and Proposal” (SD 16-39)  
“Amendment to Sabbatical Leaves Document” (SD 16-40)  
“Revision of Helmke Library P&T Documents” (SD 16-41)  
“Change to the Academic Calendar Formula as defined in SD 11-18 and Change to the 2018-2019 academic calendar to reflect the change in the academic calendar formula of adopted” (SD 16-42)

- “Change to the 2018-2019 Academic Calendar Formula to Reflect the Calendar Formula Revision If Approved by the Senate (previous document)” (SD 16-43)  
“Change to the 2019-2020 Academic Calendar Formula to Reflect the Calendar Formula Revision If Approved by the Senate (previous document)” (SD 16-44)  
“Amendment of the Academic Regulations (SD 85-18)” (SD 16-45)  
“Proposed changes to Academic Regulations regarding International Students” (SD 16-46)

Senate Members Present:

T. Adkins, A. Bales, P. Bingi, C. Chen, D. Chen, B. Dattilo, S. Ding, A. Downs, C. Drummond, B. Fife, J. Hersberger, G. Hickey, R. Hile, P. Iadicola, M. Jordan, D. Kaiser, S. LaVere, J. Leatherman, E. Link, H. Luo, J. Marshall, M. Masters, D. Miller, J. Niser, E. Norman, J. Nowak, A. Obergfell, G. Petruska, K. Pollock, M. Qasim, B. Redman, S. Rumsey, B. Salmon, G. Schmidt, A. Schwab, R. Sutter, B. Valliere, R. Vandell, L. Vartanian, N. Virtue, G. Wang, D. Wesse, M. Wolf, L. Wright-Bower

Senate Members Absent:

A. Argast, S. Carr, V. Carwein, K. Dehr, Y. Deng, Q. Dixie, W. Hao, Z. Nazarov, N. Remier, A. Ushenko, M. Zoghi

Faculty Members Present:

A. Boehm, A. Coffman, F. Combs, M. Dixson, C. Duncan, R. Friedman, M. Gruys, C. Gurgur, C. Sternberger, T. Swim, L. Wark

Visitors Present:

M. Linvill, P. McLaughlin, A. Rynearson

Acta

1. Call to order: J. Malanson called the meeting to order at 12:00 p.m.
2. Acceptance of the agenda: K. Pollock

K. Pollock moved to approve the agenda as distributed. Seconded.

The agenda was approved as distributed.

3. Reports of the Speakers of the Faculties:

- a. Indiana University:

A. Downs: Thank you to those who are taking part in the realignment work. I have been in several meetings with our colleagues who are doing this work and they help build my confidence in the process. Good luck to those who will have more work to do over the summer.

Thank you for taking part in the academic reorganization process. Interdisciplinary teaching and research came up several times, and in the fall, the Senate will be asked to endorse a process for exploring how we might engage in more interdisciplinary work.

Even though she is not here to hear this, I want to wish Chancellor Vicky Carwein well in her life after IPFW. I say “life after IPFW” because I am confident that she will find a number of ways to keep herself busy and retirement does not sound like the right word.

The process for selecting a new chancellor is underway. There is a short timeline for the committee to do its work and I wish them good luck. Please keep an eye on your e-mail this summer because you will be invited to public meetings with the finalists. Remember that when Chancellor Carwein was selected, students, staff, and faculty were not invited to meet with the finalists. It is important that we have good turnout at these public meetings and that we provide our input.

By now you should have heard that the two-year state budget included \$1 million for a school of music at IPFW. At the Purdue University Board of Trustees meeting on the IPFW campus on April 21<sup>st</sup>, there was a presentation from John O’Connell, Dean of the College of Visual and Performing Arts at IPFW and Greg Jones, the Chair of the Department of Music at IPFW about the School of Music.

I think there appear to be some good opportunities for a school of music, but how those opportunities align with the growth opportunities for Purdue Fort Wayne that were envisioned as a result the realignment, the semester-long internal academic reorganization discussions we held this spring, and planning that we know still needs to be done is not clear.

Chancellor Carwein has spoken in general terms about the possibility of a school of music, but until the presentation at the Board meeting on the 21<sup>st</sup>, I don’t think many people were aware that the idea had moved from concept to critical university priority.

President Mitch Daniels and Board Chairman Mike Berghoff have indicated that the requisite due diligence to determine the appropriate investments in this campus is ongoing, and that investments will be made once that process is completed.

We appear to be on the verge of moving from cuts of convenience to strategic budgeting. Perhaps a school of music is where our investments should be made, but that decision should be made as part of a larger discussion with the campus and the community we serve. Given our constrained resources the commitment to establish a school of music may limit the new chancellor’s ability to grow and develop our academic offerings in other areas.

I want to be clear that I am not necessarily opposed to a School of Music. I want PFW to succeed and if a school of music is the way to do that, then I support it, but I am concerned about the lack of comprehensive planning that has taken place. Earlier this year, the Fort Wayne Senate passed a statement on shared governance and the administration spoke in support of that statement. Strides have been made this semester to build trust between the faculty and the administration and to utilize the principles of shared governance in university operations and planning. Unfortunately, the way the School of Music has been unveiled has the potential to undermine the improvements we have experienced this semester.

I have spoken with Dean O'Connell. He believes there is a good case for the School of Music making significant contributions to IPFW and PFW. He told me that he looks forward to discussing this opportunity more broadly.

Good luck during finals week and I hope that your summer is a good one.

b. Purdue University:

M. Masters: I agree with what Andy has said. Adding to that, I just want to report a little bit on the Intercampus Faculty Council meeting, which was held on Monday, April 24. As a system Purdue does not communicate very well, and I think we should not be surprised by that. Additionally, the faculty representatives from IUPUI had no idea what was going on here with the Health Sciences, because it has not been communicated to any of them. This was a little bit of a surprise for me.

Purdue Northwest is under fairly significant financial issues. As you know they merged two campuses, and it seems as if one of those two campuses is going down very badly. Additionally, besides doing a number of things that we have done, just so you are aware Purdue Northwest essentially pulled the plug on the dual credit program. They felt that it was negatively impacting them, much as it has probably negatively impacted us. Thank you.

4. Report of the Presiding Officer – J. Malanson:

J. Malanson: Thank you Mark. First I want to reiterate my thanks for all of you showing up today at the beginning of a busy finals week to be here for this special meeting.

Drafts of the Program Transfer Agreement in the 5 Ancillary Agreements were completed by the tiger teams and lawyers at the end of March. IU took three weeks to review those drafts before sending revisions to Purdue. Purdue shared the IU drafts with us last week, with a goal of getting our review done by the end of this week. At some point these drafts are supposed to be shared with the working groups. Unfortunately, this sharing will happen after our semester has ended, but if you are on a working group that receives an ancillary agreement for review, please do participate in that process. I was able to write input on all the drafts, but the more faculty eyes and input we have the better

we will be. In the big picture realignment is very much on track. Both institutions now have names, the various ancillary agreements will all be passed by the Board of Trustees in June, and our transition year will then begin. The last major hurdle is approval by the Higher Learning Commission, but that process will not conclude until early 2018 and as of right now is on track as well.

As Andy mentioned the Chancellor Search Committee had its first official meeting last Thursday. There is not much specific to report, other than to say that we talked about the abilities that we should be looking for in chancellor candidates, the expectations for the position, and the strengths of IPFW as well as the challenges and opportunities confronting the university moving forward.

Thank you to everyone who participated in the survey the faculty representatives sent out last week. It was very helpful in framing our discussion at that meeting. The committee agreed to a general time line, with the goal of getting names on President Daniel's desk by July 1<sup>st</sup> this summer. The search committee chair Purdue Trustee Gary Lehman made clear that we would not sacrifice the quality of the search for the sake of meeting the deadlines that we have imposed.

We also talked at length about the need for as much transparency in the search process, as is reasonably possible. We cannot talk about specific applicants until such time to bring finalists to campus. There might be circumstances even at that point where we will have to keep names secret. But we will provide regular process updates, town halls with finalists will be streamed online and/or recorded and posted online, and we will do everything we can to solicit input at every stage throughout this process. Purdue is in the process of creating a search website that will become a hub of information for both the campus community and potential applicants.

Finally, we are not using a search firm or search consultant for this search. For searches like this to be successful strong candidates need to be recruited to apply for the job. We cannot just hope that strong applicants happen to actively be looking for a president or a chancellor job at the precise moment you do your search. Once the job description has been finalized (which will hopefully be this week) an announcement will go out to campus, as well as an invitation to submit nominations for the position. We are not necessarily looking for recommendations of possible internal candidates (internal candidates would potentially be able to identify themselves, hopefully). But instead if you know people at other universities that you think would make strong candidates for our chancellor position, you are encouraged to submit their names. Anyone who is nominated will be contacted about the position. I am not saying that anyone nominated will be seriously considered, but anyone who is nominated will be contacted and given information. If at any point you have questions about the search, please do not hesitate to contact me or any of the other faculty representatives on the search committee.

Finally, I want to thank all of you for your efforts during trying times this year. We have asked a lot of you in what has been a busy, and, at times a very difficult year and your efforts have not been unnoticed and have not gone unappreciated. I should also thank

each of you for putting up with me and my overlong presiding remarks and the semi constant flow of emails in between meetings. I am sure you are all suffering from Malanson fatigue at this point. I am a firm believer in shared governance and in transparency, and the best way I know how to facilitate both is through open lines of communication and invitations for participation in the process.

5. Committee reports requiring action:

a. Academic Reorganization Conference Committee (Senate Document SD 16-39) – A. Downs:

A. Downs moved to approve Senate Document SD 16-39 (Academic Reorganization Report and Proposal).

Motion to approve passed by a voice vote.

b. Professional Development Subcommittee (Senate Document SD 16-40) – A. Downs:

A. Downs moved to approve Senate Document SD 16-40 (Amendment to Sabbatical Leaves Document).

Motion to approve passed by a voice vote.

c. Faculty Affairs Committee (Senate Document SD 16-41) – L. Vartanian:

L. Vartanian moved to approve Senate Document SD 16-41 (Revision of Helmke Library P&T Documents).

Motion to approve passed by a voice vote.

d. Educational Policy Committee (Senate Document SD 16-42) – L. Wright-Bower:

L. Wright-Bower moved to approve Senate Document SD 16-42 (Change to the Academic Calendar Formula as defined in SD 11-18 and Change to the 2018-2019 academic Calendar to reflect the change in the academic calendar formula of adopted).

Motion to approve passed by a voice vote.

e. Educational Policy Committee (Senate Document SD 16-43) – L. Wright-Bower:

L. Wright-Bower moved to approve Senate Document SD 16-43 (Change to the 2018-2019 Academic Calendar Formula to Reflect the Calendar Formula Revision If Approved by the Senate [previous document]).

Motion to approve passed by a voice vote.

f. Educational Policy Committee (Senate Document SD 16-44) – L. Wright-Bower:

L. Wright-Bower moved to approve Senate Document SD 16-44 (Change to the 2019-2020 Academic Calendar Formula to Reflect the Calendar Formula Revision If Approved by the Senate [previous document]).

Motion to approve passed by a voice vote.

g. Educational Policy Committee (Senate Document SD 16-45) – L. Wright-Bower:

L. Wright-Bower moved to approve Senate Document SD 16-45 (Amendment to the Academic Regulations [SD 85-18]).

K. Pollock moved to amend SD 16-45 by deleting 6.7 through 6.5.3 the highlighted portion about midterm grades on page 17. Seconded.

Motion to approve amendment passed by a voice vote.

J. Hersberger moved to amend SD 16-45 by deleting all the Whereas's on page two. Seconded.

Motion to approve amendment passed by a voice vote.

Motion to approve Senate Document SD 16-45, as amended, passed by a voice vote.

h. Educational Policy Committee (Senate Document SD 16-46) – L. Wright-Bower:

L. Wright-Bower moved to approve Senate Document SD 16-46 (Proposed changes to Academic Regulations regarding International Students).

Motion to approve passed by a voice vote.

6. Question Time

a. (Senate Reference No. 16-37) – M. Wolf:

Q. It has been reported that IPFW will no longer seek to continue its Carnegie Community Engagement classification. Is this true? Why is the university not seeking a continued Carnegie Community Engagement classification when departments and faculty have fostered so many connections with the Northeast Indiana community? How will this not hurt our reputation nationally and also not hurt our morale? Also, doesn't this conflict with IPFW Strategic Plan 2020 and our justification for being a Metropolitan university?

Mike Wolf  
Department of Political Science

C. Drummond: **IPFW will no longer seek classification, is this true?** No final decision has been reached. However, a review of the current Carnegie Engaged application

process and a review of the status of extant engagement data and current processes and systems, initiated at the request of the Chancellor, has resulted in a recommendation that the university not put forward an application for renewal for the 2018 round.

**Why?** I offer the following:

The Carnegie Engagement application requires “evidence of how community engagement has become deeper, more pervasive, better integrated, and sustained.”

While I agree many individuals, and academic units are linked to our community through highly impactful engagement activities the university has not documented, supported, or rewarded those activities in a systemic way.

A future application should be considered, but only after the following are in place:

- Revival of the engagement council
- Development and implementation of an assessment process for engagement activities
- Reestablishment of a database of engagement activities
- Creation of a campus-wide infrastructure to support engagement activities
- Creation of a faculty professional development process
- Embedding community engagement criteria as part of the faculty search process
- Embedding community engagement criteria in P&T documents
- Creation of a faculty governance committee for community engagement

**Hurt our reputation, our morale?** I find no evidence that our current status as a Carnegie Engaged institution benefits our local or national reputation. We are each responsible for our personal and collective morale – I believe the stress associated with attempting to put forward an application by 2018 would be more damaging than letting the classification lapse.

**Strategic Plan and Metropolitan University?** Foster Student Success process goal B1 calls for us to “increase opportunities for engaged and experiential learning” and Creation, Integration, and Application of Knowledge process goal C calls for us to “Promote development of opportunities for faculty and student engagement with the community” The Carnegie Classification is not specifically mentioned in Plan 2020’s goals. I believe we can and do meet these two goals independently of our classification status. President Daniels’ letter to ICHE Commissioner Lubbers of January 30, 2015 requesting the change to Metropolitan status does not cite our Carnegie status, but rather focuses on degree production and performance funding metrics.

Ideally we would be in position to make a strong application for 2018, however, reductions in key personnel, as well as the time and energy that has been required as part of the ongoing restructuring and realignment processes has left us in a position where we cannot put forward a successful application at this time.



M. Wolf: The Carnegie Community Engagement I think reputation wise is certainly disappointing. For our Kettering grant it was a big deal, and we are an outwardly facing program and I think we get a lot out of this. I think nationally, we were one of the few, if you look at the numbers just Bachelorette institutions in the first couple days. It was a nice gig to have. I have a lot of colleagues that are doing civic engagements and that is what our departments name is changing to. This will hamper us, and I think it is an administration issue that is an unfortunate decision.

C. Drummond: To cut to the chase of what happened is with the departure of Irene Walters and Jihad Albayyari we lost the leadership that was there that was going to support the ongoing participation in this, and as I said there are other things that got in the way and there is only so much all of us can do at any one given time. I appreciate the fact that you believe it did benefit your program, and I am sorry about that.

L. Vartanian: Carl, it sounded like you said that the chancellor made the decision not to pursue an application again, is that accurate?

C. Drummond: No, I said no decision has yet been reached, but a recommendation that came from per request to investigate this is recommending that we do not.

L. Vartanian: Then I am sorry I misunderstood. The recommendation came from a group then?

C. Drummond: The recommendation came from Associate Vice Chancellor Dixson who worked with the Office of Academic Internships Cooperative Education and Service Learning (OACS) and Sean Ryan to evaluate where we are and to review the application requirements for 2018.

L. Vartanian: I would just make the comment then that since there are some departments that seem especially interested and perhaps benefited by the program that future decisions should include their voice as these sorts of things are evaluated. My second question is more direct. Is there any indication that institutions who allow their status to lapse are then successful when they try to regain again?

C. Drummond: No, I do not believe so. Thinking back there was a very small initial round of Carnegie Engage universities that were approved. We were in the second round, which was a very large group, and now those large groups are now subject to the 2018 process. I suspect that we will not be alone in dropping that status, because of the stringency of Carnegie expectations.

b. (Senate Reference No. 16-38) – M. Wolf:

Q. Collegiate Connection no longer receives some of its grant funding that helped fund many students to take advantage of this solid program. The program brings students to campus, which is a tremendous opportunity to recruit students. The loss of these students cuts both the current education of these students as well as the opportunity to recruit these students. How many students were lost from these lost grants?

Doesn't this especially affect many of the general education-producing departments – COAS in particular? What are the administration's plans to again fully fund Collegiate Connection in order to continue to bring a steady stream of students to campus?

Mike Wolf  
Department of Political Science

C. Drummond: Collegiate Connection is the name given to the portion of the concurrent enrollment/dual credit program at IPFW wherein high school students enroll in and take courses on the IPFW campus. While the total number of students enrolled in dual credit courses has grown the number enrolled as Collegiate Connection students has remained very small – a dozen or so per year.

Unlike High School based Dual Credit courses, students are expected to pay full IPFW tuition for Collegiate Connection experiences. Historically grant funding has been available to offset some of this tuition differential.

The strategic languages programs (Japanese, Chinese, Arabic) were launched under a grant from the US Department of Education provided by then Representative Sauder that I administered while Dean of COAS. That award provided funding for offsetting tuition costs for high school students enrolled in those languages.

Subsequently, funding was secured from the Lincoln Foundation to cover the tuition differential between Collegiate Connection and Dual Credit programs. In early 2016 a decision was made to request that the Lincoln Foundation support other university priorities.

I have worked with Financial Aid to maintain low cost tuition for currently enrolled Collegiate Connection students during the spring term. Three students' tuition was addressed in this way.

In the absence of external funding we have returned to the original premise of the Collegiate Connection program – that all students enrolled in on-campus courses be subject to the standard IPFW tuition and fees.

Refunding the tuition differential between Collegiate Connection and dual credit programs is not currently a priority for external funding. Scholarship funding for degree seeking IPFW students is and must continue to be the priority for academic affairs and advancement.

N. Virtue: I just wanted to address the issue of Collegiate Connection. First, I get it that there are fewer collegiate connection students than dual credit students, for reasons that are probably obvious. I also get the need to prioritize funding in a way that serves degree seeking students first. To some people it might seem like this is a luxury we can do without. Granted the French major is gone now, so what I am about to say I am fully conscious of that fact.

I just want to speak in support of Collegiate Connection, and the role that it has had. In the French program we actually have recruited high school students, we have a current major right now who is going to France next year who is a Collegiate Connection student, and also the role that served in the community. In certain French programs the high schools could not support their French programs. So, it was really valuable even if students could not come here, that there were courses here they could take. Again, the French program is gone so that is no longer relevant, and I cannot speak to the value that Collegiate Connection might have in other programs. In general, I think the reason I have always been opposed to dual credit is that I feel that it is such a valuable experience to have high school students in our classes and to our own students here. Is there any possibility, since we are talking about a pretty small pool of students of leaving that option open and creating a mechanism by which high school students can apply and then on a case-by-case be supported? Is that something that can be considered?

C. Drummond: It can. I think you have to recognize right now IPFW through its institutional aid process, which is a fancy name for discounting. We are essentially choosing not to collect over \$3 million in tuition from our current students. It has been one of the goals to reduce that amount and spread our institutional financial aid more broadly and make it more impactful for a broader spectrum of students. So, could we wrap something in our institutional financial aid packaging, we could. We would have to develop some criteria and I would be open to some consideration of that.

I agree with you completely in that the Collegiate Connection model is infinitely superior to dual credit in almost every form. The problem is the idea of growing this into a robust thing occurred about the same time that many of our local and regional school corporations moved from block scheduling back to the traditional model of a seven period day. Block scheduling was much easier for students to fit into the IPFW academic calendar course scheduling. Whereas, if they are on a seven period day, typically the only students we are able to attract have been from very local high schools that are coming near the end of their academic day or early in their academic day. Typically from Concordia or Dwenger where they can easily get here and get back. So, I think we would have seen a much more robust Collegiate Connection had that decision not occurred, but I am open to conversations about it.

N. Virtue: Thank you.

c. (Senate Reference No. 16-39) – M. Wolf:

Q. On-line courses currently bring an incentive pay component that will be discontinued under current plans. This incentive will affect tenured and tenure-track faculty, but more significantly will affect continuing lecturer who often were hired to teach these courses. While an “incentive,” the loss of this pay will mean many thousands less for these colleagues. What will happen to these incentive funds? Also, is the administration planning to address this functional pay loss for its valued continuing lecturers?

Mike Wolf  
Department of Political Science

C. Drummond: DCS has historically supported three forms of “incentive” funding: Sponsoring Department Incentive, the “online teaching” incentive, and the “large online enrollment” incentive.

SDI is 3.57% of online tuition revenue.

Online teaching incentive is \$166.67/credit hour (\$500 for a 3 credit course)

Large enrollment incentive is \$25/credit hour for enrollments over 30 heads

These incentives were created many years ago to “incentivize” departments and faculty to quickly increase the total number and variety of online offerings. I believe we can all agree that that goal has been achieved. Likewise, as we all know now, revenue generated by online courses was not treated as general fund budgeted tuition in the past – a flaw that has been addressed in recent years.

As a byproduct of treating DCS revenue as general fund tuition – a change strongly supported by UBC and the Senate – it is necessary to redistribute the “incentive” cost into departmental operational and personnel costs.

Throughout the next academic year, Academic Affairs, DCS, and relevant faculty governance committees will finalize this redistribution process for implementation as part of the 2018/19 FY budget.

I anticipate the following steps:

1. SDI funding will be joined with general fund S&E to create a pool of money for redistribution as recurring S&E based on an appropriately structured formula of departmental need.
2. For CLs and LTLs for whom the “online teaching” incentive has become a part of their personal economic reality, recurring salaries will be adjusted to reflect historical incentive funding.
3. The “large online enrollment” incentive will be eliminated

I strongly believe the university needs to reopen a conversation about online learning. Purdue’s acquisition of Kaplan, our forthcoming move to banded tuition, and the tensions between scheduling convenience, pedagogy, and student success associated with online learning make such a conversation both timely and necessary. I strongly encourage the Senate to partner with Academic Affairs to launch such a conversation this fall.

7. Committee reports “for information only”:

- a. Educational Policy Committee (Senate Reference No. 16-40) – L. Wright-Bower:

Senate Reference No. 16-40 (Purdue University West Lafayette – Academic Regulations) was presented for information only.

8. The meeting adjourned at 12:58 p.m.

A handwritten signature in cursive script that reads "Sarah Mettert".

Sarah Mettert  
Secretary of the Faculty

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

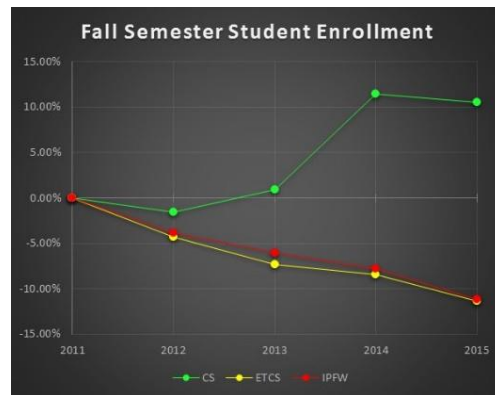
The Department strives to offer students excellent instruction and educational opportunities in Computer Science. It endeavors to provide its students a durable *technical foundation in an environment of rapid technical change*, to enable and promote their *professional growth through contact with the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

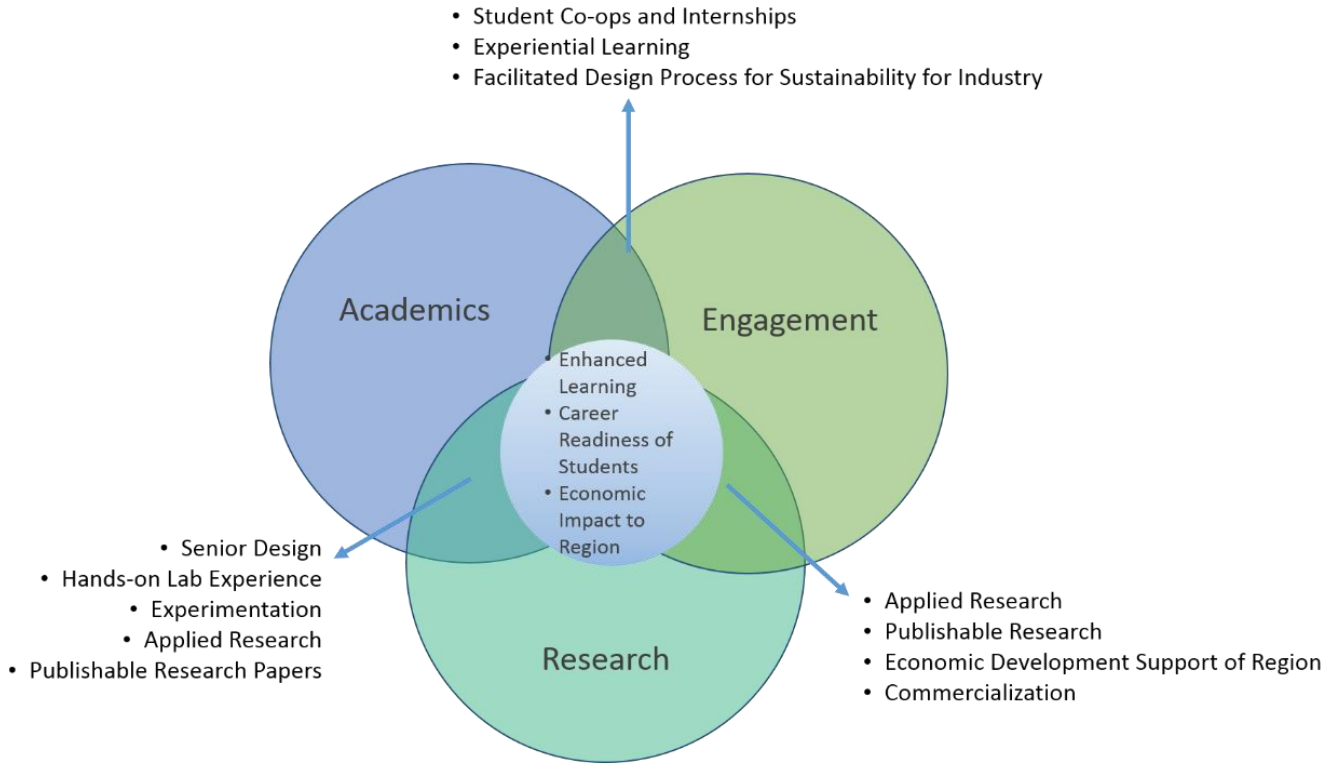


Figure 1 – Program Delivery Model with the Three Overlapping Areas of the SE Center Mission

**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



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 reDrement. 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.

MEMORANDUM

TO: Fort Wayne Senate Executive Committee  
FROM: Andrew Downs  
Professional Development Subcommittee  
DATE: April 7, 2017  
SUBJ: Amendment to Sabbatical Leaves Document (SD 06-14)

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WHEREAS, SD 06-14 requires directors/chairs/deans forward the recommendations of department or division faculty committees regarding sabbatical proposals to PDS; and

WHEREAS, PDS has found instances of departments failing to follow their own policies of having a committee review sabbatical proposals; and

WHEREAS, PDS has found instances of directors/chairs/deans failing to forward recommendations of department or division faculty committees regarding sabbatical proposals to PDS; and

WHEREAS, all sabbatical proposals are reviewed at a minimum of three levels; and

WHEREAS, PDS does not believe that a sabbatical proposal with scholarly, creative, or pedagogical merit should be denied due to a department or administrative omission; and

WHEREAS, PDS has consistently recommended that sabbatical proposals with scholarly, creative, or pedagogical merit be approved in spite of omissions by departments and administrators;

BE IT RESOLVED, That the PDS recommends SD 06-14 be amended as follows.

Before being evaluated by the Professional Development Subcommittee, applications for sabbatical leave must have been reviewed to ensure that the applications meet the guidelines specified in this document by appropriate administrators (chair/dean or director). Where possible, it is considered desirable that relevant departmental or division faculty committees (e.g., the Promotion and Tenure or Personnel Committee) make a written recommendation about sabbatical applications to the appropriate administrator at that level. The administrator will **consider** ~~forward~~ this recommendation **in** ~~along with~~ his or her own recommendation **that is forwarded** to the next level.

TO: Kathy Pollock, Chair, Executive Committee  
FR: Faculty Affairs Committee  
Lesa Rae Vartanian, Chair  
RE: Revision of Helmke Library P & T documents  
Date: April 26, 2017

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DISPOSITION: To the Executive Committee for inclusion in the May 1, 2017 special senate meeting

WHEREAS, Helmke Library has revised their promotion and tenure documents following the passage of SD 14-35 and SD 14-36; and

WHEREAS, the Library is a unique unit on campus in terms of its structural organization and the professional work of our faculty colleagues who are librarians; and

WHEREAS, the Senate Faculty Affairs Committee has reviewed the Library's documents and finds them to incorporate the spirit of SD 14-35 and the majority of the procedures SD 14-36, and recognizes the need for Helmke Library to deviate from those documents when it comes to some conceptual and procedural matters; and

WHEREAS, the Senate Faculty Affairs Committee does not have the authority to approve such deviations from documents that have been voted on and passed by the Fort Wayne Senate; and

WHEREAS, the Library has provided justification for the deviations from the senate documents in memo form, as requested by the Senate Faculty Affairs Committee and attached here;

BE IT RESOLVED, the Senate consider and vote upon the revised promotion and tenure documents submitted by Helmke Library and attached to this resolution.





## WALTER E. HELMKE LIBRARY

TO: Chair and members, Senate Faculty Affairs Committee

FROM: Helmke Library Faculty Council  
Tiff Adkins, Chair

DATE: March 30, 2017

SUBJ: Request for SD 14-35 Exception for Helmke Library Faculty P&T Guiding Principles

WHEREAS, SD 14-36 created the procedures for promotion and tenure and third year review at IPFW; and

WHEREAS, SD 14-35 created guiding principles for promotion and tenure at IPFW; and

WHEREAS, Helmke Library's Faculty Council (LFC) have aligned and approved the Library's "Procedures for Librarians' Tenure and Promotion" document with that of SD 14-36; and

WHEREAS, members of the LFC have aligned (with noted deviations) and approved the Library's "Guiding Principles of Promotion and Tenure, Walter E. Helmke Library" document with that of SD 14-35;

BE IT RESOLVED, that the LFC respectfully requests the IPFW Faculty Affairs Committee (FAC) review and endorse the attached P&T documents with all considerations given for the rationale outlined below for the noted deviations;

BE IT FURTHER RESOLVED, that the LFC respectfully requests the FAC to submit the Library's P&T documents to the IPFW Senate for a vote of approval finding the "Procedures for Librarians' Tenure and Promotion" document in alignment with SD 14-36 and for a vote for approval, along with the rationale for the deviations, finding the "Guiding Principles of Promotion and Tenure, Walter E. Helmke Library" document in alignment with SD 14-35.

### **Rationale for the Library Guiding Principles of Promotion and Tenure, Walter E. Helmke Library, Document to Deviate from SD 14-35**

Adopting Guiding Principles specific to Helmke Library will reflect the main tenets of SD 14-35, while recognizing that the nature of professional duties of librarians and teaching faculty are distinct, resulting in differences in criteria for tenure and promotion." The library's Guiding

Principles document deviates from SD 14-35 in four critical ways. The differences and our rationale are as follows:

1. Changing the category of “Teaching” to “Librarianship.”
  - a. Although teaching is a central mission of the library, the scope of librarianship is much broader than simply teaching. Performance in all aspects of librarianship is critical to success for each librarian and for the library as a whole.
  - b. The library’s Guiding Principles document specifies librarianship and describes the nature of librarianship, mirroring the language of SD 14-35 but tailoring it to the more inclusive category of “librarianship.” Specific standards are articulated in the library’s criteria document.
2. Deviating from the SD 14-35 policy which grants an option of showing excellence in “teaching or research and/or creative endeavor” to a more limited requirement that librarians demonstrate excellence in librarianship as the primary criterion, as well as competence in the areas of professional development, research, and/or creative endeavor, and service.
  - a. Each librarian in Helmke Library offers specific expertise to the IPFW community. It is essential that each librarian fulfill his or her areas of librarianship with excellence, since cross-functional specialization is not usually possible given staffing limits and the broad scope of librarianship. Continuity of service year-round from the librarians is necessary both for service to liaison departments, students and staff and for other library operational assignments.
  - b. The ongoing, specialized professional duties of librarianship and nature of the 12-month contract prohibit workload reductions or personnel substitutions to support long-term or ongoing research or service release time for librarians.
  - c. The library faculty (tenure and tenure-track) voted unanimously in support of requiring excellence in librarianship as the primary criterion for tenure and promotion in January of 2016.
3. Changing the category of “Research and/or Creative Endeavor” to “Professional Development, Research, and/or Creative Endeavor.”
  - a. Helmke Library requires that librarians maintain currency in their discipline (professional development) in addition to disseminating expertise through research and creative endeavor.
  - b. The library’s Guiding Principles document specifies “professional development, research, and/or creative endeavor” and describes the nature of this category, mirroring the language of SD 14-35 but tailoring it to include language that reflects the values and principles of librarianship. Specific standards are articulated in the library’s criteria document.
4. Incorporating language throughout the Guiding Principles document that reflects the mission, vision, goals, and values of IPFW and Helmke Library, specifically.

## GUIDING PRINCIPLES FOR PROMOTION AND TENURE WALTER E. HELMKE LIBRARY

IPFW is a multi-system metropolitan university that is committed to maintaining a standard of excellence for teaching, research and/or creative endeavor, and service in its diverse programs, departments, and schools/colleges. Maintaining this standard can be accomplished only by employing, granting tenure to, and promoting faculty who share this mission.

The most important decisions in the academic profession, for the individual and for the institution, regard the granting of tenure and the awarding of promotion. Promotion is recognition of past achievement; tenure, a statement of confidence in future achievement. The granting of tenure involves a commitment on the part of the University for the working lifetime of the faculty member. The granting of tenure has a significant impact on the faculty member, the University community, its students, and the citizens of the state. With tenure a faculty member receives the opportunity to teach, study, and serve for the duration of her/his professional career in a community which protects academic freedom, provides adequate material rewards, and encourages intellectual growth. The University benefits by retaining tenured faculty who engage in the confident and disciplined pursuit of excellence. “Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society” (American Association of University Professors).

Significant diversity exists with respect to the needs and goals of programs, and the ways in which faculty contribute to the university. Such diversity is essential to the intellectual health of the university and its success in meeting its mission. At the same time, pursuit of the university’s mission and goals unifies all programs and gives a sense of shared purpose while preserving and fostering diversity of work. This document lays out guiding principles that are reflective of the mission, vision, goals, and values of both IPFW and Helmke Library.

As faculty members, IPFW librarians are entrusted with the responsibility of ensuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn (see *IU Academic Guide, Code of Academic Ethics, ACA-33*, <http://policies.iu.edu/policies/categories/academic-faculty-students/conditions-academic-employment/Code-of-Academic-Ethics.shtml>). Our librarians support the collection, dissemination, and preservation of information and source materials. They also provide direct and indirect services to support the teaching, research, and general learning functions of the University, with a special focus on information literacy instruction and resources. Librarians are members of a profession explicitly committed to intellectual freedom and the freedom of access to information for present and future generations, following the *Code of Ethics* of the American Library Association and its *Library Bill of Rights*. The university recognizes that the nature of the professional duties of librarians and teaching faculty are distinct, resulting in differences in criteria for tenure and promotion.

The granting of tenure and/or promotion is the university's recognition that individual faculty members have successfully met their department's criteria, and in so doing, have worked to advance the university's mission and goals. Promotion and tenure criteria are the standards for summative judgment, and as such, must be guidelines for faculty development. The library has developed its own promotion and tenure criteria, defining excellence in librarianship and competence in professional development, research and/or creative endeavor, and service at all levels (*Criteria for Tenure and Promotion for Librarians*).

The guiding principles in this document define what the library means by "librarianship," "professional development, research and/or creative endeavor," and "service." The library's criteria document lists activities and achievements properly associated with those terms, along with qualitative standards by which they may be judged. The promotion and tenure criteria adopted by the librarians must be used uniformly as the only standard by which to judge cases for promotion and tenure from the library.

The decision to grant tenure, usually made at an early point in a librarian's career and/or after only a relatively short time has been spent at this university, must depend in part on what has been achieved in librarianship, professional development, research and/or creative endeavor, and service, and to a greater degree, on what the candidate can reasonably be expected to achieve in these areas in the future. Those responsible for recommendations and decisions regarding tenure must also pay due regard to the mission of the library and the candidate's contribution to it.

All candidates for promotion and tenure must demonstrate excellence in librarianship. All candidates must also demonstrate competence in professional development, research and/or creative endeavor, and service.

## LIBRARIANSHIP

IPFW faculty librarians are expected to demonstrate a significant and ongoing commitment to advancing learning and fostering success in the academic community. Such a commitment is reflected, in part, by remaining current in the content and best practices appropriate in one's areas of responsibility and expertise, but is also reflected in the continual consideration of one's own effectiveness as a librarian.

According to the *IU Academic Guide*, "the prime requisites of an effective librarian are intellectual competence, integrity, proficiency and a willingness to cooperate with others in carrying out the responsibilities of his/her position in the library. Evidence must show that the librarian uses professional experience, knowledge of appropriate research and creativity to solve problems, improve services, innovate, and lead" (*Policy E-8, Criteria for Librarian Promotion*, [https://www.indiana.edu/~vpfaa/academicguide/index.php/Policy\\_E-8](https://www.indiana.edu/~vpfaa/academicguide/index.php/Policy_E-8)). A range of activities that affect academic success – directly and indirectly – should be considered when documenting and evaluating one's effectiveness as a librarian. Documentation and formative evaluation should

take place over time, and be informed by multiple measures that represent multiple perspectives. Demonstrating excellence must include input from outside IPFW.

As the primary basis for promotion to Associate Librarian, excellence in librarianship must include significant and ongoing contributions toward the library and university's mission and/or goals, significant and ongoing improvements in performance and knowledge to provide quality services and resources, demonstrated expertise, innovation and impact in areas of position responsibility, and active participation in and making valuable contributions to library committees and/or team projects.

As the primary basis for promotion to Librarian, excellence in librarianship must also include important contributions on the IPFW campus, in the university system, and/or in their area of expertise, recognized as appropriate for a faculty librarian at a multi-system metropolitan university.

The specific standards for excellence, as well as how they are to be documented and evaluated, are articulated clearly in the library's criteria document.

#### PROFESSIONAL DEVELOPMENT, RESEARCH AND/OR CREATIVE ENDEAVOR

IPFW faculty librarians are expected to maintain currency in their discipline through professional development and to share their expertise with appropriate academic and/or non-academic communities through research and/or creative endeavor.

The library recognizes that a librarian's research and/or creative endeavor may focus on librarianship, teaching and learning, or other areas of academic or creative inquiry. This includes, but is not limited to, quantitative and qualitative study, rhetorical and critical analyses, and case studies relating to teaching and/or librarianship in practice. These works should reach an audience that extends beyond the campus.

While assessing the research and/or creative endeavor of a candidate, some of the factors which may be important are originality, significance, depth of consideration, contribution to the discipline, and relevance to the candidate's librarianship. Documentation concerning the stature of the publication, conference, place of exhibition, or performance venue, the selection process (e.g. refereeing, judging, competition), as well as sources of funding may also be important in evaluating quality. Depending upon the area of endeavor, some combination of several or all of these aspects may be involved in building a case for competence. While quantity of research and/or creative endeavor is a sign of productivity, quality is more important. The judgment of the candidate's work is primarily qualitative and it cannot be reduced to quantitative formulae. Demonstrating competence must include input from outside the library which might be on or beyond the campus.

While librarians are expected to engage in professional development, research and/or creative endeavor, they are not permitted to pursue promotion or tenure based on excellence in this category.

The specific standards for competence, as well as how they are to be documented and evaluated, are articulated clearly in the library's criteria document.

## SERVICE

Librarianship has traditionally had a strong service ethos. IPFW librarians are encouraged to bring their intelligence, collaborative skills, and problem-solving abilities to a variety of venues during their career. Strong service enhances the reputation of the library, and can create bridges to entities and individuals outside the library both at the university and at the local, state, national or international levels. Contributions may include service on library committees, participation in committees and shared governance within the university and/or system, and service to professional and/or community organizations.

Assessment of service may include consideration of the scope and impact of the librarian's contributions. Service has the highest value when it combines an individual's expertise and vision, and furthers the mission of the library, university, or profession.

The library's criteria document distinguishes between professional activities (those related to the faculty member's discipline or assigned university duties, or to the mission of the university) and other activities. If a candidate wishes to introduce evidence of service beyond the scope of the library's criteria, it is the responsibility of the candidate to demonstrate the relevance of such service to his/her profession, disciplinary area, and/or role as a faculty member at IPFW.

While librarians are expected to perform service, they are not permitted to pursue promotion or tenure based on excellence in service.

The specific standards for competence, as well as how they are to be documented and evaluated, are articulated clearly in the library's criteria document.

## **General Criteria for Tenure and Promotion for Librarians**

When considered for tenure and promotion the candidate will be assessed in three areas: librarianship; professional development, research, and/or creativity; and service.

This criteria document lists activities and achievements properly associated with those areas, along with qualitative standards by which they may be judged. These criteria must be used uniformly as the only standard by which to judge cases for promotion and tenure from the Library.

Favorable action should result when the individual has demonstrated a level of competence and distinction appropriate to the proposed rank.

Excellence in librarianship is the primary criterion. The candidate must demonstrate competency in the secondary areas of professional development, research, and/or creativity; and service.

## **Criteria for Tenure and Promotion to Associate Librarian**

### **I. Suggested Standards for Evaluating Excellence in Librarianship for Tenure and Promotion to Associate Librarian**

*Excellence.* The librarian rated excellent is proficient in the performance of professional responsibilities and thinks critically about his or her area of responsibility. The librarian uses professional experience, knowledge of appropriate research, and creativity to solve problems, improve services, and innovate. There is evidence of demonstrated impact on identified constituencies, the library and/or the university.

#### **Indicators of quality of librarianship**

The following indicators provide guidance for the assessment of the quality of librarianship. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on furthering the mission and goals of the Library and the University
- impact on identified constituencies
- level of intellectual work involved
- creativity and initiative shown
- evidence of collaboration and teamwork
- skills in meeting user needs
- fosters wider awareness and effective use of resources
- demonstrates leadership skills
- quality of work performed
- quantity of work performed

#### **Examples of documentation for librarianship**

The list is not exhaustive. Not all examples will apply to every librarian.

- evidence of innovation, impact, and initiative in areas of responsibility

- description and/or supporting materials for a new or improved service, program, product, or project
- written reflection on the relevance, significance, and impact of activities
- feedback from identified constituencies
- peer review of librarianship
- metrics and/or supporting materials for online guides and tutorials
- metrics about the creation, development, and use of teaching materials
- evidence of instruction activities
- metrics and evaluations about research consultations

## II. Suggested Standards for Evaluating Competence in Professional Development, Research, and/or Creative Endeavor for Tenure and Promotion to Associate Librarian

*Competence.* The librarian rated competent demonstrates a continuing program of relevant professional development, research, and/or creative endeavor. Quality is considered more important than quantity. Activities in this area fall into two general types:

**Professional Development** - those focused on advancing the education and knowledge of the individual librarian (e.g., academic coursework, workshops, etc.)

**Research, and/or Creative Endeavor** - those focused on the sharing of research and expertise (e.g., publication, participation on panels, etc.). The librarian must engage in at least five activities to disseminate expertise, research or creative endeavor; at least three of these activities must have passed a formal professional evaluation or selection process. A formal professional evaluation includes any type of competitive selection process where the work is peer-reviewed, refereed, juried, judged, curated, or invited for participation due to one's expertise. Both individual activities and significant contributions to collaborative endeavors are encouraged.

### Indicators of quality of professional development

The following indicators provide guidance for the assessment of the quality of professional development. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on the development of the librarian
- significance and relevance of professional development activities (e.g. continuing education workshops, conferences, meetings, or institutes)
- a competitive selection process

### Examples of documentation for professional development

The list is not exhaustive. Not all examples will apply to every librarian.

- copies of transcripts and certificates /degrees
- a written reflection on the relevance significance, and impact of the activities
- criteria about the competitive selection process



### **Indicators of quality of research, and/or creative endeavor**

The following indicators provide guidance for the assessment of the quality of research, and/or creative endeavor. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- contribution to the discipline
- relevance to the candidate's librarianship
- originality
- scope, professional reputation, and significance of the venue
- professional reputation of the venue
- a competitive selection process

### **Examples of research, and/or creative endeavor**

The list is not exhaustive. Not all examples will apply to every librarian.

- publication of an article, book chapter, proceedings paper, essay, or encyclopedia or other reference book article
- publication of a book
- submission of a research or project grant
- conference presentation or panel participation
- conference poster session
- regular contribution of reviews of books, databases, and/or exhibits
- preparation and mounting of exhibits
- development, preparation, and maintenance of a bibliographic tool
- for-credit course development and/or delivery
- publication, presentation, exhibition, or performance of creative works etc.

### **Examples of documentation for research, and/or creative endeavor**

The list is not exhaustive. Not all examples will apply to every librarian.

- copy of published works or works in progress
- evidence of scope, professional reputation, acceptance rates, and significance of the venue
- comments from peer reviewers
- evidence of competitive selection process
- copy of research or project grants and/or proposals
- materials related to conference presentations, panel participations, and/or conference posters, exhibitions, performance of creative works etc.
- materials related to the development, preparation, and maintenance of a bibliographic tool
- materials related to a for-credit course development and/or delivery

## **III. Suggested Standards for Evaluating Competence in Service for Tenure and Promotion to Associate Librarian**

*Competence:* The librarian rated competent regularly engages in activities that serve the Library, university, profession, discipline, and/or community and are outside the assigned

position responsibilities. Notable accomplishments in at least three of these activities are required. Each year of a multiple year commitment counts as an independent contribution.

### **Indicators of quality of service**

The following indicators provide guidance for the assessment of the quality of service to the University. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on furthering the mission and goals of the library, university, or profession
- relevance to the candidate's academic career
- impact on identified constituencies
- level of intellectual work involved
- demonstrates leadership skills
- scope of the librarian's contribution to a committee's work
- type of selection process such as invitation, election, etc.

### **Examples of documentation for service**

The list is not exhaustive. Not all examples will apply to every librarian.

- self-reporting of one's contribution including what knowledge, skills or expertise were applied in the service activity
- products or outcomes of the activity and their significance
- third-party evaluation of the contribution
- recognition of service contributions in the form of an award
- evidence of an invitation, election, etc.

## Criteria for Promotion from Associate Librarian to Librarian

### I. Suggested Standards for Evaluating Excellence in Librarianship for Promotion from Associate Librarian to Librarian

*Excellence.* Promotion is based upon achievement beyond the level required for Associate Librarian. The librarian rated excellent is proficient in the performance of professional responsibilities and thinks critically about his or her area of responsibility. The librarian uses professional experience, knowledge of appropriate research, and creativity to lead others in solving problems and/or improving services. The librarian demonstrates exceptional innovation, initiative, and/or impact on identified constituencies, the library and/or the university.

#### Indicators of quality of librarianship

The following indicators provide guidance for the assessment of the quality of librarianship. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on furthering the mission and goals of the Library and the University
- impact on identified constituencies
- level of intellectual work involved
- creativity and initiative shown
- evidence of collaboration and teamwork
- skills in meeting user needs
- fosters wider awareness and effective use of resources
- demonstrates leadership skills
- quality of work performed
- quantity of work performed

#### Examples of documentation for librarianship

The list is not exhaustive. Not all examples will apply to every librarian.

- evidence of innovation, impact, and initiative in areas of responsibility
- description and/or supporting materials for a new or improved service, program, product, or project
- written reflection on the relevance, significance, and impact of activities
- feedback from identified constituencies
- peer review of librarianship
- metrics and/or supporting materials for online guides and tutorials
- metrics about the creation, development, and use of teaching materials
- evidence of instruction activities
- metrics and evaluations about research consultations

## II. Suggested Standards for Evaluating Competence in Professional Development, Research, and/or Creative Endeavor for Promotion from Associate Librarian to Librarian

*Competence.* The librarian rated competent demonstrates a continuing program of relevant professional development, research, and/or creative endeavor. Quality is considered more important than quantity. Activities in this area fall into two general types:

**Professional Development** - those focused on advancing the education and knowledge of the individual librarian (e.g., academic coursework, workshops, etc.)

**Research, and/or Creative Endeavor** - those focused on the sharing of research and expertise (e.g., publication, participation on panels, etc.). The librarian must complete at least five activities to disseminate expertise, research or creative endeavor; at least three of these activities must have passed a formal professional evaluation or selection process. A formal professional evaluation includes any type of competitive selection process where the work is peer-reviewed, refereed, juried, judged, curated, or invited for participation due to one's expertise. Both individual activities and significant contributions to collaborative endeavors are encouraged.

### Indicators of quality of professional development

The following indicators provide guidance for the assessment of the quality of professional development. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on the development of the librarian
- significance and relevance of professional development activities (e.g. continuing education workshops, conferences, meetings, or institutes)
- a competitive selection process

### Examples of documentation for professional development

The list is not exhaustive. Not all examples will apply to every librarian.

- copies of transcripts and certificates /degrees
- a written reflection on the relevance significance, and impact of the activities
- criteria about the competitive selection process

### Indicators of quality of research, and/or creative endeavor

The following indicators provide guidance for the assessment of the quality of research, and/or creative endeavor. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- contribution to the discipline
- relevance to the candidate's librarianship
- originality
- scope, professional reputation, and significance of the venue
- professional reputation of the venue
- a competitive selection process

### **Examples of research, and/or creative endeavor**

The list is not exhaustive. Not all examples will apply to every librarian.

- publication of an article, book chapter, proceedings paper, essay, or encyclopedia or other reference book article
- publication of a book
- submission of a research or project grant
- conference presentation or panel participation
- conference poster session
- regular contribution of reviews of books, databases, and/or exhibits
- preparation and mounting of exhibits
- development, preparation, and maintenance of a bibliographic tool
- for-credit course development and/or delivery
- publication, presentation, exhibition, or performance of creative works etc.

### **Examples of documentation for research, and/or creative endeavor**

The list is not exhaustive. Not all examples will apply to every librarian.

- copy of published works or works in progress
- evidence of scope, professional reputation, acceptance rates, and significance of the venue
- comments from peer reviewers
- evidence of competitive selection process
- copy of research or project grants and/or proposals
- materials related to conference presentations, panel participations, and/or conference posters, exhibitions, performance of creative works etc.
- materials related to the development, preparation, and maintenance of a bibliographic tool
- materials related to a for-credit course development and/or delivery

## **III. Suggested Standards for Evaluating Competence in Service for Promotion from Associate Librarian to Librarian**

*Competence:* The librarian rated competent regularly engages in activities that serve the university, profession, discipline, and/or community and are outside the assigned position responsibilities. Notable accomplishments in at least three of these activities are required. Each year of a multiple year commitment counts as an independent contribution.

### **Indicators of quality of service**

The following indicators provide guidance for the assessment of the quality of service to the University. The list is not exhaustive, nor are the indicators meant to be equally weighted for each librarian. Not all indicators will apply to every librarian.

- impact on furthering the mission and goals of the library, university, or profession
- relevance to the candidate's academic career
- impact on identified constituencies
- level of intellectual work involved

- demonstrates leadership skills
- scope of the librarian's contribution to a committee's work
- type of selection process such as invitation, election, etc.

### **Examples of documentation for service**

The list is not exhaustive. Not all examples will apply to every librarian.

- self-reporting of one's contribution including what knowledge, skills or expertise were applied in the service activity
- products or outcomes of the activity and their significance
- third-party evaluation of the contribution
- recognition of service contributions in the form of an award
- evidence of an invitation, election, etc.

## Procedures for Librarians' Tenure and Promotion

### Preamble:

IPFW Librarians follow the "Criteria for Tenure and Promotion for Librarians" that conform to the Indiana University *Academic Handbook*, and with Fort Wayne Senate Documents addressing criteria for tenure and promotion.

With regard to promotion and tenure procedures on the IPFW campus, SD 14-36 (Section 1.1.2) requires that department procedures adhere to the guidelines and procedures laid out in college and Senate documents. Helmke Library is a college without departments. To address this unique structure, the library hereby presents amended procedures for Document Review and Approval, Decision Levels, Case Process, and Individual Participation, Review of Progress of Probationary Faculty to Tenure and Promotion, and Procedures for Non-reappointment of Probationary Faculty. This document is submitted to the Senate pursuant to SD 14-36.

### 1. Document Review and Approval:

#### 1.1. Library documents:

- 1.1.1. The Library must include procedures and criteria for promotion and tenure in documents.
- 1.1.2. The Library procedures must adhere to the guidelines and procedures laid out in Senate documents.
- 1.1.3. The Library will include guiding principles in documents.
- 1.1.4. The Library procedures and guiding principles must be reviewed and approved by the Senate Faculty Affairs Committee.
- 1.1.5. Library criteria must include:
  - 1.1.5.1. Criteria for quality of performance (e.g. excellence in librarianship; competence in professional development, research, and/or creative endeavor; and competence in service) for all levels (e.g. associate librarian, librarian).
  - 1.1.5.2. An explanation of how the criteria align with the Library's guiding principles and credible evidence as to the appropriateness of the criteria for the discipline.
- 1.1.6. The library criteria must be reviewed and approved by the Senate Faculty Affairs Committee after approval by a majority of the tenure-track library faculty members.

### 2. Decision Levels: Nominations for promotion and/or tenure shall be considered at several levels. The quality of the evidence presented in the case is best evaluated within the Library. Candidates may respond in writing to recommendations at all levels. Written responses must be submitted within 7 calendar days of the date of the recommendation and proceed with the case.

#### 2.1. The Primary Library Committee on Promotion and Tenure (Library Committee).

- 2.1.1. Establishing the Library Committee: The Library Committee composition and functions shall be established according to a procedure adopted by the faculty of the Library and approved by the Senate Faculty Affairs Committee. The Senate shall have the right of review of this procedure. The Library Committee shall

follow procedures established by the faculty of the Library. This procedure shall be periodically published, simultaneously with the Bylaws of the Senate, as and when the Bylaws of the Senate are distributed.

2.1.2. Composition of the Library Committee:

2.1.2.1. The Library Committee will consist of all tenured librarians, excluding the candidate(s), the majority of which shall be persons possessing the same or higher rank to which a candidate aspires.

2.1.2.2. If fewer than three librarians are eligible to serve on the Library Committee, all of the tenured and tenure-track librarians will submit to the Vice Chancellor for Academic Affairs or her/his designee the names of three to five tenured faculty from other IPFW academic departments suitable to serve on the committee. From this list the Vice Chancellor for Academic Affairs or her/his designee will solicit and appoint enough faculty to bring the committee membership to a minimum of three.

2.1.2.3. Members of the Library Committee shall elect a chair from among its members.

2.1.2.4. The chief academic officer of the Library may not serve on the Library Committee or participate in meetings.

2.1.3. Primary Tasks: The Library Committee shall review the evidence presented in the case, compare the case to Library criteria, and make a recommendation to the chief academic officer of the Library in the form of a letter.

2.1.3.1 Each member's vote on a case will be openly declared. All committee deliberations and recommendations are confidential and only the committee chair shall report the summary vote and the recommendation.

2.1.4. Letter of Recommendation: The letter of recommendation from the Library Committee shall be based on the case and Library criteria and clearly state and explain the recommendation of the committee, including commenting on the candidate's professional standing. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion will be included.

2.1.5. Other:

2.1.5.1. Any Library faculty member subject to the procedures and guiding principles of promotion and tenure at IPFW shall have the opportunity to read and provide feedback on cases in the Library. Any document that is provided does not become part of the case and does not move forward with the case.

2.2. The chief academic officer of the Library:

2.2.1. Primary Tasks: The chief academic officer of the Library shall:

2.2.1.1. Review the case and compare the case to Library criteria.

2.2.1.2. Review how well the process has adhered to the documented procedures to this point and ensure that the candidate has been afforded basic fairness and due process.

2.2.1.3. Review the recommendation of the Library Committee.

2.2.1.4. Make a recommendation to the next level in the form of a letter.

2.2.2. Letter of Recommendation: The letter of recommendation from the chief



academic officer of the Library shall be based on the chief academic officer's review of the case in light of Library criteria, the process to this point, and clearly state and explain the recommendation of the chief academic officer including an explanation of agreement or disagreement with the decision of the lower level.

2.3. Additional Decision Levels:

2.3.1. Additional Decision Levels will include those outlined in SD 14-36 and its successors: The Senate Promotion and Tenure Committee (a.k.a. the campus committee), and the chief academic officer of IPFW.

3. Case Process: Nominations for promotion and/or tenure shall be considered at several levels.

- 3.1. The candidate must identify the criteria document that should be used to judge the case. The Library criteria document used must have been in effect at some point during the six years preceding the submission of the case.
- 3.2. All cases for promotion and/or tenure shall pass sequentially through the decision levels.
- 3.3. No information, other than updates to items in the case, can be added to the case after the vote and recommendation from the Library level. The intent is that each level will be reviewing the same case. Each decision level is responsible for determining if items submitted after a case has cleared the Library Committee should be included in the case or considered to be new evidence that should be excluded.
- 3.4. Each decision level forwards only a letter of recommendation to the next level. Recommendations may not include attachments or supplemental information.
- 3.5. The administrator or committee chair at each level shall inform the candidate in writing of the vote tally or recommendation on the nomination, with a clear and complete statement of the reasons therefore, at the time the case is sent forward to the next level. When the vote is not unanimous, a written statement stipulating the majority opinion and the minority opinion must be included. The candidate may submit a written response to the statement to the administrator or the committee chair. Any written response from the candidate must be submitted within 7 calendar days from the date of the recommendation and will become part of the case. At the same time that the case is sent forward to the next level, the administrator or committee chair shall also send a copy of the recommendation and statements of reasons, and the candidate's response, if any, to administrators and committee chairs at the lower level(s). Committee chairs shall distribute copies to committee members.
- 3.6. The deliberations of committees at all levels shall be strictly confidential, and only the chair may communicate a committee's decision to the candidate and to the next level. Within the confidential discussions of the committees, each member's vote on a case shall be openly declared. No abstentions or proxies are allowed. Committee members must be present during deliberations in order to vote.

4. Individual Participation:

- 4.1. Only tenured faculty may serve as voting members of promotion and tenure committees at any level.
- 4.2. No person shall serve as a voting member of any promotion and tenure committee during an academic year in which his or her nomination for promotion or tenure is under consideration, nor shall any individual make a recommendation on his or her own promotion or tenure nomination.

- 4.3. Tenured Librarians may serve and vote on the Library Committee and Campus Committee. Voting members of committees and chief academic officers shall recuse themselves from considering cases of candidates with whom they share significant credit for research or creative endeavor or other work which is a major part of the candidate's case or if they have other conflicts of interest. The committee will decide if committee members who collaborate with the candidate need to recuse themselves. The next highest administrator will decide if a chief academic officer who collaborated with the candidate needs to recuse her/himself.
- 4.4. Any committee member, at any level, who recuses her/himself shall leave the room during the discussion of that case.
- 4.5. Chief academic officers who have written a letter of recommendation as part of 2.2.2. will recuse themselves from discussion or vote on that candidate's case at a higher level.

**REVIEW OF PROGRESS OF PROBATIONARY FACULTY TO  
TENURE AND PROMOTION**  
*(Procedures for Third Year Review)*

The Library Committee will initiate a review of non-tenured librarians during the third year of faculty appointment at IPFW. This review will occur at the time of the fourth reappointment, that is, for reappointment for the fifth year of the probationary period, normally initiated during February of the third probationary year.

5. Review Procedure:

The third-year review, completed by the candidate at the mid-point of the third year in service, will be formative. The case will include documentation (including annual reviews and reappointments) in the areas of librarianship; professional development, research, and/or creative endeavor; and service. The case is to be presented according to the IPFW dossier guidelines (Office of Academic Affairs Memorandum 99-1) providing the candidate the opportunity to begin preparing his/her tenure and promotion dossier.

- 5.1. The Library Committee will review the candidate's case based on accepted Library criteria. The evaluation will detail the opinion of the committee on the documented progress of the candidate and note strengths and areas for improvement. The chair of the Library Committee, in collaboration with the committee members, will write an evaluation of the progress of the candidate for the chief academic officer of the Library and the candidate.
- 5.2. The Library Committee will vote on the final content of the written evaluation, with a simple majority of the ballots cast constituting approval of the review. Each member's vote on a case will be openly declared. All committee deliberations and recommendations are confidential and only the committee chair shall report the summary vote and the recommendation.
- 5.3. The candidate will be given the opportunity to respond to the review in person and in writing. Any written response from the candidate must be submitted within 7 calendar days from the date of the recommendation and will become part of the case.
- 5.4. The chief academic officer of the Library must comment in writing on both the case and the review from the Library Committee. The comments should detail the opinion of the chief academic officer of the Library on the documented progress of the candidate.
- 5.5. The candidate will be given the opportunity to respond to the comments from the chief academic officer of the Library in person and in writing. Any written response from the candidate must be submitted within 7 calendar days from the

date of the recommendation and will become part of the case.

## **PROCEDURES FOR NON- REAPPOINTMENT OF PROBATIONARY FACULTY**

6. Review Procedure:

If, at any point during the probationary period, the chief academic officer of the Library does not recommend the reappointment of a probationary faculty, the input and vote of the Library Committee must be sought. The reappointment case will include all reappointment documentation (including previous annual reviews and reappointments) in the areas of librarianship; professional development, research, and/or creative endeavor; and service.

- 6.1. The chief academic officer of the Library must inform the candidate and the chair of the Library Committee of the non-reappointment in the form of a letter. The letter shall be based on the reappointment case and Library criteria and clearly state and explain the recommendation of the chief academic officer.
- 6.2. The candidate will be given the opportunity to respond to the comments from the chief academic officer of the Library in writing. The candidate may submit a written response to the statement to the chief academic officer of the Library within 7 calendar days of the date of the recommendation and the candidate's response will become part of the reappointment documentation.
- 6.3. The Library Committee will review both the candidate's reappointment documentation based on accepted Library criteria and whether the process has adhered to the documented procedures to ensure that the candidate has been afforded basic fairness and due process. All committee deliberations are confidential.
- 6.4. The chair of the Library Committee, in collaboration with the committee members, will report the outcome of the committee's review in writing to the chief academic officer of the Library and the candidate. The Committee's letter will become part of the reappointment case going forward.

TO: Fort Wayne Senate

From: Linda Wright-Bower, Chair  
Educational Policy Committee

Subject: Change to the Academic Calendar Formula as defined in SD 11-18  
and Change to the 2018-2019 academic calendar to reflect the  
change in the academic calendar formula of adopted

Date: April 22, 2017

Disposition: To the Presiding Officer for Implementation

WHEREAS, the University formerly known as Indiana University - Purdue University will become two separate entities, and

WHEREAS, the majority of the IPFW units will be managed by Purdue University as of July 1, 2018, and

WHEREAS, degree programs previously supported as part of Indiana University will be realigned under the auspices of Purdue University as of July 1, 2018, and

WHEREAS, Academic Regulations for the newly created Purdue University Fort Wayne, or the forthcoming name determined by the Purdue Board of Trustees, will need to be in concert with those of Purdue University West Lafayette, and

WHEREAS, a slight change in the academic calendar formula for the Purdue University Fort Wayne campus will provide uniform academic calendars for students attending Purdue University Fort Wayne and IUPUI health sciences programs in Fort Wayne, and

WHEREAS, the IUPUI Registrar has agreed to coordinate the IUPUI Spring Break recess with the Purdue University Fort Wayne campus such that students attending IUPUI Fort Wayne classes will have the same recess, and

WHEREAS, the current IPFW Registrar has provided a table of academic year beginning and starting dates through the year 2037 as a reference document to support these resolutions,

RESOLVED, Senate Document SD 11-18 (Academic Calendar formula) be amended as enclosed, with bold language inserted and strike-out language removed.

BE IT ALSO RESOLVED, that the 2018-2019 Academic Calendar be changed to reflect this change in formula.

The academic calendar shall consist of two 16-week regular semesters (including a one-week final examination period), and one 15-week summer semester.

During the Fall and Spring semesters, the standard length of a three-credit-hour course shall be 150 minutes per week for fifteen weeks. The final examination period for courses shall be two hours.

#### FALL SEMESTER

1. The first day of classes of the fall semester shall be the Monday falling between August 20 and August 26, inclusive.
2. Labor Day shall be a holiday. Classes shall be suspended starting at 4:30 PM on the Friday preceding Labor Day and resume on the Tuesday following Labor Day.
3. There shall be a two-day suspension of regular classes consisting of the *Monday and Tuesday* after the mid-point between the beginning of the semester and Thanksgiving break.
4. Thanksgiving recess shall consist of Thanksgiving Day, *the preceding Wednesday*, and the following Friday and weekend.

#### SPRING SEMESTER

1. The first day of the spring semester may be the Monday following the end of the regular Fall Semester. Typically, weekday classes of the regular spring semester will begin the Monday falling between January 7~~8~~ and January 13~~14~~, inclusive.
2. The period of time between the regular fall and spring semesters will be called "Winter Intersession" for the purposes of communication to the public. All official university holidays during the intersession will be recognized and offices will be closed.
3. Martin Luther King, Jr. Day, the third Monday in January, shall be a holiday. Classes will not meet.
4. There shall be a one-week spring recess after the 8th week of regular weekday classes of the spring semester.
5. Weekend College shall be suspended Easter weekend.

#### SUMMER SEMESTER

1. The first day of classes of summer semester may be the Monday following the end of the spring semester. Typically, weekday classes will meet in two 6-week summer sessions which will begin following a one-week break at the end of spring semester.
2. Memorial Day (Observed) and Friday evening, Saturday, and Sunday of Memorial Day weekend, shall be a holiday. Classes will not meet.
3. July 4 shall be a holiday. Classes will not meet on July 4 when it falls on a weekday. Classes will not meet on Friday, July 3, when July 4 falls on a Saturday. Classes will not meet on Monday, July 5, when July 4 falls on a Sunday. The Friday evening, Saturday, and Sunday including, or closest to, July 4 shall also be holidays when classes do not meet.

ANALYSIS OF CALENDAR START & END DATES FROM FALL 2018 – SPRING 2037 – FOR INFORMATION ONLY

Analyses of Semester begin/end dates if calendar formula adjusted to first day of classes of regular spring semester be the Monday falling between January 7 and January 13, inclusive (Fall 2017- Spring 2037):

Fall Term	Begin	End	#weeks of break	Spring Term	Begin	End	# weeks in Summer
Fall 2018	Aug 20	Dec 16	3 weeks	Spring 2019	Jan 7	May 5	15
Fall 2019	Aug 26	Dec 22	3 weeks	Spring 2020	Jan 13	May 10	15
Fall 2020	Aug 24	Dec 20	3 weeks	Spring 2021	Jan 11	May 9	15
Fall 2021	Aug 23	Dec 19	3 weeks	Spring 2022	Jan 10	May 8	15
Fall 2022	Aug 22	Dec 18	3 weeks	Spring 2023	Jan 9	May 7	15
Fall 2023	Aug 21	Dec 17	3 weeks	Spring 2024	Jan 8	May 5	15
Fall 2024	Aug 26	Dec 22	3 weeks	Spring 2025	Jan 13	May 11	15
Fall 2025	Aug 25	Dec 21	3 weeks	Spring 2026	Jan 12	May 10	15
Fall 2026	Aug 24	Dec 20	3 weeks	Spring 2027	Jan 11	May 9	15
Fall 2027	Aug 23	Dec 19	3 weeks	Spring 2028	Jan 10	May 7	15
Fall 2028	Aug 21	Dec 17	3 weeks	Spring 2029	Jan 8	May 6	15
Fall 2029	Aug 20	Dec 16	3 weeks	Spring 2030	Jan 7	May 5	15
Fall 2030	Aug 26	Dec 22	3 weeks	Spring 2031	Jan 13	May 11	15
Fall 2031	Aug 25	Dec 21	3 weeks	Spring 2032	Jan 12	May 9	15
Fall 2032	Aug 23	Dec 19	3 weeks	Spring 2033	Jan 10	May 8	15
Fall 2033	Aug 22	Dec 18	3 weeks	Spring 2034	Jan 9	May 7	15
Fall 2034	Aug 21	Dec 17	3 weeks	Spring 2035	Jan 8	May 6	15
Fall 2035	Aug 20	Dec 16	3 weeks	Spring 2036	Jan 7	May 4	15
Fall 2036	Aug 25	Dec 21	3 weeks	Spring 2037	Jan 12	May 10	15

Implications of change in formula: By moving the begin date of spring to January 7, the policy should be changed to read, “Typically, weekday classes of the regular spring semester will begin the Monday falling between January 7 and January 13, inclusive”.

TO: Fort Wayne Senate

From: Linda Wright-Bower, Chair  
Educational Policy Committee

Subject: Change to the 2018-2019 Academic Calendar Formula to reflect the calendar formula revision if approved by the Senate (previous document).

Date: April 22, 2017

Disposition: To the Presiding Officer for Implementation

WHEREAS, the University formerly known as Indiana University - Purdue University will become two separate entities, and

WHEREAS, the majority of the IPFW units will be managed by Purdue University as of July 1, 2018, and

WHEREAS, degree programs previously supported as part of Indiana University will be realigned under the auspices of Purdue University as of July 1, 2018, and

WHEREAS, a slight change in the academic calendar formula for the Purdue University Fort Wayne campus will provide uniform academic calendars for students attending Purdue University Fort Wayne and IUPUI health sciences programs in Fort Wayne, and

WHEREAS, the IUPUI Registrar has agreed to coordinate the IUPUI Spring Break recess with the Purdue University Fort Wayne campus such that students attending IUPUI Fort Wayne classes will have the same recess, and

WHEREAS, the current IPFW Registrar has provided a table of academic year beginning and starting dates through the year 2030 as a reference document to support these resolutions,



RESOLVED, The change in the academic calendar formula, previously approved by this body, now requires an adjustment,

BE IT ALSO RESOLVED, that the 2018-2019 Academic Calendar be changed to reflect this change in formula.

**ACADEMIC CALENDAR FOR 2018-2019****Fall Semester, 2018**

Monday	20 August	Classes Begin
Friday	31 August	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	4 September	Classes Resume
Mon.-Tues.	8 – 9 October	Fall Recess
Wednesday	10 October	Classes Resume
Tuesday	20 November	Thanksgiving Recess Begins After Last Class
Monday	26 November	Classes Resume
Mon.-Sun.	10-16 December	Final Exam Week/Last Week of Classes

**Winter Inter-session, 2018-2019**

Monday	17 December	Classes Begin
Mon.-Tues.	24-25 December	Classes Suspended (Christmas Holiday)
Wednesday	26 December	Classes Resume
Monday	31 December	Classes Suspended (Presidents' Designated Holiday)
Wednesday	2 January	Classes Resume
Sunday	<del>13-6</del> January	Last Day of Classes

**Spring Semester, 2019**

Monday	<del>14-7</del> January	Classes Begin
Monday	21 January	Martin Luther King Jr. Holiday
Mon. - Sun.	11-17 March	Spring Recess
Monday	18 March	Classes Resume
Friday	19 April	Classes Suspended at 4:30 p.m. (Easter Recess)
Monday	22 April	Classes Resume
Mon.-Sun	<b>29 April-5</b> <del>6-12</del> May	Final Exam Week/ Last Week of Classes
Wednesday	<del>15-8</del> May	Tentative Date of Commencement

**Summer Semester, 2019**

Monday	<del>13-6</del> May	Summer Semester Begins
Monday	<del>20-13</del> May	Summer Session I: Classes Begin
Friday	24 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Tuesday	28 May	Classes Resume
Friday	<del>28-21</del> June	Summer Session I: Classes End at 4:30 p.m.
Monday	<del>1-4</del> <b>July-24 June</b>	Summer Session II: Classes Begin
Thursday	4 July	Independence Day Holiday Observed
Friday	5 July	Classes Suspended at 4:30 p.m. (Independence Day Weekend Recess).
Monday	8 July	Classes Resume
Friday	<del>9-2</del> August	Summer Session II: Classes End at 4:30 p.m.
Sunday	<del>25-18</del> August	Summer Semester Ends

TO: Fort Wayne Senate

From: Linda Wright-Bower, Chair  
Educational Policy Committee

Subject: Change to the 2019-2020 Academic Calendar Formula to reflect the calendar formula revision if approved by the Senate (previous document).

Date: April 22, 2017

Disposition: To the Presiding Officer for Implementation

WHEREAS, the University formerly known as Indiana University - Purdue University will become two separate entities, and

WHEREAS, the majority of the IPFW units will be managed by Purdue University as of July 1, 2018, and

WHEREAS, degree programs previously supported as part of Indiana University will be realigned under the auspices of Purdue University as of July 1, 2018, and

WHEREAS, a slight change in the academic calendar formula for the Purdue University Fort Wayne campus will provide uniform academic calendars for students attending Purdue University Fort Wayne and IUPUI health sciences programs in Fort Wayne, and

WHEREAS, the IUPUI Registrar has agreed to coordinate the IUPUI Spring Break recess with the Purdue University Fort Wayne campus such that students attending IUPUI Fort Wayne classes will have the same recess, and

WHEREAS, the current IPFW Registrar has provided a table of academic year beginning and starting dates through the year 2030 as a reference document to support these resolutions,

RESOLVED, The change in the academic calendar formula, previously approved by this body, now requires an adjustment,

BE IT ALSO RESOLVED, that the 2019-2020 Academic Calendar be changed to reflect this change in formula.

**ACADEMIC CALENDAR FOR 2019-2020****Fall Semester, 2019**

Monday	26 August	Classes Begin
Friday	30 August	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	3 September	Classes Resume
Mon.-Tues.	21-22 October	Fall Recess
Wednesday	23 October	Classes Resume
Tuesday	26 November	Thanksgiving Recess Begins After Last Class
Monday	2 December	Classes Resume
Mon.-Sun.	16-22 December	Final Exam Week/Last Week of Classes

**Winter Inter-session, 2019-2020**

Mon.-Wed.	23-25 December	Classes Suspended (Holiday Break)
Thursday	26 December	Classes Begin
Monday	30 December	Classes Suspended (Presidents' Designated Holiday)
Tue.-Wed.	31-1 January	Classes Suspended (New Year Holiday)
Thursday	2 January	Classes Resume
Sunday	12 January	Last Day of Classes

**Spring Semester, 2020**

Monday	13 January	Classes Begin
Monday	20 January	Martin Luther King Jr. Holiday
Mon.-Sun.	9-15 March	Spring Recess
Monday	16 March	Classes Resume
Friday	10 April	Classes Suspended at 4:30 p.m.
Monday	13 April	Classes Resume
Mon.-Sun.	4-10 May	Final Exam Week/ Last Week of Classes
Wednesday	13 May	Tentative Date of Commencement

**Summer Semester, 2020**

Monday	11 May	Summer Semester Begins
Monday	18 May	Summer Session I: Classes Begin
Friday	22 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Tuesday	26 May	Classes Resume
Friday	26 June	Summer Session I: Classes End at 4:30 p.m.
Monday	29 June	Summer Session II: Classes Begin
Friday	3 July	Classes Suspended at 4:30 p.m. (Independence Day Weekend Recess).
Monday	6 July	Classes Resume
Friday	7 August	Summer Session II: Classes End at 4:30 p.m.
Sunday	23 August	Summer Semester Ends

TO: Fort Wayne Senate

From: Linda Wright-Bower, Chair  
Educational Policy Committee

Subject: Amendment of the Academic Regulations (SD 85-18)

Date: April 22, 2017

Disposition: To the Presiding Officer for Implementation

WHEREAS, the University formerly known as Indiana University - Purdue University will become two separate entities, and

WHEREAS, the majority of the IPFW units will be managed by Purdue University as of July 1, 2018, and

WHEREAS, degree programs previously supported as part of Indiana University will be realigned under the auspices of Purdue University as of July 1, 2018, and

WHEREAS, Academic Regulations for the newly created Purdue University Fort Wayne, or the forthcoming name determined by the Purdue Board of Trustees, will need to be in concert with those of Purdue University West Lafayette, and

WHEREAS, a slight change in the academic calendar formula for the Purdue University Fort Wayne campus will provide uniform academic calendars for students attending Purdue University Fort Wayne and IUPUI health sciences programs in Fort Wayne, and

WHEREAS, the IUPUI Registrar has agreed to coordinate the IUPUI Spring Break recess with the Purdue University Fort Wayne campus such that students attending IUPUI Fort Wayne classes will have the same recess, and

RESOLVED, Senate Document SD 85-18 (Academic Regulations) be amended as enclosed, with bold language inserted and strike-out language removed.

## Summary of the Proposed Changes to the Purdue University Fort Wayne campus Academic Regulations effective July 1, 2018

### Purdue University Fort Wayne – Academic Regulations, Effective July 1, 2018

**NOTE: The sections and pages are hyper linked for easy navigation**

No.	Topic	Page #
1	Academic Calendar Formula ( <a href="#">SD11-18</a> ) – Adjustment in formula to align both Fort Wayne campuses.	<a href="#">2</a>
2	Definitions <a href="#">1.0</a> : Revisions to regulations – <a href="#">1.1</a> , <a href="#">1.2.1</a> , <a href="#">1.3</a> , and <a href="#">1.10</a> . Removing reference to Indiana University.	<a href="#">3-4</a>
3	Admission <a href="#">2.0</a> : Revision to regulation – <a href="#">2.4</a> – Determines academic forgiveness after a student does not attend any campus of Indiana University or Purdue University after five years.	<a href="#">5-6</a>
4	Grades <a href="#">6.0</a> : Revisions to regulations – <a href="#">6.2</a> , <a href="#">6.3</a> , and <a href="#">6.4</a> – Removing reference to IU grades and how grades will post to an IU transcript and incorporating (SD-13-8) – Not Submitted Grade: NS	<a href="#">15-16</a>
5	Grades <a href="#">6.7</a> : Addition of Midterm Grades to regulation.	<a href="#">17</a>
6	Grade Point Averages <a href="#">8.0</a> : Addition of NS grade on table to indicate not included in calculation of GPA.	<a href="#">19</a>
7	Academic Standing <a href="#">9.0</a> : Revision to regulation <a href="#">9.4.3</a> which states a student dismissed from any campus of IU or Purdue may not enroll at IPFW until one fall or spring semester has passed.	<a href="#">21</a>
8	Degrees <a href="#">10.0</a> : Revisions to regulations <a href="#">10.3.1</a> and <a href="#">10.3.2</a> – change to the definition of double major and double degree.	<a href="#">23</a>
9	Transcripts <a href="#">12.0</a> : Addition of Academic Actions on Transcripts <a href="#">12.1</a>	<a href="#">25</a>

Note: All references in the regulations to “IPFW” will be updated to the new institution name when finalized.

The link for the PWL academic regulations is:

[http://www.purdue.edu/studentregulations/regulations\\_procedures/](http://www.purdue.edu/studentregulations/regulations_procedures/)

## Academic Calendar Formula (SD 11-18)

The academic calendar shall consist of two 16-week regular semesters (including a one-week final examination period), and one 15-week summer semester.

During the Fall and Spring semesters, the standard length of a three-credit-hour course shall be 150 minutes per week for fifteen weeks. The final examination period for courses shall be two hours.

### FALL SEMESTER

1. The first day of classes of the fall semester shall be the Monday falling between August 20 and August 26, inclusive.
2. Labor Day shall be a holiday. Classes shall be suspended starting at 4:30 PM on the Friday preceding Labor Day and resume on the Tuesday following Labor Day.
3. There shall be a two-day suspension of regular classes consisting of the *Monday and Tuesday* after the mid-point between the beginning of the semester and Thanksgiving break.
4. Thanksgiving recess shall consist of Thanksgiving Day, *the preceding Wednesday*, and the following Friday and weekend.

### SPRING SEMESTER

1. The first day of the spring semester may be the Monday following the end of the regular Fall Semester. Typically, weekday classes of the regular spring semester will begin the Monday falling between January 7~~8~~ and January 13~~14~~, inclusive.
2. The period of time between the regular fall and spring semesters will be called "Winter Intersession" for the purposes of communication to the public. All official university holidays during the intersession will be recognized and offices will be closed.
3. Martin Luther King, Jr. Day, the third Monday in January, shall be a holiday. Classes will not meet.
4. There shall be a one-week spring recess after the 8th week of regular weekday classes of the spring semester.
5. Weekend College shall be suspended Easter weekend.

### SUMMER SEMESTER

1. The first day of classes of summer semester may be the Monday following the end of the spring semester. Typically, weekday classes will meet in two 6-week summer sessions which will begin following a one-week break at the end of spring semester.
2. Memorial Day (Observed) and Friday evening, Saturday, and Sunday of Memorial Day weekend, shall be a holiday. Classes will not meet.
3. July 4 shall be a holiday. Classes will not meet on July 4 when it falls on a weekday. Classes will not meet on Friday, July 3, when July 4 falls on a Saturday. Classes will not meet on Monday, July 5, when July 4 falls on a Sunday. The Friday evening, Saturday, and Sunday including, or closest to, July 4 shall also be holidays when classes do not meet.

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## Definitions

1.1 **Definitions:** As used herein, the terms below have the specified meanings.

1.2 **Academic record:** the IPFW cumulative record maintained by the Registrar in accordance with these academic regulations. The IPFW academic record is the sole basis upon which all questions relating to such matters as grades, graduation requirements, academic standing, and scholastic recognition are resolved. Official transcripts will continue to be produced using Indiana University and Purdue University procedures, and it is the responsibility of the IPFW Registrar to maintain consistency between the IPFW cumulative record and official transcripts.

1.3 **Credit:** the semester hour. Any reference to credits, credit hours, etc., shall be understood as referring to semester hours.

1.3.1 **Resident credit:** credit earned at IPFW or at another campus of Indiana University or Purdue University, depending on which university the student is enrolled in at IPFW.

1.3.1.1 **Course credit:** resident credit awarded by IPFW on the basis of a student's enrollment in and satisfactory completion of courses.

1.3.1.2 **Special credit:** resident credit awarded by IPFW on bases other than a student's enrollment in and satisfactory completion of courses. Special credit may be established by any of the following methods:

1.3.1.2.1 **Credit by examination:** credit awarded to a student on the basis of achievement on a departmental/divisional proficiency examination. (See Section 7.1)

1.3.1.2.2 **Departmental/divisional credit:** credit for a course offered by a department/division and awarded on the basis of substantially equivalent experience; may be granted only by the chair/director or designee of the department/division offering the course.

1.3.1.2.3 **Achievement credit:** credit awarded on the basis of demonstrated achievement in a nationally administered college-level examination. (See Section 7.2)

1.2.2 **Transfer credit:** nonresident credit. Transfer credits for a student entering IPFW from outside the student's university system shall be evaluated by the admissions office and accepted as transfer credit if completed at a regionally accredited institution with a grade of C or better. Designations of plus and minus that accompany these grades shall be disregarded in the evaluation of this credit.

Credit accepted as transfer credit shall be equated to IPFW course numbers (or included as an undistributed entry) and posted to the student's academic record at the time of matriculation or re-entry to IPFW. The academic-record entry shall include the name of the transfer institution, the years of attendance, and the individual courses accepted for transfer. The course-equation process is subject to adjustment upon request by the student's department chair/dean/division director, and the department/school/division determines the applicability to a student's plan of study of credit earned at other institutions and accepted by IPFW.

1.3 Student **classification**: a system for classifying students regularly admitted to IPFW:

Undergraduate Student Classification	Earned Credit Hours
Freshman	Fewer than 30
Sophomore	30-59
Junior	60-89
Senior	90 or more

The Registrar may establish additional classifications to serve IPFW's record-keeping needs. The Registrar will report classification codes to **Indiana University and Purdue University** in a manner consistent with their respective codes.

1.4 **Advanced placement**: the practice of admitting an entering student to courses beyond the first course or courses in a normal sequence without allowing credit for courses not taken.

1.5 **Substitution**: the practice of replacing a course required in a curriculum with another course identified by the unit specifying that requirement.

1.6 **Excusing**: the practice of replacing a course required in a specific curriculum by an equal number of credit hours in courses not specified, as approved by the unit specifying the course requirement.

1.7 **Work not scheduled for a regular fall or spring semester**: regular work offered in a summer session or off-calendar, equivalent in content, contact hours, and credit value to the work of a regular semester. As these regulations apply to academic work not scheduled for a regular fall or spring semester, all deadlines and time periods are to be prorated.

1.8 **Beginning student**: a student enrolling in college courses for the first time, or a student who has completed a small number of credits as a nondegree student, most often while still also a high-school student.

1.9 **Intensive course**: a course that meets for extended class times and fewer weeks than a similar course would meet in a regular summer session.

1.10 **P/NP option**: an enrollment option that generally limits course grades to P and NP. The option may be used to allow the student to take the class with minimal concern for the grade that will be earned. **Indiana University students who receive a grade of D or F will have this grade recorded on official transcripts. Purdue University s** Students who receive a grade of NP will have a grade of N recorded on official transcripts.

1.11 **Grade-point averages**: all reports and calculations of grade-point averages described in these regulations will be based on what is known as the "4-point" system, with grades of A equated to 4 points and other grades scaled accordingly. [Note: Prior to Summer 1993, Purdue University transcripts and related records were based on a "6-point" system, with grades of A equated to 6 points and other grades scaled accordingly (F equated to 2 points). Subsequent Purdue University records use the 4-point system described in these regulations.]

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## Admissions

**2.1:** Admission. University requirements for admission are established by the trustees. Program-specific admission requirements in addition to those established by the trustees may be imposed by schools, divisions, and departments. Any such requirements shall become effective when published in the IPFW Bulletin or its supplement.

**2.2:** Regular admission of a nondegree student. Any student admitted in nondegree status may apply for regular admission. Nondegree admission is limited to a maximum of 24 credits; thereafter, a student may register only after applying for and being granted regular admission; exceptions are granted by the Registrar upon the recommendation of the student's advising unit. Any student who is denied regular admission shall be notified of the reasons for this decision; any student who is granted regular admission shall be notified of which courses taken in the nondegree status may be applied to satisfy degree requirements.

**2.3:** Admission of a student transferring between institutions or IPFW programs.

**2.3.1:** A transfer student or a re-entering student who has not enrolled at IPFW during the previous twelve months shall:

**2.3.1.1:** Designate the intended curriculum on the re-entry or transfer-admission form.

**2.3.1.2:** Submit the completed form to the admissions office for evaluation.

**2.3.2:** Any other student who wishes to transfer from one IPFW program to another at IPFW shall:

**2.3.2.1:** Prepare the prescribed transfer-request form.

**2.3.2.2:** Secure the approval of the school/division to which the transfer is proposed.

**2.3.2.3:** Submit the completed request form to the Registrar's office. The Registrar shall notify the admissions office whenever such a transfer will also change the student's university affiliation, and the admissions office shall then transfer all previous IPFW credits to the records system of the student's new university.

**2.3:** Credit transfer for a student transferring between IPFW programs. When a student transfers from one degree or certificate program to another, the school/division to which the student is transferring shall promptly report to the Registrar the status of every course previously taken. Each completed course, regardless of the grade received, shall be classified into one of the following two categories:

**2.3.1:** Courses which are required for, or applicable to, the student's new curriculum or which are substantially equivalent to, and are acceptable as, substitutes for such required courses.

**2.3.2:** Courses not applicable to the program to which the student is transferring. The grade in any course which can satisfy a degree requirement, other than a free elective, may not be removed from the cumulative GPA.

**2.4:** Application of credit for students who re-enter IPFW Purdue University Fort Wayne. At the time a student is accepted for campus transfer, re-entry, or readmission after not having attended IPFW or any other campus of Indiana University or Purdue University for five or more calendar years, the IPFW academic unit by which

the student is accepted may report to the Registrar each GPA- applicable course on the student's academic record in which the grade earned cannot be counted toward graduation or degree credits because it is considered to be of less than passing quality. As recommended by the student's academic unit, the Registrar will exclude grades earned in these courses from the calculation of the student's cumulative GPA. However, both these courses and the grades earned therein will remain on the student's academic record. This option can be employed only once per student, and an appropriate notation of this transaction shall be made on the student's academic record.

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## Registration and Course Assignment

### 3.0: Registration and course assignment

**3.1:** Procedures. Registration for courses shall be accomplished in accordance with procedures prescribed by the Registrar.

**3.2:** Placement procedures. Students should complete the following procedures as soon as possible after admission to IPFW. Students completing these procedures shall be notified of the test results and their implications in a timely fashion.

**3.2.1:** English. A regularly admitted beginning student is allowed to register for classes only after completing the appropriate placement procedure. Any other student is allowed to register for classes beyond the session in which the first 12 credits are completed at IPFW only if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level English course.

**3.2.2:** Mathematics. A regularly admitted beginning student is allowed to register for classes only after completing the appropriate placement procedure. Any other student is allowed to register for classes beyond the session in which the first 12 credits are completed at IPFW only if the student has (1) completed the appropriate procedures or (2) established credit in an entry-level mathematics course.

Students who place into developmental mathematics must complete the appropriate developmental course(s) in their first twenty-four credits of IPFW course work, with the exception of developmental mathematics for those students enrolled in a certificate or associate degree program that does not require mathematics.

**3.2.3:** Reading. A regularly admitted beginning student is allowed to register for classes only after submitting one of the following:

- SAT test score above 450 on the verbal test
- ACT test score above 19 on the individual reading test;
- Scoring above the lowest 15 percentile (determined by national norms) on the IPFW placement test.

Students who do not meet at least one of these requirements will be required to complete a reading course as specified by the Department of English and Linguistics and approved by the College of Arts and Sciences during one of the student's first two enrollment periods.

**3.2.4:** Foreign language. A student who has studied a foreign language before entering IPFW should take a foreign- language placement examination before continuing study in that language.

**3.2.5:** English-as-a-Second-Language<sup>1</sup>. Prior to admission, the Admissions Office shall determine which prospective undergraduate students have a native language other than English. All such students who do not have transfer credit for an English composition course that carries credit toward graduation shall be identified as ESL students and shall be required to submit scores on the TOEFL or an equivalent test approved by the Department of English and Linguistics.

ESL students shall be admitted with the condition that they achieve appropriate competency levels in English composition.

Based upon TOEFL or equivalent test scores, the Department of English and Linguistics shall determine which ESL students need ESL instruction. Students who are found to be exempt from ESL course requirements shall be subject to the regular English placement-testing and course-completion requirements described in these regulations. Other ESL students shall:

**3.2.5.1:** Be admitted only to the Mastodon Advising Center unless they score the equivalent of 550 or above on the TOEFL and meet the admission requirements of a degree-granting academic unit. Students admitted in this fashion to the Mastodon Advising Center shall not be eligible for admission to another academic unit until they have completed ESL-related requirements.

**3.2.5.2:** Enroll in the appropriate ESL course each semester until the requirement is satisfied.

**3.2.5.3:** Complete the prescribed series of ESL courses within their first 36 credits at IPFW.

The Mastodon Advising Center shall have authority to alter any student's registration if the provisions of Sections 3.2.5.2 and 3.2.5.3 are not being met.

This section applies to undergraduate students only. As noted in the Graduate Programs Bulletin, graduate applicants must follow university-specific requirements to demonstrate competency in English.

**3.3:** Academic load. The following maximums apply to student enrollment:

**3.3.1:** Absolute limit in any academic session or intensive course: A student may never enroll for more than 1.5 credits per week.

**3.3.2:** Limit with special permission: A student's academic load shall exceed 18 semester hours (8 semester hours in a summer session) only under unusual circumstances and with special permission of the academic advisor.

**3.4:** Assignment to intensive courses. No student will be permitted to register in two intensive courses at the same time.

**3.5:** Course prerequisites and co-requisites. When registering, a student must satisfy all course prerequisites and co-requisites or secure the permission of the instructor. On an instructor's request, the Registrar may remove any student who has not satisfied prerequisites or co-requisites.

**3.6:** Auditing. A student ineligible for readmission by reason of having been dropped from IPFW for scholastic or other reasons is ineligible to attend classes as an auditor; any other student may enroll as an auditor by completing regular registration and enrollment procedures, noting "Auditor" on the registration card. Determination of allowable load is in accordance with the credits assigned to the courses involved.

An auditor does not receive academic credit, but is assigned a grade of W or NC in the course. An auditor may later be allowed to take an examination for credit, under the usual rules, in courses audited. (see Section 7.1)

**3.7:** Initial registration. A student's initial registration shall occur according to the timetables for registration established for each academic term as published in the Schedule of Classes. An academic advisor's approval is required for all students who register at the Registrar's Office and for the following students: freshmen, first-term re-entry, transfer, or those in a new major, and those on academic probation. School/division policy determines whether an academic advisor's approval is required for other students. A completed registration form with appropriate signatures must be submitted to the Registrar's Office or the student's department.

**3.8:** Schedule Revisions. A student may make schedule revisions in accordance with the following policies. The student must submit the completed schedule revision form with appropriate signatures to the Registrar's Office or the student's department. All schedules and deadlines are prorated for courses not meeting for an entire fall or spring semester.

**3.8.1:** Course additions. A student may add a course after the initial registration on the schedule revision form. An academic advisor's approval is required for all students who add courses at the Registrar's Office and for the following students: freshmen, first-term re-entry, transfer, or those in a new major, and those on academic probation. Additional restrictions are described below:

<b>Weeks</b>	<b>Restrictions</b>
Up through the 1st week of classes	College/School/Division policy determines whether an academic advisor's approval is required.
2 through 4	College/School/Division policy determines whether an academic advisor's approval is required. The instructor must approve.
5 through 9	College/School/Division policy determines whether an academic advisor's approval is required.  The instructor and the student's dean or division director must approve. Approval will normally be given only when extenuating circumstances are involved.
10 and following	Courses may not normally be added during this time.

**3.8.2:** Course drops (cancellations of registration). A student may drop a course, subject to the time limits below and the restrictions described in this section and in section 3.9 by presenting a request at the Registrar's Office, the student's department, or through self-service in the online registration system.

<b>Weeks</b>	<b>Restrictions</b>
First week of classes (or equivalent, based on course length. See chart below.)	College/School/Division policy determines whether an academic advisor's approval is required. Course is not recorded on the student record.
2 through 9	College/School/Division policy determines whether an academic advisor's approval is required. Course is recorded with grade of W on the student record.

10 through 16	Courses cannot normally be dropped during this period. If a drop is approved, the course is recorded with a grade of W on the student record.

The following table displays the point in time a withdraw grade will be recorded on the permanent record, based on course length.

Number of Weeks the course meets	Course Drop without Withdraw Grade	Withdraw Grade Recorded
9 or more	Days 1-7	Day 8 and thereafter
3 to 8	Days 1-3	Day 4 and thereafter
2	Days 1-2	Day 3 and thereafter
1 or Less	Day 1	Day 2 and thereafter

Day 1 of a course is the first day of the term or part of term. All calendar days are counted, including weekends.

The opportunity to drop a class is restricted as specified below:

**3.8.2.1:** Alleged academic dishonesty. Students will not be permitted to drop a class in which there is an allegation of academic dishonesty.

**3.8.2.2:** Late-term drops related to academic performance. After the ninth week (or equivalent), students will not be permitted to drop a class due to poor academic performance in the class.

**3.8.2.3:** Late-term drops unrelated to academic performance. After the ninth week (or equivalent), and with the approval of the student's academic advisor and the student's dean/division director, a student may drop a course when the reason for requesting the drop is unrelated to the student's academic performance in the course.

**3.8.2.4:** Post-term drops. After the end of the sixteenth week, a course may be dropped only by following the procedure for a change of grade (see Section 6.6).

**3.8.3:** Change of P/NP option. A student may change the P/NP option for a course prior to the end of the fourth week of an academic session by obtaining the signature of the academic advisor next to the appropriate notation on the schedule-revision form.

**3.8.4:** Change of auditing option. A student may alternate between audit and credit status during an academic session. A change from audit to credit or credit to audit may occur only during the first six weeks. The regular audit deadline is the Friday ending the first week of class. The late audit deadline is the Friday ending the sixth week of class. Approval of a regular change of auditing status in the first week of class requires a signature or written acknowledgment from the student's advisor and a representative from the Financial Aid Office (when applicable). Approval of a late change in auditing status during weeks two through six requires a signature or written acknowledgement from the course instructor, academic advisor and a representative from the Financial Aid Office (when applicable).



**3.9:** Withdrawal from the university. Withdrawal from the university is normally accomplished by withdrawing from each course in which the student was enrolled. Special circumstances which can affect the withdrawal are specified below.

**3.9.1:** Withdrawal for military service. Any student called to active military duty may present a copy of their military service orders and (a) withdraw from all courses and receive a 100% refund of tuition and fees at any time during the semester through the end of final examinations or (b) with the permission of each instructor, receive an Incomplete or final grade in the courses taken. Such requests and documentation may be presented by the student or other responsible party who has the student's permission to make the request. Refunds of fees will not be made if the student receives a grade and credit for the course, and all refunds will be adjusted as required by financial aid regulations. If a withdrawal is processed after the fourth week of classes, the grade of W will be assigned.

**3.9.2:** Withdrawal for personal circumstances. Students who seek to withdraw from IPFW after the ninth week of classes, based on personal circumstances, should contact the Dean of Students for guidance about the process.

**3.10:** Attendance. Every student is expected to attend every meeting of the classes for which the student is enrolled. Work missed during absences may be made up with the instructor's permission. At the beginning of the academic session, each instructor shall make a clear statement to all students regarding the instructor's policy for handling absences. Any student who discontinues class attendance and does not meet course requirements shall receive a grade of F for unauthorized withdrawal.

**3.10.1:** Students who must report their class attendance in order to satisfy requirements of financial-aid sponsors are obligated to present the sponsor's certification form to each instructor.

**3.10.2:** Each instructor will certify that student's attendance by completing the form.

**3.10.3:** Unless a prior agreement has been made by the instructor with the student, no instructor will be obligated to certify student attendance for more than the most recent class.

A student may not attend any class before completing official registration procedures, after withdrawing from the class or after the registration has been canceled. An instructor who discovers an unregistered student in a class should discuss the problem with the student and notify the Registrar's Office if the problem is not promptly resolved.

## **Academic Honesty**

### **4.0: Academic Honesty**

**4.1:** Definitions -Students are expected and required to abide by the laws of the United States, the State of Indiana, and the rules and regulations of IPFW. Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that maintain such freedom. IPFW has developed the following general regulations concerning student conduct which safeguard the right of every individual student to exercise fully the freedom to learn without interference. IPFW may discipline a student for committing acts of academic or personal misconduct.

**4.1.2:** Academic Misconduct: This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the University or subvert the educational process. At IPFW, specific forms of academic misconduct are defined as follows:

1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for cred or hours.
2. Falsifying or fabricating any information or citation in an academic exercise.
3. Helping or attempting to help another in committing acts of academic dishonesty.
4. Submitting the work of someone else as if it were one's own by adopting or reproducing the ideas and opinions of others without acknowledgment. Such instances of plagiarism may be intentional or unintentional, and may involve isolated words, formulas, sentences, paragraphs, entire works, or other intellectual property; either copied from other published sources, or from unpublished work such as those of other students.
5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.
6. Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.
7. Altering of answers or grades on a graded assignment without authorization of the faculty member.
8. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.
9. Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program.

### **4.2: Policy**

**4.2.1:** Student's responsibilities. Academic honesty is expected of all students. The student is responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another's cheating.

**4.2.2:** Instructor's responsibilities. The instructor is responsible for fostering the intellectual honesty as well as the intellectual development of students, and should apply methods of teaching, examination, and assignments which discourage student dishonesty. If necessary, the instructor should explain clearly any specialized meanings of cheating and plagiarism as they apply to a specific course.

- The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly to prevent repeated offenses and to ensure equity.

**4.3:** Procedures -In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at IPFW, academic departments should establish a written policy/statement, addressing the professional or ethical standards of their discipline, which is distributed to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department's policy/statement. (For additional information, see the Student Disciplinary Procedures section of the Code of Students Rights, Responsibilities and Conduct in the Bulletin).

**4.3.1:** Initial decision. An instructor who has evidence of cheating shall initiate the process of determining the student's guilt or innocence and the penalty, if any, to be imposed. An instructor shall make initial findings only after informing the student, during an informal conference held within ten business days of discovering the alleged cheating, of charges and evidence, and allowing the student to present a defense. The instructor may assign a grade of Incomplete to any student whose case cannot be resolved before the course grades are due in the Registrar's Office.

**4.3.2:** Reporting. During the period in which the student is permitted to drop courses, the instructor shall inform the Registrar promptly of any allegation of cheating, so that an accused student will not be permitted to withdraw from the course. The instructor who makes an initial finding that academic dishonesty has been practiced shall impose an academic sanction. Then, within seven business days, the instructor shall supply a written report to the student, the chair of the student's department, the dean or director of the student's school or division, and the dean of students. This report shall summarize the evidence and the penalties assessed.

**4.3.3:** Appeal. If a student's course grade is affected by the penalty, the student has the right to appeal the penalty imposed by an instructor through the IPFW grade appeals system. ([See Appendix B](#)).

## **Final Examinations and Instructors' Grade Reports**

### **5.0: Final Examinations and Instructors' Grade Reports**

**5.1:** Penultimate week. No instructor may schedule an examination--comprehensive or non-comprehensive, except for laboratory practicums--during the week preceding the last week of a fall or spring semester.

**5.2:** Final week. With the exception of those courses classified as individual instruction, clinic, studio, practice teaching, research, or distance courses and those offered for zero credits, each class is expected to meet for a two-hour session during the last week of each fall or spring semester. The two-hour session may be used for:

- a final examination
- a last, non-comprehensive examination
- submission of out-of-class examination or assignments, or
- a regular class meeting

**5.3:** Conflicts. A student who is scheduled to take on one day more than two final examinations, or who has a final-examination conflict, or who is scheduled to take a state, national, or professional licensing examination may contact the instructors involved, prior to the last week of regularly scheduled classes, to obtain appropriate rescheduling. If the student and the instructors cannot agree upon a rescheduling, the Vice Chancellor for Academic Affairs or a designee shall investigate and issue a binding schedule. Instructors shall not penalize a student who chooses to reschedule an examination under these options.

**5.4:** Absences. Any student who must miss a final examination because of an emergency must contact the instructor as soon as possible. A student who misses a final examination may receive a grade of F for the course.

**5.5:** Grade reports. Course grades are to be submitted to the Registrar's Office as completed, but not later than 12:00 p.m. on the Monday following the last scheduled examination.

## Grades

### 6.0: Grades

**6.1:** Basis of grades. The instructor is responsible for explaining to students, preferably in writing at the beginning of an academic session, the course requirements and grading system to be used. Each student shall be assigned a grade in each course in which the student is enrolled at the close of the session.

The student is responsible for the completion of all required work in each course, by the time of the last scheduled meeting of the course or other deadline set by the instructor, unless the student has officially withdrawn from the course, or unless the student and the instructor have agreed that a grade of Incomplete will be assigned.

**6.2:** Semester grades. The following grades may be assigned

Grade	Meaning
A, A+, A-	Outstanding achievement
B, B+, B-	Above-average achievement
C, C+, C-	Average achievement
D, D+, D-	Below-average achievement, lowest passing grade
Except in the computation of GPA, these grades are referred to simply as A, B, C, or D grades	
F	Failure, or unauthorized discontinuance of class attendance; no credit
I	Incomplete; a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course
IF	Unremoved Incomplete, Failing. Recorded for failure to achieve a permanent grade by the deadline stated in these regulations. <del>Indiana University students who receive this grade will have a grade of F recorded on official transcripts.</del>
NC	Completion of the course as an auditor; carries no credit
NP	Not passing grade when enrolled under the P/NP enrollment option. Purdue students who receive this grade will have a grade of N recorded on official transcripts.
P	Passing grade; under the P/NP option, equivalent to a grade of A, B, or C
S	Satisfactory, credit; awarded by the Registrar upon satisfactory performance in a course offered only on an S/F basis, or on a departmental divisional examination, or another award of special credit, or completion of a zero-credit course. Purdue University student who receive this grade will have a grade of P recorded on official transcripts whenever the course involves one or more credits
W	Withdrew; a record of the fact that the student officially withdrew from (dropped) a course or was administratively withdrawn from a course for nonpayment of fees after the end of the fourth week
NS	<b>Not Submitted; assigned when a grade is not submitted by the instructor.</b>

**6.3:** P/NP option. The P/NP option provides the student with the opportunity to take free electives with minimal concern for grades earned. The student who enrolls under this option must fulfill the same requirements as others enrolled in the course. The instructor will not be told which students have elected this option. The instructor's grades of A, B, and C for these students are changed to the grade of P by the Registrar. ~~The instructor's grades of D or F are recorded without change for Indiana University students.~~ The instructor's grades of D or F are changed by the Registrar to grades of NP for Purdue University students. Purdue University students who receive the grade of NP will have a grade of N recorded on official transcripts. Grades of P and NP are not used in computing the GPA.

Exercise of this option is subject to three limitations:

**6.3.1:** The student may elect the option only for courses which fulfill no graduation requirement except total number of credits (i.e. only for free-elective courses).

**6.3.2:** The student may not elect this option for any course in which the student has received a grade of A, B, C, D, or F.

**6.3.3:** The student may not elect this option for more than 20 percent of the credits required for graduation.

**6.4:** Incompletes. A grade of I is a temporary record of passing work which (1) was interrupted by circumstances beyond the student's control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course. A student must have a majority of the required coursework completed (as determined by the instructor) before the instructor is permitted to assign the grade of incomplete. The instructor who reports a grade of I shall file in the Registrar's Office a statement that includes the following information:

- The reason for the incomplete
- The requirements for completion of the course
- The grade for the course to date
- The time limit allowed for completion of the course, shall not exceed one calendar year. An instructor may change the incomplete to a regular letter grade if requirements for completion of the course are not met within the specified period.
- Given extenuating circumstances, and approval of the instructor and the instructor's dean/division director, the time limit may be extended for a period not to exceed one additional calendar year.
- The Registrar's Office shall change the I to an IF unless the student graduates or removes the incomplete within the time allowed. ~~Indiana University students who receive this grade will have a grade of F recorded on official transcripts.~~
- If the student re-enrolls in the same course while the incomplete is still on the record, and the course is not repeatable for credit, the original incomplete shall remain on the record permanently.
- Students transferring resident credit for a course bearing an unremoved incomplete shall have the grade of I recorded for up to one calendar year from the date of admission to IPFW. At the end of this period, if the student has not graduated or provided evidence that the incomplete has been changed to a permanent grade, the Registrar's Office shall change any such unremoved incomplete to IF.

**6.5:** Final grade report. Each student's complete record for the session and the student's cumulative GPA shall be reported to the student, to the student's major department, and to the student's school/division.

**6.6:** Changes of grade

**6.6.1:** An instructor who discovers, within 30 days of the grade-processing deadline, that a grade reported for a student was in error shall promptly submit to the Registrar a statement, on a form specified by the Registrar and countersigned by the instructor's department chair/division director, of the circumstances of the error and of the change to be incorporated in future GPA's. Correction of errors after this time shall also require the approval of the instructor's dean/division director.

**6.6.2:** The Registrar shall inform the student, the department chair/division director, and the dean of the change of grade.

**6.6.3:** A student may retake any course. Unless the course is described in the Bulletin or its supplement as repeatable for credit, credit will be given only once for a repeated course, and only the most recent grade earned will be incorporated in GPA calculations.

**6.6.4:** A student may seek to effect a change of grade through the grade-appeals procedure established by the Fort Wayne Senate.

**6.7 Midterm Grades**

~~6.5.1. Midterm grades shall be reported to the students and to her/his academic advisor for students enrolled in 10000-20000 level courses at risk for failure (D or F).~~

~~6.5.2. Reporting of mid-term grades is to be completed no earlier than the beginning of the fourth week of classes and no later than the last day of classes in the seventh week.~~

~~6.5.3. Midterm grades are not to be part of the permanent record.~~

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## **Special Credit, Credit for Military Service, and Excess Undergraduate Credit**

### **7.0: Special Credit, Credit for Military Service, and Excess Undergraduate Credit**

**7.1:** Credit by departmental/divisional examination. Opportunities for earning undergraduate credit by departmental/divisional examination are encouraged in order to expedite the education of qualified students. Toward this end, each instructional department/division shall establish procedures to consider candidates, to administer, and to grade such examinations, and each department/division shall provide the Vice Chancellor for Academic Affairs or a designee with comprehensive information on the principal courses that are available for departmental/divisional credit by examination, and test schedules if known. This information shall be made available in the Bulletin or its supplement, and it should be adequate to enable the student to assess eligibility and qualifications to take tests for credit.

- The student may request an examination for credit in a course if the course is available for credit by examination and if no grade in the course other than a grade of W or NC has been awarded. The examination shall be at least as comprehensive as those given in the course and shall be graded S (performance comparable to that expected of a student who receives an A, B, or C in the course) or unsatisfactory. The Registrar shall establish forms and procedures to assure proper distribution of results and for satisfactory performance shall record credit for the course on the student's record. No record shall be made on the transcript for unsatisfactory performance.

**7.2:** Achievement credit. Except as provided herein for the International Baccalaureate Program, credit or transfer credit for nationally administered examinations shall be awarded only after approval by the IPFW division/department that offers courses in the subject area. For participants in the International Baccalaureate Program, an award of 3-8 credits shall be made for each High level examination passed with a score of 4 or above. The admissions office will award undistributed credit in the appropriate disciplines until specific credit equivalencies are established by IPFW departments. No credit will be awarded for performance on Subsidiary level examinations.

**7.3:** Credit for military service. Each school/division shall decide whether credit for participation in military service may be applied toward a degree.

**7.4:** Excess undergraduate credit. A senior with a GPA of 3.00 or better may, with written permission from both an authorized graduate advisor and the instructor(s) involved, enroll in up to nine credits in excess of the requirements for graduation, in courses intended for use in a graduate program. Permission, if given, shall be noted on forms supplied by the Registrar, who shall make a transcript notation of the special status of these credits. Instructors shall impose graduate-level standards on such a student.



## Grade-Point Averages

**8.1:** Grade-Point Averages. A grade-point average (GPA) is a weighted average of credits for which a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, or IF has been assigned. Grade points will be assigned to each completed course according to the following table:

Grade	Grade Points
A+, A	4.0 x semester hours
A-	3.7 x semester hours
B+	3.3 x semester hours
B	3.0 x semester hours
B-	2.7 x semester hours
C+	2.3 x semester hours
C	2.0 x semester hours
C-	1.7 x semester hours
D+	1.3 x semester hours
D	1.0 x semester hours
D-	0.7 x semester hours
F, IF	0.0 x semester hours
I, NC, NP, P, S, W, <b>NS</b>	Not included

The GPA is the sum of the Grade Points for all included courses divided by the total number of hours for those courses. The GPA is rounded to two decimal places.

[Note: Prior to Summer 1993, Purdue University transcripts and related records were based on a "6-point" system, with grades of A equated to 6 points and other grades scaled accordingly (F equated to 2 points). Subsequent Purdue University records use the 4-point system described in these regulations.]

**8.2:** Semester GPA. The student's semester GPA is the GPA computed for those credits for which the student was assigned a GPA-related grade for the specified semester.

**8.3:** Cumulative GPA. The student's cumulative GPA is the GPA computed for all credits for which the student has been assigned a GPA-related grade, with the exception of those courses which have been repeated and which are not repeatable for credit (See Section 6.6.3).

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## **Academic Standing**

### **9.0: Academic Standing**

**9.1:** Good standing. For purposes of reports and communications to other institutions, and in the absence of any further qualifications of the term, a student is considered in "good standing" unless that student has been dismissed, suspended, or dropped from IPFW and not readmitted.

**9.2:** Academic recognition. At the conclusion of each fall or spring semester (but not any summer session) the Registrar shall indicate which undergraduate students are eligible for academic recognition.

**9.2.1:** On the Dean's List for having (a) at least 12 credit hours included in the graduation GPA, (b) at least 6 credit hours included in the semester GPA, (c) achieving at least a 3.5 graduation GPA, and (d) achieving at least a 3.0 semester GPA.

**9.2.2:** On the Semester Honors List for (a) having at least 6 credit hours included in the semester GPA, (b) achieving at least a 3.5 semester GPA, and (c) achieving at least a 2.0 graduation GPA.

Any student who achieves academic recognition for either of the two previous semesters is recognized at the annual Honors Convocation. An academic record entry will note the student's achievement of academic recognition.

**9.3:** Recognition of completion of honors program. When a student is certified by the Honors Program Council to have completed the requirements of the honors program, an appropriate academic record notation shall be made.

**9.4:** Academic probation, dismissal, and readmission. The following probation, dismissal, and readmission criteria are minimums for IPFW; academic units may set higher standards which shall become effective upon publication in the Bulletin or its supplement. A student dismissed from a program for failure to meet the higher standards imposed by an academic unit must be accepted in another program before registering for a subsequent academic session.

**9.4.1:** Academic Probation. A student shall be placed on academic probation if his/her fall or spring semester or cumulative GPA at the end of any fall or spring semester is less than a 2.0. A student on academic probation shall be removed from that standing at the end of the first subsequent fall or spring semester in which he/she achieves semester and cumulative GPA's equal to or greater than 2.0.

- IF: Semester GPA or Cumulative GPA is <2.0= ACADEMIC PROBATION
- IF: On academic probation and Cumulative GPA is <2.0 but Semester GPA is  $\geq 2.0$ = CONTINUED PROBATION
- IF: On academic probation and Semester GPA is <2.0 but Cumulative GPA is  $\geq 2.0$ = CONTINUED PROBATION

- Any grade change due to a reporting error will result in a recalculation of the GPA and determination of probation standing.
- Academic standing will not be assessed in summer sessions.

A student who wishes to appeal an academic probation standing should contact the academic department of their major for guidance in the appeal process.

**9.4.2:** Academic Dismissal. A student on academic probation shall be dismissed at the close of any fall or spring semester in which his/her semester and cumulative GPA is less than a 2.0.

- IF: On academic probation and both the Semester GPA and Cumulative GPA are <2.0=ACADEMIC DISMISSAL
- Any grade change due to a reporting error will result in a recalculation of the index and determination of the dismissal status.

A student who wishes to appeal an academic dismissal standing should contact the academic department of their major for guidance in the appeal process.

**9.4.3:** Readmission. A student who has been dismissed from IPFW or from another campus of Indiana University or Purdue University may not enroll at IPFW until one fall or spring semester has passed. All readmissions are into probationary status and are subject to stipulations in effect as a condition of readmission. Readmissions shall be reported to the Registrar, and an appropriate entry shall be made on the student's academic record. A student who is academically dismissed for a second time is not eligible to enroll for at least one year.

A student dismissed by this policy must apply to the appropriate office or readmission committee. A fee is assessed for processing the readmission application. Readmission is not guaranteed.

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## Degrees

### 10.1: Degrees.

Academic units may impose stricter requirements than those listed in this section but may not waive the following minimum standards. Provided these minimum standards are satisfied, adjustments to any degree requirement may be made by the unit establishing that requirement.

**10.2:** Degrees offered. For completion of undergraduate plans of study of at least 60 credits, associate degrees may be conferred. For completion of undergraduate plans of study of at least 120 credits, bachelor's degrees may be conferred.

**10.3:** Requirements for degrees. Any student entering a degree, certificate, or pre-major program will be required to fulfill the requirements in the Bulletin current at the time of entry or re-entry to the university.

The primary reasons for a student to be required to meet the requirements of a subsequent bulletin include:

- Re-entry to IPFW (after a one year period of non-enrollment)
- By request with the written acknowledgment of the academic advisor
- When required by accreditation, a department may require students to complete the curriculum defined by the most current bulletin

Any student who remains continuously enrolled or admitted to the university will be required to meet the requirements of the Bulletin of the term of entry or re-entry to the university unless the student chooses to change to a subsequent Bulletin with the written acknowledgement of the academic advisor.

Any student who is not continuously enrolled due to a period of deployment to serve in a branch of the armed services may meet the requirements of the Bulletin of the most recent entry or re-entry to the university.

In addition:

- Any new requirement for a degree, certificate, or pre-major program may not be applied to currently enrolled students in these programs if it would increase the number of semester hours or the number of semesters required for completion of the program.
- The school/division/department committee in charge of curriculum matters may refuse to accept as credit toward graduation any course which was completed 10 or more years previously. Former students shall be notified of all such decisions upon reentering or when the credit is determined to be unacceptable.

To gain any associate or bachelor's degree from IPFW, the student shall satisfy the following requirements:

**10.2.1:** The completion by resident credit or transfer credit (see Section 1.2) of the plan of study underlying the degree, including:

**10.2.1.1:** For an associate degree, the registration in and completion of at least 32 credits of resident course credit, including at least 15 credits in courses applicable to the major.

**10.2.1.2:** For a bachelor's degree, the registration in and completion of at least 32 credits of resident course credit at the 200 level or above, including at least 15 credits at the 300 level or above in courses applicable to the major.

**10.2.2:** Normally, completion of the entire final year in residence. However, with the approval of the student's school/division, a student who has satisfied the resident course credit requirement may complete the remaining requirements in another approved college or university.

**10.2.3:** Establishment of a cumulative GPA of 2.00 or better.

**10.2.4:** Registration, either in residence or in absentia, as a candidate for the desired degree during the academic session immediately preceding its conferral.

**10.3:** Double majors and double degrees. ~~The academic units sponsoring programs shall certify completion by the student of each degree and any second major that may have been completed.~~

**A student who will be completing the requirements for two or more degree programs simultaneously may be eligible to be registered as a candidate for more than one degree according to the following criteria:**

**10.3.1:** Double major. ~~A student who completes the requirements for more than one program will be awarded a degree with a double major if (1) the requirements are completed at the same time, (2) the programs are offered by the same school or division and the same university at IPFW, and (3) the programs lead to the same degree, where "the same degree" means a B.A. (IU or Purdue) or a B.F.A. or a B.S. (PU only) or a B.S.C., etc.~~

**If the degree programs are in the same school and lead to the same degree, only one degree shall be awarded. The academic record shall reflect multiple fields of study, as appropriate.**

**10.3.2:** Double degree. ~~A student who completes all requirements for more than one program will be awarded two degrees if the above requirements for a double major are not satisfied, except that Purdue University students who complete requirements for a second Purdue University major leading to the same degree in the same school or division as originally earned shall have this major noted on their transcripts but shall not receive a second degree.~~

**If the degree programs are in different schools, two (or more) degrees may be awarded upon special request approved by the deans of the schools concerned and filed with the registrar at the beginning of the semester or session in which the degrees are to be awarded.**

**If the degree programs are in the same school and lead to different degrees, the appropriate degrees shall be awarded.**

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## **Minors**

### **11.0: Minors**

**11.1: Establishment.** A minor-subject program may be established by any academic unit at IPFW subject to approval by the college/school/division containing the unit, to approval by the Curriculum Review Subcommittee, to acceptance by the Vice Chancellor for Academic Affairs, and to publication of requirements for completion of the program in the Bulletin or its supplement. Completion of any minor must require a minimum of 12 credits, including at least six resident credits at the 200-level or above.

**11.2: Certification.** A student may earn a minor by requesting acceptance into the minor from the academic unit offering the minor. If accepted, the unit offering the minor will submit the appropriate electronic Form 42 to the Office of the Registrar to add the minor to the student's current degree program. An academic unit may authorize a student's major advising unit to add the minor by submitted a Form 42 for the student. This authorization would be stated in the offering unit's minor requirements listed in the Bulletin.

- At the same time as degree certification is processed, the degree-granting unit shall certify the student's completion of all minor requirements. Certification shall be based on completion of the minor program requirements in effect for the bulletin of the student's current degree program.

**11.3: Transcript entry.** Concurrent with completion of degree requirements, the Registrar shall make an appropriate entry on the student's transcript to signal completion of the minor. No entry shall be made on the transcript if the minor is not completed by the time the student is certified for graduation.

## Transcripts

**12.1: TRANSCRIPTS.** A student or former student whose record is not encumbered for any reasons described herein shall, upon application at IPFW to the Registrar and payment of any prescribed charge, be entitled to receive a transcript of the complete record, including any major(s) and minor(s).

### **12.2: Records of Actions on Transcripts**

**Disciplinary actions will not be recorded on transcripts unless disciplinary actions involve involuntary separation from the University (e.g., suspension and or expulsion), or degree revocation. In these instances, the following notations will be added to the transcript:**

#### **12.1.1 Suspension**

**The following statement will be added to the transcript while the suspension is in place. Once the suspension ends, regardless of whether or not the student returns to the University, the statement will no longer appear on the academic record.**

**“The student has been suspended until [insert date] due to violation of University regulations.”**

#### **12.1.2 Expulsion**

**The following statement will be added to the transcript and remain a permanent part of the transcript.**

**“The student was expelled due to violation of University regulations.”**

#### **12.1.3 Degree revocation**

**The following statement will be added to the transcript and remain a permanent part of the transcript.**

**“The individual’s degree has been revoked and this individual has been expelled due to violation of University regulations. “**

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### **Encumbrance 13.0:**

#### Encumbrance

**13.1:** Request for encumbrance. The request for the encumbrance of a student record shall be filed with the Registrar's office and shall indicate whether either or both the registration of the student and/or the issuance of a transcript or diploma is to be encumbered. Because the encumbrance shall remain in effect until the Registrar is notified by the officer responsible to disencumber the record, it is the responsibility of the officer lifting the encumbrance immediately to notify the Registrar.

**13.2:** Effect upon graduation. A student in arrears to IPFW shall not receive a diploma. The clearance of a student's financial obligation on or before the Friday before Commencement shall be essential for graduation. If a student so delinquent clears the obligation later, the diploma will be released.

### **Amendments**

**14.1:** Amendments. Subject to the following restrictions, these IPFW Academic Regulations and Procedures may be amended in accordance with the Bylaws of the Senate.

**14.2:** Submission. Proposed amendments shall be submitted to the Senate under the title "Proposed Amendments to the IPFW Academic Regulations and Procedures."

**14.3:** Voting. A final vote on proposed amendments may not be taken at the meeting or convocation in which the proposals are introduced.

**14.4:** Dissemination. Copies of amendments shall be forwarded by the Presiding Officer of the Senate to the appropriate administrative personnel.



TO: Fort Wayne Senate

FROM: Linda Wright-Bower, Chair  
Educational Policy Committee

DATE: April 19, 2017

SUBJECT: Proposed changes to Academic Regulations regarding International students

- I. WHEREAS, a current definition of international students adopted by all departments does not exist and is not published in the bulletin.
- II. WHEREAS, section 2, "English Language Proficiency" under Academic Regulations, paragraph pertaining to "other ESL students" is no longer relative to any student cohort, because students are no longer admitted if they do not meet the English Language Proficiency for full admission.

BE IT RESOLVED, that the Senate approve the following changes in the Academic Regulations as recommended by the International Education Advisory Subcommittee. Language to be added is shown in boldface and language to be removed is shown in strikeout.

Definition of International Student Section 1.12

Removal of ESL on campus English placement testing requirement Section 3.2.5.1- 3.2.5.3

Definitions Section 1.0

- **1.12 International student: For admission purposes, an international student is defined as: an individual who resides outside of the U.S and will be applying for a temporary (e.g. F-1, J-1) visa to study at IPFW, or an individual who resides in the U.S. on a temporary visa, and who is not an immigrant (W.S. legal permanent resident), or an undocumented immigrant, or a refugee.**

### Section 3.2.5.1-3.2.5.3

#### Registration and Course Assignment

Students who do not meet at least one of these requirements will be required to complete a reading course as specified by the Department of English and Linguistics and approved by the College of Arts and Sciences during one of the student's first two enrollment periods.

- **3.2.4:** Foreign language. A student who has studied a foreign language before entering IPFW should take a foreign- language placement examination before continuing study in that language.
- **3.2.5:** English-as-a-Second-Language. Prior to admission, the Admissions Office shall determine which prospective undergraduate students have a native language other than English. All such students who do not have transfer credit for an English composition course that carries credit toward graduation shall be identified as ESL students and shall be required to submit scores on the TOEFL or an equivalent test approved by the Department of English and Linguistics.

ESL students shall be admitted with the condition that they achieve appropriate competency levels in English composition.

Based upon TOEFL or equivalent test scores, the Department of English and Linguistics shall determine which ESL students need ESL instruction. Students who are found to be exempt from ESL course requirements shall be subject to the regular English placement testing and course-completion requirements described in these regulations. ~~Other ESL students shall:~~

- ~~**3.2.5.1:** Be admitted only to the Mastodon Advising Center unless they score the equivalent of 550 or above on the TOEFL and meet the admission requirements of a degree granting academic unit. Students admitted in this fashion to the Mastodon Advising Center shall not be eligible for admission to another academic unit until they have completed ESL-related requirements.~~
- ~~**3.2.5.2:** Enroll in the appropriate ESL course each semester until the requirement is satisfied.~~
- ~~**3.2.5.3:** Complete the prescribed series of ESL courses within their first 36 credits at IPFW.~~

~~The Mastodon Advising Center shall have authority to alter any student's registration if the provisions of Sections 3.2.5.2 and 3.2.5.3 are not being met.~~

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