College of Arts and Sciences

Annual Report for
Academic/Fiscal Year 2011

August 31, 2012

Carl N. Drummond
Dean
A-Mission

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.
## Executive Summary

Because of the size and centrality of the College of Arts and Sciences (62% of credit hours, largest number of graduating seniors) the challenges of the College and the challenges of IPFW’s are inexorably linked. Without question the future of the institution hinges on the College’s ability to improve student success, particularly in foundational courses. Adjusting resource allocations to meet the politically and economically driven shift in institutional mission from access to success is our greatest challenge. Likewise we must align our rewards system (merit increments, promotion and tenure criteria) to reflect this shift in mission. During the long period of enrollment based budgets, the institution was able to place a premium on faculty scholarly accomplishments. While our role as creators of new knowledge should never be questioned – we are the faculty of a university not a training program – we must reconsider the values we place on all aspects of our work.

The University must move away from historical budgets and establish a budgeting process that is aligned with mission and need, linked to outcomes, and implemented with transparency. All aspects of the College’s fulfillment of its mission will benefit from such a change. Historical budgeting creates an environment where innovation, experimentation, and entrepreneurism cannot be rewarded and are in fact systemically constrained. Over time this has led to an organizational complacency with respect to academic efficiency, a pervasive spirit of entitlement driven by perceptions of private patronage, and a growing sense of contentiousness rather than collaboration between the major organizational units of the university. That is to say, many members of the faculty of the College of Arts and Sciences are convinced that academics have been placed in a position of tertiary priority behind infrastructural improvements and the expansion of non-essential student services. There is much evidence, both anecdotal and direct, to support such a conclusion. We have accomplished much despite these limitations and now stand ready to meet the challenges before us in an environment of openness, collaboration, and trust.

IPFW, and in turn the College of Arts and Sciences, is far too dependent upon enrollments by students who have completed less than thirty credit hours. While the overall percentage of these students has declined from 45% to 39% during the last six years, less than half are matriculated beginners. That is to say, a majority of our “first year students” are returning second year students having completed less than 30 hours in their first year of college. Moving this metric will be a critical early indicator of our progress in advancing more students to graduation. As a result of the large percentage of enrollment revenue coming from students with less than thirty credit hours, we have become financially dependent upon the relatively high marginal revenue generated by sections taught by contingent faculty. The corollary to this is that we have a great deal of instructional capacity in upper division and graduate sections. Rebalancing the instructional load and revenue generation from contingent to full time faculty is a long-term challenge for both the College and the University. Likewise, this time of budgetary uncertainty provides an opportunity to reevaluate our academic goals, prioritize the use of our resources, and enact reallocations in support of strategically targeted growth.

The following report describes in detail the achievements of a talented, diverse, and highly dedicated group of scholars, teachers, community leaders, and the students they serve.
### Section C.1. Last Year’s Department/ School/ College Goals

<table>
<thead>
<tr>
<th>COAS Planning Priority</th>
<th>Topic</th>
<th>Goal</th>
<th>Metric/Milestone</th>
<th>Outcome/Status</th>
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</thead>
<tbody>
<tr>
<td>Self-evaluation and Continuous Improvement</td>
<td>Planning</td>
<td>Develop plan for implementation of two year self-study of the College</td>
<td>Plan developed, approved by COAS Executive Committee, Department Chairs, VCAA</td>
<td>Completed – self-study process approved, announced and launched</td>
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<tr>
<td></td>
<td>Benchmarking</td>
<td>Establish list of peer colleges</td>
<td>List developed and approved by Office of Institutional Research/VCAA</td>
<td>Delayed – will be completed as early phase of activity fall 2012</td>
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<td></td>
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<td>Comparison dataset established</td>
<td>Dataset established, data collected</td>
<td>In process – faculty teams initiating data collection</td>
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<td></td>
<td>Build collaborative deans peer group</td>
<td>Establish and maintain collaborative relationships with Deans of peer colleges</td>
<td>Delayed – pending identification of peer group</td>
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<tr>
<td>Academic Efficiency</td>
<td>Workload Analysis</td>
<td>Evaluation of multiple semesters of faculty workload, access to and evaluation of Delaware Dataset, Income/Expense analysis over multiyear period</td>
<td>Delayed – faculty review of workloads as part of self-study will be integrated with modifications to Office of Institutional Research reporting procedures</td>
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<tr>
<td>Chair Development</td>
<td>Establish chair reappointment and review process</td>
<td>Process developed and implemented</td>
<td>Completed – review and reappointment process developed, will be fully implemented with next round of appointments</td>
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<tr>
<td>Faculty Development</td>
<td>Develop systematic process for providing support to junior faculty</td>
<td>Process established and implemented</td>
<td>Completed - P&amp;T support process developed, including individual meetings, workshops, feedback on grants and tenure cases</td>
<td></td>
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<tr>
<td>Self-evaluation and Continuous Improvement</td>
<td>Transcript Analysis</td>
<td>College Curricular Requirements</td>
<td>College Entrance Requirements</td>
<td>Supplies and Expenses</td>
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<td>Time to degree study</td>
<td>Data on number of semesters to graduation</td>
<td>Delayed – will be completed in self-study</td>
<td>Time to degree study</td>
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<tr>
<td></td>
<td>Incoming credit analysis</td>
<td>From where and how much credit did graduates bring to IPFW</td>
<td>Delayed – will be completed in self-study</td>
<td>Incoming credit analysis</td>
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<tr>
<td></td>
<td>Excess credit analysis</td>
<td>Analysis of total credits earned at graduation</td>
<td>Delayed – will be completed in self-study</td>
<td>Excess credit analysis</td>
</tr>
<tr>
<td></td>
<td>Academic roadblock analysis</td>
<td>Summary of courses failed/repeated by graduates</td>
<td>Delayed – will be completed in self-study</td>
<td>Academic roadblock analysis</td>
</tr>
<tr>
<td></td>
<td>Developmental needs analysis</td>
<td>Summary of math and English development courses taken by graduates</td>
<td>Delayed – will be completed in self-study</td>
<td>Developmental needs analysis</td>
</tr>
<tr>
<td></td>
<td>College Curricular Requirements</td>
<td>Initiate faculty review of college curricular requirements</td>
<td>Analysis completed, recommendations forwarded to full faculty</td>
<td>College Curricular Requirements</td>
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<td></td>
<td>College Entrance Requirements</td>
<td>Initiate faculty review of minimal academic expectations for COAS majors</td>
<td>Review completed, recommendations forwarded to full faculty</td>
<td>College Entrance Requirements</td>
</tr>
<tr>
<td></td>
<td>Supplies and Expenses</td>
<td>Review budgets and expenses, evaluate rebalancing coordinated with increase in S&amp;E</td>
<td>Review conducted, presented to department chairs, COAS executive committee</td>
<td>Supplies and Expenses</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Organizational Planning and Reporting</th>
<th>Leadership</th>
<th>Chair administrative and scholarly goals</th>
<th>Chairs define personal and professional goals and evaluation based upon those goals</th>
<th>Implemented – used this process during annual review and increment process, full implementation challenging because of large number of chair transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Goals</td>
<td>Diversity/Regional Engagement/Student Recruitment/Student Success/Alumni/ Scholarships</td>
<td>Departments set specific goals/targets, report midyear progress, report annual progress</td>
<td>In process – incomplete implementation of departmental planning and reporting, challenged by chair transitions and changes in annual reporting process</td>
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<tr>
<td>Student Research and Scholarship</td>
<td>Foster, support, and celebrate student achievements in research</td>
<td>Number of students participating in research, presenting results, coauthoring with faculty</td>
<td>Completed – extensive student participation in research and scholarship, details are presented below</td>
<td></td>
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<tr>
<td>Research and Scholarship</td>
<td>Feature and celebrate faculty research achievements</td>
<td>Continue Vistas &amp; Viewpoints Podcast Series, work with CELT to get IPFW iTunes U on Apple iTunes U server Launch First Monday’s Research Colloquium to present faculty research to the rest of the College</td>
<td>Implemented – Vistas &amp; Viewpoints Podcast Season one complete First Monday’s Research Colloquium successfully launched</td>
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<tr>
<td>Faculty Research and Scholarship</td>
<td>Support Faculty Research and Travel</td>
<td>As possible provide financial support to faculty for research travel and to present results nationally and internationally</td>
<td>Implemented – all requests for funding received support from the college</td>
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<tr>
<td>Research and Workload</td>
<td>As possible, encourage flexibility in workload including course shifting in support of major projects/proposals</td>
<td>Implemented – reviewed opportunities with Department Chairs, approved the several requests that came forward</td>
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<td>First Year Experience</td>
<td>COAS W111/IDIS G110/IDIS G200</td>
<td>Review courses, review administrative responsibility</td>
<td>Comprehensive review of courses conducted</td>
<td>Delayed – transitions in academic leadership and uncertainty in institutional strategic direction delayed progress</td>
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<tr>
<td>Gen Ed Area I Math</td>
<td>Review and revise course offerings for terminal math course</td>
<td>Expanded MATH 168 and STAT 125 offerings</td>
<td>Implemented – number of sections increases, MATH 124 developed and offered fall 2012</td>
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<tr>
<td>Community Engagement</td>
<td>Community Advisory Board</td>
<td>Expand membership and clarify mission of board</td>
<td>Add one student and one community member, review and revise mission of board</td>
<td>Incomplete – met twice with CAB, reviewed mission and received generally positive feedback, membership not increased at this time</td>
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<td>Academic Programming for the Community</td>
<td>Continue UC2 program, develop these for 2012, coordinate as possible with plans for 50th anniversary of IPFW</td>
<td>Program expands regional impact</td>
<td>In process – UC2 program continues, the 2012 theme of “The City” launched, regional impact difficult to measure</td>
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<td>Vistas &amp; Viewpoints Podcast series continued</td>
<td>Download statistics tracked, feedback from audience</td>
<td>Incomplete – data not tracked, feedback minimal, program under reevaluation</td>
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<td>Summer Course Offerings</td>
<td>Strategy for Summer Offerings</td>
<td>Work with enrollment management, Admissions, and URC to develop marketing strategy for summer</td>
<td>Strategy developed, plan implemented</td>
<td>Incomplete – never got beyond discussion stage, sharp downturn in summer enrollment occurred</td>
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<td>Overload Assignments</td>
<td>Strategy for Non-emergency Overload Assignments</td>
<td>Instructional load shifted from structural overloads to TT lines</td>
<td>Overloads phased out, TT lines identified, searches approved</td>
<td>No progress – no clear and coherent central policy was established by the VCAA</td>
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<td>Collegiate Connection</td>
<td>Support School-based Programs</td>
<td>Collaborate with Enrollment Management to Build Relationships with Regional Schools and Teachers</td>
<td>Outstanding courses offered, high quality maintained</td>
<td>In process – successful collaborations and coordination resulted in substantial growth in collegiate connection courses</td>
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<tr>
<td>Section C.2. Notable Faculty/Staff Accomplishments</td>
<td>List of 2010-11 Notable Faculty/Staff Accomplishments (not listed in section C.1.)</td>
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<td>Anthropology</td>
<td>Richard Sutter selected 2012 IPFW Researcher of the Year</td>
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<td>Richard Sutter made 5 invited presentations at Population Prehistory of the Andes symposium, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany</td>
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<td>Departmental totals: 17 peer-reviewed publications, 14 invited presentations, 6 contributed presentation, 18 reports, 3 encyclopedia entries, 2 published book reviews</td>
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<td>Departmental and Archaeology Survey Totals: $700,000 new grants and contracts</td>
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<td>Biology</td>
<td>Shree Dhawale – Fulbright Scholarship, India</td>
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<td>Faculty produced 15 journal publications and 1 book</td>
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<td>13 funded grant proposals from 9 different agencies totaling $338,880</td>
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<td>Chemistry</td>
<td>CHM 115, 116, 256 ACS Exam Scores above national mean</td>
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<td>Six journal articles, one text book, one book chapter, one proceeding</td>
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<td>Jing and Stevenson received 2012 summer research grants</td>
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<td>Stevenson received $94,000 NIH award</td>
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<td>Stevenson three invited talks, El Paso Texas, Seattle Washington, Fargo North Dakota</td>
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<td>Ericson – total grants and contracts of $43,000</td>
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<td>Communication</td>
<td>Steve Carr received Loewenstein-Wiener Research Fellowship, Cincinnati, Ohio, presented at the 11th International F. Scott Fitzgerald Conference, Lyon, France</td>
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<td>Adam Dircksen developed and taught COM 491, Burmese Refugee Integration</td>
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<td>Kitty Lou, Scholarship of engagement Faculty Grant from Indiana Campus Compact for COM 303 Intercultural Communication</td>
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<td>Irwin Mallin, top panel award, Communication Education Interest Group, Central states Communication Association</td>
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<td>Barbara Smith, co-producer, WBOI NIPR’s Midday Matters</td>
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| Communication Sciences Disorders | Jonathan Dalby invited lecture, Indiana University Linguistics Club  
| | Sharon Egly, poster presentation at American Speech-language Hearing Association Annual Mtg |
| English & Linguistics | Shannon Bischoff awarded $121,228 NSF grant  
| | Hao Sun lead TENL practicum for IPFW students in Dalian Chiana  
| | Debrah Huffman inducted into FACET  
| | Troy Bassett enhanced and expanded Victorian authors’ website for international audiences |
| Geosciences | Three edited books and numerous publications  
| | Opening of the Argast Family SEM research and teaching laboratory  
| | James Farlow received an $8,000 Summer Research grant from IU. James Farlow also received a $17,022 grant from the National Geographic Society for his research of “Dinosaur Tracksites of the Paluxy River Valley, Dinosaur Valley State Park, Glen Rose, Texas” |
| History | Suzanne La Vere appointed A.W. Mellon Fellow in Medieval Studies, Medieval Institute, University of Notre Dame  
| | Faculty produced three books, one book chapter, one online publication, eight invited talks  
| | Bernd Fischer IPFW Outstanding Research Award, 2011 |
| International Language and Culture Studies | Talia Bugel, IPFW Faculty Research Award and Indiana Campus Compact Grant  
| | Lee Roberts received COAS multidisciplinary faculty scholars award  
| | Suin Roberts, book published with Peter Lang  
| | Suin Roberts and Nancy Virtue received IPFW/PRF summer research grants |
| | Chand Chauhan, FACET inductee  
| | Yihao Deng, Pippert Science Research Scholar Award  
| | Yifei Pan, IPFW Featured Faculty, invited speaker, International Workshop on Several Complex variables, Taipei, Taiwan  
<p>| | Yvonne Zubovic, IPFW Sigma Xi Teacher of the Year |
| Philosophy | Fourteen faculty publications including two books, fifteen professional presentations |</p>
<table>
<thead>
<tr>
<th>Department</th>
<th>Achievements</th>
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<tr>
<td>Physics</td>
<td>David Maloney, co-authored book published by Addison-Wesley Series in Educational Innovation</td>
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<td>Timothy Grove, elected chair of the AAPT Committee on laboratory instruction</td>
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<td>Desiderio Vasquez, journal publication in Phys. Rev. E.</td>
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<td>Faculty made 17 presentations at regional and national meetings.</td>
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<td>Seven journal articles published by faculty</td>
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<td>Six contributed presentations at professional meetings</td>
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<tr>
<td>Psychology</td>
<td>Six members of the faculty published 10 peer-reviewed articles, 1 invited article, and 1 pedagogical book chapter</td>
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<td>Revisions of two widely used textbooks were published by Bordens and Abbott</td>
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<td>Thirteen faculty gave 18 presentations at regional or national meetings</td>
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<td>Ryan Yoder awarded $400,000 NIH Grant</td>
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<td>Sociology</td>
<td>Two books published by faculty authors Patrick Ashton and Donna Holland</td>
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<td>Five book chapters and three journal articles by faculty authors</td>
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<tr>
<td>Women’s Studies</td>
<td>Janet Badia, published the book <em>Sylvia Plath and the Mythology of Women Readers</em>, University of Massachusetts</td>
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<tr>
<td>Section C.3. Notable Student/Alumni Accomplishments</td>
<td>List of 2010-11 Notable Student/Alumni Accomplishments</td>
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<tr>
<td>Anthropology</td>
<td>Four students received RESP funding in support of undergraduate research projects.</td>
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<td>Three students completed research certificates and made presentations at professional conferences</td>
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<td>A total of 12 former students were accepted into graduate programs</td>
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<tr>
<td>Biology</td>
<td>Two undergraduate student co-authored journal publications</td>
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<td>Thirteen graduate students successfully defended their research thesis</td>
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<td>Graduate students accepted to PhD program University of Oklahoma, medical school, University of Grenada, pharmacy program University of Manchester</td>
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<tr>
<td>Chemistry</td>
<td>One student accepted to medical school, two to pharmacy school, one to graduate school in materials science</td>
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<td>Madeline Merkel, ACS local section Undergraduate Award</td>
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<td>Amanda Sauders, IPFW Sigma Xi undergraduate research award</td>
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<td>One student co-authored paper, two student presentations at IU URC, one honors project</td>
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<td>Sharon Singleton, MD, alumnus selected one of Fort Wayne’s best doctors Fort Wayne Magazine</td>
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<tr>
<td>Communication</td>
<td>Kylie Havens hired as the morning news reporter on 1190 WOWO</td>
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<td>Molly Link Communications Director Fort Wayne United Way</td>
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<td>David Koehn, editor and floor manager WFFT TV</td>
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<tr>
<td>Communication Sciences Disorders</td>
<td>Alumnus Jade Januseski awarded Outstanding Graduate Student Clinician by the Indiana Speech-Language Hearing Association</td>
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<td>Six students accepted into MA programs</td>
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<td>Jodie Intelicato initiated founding of IPFW chapter of Autism Speaks U</td>
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<tr>
<td>English &amp; Linguistics</td>
<td>Kevin Bathke TENL Certificate student accepted with full scholarship to the MA English Education program at the University of Puerto Rico</td>
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<td>Three linguistics students presented their research at the IPFW Anthropology Lecture Series</td>
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<td>Section C.3. Notable Student/Alumni Accomplishments</td>
<td>List of 2010-11 Notable Student/Alumni Accomplishments</td>
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<tr>
<td>Geosciences</td>
<td>Students working in the paleontology, sedimentology, and hydrology research groups made 20 presentations at regional and national meetings</td>
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<tr>
<td>History</td>
<td>Christopher Griffin, senior honors project</td>
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<td>Hosted 3rd annual History Department undergraduate conference</td>
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<tr>
<td>International Language and Culture Studies</td>
<td>Cara Landrigan accepted to the PhD program in French at the University of Wisconsin</td>
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<td>Adam Papp received the prestigious DAAD (German Academic Exchange Service) Scholarship for 2011-12</td>
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<tr>
<td>Mathematics</td>
<td>IPFW Math Team finished in 3rd place out of 28 universities at Indiana College Mathematics Competition</td>
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<td>Altun Shukurlu, ranked 357 out of 4,400 students in the international Putnam Competition</td>
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<tr>
<td>Philosophy</td>
<td>Students accepted to graduate school at the University of Utrecht and the University of Hong Kong</td>
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<tr>
<td>Physics</td>
<td>14 undergraduate students actively involved in research, 4 presented at professional meetings</td>
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<td>Drew Elliot, student co-author with Vasquez published in Phys. Rev. E.</td>
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<td>Political Science</td>
<td>Stacy Leiter presented research at the 2012 Indiana Political Science Meeting</td>
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<td>Bernal, Manuel, Lugar Student Scholar, Served internship in Washington, D.C., Fall 2011.</td>
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<td>Model United Nations delegation, Chicago MUN (led by Professor Toole), November, 2011</td>
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<td>Model United Nations delegation, St. Louis MUN (led by Professor Toole), February 2011</td>
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<tr>
<td>Psychology</td>
<td>Undergraduate student Carly Landgraff was co-author on journal article published in Computers in Human Behavior</td>
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<td>27 students co-authored 15 research poster presentations at regional and national conferences</td>
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<tr>
<td>Sociology</td>
<td>Students participated in applied research in collaboration with faith-based programs and health education organizations</td>
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<tr>
<td>Women’s Studies</td>
<td>Nicole Meier selected one of 20 students to participate in the United Nations Commission on the Status of Women (SCW) meeting</td>
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<tr>
<td>Section C.4. Notable Faculty/Staff Community Service</td>
<td>List of 2010-11 Notable Faculty/Staff Community Service</td>
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</table>
| Anthropology                                       | Harold Odden – Medical Anthropology service learning course participation in the Healthy Cities Health Fair  
Chad Thompson – Myaamia Day Camp, Three Rivers Language Center |
| Biology                                             | Faculty played significant roles in support of the Science Olympiad, regional science fair, and other STEM outreach activities |
| Chemistry                                           | Faculty active in support of Science Central, First Lego League, Science Olympiad, Science Fair |
| Communication                                      | Assem Nasr, featured panelist University Community Conversation (UC2) session on the Arab Uprisings: Emerging Democracies in Egypt and Tunisia  
Adam Dircksen, St. Joseph Garrett Catholic School Technology Assessment committee chair and Principal’s Evaluation committee chair |
| Communication Sciences Disorders                    | Third annual AAC Theater Camp  
Provided replacement therapy materials to Henryville SLP’s for school destroyed by tornado |
| English & Linguistics                              | Karol Dehr continued NWP funded Appleseed Writing Project  
Chad Thompson received Downs-Hollander Service Award |
| Geosciences                                        | Faculty & staff played significant roles in support of the science Olympiad, Majors fair, and other STEM outreach activities |
| History                                            | Ann Livschiz, co-producer and co-host of CATV’s “Required Viewing: Trends in Current Events”  
David Schuster, participant ACPL fall Author Fair |
| International Language and Culture Studies          | Talia Bugel offered a service learning course in partnership with Abbett Elementary School, serves on the Board of Crime Victim Care of Allen County and the Board of Latinomaerican Radio  
Laura Rodriguez-Duran, interpreter for Latino families at the Parents and Partners Conference held by FWCS, volunteers with the Hispanic Development Association of Fort Wayne  
Nancy Virtue, board member, Fort Wayne Cinema Center and chair of Cinema Center’s education committee, works with Refugee Resettlement Program of Catholic Charities  
Karla Zepeda faculty supervisor for the translation internship of Ana Ponce at Senator Lugar’s Northeast Indiana Office |
<table>
<thead>
<tr>
<th>Field</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Linda Wagner &amp; Yvonne Zubovic organized “Math Counts” middle school math competition</td>
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<td></td>
<td>Adam Coffman, Sigma Xi Science Café organizer</td>
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<td></td>
<td>Department provided partial support for SeaPearch STEM competition</td>
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<tr>
<td>Philosophy</td>
<td>Quinton Dixie served as co-chair of the Legacy Task Force, member of the Board of Public Safety,</td>
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<tr>
<td></td>
<td>and is a founding member of the Fort Wayne Urban League’s charter school board, co-organizer</td>
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<td></td>
<td>“Wrapped in Pride” exhibit, Fort Wayne Museum of Art</td>
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<tr>
<td></td>
<td>Michael Spath, executive director Indiana Center for Middle East Peace among many other ongoing</td>
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<td>engagement activities, for which he was awarded the Chancellor’s Award for Community Engagement</td>
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<tr>
<td>Physics</td>
<td>Grove, Maloney, Millspaw, Masters ran 3 day workshop for high school SBP teachers</td>
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<tr>
<td></td>
<td>Laser Camp 2 hosted 12 students age 14-16</td>
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<tr>
<td></td>
<td>Math &amp; Science Camp, students age 11-13</td>
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<tr>
<td>Political Science</td>
<td>Andrew Downs, in collaboration with Ann Livschiz launched a monthly public affairs show for CATV</td>
</tr>
<tr>
<td></td>
<td>Required Viewing: Trends in Current Events</td>
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<td></td>
<td>Nine articles/editorials in newspapers, guest appearances on TV talk shows</td>
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<tr>
<td></td>
<td>Faculty participated on dozens of current events panels and faculty governance workshops</td>
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<td></td>
<td>Andrew Downs interviews over 185 times by the local, state, and national media</td>
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<td></td>
<td>Andrew Downs monthly invited column in the <em>Indy Star</em></td>
</tr>
<tr>
<td></td>
<td>Other faculty interviews over 20 times by local, national, and international TV and Radio</td>
</tr>
<tr>
<td>Psychology</td>
<td>Service learning class PSY 59200 developed and offered in collaboration with Park Place Senior</td>
</tr>
<tr>
<td></td>
<td>Living</td>
</tr>
<tr>
<td></td>
<td>David Young served as pro bono consultant for Matthew 25 health clinic</td>
</tr>
<tr>
<td>Sociology</td>
<td>Patrick Ashton, member, United Way Dialogue for Change (D4C) Diversity Training Development Team</td>
</tr>
<tr>
<td></td>
<td>Peter Iadicola, moderator, Occupy Movement candidates forum</td>
</tr>
<tr>
<td></td>
<td>Michael Nusbuamer, moderator, two labor council forums</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>Limited Term Lecturer Elizabeth Mannir developed service-learning project for W240 in collaboration with the Community Harvest of Indiana</td>
</tr>
<tr>
<td>Section C.5. Diversity Initiatives</td>
<td>List of 2010-11 Diversity Initiatives/Activities</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Anthropology</td>
<td>University diversity goal achieved</td>
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<tr>
<td></td>
<td>Co-sponsor of Tibetan Buddhist Monks’ visit to campus</td>
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<td></td>
<td>Co-sponsor of 2011 Pacific Film Festival “Tradition, Identity, Change”</td>
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<tr>
<td></td>
<td>Anthropology Club lecture series</td>
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<tr>
<td>Biology</td>
<td>The last three faculty lines filled by women</td>
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<tr>
<td>Chemistry</td>
<td>Department participated in CTE/STEM EXPO sponsored by ODMA</td>
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<td></td>
<td>Department participated in Upward Bound summer 2011 programs</td>
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<tr>
<td>Communication Sciences Disorders</td>
<td>Hosted Third annual AAC Theater Camp</td>
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<tr>
<td>English &amp; Linguistics</td>
<td>Irene Anders efforts to evaluate and enhance international students’ English proficiency for campus success</td>
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<td></td>
<td>Curtis Crisler collaborated with IU Bloomington to create <em>Indiana Chitlin Circuit</em> to promote regional understanding of cultural diversity</td>
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<tr>
<td></td>
<td>S. Bischoff and C Thompson co-sponsored 2012 Burmese HS student graduation ceremony</td>
</tr>
<tr>
<td>History</td>
<td>Ann Livoschiz – member History Center board</td>
</tr>
</tbody>
</table>
| International Language and Culture Studies | The Language Institute sponsored a Belly Dance Performance, an Arabic Dinner at a local restaurant, an Arabic Immersion Day in the ILCS Language Lab, a Chinese Character Contest, an Origami Workshop, and a Japanese Sports Day; co-sponsored the Spring Festival with the Fort Wayne Chinese Family Friends Association, and co-sponsored a Japanese Drum performance with the ODMA.  
Department sponsored French-Arabic Film Series Fall 2011
Dr. Suin Roberts presented “Teaching ‘here’ vs. ‘there’: Cultural difference in student and professor expectations about teaching” at a Scholars Brown Bag Discussion; Dr. Roberts also gave a lecture on “Hangul – The Korean Alphabet” and co-organized (with Dr. Hal Odden) an International Film Series on “Pacific Cultures.”  
The ILCS Language Lab offered a Spanish Immersion Day, numerous films in Spanish, and several films in Japanese.  
Laura Rodríguez-Durán participated in International Education Week by showing the documentary “The Invisibles” and moderating the discussion that followed the screening of the film. |
| Philosophy | Quinton Dixie, Co-organizer, “Wrapped in Pride” exhibit, Fort Wayne Museum of Art, organizer “Native Tongue” lecture series  
Michael Spath, Co-organizer, “Tibetan Buddhist Monk” project |
| Political Science | Political Science as part of a Liberal Arts education exposes students to diversity within the American political system and in the world. One hundred percent of introductory courses in 2011-2012 included either important or major content related to diversity. Eight-eight percent of upper division courses in 2011-2012 included either important or major content related to diversity. |
| Psychology | Jeannie DiClementi, in collaboration with the Northeast Indiana Area Health Education Center, developed “MedPOWER,” a summer program to encourage minority and disadvantaged youth to pursue careers in medicine and dentistry  
Jeannie DiClementi and six students conducted a “health education boot camp” at Indian Village Elementary School to teach second graders about their bodies and to increase interest in science  
Jeannie DiClementi received a service grant, “Operation Diploma,” funded by the Lilly Foundation through the Purdue University Military Family Research Institute. The purpose is to improve the educational environment for military students at IPFW |
| Sociology | Patrick Ashton, panelist for Center for Women and Returning Adults “Diversity Conversations”  
Mieko Yamada, participant IPFW Diversity Showcase |
### Section D. College Goals for Next Year

**University Strategic Goals**
1. Foster Learning and Create Knowledge
2. Develop Quality of Place and Experience
3. Contribute to the Development of the Northeast Indiana Region

<table>
<thead>
<tr>
<th>COAS Planning Priority</th>
<th>Topic</th>
<th>Goal</th>
<th>Metric/Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-evaluation and Continuous Improvement</td>
<td>College self-study</td>
<td>Continue to support and expand data collection, analysis, and interpretation as part of first phase of college self-study</td>
<td>Data collection complete, analysis and interpretation in process</td>
</tr>
<tr>
<td></td>
<td>Academic Efficiency</td>
<td>Comprehensive review of faculty workload report data, development and implementation of efficiency metrics</td>
<td>Review completed, efficiency metrics established and calculated</td>
</tr>
<tr>
<td></td>
<td>Graduation Efficiency Study</td>
<td>Evaluation of the efficiency of academic throughput in each department and program, identification of impediments</td>
<td>Efficiency metrics established and calculated, program-specific impediments to graduation identified and addressed</td>
</tr>
<tr>
<td></td>
<td>Academic Budgeting</td>
<td>In collaboration with VCAA, IR, VCFA, review current budget practice and develop a rational budget for COAS</td>
<td>Review completed, ’13-’14 budget drafted</td>
</tr>
<tr>
<td>Organizational Planning and Reporting</td>
<td>Annual Reporting Process</td>
<td>Review and revise process of collecting annual report data, establish purpose, process, and expectations for reporting</td>
<td>Revised annual report process implemented January-June 2013</td>
</tr>
<tr>
<td></td>
<td>Departmental Planning</td>
<td>Departments establish specific goals, collect evidence, and report progress in the areas of diversity, regional engagement, student recruitment, student success, alumni relations</td>
<td>Goals set, activities and programs implemented, outcomes recorded and reported</td>
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<tr>
<td></td>
<td>Leadership</td>
<td>Chairs establish specific personal and professional goals</td>
<td>Goals set, chairs evaluated based upon progress towards goals</td>
</tr>
<tr>
<td>Faculty Evaluation and Merit Increment Process</td>
<td>Increment Process</td>
<td>Establish and implement a structured process for increment distribution to departments as well as a college-wide super-merit pool</td>
<td>Process established, shared broadly with faculty and staff, fully implemented</td>
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<td></td>
<td>Super-merit</td>
<td>Establish magnitude, process, and categories/criteria for college-wide super-merit pool</td>
<td>Program established, categories/criteria shared with faculty and staff, fully implemented</td>
</tr>
<tr>
<td>Section D. College Goals for Next Year</td>
<td>University Strategic Goals</td>
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<tr>
<td></td>
<td>1. Foster Learning and Create Knowledge</td>
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<td></td>
<td>2. Develop Quality of Place and Experience</td>
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<td></td>
<td>3. Contribute to the Development of the Northeast Indiana Region</td>
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<tr>
<td><strong>Research and Scholarship</strong></td>
<td><strong>Student Research and Scholarship</strong></td>
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<td></td>
<td>Initiate a program of support for undergraduate research in the humanities, expand student participation in local, system-wide, and professional meetings</td>
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<td></td>
<td>Undergraduate Research in the Humanities support program established, student participation tracked</td>
<td></td>
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<tr>
<td><strong>Faculty Research and Scholarship</strong></td>
<td>Feature and celebrate faculty research achievements</td>
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<td></td>
<td>Re-launch Vistas and Viewpoints podcast series</td>
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<td></td>
<td>Continue First Monday’s Research Symposium</td>
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<td></td>
<td>Continue Faculty in Focus interview series</td>
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<tr>
<td><strong>First year experience</strong></td>
<td>Review organizational structure, administration, budgeting, assessment, and planning of COAS W111/IDIS G110 courses</td>
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<tr>
<td></td>
<td>Organizational structure reviewed, management and budget aligned,</td>
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<tr>
<td><strong>High-impact educational practices</strong></td>
<td>Support expansion of service learning throughout the college, facilitate discussion of other high-impact practices</td>
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<tr>
<td></td>
<td>Service learning expanded, other practices explored</td>
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<tr>
<td><strong>Co-curricular Student Engagement</strong></td>
<td>Support and expand student participation in academically linked co-curricular activities including discipline based honor societies, clubs, and organizations</td>
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<tr>
<td></td>
<td>Departmental reports of the activity of student organizations</td>
<td></td>
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<tr>
<td><strong>Marketing Academic Programs</strong></td>
<td>Expand marketing of “The Major Factor”, develop other methods of informing students about COAS programs</td>
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<tr>
<td></td>
<td>Student access to “The Major Factor” feedback from viewers</td>
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<tr>
<td><strong>Student engagement in the life of the college</strong></td>
<td>Student participation in First Mondays series, UC2 events, Current Events Brown Bag, and other college sponsored events</td>
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<tr>
<td></td>
<td>Number of students and their engagement in the topic</td>
<td></td>
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<tr>
<td>Community Engagement</td>
<td>Academic Programming for the Community</td>
<td>Summer Staffing and Compensation</td>
<td>Overload Assignments</td>
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<tr>
<td>Continue UC2 Program, continue coordination with 50th Anniversary Celebration</td>
<td>Program continued, linked to 50th and expanded</td>
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<tr>
<td>Vistas &amp; Viewpoints Podcast series continued</td>
<td>Series re-launched, new topics recorded and distributed</td>
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<tr>
<td>Current Events weekly brownbag lunch series</td>
<td>Series launched, occasional external college/university stakeholders invited</td>
<td></td>
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<tr>
<td>Community Advisory Board</td>
<td>Invite one or two new members, leverage board membership connections as part of scholarship campaign</td>
<td>Members identified, scholarship event planned and held</td>
<td></td>
</tr>
<tr>
<td>Summer Staffing and Compensation</td>
<td>Evaluate options to control summer instructional cost, balance faculty desires with funding levels</td>
<td>Staffing meets budget, compensation fair and balanced, instructional cost minimized</td>
<td></td>
</tr>
<tr>
<td>Strategy for Summer Offerings</td>
<td>Coordinate with enrollment management, admissions, URC and VCAA to develop a strategy for summer marketing</td>
<td>Plan developed, implemented, and evaluated</td>
<td></td>
</tr>
<tr>
<td>Overload Assignments</td>
<td>DCS overload strategy</td>
<td>Develop and implement strategy for the elimination of structural dependence on overloads</td>
<td>Strategy developed in collaboration with AOC and then fully implemented</td>
</tr>
<tr>
<td>Collegiate Connection</td>
<td>Oversee Dual Enrollment Collaborations</td>
<td>Coordinate with Enrollment Management to build relationships with regional schools and teachers</td>
<td>Departmental requirements for certification supported, outstanding courses offered, high quality maintained</td>
</tr>
<tr>
<td>New Tech Collaborations</td>
<td>In collaboration with ETCS establish a Showcase event for New Tech schools</td>
<td>Showcase event planned and presented</td>
<td></td>
</tr>
</tbody>
</table>
### Section E. Resource Requests

<table>
<thead>
<tr>
<th>Category</th>
<th>Item (List in priority order)</th>
<th>Cost and Sources of Funds</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. New Position Requests</td>
<td></td>
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<tr>
<td>COAS</td>
<td>Second professional advisor, COAS</td>
<td>(~$10,000 COAS, ~$25,000 GF)</td>
<td>Expand and improve advising services to students</td>
</tr>
<tr>
<td>COAS</td>
<td>Replace retired/resigned faculty lines [biology (2), English (1), sociology (1), communication (2), CSD (1), philosophy (1)]</td>
<td>(~$60,000 each) GF</td>
<td>Support the academic mission, maintain curricular coverage</td>
</tr>
<tr>
<td>Physics</td>
<td>Continuing lecturer, introductory laboratory and SBP leader</td>
<td>(~$50,000) GF</td>
<td>Growth in demand for introductory laboratory instruction by client departments, ongoing expansion in SBP dual credit offerings</td>
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<tr>
<td>2. Equipment Requests</td>
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<tr>
<td>Chemistry</td>
<td>Laboratory kits for organic chemistry lab expansion</td>
<td>Included below</td>
<td>Expanded capacity to meet demands of biology majors</td>
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<tr>
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<tr>
<td>3. Space/Remodeling Requests</td>
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<td></td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Math Resource Center</td>
<td>GF (see Math Program Review)</td>
<td>See math program review</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Organic Chemistry Lab Modification</td>
<td>$30,000 Chemistry/Biology/GF</td>
<td>CHM 254 lab needs to expand capacity to meet demand of biology majors</td>
</tr>
<tr>
<td>Physics</td>
<td>Relocation of T. Grove research laboratory to first floor KT</td>
<td>? GF</td>
<td>Continue to build a sense of community in the department, provide students a more integrated, collaborative, research environment</td>
</tr>
</tbody>
</table>

Page 20
<table>
<thead>
<tr>
<th>Psychology</th>
<th>Faculty research office space</th>
<th>(?) GF</th>
<th>Psychology has a strong record of undergraduate research. Space must be made available for secure, private, and fully adequate research space in support of faculty and their student research teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods Lab Space for data collection</td>
<td>(?) GF</td>
<td>Small group work space needed.</td>
<td></td>
</tr>
<tr>
<td>Observation suite</td>
<td>(?) GF</td>
<td>Supports research data collection and psychotherapy practicum class</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Other new funding requests, including lab materials, S&E, etc.

<table>
<thead>
<tr>
<th>Supplies and Expenses Budgets</th>
<th>Analysis, review, and revision of all S&amp;E budgets in the College</th>
<th>Resource Neutral to College some reallocation from other units likely necessary</th>
<th>Long overdue review needed. S&amp;E budgets in some departments do not meet recurring operational costs, underfunded teaching laboratories</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILCS</td>
<td>Language Laboratory Assistants</td>
<td>($6,000) GF/COAS</td>
<td>Supports language instruction in first and second year, covers commitment for funding canceled by CASA</td>
</tr>
<tr>
<td>Geosciences</td>
<td>Increased funding for field-based instruction</td>
<td>(~$2,000) GF</td>
<td>High costs of instructional travel stresses departmental S&amp;E</td>
</tr>
</tbody>
</table>