College of Arts and Sciences

Annual Report
2013 -14

July 1, 2014

Elaine Blakemore
Interim Dean
Introduction

The College of Arts and Sciences is committed to offering its students a rich and diverse liberal education. The largest academic unit of the university, the college provides students with a breadth of knowledge about the global environment and fosters an appreciation and respect for diversity. The College of Arts and Sciences equips students to think critically, communicate effectively, and develop creative solutions to future challenges. The college cultivates the intellectual growth of its faculty, who dedicate themselves through excellence in teaching, research and creative endeavor, and service to the university and to the larger communities of which they are a part.

The above mission statement makes it clear that the College of Arts and Sciences seeks to educate students in the liberal arts tradition, to support the teaching and scholarly pursuits of the faculty, and to serve the larger university community, the professional disciplines with which the faculty are affiliated, and the northeast Indiana region. This year, we provide evidence of effectively meeting the mission in spite of some recent challenges.

In the report that follows, we show that we educate a large number of students (e.g., more than 400 degrees and 130,000 credit hours in 2013-14). More than 5500 high school students earned college credit from COAS departments at IPFW in their high schools this year, and more than one third of this year’s entering class had earned such credit from IPFW while in high school.

COAS faculty engage in high-impact teaching practices such as service learning, and in particular, supervising student-faculty independent research. Examples of faculty-student research work are found again and again in this report. For example, students from the departments of Biology, Chemistry, English & Linguistics, Geosciences, Psychology, and the Women’s Studies Program were coauthors on faculty research presented at professional meetings across the country. Students from across the college presented their work at the 2014 IPFW Annual Student Research and Creative Endeavor Symposium. Of the six posters which won awards (three graduate and three undergraduate), five were by COAS students, and the sixth did her award-winning work in a COAS class. As further testament to the student-faculty research done in the college, for the first time in IPFW’s history, a student won a prestigious Goldwater Scholarship supporting undergraduate research in STEM fields (Biology major Micah Rapp, working with Professor George Mourad).

COAS faculty also engage in cutting-edge scholarship. College faculty are recognized nationally and internationally for their work. For example, this year Professor Lowell Beineke from the Mathematics Department was the recipient of the Certificate for Meritorious Service from the Mathematical Association of America. In the English Department, Professor Troy Bassett, received the 2014 Curran Fellowship for Victorian literature research, and Professor Damian Fleming, was selected for Rare Book School-Mellon Fellowship at the University of Virginia for 2014-2016.

Faculty present their work at scholarly meetings across the country and the world, and publish books, chapters, monographs, and journal articles in every conceivable domain of basic scholarship. Faculty research in the departments of Anthropology, Biology, Chemistry,
Psychology, and Mathematics is funded by national grants from agencies such as the National Science Foundation and the National Institutes of Health. Faculty serve as journal editors, on editorial boards, and as ad hoc peer reviewers. Faculty in the college also produce creative endeavor such as films, fiction, and poetry. This year, Professor George Kalamaris of the Department of English and Linguistics was named to a two-year term as Indiana’s Poet Laureate.

Several departments made changes to their curricula this year to strengthen their students’ educational experiences. The Anthropology Department added additional quantitative requirements to their major and the Biology Department added a new track in Ecology and Evolutionary Biology. The Communication Department completely revamped their undergraduate curriculum into one degree with separate tracks in Rhetoric and Public Advocacy, Interpersonal and Organization Communication, Media and Culture, and Multimedia Newsgathering and Reporting, and the Physics Department revamped their curriculum to add tracks in Biomedical Physics, Optoelectronics, Engineering Physics, and Computational Physics. The Department of International Language and Culture Studies is working to develop a single degree in International Languages, with tracks in each of the languages offered. Both English and Communication made changes to their graduate curricula.

The Chemistry Department changed their senior seminar from a one-semester to a year-long sequence with a required oral presentation and a national exam, and the Psychology Department changed their “intro to the major” course from one to three credits to add more experiences in writing and critical thinking. History added a similar introductory level requirement for freshman majors. Psychology, Geosciences, History, and English added a senior capstone requirement, and Physics now requires a senior thesis. The Mathematics Department has been augmenting its actuarial option, and recently had their program classified as undergraduate-introductory by the Society of Actuaries, the only program in northeast Indiana so classified.

The college acts to build connections across the university and in the community at large with several public lecture series. The Distinguished Lecture series is the college’s premier lecture series in recognition of scholarship both among our faculty and in the larger scholarly community. This year’s two speakers were from the disciplines of Psychology with an IPFW speaker, and Chemistry with an external lecturer.

For the past four years the college has hosted a “Symposium on Teaching and Learning” focusing on pedagogical innovations and research in the scholarship of teaching and learning. These lectures are widely attended by faculty and staff from across the university, whereas a smaller working seminar later in the day is only open to the college’s faculty. This year’s speaker, Professor Emeritus of Biology, Craig Nelson, from IU-Bloomington, spoke on the topic of “You, Too, Can Have Brighter and Harder Working Students: Increasing Achievement and Retention by Applying Key Lessons from the Scholarship of Teaching and Learning.”

The college’s primary focus on the larger Fort Wayne community is through its UC² (University-Community Conversation) series of panels and lectures. This year there were eight such events focusing on the nation and the world, and including such topics as the March on Washington, the civil war, liberal education in the 21st century, and globalization.
Faculty members from most departments in the college are involved in the community in many ways. For example, they serve on boards, take part in “lunch with a scientist” at Science Central, are judges at local and regional science fairs and similar events, give public lectures, write op-eds for local newspaper, or make themselves available for media interviews.

Some notable community connections include the summer camps for children offered by the English (Appleseed Writing Camps) and Physics Departments. The Geosciences Department contracts with area businesses to use its electronic imaging equipment through the Argast Family Imaging and Analysis lab. Psychology majors had field placements in 22 community agencies, and Professor David Young provided pro-bono counseling at Matthew 25 and the Huntington Free Health Clinic. Spanish students provided translation for parents of elementary school children as a service learning project in a translation class, translating homework materials and at parent-teacher conferences. The Mathematics Department operates a Center for Applied Mathematics and Statistics to provide statistical consultation for area businesses. Professor Abe Schwab from the Philosophy Department serves on the Allen County Ethics Commission and writes periodic columns in healthcare issues for the Journal Gazette. The Sociology Department’s Center for Social Research consults with area businesses and not-for-profits, especially around healthcare issues. Arguably, the most extensive community involvement and service to the community in the college comes through the Mike Downs Center for Indiana politics, which operates an extensive array of activities concerning local and regional electoral politics.

Our goals for the coming year are outlined near the end of this report. In particular, we seek to give more public recognition to innovative teaching practices and pedagogical research done by our faculty. We also seek to have a successful search for a new dean and to seek replacements for as many of the 15 tenure-line and 5 continuing lecturer positions that have been lost in the past few years or will be lost after retirements in 2014-15 as is possible in the current budget climate. We also seek to complete the process of modifying college-level requirements for bachelor’s degrees that resulted from changes to the general education program, and to undertake new fundraising in collaboration with the Development Office.

I. Student Learning and Success

A. Degrees and Certificates

Through the Spring semester of the 2013-14 academic year, the college awarded 52 master’s degrees, 326 bachelor’s degrees, and 57 certificates and associate’s degrees. The tables below present the degrees earned in each department and program in the college over the past five years. With a few exceptions, the data indicate considerable stability in degrees granted over the period. However, it should be noted that in the case of both bachelor’s and master’s degrees, the numbers of graduates have been increasing slightly over the period as compared to 2009-10.
## Master’s Degrees

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Note: The Sociology master’s program has been closed to new applicants since 2011; the Liberal Studies master’s program will close to new applicants beginning in Fall 2014.

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Notes: 1) Most associate degree programs in COAS have been phased out in recent years. Furthermore, due to a change in Biology BS requirements, Biology majors no longer automatically earn a Chemistry AS degree at the same time as they earn a BS in Biology, hence the reduction in the Chemistry AS degree. 2) The LGBT certificate was begun in 2013-14.

### B. Majors and Graduate Students

The College of Arts and Sciences offers nine master’s degrees (MS in Biology, Mathematics and Applied Mathematics; MA in English, Communication, and Sociology\(^1\); MAT\(^2\) in English and Mathematics; and the MLS\(^3\)). The number of students pursuing degrees in the relevant departments in the past five years is shown in the table below:

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1. The MA in Sociological Practice is currently closed to new students but some active students are still completing the degree.
2. Master of Arts in Teaching
3. Master of Liberal Studies
An examination of the above table indicates a decline in students pursuing graduate degrees, found in all programs. As previously mentioned, the programs in Sociology and Liberal Studies are not taking new students. The other programs (Mathematics and Communication in particular) report increases in applications for Fall 2014-15, thus the trend toward fewer students may have stabilized. But it’s worth watching trends over the next few years. In addition to these degrees, the college offers two graduate certificates, one in applied statistics and the other in teaching English as a new language, both of which have very small numbers of students pursuing them at any given time (e.g., in 2013-14 one student in each).

With respect to undergraduate degrees, the college offers two associate degrees (Chemical Methods and Women’s Studies) most having been phased out over recent years. There are also a number of undergraduate certificates, both in departments (e.g., research certificates in several departments), and interdisciplinary certificates such as gerontology, international studies, and peace and conflict studies. However, the majority of the college’s offerings are bachelor’s degrees, with 12 BS degrees, 15 BA degrees, 8 BA/BS teaching option degrees, two BSC degrees in Chemistry and Biochemistry, and one BSG degree in Geology. Some of the departments’ degrees have various tracks or options (e.g., in Mathematics one can pursue options in Mathematics, Actuarial Science, Business, Computing, Statistics, or Mathematics Teaching), whereas other departments have only one option or degree. The table below shows number of students pursuing each of the degrees (i.e., number of undergraduate majors) indicated by department only (combined across bachelor’s degrees when the department offers more than one degree).

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<td>165,358</td>
<td>144,645</td>
<td>131,603</td>
</tr>
</tbody>
</table>

C. Credit Hours

In addition to serving students in degree programs in the college, most departments in COAS play a major service role in the university, and many students taking coursework in the college are not enrolled in degree programs in the college. Rather, they are completing degrees in other fields offered by other colleges. Therefore, a significant part of how COAS contributes to student learning and success is through its role serving students from across the university, as they develop basic quantitative, writing, and critical thinking skills and knowledge in humanities, social sciences, and sciences in the college. One way to consider this impact is to examine the credit hours generated in the college in recent years.
As is the case with majors and graduate students, the college has also generated fewer credit hours, in the last two years in particular. Undoubtedly we have been serving fewer students, as fewer have applied and been admitted to the university. It remains to be seen if this trend will continue, or whether enrollments will now stabilize at this lower level.

D. Dual Credit at Local and Regional High Schools

In addition to our own course offerings, many departments in the college collaborate with teachers at local and regional high schools to offer college courses to talented high school students, so that they are able to earn college credit at reduced cost while still in high school.

The table below indicates the departments who are participating, and other details about the numbers of courses and high schools taking part in dual credit in the 13-14 academic year. Each department has a procedure in place to approve course curricula and high school teachers to offer IPFW credit (usually a master’s degree in the discipline and taking part in annual continuation education offered by the IPFW department), and a faculty member assigned to oversee and mentor the high school teachers who are approved to offer college credit. Occasionally an IPFW faculty member teaches the high school students, typically in an online course. Other high school students come to IPFW to take classes, but they are not represented in the table below.

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Courses</th>
<th>Number of High Schools</th>
<th>Number of Students</th>
<th>Number of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2 + 1 lab</td>
<td>8</td>
<td>291</td>
<td>19</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>3</td>
<td>97</td>
<td>8</td>
</tr>
<tr>
<td>Communication</td>
<td>1</td>
<td>4</td>
<td>94</td>
<td>9</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>15</td>
<td>858</td>
<td>53</td>
</tr>
<tr>
<td>ILCS</td>
<td>4</td>
<td>3</td>
<td>38</td>
<td>4</td>
</tr>
<tr>
<td>Geosciences</td>
<td>4</td>
<td>5</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>2</td>
<td>170</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>33</td>
<td>3302</td>
<td>236</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2</td>
<td>1</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td>10</td>
<td>187</td>
<td>17</td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
<td>1</td>
<td>53</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>11</td>
<td>363</td>
<td>26</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>2</td>
<td>70</td>
<td>3</td>
</tr>
<tr>
<td>TOTALS</td>
<td>30 + lab</td>
<td>38 (total)</td>
<td>5594</td>
<td>398</td>
</tr>
</tbody>
</table>

The Division of Continuing Studies, which oversees the dual credit offerings, reports that the number of courses, schools, and students have been increasing. In 2012-13, there were 28 courses, 36 high schools, and 4876 students participating as compared to the numbers above for 2013-14.

The Division of Continuing Studies has also been attempting to track whether students who take dual credit offerings at their high schools later attend IPFW. Approximately 25% to 30% of
recent entering high school admits to IPFW have earned college credit from IPFW when they were in high school.\textsuperscript{4} The other side to this question is what percentage of students who took dual credit offered by IPFW in their high schools come to IPFW directly after their senior year in high school? This percentage has ranged between 23.4 and 27.2% in recent years according to the office of Institutional Research at IPFW. So, clearly the dual credit offerings at IPFW (the large majority of which are in the College of Arts and Sciences) do contribute to student learning both at IPFW and in the larger community and region.

E. Department Reports about Student Learning and Success

1. The Anthropology Department reported that:
   a. Five of its 13 graduating majors (38.5%) were accepted into graduate programs. Further, an additional two former majors began in graduate programs.
   b. LTL Shelly Habecker engaged two majors in a local research project on ethnic identity among members of the Fort Wayne African migrant community. The students presented their research at the Undergraduate Student Research Forum sponsored by RESP.

2. The Biology Department reported that:
   a. More than 25 undergraduates students received scholarships totaling over $75,000 from their department or from department (e.g., Jehl) or university (e.g., Chapman) sources
   b. Three new graduate RA assistantships were awarded, and 13 undergraduates were paid as research associates/interns from grants by Gillespie, Kingsbury, Nachappa, and Paladin
   c. 29 undergraduates and 21 graduate students involved in collaborative research supported by grants with Drs. Blumenthal, Daniel, DeMott, Dhawale, Gillespie, Jordan, Marshall, Mourad, Mustafa, Nachappa, Nalam, Paladin, & Soule.
   d. Nineteen graduate students and twelve undergraduates presented at national and international conferences
   e. Students (in collaboration with faculty and often with other students) presented twelve posters at the IPFW Student Research and Creative Endeavor Symposium.
   f. The department reported > 98% reenrollment between semesters.
   g. The department had one Ph. D. student through Purdue Biology W/L

3. The Chemistry Department reported that:
   a. It awarded $6650 in scholarships at the COAS Honors Banquet.
   b. Results from the ACS First Term General Chemistry Exam, given as a final exam in CHEM 115, found students scoring above the national mean (41.7 as compared to 39.37 out of 70, national SD = 11.01).
   c. Results from the ACS Organic Chemistry Exam, given as a final exam in CHEM 262, found students scoring above the national mean (42.8 as compared to 39.22 out of 70, national SD = 12.16).
   d. More than 25 students took part in faculty-student collaborative research.
   e. Four students (undergraduates) gave poster presentations at the IU URC in Bloomington, three at the Midwestern Symposium on Undergraduate Research in

\textsuperscript{4} 24.8\% of the high school admits in 2011-12 entering class and 33\% in the 2012-13 entering class (source: IPFW Institutional Research).
4. The Department of Communication reported that:
   a. Nearly 46% of its undergraduate majors who had declared majors by 2011-12, graduated in four years.
   b. Of the 12 students who earned master’s degrees, four were accepted into Ph.D. programs (the Ph.D. is not a goal for many of their students).

5. The Department of English and Linguistics reported that:
   a. $8300 in scholarship/awards was awarded at the COAS Banquet
   b. Four graduate and three undergraduate students presented at national conferences
   c. Nine students completed undergraduate internships
   d. Six undergraduates were involved in NSF or RESP collaborative research with Dr. Bischoff

6. The Department of Geosciences reported that:
   a. They sponsored two external lecturers who delivered research talks to the department, students, and the college (Dena Smith and Dan Cooper).
   b. One student was inducted into the national honor society (Sigma Gamma Epsilon) in Geology.
   c. Two students were recognized by the department at the COAS Honors Banquet.
   d. Two students were funded by the department to present papers at a national meeting, and five published abstracts as coauthors in collaboration with Drs. Dattilo and Farlow.
   e. A former IPFW Geosciences major, who recently received her Ph.D. from UW-Madison, visited campus and discussed graduate school with current majors.

7. The History Department reported that:
   a. Twelve students (ten History majors) presented at the History Department’s 5th Annual Undergraduate History Conference (April 2013)
   b. Three students presented work at the 2014 IPFW Annual Student Research and Creative Endeavor Symposium
   c. Three students presented at national conferences
   d. Five students published work (2 forthcoming) in journals and encyclopedias
   e. Two students served as assistant book review editors for *Enterprise and Society*

8. The Department of International Language and Culture Studies reported that:
   a. One student presented a poster at the 2014 IPFW Annual Student Research and Creative Endeavor Symposium, the result of her service learning experience in translation.

9. The Department of Mathematical Sciences reported that:
   a. They received a $92,000 TAP grant (PI: Doug Townsend) to fund the Math Assistance Learning Lab (MALL) to provide outside of class assistance to students across their curriculum, including online resources.
   b. Three students received job offers before graduating (one at a high school and two at insurance companies).
   c. Five students received Actuarial Awards.
10. The Physics Department reported that:
   a. The department received TAP funding (PI: Steve Gillam) to develop a number of high tech road show activities that they will take to various high schools and other venues to help them experience physics in forms that they cannot in the high school.
   b. The department formed a chapter of Sigma Pi Sigma, a national physics Honor Society. They subsequently inducted eight new members into Sigma Pi Sigma.
   c. Last year 20 students (their own majors as well as some engineering majors) were involved in independent research with faculty.
   d. Of these students, 13 majors (10 posters) participated in the 2014 IPFW Annual Student Research and Creative Endeavor Symposium to present their work.
   e. Last year Physics had its highest number of graduates on record (N=6), whose average time to graduation was 5.2 years.

11. The Department of Political Science reported that:
   a. Including December graduates, 14 majors graduated; there were approximately 90 (first) majors in the department. This represents a graduation rate of 15.6% which suggests an average of six years to graduate.
   b. Majors also continue to be admitted to graduate school or law schools (three applicants admitted to graduate programs of the graduating class of 2013).
   c. 19 of 21 students successfully completed the Methods and Statistics course (POLS Y395)
   d. 14 of 15 students successfully posed and answered a research question in the writing course (POLS Y205)

12. The Psychology Department reported that:
   a. One student presented research with Professor Carol Lawton at the annual meeting of the Association for Psychological Science
   b. Three students presented research with Professor Ryan Yoder at the annual meeting of the Society for Neuroscience, and one of these students presented at the annual meeting of the American Society for Space and Gravitational Research.
   c. 21 students presented their research with seven faculty mentors at the annual meeting of the Midwestern Psychological Association in Chicago, IL, May 1-3, 2014
   d. 20 students gave 11 presentations at the 2014 IPFW Annual Student Research and Creative Endeavor Symposium

13. The Women’s Studies Program reported that:
   a. $2800 in scholarship/awards have been given out since January 2014
   b. Five undergraduate students (4 WOST majors and 1 minor) presented their original research at the National Women’s Studies Association Conference
   c. Eleven undergraduates presented their research at the 2014 IU Women and Gender Studies Undergraduate Research Conference (5 majors and 6 minors/certificate students)
   d. Eight students enrolled in WOST W302 traveled to the Sylvia Plath archive at IUB with the instructor for a day of research
   e. The program inducted the first members of the IPFW chapter of Iota, Iota, Iota, the Women’s Studies National honor society.
II. Curricular Improvement

A. College Level Requirements for the BA and BS

The college has long had a set of requirements for all BA degrees in the college, and a separate set of requirements for the BS. These include a sophomore level writing requirement and foreign language, and for the BA in particular, an additional science, social science, and humanities course above those taken for general education, and a Western and non-Western culture requirement (which can overlap with another required course).

With changes in IPFW General Education coming into effect in the 2013-14 academic year, the COAS Executive Committee asked the COAS Curriculum Committee to undertake a study of the implications of general education for COAS degrees. The Curriculum Committee undertook this study, beginning with a survey of the faculty and including a review of the implications of general education for the college’s degrees. It was generally concluded that the new general education decreased the depth of course requirements in traditional liberal arts disciplines for the college’s programs, especially notable for the BA degree, but involving the BS degree in the areas of social science and humanities coursework. Several proposals to change the college-level curriculum were developed and will be proposed to the faculty for their consideration for adoption in the 2014-15 academic year.

B. The College Annual Assessment Report

The COAS Assessment Committee completed its report in January, 2014, and provided an addendum in May, 2014. Considering both documents, it is evident that the large majority of programs in the college are actively assessing program effectiveness measured against program goals. The college recently developed a Best Practices document for program assessment (adopted 4/25/2011 and available on the COAS web page under the college Assessment Committee). The Assessment Committee has taken steps to urge departments to use this document to guide their assessment practices, and expressed some concern about the extent to which the best practices are being implemented across departments, and with the lack of consistency across departments’ assessment practices in the college. Nonetheless, they concluded that this year’s program assessment reports “show evidence of student learning,” that “students are performing well compared to national standards,” and that “many programs made beneficial changes in order to better serve their students.”

C. Department and Program Highlights

The information below was compiled from individual department and program assessment reports and from department annual reports submitted to the college.

Anthropology

As they implemented better assessment processes in the department, Anthropology determined that their major was not adequately preparing students in quantitative skills. Thus, the department added the requirement that students complete a social science statistics course, and
they developed additional methods courses in subdisciplines in the field. They plan to assess the effectiveness of these changes in developing students’ quantitative skills. The department also reported that a member of their faculty received an external grant from Google to acquire 30 licenses for Google Earth Pro for teaching purposes.

**Biology**

The Biology Department developed and obtained approval for a new concentration in Ecology and Evolutionary Biology. Two more concentrations have been developed in the department and will be submitted to the College and University for approval next year. The department also developed a new capstone course for majors (BIOL 49100). Several other curricular enhancements took place this year including more service learning options, field trips, technological innovations in the classrooms (e.g., an iPad lab manual for HORT 10100, implementing course response systems—clickers—in some courses), and a CELT summer Instructional Development grant to Professor Soule to enhance the microbiology classroom.

**Chemistry**

The Chemistry Department changed the seminar course required in the major from CHEM 49500 to 49600/497000 (a year-long sequence). The new courses include oral presentations by students and completion of a nationally-normed test of undergraduate chemical knowledge (the ACS Diagnostic of Undergraduate Chemical exam). Other curricular innovations included Professor Maloney’s experiments with flipped classrooms in two organic chemistry classes.

The department’s assessment report indicates that student performance on a nationally normed test in organic chemistry suggests that the department presentation and assessment of this subject matter needs a careful review. In addition to the senior seminar change described above, the department is in the process of developing a freshman seminar for majors.

**Communication**

The department completely overhauled their Interpersonal/Organizational and Media and Public degrees by combining them into one undergraduate degree in Communication, with separate tracks in Rhetoric and Public Advocacy, Interpersonal and Organization Communication, Media and Culture, and Multimedia Newsgathering and Reporting. In addition, they reworked Communication minors to better match curricular offerings.

At the graduate level, they continued to refine their new “Introduction to Graduate Studies” course by offering it in a team-taught format. As a result of its assessment process, the department concluded that a required synthesis paper was not a good choice to meet the goals of their master’s program. They therefore made changes to the master’s degree requirements, moving from the synthesis paper to one of three options: a thesis, a professional project, or comprehensive examinations.
**Communication Sciences and Disorders**

The recent hiring of a clinically-trained speech-language pathologist as an assistant professor will permit the department to 1) appropriately assess students’ academic writing abilities because that faculty member will be teaching the course designated as the site of that assessment, and 2) offer students significantly more clinical experiences, an issue of long concern to the department.

**English and Linguistics**

The English Department developed and had approved a new capstone course for undergraduate majors. This course will serve as capstone and will have both a departmental and general education assessment function.

The graduate curriculum was completely revised this year, with new requirements set to begin in Fall, 2014. The new curriculum is more flexible in meeting student needs, and more in line with peer institutions. Further, after receiving feedback from exit surveys and other assessment measures, the graduate director is taking steps to foster a greater sense of community among graduate students, and to increase the extent to which graduate students present papers at scholarly conferences.

**Geosciences**

After a successful program review revealed concerns with their major requirements that had the unfortunate consequence of producing bottlenecks and delaying students’ graduations the department made several changes to the degree requirements including fewer required courses and fewer prerequisites for required courses. Because undergraduate research has been found to be an important experience, both in general and in their department in particular, the department has now implemented a capstone course which includes the completion of an individual research project.

The department contributes several courses to the general education program. This year they created six videos available on-line and a common quiz to be used as an assessment tool for the geoscience courses in General Education Area 2.

**History**

The History Department now requires all majors to take its own writing course, even if they had previously completed another sophomore-level writing class (e.g., ENG W233), and made other changes to its curriculum to better develop students’ oral communication skills. Furthermore, they developed a new required introductory course for majors, as well as a new capstone option. The department also developed four new upper division electives, and had 14 general education courses approved.
International Language and Culture Studies

The department of International Language and Culture Studies has spent considerable time this year working to combine the three bachelor’s degrees in French, German, and Spanish into a single BA in International Language with specialization in a specific language. A proposal should move forward out of the department to relevant committees in the 2014-15 academic year.

Mathematical Sciences

The department’s Actuarial Science program was classified as undergraduate-introductory by the Society of Actuaries, the only program so classified in NE Indiana. Related to this program, the “Introduction to Financial Mathematics” course was implemented successfully by Actuary-in-Residence Joe Francis, FSA, CFA. The department has also been developing a series of instructional videos in concert with the Math Assistance Learning Lab (MALL), and videos for STAT 125 and MA 153 are now in place.

Philosophy

The Philosophy Department adopted a nationally-normed test, the Cornell Critical Thinking Test (Level Z), which is by some considered “the best models of what can be done to test critical thinking using multiple-choice questions” to assess majors’ critical thinking skills (the only area in the discipline for which national assessment measures are available). The department is also developing a local “Philosophy Knowledge Test” to assess majors’ discipline. Once these measures are implemented, the department will be better placed to make changes to the major or instructional strategies, if needed.

This year the department offered five new upper-level classes in the major for the first time (Buddhism, Christianity, Hinduism, Professional Ethics, Religion in the Ancient World), and launched a new undergraduate and post-baccalaureate certificate in Medical Ethics.

Physics

The Physics Department has added concentrations in Biomedical Physics, Optoelectronics, Engineering Physics, and Computational Physics to their undergraduate degree. They have also made several significant changes to the department’s curriculum including making computational physics a required course, adding a senior thesis to all of programs, adding a computational project and an experimental project in every class, and at the suggestion of recent alumni, the department added Python as the departmental programming language. They also revised the curriculum, replacing all of the 500-level required courses with 300- and 400-level ones, saving the 500 level courses for advanced electives. They also made several changes to the labs, offered PHYS 22000 online for the first time, and adopted exit interviews for all graduating students.
Political Science

In order to broaden students’ exposure across the discipline, the Political Science Department recently incorporated a change in requirements for majors that will require them to take at least one course in the four areas of American government and politics, comparative government, political thought and philosophy, and international relations. Other requirements in the major include writing, methods and statistics and the senior seminar.

Psychology

The Psychology Department undertook an extensive process, funded by a Vice Chancellor Assessment Project (VCAP) grant, to develop a reliable and valid measure of the extent to which student papers meet the department’s written communication goals. The ultimate function of this measure is to determine, with confidence, whether students are learning to communicate well in writing, and when they are not, to take steps to improve instruction.

The department also developed and will be implementing in the 2014-15 academic year, two new required courses in the major, a new 3-credit version of the “intro to the major” course, and a capstone requirement for all majors in their senior year. The new early course for majors (PSY 14000) will incorporate writing and critical thinking skills early in the major, in addition to the academic and career planning objectives of the current 1-credit PSY 10000.

Sociology

In its assessment report, the Sociology Department indicated it will be implementing changes in undergraduate advising, so as to ensure that students take their courses in a better sequence to be well prepared in the ability to evaluate theoretical perspectives, in particular that they take the capstone course after completing all other required core courses.

Women’s Studies

With the help of a VCAA Assessment Project Grant, the Women’s Studies Program developed new learning outcomes for the major, minor, and certificate, designed new rubrics for assessing the outcomes, and piloted the rubrics and subsequently revised them. They completed their first round of assessment using the new outcomes and rubrics this year. Their assessment results pointed to the need for a feminist research methods class that may be able to be developed in future with additional resources.
III. Outstanding Individual Accomplishments

Anthropology

Faculty

Noor Borbieva secured research funding from the National Council for Eurasian and East European Research Short-Term Travel Grant and an American Philosophical Society Franklin Research Award.

Richard Sutter of Anthropology received an IU New Frontiers Exploratory Grant.

Margaret Brown Vega of Anthropology received research grants from the National Science Foundation ($70,340), National Geographic Society ($23,508), the Brennan Foundation ($5,000), and a Purdue Research Foundation summer grant.

Members of the department published or had accepted six papers in peer-reviewed journals and edited volumes, and gave five contributed and three invited presentation at national conferences.

Students

Anthropology’s LTL Shelly Habecker engaged two majors (Kirsten Whitsitt and Kara Miller) in a local research project on ethnic identity among members of the Fort Wayne African migrant community. The students presented their research at the Undergraduate Student Research Forum sponsored by RESP.

Biology

Faculty

Two Biology faculty, George Mourad and Ahmed Mustafa, were named as featured faculty in 2013-14.

Jaiyanth Daniel received an IPFW summer grant for research entitled “Investigating the Biochemical Pathways of Lipid Metabolism in the Human Pathogen Causing Latent Tuberculosis Disease” from Purdue University Research Foundation in the amount of $8,000.

Bruce Kingsbury was awarded the following grants:

- Response of the Eastern Massasauga to Habitat Alternations by Fire and Forest Management at Camp Grayling. Michigan Department of Military and Veterans Affairs, $35,000

Ahmed Mustafa received a grant entitled Effects of Nutraceuticals on Plants and Fish in Aquaponics Systems, from Get Fresh Farms, $9,500.
Vamsi Nalam received a grant entitled “Engineering a Host Defense Regulatory Gene, PHYTOALEXIN DEFICIENT4 (PAD4) For Enhancing Resistance to Soybean Aphid” from the Indiana Soybean Alliance in the amount of $27,923 (with Christian Krupke)

Punya Nachappa was awarded the following grants:
- National Institute of Food and Agriculture-Agriculture and Food Research Initiative Competitive Grants Program (NIFA-AFRI)–$149,995.
- Efficiency of salicylate and jasmonate signaling elicitors in conferring acquired systemic resistance against soybean aphid and soybean mosaic virus. Purdue Research Foundation Grant, $8,000.
- Dissecting the ecological and molecular interaction between the plant pathogen, Candidatus Liberibacter solanacearum and the potato psyllid, Bactericera cockerelli (Hemiptera: Triozidae). USDA-Agriculture and Food Research Initiative Competitive Grants Program, Sub-award from Texas A & M University, $10,000
- Surveying Indiana Soybean for Soybean Vein Necrosis virus and evaluating new management practices from the Indiana Soybean Alliance in the amount of $29,868 (with Christian Krupke)

Frank Paladino was awarded the following grants:
- Earthwatch. Costa Rican Sea Turtles–$74,000
- Leatherback Trust. South African Sea Turtle Migrations and Biology–$28,000

Tanya Soule received the following grants:
- NSF Research Opportunity Award (ROA)–$15,000
- Indiana Academy of Sciences Senior Research Grant–$1,102
- American Society for Microbiology Conference for Undergraduate Educators (ASMCUE) Early-Career Faculty Travel Grant–$750
- Impacts of ultraviolet radiation and oxidative stress on slime production in cyanobacteria. IPFW Summer Research Grant, $8,000.

Biology Department faculty presented 30 papers and posters at professional meetings or invited papers at meetings or other universities. They published (or had in press) 21 papers in refereed journals.

Students
- IPFW’s first Goldwater scholar was named this year (Micah Rapp working with Professor George Mourad)
- Nine graduating students were accepted into Medical Schools, four students were accepted into Pharmacy doctoral Programs, two into Dental schools, twelve accepted in MS or Ph.D. programs, three accepted into DVM programs, and two were accepted in PA programs.
Chemistry

*Faculty*

Karen Ericson received an extension of her contract from the NASA-Nutritional Biochemistry Laboratory, $27,000.

Steven Stevenson won the Pippert Scholar award.

Faculty in the department presented 13 refereed or invited papers and published 12 journal articles or book chapters, and a new edition of a textbook. Two of S. Stevenson’s recent papers were featured or highlighted as of particular significance by two different journals.

*Students*

Four students were coauthors on faculty publications.

Communication

*Faculty*

Marcia Dixson gave an invited lecture at IU’s FALCON Conference, September 2013; she sits on the IU MACK Center Advisory Board and Statewide FACET Steering Committee.

Michelle Kearl received a 2014 PRF Summer Faculty Grant and Lesa Menegatos received a summer DECCO grant.

Art Herbig joined the Editorial Board of *Communication Studies*.

Department faculty published seven refereed articles or book chapters.

English and Linguistics

*Faculty*

Troy Bassett received the 2014 Curran Fellowship ($4000) for Victorian literature research

Damian Fleming was selected for Rare Book School-Mellon Fellowship at U. of Virginia for 2014–2016

George Kalamaris was selected as Indiana Poet Laureate 2014-2016.

Sara Webb-Sunderhaus (2013, PRF) and Kate White (2014, IPFW) both received summer grants
Faculty in the department published one book, three edited books, five book chapters, five journal articles, three book reviews, and more than 40 poems. They gave 27 national or international presentations, and four invited talks.

Geosciences

Faculty

Jim Farlow received the following grants:
- National Geographic Society: Fossil Large Mammals from the Pipe Creek Sinkhole (Grant County, Indiana), $13,580
- Indiana Academy of Science: Fossil Large Mammals from the Pipe Creek Sinkhole, $3000.

Professor Farlow also gave an invited talk at Hillsdale College, *Dinosaur Tracksites of the Paluxy River Valley*.

Geosciences faculty published eight chapters or journal articles, one field book based on a field trip, presented (and/or published in abstracts) 14 papers at meetings, and published one technical report.

History

Faculty

Ann Livschiz was the winner of the Downs-Hollander Service Award (2013); and was named as Interim Director of the IPFW Honors Program

Jeff Malanson received a PRF research grant in summer, 2013.

Richard Weiner was named as Associate Editor for Reviews, *Enterprise and Society* (2013-2017), and was a National Endowment for Humanities Summer Institute Participant (Duke, 2013)

Weiner and Malanson published articles in refereed journals.

Students

Two students assisted Professor Weiner in his role as book review editor for *Enterprise and Society*, and one former student, published a book review in the journal.

One student published a paper in an undergraduate research journal, and two students coauthored papers (with faculty) in the *Encyclopedia of World Poverty*. 
International Language and Culture Studies

Faculty

Stephen Buttes was awarded the COAS Enhancement of Learning award.

Yuriko Ujike received the Leepoxy Teaching Award and the Students’ Choice Award for Teaching.

Students

Two students won awards at the language competition sponsored by the Japanese Consulate in Chicago (one student, Psychology major Danielle Parsons, received round-trip airfare and a two-week homestay in Japan).

Mathematical Sciences

Faculty

Lowell Beineke – 2014 recipient of the prestigious Certificate for Meritorious Service from the Mathematical Association of America (MAA); keynote address at the International Conference on Applied Mathematics and Theoretical Computer Science at the St. Xavier’s Catholic College of Engineering, Nagercoil, India

Sandra (Betsy) Berry – Sigma Xi 2013 Teacher of the Year

Adam Coffman – Pippert Science Research Scholar; Invited Speaker AMS Special Session, Philadelphia, PA

Peter Dragnev – Simon’s Foundation Collaborative Grant in Mathematics, $35,000; Invited speaker at 6th Discrete Geometry and Computational Combinatorics conference, South Padre Island, TX; Member of Scientific Committee for Constructive Function 2014 international conference, Nashville TN

Yifei Pan – Invited Speaker at AMS Special Session, Philadelphia, PA and at a China-Korea Conference on Several Complex Variables, Seoul, Korea.

Yuan Zhang – Member of NSF Several Complex Variables panel; Invited speaker at 7th Workshop on Geometric Analysis of PDE and Several Complex Variables, SaoPaulo, Brazil, Aug 2013; International Conference on Nonlinear Analysis and Geometry 2013, Wuyishan, China, Jun 2013; and Computational methods and function theory 2013, Shantou, China, Jun 2013. Recipient of an NSF young researcher travel grant.
Students

Amanda Hyde (major in Mathematics and minor in Psychology) was selected for a second straight year as Division I-AAA Athletics Directors Association (DI-AAA ADA) Female Scholar-Athlete of the Year, the first female athlete to achieve this honor.

Linh Nguyen passed three actuarial exams and served an internship at Swiss Re. Guchen Liu passed two actuarial exams in one year, Luke Bertsch and Hunter Wilbanks received highly competitive actuarial internships.

For a 3rd year in a row the department had participants in the Putnam competition, Tara Joyce and Altun Shukurlu; Altun was in the top 10%.

The IPFW team, Vreneli Brennemann, Guchen Liu, and Altun Shukurlu earned 6th place out of 32 teams at the Indiana College Mathematics Competition.

Philosophy

Faculty

Bernd Buldt organized “Early Analytic Philosophy” Conference (2013) and (co)-organized with Ioan Muntean the workshops “PhiloSTEM 5” (2013) and “PhiloSTEM 6 (2014).”


Erik Ohlander was named Executive Editor, Journal of Sufi Studies, and was one of this year’s IPFW Featured Faculty.

Students

Major Aaron Thieme won the 2014 Undergraduate Essay Prize of the Indiana Philosophical Association (see also Women’s Studies, below), and was accepted into the 2014 Carnegie Mellon Summer School in Logic and Formal Epistemology

Two recent graduates were accepted into master’s and doctoral programs.

Physics

Faculty

Stephen Gillam secured, with Dr. Catherine Pilachowski’s (IU Bloomington) support, four nights of dark-of-moon observing time January 2014, and another four nights in February 2014 at the Wisconsin-Indiana-Yale-NOAO 0.9-meter telescope. Dr. Gillam took two students to do the observing (Sydnee Hamrick and Christian Keating).
Faculty published their work in a variety of venues including teaching materials, and presented several papers, including a number of invited papers, at national and international meetings, and at other universities.

**Students**

Aaron Magner was awarded a Research Experiences for Undergraduates (REU) at Duke University.

Christopher Watkins, Sophomore physics major placed 3rd at the 2014 IPFW Annual Student Research and Creative Endeavor Symposium with his presentation on Solid State Dye lasers. He also won Sigma Xi Research Award.

**Political Science**

**Faculty**

Michael Wolf and Andrew Downs, Kettering Foundation Research Partnership with Mike Downs Center for Indiana Politics as a Kettering Center for Public Life, 2013

Andrew Downs provided more than 100 interviews for local media

James Toole, prepared Model United Nations team for conference in Chicago in November 2013

*Research:* James M. Lutz, 3rd edition of textbook, 2 articles, 2 book chapters

**Students**

Stephen Clouse, Stacey Leiter, and Joseph Wuest admitted to graduate school with full funding.


Lily Dragnev, finalist, Fulbright 2013

**Psychology**

**Faculty**

Elaine Blakemore was presented with the College of Arts and Sciences Beineke medal recognizing achievements in scholarship, teaching, and service.

Lesa Vartanian was awarded the COAS Downs-Hollander Service award for 2014.
Jeannie DiClementi and Craig Hill co-coordinated “Queer Health on Campus” conference February 7-8, 2014, to address the physical, mental, and emotional needs and challenges for LGBTQ students on college campuses.

Psychology faculty published a new edition of a textbook, one book chapter, and five journal articles in 2013. The also presented many papers at regional, national, and international meetings.

**Students**

Former student Stephanie Lochbihler published an article with faculty mentor Daniel Miller (based on her undergraduate honors thesis) in *Journal of American College Health*

Student Elizabeth Tobin published an article with faculty mentor Michelle Drouin in *Computers in Human Behavior*

Three students or former students (K. N. Vogel, Allison Surbey, Julie Stills) were co-authors with Michelle Drouin on an article in *Computers in Human Behavior*

**Sociology**

**Faculty**

Peter Iadicola, hosted a Chinese Visiting Scholar from Herbie Institute, Beijing, China.

Sociology faculty published (or had accepted) four journal articles, and presented five papers at regional or national meetings, and gave an invited address at a university in Japan.

**Students**

A former graduate student, Daniel Gutierrez, will be a coauthor on a forthcoming article (with Mieko Yamada).

**Women’s Studies**

**Faculty**

Janet Badia was awarded a New Frontiers Exploratory Travel Grant ($3,000)

**Students**

WOST Major Aaron Thieme (see also PHIL, above) won the 2014 Undergraduate Essay Prize of the Indiana Philosophical Association, on the topic of “theorizing the sex wars,” under the supervision of Professor Janet Badia.
IV. Community Connections and Engagement

A. College Events

Journals

The college publishes three journals, *Clio: A Journal of Literature, History, and the Philosophy of History*, *Marlowe Studies: An Annual*, and the *American Journal of Undergraduate Research (AJUR)*, all overseen by the college publications office. This past year *Clio* had three issues, a total of 430 pages, 12 articles, and 20 book reviews. One issue was published for the annual *Marlow Studies*, 199 pages, and 10 articles. Much of this year was spent readying AJUR for a fully online, open format. One issues (5 articles, 60 pages) was readied for publication. The Publications Office is taking steps to transfer oversight of OJUR to SUNY-Oswego.

Lecture Series

**COAS Distinguished Lecture**

This lecture series, beginning soon after the founding of the college in 1988, is the college’s premier lecture series. Each year, one external and one internal scholar are selected by the college Faculty Affairs Committee from nominations by the faculty, and rotating through the college’s three broad disciplinary areas (science, social science, humanities). This year’s lecturers were:

*Synthesizing Life*, November 2013, Steven A. Benner, Distinguished Fellow in the Westheimer Institute at the Foundation for Applied Molecular Evolution


Native Tongue

One lecture was presented in this series this year, *Anvils of Blood, Oaths of Iron: Power, Secrecy, and Assassination in the Western Sudan*, in October, 2013, given by John Aden, Executive Director, Africa/African American Historical Society and Museum, Fort Wayne.

**University Community Conversation (UC²)**

There were several events this year, some panel presentations and some speakers with a moderator and commentators. This series is focused on university/community connections, and generally focuses on topics related to the community, the nation, and the world.

2013: The Nation

- “The March on Washington 50 Years On: Fort Wayne Echoes of Dr. King's Dream”
  - August 2013
Moderator: Deborah Godwin-Starks (Communication)
Panelists: Quinton Dixie (Philosophy), Rev. Saharra Bledsoe (president, NAACP), Miles Edwards (retired educator), Rev. Bill McGill (pastor), Glynn Hines (city councilman), Larry Lee (president, Leepoxy Plastics)

• “1863: The Civil War’s Pivotal Year”
  o September 2013
  o Moderator: Jeffrey Malanson (History)
  o Panelists: Sara Gabbard (director, Friends of Lincoln), Jane Gastineau (Lincoln librarian)

• “Interactive Presentation by Jerry Ross: NASA’s Record-Setting Frequent Flyer”
  o October 2013

• “A World of Great Books at IPFW: UC² and The Remnant Trust”
  o October 2013
  o Panelists: Eliot Bartkey (Political Science), Damian Fleming (English & Linguistics)

• “The Future of the American Dream: Income Inequality and Economic Development”
  o November 2013
  o Moderator: Andrew Downs
  o Panelists: John Gardner (pastor), Rachel Rayburn (Public Policy), Tom Lewandowski (labor organizer), Hedayeh Samavati (Economics)

2014: The World

• “Liberal Education and Global Citizenship in the Twenty-First Century”
  o February 2014
  o Panelists: Carl Drummond (vice chancellor, academic affairs), Rachel Hile (Liberal Studies), Lachlan Whalen (International Studies)

• “Globalization and the Rise of the Third World”
  o March 2014
  o Moderator: Stephen Buttes (International Language and Culture Studies)
  o Panelists: Rick Weiner (History), Ann Livschiz (History), Jim Lutz (Political Science)

• “Juliet and Romeo”
  o April 2014
  o Play written by Jack Cantey (graduate student, English & Linguistics)
  o Moderators: Damian Fleming (English & Linguistics), Chelsie Mccorkle (English & Linguistics)

First Mondays

This series, held on the first Monday of each month, consists of faculty research presentations for an IPFW student audience.
October: “Globular Star Clusters and Dark Matter,” Steve Gillam, Physics

November: “Diversifying English Uses and Users: The Role of English Language Education in Multicultural Japan”, Mieko Yamada, Sociology


February: “Sexuality, Identity, and the Power of Language in the Arab World,” Assem Nasr, Communication

March: “Microbial Sunscreens: Obstacles and Opportunities,” Tanya Soule, Biology


**Other COAS Events**

- “You, Too, Can Have Brighter and Harder Working Students: Increasing Achievement and Retention by Applying Key Lessons from the Scholarship of Teaching and Learning”
  - January 2014
  - Craig E. Nelson (Indiana University–Bloomington)
  - Annual COAS Symposium on Teaching and Learning
- “A Gray Barn Rising: A Poetry Reading by Indiana Poet Laureate, George Kalamaras”
  - February 2014
  - George Kalamaras (English & Linguistics)
  - Celebration of 2-year appointment as poet laureate
- Science Olympiad, February 2014
- “Crash Course on the Crisis in the Crimea”
  - March 2014
  - James Toole (Political Science), Ann Livschiz (History)

**Web-Based Media and Publications**

**Faculty in Focus**
- Talia Bugel (ILCS, Spanish)
- Steve Gillam (Physics)
- Bruce Kingsbury (Biology)

**Faculty in Focus (in process):**
- Punya Nachappa (Biology)
- Christine Erickson (History)
- Shannon Bishoff (English & Linguistics)
Major Factor (see the website for full record):

- Joseph Wuest (history/political science)
- Jenna Sandlund (psychology)
- Ali Okihiro (biology)
- Kendra Morris (English & linguistics)
- Kali Fridholm (chemistry)
- Elizabeth Tobin (psychology)
- Brenda Rivosecchi and Jessica Rivosecchi-Fulton (anthropology)

Collegium (annual print edition)

Fall 2013 issue, both in flipbook and standard pdf

Department Spotlights (2–9)
- “Anatomy of a College: Celebrating 25 Years” (11–14)
- “Interview with Lowell W. Beineke” (15–17)
- “Expanding Research Frontiers” (18–24)
- “A Matter of Words” (25–29)
- “The Ripple Effect of COAS Alumni: Making Waves at Home and Abroad” (30–35)
- Alumni Updates (36–42)

COAS News/Collegium Redesign

COAS News & Events page separated into a COAS News section and a COAS Events section. The redesigned news page spotlights articles and COAS features, like the Major Factor and Faculty in Focus web series, and will house new monthly Collegium e-publication.

Articles/Features:

- Kevin McLane “Turtle Guy”
- Major Factor Update: Stephanie Lochbihler
- South Korea Honors Suin Roberts
- Undergraduate Research Symposium

B. Department Highlights, Community Connections

Faculty members from most departments across the college are involved in the community in many ways (e.g., serve on boards, take part in “lunch with a scientist” at Science Central, are judges at local and regional science fairs and similar events, give public lectures, write op-eds for local newspaper, or make themselves available for media interviews). The items that follow are either of some special significance, or are representative examples, but this is by no means a complete list of faculty members’ involvement or engagement in the community.

English and Linguistics

The Appleseed Writing Project provides professional development for K-12 teachers and summer youth writing camps as part of the National Writing Project and has done so since 2003.
**Communication**

In conjunction with the Institute for Holocaust and Genocide Studies, Steve Carr received $10,000 in grants from the Harry W. Salon Foundation to bring the U.S. Holocaust Memorial Museum traveling exhibition *Nazi Persecution of Homosexuals* to Fort Wayne, the first time this exhibition has come to Indiana.

**Geosciences**

Through the Argast Family Imaging and Analysis Lab, which has various electronic imaging tools including a scanning electron microscope (SEM), this year the department produced 91 billable contacts with nine area businesses.

**International Language and Culture Studies**

For several years, Talia Bugel’s students in a translation class with an imbedded service-learning component have provided English to Spanish translation for parents at a local elementary school with a large percentage of Spanish-speaking families. This translation is of learning materials, teachers’ notes and instructions for parents, and at parent-teacher conferences.

**Mathematical Sciences**

Through the Center for Applied Mathematics and Statistics, department faculty have been undertaking a research project for an area business.

The department collaborated with Swiss Re to offer an Actuarial award for students.

**Philosophy**

Abe Schwab is a member of the Allen County Ethics Commission, and wrote a small number of op-ed pieces in the Fort Wayne Journal Gazette on healthcare issues.

**Physics**

The Physics Department offers math and science summer camps for area school children each summer.

**Political Science**

The Mike Downs Center for Indiana Politics has a very extensive community connection concerning local and regional electoral politics, sponsoring polls, debates, presentations, media interviews, and analysis of political issues.

**Psychology**

The Psychology Department hosted a campus visit day that highlighted department research for several hundred area high school students taking dual-credit psychology classes.

Psychology students participated in internships at 22 community agencies.
Professor David Young, who is a licensed clinical psychologist, provided pro bono therapy at Matthew 25 and the Huntington Free Health Clinic.

**Sociology**

Through the department’s Center for Social Research, Donna Holland produced a “Northeast Indiana Health Needs Assessment” for Parkview Hospital.

**Women’s Studies**

The Women’s Studies program partnered with its student organization to sponsor a production of Eve Ensler’s *The Vagina Monologues* to raise funds for the Center for Nonviolence in Fort Wayne.

**V. Goals for 2014-15**

Each department has a set of goals for their programs. College-level goals include the following:

A. Complete the process of taking steps to possibly modify college-level curriculum engendered by the new General Education requirements, and begun this academic year.

B. Successfully complete a search for a new dean.

C. Successfully complete searches for new faculty to replace as many as possible of the 15 tenure-line and 5 continuing lecturer positions that have been vacated (through resignations or retirements) in recent years in COAS, or from which faculty will retire after 2014-15.

D. Take steps to provide additional opportunities to highlight innovative teaching practices and pedagogical scholarship in the college.

E. Work with the Development Office to produce a more robust fundraising plan to enhance college goals, especially in support of scholarships, and of a fund to support exceptional student activities.