To: Fort Wayne Senate

From: Executive Committee

Subj: Splitting the College of Arts and Sciences

Date: March 30, 2020

WHEREAS, the College of Arts and Sciences Executive Committee has submitted the attached document to the Senate Executive Committee;

BE IT RESOLVED, that the Fort Wayne Senate express its support for the document.

To: Purdue Fort Wayne Senate Executive Committee
From: College of Arts and Sciences Executive Committee
Re: Splitting the College of Arts and Sciences
Date: March 18, 2020.

WHEREAS: The College of Arts and Sciences Council passed COASCD #19-26, which outlined the procedures for submitting proposals regarding the future of COAS, the procedures for voting on proposals, and the procedures for future recommendations to proposals after all existing proposals receive a vote on the Council floor; and,

WHEREAS: COASCD #19-26 further resolved that the employment of COAS staff would be protected if the college were to split; and,

WHEREAS: The COAS Council approved by voice vote the following proposals: COASCD #19-27 (Department of Integrated Studies located in the Division of Continuing Studies), COASCD #19-28 (College of Science), and COASCD #19-29 (College of Liberal Arts); and,

WHEREAS: The COAS Council voted down by voice vote the proposal COASCD #19-30 (Metropolitan College); and,

 WHEREAS: An advisory referendum of all COAS voting faculty revealed a substantial majority favoring a split,

BE IT RESOLVED: That the Purdue Fort Wayne Senate approve of the creation of a College of Science, a College of Liberal Arts, and a Department of Integrated Studies located in the Division of Continuing Studies.

To: COAS Council
From: COAS Executive Committee
Date: 13 December 2019
Re: Resolution to Change the Structure of the College of Arts and Sciences

WHEREAS, the Vice Chancellor of Academic Affairs and Enrollment Management, the Dean of the College of Arts and Sciences, and the College of Arts and Sciences Executive Committee have invited COAS faculty to submit proposals regarding the future of COAS, and;

WHEREAS, the 1966 AAUP "Statement on Government of Colleges and Universities" established that agencies "for the presentation of the views of the whole faculty" must exist at each and every level "where faculty responsibility is present,"[1] and;

WHEREAS, the "structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution"[2] and;

WHEREAS, changes to the structure of an academic unit involve and have a bearing on faculty responsibility, and;

WHEREAS, a "thorough restructuring of an institution" occurring "without meaningful faculty involvement" may serve as the basis for an AAUP investigation into "substantial non-compliance with standards of academic government;"[3]

BE IT RESOLVED, that for the purposes of making a recommendation to change the structure of the College, elected representatives on COAS Council will serve as the only agency authorized to act on behalf of faculty responsibility at the College level, and;

BE IT FURTHER RESOLVED, that Council first will vote to endorse and approve a process that considers each proposal to change the structure of the College of Arts and Sciences coming before it, and;

BE IT FURTHER RESOLVED, the endorsed and approved process must require that each and every submitted proposal to change the structure of the College meeting established guidelines for proposals, as determined by the COAS Executive Committee, receive a vote on the Council floor, and;

BE IT FURTHER RESOLVED, that while all proposals submitted to the COAS Executive Committee may receive additional review above the level of Council, Council must have the opportunity to make a recommendation whether positive or negative on each proposal before it moves to another level where faculty responsibility and joint action of the institution are present, and;

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[1] American Association of University Professors (AAUP), "Statement on Government of Colleges and Universities," *Policy Documents and Reports* 11th ed. (Baltimore MD: Johns Hopkins U P, 2015) 121.

[2] AAUP 121.

[3] AAUP, "Standards for Investigations in the Area of College and University Governance" 396.

BE IT FURTHER RESOLVED, that the Proposal for a Department of Integrative Studies and the Proposal for a Purdue Fort Wayne Metropolitan College each receive one vote on the Council floor as a body of the whole, given that neither proposal specifies a disciplinary composition as defined by existing College governance for their respective units, and;

BE IT FURTHER RESOLVED, that the Proposal for a College of Science receives two votes on the Council floor, with eligibility for the first vote limited to Council representatives from the departments of Biology, Chemistry, Communication Sciences and Disorders, Mathematics, Physics, and Psychology; before a second vote determined by Council as a body of the whole, and;

BE IT FURTHER RESOLVED, that the Proposal for the New College of Liberal Arts receives two votes on the Council floor, with eligibility for the first vote limited to Council representatives from the departments of Anthropology and Sociology, Communication, English and Linguistics, History, International Language and Culture Studies, and Political Science; before a second vote determined by Council as a body of the whole, and;

BE IT FURTHER RESOLVED, that Council must ratify any changes to existing proposals, including any recommendations to combine existing proposals, once such changes occur after all existing proposals receive a vote on the Council floor.

To: College of Arts and Sciences Council
From: COAS Executive Committee
Re: Proposal for a Department of Integrative Studies
Date: 25 February 2020

WHEREAS, the College of Arts and Sciences Council followed all procedures outlined in COASCD#19-26 in voting on the Proposal for a Department of Integrative Studies, and;

WHEREAS, the original Call for Proposals from the Vice Chancellor of Academic Affairs and Enrollment Management, the Dean of the College of Arts and Sciences, and the College of Arts and Sciences Executive Committee solicited preliminary proposals to consider possible changes to the structure of the College of Arts and Sciences,

BE IT RESOLVED, that Council recommends to the Fort Wayne Senate the creation of a Department of Integrative Studies in the division of Continuing Studies with a mission to "educate and advocate on behalf of our students in order to build a connected community, while advising them in pursuit of their educational and career goals," and;

BE IT FURTHER RESOLVED, that Department of Integrative Studies and its Advisory Board will have significant input in any further discussions and decisions resulting from the initial proposal, and before any final determination of the administrative structure of the renamed Department occurs, and;

BE IT FURTHER RESOLVED, that the Department of Integrative Studies, through joint action with other components of the institution, further develop and expand upon the initial ideas outlined in the proposal for community engagement, marketing, and student retention and recruitment, and;

BE IT FURTHER RESOLVED, that any changes to the Department of Integrative Studies proposal following a Council vote on the proposal, including any subsequent recommendations or combinations with other proposals, must return to Council for ratification, and;
BE IT FURTHER RESOLVED, that no staff person within COAS will lose their employment as a result of the creation of a new academic structure, and;

BE IT FURTHER RESOLVED that any changes to academic structure should take place only after the university has made every effort to ensure existing department and college staff will remain in their current job, or receive reassignment for a similar position within a new or different unit at the same or higher pay grade.

COLLEGE OF ARTS & SCIENCE – PROPOSAL
GENERAL STUDIES
Spring 2020

<u>Submitted by:</u> Executive Director General Studies La Tishia Horrell

RATIONALE:

This proposal is being submitted with an intent for change in light of the potential split or maintenance of the current COAS structure.

It is the desire of the Department of General Studies to be renamed "Department of Integrative Studies". In addition we request to have oversight changed from College of Arts & Science (COAS) and any college that may result from a potential split in COAS. Rather than be associated with an academic unit, a proposed move under the umbrella of Division of Continuing Studies (DCS) is being advocated. Karen Van Gorder, Executive Director – Division of Continuing Studies is aware of this proposal and is on board with the potential move.

The current Department of General Studies oversees two degree paths; Bachelor of General Studies and Bachelor of Applied Science. The diversity of these two degrees and the students they serve needs a better descriptive name. Since Interdisciplinary Studies, which is the most common and most frequently used name for BGS and BAS programs is already in use at the University, Department of Integrative Studies is being offered as an alternative.

Much of the elective choices that BGS students choose occurs outside the frame of COAS. For example, data from 2018- 2019 & 2019-2020 academic years shows that Organization & Leadership and Business courses were among the top 20 courses selected by students in the BAS program. In the BGS program, courses outside of COAS such as ETCS, CS, CDFS, HSRV, and BUS were selected more frequently for elective courses. Many of the other top 20 selected courses fall under the Gen Ed Core and would be typical of any degree program on campus. Please see Appendix A for the raw data as provided by Office of Institutional Reseach

Many BGS students choose minors to help customize their degree programs to future careers and goals. A Business minor is often selected by BGS degree seeking students. Similarly, the BAS degree has 5 concentrations- none of which fall under COAS purview. One specific concentration Interdisciplinary allows students to pull courses from across the University and creates an integration of study. Thus a name change of Department of Integrative Studies is a better fit for the department as this name showcases the integration of courses from all areas of the university in both the BAS & BGS degree. While most

models of General Studies are called Interdisciplinary Studies, one example of Integrative Studies comes from the University of Central Florida- where the Department of Integrative Studies offers a Bachelor of General Studies degree.

The University of Evansville has the Center for Advancement of Learning which mirrors to an extent DCS at PFW. UE's Center for the Advancement of Learning oversees adult programs, professional development, graduate programs, continued learning, and offers two pathways in university studies. One pathway for students who already have an associate's of applied science or associates degree, and another degree for those students who do not have any previous college or have some college. These two pathways are very similar in nature to our BGS and BAS degree. The University of Evansville's Center for the Advancement of Learning is a successful model of degrees being offered outside of an academic unit. Oversight of UE's degree curriculum is done by one academic unit. However, this is an area of UE's model that conflicts with the diverse curriculum our students have for both the BGS and BAS degree. It is essential that our current oversight model- a diverse Advisory Board still be in effect. Currently our Advisory Board is made up of faculty across all areas of the University. The Advisory Board approves or rejects any proposed changes into curriculum, SLO's, and other changes related to the two degree programs. So while the current General Studies Department may be a part of COAS we are not governed by COAS polices, COAS curriculum guidelines, nor does the current General Studies Department have any voting rights or faculty representation in COAS.

Given the nature of the BGS and BAS degree it is important that the integrity of the curriculum already established be maintained. The best way the integrity of the curriculum can be maintained is through continued use of a diverse advisory board and a move under the umbrella of Division of Continuing Studies.

Both the BGS and BAS are popular online degree choices. With DCS having oversight into online courses a move to this division also makes sense for further collaboration and partnership. Currently the Department of General Studies and DCS are partnering for a BAS online degree push to market and promote the online version of the BAS degree in Michigan, Ohio, and Illinois. As it now stands, General Studies on their own nor as a part of COAS would have the budget to allow for such a campaign. However, with the collaboration and partnership of DCS we can have a better ability to increase student enrollments in both degrees which in turn benefits the University. An additional positive benefit to the University is this proposal does not require additional funding, does not require the need for any new positions, or changes to existing staff positions.

MISSION STATEMENT:
The department mission was developed in October 2019 at the same time as our strategic plan. Each individual staff member played a part in the development of the mission statement and the strategic plan.

- The Department of General Studies values a unique and diverse student population. We will educate and advocate on behalf of our students in order to build a connected community, while advising them in pursuit of their educational and career goals.

The mission statement would change to reflect the proposed name change and state "The Department of Integrative Studies…….."

Please find a copy of the Strategic Plan in Appendix B

PROPOSED ADMINISTRATIVE STRUCTURE:

Karen Van Gorder- Executive Director of DCS- reports to Carl Drummond
La Tishia Horrell- Executive Director of Integrative Studies would report to Karen
Sara Thomas Assistant-Director of Integrative Studies reports to La Tishia
Rhonda Meriwether-Academic Advisor reports to La Tishia
Kathleen Whitcraft- Administrative Staff reports to La Tishia
Jodie Powell- Administrative Staff reports to La Tishia
As needed- Work Study would report to La Tishia
Jamie Gregory -Academic Advisor reports to Sara

Advisory Board for Proposed Department of Integrative Studies:
Executive Director Department of Integrative Studies non-voting
An Academic Dean
1 Representative from College of Arts & Letters if split occurs
1 Representative from College of Sciences if split occurs
1 Representative from College of Engineering,
    Technology & Computer Science
1 Representative from College of Professional Studies
1 Representative from Doermer School of Business
1 Representative from College of Visual & Preforming Arts
1 Representative from the Division of Continuing Studies

CURRICULAR IMPACT AND INNOVATIONS:
Current Program Requirements;

Program Requirements for the BGS degree (120 credit hours)
- General Education Core 33 hours (courses in this category can also be counted in other sections)
- 12 hours in Arts & Humanities
- 12 hours in Mathematics & Science not all choices fall under COAS
- 12 hours in Social & Behavioral Science
- 18 hours in Arts& Humanities, or Mathematics, or Science, & Behavioral Science

- 66 elective hours of students choice with 15 hours of electives in Arts & Science – this is where we see minors being chosen outside of COAS, course electives outside of COAS, and the integrative studies/
- 30 credit hours being at the 300/400 level (30 & 15 can be dual counted).
- IDIS 41700 General Studies Capstone course
- 32 hours of residency – 200 level or higher courses taken at PFW

Program Requirements for BAS degree (60 credit hours)
- MUST have completed an Associate of Applied Science degree
- Complete 60 hours at PWF – (This assumes they have met all the GEN requirements & brought in 45 credit hours in technical classes from the AAS degree)
  - 60 hours; 32 hours of residency – 200 level or higher taken at PFW Residency fulfilled with specialty and 300/400 level courses.
    - o 30 hours of courses at the 300/400 level
    - o 27-30 hours in the concentration
      - Business Specialty
      - Leadership & Supervision
      - Interdisciplinary
      - Information Technology
      - Information Systems

With the help of DCS- two new concentrations in the BAS degree were developed- Information Systems & Information Technology. These new concentrations arose out of a need to help recruit students for the BAS online program out of state. The concentrations were approved for a Fall 2020 launch. This is an additional example of collaboration between DCS and General Studies lending further support for a move under the umbrella of DCS. DCS has supported and helped with recruitment of students for the BGS and BAS degrees and would continue to be a good partnership in moving forward.

Purdue Ft. Wayne is unique in that we are the only campus within the Purdue System to offer a Bachelor of General Studies and a Bachelor of Applied Science. This allows us much room for innovations for both programs. One area of innovations rest in adult students. As you can see from the included data table, the number of non- traditional students has significantly declined. This is a result of less evening courses, no weekend course options, and consistent f2f 16 week traditional academic schedule. The landscape of higher education is changing and non-traditional students are one of the groups to embrace the changes- specifically looking at 8 week courses, evening and weekend options, accelerated programs, co-hort student admission groups, and 8 week online courses. EAB (October 2019) suggest that the non-traditional student finds a traditional academic calendar out of sync with their needs.

Enrollment by Age Group	Traditional Student	Non-Traditional Student
Fall 2015	255	274
Spring 2016	250	242
Fall 2016	239	235
Spring 2017	239	204
Fall 2017	207	187
Spring 2018	206	166
Fall 2018	502	194
Spring 2019	375	164
Fall 2019	357	169

Age Group:
Traditional Student, less than 25 years of age at time of census for the specific term.
Non-Traditional Student, greater than or equal to 25 years of age at time of census for the specific term.
(Data pulled Office of Institutional Research: Irah Modry-Caron, September 2019)

With the community connections of DCS via non-credit hour programs, online course offerings, and marketing tools, a push to expand our BGS & BAS in the following ways seems more obtainable than with our current home of COAS.

Possible Innovations-
~ Accelerated BAS degree within companies
        -Co- horts within companies
        - Courses taught on location
        - Tied with online and hybrid courses
        - Accelerated degree programs (College of Working Adults)
        -2-3 courses each 8 weeks

~ Online course offering expansion so that all courses of the BGS and BAS degree are in 8 week format (Currently DCS is working on the development of online 8 week format courses)

~Unique course offerings for BGS
    -   8 week face to face offerings
    -   Expansion of evening course offerings beginning after 6:00pm
    -   Expansion of online course offerings
    -   Offer weekend only courses
    -   Possible program for those with "some college" finishing BGS degree in 2 years with an accelerated evening and weekend format.

Another area of impact is on those students with "some college but no degree". Thirty six million individuals across the United States have some post-secondary education but no credential or completion. Indiana ranks 12th in number of individuals with "some college but no degree". The typical "some college but no degree" students are middle aged. (National Student Clearinghouse, 2019).

This group of students is a good fit for BGS degree which has flexibility in application of previous credit and would allow an individual to have a completion. These students would also fall under the non-traditional population were innovations have shown to help completions. EAB (May 2019) provides evidence of three, 4-year institutions, where non-traditional students have increased completions with rolling class starts, 8 week course format, and accelerated course offerings.

These innovations will not be possible if other academic units at the University are not willing to change the "traditional" approach to a 4 year degree. However, with the collaboration and support of DCS, these innovations have a higher likelihood of being successful as DCS has embraced the changing landscape of higher education specifically by revamping online course offerings in the BGS and BAS program to an 8 week format.

POTENTIAL BENEFITS FOR STUDENTS AND COMMUNITY ENGAGEMENT:
Maintaining the curriculum allows students to have an option to fit their interest, goals, and achievements into a bachelor's degree. Dedicated academic advisors who are knowledgeable about the degree programs, can provide support, encouragement, assist with minor selection or concentration selection that best fits the student
The proposed Department of Integrative Studies would strive to put the innovations into practice thus allowing for more choices and flexibility. With an increase in flexible scheduling and course offerings students will be better able to complete their degrees in a manner that fits their availability. This approach to scheduling can help increase the opportunities for those non- traditional students as well as those students with "some college but no degree. With DCS already creating a change in format to courses, our students will have an opportunity to create schedules that benefit them. Under the umbrella of DCS, students will reap the benefits of changed formats of classes as well as specific marketing of the program. With additional resources and an expanded department what we can provide for our students has the potential to exponentially increase.
Utilizing a different approach to scheduling, will allow the opportunity to engage with larger business and corporations within our community to help develop co-horts and possible on location courses offerings. With the proposed move under DCS, connections with community partners and established relationships within the community can help increase exposure for our students after graduation, opportunities for internships, and provide job shadowing.

The first way the proposed Department of Integrative Studies would engage with the community is through a LEAD Mentor program. The LEAD Mentor Program is designed to help students to connect to each other, the campus, and their academic/career goals. The program has two major components. The first serves to connect incoming first and second year students with junior and senior BGS student mentors so that they have the opportunity to benefit from the insights of their more experienced peers. The student mentees can benefit from the experience their mentors have gained in navigating the university (resources, formulating

SMART goals, time management, study skills, etc). They can also learn of many ways that the mentors have chosen to cater their degree specifically to their own educational and career goals in a wide variety of fields.

The second component involves providing opportunities for those student mentors to connect with alumni of the program currently working on campus and in the Fort Wayne community. The student mentors will have the unique opportunity to connect with the industry/alumni mentor pool regarding marketing their degree in the job and/or graduate school search, gaining more insights regarding potential paths they can choose to take after earning their degree, and community resources, organizations, and connections that can benefit each on their path to achieving their goals. The LEAD Mentor program not only benefits the student but also engages our alumni within the community.

IDEAS ABOUT RECRUITMENT & RETENTION:

RECRUITMENT:

As previously mentioned, two areas of focus on recruitment are the non-traditional population and the "some college, no degree" population. These two areas of recruitment will only have success if the proposed innovations are put into place. Allowing students to have the flexibility to take classes in both face to face and online formats that meet their needs while working, raising a family, and completing a degree will increase the recruitment advantage of PFW.

In conjunction with DCS recruitment of online students for the BAS program is ongoing. Currently three articulation agreements have been signed. While three agreements have been signed, the partnership between DCS and the current department of General Studies is working on more agreements. Potential agreements include Statewide Ivy Tech Community College, community colleges in Michigan, Ohio, and Illinois. Please find additional information regarding recruitment within the attached marketing plan.

When articulation agreements have been signed. Both the current department of General Studies and the DCS are attending transfer fairs for recruitment, educating academic advisors on the campuses of signed agreements, and following up with further student interest. Online inquiries into the BGS and BAS programs are filtered through DCS first- providing a further reason why the move would work well.

As the current Department of General Studies already does, the proposed Department of Integrative Studies would continue to support and participate in on-campus admission and recruiting events. Please see examples;
    Transfer Symposium
    New Student Orientation
    Fall Campus Visit Days
    Don Days
    Student Services/Organization Fair
    Transfer Student Week

Freshman Welcome Event
Welcome Back Week Activities
Student Housing Move-In Day
Complete your Degree Day
Information Booths- Fall Semester
Academic Advising in Housing

RETENTION:

A current retention initiative that will be implemented in the Spring 2020 (March/ April) is our "Keep Going" campaign. The "Keep Going" initiative is aimed at decreasing stop outs and increasing fall to fall retention of our BGS students. The plan is to target sophomores in the Spring semester via a targeted email approach congratulating them on their progress so far and letting them know they have received a gift from the department. BGS advisors will ask students to stop by the department to pick up their gift where we will then have a conversation about their progress so far, answer questions, ensure they are registered for the upcoming Fall semester, and encourage them to "Keep Going". By specifically reaching out to these students and making a connection, rewarding progress, and monitoring registration it is our goal to increase the retention of our students from the second year to the third year and ultimately show an increase in degree completions. This initiative is also tied to our department's strategic plan in which we would like to have an overall Fall to Fall retention rate of 75 % at year 5 which would be at the end of 2024-2025 academic year. Data shows that our department loses a large chunk of our students after their sophomore year. This lead to the development of our "Keep Going" initiative.

Utilization of four annual events for students- Two Fall Events & Two Spring Events to develop a sense of community among students.
    Spring events
        Game night- popcorn & board games
        Senior event in conjunction with career services

    Fall events
        Fall kickoff for incoming students
        Decorating contest votes by students-and set up an advising appointment

    LEAD Mentor Program – As described in - Community Engagement.

    Advising Practices – Beginning Fall 2019 the current Department of General Studies implemented uniform advising procedures, case management system, electronic record keeping, and consistent advisor training on a quarterly basis. The case management system should show an increase in retention over the next year. Under previous policy students saw whichever advisor was available at the time the student came in. This led to inconsistent information, lack of consistency, and decrease in student retention.

Minor Mondays- Tied to social media accounts highlighting minors that can be added to both the BGS and BAS degree. Showcases areas across the University that students can use to customize their degree program.

IDEAS ABOUT MARKETING:
Below is the marketing plan that was developed on behalf of the current Department of General Studies by DCS. This also highlights the current working relationship of the departments and again lends support to a move for the proposed Department of Integrative Studies to be moved under the umbrella of DCS.

DEPARTMENT/POINT-OF-CONTACT: Karen Van Gorder; on behalf of General Studies; VCAA; Chancellor's Office
PROJECT NAME: General Studies Online Promotion in Detroit and Toledo Area for Fall 2019
JOB NUMBER: 19-GS-0249

PROJECT DESCRIPTION

Introduction – General Studies at Purdue Fort Wayne offers two degrees that can be completed entirely online: a Bachelor of General Studies (BGS) and a Bachelor of Applied Sciences (BAS).

The General Studies Office at Purdue Fort Wayne offers a wide variety of personalized degree options. You can individually tailor your programs to combine a substantial core of courses basic to a traditional university education and study in career-related areas. Within the flexible framework of degree requirements, you can design an undergraduate program that can more readily meet your career and personal-development goals. Students develop a unique academic program complementing individual interests, abilities, and intellectual and practical concerns.

Degree options for **online BAS** include minors in business studies, communication studies, history, information systems, mathematics, political science, psychology, and women's studies. For BAS, students can come in with no credit, little credit, or a lot of credit (up to an including an AS or an AS plus) from any point in time in their academic career and General Studies will tailor their completion of their 4-year degree.

Degree options for the **hybrid and on-campus BGS** include tracks in business specialty, supervision and leadership, and interdisciplinary. For BGS, they have to hold an AAS degree. These tracks are not included in the **online tracks** for BGS that DCS is working on. The online tracks include an IS specialty (possibly major or certificate) and other COAS-related tracks.

Background – Given this is an area of large potential growth and unique to the Purdue Online System, Purdue Fort Wayne conducted a study of regional metropolitan areas in which to expand. It was determined Detroit, Michigan and Toledo, Ohio will be targeted. EAB projects 30,185 individuals who will complete a bachelor's degree within six years in Detroit-Warren-Dearborn, Michigan MSA Data.

Objectives –
1. Big stretch recruitment goal: successfully recruit 1,000 total students in these programs by Fall 2022.

2. Immediate goal: 'soft launch' of specific opportunities within the BAS, such as Information Systems by mid-term Fall 2019.

Audience –
Prospective undergraduate students at targeted community colleges –
While we don't know much about PFW's BAS students, we do know that they operate much in the same fashion as our BGS students

> "According to Factbook, we have 538 general studies students, 32% of which are part time. Full time general studies students take on average 14.1 credit hours and part-time take 6.78 credit hours. This population skews slightly more female with 53.9%, and is 67.4% white. Hispanic or Latino accounts for 8.9% and Black accounts for 16%. Minorities are over-indexed for this population as compared to the general university student makeup. This population also skews older, 46.8% are 18-20, 22% are older than 27, 19% are 21-23, and 10% are 24-26 years old."

Call to Action – Learn more; apply

Suggested Key Points – complete your degree; Purdue Fort Wayne; online; earned credits never expire; BAS; special tuition rate; transfer scholarships available

Targeted community colleges – The targeted community colleges will be (in order of importance):
1. Macomb Community College; Community college in Warren, Michigan
2. Schoolcraft College; College in Livonia, Michigan
3. Henry Ford College; College in Dearborn, Michigan
4. Ivy Tech Ivy Tech Community College; Fort Wayne, Indiana campus

We have identified these community colleges in which to target their students, as well as administration. The administration audience is two-fold:
1. Target advisors with information about our programs as well as select college administrators in order to develop articulation agreements.
2. Target faculty through program-specific outreach (such as IS)

Call to Action – Learn more about our programs so you can educate your students, and help them succeed.

*Suggested Key Points –*Purdue Fort Wayne; online; earned credits never expire, 4-year degree completion; BAS; special tuition rate; transfer scholarships available

SCOPE OF WORK

Overview – client kickoff meeting with suggestions and additions to the plan.

Deliverables –
Electronic
- **New website** – consistent with new design, with inquiry form (landing page)
- **PFW sponsored drip campaigns** – two specific email and text campaigns to audiences: prospective students and targeted community colleges

- **Targeted partnerships with community college partners** – specifically, emails on PFW's behalf sent from the respective community colleges
  - *Partner with undergraduate admissions at PFW along with Top 3 targeted community colleges*
- **Facebook paid advertising** – targeted by geography, age, and education level; also re-targeting
- **Google ad words and image ads** - targeted by geography, age, and education level; also re-targeting. We can also place on specific web pages and mobile apps.
- **Snapchat filters** – on targeted community college campuses
- **Geo-fencing and IP address follow up –** on targeted community college campuses

Physical
- **Mailer to IP addresses** – if budget allows, send a postcard to those highly engaged with our marketing at Macomb College
- **Community college transfer fairs** – similar to the Ivy Tech transfer fair, send recruiters to interact with community college students in these areas
  - *Partner with undergraduate admissions at PFW along with Top 3 targeted community colleges*
- **Signing Ceremony** - ribbon cutting ceremony or the like for both Macomb and Schoolcraft at once; intended to generate buzz and earned media
- **Custom mailer** – to targeted community college advisors with brochures, Purdue Fort Wayne goodies, and contact information after the signing ceremony
  - *Partner with undergraduate admissions at PFW along with Top 3 targeted community colleges*

Revisions: The goal is to have no more than three rounds of revisions.

Client provided assets: Samples from community colleges. Other samples you feel communication the feeling/look you want to convey. Specifically, webpages with articulation agreements at Top 3 community colleges.

Client Comments and Special Circumstances: Expediency is key; PFW standards; James Cashdollar will get all enrollment management notifications

Reminders:
- *DCS Marketing will need marketing contacts at three representative Michigan colleges*

Schedule – launch marketing by Spring term 2019; wrap up middle of Fall 2019 term.

Next Steps –
SOW approval:
- Review measurements for success
- Review approval processes
- Review plan, budget, calendar
- Tweak, finalize

Upon SOW approval:
- Implement phase one completely by mid-term Fall 2019 (October)
- Provide after-action report around Fall Census; start phase two by mid-term Fall 2019

Client Signature_____ Date: _____

Marketing Signature_____ Date: _____

BUDGET AND TIMELINE

Tactic	Budget	Actual to Date	Intended behavior through mid-term Fall 2019 (October)
Digital			
New website (DONE)	-	-	*Completed Spring 2019*
PFW sponsored drip campaigns	-	-	PFW-sponsored drip campaigns will be in place and running by June 7, 2019
Targeted partnerships with community college partners			Work with Macomb and Schoolcraft first, then Henry Ford later from a marketing level and an **Information Systems level**
Digital Paid Advertising: Geo-fencing and IP follow up; Social; google	$13,000	13,000	PFW-sponsored drip campaigns will be in place and running by June 14, 2019
Physical			
Mailer to IP addresses	-		If budget allows, included in the above paid digital cost
Custom mailer (appx. 60)	$1,200		Develop, obtain mailing lists, and send upon articulation agreement signing
Transfer fairs and signing ceremonies	$3,000		Develop events: work with DCS/GS staff; media, community colleges, and PFW media relations
TOTAL	**$20,000**	**13,000**	**Targeted spend through October 2019**

In addition to transfer fairs and in person outreach. The use of social media has been a tool our department has used for interaction of students and potential students. Our department has accounts on Facebook, Twitter, Instagram, & LinkedIn
- Facebook, Twitter & Instagram are utilized to market our BGS and BAS programs via method of outreach face to face does not allow
- LinkedIn-
    -Helps showcase students for future positions & exposure for PFW.
    --Alumni connections

As noted previously, given the budget of the current General Studies department, marketing is one area that takes a hit. The proposed move under the umbrella of DCS can assist with this area as noted in the previous marketing plans submitted. Marketing is an area where the expertise and experience of DCS would benefit the proposed Department of Integrative Studies.

REFERENCES

EAB. (2019, September 9). How 3 colleges keep adult learners on track to graduate. Retrieved from https://eab.com/insights/daily-briefing/adult-learner/how-3-colleges-keep-adult-learners-on-track-to-graduate/

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Appendix A BGS & BAS Top Course Selection:

BGS Degree Top Course Selection:

Degree	Subject	Course	Number of Students				
			201910	201920	202010	202020	Total
BGS	Education - EDU	40000	20	28	24	30	102
BGS	Communication - COM	11400	44	16	23	13	96
BGS	Computer Science - CS	30600	31	25	21	17	94
BGS	Psychology - PSY	12000	35	22	23	12	92
BGS	English - ENGL	23301	23	31	15	15	84
BGS	Engr Tech and Comp Sci - ETCS	10600	24	19	18	16	77
BGS	Sociology - SOC	16101	26	20	16	13	75
BGS	Biology - BIOL	20300	30	18	14	12	74
BGS	Biology - BIOL	10000	19	16	17	14	66
BGS	Psychology - PSY	24000	19	13	15	13	60
BGS	Foods and Nutrition - FNN	30300	27	30			57
BGS	Child Dev & Fam Studies - CDFS	25500	20	13	11	10	54
BGS	Psychology - PSY	35000	27	15	11		53
BGS	Psychology - PSY	31400	19	21	11		51
BGS	English - ENGL	13100	30	13			43
BGS	Mathematics - MA	12401	18		14	10	42
BGS	Psychology - PSY	23500	15	14	11		40
BGS	Music - MUSC	15300	22	13			35
BGS	Nutrition Science - NUTR	30300			18	16	34
BGS	Sociology - SOC	16300		15		15	30
BGS	Women's Studies - WOST	21000		20		10	30
BGS	Business - BUS	10001		20			20
BGS	Mathematics - MA	15300	17				17
BGS	Biology - BIOL	11900		16			16
BGS	Sociology - SOC	31601				15	15
BGS	Business - BUS	30200	14				14
BGS	History - HIST	37701				14	14
BGS	Human Services - HSRV	10000			13		13
BGS	Statistics - STAT	12500		13			13
BGS	Physics - PHYS	22000			12		12
BGS	Human Services - HSRV	35000			11		11
BGS	Intl Lang Cultural Stu - ILCS	35000			11		11
BGS	Peace & Conflict Studies- PACS	20000				11	11

BGS	Communication - COM	32102				10	10
BGS	Computer Science - CS	11200				10	10
BGS	Economics - ECON	20101				10	10
BGS	Sociology - SOC	30000				10	10
BGS	Sociology - SOC	31401				10	10

BAS Degree Top Course Selection:

			Number of Students				
Degree	Subject	Course	201910	201920	202010	202020	Total
BAS	Nutrition Science - NUTR	30300			6	1	7
BAS	English - ENGL	23301	2	2	1	1	6
BAS	Philosophy - PHIL	11100	3	1	1	1	6
BAS	Org Leadership Supervision-OLS	25200	2	1		1	4
BAS	Org Leadership Supervision-OLS	27400	1	1	1	1	4
BAS	Philosophy - PHIL	12000			3	1	4
BAS	Music - MUSC	41003	1	1	1		3
BAS	Org Leadership Supervision-OLS	26800	2		1		3
BAS	Org Leadership Supervision-OLS	37500	1	1	1		3
BAS	Org Leadership Supervision-OLS	37600		1	1	1	3
BAS	Psychology - PSY	23500	1	1		1	3
BAS	Business - BUS	10001	1	1			2
BAS	Chemistry - CHM	11500			2		2
BAS	Child Dev & Fam Studies - CDFS	25500			1	1	2
BAS	Communication - COM	11400			1	1	2
BAS	Communication - COM	31000		1	1		2
BAS	Education - EDU	34600				2	2
BAS	English - ENGL	42202				2	2
BAS	Mathematics - MA	15300		1	1		2
BAS	Org Leadership Supervision-OLS	33100	1	1			2
BAS	Philosophy - PHIL	31200	2				2
BAS	Sociology - SOC	31401		2			2
BAS	Statistics - STAT	12500		1		1	2
BAS	Art & Design - AD	10101				1	1

			C1	C2	C3	C4	C5
BAS	Art & Design - AD	11100				1	1
BAS	Art & Design - AD	19600			1		1
BAS	Art & Design - AD	22501				1	1
BAS	Biology - BIOL	10000		1			1
BAS	Biology - BIOL	12600				1	1
BAS	Business - BUS	20000	1				1
BAS	Business - BUS	20102			1		1
BAS	Business - BUS	30101			1		1
BAS	Business - BUS	30200	1				1
BAS	Business - BUS	31201				1	1
BAS	Classics - CLCS	20500		1			1
BAS	Communication - COM	24800			1		1
BAS	Communication - COM	30300		1			1
BAS	Communication - COM	32102		1			1
BAS	Communication - COM	32400	1				1
BAS	Communication - COM	37200		1			1
BAS	Communication - COM	40101			1		1
BAS	Computer Science - CS	30600				1	1
BAS	Dance - DANC	39000		1			1
BAS	Earth Atmospheric Sci - EAPS	21000	1				1
BAS	Education - EDU	32700				1	1
BAS	Education - EDU	40000			1		1
BAS	English - ENGL	10302			1		1
BAS	English - ENGL	13100			1		1
BAS	English - ENGL	23202		1			1
BAS	Film Video - FVS	20100		1			1
BAS	Foods and Nutrition - FNN	30300		1			1
BAS	Gerontology - GERN	23100			1		1
BAS	Health, Phys Ed and Rec - HPER	11900			1		1
BAS	Health, Phys Ed and Rec - HPER	12100			1		1
BAS	Health, Phys Ed and Rec - HPER	13300			1		1
BAS	Health, Phys Ed and Rec - HPER	13501			1		1
BAS	Health, Phys Ed and Rec - HPER	18500				1	1
BAS	History - HIST	10501			1		1
BAS	History - HIST	11400	1				1
BAS	History - HIST	30502		1			1
BAS	History - HIST	31102			1		1

BAS	History - HIST	31501	1				1
BAS	History - HIST	34502	1				1
BAS	History - HIST	35002		1			1
BAS	History - HIST	35102	1				1
BAS	Human Services - HSRV	35000			1		1
BAS	Inter Design - INTD	33000				1	1
BAS	Mathematics - MA	10100			1		1
BAS	Mathematics - MA	17500			1		1
BAS	Nursing - NUR	30900			1		1
BAS	Org Leadership Supervision-OLS	32000	1				1
BAS	Org Leadership Supervision-OLS	34200				1	1
BAS	Org Leadership Supervision-OLS	38400		1			1
BAS	Org Leadership Supervision-OLS	39900			1		1
BAS	Org Leadership Supervision-OLS	45400			1		1
BAS	Org Leadership Supervision-OLS	47500		1			1
BAS	Peace & Conflict Studies-PACS	20000				1	1
BAS	Philosophy - PHIL	49300				1	1
BAS	Political Science - POL	10300		1			1
BAS	Political Science - POL	31900			1		1
BAS	Psychology - PSY	24000	1				1
BAS	Psychology - PSY	31400		1			1
BAS	Public Policy - PPOL	30000		1			1
BAS	Public Policy - PPOL	32200	1				1
BAS	Public Policy - PPOL	40200		1			1
BAS	Public Policy - PPOL	41100	1				1
BAS	Religious Studies - REL	23000			1		1
BAS	Religious Studies - REL	32100				1	1
BAS	Sociology - SOC	16300	1				1
BAS	Sociology - SOC	31601				1	1
BAS	Women's Studies - WOST	21000			1		1
BAS	Women's Studies - WOST	22500				1	1
BAS	Women's Studies - WOST	30100		1			1
BAS	Women's Studies - WOST	34001			1		1

Department of General Studies
STRATEGIC PLAN
1, 3, & 5 Year

YEAR 1

GOAL/STRATEGY	ACTION ITEMS	TIMELINE
Implement uniform advising procedures and policies with consistent advising training every 3 months (December, March, June, September)	Advising policy document created and disbursed to all GNST. Training to be led by assistant director Sara Thomas. Curriculum for training to be approved by director prior to scheduled training.	Advising policy document- COMPLETED Disbursement to all GNST staff- End of October 2019 Training agenda prior to DEC 2019 Other trainings ongoing TBA
Hold 4 events every academic year for GNST degree seeking students. 1 event prior to the start of fall and spring semester (outside of NSO or other campus led events), 1 additional event in fall and 1 additional event in the spring. Possible ideas related to Halloween, Christmas.	Creation of trick or treating for GNST students & Pumpkin decorating contest w/voting Need to develop Spring at beginning of semester event and Spring event	SPRING 2020- Jan -1st week 2nd event April 2020
Create electronic alumni survey to be sent out to all graduating students in BGS and BAS. Create a database of alumni with emails and contact information from survey. (Fall 2019, Spring 2020, Summer I & II 2020 graduates)	Creation of qualitrics survey Determine graduates- email survey Create database with information	End of each term FALL 2019 SPRING 2020 SUMMER I 2020 SUMMER II 2020
Begin "Keep Going" campaign to target 2nd to 3rd year students and retention.	Develop a standardized email to send in spring to 2nd year students- add	Email Jan 2020

	to advising policy document Ask 2nd year students to stop by for gift and to chat about progress and ensure registered for Fall semester. Submit request to COAS for matching funds for gifts- La Tishia	
Revamp the EDU 40000 course by creating new course under IDIS category with curriculum to match SLO for BGS degree program. Included in revamp is online course development.	Get syllabus produced and sent for approval, add name change to catalog for 2020-2021 academic year Work with DCS on revamp of online portion of course- La Tishia	November 2019
Change in SLOs for BGS degree to be of higher level on Bloom's taxonomy	Get approval from policy board	November 2019
Creation of GNST bulletin board- pathway to graduation with students on path. (Walk to Graduation)	Materials needed purchased and work done on board as needed. Pull status of students.	December 2019 /January 2020

YEAR 3

GOAL/STRATEGY	ACTION ITEMS	TIMELINE
Introduction to General Studies course developed, curriculum matched to SLOs, policy board approval, & added to BGS required degree completion curriculum FALL 2021	Creating of course curriculum, SLOs, course syllabus, approval by policy board, inclusion in catalog	November 2020
Campaign "Keep going" fully set up with session for students, email notification developed, gifts for sophomores, and career services session, and other helpful information sessions for students.	Revise and adapt plan of action after 1st and 2nd year of data. Make changes as necessary. Create	Spring 2021

Open to all not just 2nd -3rd year students.	sessions/workshops for students.	
70% Fall to Fall retention rate measured in Fall 2022	Follow advising policies and procedures. Make an intentional effort at connection with our students. Control the controllable from our end.	Fall 2022
50% of Exploring General Studies students are released to their declared degree program at end of 24 credit hours. FALL 2022	Students are supported, advised, and successful at their 24 credit hours for releasing. Rhonda is trying new initiatives within the IDIS course to see if this helps with success.	
External funding acquired and received for implementation of LEAD program for GNST SUMMER 2021. LEAD program adaptations for GNST are completed and manual updated to reflect changes.	Make changes to LEAD program to reflect the GNST degree and all it entails. Submit proposal for external funding by SGA- SARA	
Hold an event in conjunction with career services for graduating seniors.	Meet with liaison for career services, set up an event, invite seniors.	
New Space acquired for GNST where all staff can be housed together with room for program to grow.	Continue to update space/move proposal and submit to committee for consideration.	
Investigate the cost and production value of GNST blog replacing Generally Speaking newsletter out to alumni. Have something in place that is consistently being sent out to alumni.	Check with marketing for integration with PFW and any other issues, determine best tool for utilization, and figure out yearly funding for blog. Determine another means of communication in mean time.	

YEAR 5

75% FALL to FALL retention rate	Continued best practices with advising. Develop new initiatives as necessary	
BGS & BAS degree 30% graduation rate within 4 years. 55% graduation rate within 5 years.	Work with degree audit system, flag near graduating students, reach out to students, encourage completion	
BAS program increase in students to 100+	Market the program, increase transfer from Ivy Tech, work with DCS and nearby state recruitment.	
BGS program increase to 500 students	Continue to focus on traditional and non-traditional students, attend events, market program.	
Department submits proposal for advising presentation at national conference	Develop and test an initiative to be used for presentation.	
Alumni mentor program is in full swing	Alumni growth and activity increase, utilization of alumni in LEAD program and in sessions with students.	
Loss of students from 2nd to 3rd year has decreased by 25%. (Meaning retaining more students from 2nd to 3rd year)	"Keep Going" campaign	
Overall graduation rate increase by 10% from SPRING 2020.	Best practices with advising	
Professional development opportunities are fully funded for all advisors.	Increase in budget for allowance to send staff to external professional development opportunities.	
Growth of program has created a need for additional academic advisor and additional staff for department.	Growth driven, create proposal, and find funding for staff.	

To: College of Arts and Sciences Council
From: COAS Executive Committee
Re: Proposal for a College of Science
Date: 25 February 2020

WHEREAS, the College of Arts and Sciences Council followed all procedures outlined in COASCD#19-26 in voting on the Proposal for a College of Science, and;

WHEREAS, the original Call for Proposals from the Vice Chancellor of Academic Affairs and Enrollment Management, the Dean of the College of Arts and Sciences, and the College of Arts and Sciences Executive Committee solicited preliminary proposals to consider possible changes to the structure of the College of Arts and Sciences,

BE IT RESOLVED, that Council recommends to the Fort Wayne Senate the creation of a College of Science "with a mission to advance scientific knowledge that contributes to the greater metropolitan area and beyond," and;

BE IT FURTHER RESOLVED, that the new College of Science consists of the academic departments of Biology, Chemistry, Communication Sciences and Disorders, Mathematical Sciences, Physics, Psychology, and other constituent academic units and programs aligning with the College's mission, and;

BE IT FURTHER RESOLVED, that College of Science faculty will have significant input in any further discussions and decisions resulting from the initial proposal, and before any final determination of the administrative structure of the newly created College occurs, and;

BE IT FURTHER RESOLVED, that College of Science faculty will retain faculty control over college curriculum, obtaining all necessary approvals for curricular changes resulting from the initial proposal for a College of Science through established channels of shared governance and faculty oversight, and;

BE IT FURTHER RESOLVED, that the College of Science, through joint action with other components of the institution, further develop and expand upon the initial ideas outlined in the proposal for community engagement, marketing, and student retention and recruitment, and;

BE IT FURTHER RESOLVED, that any changes to the College of Science proposal following a Council vote on the proposal, including any subsequent recommendations or combinations with other proposals, must return to Council for ratification, and;

BE IT FURTHER RESOLVED, that no staff person within COAS will lose their employment as a result of the creation of a new academic structure, and;

BE IT FURTHER RESOLVED that any changes to academic structure should take place only after the university has made every effort to ensure existing department and college staff will remain in their current job, or receive reassignment for a similar position within a new or different unit at the same or higher pay grade.

Proposal for a College of Science
Purdue University Fort Wayne

1. General rationale

Following restructuring and realignment to become Purdue University Fort Wayne (PFW), the science departments (Biology, Chemistry, Communication Sciences and Disorders, Mathematics, Physics, and Psychology) see a College of Science as an exciting path forward that fosters the emergence of a strong STEM reputation at PFW. Similar colleges are widespread, including at Purdue West Lafayette and IUPUI.

The proposed college will align with Purdue University Fort Wayne's status as a metropolitan university with a mission to advance scientific knowledge that contributes to the greater metropolitan area and beyond. The College will create new synergies in curricular offerings and meet a range of student interests through its unique blend of the physical, biological, mathematical, and behavioral sciences. It will stand out among colleges and universities in Northeast Indiana for its involvement of students in cutting-edge scientific discovery and application. With these emphases, the new college will be a natural fit with the 21st Century Talent Northeast Indiana Region's efforts to attract talent to our area and to retain that talent through partnerships with community organizations that depend on a scientifically educated workforce.

The sciences have always been strong at PFW. The proposed College of Science will build on these strengths in several ways to increase the university's ability to deliver a high quality education in science for all students, from those in general education science courses to upper-level science majors. A College of Science will: 1) accelerate ongoing efforts to diversify and develop interdisciplinary program offerings within the sciences, 2) establish a clear identity and build a strongly engaged, inclusive community with which diverse groups of faculty, staff, students, and community members can meaningfully connect, 3) give a more focused mandate for college leadership to advocate for the recruitment of diverse faculty in specialized areas and the technical resources that are needed to advance the academic and professional growth of students through contemporary approaches to scientific inquiry and applications. The proposed college structure brings together departments that share a critical reliance on technically qualified faculty in increasingly challenging markets and progressive funding to support state of the art teaching and research laboratories. We envision the College of Science as a unit providing increased commonality for connecting university resource decisions with directions that will enable the continual advancement of innovative capacity in teaching and research in the sciences at PFW.

2. Mission and Vision statements

If and when the creation of a College of Science is approved, the mission and vision of the College will be developed through a strategic planning process with the participation of faculty, staff, and students. Based on the feedback provided to date through the process of creating this proposal document, the following are some of the key elements that are expected to be included in the mission and vision.

Key elements of the College mission statement that are likely to be considered are:
- Advancement of scientific knowledge, discovery, and application;
- Promotion of the intellectual growth of students;
- Enhancement of the health, environment, and economic welfare of the Fort Wayne metropolitan area, Northeast Indiana, and beyond.

Key elements of the College vision statement that are likely to be considered are:
- Provide an innovative undergraduate and graduate education in the physical, biological, mathematical, behavioral, and communication disorders sciences;
- Use demonstrably effective teaching strategies and student-faculty partnerships in research and discovery;
- Prepare students to be scientifically-literate citizens who can use evidence-based thinking to solve real-world problems, communicate effectively within and outside of their professions, and engage with ethical issues surrounding scientific developments;
- Provide an inclusive and welcoming educational environment that (a) attracts students from diverse backgrounds to the sciences, and (b) promotes a commitment to respecting, supporting, and valuing the diversity of individuals from all backgrounds;
- Promote community engagement through expanded experiential learning opportunities in the health, social service, nonprofit, environmental, and insurance sectors of the metropolitan region and through science outreach activities to the public;
- Improve the quality of science teaching preparation, and increase the number of students who pursue careers in science education to meet demand in Northeast Indiana.

3. Administrative structure

- Dean: provide leadership of the College; advocate for the importance of all departments in the College to obtain university support for diverse, technically qualified faculty and strategically funded laboratory budgets; advance the representation, engagement, and success of women and minorities throughout administration, faculty, staff, and students in the sciences; develop mechanisms for effectively communicating the impacts of sustained funding, investment, and inclusiveness in the sciences on all areas of university distinction, research/scholarly advances, and success of all students; establish a collegial environment that supports

learning and enhances productivity of faculty, staff, and students; oversee personnel (evaluations, merit recommendations, professional development, promotion and tenure, coordination of searches); ensure quality of the curriculum (program integrity, development of new programs, assessment); and facilitate engagement with external stakeholders to promote the sciences at PFW (establish a community advisory board, marketing, fund-raising);

- Associate Dean (.5 FTE): develop initiatives to promote recruitment, diversity, student success, and faculty development; supervise College of Science Student Success Center (college tutoring and peer mentoring programs, living learning community for science students; student community-building events); oversee science outreach activities to the public, summer science camps, and Science Day at PFW;
- Administrative Assistant to the Dean: front desk (answering phones, directing students to advisors, etc.), faculty records (e.g., track reappointments, workload reports), college newsletter, communications from Dean, coordination of events (honors banquet, speaker series, community advisory board meetings), supervise other staff members and marketing intern, maintain donor database;
- Administrative Assistant for Student Records & Communications (Note: this position may be shared initially with our counterpart college): maintain and answer faculty/student/staff questions on MyBlueprint academic records, graduation audits, catalog copy, back-up for front desk, assist with college new student orientations, new student letters;
- Marketing intern: Assist College staff and departments in marketing events that are not part of the responsibilities of the university's marketing office such as college and departmental events;
- Two Academic Advisors: one with specific responsibilities for Psychology and Communication Sciences & Disorders; the other for Biology, Chemistry, Physics, and Math, pre-professional advising, and science teaching advising. Both will oversee new student orientations and assist with student community-building events;
- Six Chairs (and some associate chairs) for departments of Biology, Chemistry, Communication Sciences and Disorders, Mathematics, Physics, and Psychology.

4. Curricular impact and innovations

The College of Science will emphasize and expand opportunities for students to engage in the following high-impact learning experiences:
- Working with a faculty member on a research project;
- Internship, co-op, or field experience;
- Community service (e.g., science outreach).

Curricular innovation will focus on development of certificate programs, minors, and Master's programs in areas that represent a cross-section of disciplines within the College. The programs will have an applied emphasis that prepares students for careers in the metropolitan region and beyond. The development of ideas for such programs, examples of

which are shown below, will be facilitated under a college structure that provides flexibility and focus in pursuing strategies that are tailored to the interests of students in the sciences.

- Certificate or minor in Pre-professional Healthcare—courses in biology, chemistry, abnormal and health psychology, medical ethics, communication sciences and disorders, child/lifespan development, gerontology;
- Certificate or minor in Environmental Science and Sustainability—courses in biology, chemistry, geology, ethics, public policy, civil engineering;
- Certificate or minor in Agriculture—courses in biology, chemistry, data science, economics, business, systems engineering, sociology;
- Certificate or minor in Acoustics—courses in physics and communication sciences & disorders;
- Graduate Certificate in Applied Behavior Analysis—courses in psychology, communications sciences & disorders, and counseling;
- Biotechnology Certificate—courses in biology, chemistry, biochemistry and data science, with practicum experience in regional biotechnology companies to provide training in laboratory research skills useful for careers in biotechnology, agriculture, pharmaceuticals, and research in academic and government organizations;
- Master's in Materials Science or Applied Physics.

Other curricular innovations will focus on increasing the number of science teachers in area primary and secondary schools and the number who are qualified to teach dual-credit courses. Initiatives that will be considered include:
- Dedicated advising for students pursuing science teaching;
- 4 + 1 Program—enable students to earn Bachelor's and Master's degree in 5 years, with 18 hours of graduate coursework in a field for dual-credit teaching, if desired.

Due to the time and financial resources needed to implement all of the above new programs, it is unlikely that all of these programs would be formally proposed in the near future. However, the long list of potential interdisciplinary possibilities demonstrates how a College of Science would facilitate the discussion of such programs amongst faculty and lead to a deeper understanding of the degree to which the science departments, and the curricular interests of our students, intertwine. Additionally, this list shows that there are numerous ways the science departments can collaborate to create new educational opportunities for students. The leadership of the College would then have the responsibility for leading discussions to prioritize which potential new programs should be pursued first given the available resources, including faculty availability.

5. Potential benefits for students

A college focused on the sciences will allow:
- Enhanced career preparation in science-related fields, with new certificate programs, minors, and master's programs that have a career focus, increased opportunities for science-related community service, internships, and co-ops, and stronger connections with area employers in science-related fields. We have already demonstrated success in community outreach involving our students in science outreach activities at the Girl Scout/Fort Wayne Community Schools STEM fair and for high school students involved in the Upward Bound program;
- Opportunities for students to engage in cross-disciplinary research collaborations;
- Provide new avenues for external funding of student research, conference presentations, and publication;
- Increased retention of science majors through promotion of science tutoring services, development of programs to build community among science students (e.g., peer mentoring program, living learning community), with a special emphasis on creating a welcoming environment for students from backgrounds underrepresented in the sciences;
- Increased likelihood of obtaining external funding for the enhancement of science teaching at PFW and for scholarships for students pursuing science teaching.

6. Community engagement

A College of Science can serve prominently as a resource center for the promotion of science in Northeast Indiana. The main focal points for community engagement will be:
- Use of scientific knowledge to support the development of solutions to problems affecting communities in the metropolitan area and beyond, such as environmental, social service, and health/wellness concerns.
- Outreach involving our students in activities to increase science interest among young people in the metropolitan area; e.g., programs at Science Central, STEM fair for Girl Scouts, science evenings for Upward Bound students, MATHCOUNTS programs for middle school students.
- Expansion of community partnerships to provide internships, co-ops, and service learning opportunities in science-related fields.
- Science Day festival at PFW that would engage the public in science activities and learning about science research at PFW;
- Establishment of a sciences-dedicated community advisory panel to assist in the efforts above and in fund-raising for the College.

7. Retention and recruitment

   A College focused on the sciences can be purposeful in recruiting and retaining students by:
   - Establishing a clear college identity that can attract new students and strengthen feelings of connection in current students;
   - Focusing efforts on recruiting students from backgrounds underrepresented in the sciences and using evidence-based strategies to retain underrepresented students in the sciences. These efforts should result in an environment that is more inclusive, welcoming, and diverse, to the benefit of all students;
   - Using science-relevant venues to recruit students with science-related interests; e.g., the Northeast Indiana Regional Science Fair;
   - Seeking support from science-related community partners for scholarships to assist continuing students who have financial hardships;
   - Providing science-focused internships and co-ops, as well as career workshops and fairs, to maintain student motivation and interest in career goals;
   - Providing science-dedicated academic advisors, tutors, peer mentors, and activities for developing community among students in the sciences to increase student success and retention.

8. Marketing

   A College of Science will allow marketing that highlights:
   - Involvement of students in cutting-edge discovery and innovation;
   - Application of science to solve problems in the metropolitan community;
   - Interdisciplinary and career-relevant certificate programs and minors;
   - Master's degree programs that are unique in the region, including programs for obtaining dual-credit teaching qualifications;
   - Specialized programs for students interested in science and math teaching;
   - Inclusivity of students underrepresented in the sciences, including women and individuals of diverse ethnicities, identities, and socioeconomic backgrounds.

9. Support from Constituent Departments

Faculty in each of the departments that would form the proposed College of Science were asked to indicate whether they were in favor of or opposed to this proposal.

Department	In Favor	Opposed	Abstain
Biology	14	0	1
Chemistry	4	1	2
Communication Sciences and Disorders	3	0	0
Mathematical Sciences	21	1	2
Physics	8	0	0
Psychology	14	0	0

To: College of Arts and Sciences Council
From: COAS Executive Committee
Re: Proposal for a College of Liberal Arts
Date: 25 February 2020

WHEREAS, the College of Arts and Sciences Council followed all procedures outlined in COASCD#19-26 in voting on the Proposal for a College of Liberal Arts, and;

WHEREAS, the original Call for Proposals from the Vice Chancellor of Academic Affairs and Enrollment Management, the Dean of the College of Arts and Sciences, and the College of Arts and Sciences Executive Committee solicited preliminary proposals to consider possible changes to the structure of the College of Arts and Sciences,

BE IT RESOLVED, that Council recommends to the Fort Wayne Senate the creation of a College of Liberal Arts that "provide[s] students a broad liberal arts education that is rich in tradition and responsive to a culturally diverse, technologically advanced, and ever-changing world," and;

BE IT FURTHER RESOLVED, that the new College of Liberal Arts consists of the academic departments of Anthropology and Sociology, Communication, English and Linguistics, History, International Language and Culture Studies, and Political Science and other constituent academic units and programs aligning with the College's mission, and;

BE IT FURTHER RESOLVED, that College of Liberal Arts faculty will have significant input in any further discussions and decisions resulting from the initial proposal, and before any final determination of the administrative structure of the newly created College occurs, and;

BE IT FURTHER RESOLVED, that College of Liberal Arts faculty will retain faculty control over college curriculum, obtaining all necessary approvals for curricular changes resulting from the initial proposal for a College of Liberal Arts through established channels of shared governance and faculty oversight, and;

BE IT FURTHER RESOLVED, that the College of Liberal Arts, through joint action with other components of the institution, further develop and expand upon the initial ideas outlined in the proposal for community engagement, marketing, and student retention and recruitment, and;

BE IT FURTHER RESOLVED, that any changes to the College of Liberal Arts proposal following a Council vote on the proposal, including any subsequent recommendations or combinations with other proposals, must return to Council for ratification, and;

BE IT FURTHER RESOLVED, that no staff person within COAS will lose their employment as a result of the creation of a new academic structure, and;

BE IT FURTHER RESOLVED that any changes to academic structure should take place only after the university has made every effort to ensure existing department and college staff will remain in their current job, or receive reassignment for a similar position within a new or different unit at the same or higher pay grade.

Proposal for the New College of Liberal Arts

1. <u>General rationale</u>

The present moment is a time of great promise and opportunity for liberal arts education in Fort Wayne, Indiana. During the 2010s, post-recession economic anxieties among students, their parents, and regional leaders led to an overemphasis at Purdue Fort Wayne (Purdue FW) on majors that lead directly to specific jobs in local industries, resulting in the closure of liberal arts majors. Other local universities, including the University of Saint Francis and Manchester University, followed suit, dealing a staggering blow to liberal arts education in Fort Wayne. Such decisions to close majors perceived as "unaffordable" were shortsighted, coming just as Fort Wayne was beginning a period of full employment (i.e., unemployment below 5%) that has now lasted for more than five years (U.S. Bureau of Labor Statistics). Our proposal for a new College of Liberal Arts aims to redress this shortsightedness.

Even as we argue for a future for liberal arts at Purdue FW, we recognize the need to reassess our current approaches and see an opportunity to advance past efforts to re-envision our curriculum. This proposal for a College of Liberal Arts at Purdue Fort Wayne builds on work initiated in 2015 by the College of Arts and Sciences Working Group, which aimed to reinvigorate the college through a new interdisciplinary team-taught course and a reimagined distribution of requirements that would emphasize high-impact learning experiences. Although all of the humanities and most of the social sciences faculty on the Working Group voted in favor of moving forward with the group's vision, the proposal stalled after it left the hands of the Working Group. Perhaps there was not yet enough optimism about the role that liberal arts education has to play in building vital and exciting metropolitan areas. This proposal for a College of Liberal Arts at Purdue FW can be understood as picking up where that attempt toward innovation left off, while also recognizing that significant changes have happened on our campus since 2015.

Recent research demonstrates the value and positive economic impact of liberal arts degrees, suggesting not only the centrality of liberal arts to a twenty-first-century globalized culture and workforce, but also the necessity of a local university taking leadership to keep liberal arts education strong in Fort Wayne. Preliminary evidence counters poorly informed claims that "a liberal arts education is worth less than alternatives, and perhaps not even worth the investment at all" (Hill and Pisacreta 6). According to a 2019 Mellon Foundation report, the available data suggest that when one controls for student characteristics and other institutional factors, arguments regarding "increasing costs and low future earnings" are simply incorrect (Hill and Pisacreta 6). Indeed, while liberal arts majors may have "lower starting salaries, their salaries rise much quicker over the course of their lives than STEM majors" (Stillman para 5). Furthermore, a recent Gallup poll found that liberal arts majors achieved greater job engagement and satisfaction compared to business and science majors (Busteed).

Students come to Purdue FW from all over the world, but many of our students are here because of their deep connections to the city and region. Students whose first choice is to stay in Fort Wayne, the second-largest city in Indiana and the 75th most populous city in the United States, for their education should have a vibrant array of degree offerings that teach critical thinking, foster inquiry, and develop students' writing and analytical skills, the traditional purview of the humanities and social sciences. Richard Arum and Josipa Roksa, in *Academically Adrift: Limited Learning on College Campuses*, report on their study of U.S. college students' academic gains in the first two years of college, as measured by the Collegiate Learning Assessment. They found that although fully 45% of college students did not improve significantly on the CLA after two years in college (Arum and Roksa 121), the majors that led to the most improvement in students' scores were those they classified as "science/mathematics" and as "social science/humanities," which scored 77 and 69 points higher on the CLA than did business majors (Arum and Roksa 106), demonstrating the kind of learning that focuses not on remembering facts but on synthesizing, analyzing, and connecting ideas. Students who want to learn these kinds of skills should have the opportunity to do so without leaving the city or region, perhaps never to return. If people connected to this community have to jettison those connections to pursue a liberal arts degree elsewhere, our whole community loses, as

graduates from liberal arts programs make invaluable contributions to the economy, culture, and sense of place of Northeast Indiana.

Should Purdue FW invest in a new College of Liberal Arts, not only students will benefit, but also the university itself and the city and region. The creation and support of this college would respond to the externally driven opportunity created by the University of Saint Francis's and Manchester University's recent decisions to scale back their offerings in a range of humanities and social science programs. The proposed College of Liberal Arts has the potential to be the center for liberal arts education in Northeast Indiana, one that would not only carry on the tradition of liberal arts study but also prepare a new generation of flexible, critically minded graduates to contribute positively to an evolving and increasingly diverse and globalized world and work environment. Purdue FW's College of Liberal Arts will be the anchor for liberal arts study in Northeast Indiana, as well as a signature program at a Purdue-branded university that sets us apart from our local competitors, as well as from West Lafayette and Purdue Northwest. Further, a commitment to the liberal arts remains true to the ideals of Purdue's land-grant university model and will ensure the personal development and upward mobility of students.

Fort Wayne needs residents and employees with a wide-ranging set of skills, interests, and knowledge. Liberal arts programs, with strong public support from administration and effective allocation of sufficient resources, can help contribute more broadly to the economic development of the region. "With proper planning from the beginning," write Peter Fairweather and Kenneth Gifford, "virtually every liberal arts campus can help foster a new era of economic development in its respective region, one that will provide the campus with ever greater returns from its initial investment" (28). The future of economic development is directly reliant on a workforce that includes graduates with the skills learned in liberal arts majors.

More than simply an economic driver, a robust COLA would help Purdue Fort Wayne achieve its mission as a comprehensive metropolitan university and, simultaneously, would help advance Fort Wayne on its "Road to One Million." Good jobs and skilled workers are only part of the equation for vibrant cities, and it's shortsighted to think that Fort Wayne can become a regional hub of innovation and culture with a high quality of life by valuing education primarily as job training for a few high-demand industries. Urban studies theorist Richard Florida argues that "the creative class" is an essential driver of growth and innovation in cities; his argument compels us to consider the role a university plays not only in producing skilled, educated graduates but in shaping a socially, culturally, and intellectually vibrant place that will keep graduates linked to this community and attract new residents to the city. A College of Liberal Arts that builds community and improves quality of life—whether through its advancement of the arts and humanities or through its contributions to local institutions designed to improve people's lives—has a crucial role to play in the continued growth of Fort Wayne and in its vibrancy as the second largest city in Indiana. To underscore this point, it's instructive to look at those cities the leaders of Fort Wayne see as models for its own desired development. In 2015, the city of Fort Wayne sent a contingent of 40 people to Grand Rapids and Kalamazoo, Michigan, to study the revitalization of those communities. While the group focused on the economic drivers of the success of the communities, it would be shortsighted to separate those cities' economic growth from the quality of the higher education opportunities both cities provide and the quality of life that grows out of those opportunities. Central to those higher education opportunities are public universities with flourishing liberal arts programs, including Grand Valley State University near Grand Rapids, the second-largest city in Michigan, and Western Michigan University in Kalamazoo.

Purdue FW has successfully weathered the transition from IPFW into Purdue FW; and the region has enjoyed five years of full employment, which allows students to broaden their educational goals beyond strictly vocational concerns. Now is the time to rebuild liberal arts education in Fort Wayne and Northeast Indiana. With leadership and support from Purdue FW, the newly reorganized College of Liberal Arts will play a key role in actualizing the university's vision of empowering every person, every day, to improve our world.

2. <u>Mission statement of the unit</u>

The College of Liberal Arts at Purdue Fort Wayne is home to over thirty undergraduate and graduate degree programs representing both traditional liberal arts disciplines and interdisciplinary areas of study. Our core mission is to provide students a broad liberal arts education that is rich in tradition and responsive to a culturally diverse, technologically advanced, and ever-changing world.

Today's world is a fast-changing one that rewards those who are flexible, adaptable, intellectually nimble, and committed to diversity and inclusiveness. COLA's intensive focus on the liberal arts and integrated knowledge will produce graduates who are able to thrive in careers that are likely to shift, sometimes dramatically, over the course of several decades. It provides rigorous training in the written, oral, and critical thinking skills that are fundamental to success in every field. It gives students the opportunity to participate in the acquisition, development, and synthesis of knowledge within and across academic disciplines. It encourages students to understand, participate in, and influence fundamental debates over how individual people and whole societies, no matter their differences, can find ways to live well with one another, solve problems, and move toward common goals. Together, these characteristics form the foundation of productive and responsible citizenship in a diverse and increasingly complex and globalized world.

Education in the liberal arts begins with students' fulfillment of the Purdue University Fort Wayne general education curriculum. Through additional coursework within the College of Liberal Arts, students deepen this foundation, honing their abilities to think critically and creatively, communicate effectively, apply reasoning, appreciate diversity, understand the world and human institutions, produce knowledge, and develop creative and informed solutions to current and future challenges. The COLA curriculum aims to prepare students for both the challenges and the opportunities created by the globalized society, economy, and workplace of the twenty-first century.

Advancing the mission of the College is our award-winning faculty, who are models of excellence in scholarship, teaching, student mentorship, and service. Our faculty are teacher-scholars in the truest sense, garnering national and international recognition for their research, scholarship, and creative endeavors that inform and enrich their teaching, advising, and service. COLA faculty are student-centered, forward-thinking, world-class experts in their fields invested in the education of the people of Northeast Indiana, including their personal development as life-long learners, their civic engagement at both the local and global levels, and their social mobility within an increasingly inequitable economy.

3. <u>Administrative structure</u>

The college administrative structure will follow a traditional one, with a dean at the head, an associate dean, and support staff that would include an executive assistant to the dean, business manager, clerical office support, and at least one position dedicated to supporting faculty-led advising. The College may need a liaison/pre-professional studies position that would be split with the proposed College of Science to help with double-majors across both colleges and to continue the pre-professional programming currently housed in COAS. To launch the new college, it would be helpful to have positions dedicated to marketing, branding, and development as well. A Community Advisory Board will be seated at the earliest possibility with current relevant members of the COAS Advisory Board helping with that transition.

Departments will be led by Chairs and, where appropriate, Associate Chairs. Program Directors, Coordinators, and other leadership designations will carry forward from the College of Arts and Sciences. The following departments will be included with all of their degrees, minors, and certificates: Anthropology and Sociology, Communication, English & Linguistics, History, International Language and Culture Studies, and Political Science. Some COAS certificate programs associated with COLA departments will continue in COLA, while others associated with departments in the proposed College of Science (Gerontology; Medical Ethics; Lesbian, Gay, Bisexual, and Transgender Studies) will likely be

housed in the College of Science, though particular homes could be decided in consultation with the College of Science. Current new degree programs and minors under consideration, like the B.A. in Global Cultural Studies or a Minor in Digital Humanities, should be considered to be part of COLA.[1]

4. Curricular impact and innovations for students within COLA

4A. New curricular requirements
The curriculum of COLA will feature a strong interdisciplinary focus with innovative new college requirements, including a team-taught interdisciplinary Introduction to Liberal Arts course required of all first-year COLA majors. COLA requirements will also emphasize themes that reflect and are responsive to a culturally diverse, technologically advanced, and increasingly globalized world and ensure a breadth of study to COLA students. The Strategic Plan's emphasis on diversity, equity, and inclusion finds a ready home with the COLA curricular requirements. To complement existing interdisciplinary programs, new interdisciplinary programs should be explored and developed, such as programs or minors in "applied" humanities. A stand-alone certificate in Liberal Arts will provide students outside of COLA the opportunity to complement their degree with a strong liberal arts component.

In addition to Purdue Fort Wayne General Education and department-/program-specific requirements, students in COLA will need to meet the following requirements for a total of 33 credits:

1. Introduction to the Liberal Arts (3 credits) This course would be a team-taught, problem-based course, with a goal of introducing students to disciplinary and interdisciplinary thinking. The course would be taught by two to three faculty members representing different disciplinary perspectives, and would focus on a particular issue, problem, or concept (for example: place, citizenship, identity, social change, etc.). This course would ideally be taken during a student's first 30 credit hours at Purdue FW, which would provide us with an opportunity to incorporate retention and first year experience initiatives into each section of the course. An Ad Hoc Committee would be created to assist faculty with the development of new courses.

2. International Language Requirement (12 credits) Knowledge of another language and of the cultural norms, habits, and modes of thought associated with them is crucial to success in today's globalized world. COLA graduates would need to complete the first four semesters of study in a single international language or demonstrate through testing that same level of proficiency.

3. Thematic Areas (15 credits) Requiring students to be exposed to each of these five areas ensures that they have broad training in the globally minded education outlined in the College's mission statement.

   a) Gender, Sexuality, Race, and Ethnicity (3 credits) Includes the study of gender, sexuality, race, and ethnicity in the United States and transnationally.

   b) Conflict and Cooperation (3 credits) Includes the study of war, diplomacy, migration, trade, and/or development in historical and/or contemporary contexts.

   c) Institutions and Behavior (3 credits) Includes the study of human institutions and/or individual behavior.

   d) Regional/Geographic Study (3 credits) Includes the study of the world outside the United States from historical, political, and/or cultural perspectives. May be fulfilled through approved study abroad programs.

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[1] Because the current director of General Studies is planning to submit her own proposal, we do not presume to speak for General Studies and where they would fit in with the restructuring.

e) <u>Digital Humanities/Public Humanities</u> (3 credits) Includes the study of the intersections between the humanities and digital technologies, as well as the study of humanities in the public realm, including, for example, site-work at historical museums, public performances of creative work, the development of electronic archives and databases, community-based writing projects, etc.

The COLA's Curriculum Committee would determine which eligible courses would satisfy the thematic requirements. Each course can meet more than one thematic requirement but must be selected from existing or newly developed courses offered by departments and programs within COLA. COLA students cannot use the same course to meet more than one requirement. At least one course must be from a list of courses approved as non-western. Courses taken to fulfill these five thematic areas must be drawn from at least three different disciplines. The Curriculum Committee would also determine any provisions for dual-degree students.

The COLA Curriculum Committee should begin immediately to discuss in an evidence-based, data-driven way the relationships among major requirements, college requirements, and general education requirements. Issues that would need to be resolved include the extent to which courses may count for both general education and the COLA requirements, as well as to what extent courses can count for both a student's major(s) and the COLA requirements. A guiding principle of these deliberations should be COLA's commitment to making sure students receive a broad education across the liberal arts.

4. <u>Second-semester writing, research, and methods class</u> (3 credits) This requirement is the same as the second-semester writing class already required by COAS. This course could be discipline-specific (English, History, International Language and Culture Studies, and Political Science require such a course, for example) or could be satisfied by English 23301.

4B. Curricular impact and innovations for students outside COLA

<u>Certificate of Liberal Arts</u> (24 credits) Many students with majors outside of COLA will recognize that "functioning effectively in a globalized society — in business, politics, medicine, education, daily interactions with immigrants in one's own community, or daily interactions with locals in the community into which one has immigrated — requires the skill of rigorous, critical, empathetic thinking," and that this model of thinking is foundational to the liberal arts (Speirling para 7). Students from other colleges who wish to enrich their education and enhance their credentials in this way will have an opportunity to earn a Certificate of Liberal Arts. Requirements for the certificate would include: Introduction to the Liberal Arts (3 credits), 6 credits in an international language, and 15 credits across the five thematic areas.

4C. Program-level majors, minors, certificates, and concentrations

The foundation of a liberal arts education rests on educating citizens who contribute to society in multiple ways. This requires an educated citizenry with specific disciplinary knowledge who also have broadly developed and honed skills associated with an interdisciplinary liberal arts education. Consequently, COLA graduates are expected to follow their direct academic interests in a degree program as well as develop complementary academic skills in other academic fields. Each student will graduate with a degree in one of the degree programs listed earlier under the Administrative Structure.

The College strongly encourages students to pursue a second degree, or two or more minors, certificates, or concentrations. The specific blend of these will be up to the student with guidance from their faculty advisor(s).

4D. Possible future initiatives

<u>I. Development of a Liberal Arts Lab</u>

As the college becomes established, we are considering offering an optional course of study in a Liberal Arts Lab. In recent years, a number of universities have created Humanities Labs for their students (American University, Arizona State University, Duke, Johns Hopkins, Lehigh, Stanford, Indiana University, and University of Michigan, for example). For our students in COLA, we envision a broader emphasis on the liberal arts that includes the humanities and social sciences. The Liberal Arts Lab would require students to utilize the skills of a traditional liberal arts education (critical thinking, problem-solving, cultural understanding, research, written and oral communication) in everyday contexts. It would provide a physical and intellectual space where students would collaborate with each other and with faculty in interdisciplinary and synergistic ways to pursue meaningful challenges and conduct hands-on research. At the end of each semester, students could participate in a symposium where they would provide short presentations to the campus community and to the public about what they have discovered and learned. The lab would also provide a hub for scholarship and teaching for graduate students across disciplines. COLA, with the help of Development, could also explore the possibility of locating the Liberal Arts Lab at the Electric Works site, which would enhance the Lab's visibility in the community and provide opportunities for community collaboration and engagement, while also providing a Purdue Fort Wayne presence in the Electric Works project.

II. Senior Interdisciplinary Liberal Arts Course (3 credits). Once the college becomes established, the COLA Curricular Committee could discuss the possibility of offering a senior-level liberal arts class that would provide intellectual continuity and depth for all COLA students. This course would operate on a similar basis as the Introduction to the Liberal Arts as an interdisciplinary, team-taught course but at the advanced 300-400 level.

III. A Service or Experiential Learning Course (3 credits)
In the spirit of further encouraging community engagement and citizenship, the Curriculum Committee will also explore the prospect of requiring all COLA students to complete a service or experiential learning component, which might include internships, study abroad, service learning courses, etc. The key to requiring these programs would be a) to offer a wide range of opportunities for students, making the requirement attractive, flexible, and affordable; and b) to have students work closely with a faculty mentor, ensuring that students choose the best option for their academic and professional path. This unique feature of COLA would aid in recruitment of students by emphasizing employment preparation and placement.

IV. Overseas Study Council
COLA's emphasis on internationalization will be supported by a Council of faculty and staff that will work closely with the Office of International Education to encourage students to study abroad. Many of the College's departments already contribute most of the students for these programs, but a more interdisciplinary focus would highlight more opportunities for both exchanges and faculty-led programs. The Council will also work through the College's development/marketing to increase scholarships and marketing of international study as well.

V. A New Interdisciplinary School
Should COLA go forward as a new college, a committee should be established immediately to explore the possible formation of a new school within the college that would extend COLA's commitment to interdisciplinary studies and engagement, one that could bridge several majors, serve as the academic home to existing and new programs and faculty whose work is interdisciplinary, and provide an opportunity for a new interdisciplinary graduate program. Beyond interdisciplinarity, a feature of the school could be its engagement with diversity, social justice/transformation, global and cultural studies, and local communities. Thus, the new school could play an instrumental role in advancing the university's strategic plan, most notably the core values of Innovation, Diversity and Inclusion, and Engagement. Similar models for such a school already exist at James Madison University (see their Office of Cross Disciplinary Studies and Diversity Engagement), Arizona State University (see their School of Social Transformation), and Grand Valley State University (see their Brooks College of Interdisciplinary Studies).

5. Potential benefits for students

Liberal arts programs serve as an effective tool to help improve the institution's overall student success and retention, rather than just being data points to measure individual programs within a college. Having a broad array of courses and programs can help attract and retain students who might not otherwise attend universities that only offer professional degrees. As Crosling, Thomas, and Heagney argue, curricular subjects that emphasize cultural awareness and student engagement with complex problems are an effective way to build shared experiences and set the groundwork for future collaborations, improving student retention (175). Moreover, the Association of American Colleges & Universities' National Survey of Business and Non-Profit Leaders found that employers were particularly looking for graduates with the very skills that COLA will provide students: critical thinking, complex problem-solving, written and oral communication, and intercultural skills (AAC&U, 2015).

The Gallup-Purdue Index studies further found six college experiences that strongly relate to graduating on time and, more importantly, to improving long-term life outcomes. These six are: 1) I had a professor who made me excited about learning; 2) My professors cared about me as a person; 3) I had a mentor who encouraged me to pursue my goals and dreams; 4) I worked on a project that took a semester or more to complete; 5) I had an internship or job that allowed me to apply what I was learning in class; 6) I was extremely active in extracurricular activities and organizations (Seymour and Lopez, 2015). The departments of COLA already provide the "big six," and the curricular goals of COLA situate it well to actually increase retention and to provide meaningful professional development.

Consequently, the curriculum and culture of COLA provide a solid foundation for student retention and long-term professional success. The College curriculum emphasizes coursework that dives deeper into topics relative to other college/schools on campus, such as: diversity, multiculturalism, international issues. Further, job placement is excellent for liberal arts majors in a changing workforce. Because students will be exposed to team-taught courses early in their time here, they will benefit from more ties with faculty and cross-disciplinary work, which will have a positive impact on student experiences. As noted in the Purdue-Gallup study of college graduates, the top predictors of professional success are having professors who make students excited about learning and having professors who cared about the student as a person. This connection is at the heart of our curriculum. Our focus on international language, culture, arts, and government mean we will train global citizens. Thus, beyond guiding students for solid careers, our curriculum and faculty's focus will develop citizenship, leadership, social ethics, and life-enriching skills.

Experiential learning will also be a foundation of the College. Departments that would make up COLA currently provide dozens of meaningful co-curricular activities for students that further support their academic training, and these opportunities will be increased as the Liberal Arts Lab develops. COLA will leverage our many Centers of Excellence for student engagement. Internships, again a vital part of current COLA departmental curriculum, can be increased in number and quality as the interdisciplinary connections across the College's departments deepen. COLA's Centers of Excellence, certificate programs, and Liberal Arts Lab can draw on their community connections for further internship opportunities as well. The College will also have an Overseas Study Council that will target students early on in their studies and aim them toward life-changing study abroad. The early team-taught course will also build faculty and student cohort networks that will help drive experiential learning opportunities. The fact that the College will intentionally encourage students to take second majors, or additional minors and certificates, will mean students will also be exposed to more opportunities across departments.

6. Community engagement

Our vision of community engagement meshes neatly with the priority strategic planning goal of "establish[ing] new partnerships at each level of engagement." Many of our existing programs and departments (Communication, ILCS, Political Science, Sociology, Women's Studies, etc.) already strongly emphasize citizenship and community engagement through courses that integrate service learning,

innovative high school outreach programs, degree requirements that include internships, faculty research that is community-based, and robust co-curricular events open to the public. Centers of Excellence run by faculty in COLA disciplines, including the Institute for Holocaust and Genocide Studies, the Center for Social Research, the Mike Downs Center for Indiana Politics, connect to the community deeply already and will be important linkages for future outward-facing programming. One specific example of community engagement comes from the Department of History, which has been expanding its commitment to the field of public history. Examples of student-centered projects the public history program has initiated include the North Side High School Centennial Celebration in collaboration with the North Side Alumni Association and the Allen County Public Library Genealogy Center.

The College of Liberal Arts will continue our commitment to socially minded community engagement and citizenship and will continue to serve as the intellectual and cultural hub for Northeast Indiana. Particularly since the region's other universities and colleges have eliminated or diminished their liberal arts departments and programs, COLA's presence in and engagement with the community become even more important. With this in mind, curricular initiatives, including the proposed new Liberal Arts Lab and a potential new school, will greatly enhance COLA's presence in the community, as would a COLA 3-credit requirement in service/experiential learning (see Potential Future Initiatives). Indeed, our commitment to engagement is evident throughout this proposal, from the inclusion of a Community Advisory Board to plans for enhancing our alumni network and creating a Development Committee.

7. **Plans for retention and recruitment**

7A. Retention

Faculty advising and mentorship will be the cornerstone of the new college's retention and recruitment strategy. Our goal will be to provide a wide range of rigorous academic programs that would attract a diverse pool of students. The quality of our academic, co-curricular, and extra-curricular offerings is the one piece of the recruitment and retention puzzle that we can control. Students who can find courses they want, faculty they want to work with, and degrees they want to pursue will want to remain and graduate from Purdue Fort Wayne. Recent studies show the various ways faculty engagement (and university-level investment of resources in hiring more full-time faculty) improves student retention (Doerer). Advocating for more full-time faculty positions will be top priority for COLA's leadership.

At the same time, an effective recruitment and retention strategy needs to take into account the wide range of reasons why students have to interrupt or discontinue their studies, including many reasons that are completely beyond the control of anything that faculty and staff can do. Our goal is to strive to establish connections with students (through small-sized, introductory courses taught by full-time faculty and robust co-curricular programming) that increase their connection to the institution and therefore increase the likelihood that they will reach out to advisors and mentors when they are faced with the possibility of interrupting their studies.

Our responsibility will be to find solutions for those students whose problems can be overcome (through tutoring, counseling, short-term financial assistance) and offer support for those students who we cannot immediately help (because of illness, family problems, pregnancy, etc.) by working to establish a path for them to return and resume their studies. Additionally, we could work on collecting data that might illuminate why students leave so we can move from anecdata towards a data-driven approach, including the possibility of collecting enough information to try to redefine the official definition of success as graduation in 4-6 years.

The unrolling of the implementation of the work of the Strategic Planning Group for Student Success that will improve the financial aid and assistance programs for students at all stages of their careers in conjunction with fundraising by COLA will help establish additional financial support for students, which will help with retention. To help address the obstacles to retention that hinge on financial need, the

maximization of financial aid, reassessment of existing scholarships, completion grants, and the introduction of scholarships that are based on college-level academic success rather than high school graduation results will be important tools in our retention efforts.

But not all retention challenges are financial, and to address those, the COLA advising office will organize a range of initiatives and activities, including but not limited to the following:
- emphasizing invasive advising (creating a best practices document on the basis of excellent work already being done in many of the departments)
- creating early intervention programs for "at risk" categories as defined by the advisors (for example, first-semester freshmen; students who just changed major; transfer students; students experiencing personal problems)
- organizing Four-Year Plan workshops that will allow students to map out their academic careers, providing them with a deeper understanding of the way their path to graduation is structured and the consequences of the choices they make along the way
- establishing mentorship programs between new students and successful returning students (organized by major or by interest) and networking undergraduates with interested alumni based on backgrounds or interests
- launching an advertising campaign that showcases the accomplishments of recent graduates as motivation for students to continue their education
- assisting departments to conduct well-run surveys of students to better understand scheduling needs for students
- establishing a college-wide task force to look at the problem of underprepared students to determine the optimal first-semester/year course load for them to promote student success and retention

7B. Recruitment

The new College of Liberal Arts will feature high-impact extra-curricular programs that will make clear the relevance of liberal arts degrees and be attractive to prospective majors.

Working in collaboration with Helmke Library, COLA could explore creating an Applied Humanities Bootcamp similar to the model developed at the University of Kansas, which is "designed to provide practical advice, intensive training, hands-on experience, and professional networking opportunities" to students in the humanities, arts, and social sciences. A one-week bootcamp could be offered in the summer or winter break and might include:
- presentations from former students on the various ways their humanities education has benefited them professionally
- workshops for the preparation of resumes, cover letters, interviews, social media profiles, etc.
- networking opportunities with employers or individuals in various fields.

For internal recruitment, the focus will be on students from relevant pathways and other pools of undecided students. Special outreach activities would be organized every year to help students who are undecided or interested in changing their major. These activities would emphasize both the intrinsic and applied value of the degrees offered in COLA, showcasing a world-class award-winning faculty, the connection between the liberal arts and the skills desired by employers, the accomplishments of recent graduates from COLA degree programs, and the professional development work we do (such as the Humanities Bootcamp described above). Moreover, we will strengthen the partnership between COLA and the Honors Program for high-achieving students, both on the basis of high school performance and college-level success.

For external recruitment, we would work closely with the Office of Admissions to develop a promotional campaign for the college and offer training for recruitment officers to help them understand and effectively promote COLA within Purdue Fort Wayne.

8. <u>Plans for marketing</u>

8A. Advantages of a liberal arts education

The College of Liberal Arts will be *the* public liberal arts college of northeastern Indiana. The keystone of our marketing efforts will be telling the story of the value of a 21st-century liberal arts education and highlighting the university's commitment to and pride in offering liberal arts degrees to the students of our region and growing metropolitan area. Our streamlined identity as a college focused on the liberal arts will allow us to better tell the story of who we are and why we are extremely proud of our graduates.

Our marketing will emphasize the quality of the learning experiences we offer, including the opportunities students have to work closely with faculty (through intrusive faculty-centered advising, research-based collaboration) and small, student-centered classes where students receive personalized attention from faculty and mentors invested in student success both in and beyond the campus. Another area marketing could focus on is the College's innovative curriculum, including the emphasis it places on interdisciplinarity and educating global citizens prepared to take on the challenges of the 21st century, whether in the workplace or in the world at large. Finally, our marketing could emphasize our commitment to community engagement, highlighting the community-engaged research and creative endeavors of our faculty and the opportunities students have to learn about local and regional issues and participate in community-based projects.

8B. Outreach to the community

To help promote COLA and introduce it to the public, an immediate goal will be to establish both an annual integrated lecture and discussion series and a community One Book program that reflects the interdisciplinary and integrated liberal arts mission of the college and its commitment to diversity and inclusion. The goal will be not only to engage the broader community and prospective new students but to provide students already enrolled in our degree program with an opportunity to connect with their peers across disciplines, engage faculty outside the classroom, and think deeply and critically about the important issues that shape our lives.

Given that one of our areas of expertise within COLA is digital media, one goal will be to utilize existing talent and take advantage of faculty and student expertise to advance a marketing campaign centered on telling our story and highlighting student success through video, podcasts, and the full range of social media platforms.

8C. Development Committee and fundraising

A top priority for the new COLA will be to form a Development Committee. This committee will work in concert with the Dean of COLA, first to develop a robust and comprehensive fundraising strategy, and second, to implement and assess that strategy on an annual basis. The strategy will build upon the expertise of those in COLA who already have records of fundraising success (some of the standout fundraisers on campus are faculty in COLA) and will take advantage of existing resources, including the Office of Development, the Office of International Education, and the Office of University Research and Innovation.

Initial priorities for the Development Committee will include establishing scholarships to recruit new students to the school and to support study abroad and other high-impact learning experiences; faculty development grants for our signature team-taught introduction to the liberal arts core course; faculty development grants for research that advances the study of the liberal arts; and faculty/student community engagement grants to support innovative projects that enhance and/or strengthen our relationship to the Fort Wayne community and northeast Indiana.

Simultaneously, we will work to strengthen alumni relations, adopting successful models from programs and departments within COLA already known for their strong alumni networks and expanding those where appropriate.

<u>Summary of strategic plan alignment</u>

The proposed College of Liberal Arts fits squarely within the Purdue University Fort Wayne Strategic Plan. As is implicitly clear throughout this proposal, the mission to "educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment" is central to COLA. Indeed, the College of Liberal Arts will be at the heart of the strategic plan's major aspirations.

With a focus on curricular innovation, advising and mentoring, and student experience, COLA will be a champion of student success. Providing a meaningful liberal arts experience to degree-seekers in COLA, general education courses across the university, and student-centered programming, COLA will exemplify the very "high-impact practices" and integrated learning experiences known to improve student learning. Further, as this proposal highlights throughout, our curriculum will advance the university's aspiration to embrace diversity, equity, and inclusion, "ensur[ing] diverse offerings with international content and focus and incentiviz[ing] teaching and programming that includes diversity, equity, and inclusion." At the very heart of our identity as a college is a commitment to community engagement, specifically the "social, cultural, and civic development" of our students, our community, our region. Our proposal rests on the argument made by scholars of higher education that the liberal arts are a major stepping stone on the path to the kinds of "social, cultural, and civic development" our university hopes to drive. And, of course, a vibrant College of Liberal Arts also enhances the quality of place at Purdue University FW. Our commitment to diversity and inclusion in our curriculum and the many initiatives that will "creat[e] opportunities for relationship and community building among students, staff, and faculty" will ensure students receive a university experience that goes beyond coursework and requirements, giving each one a sense of belonging and identity as a student.

Submitted by:

Janet Badia - Women's Studies
Ana Benito - International Language and Culture Studies
Steve Carr - Communication
Chris Erickson – History
Rachel Hile – English and Linguistics
Michelle Kelsey - Communication
Ann Livschiz - History
James Toole - Political Science
Nancy Virtue - International Language and Culture Studies
Richard Weiner - History
Lachlan Whalen – English and Linguistics/International Studies
Mike Wolf - Political Science
Georgia Wralstad Ulmschneider - Political Science

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To: College of Arts and Sciences Council
From: College of Arts and Sciences Council
Re: Proposal for a Metropolitan College
Date: 2 March 18 2020

BE IT RESOLVED, That the College of Arts and Sciences Council supports a proposal for a Metropolitan College including renaming of College of Arts and Sciences to Metropolitan College. The Metropolitan College will include all College of Arts and Sciences departments and follow the administrative structure laid out in the Metropolitan College proposal.

Purdue Fort Wayne Metropolitan College (PFWMC):
A Metropolitan Liberal Arts Education with Purpose

[…] education has never been a sector that eagerly embraces change.
-Jenny Anderson

1. General Rationale: Integrate to Innovate

This proposed unit will offer a traditional liberal arts education in humanities and social sciences fields while also providing new interdisciplinary programming that further responds to the needs of the metropolitan region and global community. The general rationale is to align the new unit with the *Purdue University Fort Wayne—Strategic Plan* and leverage PFW's Metropolitan University designation so as to innovate social, cultural, and economic impact regionally and globally. Founded on a curricular model that focuses on improving the quality of life regionally,[1] nationally, and globally,[2] this unit will engage students in traditional fields such as writing and communication, international languages and non-Western history and cultures. These are discrete disciplines valuable for their own sake but also for the skills sought by hiring managers.[3] At the same time, building on documented interest in and pre-existing movement toward interdisciplinary programming on campus, the College will also engage PFW students in developing foundational knowledge in more than one discipline and in understanding the necessity of integrating disciplines to solve complex problems faced by industries, businesses, governmental agencies, and community- and global organizations. In short, in pursuing a traditional liberal arts education with purpose, this unit will help students humanize the twenty-first century.[4]

With this integrative approach, the proposed college harks back to the Morrill Land-Grant Act (1862) and joins a traditional liberal arts education with training in growing fields.[5] In drawing inspiration from the nineteenth century, though, this model empowers faculty, staff, and students to confront the political and social, technical and leadership challenges of the twenty-first century world with humanity. To this end, initial programming might include integrating Computer Science, Organizational Leadership, Data Science, and Hospitality and Tourism Management not as departments but as intentional education partners with degree offerings in their home colleges and the proposed Metropolitan College. Offering degrees, minors, and certificates in fields ranging from Computer Science and Data Science to global literatures and Creative Writing to foreign languages and Civic Leadership, this college, then, would look beyond disciplinary boundaries, while simultaneously allowing for a liberal arts education. Students in Informatics would be encouraged to code with context, those in organizational leadership to lead ethically, and those in Tourism Management to create sustainable tourism opportunities domestically and abroad. Those in the traditional liberal arts are encouraged to contemplate the myriad, often unpredictable impact of writing a poem or presenting a grant proposal, of learning another language, or studying a social theory to effect change in the world: to embrace critical, entrepreneurial thinking to reinvent institutions, their fields, and the world.[6] Whether working toward a Certificate, Minor, B.A., or B.S. in a traditional but essential field such as Spanish[7] or a new, in-demand one like Data Science, students in PFWMC emerge as empathetic leaders, analytical thinkers, and creative problem-solvers. In short, these traditional skills, which are explicitly expected by twenty-first century hiring managers, can humanize the algorithms, information, and organizations that drive innovation and change in our communities.[8]

An integrative liberal arts college, this unit challenges long-standing oppositions between hard skills and soft skills, liberal and practical ones, in recognition of shifts in attitudes toward higher education.[9] After all, knowledge-silos that separate technical and non-technical fields work against the expectations of Generation Z students and the demands of contemporary society.[10] This silo-effect also works against the expectations of hiring managers; for as the AACU report, *Fulfilling the American Dream: Liberal Education and the Future of Work*, reveals: "managers place a high priority on demonstrated proficiency in a variety of skills and knowledge areas that cut across majors."[11]

Aspiring to engage a new generation of students and organizations by allowing intra- and inter-college units the flexibility to develop interdisciplinary programs, twenty-first century higher education institutions have integrated these domains in their curricula. The proposed Purdue Fort Wayne Metropolitan College (PFWMC) is inspired by institutions such as Robert Morris University with its with its School of Informatics, Humanities, and Social Sciences,[12] University College London's Arts and Sciences BASc,[13] and other four-year institutions that have taken a number of different approaches to integrating degree programs (see section #4 below).

Intentionally adapting these innovations to our specific contexts, this new College will produce students whose creative and entrepreneurial thinking helps question the status quo in order to reimagine solutions to our community and world's most pressing problems, be it climate change or the achievement gap: intersectional problems afflicting our region and beyond.[14] We accomplish this growth by inspiring our students to be socially conscious, critical-thinking, and globally aware: to recognize that their skills—not hard or soft, liberal or practical, but both—are in demand.

2. Mission Statement of the Unit: Humanizing the Twenty-First Century

Purdue Fort Wayne's Metropolitan College integrates the study of information and leadership, creativity and history, media, society, gender and sexuality, and numerous other fields and disciplines, from applied, historical, and theoretical perspectives to innovate change from the region of northeastern Indiana to the rest of the world. Our work as teachers and scholars, higher education professionals, staff, and students, begins here in the metropolitan region of Northeastern Indiana but is not contained by these boundaries. Indeed, believing that to effect local change is to pursue global change, this College sees the transformational power of multidisciplinary community-based teaching, -research, and -education, as a force for positive change for the local and global people and communities we serve: in Fort Wayne the local is global.

Humanizing the twenty-first century by integrating the traditional liberal arts and newer fields in information and leadership, this proposed unit empowers students to learn, create, manage, protect, and, finally, humanize data in computer science and information systems and to study, improve, and embolden institutions to effect positive exchange in organizational leadership; to hone critical thinking-, communication-, and analytical skills through studying diverse human cultures, languages, histories, and societies, as well as non-human cultures, in the humanities and social sciences; and to pursue their passions for creating art and a more just world by combining their creativity with technical expertise in digital-, literary-, and media arts.

To emphasize the innovative potential for the PFWMC in terms of leadership, student success, and community engagement, we have linked the following terminology to our aspirational mindset:

- Entrepreneurial Thinking: creative, problem-based thinking that through experimentation accepts failure as an outcome in developing new programs, degrees, or certificates.[15]
- Collaborative or Participatory Leadership: flat organizational structure that increases faculty engagement and governance, breaks down silos between the university and the faculty, and, working toward a common agenda with a shared set of metrics, macro-manages student success and community engagement initiatives, rather than micro-manages them.

For the purposes of this proposal, the above habits of mind and values manifest themselves in the following leadership roles and curricular innovations:

- Faculty Leader: Part of the Dean's Cabinet, and modeled on the Department Chair, this faculty member works collaboratively within the College and with intentional education partners to advance the vision of the College. It is important to note these are Leaders that serve the College but are not Department Chairs. (The Department Chair is a separate function; Faculty Leaders are administratively modeled after Chairs who have teaching, research, service, and administrative responsibilities to varying degrees).
- Faculty Liaison: Part of the Dean's Cabinet, this faculty member works collaboratively within the College and across sectors of University administration to break down silos among units, communicate the mission of the College to cross-campus stakeholders, and inform College units of initiatives outside the College so as to strengthen PFWMC and PFW as a whole.
- Connect-PFWMC and Connect-Fort Wayne: Community-based and problem-based classes that, in the former case, welcome students as co-collaborators of knowledge about the culture of the College and, in the latter case, about the problems of the College's community partners. Formalizing an ad hoc system that already exists with a number of faculty who regularly include service-learning and community-engagement in their classes, this curricular innovation further strengthens ties between the campus and the community, but it also refuses a narrow outlook by revealing the existing links between the region and the rest of the world.
- Grow Your Own Programs: These initiatives break down barriers between the community and the institution in order to cultivate awareness in K-12 spaces about PFW and foster educational opportunities that lead students to return to their communities (local or global) as civic leaders prepared to meet the needs of their community in fulfilling careers.

Related to these terms, the 5 Pillars that connect PFWMC's mission to the diverse communities it serves:

- Champion Student Success
- Innovate Curriculum to Advance—and Extend—our Regional Mission
- Pioneer Community Engagement Locally and Globally
- Promote Diversity and Inclusion
- Expand Revenue Sources

Pillar 1: Champion Student Success	
Champion Student Success	Continue to deliver a traditional liberal arts curriculum that offers a set of competencies at the core of nearly all professions and sectors and provide students with humanistic skills in critical thinking and analysis, creativity and innovation, global awareness and empathy that complement, and humanize, skills in high-demand fields such as computer science, data science, and leadership.
	Prioritize General Education instruction in both traditional and online formats by forming a General Education Steering Committee that will identify High-Impact Practices and deepen the presence of award-winning teachers in General Education classes who will advance learning and success.[16] In addition, develop a series of PFWMC-specific "best practices" in online course delivery modeled after the innovative work of the University of New Mexico.[17]
	Enhance the student experience by developing and implementing a First-Year Experience, a core High-Impact Practice, linked to Connect-PFWMC or Connect-Fort Wayne courses.[18] This sub-objective might lead to collaborations with PFW Student Housing to develop and implement interdisciplinary Learning and Living Community opportunities.
	Pursue innovations in student advising, retention, and recruitment by strengthening ties with Student Success and Transitions (SST) and University Marketing to ensure professional advising and recruitment remain embedded within the college, while also working to modernize the Website so as to clarify adding or declaring new majors within the College, program structures, and career outcomes.
	Strengthen ties between PFW Career Center and PFWMC and pursue advancement opportunities to provide stipends – or tuition remission – for students seeking low-paying or unpaid Internships/Externships. This initiative would be modeled on the CLA at Purdue West Lafayette's Job-Ready Initiative.[19] PFWMC Faculty Leaders and Liaisons will engage Career Services as an intentional partner that can communicate the proven values of the liberal arts to regional, national, and global communities.
	Foster an environment where students are co-creators of the College and the classroom through a Student Leadership Council that functions as an integral part of the Dean's Cabinet. The Council will advise the Dean on issues related to student success and engagement. In addition, members of the Council will serve throughout the cabinet providing student perspective on a range of issues.
	Institute meaningful College and Classroom research to motivate change and innovation. To this end the College will work with departments to create "Connect-PFWMC" courses, which will involve project-based and service-learning components in the College: these courses make the College itself an object of intellectual inquiry for faculty, students, and the community.
Pillar 2: Integrate and Innovate Curriculum	
Integrate & Innovate Curriculum	As the College with the most wide-ranging expertise—expertise that runs the gamut of poetry and coding; public history and leadership; Women's Studies and Teaching English as a New Language, and so on—this unit is ideally positioned to cultivate multi-disciplinary thinking that can improve the region's economic, cultural, and social realities through curriculum-based community engagement via courses designated "Connect-Fort Wayne." These courses will include project-based and service learning components that engage the classroom and the community modeled after the innovative work at traditional liberal arts

	institutions such as Lewis & Clark University, as well as here at PFW with START initiative faculty and others. In doing so, because this College is uniquely positioned to study and advocate internationalism, this curriculum will be grounded in the truth that the local—or the regional—is global.
	To pursue this goal, at the curricular level, the College will innovate multi-disciplinary programs that not only give flexibility to students for today's regional, national, and transitional social, political, and business needs but also allow them to understand and communicate the human and social aspects of technology, data science, organizational leadership, and tourism management. Models such as University College London's Arts and Sciences BASc will serve as exemplars in this pursuit.
	Leveraging the degree and certificate programs and the Centers of Excellence within the College and strengthening the College's relationship with Helmke (Digital) Librarians, this work will take place across learning, teaching, engagement, and research in order to center PFW as a cultural destination.[20]
	Develop a School of Interdisciplinary and Entrepreneurial Education, a curriculum incubator in which faculty, students, and staff are encouraged to experiment with curricular design and implementation, fast track in-demand educational experiences, explore innovative advising, take risks, fail, and much more.

Pillar 3: Pioneer Community Local and Global Engagement	
Pioneer Local & Global Engagement	Form an External Advisory Board specific to the College, including diverse Local Leaders from nonprofit, government, and business sectors, that aggressively reinforces local and global efforts to strengthen PFW and its metropolitan mission of enhancing the quality of place. Additionally, the Board will build partnerships and strengthen ties between the PFWMC, industry, the social service sector, civic institutions, and others to ensure that PFWMC is a pathway to career satisfaction for students and provides the metropolitan area with needed workers, thinkers, and creators. Further, this Board will support and enhance an aggressive fund-raising strategy for the PFWMC.
	Build on existing interconnections between the PFW campus and the regional schools and international schools through programs like Professors in Partnership, Young Scholars Academy, the PFW-Myaamia Partnership, and further strengthen those ties.
	Build on existing, and further develop, place-based curricular experiences in true partnership with community members and institutions that focus on pragmatic and mutually meaningful projects through "Connect PFWMC-Fort Wayne" program.

Pillar 4: Promote Diversity & Inclusion	
Promote Diversity & Inclusion	Work with the Chief Diversity Office (pending institutional investment) to facilitate multi-cultural competency among students, staff, faculty, and community members by inviting to campus experts in diversity, equity, and inclusion and provide a place for those already on campus with a greater opportunity to have their voices heard. These voices will help influence the shape and direction of the PFWMC and university (e.g. diversity experts from the Myaamia Center, local refugee and immigrant community leaders, local educators focused on serving underserved populations, academic experts in the field, etc.).

	Expand global awareness in the classroom by continuing to provide, and enhancing, curricula in International Languages and Cultures that reflect on the significance and necessity of engaging multiple perspectives that are vital in the local community. To serve this end, we will leverage existing partnerships wih the Myaamia Center, the UN, UNESCO, Sister Cities and other institutions to incorporate different voices into the classroom and to bring the classroom to different voices.
	In linking student success and diversity initiatives, this College will actively pursue a diverse student population to further career-preparedness. It will do so by having classrooms that reflect the diversity of our community through Grow Your Own Programs that aim to enhance the experience of minority students and build on capacity of existing programming developed and implemented by units such as English and Linguistics, including the Appleseed Writing Project, Women Studies, Young Scholars Academy, TRIO, etc.

Pillar 5: Expand Revenue Sources	
Expand Revenue Sources	Collaborate across colleges to streamline double-degree opportunities, including an opportunity to complete B.A./B.S. + Master's Degree (MBA, MPA, and so on) in 5 years.[21]
	Upgrade and expand online undergraduate and graduate education. This will include establishing a Task Force in partnership with CELT, which will create and test "best practices" for online delivery that all online courses will have to satisfy in the spirit of institutions like the University of New Mexico. A task force will be established to determine what practices will best serve students of PFW and PFWMC with regards to delivery, design, and implementation of online curriculum.
	Taking the Teaching English as a New Language Certificate as a model, study regional and global needs for corporate training and develop curriculum and certificates that match these needs.[22]
	Aggressively pursue donor contributions through a strategic partnership with Development and intentional fund raising for student success initiatives through the PFWMC Advisory Board.

3. **Administrative Structure**

The flat administrative structure we propose reimagines the categories of scholarship and service based on a model of Faculty Leaders as faculty-administrators, since this function is "uniquely situated to deliver the outcomes at the core" of PFW's metropolitan mission "at a fraction of the cost of a member of the administrative managerial class."[23] With the faculty-administrator role modeled on, but distinct from, the Department Chair, a team of Faculty Leaders will lead the College under the direction of the Dean. The team—the Dean's Cabinet—will be tasked with leading the PFWMC and with connecting to all units of the University in order to free PFWMC of the seemingly inherent siloing that historically has plagued higher education but can do so no longer. This flat hierarchy, further, will allow for greater cross-university engagement and partnerships, as well as enhanced shared governance through collaborative and participatory leadership. (**See Appendix I: Organizational Chart)**[24]

This participatory structure will also encourage a shift in mindset toward curiosity and entrepreneurial thinking, hallmarks of faculty work in the classroom and in research. Our goal is to allow the College to work intentionally toward empirically driven solutions that match our specific contexts.[25] To avoid wasting time and resources on doomed-to-fail top-down initiatives, then, in the

first year of the PFWMC a Strategic Plan is needed to meet the goals of the college and to facilitate student success, community engagement, and innovation: rather than simply "deciding" what predetermined needs exist, we will leverage faculty expertise to study and assess needs in order to be strategic, intentional, and meaningful in leadership decision making. (See Appendix II: Timeline)

4. **Curricular Impact and Innovations**

This unit will achieve impact and innovations in:

- Interdisciplinary programs that integrate liberal and practical education and are piloted and assessed through a curriculum incubator: School of Interdisciplinary and Entrepreneurial Education (4a).
- General Education Steering Committee that reimagines general education as a space devoted to student success, engagement, and recruitment and retention (4b).

4a. Interdisciplinary Programs

Imagining B.A. and B.S. degrees that partner traditional liberal arts education and the social sciences with in-demand fields, this proposal is inspired by possibilities in the UK and the United States that already thrive on our campus and beyond. Examples include:[26]

- University of Virginia: B.A. in CS for the College of Arts and Sciences and a B.S. in School of Engineering and Applied Sciences.[27]
- Indiana University, The Luddy School of Informatics, Computing, and Engineering: B.S. in Computer Science within the Luddy School and the B.A. in CS within the College of Arts and Sciences.[28]
- University of California, Berkeley: B.A. in Data Science within the College of Letters & Science and The Division of Data Science and offers.[29]
- University College London: Arts and Sciences BASc[30]

Programs that integrate disciplines in order to allow students to innovate curricular paths for the twenty-first century and erode false distinctions between hard and soft skills are trending nationally and internationally,[31] but a few statewide examples include:

- Purdue University Fort Wayne
  - COASCD#19-12: Degree+ Pilot Resolution (https://www.pfw.edu/departments/coas/resources/council-docs/CD19-12.pdf)
- Purdue University West Lafayette
  - https://www.cla.purdue.edu/undergradci/degreeplus/index.html?_ga=2.85346010. 2128766544.1576158924-1261611306.1574710526
- Wabash College (Crawfordsville, Indiana)
  - https://www.wabash.edu/plus/

The School of Interdisciplinary and Entrepreneurial Education will macro-manage this process of curriculum development, testing, and institutionalization. The School will exist as a mechanism that

encourages innovation and risk-tasking. Faculty, students, staff, and the community will be encouraged to explore, and collaborate on, possibilities in program, certificate, and degree design and implementation in efforts to respond to evolving societal demands: even at the cost of failure. The School will allow the college to be nimble and innovative in a secure environment that allows for potential growth opportunities to emerge and for faculty, students, and staff to have an outlet for their creative problem-solving impulses (See Appendix III: Curriculum Incubation).

4b. General Education Steering Committee

To enhance General Education at PFW, a General Education Steering Committee will work with units to place award-winning instructors in the classroom and encourage curricular innovation that focuses on integrating problem-based learning and community-based research through Connect-PFWMC and Connect-Fort Wayne initiatives. Although these classes would not replace current General Education offerings whole-cloth, these approaches to curriculum are shown to resonate with Generation Z students, who expect educational experiences that welcome them as co-creators and help them work toward discernible goals.[32] And in leading this effort, this Committee will encourage units to play to our greatest strengths: the charisma, expertise, and passion of this College's faculty.

This Committee will also aim to make visible the innovations that already pose COAS faculty as curriculum change agents, scholars, and researchers on this campus and in regional, national, and global communities, and PFWMC will build on existing place-based curricular experiences and curriculum-based engagement through a series of undergraduate "Connect-Fort Wayne" designated courses modeled on initiatives already underway in English and Linguistics, Anthropology & Sociology, and History. These courses will leverage our location in N. E. Indiana to highlight experiential, experimental, and/or inquiry-based learning in the local and global community as many companies (e.g. Sweetwater) and local organizations (e.g. Sister Cities) are truly global.

5. Potential Benefits for Students

This College empowers students and makes them active change agents in the founding and evolution of the College. It does so, through the following aspirational initiatives:
- Leadership
  - PFWMC Student Leaders –Student Leadership Council.
- (Co-)Curriculum
  - Connect-PFWMC courses.
  - Connect-Fort Wayne real world practical service-/project-based learning that enlists the community and the College as co-producers of knowledge.
- Recruitment and Retention
  - Emphasizing the College as waystation, the Grow Your Own Initiative will provide a pathway from high school to meaningful and satisfying careers for students from K-Career.
- Student Success

o   By creating a culture of engagement in the College and broader community, this College and PFW will strengthen graduation rates and, by reimagining "retention," increase professional opportunities for alumni in the region.

6. **Community Engagement**

This College embeds community engagement into its mission, as made clear by these initiatives:
- Connect-Fort Wayne courses, which look outward to community engagement
- Connect-PFWMC courses, which look inward to institutional efficiencies and opportunities
- Advisory Board
- Grow Your Own Initiative

At the same time, our aspirations to strengthen ties between the communities we engage as the Metropolitan College of the region inspire the following goals:
- Leverage existing partnerships between PFW and Science Central Sponsorship Day, UNESCO / UN, Young Scholars Academy, the PFW Professors in Partnership, Myaamia Center.
- Inspired by these models, create new Partnerships/MOUs that strive to build on and modify preexisting community engagement.
- Develop High School to Career Pathway Programs that extend existing HS Internship Program, Young Scholars Academy, and partnerships with private, civic, and non-profit organizations that aim for student and community success.
- Incentivize community research and engagement through funding opportunities.

7. **Ideas about Retention and Recruitment**

The Dean's Cabinet will continue—and enhance—preexisting relationships between College Advising with university-level administration in SST and Marketing. At the same time, it will pursue initiatives that engage students as co-creators of knowledge in the College. The rationale here is to leverage engaged teaching and research as elements of a broadly conceived Retention and Recruitment philosophy.

Initiatives include:

- Student Leadership Council, which has direct lines to the Dean and the Cabinet
- Connect-Fort Wayne courses
- Connect-PFWMC courses
- Grow Your Own Programs, extending YSA and Myaamia Partnerships: Thus implement high school to career pathways.
- Become the "Diversity Destination" for Indiana through aggressive recruiting to the PFWMC of underserved students and expanding on existing PFW demographics (e.g. ~20% of PFW students identify as LGBTQ+).
- General Education Steering Committee will explore links between classroom experience – community-based research, problem-based learning, and other High-Impact Practices—and retention.

- Work with Office of International Education, Study Abroad, and the College Departments to broaden international experiences.
- As part of the Strategic Plan, establish a Values Statement and Code of Conduct for the College that embodies who we are as higher education professionals and as an institution. This Code ensures we are a unified community in action and aspiration.
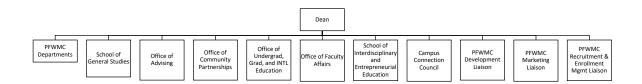
8. **Ideas about Marketing**

Faculty Liaisons will strengthen ties between University Marketing, web design, and the College. But, again, the rationale here is to leverage engaged teaching and research as elements of a broadly conceived Marketing philosophy.

- PFWMC: The Metropolitan College for Indiana and PFWMC: Indiana's diversity College at Indiana's diversity University
- Celebrate student success and create a culture of promoting student success via traditional marketing strategies and new media: student engagement as marketing
- Use Connect-Fort Wayne courses to impact the community and expand PFW's presence in the community through curriculum-based teaching and research. This means: faculty-led engagement as marketing.
- Leverage the "Local is Global" partnerships to promote PFW and PFWMC locally, nationally, and internationally (e.g. marketing of UNESCO partnership, Sister Cities MOU, renowned faculty with global reputations as scholars, teachers, etc.).
- Crowdsource student marketing through initiatives in classrooms and across campus that put the marketing in the hands of students.
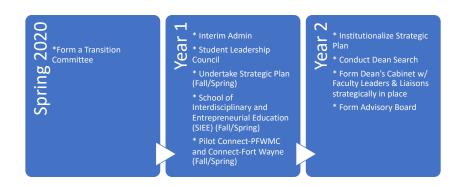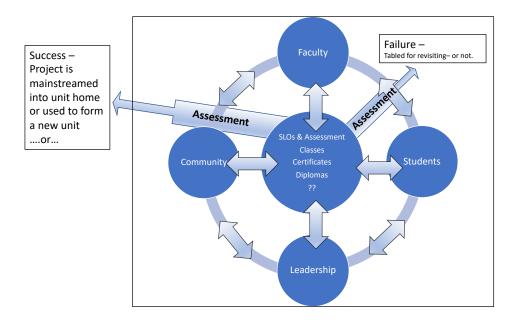
Appendix I: Organizational Chart

Purdue Fort Wayne Metropolitan College (PFWMC):
A Metropolitan Liberal Arts Education with Purpose

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                                    Dean
  ┌──────┬──────┬──────┬──────┬──────┼──────┬──────┬──────┬──────┬──────┐
PFWMC   School  Office  Office  Office  Office  School  Campus  PFWMC   PFWMC   PFWMC
Depart- of      of      of      of      of      of      Connec- Develop- Market- Recruit-
ments   General Advising Commu-  Under-  Faculty Inter-  tion    ment     ing     ment &
        Studies         nity    grad,   Affairs discip- Council Liaison  Liaison Enroll-
                        Partner- Grad,           linary                          ment
                        ships   and INTL         and                             Mgmt
                                Education        Entre-                           Liaison
                                                preneur-
                                                ial
                                                Education
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Appendix II: Timeline

Purdue Fort Wayne Metropolitan College (PFWMC)
Timeline

Spring 2020
*Form a Transition Committee

Year 1
* Interim Admin
* Student Leadership Council
* Undertake Strategic Plan (Fall/Spring)
* School of Interdisciplinary and Entrepreneurial Education (SIEE) (Fall/Spring)
* Pilot Connect-PFWMC and Connect-Fort Wayne (Fall/Spring)

Year 2
* Institutionalize Strategic Plan
* Conduct Dean Search
* Form Dean's Cabinet w/ Faculty Leaders & Liaisons strategically in place
* Form Advisory Board

Appendix III: Curriculum Incubation: School of Interdisciplinary Entrepreneurial Education (SIEE)

Notes

[1] Indiana Commission for Higher Education, Preamble to "Policy on Purdue University Fort Wayne," June 13, 2019: https://www.in.gov/che/files/Policy_on_PFW_Metropolitan_Campus_2019-06-13.pdf.

[2] In addition to improving the regional quality of life, as per the Metropolitan designation, in its Strategic Plan, PFW aspires for global impacts as well. See *PFW—SP*, p. 1.

[3] *Fulfilling the American Dream: Liberal Education and the Future of Work/2018 Employers Survey*, p. 11: https://www.aacu.org/sites/default/files/files/LEAP/2018EmployerResearchReport.pdf

[4] In establishing this unit—with the branding of an innovative liberal arts college—we heed the call to balance traditional disciplines with new ones in technical fields. This call sounds from groups like the Association of American Colleges and Universities and traditional liberal arts colleges. It also comes from groups in business, non-profit, and government sectors. On integrative curriculum in a liberal education in general, see: https://www.aacu.org/resources/integrative-learning. For an article that focuses more specifically on integrating particular domains, like business, with the liberal arts, see E. Byron Chew and Cecilia McInnes Bowers, "Blending Liberal Art & Business Education," *Liberal Education* vol. 90, no. 1 (Winter 2004), https://www.aacu.org/publications-research/periodicals/blending-liberal-art-business-education. On traditional liberal arts colleges innovating, see Tim Cresswell, "The Promise of the Experiential Liberal Arts," *Chronicle of Higher Education*, 2 Sept. 2018. And, finally, the literature espousing the market value of the humanities is voluminous. For a recent example, see Lois Elfman, "Report Details Liberal Arts Education ROI," 14 Jan. 2020, *diverseeducation.com*: https://diverseeducation.com/article/163771/.

[5] According to research conducted by the National Student Clearing House Research Center's Term Enrollment Estimates, in Fall 2019 students at 4-Year Institutions enrolled in Computer Information Sciences and Support Services increased 4.5% from the previous year: https://nscresearchcenter.org/current-term-enrollment-estimates-2019/. See in particular Table 11 (p. 17).

[6] For reporting on a recent study that posits the value of pairing a traditional liberal arts B.A with an "industry-recognized credential," see Brandon Busteed, "Long Live the English Major—If It's Paired with an Industry-Recognized Credential," 21 Nov. 2019, *forbes.com*:

https://www.forbes.com/sites/brandonbusteed/2019/11/21/long-live-the-english-majorif-its-paired-with-an-industry-recognized-credential/#3e7e3af32dea

[7] The United States is the second-largest Spanish-speaking country in the world, surpassing a country like Spain (Stephen Burgen, "US now has more Spanish speakers than Spain," 29 June 2015, *The Guardian*: https://www.theguardian.com/us-news/2015/jun/29/us-second-biggest-spanish-speaking-country)

[8] *Fulfilling the American Dream*, p. 11.

[9] For the most recent scholarship on models for the liberal arts, including the "integrative" path proposed here, see Mary B. Marcy, *The Small College Imperative: Models for Sustainable Futures* (Stylus, 2020).

[10] Corey Seemiler and Meghan Grace, *Generation Z Goes to College* (Jossey-Boss, 2016), 208.

[11] *Fulfilling the American Dream*, p. 11.

[12] For information about the RMU SIHSS, see: https://www.rmu.edu/academics/schools/sihss. Although RMU's organizational structure inspires the proposed one here, there are obvious differences. See Appendix I: Organizational Structure below.

[13] https://www.ucl.ac.uk/basc/about-us

[14] This College thus creates synergies with local efforts to address social change—see the Mayor of Fort Wayne's Opportunity Advisory Council: https://www.cityoffortwayne.org/mayor-s-opportunity-advisory-council.html

[15] "Are Entrepreneurs Born or Made? The Ingredients of Entrepreneurial Thinking," *Explore UCalgary*, 1 Feb. 2017: https://explore.ucalgary.ca/entrepeneurial-thinkers-born-or-made

[16] The AACU provides this chart of High-Impact Educational Practices: https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf. See also *PFW—SP*, p. 1.

[17] https://extendedlearning.unm.edu/faculty/best-practices.html

[18] *PFW—SP*, p. 1. See Lori Variotta, "Designing a Model for the New Liberal Arts," *Liberal Education*, vol. 104, no. 4, Fall 2018, https://www.aacu.org/liberaleducation/2018/fall/varlotta

[19] https://cla.purdue.edu/students/jobready/index.html

[20] See the *PFW—SP*, Objective 3 (p. 2).

[21] Such programs are trending nationally. See Jon Marcus, "Radical Survival Strategies for Struggling Colleges," *New York Times*, 10 Oct. 2019, https://www.nytimes.com/2019/10/10/education/learning/colleges-survival-strategies.html. They also exist within the Purdue system presently: a 4+1 Program exists at Purdue Northwest, in addition to PWL: https://academics.pnw.edu/technology/41-bs-ms-degree-in-technology/; and a Degree+ Pilot has also been approved by the COAS Curriculum Committee (see above).

[22] The publication *Education Dive* lists "Workplace Development Initiatives" among its trends to watch in higher education in 2020: https://www.educationdive.com/news/7-higher-education-trends-to-watch-in-2020/569629/.

[23] Michael J. Cripps, "The Faculty Administrator," *Inside Higher Ed,* 12 May 2014: https://www.insidehighered.com/advice/2014/05/12/essay-calls-new-model-job-faculty-member-administrator

[24] At this point, given the uncertainty surrounding COAS split, we do not propose any specific departmental alignments. But, for the purposes of defining the "humanities and the social sciences," departments that offer mostly B.A.s currently within COAS are Anthropology & Sociology, Communication, English & Linguistics, History, ILCS, and Political Science (including Women's Studies and Economics).

[25] For more on this seeming paradox, see John Kania and Mark Kramer, "Embracing Emergence: How Collective Impact Addresses Complexity," *Stanford Social Innovation Review Blog*, 21 Jan. 2013.

[26] N.B. there is precedent for this kind of organization presently within PFW's Catalog, including the B.A. in Economics and the B.A. in Computer Science.

[27] https://engineering.virginia.edu/departments/computer-science/academics/computer-science-undergraduate-programs/ba-computer-science#accordion67811

[28] https://luddy.indiana.edu/academics/undergraduate-programs/index.html

[29] https://data.berkeley.edu/academics/undergraduate-programs/data-science-major

[30] https://www.ucl.ac.uk/basc/about-us

[31] For an attempt at radical change in the United Kingdom, one that looks to the US model of a liberal arts degree for insspiration, see Jenny Anderson, "A New UK University Wants to Teach Students Skills Employers Actually Want, *Quartz.com*, https://qz.com/1781574/the-london-interdisciplinary-school-takes-a-new-real-world-approach/

[32] *Generation Z Goes to College*, 208.

To: COAS Executive Committee, Christine Erickson, Presiding Officer
From: COAS Nominations and Elections Committee, Craig Ortsey, Chair
Date: March 6, 2020
Re: Referendum Results

The Nominations and Elections Committee has tallied the results of the referendum on the future of the College of Arts and Sciences, and they are as follows:

34 votes for maintaining the College of Arts and Sciences as a unified entity;
74 votes for splitting the College of Arts and Sciences into multiple entities;
9 votes abstaining from taking a position on this question.

Please do not hesitate to contact the committee if you have any questions or concerns about these election results.