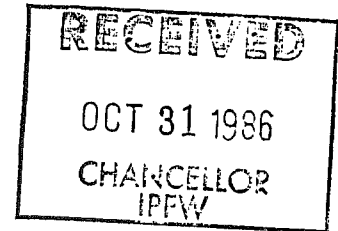


INDIANA UNIVERSITY - PURDUE UNIVERSITY

AT FORT WAYNE
2101 COLISEUM BOULEVARD EAST
FORT WAYNE, INDIANA 46805

DEPARTMENT OF BIOLOGICAL SCIENCES

29 October 1986




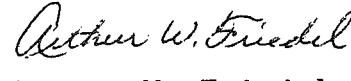
Chancellor Thomas Wallace
Indiana University - Purdue University
at Fort Wayne

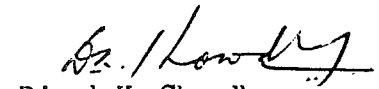
Dear Chancellor Wallace:

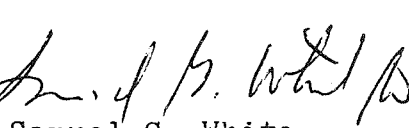
The Committee of Department Chairs on Academic Reorganization submits the attached report. We have appreciated this opportunity to provide you with our thoughts on this important University matter.

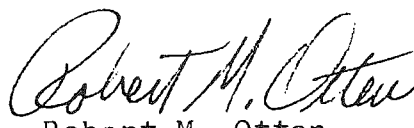
Sincerely,

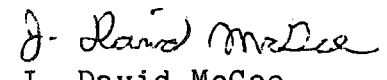

Douglas Wartzok
Chairman
Biological Sciences

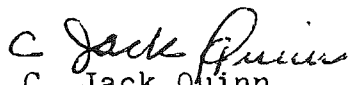

Arthur W. Friedel
Chairman
Chemistry



Dipak K. Chowdhury
Chairman, Earth
and Space Sciences



Samuel G. White
Chairman
Engineering


Robert M. Otten
Chairman, English
and Linguistics


J. David McGee
Chairman
Fine Arts


C. Jack Quinn
Chairman, Manufac-
turing Technology


John M. Robinson
Chairman
Physics


Michael J. Miller
Chairman
Supervision

RECOMMENDATIONS ON UNIVERSITY REORGANIZATION

I. ACADEMIC STRUCTURE

1. Introduction

You requested that we make recommendations on the specific model of academic reorganization outlined in your memorandum of September 3, 1986. You allowed that we could consider alternate structures as part of our recommendations. You asked that we address appropriateness of the schools, the details of department names, and the relationship of programs within the Schools.

The Chairs' Committee strongly recommends a plan organizing IPFW into a college and five schools. (See the table at the end of the report.) This memo will discuss first our recommendations for the College of Arts and Sciences and then in turn each of the five schools.

The Committee of Department Chairs identified in its discussions five criteria that ought to shape reorganization.

We tried to create schools in which there would be:

1. similarities in the objectives and methods of the disciplines brought together
2. curricular similarities and connections
3. structures recognizable and attractive to the Fort Wayne community
4. avoidance of small, independent units reporting to the Vice Chancellor
5. opportunities for students to transfer readily among similar programs

Frankly, we have not been able to apply these criteria consistently or with a sense of priority. IPFW is currently a complex and paradoxical institution whose parts have emerged less from a consistent educational plan than from piecemeal efforts to meet immediate and particular needs. Because all the current pieces must fit somewhere, we have been unable to fit each part uniformly. In some cases curriculum is the common denominator, in another the similar objectives and methods.

We recognize that differences exist between departments in terms of such items as service and research orientations, promotion and tenure criteria, and importance of teaching, research and service in annual reviews. Such differences now exist in some schools as they are presently structured and are likely to continue to exist. However, we would like to emphasize that these differences should be preserved and protected with the current proposed reorganization. The relative weights of teaching, service and research may change at the discretion of the faculty involved, but should not change according to any particular "new" school criteria resulting from the reorganization.

2. The College of Arts and Sciences

The College of Arts and Sciences is composed of thirteen departments. The college incorporates most of the departments currently in Arts and Letters and in Science and Humanities. Comprised of 154 faculty, this college administers the Liberal Arts curriculum of the University.

The traditions of American higher education and the perception of IPFW as a mature institution of higher learning represent compelling reasons for the unification of the arts and sciences into a single college. The vast majority of American institutions are so organized and, even with the dramatic growth of professional schools, the arts and sciences remain the core of an American education. Indeed, all students need exposure to the arts and sciences, and this philosophy could most forcefully be presented and accomplished through a concerted effort. In this manner, a strong core curriculum offsets the often perceived narrowness of many professional curricula. In addition, strengthening the liberal arts on this campus would put IPFW in the forefront of American higher education where the enhancement of basic education is an increasing priority.

Furthermore, a unified college would be the best, if not the only viable, means of addressing many of the disparate aspects of IPFW that remain from its history as a combination of two separate institutions. For example, a core curriculum could most easily be arrived at by a unified group fully aware that the question had to be decided internally without recourse to fall back institutions.

By combining Indiana and Purdue departments, by uniting faculties with different evaluation priorities, and by creating a large unit, the chairs' committee recognizes that the new school will tax the ingenuity of its dean and the collegiality of its faculty. While reorganization might look simple on paper, the details of implementing the reorganization will require extraordinary amounts of faculty energy, objectivity, and patience. The chairs' committee looks to the chief academic officers to provide moral and practical support during the transition.

Despite the anticipated difficulties, the chairs' committee believes that a College of Arts and Sciences is the best way to create effective and distinctive general education, to promote joint and interdisciplinary development, to overcome the Purdue-Indiana dichotomy of the past, and to focus attention on IPFW as a unique entity. This unified College will finally realize the expectations of early campus administrators who foresaw IPFW as the "Swarthmore of the Midwest."

3. The School of Health Professions

The School of Health Professions includes the Fort Wayne Center for Medical Education, the department of Nursing, the program in Mental Health Technology, and the division of Dental Auxiliary Education. Comprised of 31 faculty, the School administers all programs dealing with the health professions united by their practical, clinical training in similar settings.

It is recognized that units in the School of Health Professions will have different emphases in research, teaching and service. Research and teaching are major contributions of faculty in the Center for Medical Education while teaching and service are more important components of faculty contributions in the other units. There is historical and continuing justification for these different emphases which should be respected by the faculty and administrators comprising this School.

Because of the distinctive nature of the Center for Medical Education on this campus, we recommend that the Director of Medical Education also serve as Dean of this School.

4. The School of Fine and Performing Arts

The School of Fine and Performing Arts includes the present division of Music, the department of Fine Arts, the faculty in Theatre, and the program in Interior Design. Comprised of 27 faculty, the School administers all programs in the fine and applied arts.

Perhaps, the primary reason for a School of Fine and Performing Arts is found in the improvements that could be made in community relations. For a small city, Fort Wayne offers many opportunities for the fine and performing arts; by creating a point of focus the presence of a unified school would more effectively utilize those opportunities.

The criterion of discipline similarity justifies the separation of Interior Design and Theatre from their present affiliations and their inclusion within the proposed School. Furthermore, as an independent department, Theatre would once again be given a chance to develop academically and meet the needs expressed by faculty and students for active community relations.

The administration of the School of Fine and Performing Arts would provide a great challenge to its leadership. Each of the programs in the School is relatively expensive to operate and requires vastly different support facilities. As a result, the individual chosen should have some demonstrated record in arts management rather than merely proficiency in one of the resident disciplines.

5. The School of Business and Management

The School of Business and Management includes the present division of Business and Economics, the division of Public and Environmental Affairs, the program in Labor Studies, the department of Supervision, and the program in Consumer and Family Sciences. Comprised of 49 faculty members, this school administers all programs dealing with the management of private business, public institutions and the conditions of the workplace.

There is considerable overlap among the disciplines of labor, management, business, supervision and public administration, an overlap which clearly motivates the establishment of a School of Business and Management. The strong business orientation and active labor movement of the Fort Wayne community indicates a favorable public reaction to a school identified with that sector.

We recognize the potential for faculty difficulties in this area. Faculty in Business and Economics, for instance, are oriented toward research and quantitative methods, but the Supervision and Consumer and Family Sciences faculty are oriented toward teaching, service and practitioner-oriented presentations/publications. This unit will require superior leadership and faculty cooperation to achieve equitable faculty policies.

6. The School of Engineering and Technology

The School of Engineering and Technology includes the departments of Engineering, Manufacturing Technology, Computer Technology, Civil and Architectural Engineering Technology, and Electrical Engineering Technology. Comprised of 42 faculty, this school administers all programs in engineering and technology.

Even though this school is composed of departments which are already combined in one unit, there is again a potential for faculty and school mission difficulties resulting from the expanded mission of the engineering department as well as the changing needs of local industry. Prior to 1982, the Engineering department offered, at most, the first two years of an engineering program. In response to the increasing needs of local industry, the engineering program now offers the four-year degree in addition to the master's degree.

The four-year engineering program, housed with a solid and well-established technology program, represents somewhat of a dilemma as far as program management is concerned. The students in technology take entirely different courses than engineering students. The engineering faculty are expected to perform research whereas technology faculty have high service expectations. Yet this combination, which seems a natural linking to the public, can be made to work.

Reorganization, with sound leadership, should facilitate engineering and technology's support for the growing needs of local industries. The strong industrial base of the Fort Wayne economy indicates a favorable public reaction to a School of Engineering and Technology.

7. The School of Professional Studies.

We propose a school of professional programs that do not readily fit into either the other professional schools or the combined College of Arts and Sciences. Comprising 32 faculty, this school includes the present division of Education, the Library faculty, the department of Audiology and Speech Sciences, and the program in General Studies. This school would be a distinct one with both a professional and client service orientation.

We believe this school should be separate from the other professional schools because of distinct mission differences, especially the centrality of certification for Education and for Audiology students. Courses in these disciplines serve the programs' majors almost exclusively. Also many audiology and speech sciences majors take jobs in education. If a Library program develops on this campus or if Audiology and Speech Sciences offers a four-year program, the experience of Education faculty in dealing with external accrediting agencies will be of great help.

The School of Professional Studies is approximately the same size as either the School of Fine and Performing Arts or the School of Health Professions. Because of the large number of Education faculty, we feel the leader for the school should be carefully selected to fairly represent the interests of all of the departments involved.

8. Conclusion

The primary advantage of academic reorganization is that it would develop a sense of IPFW as an institution capable of managing its own affairs without adversely impacting older allegiances to the two parent campuses. Reorganization will also enhance and facilitate recruitment and fundraising. These changes promise to improve the overall quality of academic life on this campus for faculty and students alike.

The Chairs' Committee emphatically states that the academic reorganization recommended here is a "total package." The groupings are interlocking and to remove one element undercuts the logic of the whole. Reorganization is a burden to be shared equally by all campus units in order that a better university may emerge to serve the students who entrust their dollars, minds, and futures to us.

II. ADMINISTRATIVE STRUCTURE

1. Deans

We recommend that a dean head the college and each of the five schools. We expect that a dean will have the teaching, research, and service criteria for a senior faculty appointment in a department of the college or school. We agree that a dean should be considered an academic officer with a campus-wide perspective who serves at the pleasure of the Chancellor.

2. Associate and Assistant Deans

The Dean of the College of Arts and Sciences will require two subordinate administrators. One of them may be responsible for faculty affairs and the other may be responsible for student advising. They may be assistant deans or associate deans, as circumstances and custom dictate, but the division of their labors must not be based either on university or discipline affiliation. Like a dean, an assistant or associate dean should qualify for senior academic rank in a department of the unit.

The number of faculty in each school is small enough in this plan so that a dean to supervise faculty and curriculum and an assistant dean to supervise student affairs is adequate administration.

III. ALTERNATIVE PLANS

You requested that we provide an alternative plan if our suggested reorganization structure incorporated system programs. We respectfully refrain from providing such a plan for the following reasons. First, we do not want to contribute in any way to a blueprint for the disintegration of the reorganization structure we worked on so long and which we support so strongly. Second, we judge that now is the time to build a united academic program on this campus and not to allow the past to dictate our responses to the future. We are all part of one or another system program; e.g., all Purdue faculty are members of the system-wide graduate program which has no autonomy on this or any other

campus. There is no justification for any program to withdraw from the proposed academic reorganization. Third, we believe that the lines of administrative accountability to the Chancellor described in the administrative organization section will allow system-wide programs to be integrated into the academic structure described above.

The academic reorganization we recommend can produce the revitalized urban university for the 1990s. But it can do so only if all programs are united in this common goal. If some programs seek to remove themselves from the unified structure of the University, then they should be clearly recognized as guests on this campus rather than as part of the University. We unanimously recommend that any program which is unable to operate within the framework of the Schools of the University should: 1) report to the Chancellor or Vice Chancellor only through their system dean and have no direct reporting lines to the Chancellor or Vice Chancellor; 2) not be represented on any current or reorganized Academic Officers' Committee; and (3) have no faculty representation in the Senate or membership on any University committee. These unanimous recommendations reflect how strongly we feel that separatist, non-collegial behavior undermines our high hopes for academic reorganization and the future of this University.

TABLE

College of Arts and Sciences

	FTE Faculty	FTE Associate Faculty	Majors
Biological Sciences	15	.75	151
Chemistry	16	2.15	39
Communications ¹	10	1.80	110
Earth and Space Science	5	1.33	16
English & Linguistics	23	14.84	77
History	7	.75	25
Journalism	0	.50	10
Mathematical Sciences	19	6.85	96
Modern Foreign Languages	12	.74	25
Philosophy	5	1.50	11
Physics	5	.84	8
Political Science	7	.25	44
Psychological Sciences	16	.50	174
Sociology & Anthropology	15	1.50	75
Totals	155	34.30	861

School of Health Professions

	FTE Faculty	FTE Associate Faculty	Majors
Allied Health Sciences			82
Center for Med. Education	7	.15	16
Dental Auxiliary Educ.	9	4.24	121
Mental Health Technology	1	5.97	71
Nursing	14	4.25	402
Totals	31	14.61	692

School of Fine and Performing Arts

	FTE Faculty	FTE Associate Faculty	Majors
Fine Arts	12	2.24	183
Music	12	3.16	93
Interior Design ²	1	.928	46
Theatre ¹	2	.36	22
Totals	27	6.69	344

School of Business and Management

	FTE Faculty	FTE Associate Faculty	Majors
Business & Economics	31	3.25	559
Consumer & Family Serv. ²	2	1.88	92
Labor Studies	1		
Public and Environ. Affairs	6	1.50	274
Supervision	8	4.25	760
Totals	48	10.88	1685

School of Engineering and Technology

	FTE Faculty	FTE Associate Faculty	Majors
Civil & Arch. Eng. Tech.	6	.25	141
Computer Technology	9	2.75	407
Elect. Engineer. Tech.	7	1.90	396
Engineering	10	.25	328
Manufacturing Technology	10	2.76	464
Totals	42	7.91	1736

School of Professional Studies

	FTE Faculty	FTE Associate Faculty	Majors
Audiology & Speech Sci.	2	.50	11
Education	20	6.14	1246
General Studies	1		
Library	9	.18	
Totals	32	6.82	1257

¹We do not have accurate figures for how FTE Associate Faculty and majors are split between Communications and Theatre. For this table we have divided Communications and Theatre FTE Associate Faculty and majors on the same 10:2 ratio as the FTE Faculty are divided between these two programs.

²We do not have accurate figures for how FTE Associate Faculty and majors are split between Interior Design and Consumer and Family Services. For this table we have divided Interior Design and Consumer and Family Services FTE Associate Faculty and majors on the same 1:2 ratio as the FTE Faculty are divided between these two programs.