Dr. McClellan,

Thank you for talking with me today. I know my question involves several different groups of people with different responsibilities so I understand if you can’t answer all of it. Let me know if I should address it to someone else.

Please allow me to rephrase my question. I think credit course offerings on Saturdays are much lower than they used to be. Is this because of decreased demand or lack of faculty offering courses? Of course the answer might also be both lack of demand and lack of offered courses.

This is an important question because, as the Chancellor stated, enrolling more adult students is one of the goals. Common sense would indicate adult students are interested in Saturday courses along with at least some traditional students.

I don’t have statistics on how many courses were offered on Saturdays in earlier semesters, but I have attended many courses on Saturdays and the campus previously had many more students during the day and I had more courses to choose from. I am sure you could pull the statistics.

Here is the current information I have found relating to my question. I relooked at what is offered this semester on Saturdays. Here are ALL of the courses:

1 - lab – BIOL 220, 24 max enrollment, 7 registered
1 - 400 level CHHS two day course, 25 max, 20 reg
1 - 300 level NUR two day course – full 30-30
1 - COM 323, 26 max, 8 reg
7 - EDUC grad courses, 85 max, 50 reg
2 - yoga courses (1 credit each), 40 max, 19 reg
1 - music therapy, 30 max, 12 reg
1 - PHIL Ethics 111 – 25 max , 17 reg
1 - COM 114, 26 max, 23 reg

Contrary to what I said earlier, as you can see there are two freshman level courses, one of which is required and the other is part of a group of required courses. Looking at the statistics above, I think they indicate there is more demand. I hope IPFW could offer more courses on Saturdays, which may increase enrollment and credit hours taken.

If the issue is that there aren’t enough faculty willing to teach Saturday courses, I would think that we could hire some LTL’s to teach these courses. One thing I know for certain is that we can’t increase enrollment by decreasing the number of course offerings.

If there is no demand for Saturday courses, maybe we could save a lot of money by closing almost all of campus and decreasing the utilities, maintenance, etc.
Thank you for your time.

From: Concerned Faculty <concernedfacultyipfw@gmail.com>
Date: Monday, September 12, 2016 at 4:16 PM
To: Action Plan Feedback <actionplan41@ipfw.edu>
Subject: Alternate Action Plan for Recommendation 2.11

To whom it may concern:
We were disappointed and concerned to see that the recently released Action Plan 41 essentially called for the maintenance of the status quo with regard to Athletics. Given the budgetary challenges that USAP was created to address and that the chancellor outlined in her convocation address, many of us were expecting to see a more aggressive proposal for how to reduce the money we spend on non-essential operations. Division I Athletics, while having value for IPFW, and an important place on this campus, is both non-essential and very expensive.

In her convocation address and again in her email releasing Action Plan 41, the chancellor encouraged members of the IPFW community to submit alternative proposals for how to deal with IPFW’s budgetary challenges. The proposal for the future of Athletics on the following pages is submitted to the administration in that spirit.

Thank you,

Concerned Members of the Faculty

2 Proposal in Response to USAP Recommendation 2.11
IPFW should leave NCAA Division I Athletics and instead join the National Association of Intercollegiate Athletics (NAIA).

Cost of NCAA Division I Athletics
The most important reason to move from NCAA Division I (hereafter referred to as DI) to NAIA is cost. Our current DI program, while funded at the low end of all public DI programs in the country (we are currently ranked 220 out of 231 public DI programs), is nonetheless prohibitively expensive given IPFW’s current financial situation and enrollment projections. For 2015-16, the total Athletics budget, including direct and indirect revenues, was more than $9.1 million. Of that $9.1 million, more than $4.9 million was budgeted to come as direct institutional support from the General Fund, and just under $2 million was budgeted to come from student fees (65% of all student fee revenue goes directly to Athletics). Almost $7 million went to support 218 student-athletes competing in DI Athletics.

A Senate report from 2014-15 calculated that the average student completing an IPFW degree in 120 credit hours would pay $990.60 in student fees to support DI Athletics.
Student tuition dollars also go toward the support of Athletics. Action Plan 41 announced that Athletics would be funded at 4.4% of the General Fund budget moving forward, which means that 4.4% of student tuition dollars will go to Athletics. This means that $11.85 of each credit hour of tuition (currently $269.30 per credit hour) goes to Athletics. For a student taking 30 credit hours, this totals $355.48 per year. Assuming that tuition stayed flat over 120 credit hours, this totals $1,421.90 per student. Between tuition support and student fee support, the average graduate of IPFW will have paid at least $2,412.50 to support DI Athletics (with that number growing as tuition and fees increase).

In addition to a high cost per student, the money IPFW invests in Athletics also represents a significant portion of our overall General Fund budget. Looking only at the General Fund portion of the Athletics budget ($4.9 million for 2015-16), this was more than the individual General Fund budgets for the College of Health and Human Services, the Doermer School of Business, the College of Visual and Performing Arts, and the College of Education and Public Policy. Each of these colleges teaches tens of thousands of credit hours to hundreds of students per year, and receives fewer General Fund resources than Athletics does to support 218 student athletes.

Given IPFW’s budget challenges, given USAP’s recommendations for investment in a wide variety of university operations, and given growing local and national concerns about ballooning student loan debt, it seems reasonable to conclude that we are investing too much money in DI Athletics.

Cost Savings of NAIA
The NAIA promotes itself as a vibrant athletic conference that enables colleges and universities to field competitive athletics programs at a more reasonable cost. While it is difficult with publicly available information to calculate precise cost savings for IPFW, the NAIA provides some median figures that we can use as a point of comparison.

The Alden Report, completed in 2015 to assess whether IPFW should remain a DI program or explore a move to NCAA Division II (DII), concluded that IPFW, with its current level of investment in DI Athletics, would be a reasonably well-funded DII program. NAIA statistics estimate median expenses for a DII program without football at $4,597,000 per year (or less than our current General Fund Athletics budget, and far less than the overall Athletics budget). The average NAIA athletics program without football costs $2,335,000. (NAIA programs with football have median expenses of $4,681,000.)

In 2015-16, the direct institutional cost of Athletics was just under $7 million. Athletics generated an additional $1.25 million in revenue through ticket sales, NCAA disbursements, and other sources. The average NAIA program costs $2.3 million, a sum which could be almost entirely covered by student fees. Even if IPFW lost all $1.25 million in revenue generated by Athletics as a result of a move from DI to NAIA, these figures still suggest a potential cost savings of more than $4 million per year.
Benefits of Athletics
Athletics programs yield many benefits for college campuses. They build school and community spirit, they can help with recruiting of students, they promote a culture of health and wellness on campus, they can increase diversity on campus, and they help to publicize and market the school in the region and throughout the country. Participation in DI Athletics, while coming at a high cost, potentially maximizes many of these benefits. (Although with the recent rebranding of IPFW Athletics to Fort Wayne Athletics, some of the publicity benefits are potentially diminished or lost.)

While IPFW would likely not get as much national exposure as an NAIA athletics program, many of the other benefits of Athletics would potentially be enhanced by a move to NAIA. As IPFW witnessed in spring 2016 when the Men’s Basketball Team excelled in the Summit League, falling just short of a league championship and a berth in the NCAA March Madness tournament, a winning team breeds school spirit and community interest. The Alden Report made clear that our low funding level compared to DI schools and our Summit League competitors makes it hard for IPFW to be competitive in many sports on a consistent basis. A move to NAIA would make it more financially feasible for us to field competitive teams that should more frequently vie for championships. This would lead to greater interest, school spirit, and local press coverage.

The Summit League is spread across a massive geographic region, which means greater national exposure when we play away games, but also high costs for team travel. A move to NAIA would mean most athletics travel would be more regionally confined (at reduced cost) with a tradeoff of less national attention. Our teams competing closer to our service region, though, would potentially result in greater press coverage in places in which we are more likely to be recruiting students to attend IPFW.

Perhaps most importantly, a move to NAIA would make it easier for IPFW to expand the number of students participating in athletics. (DI and the Summit League have fairly rigorous expectations for levels of investment in different sports, and requirements for the number of scholarships we make available to students; in 2015-16 IPFW budgeted more than $2.6 million for athletics scholarships.) With more athletes, we would spread the benefits of participation in athletics across a greater portion of our student body.

Challenges of Leaving DI Athletics
There are financial, timing, and perception issues attached to leaving DI. Issues of finances (league exit fees) and timing (when would we be able to get out of our NCAA commitments, when would the NAIA be able to accept us) can be worked out, and IPFW may have to accept some short term financial losses for the sake of long-term savings that will result in a more sustainable athletics program. The issue of perception is perhaps the most challenging.

Many members of the IPFW and Fort Wayne communities attach a sense of pride and prestige to our status as one of only ten DI schools in the state of Indiana. This will no doubt be negatively impacted by a move from DI to NAIA. The transition period would
be difficult. But two important considerations encourage us to not let this fear of negative perceptions stop us from considering this move.

First, as already discussed, a move to NAIA should enable us to be more competitive on the field and on the court, and winning breeds pride. NAIA might not be as prestigious as DI, but postseason play and the winning of championships leads to press coverage, school spirit, and pride in our students’ accomplishments.

Second, IPFW and its students simply cannot afford a DI program, let alone a truly competitive DI program. Given our budgetary challenges, tremendous uncertainty about when enrollments might sustainably grow again or if the state of Indiana will ever choose to invest more money in IPFW, and the annually rising costs of running a successful Athletics program, it is simply not fiscally responsible to remain in NCAA Division I.

Date: Tuesday, September 13, 2016 at 1:15 PM
To: Action Plan Feedback <actionplan41@ipfw.edu>
Subject: Action Plan 41 Input

Dear Chancellor Carwein,

I am humbly writing in regard to your request for the campus community to submit input for Action Plan 41. I am very proud of this university as an alumni, employee, and current graduate student. I thank you for your efforts to make IPFW a better place.

First of all, I very much enjoyed your remarks on the Burmese community at the convocation. I agree that there is a large amount of potential students there, and with Fort Wayne hosting the largest population of Burmese outside of Asia, IPFW is a unique position to tap into this. I also appreciate the Burmese population once again being singled out as a target population in 3.1 of Action Plan 41.

I was wondering if we could also extend the category of target population to Chinese. While the Chinese population in Fort Wayne is not as large as that of the Burmese population, it is nonetheless a growing population. Furthermore, establishing a closer relationship with Chinese overseas in China and Taiwan could open even more doors. As the most populous country in the world, with a growing economy, China offers enormous possibilities. The largest amount of international students at IPFW consists of Chinese. However, I believe we could also vastly increase those numbers. With new found wealth, even greater numbers of Chinese are studying abroad and the number one country they choose to study in is the U.S. With that, Chinese consist of the number one group of international students in the U.S. Perhaps, we could advertise more and set up more relationships in China. As someone that has studied abroad in China and is married to a Chinese, I have found that Chinese are very attuned to the concept of “guanxi” or establishing personal connections and relationships. If we establish more “guanxi” in China it could vastly improve our current situation and create a mutual win-win situation.

I also hope these links will prove helpful in further explaining the benefits of increasing the amount of Chinese students:
Thanks so much for your time and your consideration.

Date: Wednesday, September 14, 2016 at 3:52 PM  
To: Action Plan Feedback <actionplan41@ipfw.edu>  
Subject: Inout on Action Plan 41

To whom it may concern,

I believe that efficiency could be increased by digitizing all orientation materials - maps, handouts, and other materials - and reducing the mandatory orientation/meeting days. Having interned [GSM: Identifying information redacted] prior to beginning my Freshman year here at IPFW, I was forced to miss more than one required meeting and orientation period. This included missing all days on which I could schedule my classes (fortunately, Professor Gary Steffen and Ms. Laura Leichty were willing to cooperate heavily with me and sign me up for classes without me after I managed to obtain a preview of the available class times) and a Summit Scholars event at which I was to meet my fellow Scholars.

Overall, I feel that reducing the number of orientations, meetings, and events that are mandatory, and instead totally digitizing those resources and functions like class signup in a way that makes them accessible to students who have internships and other responsibilities over the summer, would reduce stress on both staff and students.

Date: Wednesday, September 14, 2016 at 5:17 PM  
To: Action Plan Feedback <actionplan41@ipfw.edu>  
Subject: Feedback on the plan

Greetings:

Chancellor Carwein invited IPFW community members to provide feedback on Action Plan 41. I appreciate the opportunity to do so.
I would encourage executive leaders to focus on three paramount realities with regard to budgeting in the following sequential order as it pertains to Action Plan 41:

1. 4.9 “As a metropolitan campus…” The unique designation from the state, at the present time, is mostly symbolic. There is not a comparable institution to IPFW in public higher education in Indiana. The designation is intuitive and well deserved. The serious shortcoming with the designation, to date, is that it did not come with more funding. State lawmakers have not funded this campus equitably since inception and the annual comparisons with the other public universities in the state quite predictably illustrate that IPFW lags virtually all non-Ivy Tech institutions in the state when it comes to funding. Another $10 million to the base funding for the campus is both warranted and justified.

2. 2.8 “Reduce administrative positions.” The administrative costs at IPFW are unacceptably high when compared to most of the public universities in the state. While the efficiency model is currently being applied meticulously to academics at IPFW, the same standard does not seem to apply to central administration. When over 15 percent of expenditures are utilized for institutional support (IPEDS), then it is difficult to sustain the premise that significant cuts are warranted in academics when administrative costs are so much higher proportionally than almost all public universities in the state. It comes down to policy priorities and values. It seems to me that if student success is our primary institutional goal, and there is consensus on the matter, then reducing academic program choices, increasing class sizes, and increasing the institutional dependence on limited term lecturers does little to tout this paramount goal and in fact hinders its achievement considerably.

3. 2.11 “Determine the campus community’s acceptable level of investment in Athletics.” If student success is the institution’s primary focus, then athletics must absorb budgetary cuts, along with central administration, before academic programs are reduced and/or eliminated altogether. The reality over 15 years ago is that the institution never had a strategic plan with regard to the move from Division II to I. As many institutions did at the time, moving to Division I was primarily a political decision by top leaders who perceived that Division I status would enhance the institution in question in measurable ways. The reality, however, is that most Division I schools in the nation (over 300 for men’s basketball) spend more money than they generate via revenue. IPFW is not unique in this regard. The omnipresent challenge for IPFW is that the donor base is insufficient to sustain a costly program, especially a program where the participants are spread across a vast geographic region such as the Summit League.

Too much of this plan is focused on cuts in academics. Our students deserve better and I encourage leaders to focus on the three primary issues delineated above and proceed accordingly. Thank you.

Action Plan 41
Digest #2
9/21/16
Date: Friday, September 16, 2016 at 12:20 PM  
To: Action Plan Feedback <actionplan41@ipfw.edu>  
Subject: Proposal for Action Plan 41

Dear Planning Committee,

This email may be one of several from me, as I am mulling over the tentative plan for improvement that you have sent to all faculty and will likely have a bit more to say soon. For the moment, I attempting to put forward again an idea that I sent to the person who was dean of my college around the time I had the idea. It is quite simply that…

IPFW should consider trying to make itself more attractive to potential students with autism. While I do not mean to suggest that we should inadvertently exclude anyone else who may be interested in coming here in the future, I am focusing on this potential audience, because I have read reports in the last couple of years that suggest both that there may be a high number of students on the spectrum who will be graduating from high schools in the coming years and will be looking for colleges and also that their needs are not being met at many colleges. According to an article I read just the other night, many people are not sensitive to the needs to these potential students, and the students end up dropping out, since they cannot figure out how to make their way through the system. If treated in ways that respond to their specific situation, however, they would certainly be able to make it through college. Shouldn’t we be trying to extend welcome to this audience and help them in the ways that are meaningful to them?

I suppose, faculty training might be necessary to be able to meet the needs of this potential audience, and I think that it would be highly worthwhile. We would need to do more to build a reputation for being a place that is sensitive to the needs of all students, but I think that we could do it.

Date: Saturday, September 17, 2016 at 12:16 PM  
To: chancellorgreeting <chancellorgreeting@ipfw.edu>  
Subject: Re: Special Message from Chancellor Carwein: Action Plan 41 - please read and provide your input by September 30

Thank you for sending me this information. I downloaded the attachment and read it. I do not fully understand it, but if it helps the students at IPFW to have a better experience in getting their degrees, I am all for it. You are doing a fantastic job! Keep up the good work!!

Date: Monday, September 19, 2016 at 11:29 PM  
To: Action Plan Feedback <actionplan41@ipfw.edu>  
Subject: Action Plan 41

Everything looks good. Just don't allow IPFW to be split into two separate campuses please.
As the report suggests, moving Sociology into Public Policy may not be a bad idea -- 2 of the current CJ faculty are sociologists by training.

There is a great amount of students outside the U.S (such as Asia) plan to study in the U.S. More intentional students at IPFW will increase the university's revenue and enrollment. This will also help university's ranking and academic standings. Examples and benefit of this can be seen from most of big ten universities.

Thanks,

On 9/20/16, 11:12 PM, [GSM: Identifying information redacted] wrote:

Looks good to me!

Good Morning,

Thank you for the opportunity to provide this feedback!

I would like to start by saying that it is important that ALL individuals responsible for the action items listed in the plan be on the same page regarding where IPFW stands and its overall commitment to change and continuous improvement. I’m reminded of the five stages of any relationship, organization, business or civilization. First it appears, then it flourishes. If the entity does not have a strong foundation or experiences attacks (from the inside and out), it could even weaken, collapse and then ultimately disappear! It must be clearly understood by the Chancellor, Vice Chancellors, Deans, Chairs, Faculty, Administration and students at what stage IPFW currently resides. Then and only then can we embrace the truth and as a team work
together towards a common goal. For example, a Dean over a particular academic department with increased enrollment for the past two years could view Action Plan 41 as “not his problem”. When the perspective should be to assist with the success of the whole and not be disillusioned by the success of his piece.

1.5 Engage the deans as continuous improvement leaders
This is a great idea, but only if the same mindset and mode of operation is transferred to the Chairs and Faculty. Key to effective leadership is first a relationship with one’s followers that is built on trust and loyalty (John Maxwell). The Faculty have the day-to-day contact with students, which provides them the best opportunity to impact student success. In addition, this provides strong foundational support for 3.2 Create and implement an advising strategy that supports student persistence and success while increasing graduation rates and 4.8 Redesign student support and services at the university level by integrating Student Affairs into Academic Affairs with the “primary role faculty advisors”. Research states that there are five environments that are key to overall student success and achievement. As an university we need to improve in the verbal, social and emotional environments.

3.4 Invest in the Enrollment Services Center (“Mastodon Hub”)
I currently work in [GSM: Identifying information redacted], and I have never heard the phrase “Mastodon Hub”. Is it just another name for the area or does it speak to the overall vision going forward?

3.11 Improve the physical appearance of campus grounds
The physical environment is one area where we as a campus do well! As a member of a corporation, I have volunteered for years for the United Way Day of Caring. IPFW could have its own “Mastodon Way of Caring Day” to help beautify the campus. We would provide the opportunity for students, staff and faculty to sign up and then construct working teams with individuals from each area. This would be a great way to build relationships. Campus projects could also be assigned based on a team’s skill and experience! Lastly, for continued maintenance of our physical environment, we could generate a list of “Mastodons” and “Mastodon’ts” for the campus community.

Have a great day!

Date: Thursday, September 22, 2016 at 9:53 AM
To: Action Plan Feedback <actionplan41@ipfw.edu>
Subject: Action Plan 41

Thank you for the work on this document. In section 1.1, it might be helpful to clarify the second item (student success/efficiency) peer best practices process. For clarity, are we:

1. Fundamentally defining student success in efficiency terms – in other words, one interpretation would be that student success is defined as timely matriculation to completion. While this is one metric for student success, it is not the only metric and its emphasis absent an equal emphasis on the quality of learning in the context of a program might create challenges. In this
case, the item might be better worded as: develop a student success process, informed by peer best practices and focused on increasing student efficiency in matriculating through a degree.

2. A second perspective might be that the student success and efficiency were not intended to be “coupled” and that their joining was simply a sort of short hand. This would suggest that we are actually looking at two dimensions (especially as we consider the item “expand program review to “non-academic” programs. In this case we might be better to state the action item as Develop student success and organizational efficiency practices informed by peer best practices.

Another area for consideration is section 2.11. As it relates to the measurement of learning outcomes for student athletes and measuring the impact of athletes on campus, I would like to raise a couple of questions:

1. If we are measuring student outcomes relative to the baccalaureate framework are we looking at the extent to which participation in athletics enhances student learning outcomes. Or, are we examining the question “compared to students who are not athletes, student athletes were likely to achieve… These become two very different ways to measure outcomes and needs to be clarified. Also, should the Director of Assessment share responsibility for this item as it relates to assessing student learning?

2. Measure impact of athletics on campus. My research in this area – [GSM: Identifying information redacted] – usually includes an analysis of performance funding attributable to timely degree completion of student athletes. I do this because, the metrics I have been using for evaluating the cost/benefit relationship of Division 1 athletics in regional public institutions, include both a net institutional cost (net negative revenue) figure and a proportional analysis (exaining net negative revenue as a percentage of state appropriated budget. To arrive at a more accurate number, I typically adjust net negative revenue by the proportion of performance funding for timely completion attributable to timely completion of athletes. Given the current environment in relationship to Division 1 participation, this becomes both an important analysis and necessary to measure the true impact of athletics on campus.

Thank you for allowing input.

Date: Thursday, September 22, 2016 at 1:10 AM
To: Action Plan Feedback <actionplan41@ipfw.edu>
Subject: Action plan 41 input

To Whom it may Concern

In regards to point 2.3, to restructure academic programs, this needs to be more specific and explain which programs will be restructured. There was talk of the nursing program being put under IU’s banner. If this is going to be the case, transition plans need to be made available. I personally am against it, and think that it should stay a Purdue degree.

Point 2.12 about requiring campus housing for scholarships recipients and athletes is unappealing; I think this would be a fine OPTION, but not a good requirement.

I like point 3.5, to invest in HHS and engineering.

Thanks,
Dear Action Plan Committee,

My first proposal (which I will refer to as Suggestion #1) was not matched up to a specific part of the Action Plan, I realized after sending it in. So sorry. I will try to express myself a bit more clearly here.

**Suggestion #2:** For point 2.12, you might consider the following:

- **Make student housing more affordable** than the competing apartments in the area. I have spoken to students who told me that they go to other apartments simply because they are cheaper. If I am not mistaken, the apartments right next to campus are more affordable than student housing. If nearby apartments cost, say, $400/month, you might offer small scholarships for student housing that cover enough of the regular cost to bring the monthly price down to $300. In this way, you could still make some money off of student housing and perhaps attract more students. If you filled the rooms, it would seem, it would be well worth it. I do not have time to get the actual number to check out this idea, but I sense that it could work.

- Students also need more reasons to actually be on campus, in my view. Student housing is a prime case in point. What if you offered **intense single-week summer courses** that met over at student housing and must be completed there? I just completed the First IPFW Holocaust Education Symposium for Pre-Service Teachers (15-20 May 2016), and students were in class willingly (for no credit!) for at least 7 hours a day. They seldom seemed tired! It might be a quick way to finish classes in a meaningful way and also keep people in student housing during the summer. I would suggest casting the net wide to get students from around the US, too.

- By the way, I think that having more events over on student housing side would make the place seem more like part of campus. I coordinated [GSM: Identifying information redacted] and the students who participated seemed to really like it. Some immediately asked me to plan it for them again soon. I think that I can get many more students next time I do it, probably next year. Such events cost little, and they might get people talking about that nice place to live on campus called student housing.

- There are still great reasons to come to a campus like IPFW to study. Studying online is also great, but it shares some overlap with studying at a public library. One can study everything on the shelf in a library, too, but one does not tend to do so. Immediately, I can come up with the following reasons why one would want to study on campus with a professor: professors and courses offer structure, focus, motivation, and constant feedback. The campus can offer a great sense of community, too, which is part of what motivates people to study, I think.

**Suggestion 3:** This idea might be 2.7 and 3.6 We should consider starting **digital humanities at IPFW**. No doubt, everyone reading this message knows what I mean, but I will be more specific. Many of my ideas come from Julianne Nyhan’s YouTube video “Introduction to Digital Humanities.” I would very much like to be involved with the move towards DH, even though I have just begun to explore it myself.

**Main Goals of DH**

- **Use technology to do humanities research** (e.g., analyze more texts more quickly than ever before with computers. A big example of this sort of endeavor is Ian Lancashire’s examination of
vocabulary across Agatha Christie’s work to show that there were signs of Alzheimer’s in her writing over the years.)

- **Apply humanities practices to technology** (e.g., at the United States Holocaust Memorial Museum in Washington DC this summer I took part in an Educator Training Week and got to critique a brand new hologram of a Holocaust survivor as a possible learning tool—thus, creating and critiquing such tools could become increasingly part of what we do; also, we must engage in digital criticism (i.e., What cultural assumptions are embedded in software?)

- **Use technology to challenge traditional modes of publishing and public engagement** (e.g., creating edutainment (I mean new learning/teaching methods that we design), on-line conferences and papers on video; we might want to get more people to read or even submit to the *Journal of Digital Humanities*; we should send more people to THATcamp (I WOULD LIKE TO ATTEND!) and connect more people with the German-created TextGrid)

- We should consider **starting a DH lab on IPFW campus for professors to come together to find joint projects and to collaborate.** In general, the goal here would be to produce new products for use in the courses (or complementary to courses taught at IPFW). An example might be simply to work with virtual reality that might help to train students in archaeology.

- We could create **general education DH courses that bring people from different colleges together.** I have examined the requirements for a Computer Science degree at IPFW and could immediately imagine how people from CS might have some common interests with people in COAS. We could create DH courses that bring students from CS (and engineering?) together to learn, for example, about the history of DH and to begin doing their own projects across colleges (i.e., a tech person from CS and a content person from COAS could work on a DH project to submit to the DH professor). There may be more than one course of this sort that we could create to bring people together.

Sincerely,

Action Plan 41
Digest #4
October 3, 2016

**Sent:** Wednesday, September 28, 2016 6:56 PM
**To:** Action Plan Feedback
**Subject:** Suggestions

Hello,
It has been suggested that making suggestions is a good way to be bounced out.
However, you asked, so here goes nothing. Or everything.

Section III, 3.1
Section IV, 4.5
For your given target populations – why not take the ESL program here and have the students enrolled establish practicing ESL programs in the community and/or at the lower grade levels? If IPFW teaches these courses you incent your target population to enroll at IPFW by making them more aware of IPFW which would make them more comfortable coming here. Help them before they get here and they may be more likely to come here.
Section III, 3.14 proposed (but may fit within other blocks)
Section IV, 4.1
Invest in a marketing strategy that puts IPFW in a positive light.
Right now there really is little positive marketing information out there. There are no positive news articles or stories about IPFW. People hear the bad and figure – “why go to IPFW, they’re falling apart.” And the letters to the editor back this up.
Heck, the bus stop on IPFW property (I think) by the back entrance even has a WGU advertisement plastered on all sides. There are even WGU billboards in the immediate area. Other schools are advertising - why isn’t IPFW? We can no longer be that “Best kept secret in NE Indiana.” We need to invest in marketing and advertising that faces the public directly.

Just some thoughts.

Sent: Wednesday, September 28, 2016 2:26 AM
To: Action Plan Feedback
Subject: Another Couple Rough Ideas for the Action Plan

Dear Action Plan Committee,

Here are a couple more ideas I have been mulling over:

**Offer more theoretical/practical courses** (maybe fits 3.6): I know how much I have gained from studying [GSM: Identifying information redacted], but maybe it is not enough to simply tell our students that study is worth their while. Perhaps more courses should have both a theoretical and a practical (especially in terms of application) side. I do not mean only service-learning courses. Examples I have in mind include:

- A GenEd Basic Cooking and Nutrition (does it already exist?) offered perhaps even at Student Housing graded on both nutritional logic and also cooking technique/artistry
- A single entire-summer course in a language like German (on the model of similar courses offered during the regular semester at Bard college) in which students complete all four semesters of German and then go to Germany for a week or even a semester to solidify their skills.
- Project-based Learning German (regular second- or third-semester German, for example, but with a project due at the end that is specific to the student’s major, like singing a part of an opera in German). In fact, there might be various options for earning the grade in one and the same course.

**Plan More Engaging Events to Attract People to IPFW Campus** (Might fit 4.5): We might want to create more reasons for people to want to come to this campus, even if just to experience it. Could we plan a sort of orientation day that includes both enrolled students and also potential students in fun activities that might be reminiscent of GenCon in Indianapolis, but perhaps on a smaller scale? What I have in mind is a series of events like the tables set up an GenCon where students walk through and get to stop
at a table to try a game for free. For some of us (i.e., German), it will almost definitely be a game that the students get to try (i.e., I have been making my own and have more ideas on the way), but for others it might be watching a department-specific interactive video or trying to solve some sort of science riddle that gets students thinking about the thrilling side of the given discipline. This idea needs a lot of fleshing out, but I can kind of see it in my mind. NOTE: I do NOT mean to suggest that we turn our disciplines into mere games. Rather, I mean to say that we be a little more creative in the way we get our students to see the wonder of all the stuff we study/teach. The students could enter their freshman year excited to start classes, rather than, say, simply determined to do their best.

Sincerely,

Sent: Thursday, September 29, 2016 11:49 PM
To: Action Plan Feedback
Subject: Re: Action Plan 41 Feedback

How do you plan to disseminate the feedback received from Action Plan 41, and what will be the approximate timeframe for releasing it to the campus community? Will you announce which alternative ideas and proposals you plan to incorporate? Will the campus community have a chance to review all of the submitted alternatives and compare these with the ones that the administration has chosen? sc

Sent: Thursday, September 29, 2016 10:48 PM
To: Action Plan Feedback
Subject: action plan ideas

2.5 Optimize enrollment of course sections

- Consider offering another MW 3 credit course section time slot (i.e., a morning time slot on MW for a two day a week 3 credit class). In fall classrooms were full on Tues/Thurs but not MW. It’s possible this is because many MW classes are 3 days a week MWF and students tend not to enroll in these. It’s clear there is a culture on campus, whether that is due to students needing to work, or just the culture/tradition (which is very hard to change) that students greatly prefer 2 day a week classes and avoid taking any Friday classes. Rather than trying to fight that logic, just work with it. Offer more options for MW only classes. Perhaps open just one new timeslot and see how many departments take advantage of it, and how many students enroll. If it’s successful, add another the next semester.

3.2 Advising strategies

- Evaluate the Pathways program. Personally, I think this has the potential to be a very useful way for students to explore a variety of majors/careers, but in a way that is already geared toward their overarching interests; however, it needs to be used that way. Simply being in a “pathway” is not going to help a student explore majors – there need to be numerous opportunities for students to explore options and they need to be opportunities students make use of and attend. There are lots of ways departments/colleges can have social events. More formally, can there be introductory level courses that explore the range of disciplines in a
pathway? For example, instead of taking an intro class in a specific department as students often do who have declared a major, take an intro to allied health class, intro to humanities, etc. This course could be taught by faculty in each department affiliated with the pathway (or just one person if that creates a workload nightmare). If the class could be a gen ed, all the better because it will keep students on track for graduation, but I don’t think it would have to be.

- Again regarding Pathways, evaluate its success. At the end of this year, ask students who were in a pathway at some point what they actively did to explore majors/career options. Ask how they decided to pick the major they did and what other experiences they might have liked to have that could have helped them make this decision. Then see if those experiences that were not helpful are related to Pathways or things that they would have experienced any way. Like I mentioned, I like the Pathways idea, but I think it will be important to make sure it does not simply become a ‘holding pattern’ for undecided students, but really a guided advising process to select a major. If it’s not, then just have students be undecided.

3.1 Enrollment plan

- It’s a lot of work to get students to campus and enroll once they are here keeping them here is good for IPFW and also the students’ futures. I would say the majority of faculty (perhaps almost all) are not like many of the IPFW students. Faculty have graduate degrees, most doctoral degrees. Someone who has earned doctoral degree has clearly been successful in the traditional educational system – or they wouldn’t have been here. When they were students it’s very likely that faculty would never have dreamed of turning in a paper late, skipping multiple classes, simply not doing assignments, not asking for help when needed, etc. Because of this, it’s hard for faculty to understand the academic background and motivation of students. Training in how to work with “unprepared” students might help faculty modify their teaching style, advising style, etc. to increase the likelihood these underprepared students are successful and therefore, continue to enroll semester after semester. Not all teaching styles work for all students – what a faculty member might be doing might be excellent teaching, but might not click with students from a less academically focused background. It’s about modifying teaching style to improve student learning, not improving teaching.

- It seems students are being pushed earlier and earlier to select a major. In my opinion, the fact that DonDays are organized by major is clearly beyond the point of a reasonable time to expect students to select a major. So to attend DonDays they have to have selected ONE area to visit. Students change majors, it’s always been that way, always will be – because college is supposed to be a time to explore new areas, options, etc. High school students need to choose IPFW because it will be a good education if they pursue the major they are thinking of, but also if they change their mind. I think they need to be exposed to more diversity in the academic offerings during the time they are making decisions about whether to attend. Also, students who have not applied need to experience that also to decide whether to even apply. My understanding is DonDays is just for accepted students. Perhaps more can be done to increase recruitment efforts with students who have not applied (sophomores, juniors, etc.). Perhaps recruitment days targeted along the lines of Pathways. For example, an engineering recruitment event – basic science departments and engineering could attend. Health sciences – healthcare oriented departments attend. Education, etc. ALL prospective students are invited, and know in advance there is a focus on a specific subset of academic areas.
I have two concerns about Action Plan 41:

1) Why is the time frame for the plan and implementation of academic restructuring laid out in Action Plan 41 so accelerated? To expect implementation to begin in spring 17 when the LSA decision is still forthcoming seems illogical.

2) Chancellor Carwein has said that Action Plan 41 and the USAP process are about making "strategic decisions to allocate resources according to the priorities identified in Plan 2020," How is it, then, that Action Plan 41 completely ignores key priorities of that Plan 2020, while disproportionately favoring others. For example, there is virtually no acknowledgement, let alone a plan of action, for the goals of internationalization (I.C.2-6) and interdisciplinarity (I.C.1). Since these crucial goals of Plan 2020 have been excised from Action Plan 41, are we to understand that the university has abandoned them as priorities?

Thank you,

The Health Sciences are up in enrollment. It is surprising Purdue would be willing to let go one of the colleges making revenue for Purdue University. If Indiana University wants to have a Health Science program, they should start their own Health Science Program and let Purdue keep the Health Sciences as it is now to keep up the revenue for the campus. Having separate classes, registration, and bursar offices will be a hassle for the potential nursing students. It would be a concern with a decline in admissions if students are coming in as Purdue students and then transferring to Indiana University students to complete a Nursing degree.

Dear Chancellor,

I've been at IPFW for three years and I love my school. I am interested in my school’s future so I have a few questions. In plan 41 how did you establish a methodology for the viability of a
program? What categories did you use to rank the proficiency of program? Who is in charge of evaluating the efficiency of an academic program? Why are we eliminating certain degrees?

You asked for student input so here is my two cents. If IPFW is in such fiscal dilemma, to the point we may have to diminish the liberal arts program, why is D1 sports being sustained? Plan 41 states IPFW will reaffirm commitment to Division I programming and membership. As a University what is our main goal? is it not to provide higher education? My proposal is to stop spending 10 million dollars on D1 sports every year. Let’s move to the NAIA league. This would save every student $120 as well as save the school itself literally millions. The 11,000 students should come first before the (I believe less than) 300 student athletes. A survey by IPFW stated that about 90% of students would not go to a game. I feel short changed. Let’s also stop working on the beautification and construction of the campus. Or perhaps we could sell the 1/3 of the dorms that are not filled to a business. The empty dorms could be sold to a retirement home perhaps to gain revenue. Start putting the schooling of the students at this university first. Thank you in Advanced for your time.

A student who loves learning

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**Sent:** Thursday, September 29, 2016 3:24 PM  
**To:** Action Plan Feedback  
**Subject:** THIS PLAN GOES AGAINST WHAT EDUCATION AND UNIVERSITIES STAND FOR

Dear Chancellor

After reading the plan and discussing it with my class mates we find it to fly in the face of all we stand for. By "consolidating" and eliminating programs will drastically harm the universities carrying capacity for its student body in regards to the services available. I recommend that we immediately stop all "beautification" programs and also do away with the D1 designation or sports lowering their rating drastically. Our liberal arts and sciences are absolutely essential to the lifeblood of a healthy and vibrant democracy and economy. To reduce them in favor of vocational training will permanently harm the local community for years to come and spell the decline of IPFW. Please listen to the community leaders, staff and students when we say that we do **not** support the plan and wish for alternatives with our input seriously considered.

Thank You

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**Sent:** Thursday, September 29, 2016 3:17 PM  
**To:** Action Plan Feedback  
**Subject:** input  
Comments below. Thank you for your attention.
1. Item 1.2: What is the Purdue data dictionary?
2. In general, I see the values of reports being automated. I have a concern though that this gives the appearance of the jobs of Deans and Chairs being ‘micromanaged’. How will this concern be alleviated?
3. I am concerned with the feasibility of increasing the yield of dual credit students. With the dual credit teacher certification standards being imposed, the number of certified teachers will almost certainly be decreasing.

Sent: Friday, September 30, 2016 6:01 PM
To: Action Plan Feedback
Subject: USAP/Action Plan 41 Input

Action Plan 41 Members:

Hello, my name is [GSM: Identifying information redacted], a current student at IPFW. Let me rewind to five years ago, when I graduated high school. I was ready to start my college degree and was ecstatic to be accepted at [GSM: Identifying information redacted] as a [GSM: Identifying information redacted] major. The campus was amazing and I feel like the experience I had, was great. After a year of attending [GSM: Identifying information redacted] though, I realized I realistically could not afford it anymore. So, I transferred to IPFW, because it was (and still is) my best option.

I have found way more at the IPFW campus than what I did at [GSM: Identifying information redacted]. Today, I am proud to say I am a senior at IPFW majoring in Anthropology. I have made lifelong friends, made a difference in my community, and have gained critical skills that are useful in the real economy and job force. What I am trying to explain is that you would think [GSM: Identifying information redacted] would be a better school with better programs (due to many factors), but I would choose IPFW over [GSM: Identifying information redacted] in a heartbeat, because of all the great people, outstanding opportunities and experiences I have had throughout the four years I have attended. Why would USAP/Action Plan 41 want to split this campus up by the many unnecessary changes they are calling for?

This campus is already booming with opportunities for students after graduation, they just have to utilize the programs offered to land successful jobs in Northeast Indiana. One of the main points USAP brings up in their report is that they want to focus more on technical programs like engineering and nursing, but in all reality, we have to face that the majority of students attending IPFW are majoring in liberal arts programs, because they WANT to—therefore, there is a demand for these liberal arts programs. With already three technical schools in the area (Indiana Tech, Ivy Tech, and Brown Mackie College), IPFW and the University of Saint Francis are the two main campuses in Fort Wayne that are recognized and valued for their liberal arts programs—with the latter being more expensive, IPFW is the best option for students who cannot afford the price of a private university, but also for students that have to multitask in their everyday lives—such as commuters, students that work while going to school and students that have families—which, in all honesty, makes up the majority of the school’s population. With yet another technical school in the area, there will be an influx in graduated students with technical degrees and not enough jobs to fill them in the area—therefore pushing jobs out of the Fort Wayne area. Is this not the opposite of what you say the Action Plan 41 will do?
In the USAP Report, it states “…USAP was created to produce recommendations on how to better align university resources with IPFW’s mission, based on data and strategic-level planning (pg 3).” As you have continued to say these are all recommendations on restructuring of IPFW programs, you also continue to make it sound like we have no say, no voice and no choice as to the matters pertaining to a university that I attend. Furthermore, the data collected, has been biased and skewed from the beginning—the inaccuracy of representatives from each department for example. As far as performance measures/metrics, you cannot simply rate academic unit performance by a “one-size-fits-all model” because other factors take place in evaluating an efficient program—but maybe that’s just the kind of thinking my liberal arts program has given me. And by interpreting USAP’s Report, I do not see transparency within it at all, meaning that the USAP Report itself does not even follow what is stated on its own website. Chancellor, in your correspondence, you mention “Continued criticism of the process...is simply not constructive and only serves to distract and redirect energy from the real work before us…” Yet, I feel it is in the community’s best interest, as well as faculty and students, to voice their opinions.

Money matters but apparently not here because instead of working on lowering our deficit, beautification and construction still continues on campus. And if saving money is one of the “benefits” of restructuring liberal arts programs, then please explain how this would substantially change IPFW for the better. How is this going to affect students in their classes? Student to teacher ratios will be way outnumbered, therefore will students receive the individual help that they need? For each and every separate department the university has, it generates money for IPFW. Merging and cutting programs would therefore generate less money and you will lose revenue. The College of Arts and Sciences generated around $7 million for IPFW in the last year alone.

Additionally, I am not paying my tuition and spending my time at IPFW just so USAP/Action Plan 41 can be changing liberal arts programs and possibly cutting them—I am paying my tuition and spending my time at IPFW to be a part of something that does better myself, to become a well-rounded, critically-thinking citizen. I have learned so much from the liberal arts programs, changing my major 5 times (all liberal arts majors) that I cannot express my gratitude enough to the liberal arts programs, and the amazing faculty, at IPFW. The positives of what we have done here on campus outweighs the negatives by three-fold, in my opinion. Why are you tearing us down instead of building us up?

If Action Plan 41 is put into action, you will be severely damaging the quality of education, and perhaps other aspects, of Northeast Indiana.

Sent: Friday, September 30, 2016 8:31 PM
To: Action Plan Feedback
Subject: several comments pertaining to action plan 41

Several suggestions regarding the plan:

1. Highly incentivize engagement activities, including but not limited to, by aligning the IPFW P&T criteria with the Purdue WL P&T criteria, which describes three faculty mission areas: discovery, learning, and engagement. Engagement activities are high-impact and many (all?) newly planned initiatives should have an engagement component that is clearly stated. Well planned and executed engagement leads to impact which leads to ROI.
2. Perform a study of co-op students, especially with regards to graduation rate and time to graduate. Advocate for a change in
the funding formula as it pertains to 4-year graduate rates for co-op student. For example, a co-op student who successfully completes two co-op periods and graduates in 10 semesters should be counted as (i.e. equivalent) an on-time 4-year completion.

3. Closely related to item 3.7 and 4.2 in the plan but slightly different, create college- or department-level ACADEMIES OF EXCELLENCE or HALLS OF FAME to honor successful, high-achieving alumni. Inductees are invited to a dinner and their pictures are taken and displayed in a prominent location on campus. Ideal candidates would 20-30 years after graduation and at a level say VP or senior management. Each ACADEMY would establish an endowed scholarship to support students in its major and possibly mentor students and serve as role-models. (Note: this is not the same as an advisory board.)

I believe these three items are related to elements of plan, but I did not have time to more closely determine the specific items to which they relate. Please let me know if you have any questions.

From: John Doe <concernedipfwfacultymember@gmail.com>
Sent: Friday, September 30, 2016 8:46 PM
To: Vicky Carwein; Carl Drummond; George S McClellan; Action Plan Feedback; Mark Masters; Andrew Downs; Jeffrey J Malanson
Subject: Comments about Action Plan 41

Restructuring Ideas

These ideas are if IPFW stays IPFW.

- Academic Restructuring
  1. It is happening already, so merge the “tech” departments in ETCS into a single department.
  2. Disband Philosophy and divide the faculty between History (Religious Studies), English (great works), and Math (logic).
  3. Break English into two departments – writing and literature.
  4. Combine English (writing) with Communication and create the Department of Writing and Communication. Any film studies things would go in here too.
  5. Merge Anthropology, Sociology, International Languages and Culture Studies, Women’s Studies, and Peace and Conflict Studies into a Department of Cultural Studies and Social Change.
  6. International Languages and Culture Studies could merge with the new English (literature) if that is the focus the members of International Languages and Culture Studies want to have instead of cultural studies.
  7. Move Mathematical Sciences, Physics, and Geosciences into ETCS.
8. Move International Studies into Political Science or the new Department of Cultural Studies and Social Change depending on what the program wants to do with their curriculum.
9. Create a College of Education and Professional Programs that includes Educational Studies, Professional Studies, Public Policy, Organizational Leadership and Supervision, and Human Services. This could become that leadership thing that people talk about every now and then, but that no one can describe clearly.
10. Move English (literature) into the College of Visual and Performing Arts and change the name to the College of the Arts and Humanities.

- Non-academic restructuring
  1. Get out of DI athletics. The costs for getting out (money and image) will be outweighed by the benefits. This would create an opportunity for Chancellor Carwein to show some leadership and an ability to make difficult decisions that make long-term sense.
  2. Establish goals for enrollment (number of students and credit hours) and develop a real plan for finding the students to meet these goals. That plan should include a clear role for academic departments. Right now there are departments that think they have to identify potential students, reach out to them, and get them signed up. Other departments think that Admissions identifies the students and the department is brought in to “close the sale.”
  3. Don't bring volunteers to campus to care for the campus. The organizing of it will be onerous and the work itself probably will create more work for the staff as they fix what the volunteers got wrong.
  4. It is not an explicit part of Action Plan 41, but if there are going to be significant changes in the academic structure, then there should be a study of how space is used. Given the decline in enrollment, it might be possible to provide more and better space to the programs that are going to grow.
  5. Item 3.8: Marketing Communication needs to be reviewed and judged based on their performance which does not appear to be very good. What do they do? What metrics are used for them?
  6. Be careful of the centralization of advising. The concern is that it will become too programmed and not provide the specialized service that many IPFW students need.
  7. Item 4.1: Please remember that community leaders are more than business leaders.

- Other things
  1. Item 1.4 says that “high-achieving” universities will be reviewed. How is high-achieving being defined?
Alternative Proposal for Restructuring Units
Submitted by IPFW AcademicsFirst, a group of concerned faculty and staff

At the fall convocation on August 22, Chancellor Carwein stated that she would “welcome endorsement of some or all of [the] 41 [USAP] recommendations, OR, suggestions of alternative strategies to address opportunities and meet our challenges, the most critical challenge, of course, the enrollment decline of almost 30% since 2011.”

As invited, we submit an alternative strategy for addressing the current challenges before IPFW and for positioning our university for a future, as projected, of continued declines in enrollments. With all due respect to those who invested considerable time and energy into USAP, we begin from the position that the USAP Year Two report draws its conclusions from fundamentally flawed assumptions regarding revenue inefficiencies and revenue generation at IPFW and, as a result, wrongly targets individual academic programs as the primary site of cost-savings, despite data that demonstrate that our academic programs at IPFW operate in the black, with minor exception. Working, it would seem, from similar assumptions, the VCAA targets departments, particularly those in COAS, as the obvious site for cost-savings and draws evidence from the imbalance in the number of departmental units housed within each of the colleges at IPFW. Certainly, the visual presentation of the organizational structure chart included in the VCAA’s recommendations paints a stark contrast between COAS and the other colleges. From these charts, one can see perhaps why people have drawn the conclusion that COAS has too many departments and is therefore inefficient.

However, if one works from a different set of assumptions—including the assumption that our departments are financially in the black and therefore healthy and that our current administrative structure and rewards for department chairs have contributed vitally to this state of health—then one could look at the organizational structure charts and draw an entirely different conclusion about where the inefficiencies lie. Indeed, one could just as easily argue that COAS as a college is extremely efficient, having just one dean for 16 academic units. One might also ask why the other colleges have only three or four departments within them. Do three or four departments really justify the need for their own college with its own dean?

Add to this the fact that most students at IPFW have little awareness of our college structures or even an awareness of what it means to be in a particular college, and we can argue that changing college structures is likely to have far less impact on students’ experiences and success rates at IPFW than changing department structures, especially given that departments are where they find their intellectual homes, receive advising and mentoring, and form bonds with students and faculty who share their interests. Finally, deans and dean offices are expensive, so for the purposes of cost-savings, it makes much more sense to combine colleges than departments.
Thus, we propose the following new organizational structure for our colleges, with a cost savings of between $250,000 and $600,000 annually, if not more over the long term:

Note: An alternative name for the College of Liberal Arts could be the College of Arts, Humanities, and Social Sciences, though it should be noted there are plenty of universities that include visual and performing arts in the liberal arts.

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To whom it concerns,

I am writing with a recommendation in light of several areas of Action Plan 41. Specifically,

2.3 Restructure academic programs and departments (some in report – other degree programs and majors may be on list developed by deans/AA)
---Create review process and implementation plan for academic restructuring, with plan completed by December 31, 2016 and implementation beginning Spring 2017

3.5 Invest in Health Sciences and Engineering Programs
---Develop new programs/initiatives

and
4.9 As a metropolitan campus, distinguish IPFW as a leader in experiential learning through internships, cooperative, and immersion experiences as well as a high placement rate upon graduation

—Inventory experiential learning to identify gaps, develop and implement plan to close

In light of these pieces of Action Plan 41, the emphasis given to ethics in IPFW’s Baccalaureate Framework and in the Values section of Plan 2020, and the ethics requirements of various accreditations across the curriculums of campus, I recommend the integration of Ethics Across the Curriculum.

This integration is needed for several reasons. I’ll highlight two here. First, at present, the siloed teaching responsibilities across the various colleges lead colleges and departments to scramble to cover the required ethics courses. At times, this leads to assigning teaching ethics to individuals who lack formal training in ethics. This risks subjecting these accreditations to unnecessary scrutiny. Here is a list of some of the accreditations that IPFW departments or colleges has or is pursuing that include an ethics requirement (and the associated school): Commission on Dental Accreditation (Health and Human Services), the Association to Advance Collegiate Schools of Business (Business), the Council for Accreditation of Counseling & Related Educational Programs (Education and Public Policy), and the Accreditation Board for Engineering and Technology (ETCS).

Second, when individual programs suggest a stand alone ethics class taught by Philosophy faculty to their majors (e.g., Business and Phil 11100—Ethics, or Nursing and Phil 31200—Medical Ethics), these courses are often taken in a way and at a time that is entirely separate from the coursework of the major. As a result, there is a gap between education within the major and ethics education. Integrating Ethics Across the Curriculum as a way to meet Action Plan 41 objectives 2.3, 3.5, and 4.9 provides an important opportunity to improve our ability to achieve the goals of the Baccalaureate Framework and Plan 2020.

Importantly, IPFW would not have to start from scratch. Ethics Across the Curriculum is already established at Utah Valley University (https://www.uvu.edu/ethics/), Saint Louis University (http://www.slu.edu/centers/ethics/about_EAC.html) and Union College (http://catalog.union.edu/preview_entity.php?catoid=14&ent_oid=908&returnto=502). Importantly, [GSM: Identifying information redacted], if there is interest in integrating Ethics Across the Curriculum, he [GSM: Bob Baker at Union College] could prove to be a valuable resource.

Center for the Study of Ethics | Ethics Center | Home

www.uvu.edu

The Center for the Study of Ethics is an academic organization serving the campus of Utah Valley University and our Utah County community. The aim of the Ethics ... 

About Ethics Across the Curriculum - Saint Louis University

www.slu.edu

About Ethics Across the Curriculum. Program Background During the 1996-97 academic years, a group of interested faculty members met to ...

Should you find this suggestion to be one worth pursuing, I am happy to meet to discuss further.

Be well
The Wrong Priorities

Action Plan 41 is an incomplete formula for change that is often not needed. Faculty have been told over the past number of years that IPFW needed to “rightsize” or embrace change and that any opposition to change is not being inventive. Plan 41 misplaces emphasis on academic cuts rather than administrative and wrongly assumes drastic change is better than incremental change that sticks to the mission of IPFW. Consequently, it upsets rather than promotes the strategic plan it is meant to help.

Change Is Not Always Positive

The argument that IPFW should embrace change and not defend current structures and functions of IPFW is oversimplified. Our academic departments are connected to professional organizations who have been in existence for hundreds of years and that demand quality control and disciplinary standards. It is wrong to suggest that wanting to keep departments and programs in place is standing in the way of progress, especially when there is little evidence of the consequences of such changes. In fact we know that some suggested changes in USAP 2.3 would hurt students success. Our institutional ratings would suffer if we combine departments with law schools, professional schools, and graduate schools. Why would we pursue or support something that would objectively hurt students? Consequently, standing in the way of change that hurts students is not bad. Despite repeatedly raising this point, no one in central administration has answered why marginal savings in administrative costs for these programs – that equal in total less than the Chancellor’s Chief of Staff position salary – would be good if it hurts graduates’ potential. This would also recycle in damaging ways because our graduates would professionally lose over their lifetimes and be less able to give back to our institution.

Change is not always good. Policy changes to save money marginally often fail. Indiana tried to privatize social services and it failed and was costly. Flint tried to change its water source and it failed. Trustee Berghoff told IPFW we needed bold change, yet he had zero evidence of why this would better IPFW beyond a shoddy report based on biased figures. Bold policy change is not always the answer and often leads away from the mission of the related institution. Consequently, the repeated line that the status quo is necessarily bad and change is good is problematic.

I have been part of nearly every proposed innovation in teaching and service here at IPFW: learning communities, lecture captures, TAP Grants etc. Many have not worked despite earnest efforts. What has improved is our graduation rate and retention rates and that is due to established departmental policies, quality control from disciplines, and a willingness to change incrementally to meet problems at IPFW. We are not negative sticks in the mud and can embrace change, but not when it will be negative to students. The implication that change is good and status quo – with incremental change – is bad is inaccurate and does not fit our policy analysts weigh successful policy innovation when institutions face difficulty. So this communication strategy is extremely frustrating.
2.8 Reduce Administrative Positions

The administration has failed to meet fundraising and enrollment goals. This may be due to the high level of turnover, which has included eight Vice Chancellors. Nevertheless, the reorganization of Central Administration has not worked. Why does this matter? Because the administration has pushed for reorganization of some academic departments even though those departments have operated under high turnover: eight Vice Chancellors, three admissions directors, and three Deans of COAS. Rather than beginning at the academic level, 2.8 should be prioritized first.

The main mission of the university is to teach, research, and provide community research. It is not to administrate. So all efforts to keep the main mission operable should be exhausted first. Unfortunately, Action Plan 41 provides next to zero actual changes – yet the viability measures for departments and restructuring suggestions are complete. It’s absolutely backward that reorganization of administration, when administrators now outnumber faculty, and when this sits in opposition to stated governance positions that prioritizes decisions by the administration to support teaching as the central goal of IPFW.

[Graph: IPFW Administrative to Faculty FTE, 1995-2015]

It’s not just that administrative growth has occurred. It’s also that the administrative growth model has not worked. In a question put to the Chancellor in the Senate concerning her vision of the role of the Chancellor, the Chancellor said she envisioned her role as a CEO. The question came in response to the development of the Chief of Staff position, which was a significant addition to the administration. As a CEO, it should be seen that in a declining faculty model, the administration should decline too and it should start from the top. The Chief of Staff should be the first position considered for 2.8 Reduce Administrative Positions. This is not a criticism of the people who have
been in the role by any means. They have both been entirely competent. The fact that the position is being held by someone with another fundamental position on campus demonstrates that it should perhaps go. Certainly Dr. Norman deserves credit for wearing many hats well, but that does not mean the position should continue when the university is “rightsizing” and the CEO model has not worked.

**Mistaken Reading and Presentation of Trends**
The university communication that reorganization was due to responding to national trends is inaccurate. There are admissions and enrollment trends that IPFW faces in the Midwest that the Chancellor has highlighted, but in other communications the implication is that the 2.3 department enrollment drops are part of a trend that we needed to address. In fact, these departments are not disciplines that have dropped nationally in a significant way recently.
These programs are key parts of the university and meet primary goals of Plan2020 – like internationalization and development of citizens and the community. Further, they are disciplines that drive critical thinking, communication, and writing skills that the American Association of Colleges and Universities’ LEAP project highlights as key to employment in the 21st Century workplace. We owe it to the Northeast Indiana economy to continue these programs and departments as employers, in national surveys, point to these skills associated with these departments as the primary skills they need in their workforce. The Employer priorities of college learning are from LEAP programs. Refer to the following:

https://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary

Further, ICHE has pushed for Indiana to be a LEAP state – so we are supposed to be emphasizing these elements of our universities – not reorganizing them. How did we step out of ICHE recommendations and employer needs studies by one of the top university professional organizations in the country? So the reorganization should come as the final step of any action rather than a first step. Plan 41 should be reevaluated completely with non-academic cuts looked at first. As it stands, Plan41 is an incomplete outline that is underdeveloped where it should be developed and over concentrating on cutting IPFW’s primary mission.

Sent: Friday, September 30, 2016 6:18 PM
To: Action Plan Feedback
Subject: comments on internationalizing Action Plan 41
Dear colleagues:

In Action Plan 41, a number of Plan 2020 goals are addressed through action items, but one major element that is missing is a focus on the number of steps associated with achieving Process Goal I.C: “Increase interdisciplinary and graduate programs and internationalization of the curriculum.” While I do see significant thought about interdisciplinary programs, there is little mention in the Action Items of internationalizing the curriculum. In fact the word “international” appears only once in the entirety of Action Plan 41: “3.1 Develop a university-wide strategic enrollment plan that integrates the university's programs, practices, policies and planning related to Strategic Enrollment Management (SEM).”

Here are a couple of thoughts on several recommendations that could include an international component to advance Process Goal I.C: “Increase interdisciplinary and graduate programs and internationalization of the curriculum.”

4.5 Create closer partnerships with Pre-K-12 schools in the region

- One Action Item is to “increase yield of dual credit students.” But I believe we should also focus on increasing our yield of students graduating high school with the Core 40 with Academic Honors diplomas. These students take more credits in world languages in high school. This linguistic preparation means they are more prepared to engage international perspectives, can earn credits toward graduation by taking the language placement exam and are more prepared and likely to study abroad, which will both create pathways for students to achieve the Plan 2020 goal of sending more domestic students abroad as well as potentially increase minor or major engagement in departments with international curricula.
- Incentivize the creation of what I like to call “on-campus international experiences.” These can be cultural events and film festivals, but I also think that academic competitions for high school students (e.g. a World Languages Festival, with various competition events, which could also be a recruiting event for departments with international curricula). This could also foster closer relationships with the biggest feeder schools to IPFW to help enhance language education there to ensure students are more prepared to enter the language classroom when enrolling at IPFW, which can lead to higher study abroad rates and possibly better persistence.

4.6, “Review the General Studies Program,”

- I think we could advance Process Goal I.C.5 “Invest in academic programs with international curricula,” by incentivizing departments to create courses or course delivery methods for international content that would be attractive to General Studies students.

4.7 Review General Education

- As we review General Education, we should keep in mind the Plan 2020 goal of internationalization, and the importance of Process Goal I.C.5, of investing in programs with international curricula. The most recent revision of Gen Ed, while it has its problems, has allowed courses with international content (such as international languages) to enter the General Education program. I believe that given our Plan 2020 Process goal of “internationalization of the curriculum” that we should maintain courses like those offered by ILCS as an important component of General Education for students entering the workforce in a globalized world. Students need to read, write, reason mathematically, speak/communicate, but they also need to recognize the cultural and linguistic diversity that many of those skills must take into account now and in the future.

3.2 Create and implement an advising strategy that supports student persistence and success while increasing graduation.

- I think that educating advisors on the languages we offer and the importance of taking the language placement exam will help in these matters. I would suggest that all students should
take the language placement exam when entering at orientation. It does not cost the university any additional money for the students to take it. The students would know which languages are offered. If they place into a second semester or above course and successfully complete the course, they can apply for retro credit, which advances them in the path to graduation. I would also suggest that advisors recommend students take language as early as possible (preferably their first semester) to ensure completion and progress toward graduation. Many students lament waiting until their last semesters to take language. They find achievement in 4th semester and often wish to take more right when graduating. If they completed earlier, they would be able to use language study to internationalize their degree.

I have additional ideas at course and program levels, which I will advance through the channels in my department.

Thanks for your time,

Sent: Friday, September 30, 2016 5:25 PM
To: Action Plan Feedback
Subject:

We find Action Plan 41 to be vague and non-specific and not grounded in or supported by any meaningful empirical data or logical arguments. Thus, we find it next to impossible to provide meaningful feedback.

Sent: Friday, September 30, 2016 4:22 PM
To: Action Plan Feedback
Subject: Plan 41 suggestions

My first comment is related to 3.1 3.1 Develop a university-wide strategic enrollment plan that integrates the university's programs, practices, policies and planning related to Strategic Enrollment Management (SEM). Specifically the point “Target populations: adult learners, international, online, freshmen, grad, regions of Indiana, reciprocity, transfer, diversity: Burmese, Hispanic”.

This is a great goal. For it to be successful I would suggest involving the Department of International Language and Culture Studies (ILCS). The Hispanic students will respond well to us and feel very welcome and at home as they adjust to the university experience. Our experience is that Hispanic students who take courses with us adjust more quickly, have a sense of belonging and an improved self and community identity. We provide them a safe place to land and then expand into their education. We would love to do the same for the Burmese population with the development of a Burmese language program on campus.

This goal also builds well on Plan 2020 in the section “Foster Student Success. Goal C. Increase interdisciplinary and graduate programs and internationalization of the curriculum.” This part of Plan 2020 has been largely forgotten in all of the excitement of USAP and it is important to re-emphasize it and tie in other goals from Plan 2020.

My second comment is that the plan should directly involve the Faculty Senate and its Committees and/or sub committees in the action plan. A few examples would be including the Subcommittee on
athletics in 2.11. Or the Curriculum committee in 4.7. There are surely other places where they could be included. This important part of our university structure can do valuable work here.

Lastly, I would also suggest the inclusion of the Study abroad advisor (Meg Underwood) in 4.9.

Sent: Friday, September 30, 2016 2:17 AM
To: Action Plan Feedback
Subject: Actionplan41

To whom this may concern,

While this plan has many great ideas, there is still much room for improvement and some areas of the plan cause great concern towards the degree-holders in the arts. First and foremost this plan seems to be an attack against the humanities. By eliminating degree programs and combining majors under one department this plan is diminishing the diversity and quality of many degree programs. The news that programs may be incorporated with many departments into a single department lowers the academic quality and prestige of any degree from this university in the arts and humanities. This plan might as well put IPFW on par with Trump University if this is what is to occur. The plan as stands does not give any graduate or alumni in the liberal arts that paid thousands of dollars on their educations a prestigious program to write on their future CV's and resumes. Perhaps it has been forgotten by some within the administration that our educations are more than just a commodity, we are future global citizens and people with different goals and aspirations in life. While medicine and engineering are honorable degrees they are not the only degrees of importance. They do not produce the same outcomes that the liberal arts have to offer. The demands for competent writers, globally aware citizens, analytical thinkers and creative problem-solvers are high and these skills can not be found in the technical fields. Programs such as the ones to be further invested in are programs that teach students technical and vocational skills which in consequence do not transfer the same knowledge and wisdom that only the liberal arts can offer. Furthermore those majors are not the only programs worthy of investment nor do they fit the needs of every student attending this campus. The arts give life profound meaning and deeply enrich this campus's quality of life as well as the broader community's. The continuing disinvestment in the liberal arts is a disservice to the students, alumni, and the broader social needs of society. Maybe it has been forgotten that most ivy league graduate schools accept the majority of their admission students from liberal arts backgrounds and do so for important reasons. By following national trends and reforming our historic universities into commodities to be sold we risk diminishing the intellectual, academic, and economic life of our community that usually surround college towns. If vocational training is predicted to bring more cash flow into the university than by all means invest in the vocational programs but to do so at the expense of the liberal arts will ensure only worst future outcomes by lowering the overall quality of this campus and will be a great disservice to the community as well as future students seeking degree programs outside vocational occupations. Some students go to college to pursue their dreams and I recommend to not take away opportunities provided here to pursue those
dreams. To divest and restructure the liberal arts programs will ultimately end in taking away the quality of education that this institution has to offer and limit the opportunity for students to find themselves and their place in the world in an ever-changing global economy. I send this with the deepest respects and sincerest concerns for the future of this campus. Thank you for taking the time to consider my feedback and I hope it will help in further improving the current plan that is to be implemented.

Sincerely,

Sent: Friday, September 30, 2016 2:27 PM
To: Action Plan Feedback
Subject: Comments

Dear Action 41 Committee,

I wish to express a few comments on the Action 41 Plan. [GSM: Identifying information redacted] I was a non-traditional student returning to college after staying home with my family for 10 years. It is disheartening to hear how part time students, older students, and young students that need to work to support themselves are being viewed as detrimental to the funding statistics of the university. They should be applauded for making the effort to better themselves and for helping fill the chairs in our classrooms.

Addressing 2.2:
There must be transparency on these actions. Perspective students are already fearful of enrolling at IPFW because of rumors that their intended field of study will be eliminated or changed from one parent university to the other. The current situation in Fort Wayne with other small education providers closing their doors and leaving students has escalated these fears that IPFW will do the same. The ongoing media bombardment has not helped the situation. Parents of first generation students are unsure of making the investment in education because of what they are reading.

Addressing 2.12
There are many organizations in Fort Wayne that host groups of people that need short term housing. A marketing approach needs to be developed to educate the local community that housing, meeting rooms, etc. are available at IPFW. In my past career, I frequently needed to house people for three day trainings, a week long seminar or hosting a “training college” which we took to Bethel College in South Bend because it could not be accommodated here.

Addressing 4.5
There needs to be a definition of “outreach programs”. Is “outreach” to recruit new students or is it “outreach programs” that stimulate and encourage interest in a potential student to pursue preliminary training in an area if interest, such as enrolling in a middle school /high school math track to get the classes needed for physics or engineering.

If you are considering “Outreach” as a college recruitment tool, then that could be overseen by Admissions if it became part of their job. I feel that the current structure of Admissions is only to provide the avenue for entering the University. A change would need to be implemented making this a part of
their measurable job responsibilities. Many times Admissions has been invited to be present at events that include both potential students and their parents and they have not responded to our invitation. They did not even send brochures.

If you are considering “Outreach” as programs/activities to stimulate interest in specific fields of study, then I feel very strongly those endeavors need to remain in the colleges that have that expertise. These programs allow potential students and parents to see the buildings where the courses take place, meet some of the faculty, see the labs, and ask questions of the experts in the field of interest. The colleges need to be encouraged to invite admissions, CASA, Financial Aid, honors, etc. to the events that are applicable. Those departments need to make themselves available if possible to be at events.

Closing thought: As an Administrative Assistant I have overhead all too often, “I don’t have time to teach that section, I am doing research on…. Or I will not teach that first year class, I don’t have that kind of time to spend in the classroom.” I know that doing researching and publishing scholarly articles, writing books, etc. is important but student education must be made a priority. As a provider of informal education, I know that many times the greatest satisfaction is seeing the spark of excitement in a person as they become excited about your skill or topic. You get the opportunity to see that more frequently in entry level training. I hope our faculty will embrace providing those “ah ha” moments for our students, my past professors did that for me.

Sent: Friday, September 30, 2016 2:37 PM
To: Action Plan Feedback
Subject: Carl Drummond’s email RE January re-org

There are some who have interpreted the email Carl sent about January implementation of administrative reorganizations that will result from USAP 2.3 as meaning that all chair positions will be eliminated. Future communications might want to clarify this message, unless of course, this is the correct interpretation.

Thanks!

Sent: Friday, September 30, 2016 12:54 PM
To: chancellor <chancellor@ipfw.edu>; Carl Drummond <drummond@ipfw.edu>; Eric Carl Link <eric.link@ipfw.edu>
Subject: Letter from IU campuses in support of a autonomous Women's Studies Program at IPFW
Importance: High

To Chancellor Carwein, Vice Chancellor Drummond, and Dean Link:

Below and attached, please find letters attesting to the value of maintaining an autonomous Women's Studies Program on your campus. The IU-wide Women's and Gender Studies faculty, who have a long and happy history of working with Dr. Badia, stand in strong support of her and the Women's Studies Program, as do the entire faculty of our Sociology and Anthropology Department and our English Department at IU South Bend, whose students benefit from Women's and Gender Studies courses.
We on other campuses are watching with concern as the strategic realignment at IPFW threatens the health of programs we know to be essential to liberal arts education. The Women's Studies Program on your campus is a clear example. We stand with Dr. Badia and the important work of the Women's Studies Program at IPFW.

Sincerely,

April Lidinsky, Ph.D. and the professors named in this email

September 30, 2016

To Chancellor Carwein, Vice Chancellor Drummond, and Dean Link:

We, the undersigned Chairs, Directors and Professors in Women’s and Gender Studies programs in the IU system, stand in strong support of an autonomous Women’s Studies Program at IPFW. We have a long history of collaboration with the IPFW Women’s Studies Program, and can vouch for the value of that particular program, and also the value of autonomous Women’s Studies programs, based on national trends.

Within IU, the IPFW Women’s Studies Program has been a consistent and vital player in the life of Women’s and Gender Studies. For example, Dr. Badia and her students have been actively involved in the IU-Wide Undergraduate Conference on Women’s and Gender Studies, now in its 28th year. This well-attended conference provides unprecedented student research opportunities and pre-professional mentoring from faculty and experts in the field. To our knowledge, it is the longest-running IU undergraduate research conference, and we are proud of the work our students – and the faculty – accomplish when we come together each year. IUB’s Office of Research has supported this conference financially since its founding, and just this year increased their support by $1,000 (now at $3,000 per year), demonstrating their belief in the value of Women’s Studies students’ research. Under the leadership of Dr. Badia, students from this campus have participated in significant numbers (45 students from IPFW have presented their research at the conference since 2011), and the IPFW campus has hosted this conference twice in just the past ten years and have volunteered to host it again in 2018.

The community of IU-wide Women’s Studies program directors and faculty also benefit enormously from the IPFW program’s leadership; Dr. Badia brings a wealth of insight to our discussions on the state of the discipline and effective pedagogy. Dr. Badia’s active participation in the National Women’s Studies Association’s conference, including the Program Administration and Development group, has been invaluable. A roundtable she contributed to about recruiting students to the WGS major at the 2015 National Women’s Studies Association was standing-room only.

Nationally, WGS is a strong and growing discipline, despite challenging budgets at many state institutions. According to the 2016 National Women’s Studies Association report based on 120 responses from Women’s Studies program directors nationally:
• The field as a whole has held steady or seen gains in tenure-track faculty over the past three years.

• The number and percentage of departments reporting an increase in tenure-track faculty positions has nearly doubled when compared with data from the 2012 Budget Survey.

• 87% of respondents have not experienced a department or program merger


The value of freestanding Women’s Studies programs are touted by strongly ranked universities and colleges nationally, as in this competitive list:[http://colleges.startclass.com/d/o/Women%27s-Studies](http://colleges.startclass.com/d/o/Women%27s-Studies).

Women’s Studies’ unique intellectual frameworks and scholarly and practical skills provide our students with transferrable competencies that empower them to succeed in a wide range of organizations and businesses, as well as preparing them for graduate school. Women’s Studies students tend to invest their skills in the local community, working on social justice issues that improve lives in significant ways. The contribution the IPFW Women’s Studies Program makes to General Education and the College of Arts and Sciences requirements is vital to providing IPFW students beyond majors and minors with a diversity of perspectives that are essential in today’s increasingly diverse and complex world. Threatening the autonomy of IPFW’s Women’s Studies Program counters national trends of the growing popularity and institutional support for this discipline among students and institutions.

We stand by the value of IPFW’s Women’s Studies Program, and the contributions the program and its director, Dr. Badia, make to the health of Women’s and Gender Studies scholarship, pedagogy, and program-development -- both for for Indiana University, and nationally. Maintaining the integrity of this discipline and program follows national trends, and would be a mark of strength for your campus. Within IU, and as the national data show, it is clear that for Women’s Studies programs to thrive, they require institutional support -- release time, administrative support, and respect for the program’s scholarship and pedagogy. IPFW’s Women’s Studies Program deserves these best practices, going forward.

Sincerely,

April Lidinsky, Ph.D., Director and Associate Professor of Women’s and Gender Studies, IU South Bend, and the Women’s and Gender Studies Governing Board of IU South Bend.

Colin R. Johnson, Ph.D., Associate Professor of Gender Studies and Director of Graduate Studies, IU Bloomington

Jennifer Maher, Ph.D., Clinical Associate Professor, Director of Undergraduate Studies, Department of Gender Studies, Indiana University, Bloomington

Lessie Jo Frazier, Ph.D., Associate Professor: American Studies and Gender Studies Adj. Assoc. Prof.: History, Anthropology, and Cultural Studies, Indiana University
On 10/1/16, 8:45 PM, [GSM: Identifying information redacted] wrote:

I sincerely appreciate your support of athletics as outlined in action plan 41.

Sent: Saturday, October 1, 2016 1:20 AM  
To: Action Plan Feedback  
Subject: feedback/questions about "Action Plan 41"

I have a few questions about specific items in "Action Plan 41" and then some general questions:

1.1 What does "invest in our organizational capacity to create change" mean?—it sounds like an investment in expansion of administration  
Is there any demonstrable value from any of those activities that are listed under "action" for this item? Can someone demonstrate what their value is?

1.4 How will "successful universities" for IPFW to emulate be identified?  
So far, "successful universities" that we are supposed to emulate seem to be ones that have cut programs, i.e. success is measured by the very fact that programs have been cut, with little consideration about the aftermath of the cuts. What about universities that have invested in expansion of scholarship opportunities for students, especially need-based scholarships? What about universities that have successful diverse student population recruitment? What about universities that have invested in hiring more full time faculty?

2.3 Could you demonstrate the savings that are supposed to result from the proposed restructuring? It would be nice to see the anticipated savings before the cuts are actually made, since by most commonly shared estimates the savings are rather negligible compared to the alleged deficit IPFW is facing and in light of the disruption to successful delivery of academic programs to students due to the restructuring.

Why is there a target date for when the academic units will be restructured, but there is no timeline for 2.8—reduction of administrative positions?
2.11 Why is the language about athletics so strikingly different from all other categories? 2.11 plans to “determine the campus community's acceptable level of investment in athletics.” However, the action plan promises to “maintain current investment” and “reaffirm[s] commitment to Division I.” There is a lot of evidence that suggests that neither of these things are in fact “acceptable levels of investment in athletics” for IPFW based on what IPFW can actually afford to do (without doing significant damage to other parts of the university, like academics, which arguably tie in my closer to our.

Why are we just now trying to “measure impact of athletics on campus”? Shouldn't that have been done at the same time as we were measuring impact of the other academic programs that are actually generating revenue and not sucking up resources like a black hole? Shouldn't we "measure impact" before we decide to "maintain current investment"—after all, academic programs do not appear to get the same level of a priori commitment.

I am also curious about the item that refers to “increas[ing] private contributions.” A few years ago IPFW hired someone for the Office of Advancement whose focus was supposed to be on fundraising for athletics. Is there evidence that there has been an increase in contributions in this area? What evidence do we have that there can be an increase, given the general lack of interest in IPFW athletics by anyone other than Kettler and Gates (based on attendance, ticket sales, results of surveys, etc.)?

3.2 While the pathways system has indeed been implemented, what evidence do we have that it is actually an “advising strategy that supports student persistence and success while increasing graduation rates”? How will this be determined?

3.10 "increase the quality of instruction" and 1.6 "provide the necessary resources to excel"
How will this be accomplished with the current effort to get most experienced faculty to retire and with the implementation of a hiring freeze, while reorganizing departments and fostering a morale on campus that will lead to faculty attrition?

General:
—what happened to internationalization—an important part of the 2020 strategic plan?
—why is this plan pretending that IPFW does not have any academic programs besides engineering, health and human services, sciences, and maybe business?

I look forward to seeing the evidence that is being used to make the decisions, particularly the drastic ones like cutting programs.

Sincerely,

Action Plan 41
Digest #5
October 21, 2016

From: Concerned Faculty <ipfwacademicsfirst@gmail.com>
Date: Friday, October 14, 2016 at 10:35 AM
To: Action Plan Feedback <actionplan41@ipfw.edu>, Andrew Andy Downs <downsa@ipfw.edu>, Mark Masters <masters@ipfw.edu>, Jeffrey J Malanson <malansoj@ipfw.edu>
Subject: responses to to actionplan41

Dear Faculty Leaders and others:
It's been two weeks since the deadline for responses to actionplan41. When will these responses be made public? The campus deserves to see the ideas and responses that were shared.

Sincerely,
Concerned Faculty and Staff

Sent: Friday, October 14, 2016 2:27 PM
To: chancellor <chancellor@ipfw.edu>
Subject: Please save the IPFW Women's Studies Program

Dear Chancellor Carwein,

I am writing to express concern for the future of the IPFW Women's Studies Program. After reviewing the University Strategic Alignment Process (USAP) report’s recommendations and Vice Chancellor Drummond’s recommendations, I cannot remain silent.

I was born in Fort Wayne and though my family moved away when I was young, I have always held strong ties here because of my grandparents and aunt still living here. I moved back recently and was incredibly excited when I learned about IPFW's Women's Studies Program. In the midst of the prevalent rape culture and sexual assault conversations going on, having a women's studies program available in the Fort Wayne area is key to keeping a healthy conversation going.

As a concerned community member, I ask that you please use your leadership role at IPFW to support programs, like Women's Studies, that our community benefits from and demands.

Sincerely,

Sent: Friday, October 14, 2016 2:57 PM
To: chancellor <chancellor@ipfw.edu>
Subject: Women's Studies Decision

Dear Chancellor Carwein

I am writing to express concern for the future of the IPFW Women’s Studies Program. After reviewing the University Strategic Alignment Process (USAP) report’s recommendations and Vice Chancellor Drummond’s recommendations, I cannot remain silent.
My name is [GSM: Identifying information redacted]. I am an alumni of IPFW and graduated from the Human Services Program in May of 2015. I have lived in Fort Wayne for all 24 years of my life and am currently employed at [GSM: Identifying information redacted]. I support an adequately funded and supported Women’s Studies Program for multiple reasons.

My first reason is that I have been to several events that the Women’s Studies Program has either sponsored or held and all of them have been incredibly beneficial for our community. One event that comes to mind was the Take Back the Night event, in which we rallied and protested against sexual assault, domestic violence, and other forms of violence. With violence being so prevalent in our community recently, this program is not one we can afford to cut.

A second reason I support the Women’s Studies Program is due to the much needed education that it brings to our community. As a gay man living in Fort Wayne I have experienced numerous accounts of harassment because I do not fit the gender stereotypes that are deemed appropriate by some in our community. It is frustrating to live in a city where I do not feel like I can be myself due to discrimination and ignorance, and it is even more disheartening when I find out that this program is considered being shut down. This program is incredibly helpful in educating our community on the gender binary that is often times harmful for individuals who do not fully fit in either side of the spectrum.

Lastly, with some knowledge I was given recently, I am having a hard time wrapping my head around this recommendation of closure. I was told that the Women’s Studies Program at IPFW has an incredible graduation to job placement rate - it was either near or at 100%. Why in the world would we give up a program that is able to place its graduates so well?

As a community member and alumni of IPFW, I ask that you please use your leadership role at IPFW to support programs, like Women’s Studies, that our community benefits from and demands. Hearing that the Women’s Studies Program at IPFW is being considered for closure honestly makes me sad that I even went to IPFW. Please take time to reconsider.

Sincerely,

Sent: Saturday, October 15, 2016 9:02 PM
To: chancellor
Subject: Support for Women's Studies department
Dear Chancellor Carwein,

I am writing to express concern for the future of the IPFW Women’s Studies Program. After reviewing the University Strategic Alignment Process (USAP) report’s recommendations and Vice Chancellor Drummond’s recommendations, I cannot remain silent.

I am a student at IPFW and a current resident of Fort Wayne, Indiana. Especially in light of current events, Women’s Studies is needed now more than ever - and even if that were not the case, I would still support an adequately funded and supported women's studies program for the benefit of our community and in the interest of a more informed and better-educated public.

As a concerned student, I ask that you please use your leadership role at IPFW to support programs, like Women’s Studies, that our community benefits from and demands.

Sincerely,

Sent: Sunday, October 16, 2016 11:33 PM
To: chancellor
Subject: USAP Concerns

Dear Chancellor Carwein,

I am writing to express concern for the future of IPFW and its position in our region as an essential institution of comprehensive higher education. After reviewing the University Strategic Alignment Process (USAP) report’s recommendations and Vice Chancellor Drummond’s recommendations, I cannot remain silent.

I am a sophomore here at IPFW. I am pursing two bachelor’s degrees, one in communications and one in women’s studies. I love both of these majors and I would not be who I am today without both of these programs.

A liberal arts degree is one of the best ways to be a well-adjusted, well-educated citizen in any society. I have gained a diverse set of skills that I would not have acquired without the women’s studies classes I have taken. Not only have I learned about myself, I have learned about my surroundings and why they are the way they are. I have learned to recognize oppression and privilege and how to work towards fixing them. These are all skills that I deem as very important to be a decent human being.
As a student, I ask that you please use your leadership role at IPFW to support the continued presence of these programs.

Our community benefits culturally, economically, intellectually, and socially from having access to courses in anthropology, economics, fine arts, geosciences, history, foreign language and culture, business, philosophy, physics, political science, sociology, visual communication and design, and women’s studies. Fort Wayne must be enriched when IPFW is in turn enriched by a wide-ranging spectrum of course offerings.

No single student can serve as a model for the student body at IPFW, just as no single academic path (nor a narrowed curricular offering) makes sense for every current or potential student at IPFW. Please do what you can to keep IPFW comprehensive!

Sincerely,

Sent: Monday, October 17, 2016 9:06 PM
To: chancellor <chancellor@ipfw.edu>
Subject: Liberal Arts

Dear Chancellor,
I have the utmost respect for you, but I am writing to you to please reconsider the restructuring and dismantling of our liberal arts programs at IPFW. First, let me tell you a little bit about myself. I came to IPFW as a transfer student from IU Bloomington. At IU I obtained a 4.0, but I felt that IPFW was better suited for me. IPFW offered me a better tuition price, smaller more individualized classes with more time to interact, and great liberal arts programs. Had it not been for the liberal arts programs, I would not have transferred. I majored in Anthropology, obtained a minor in History, and a certificate in International Studies. I did very well at IPFW and was at many of the honor banquets and events. If fact, I sat at your table at the last College of Arts and Sciences Honors Banquet. My liberal education has served me very well. I graduated last May and was immediately offered a job. I now work at [GSM: Identifying information redacted]. I know, it seems rather odd for a person with my education to work in a legal setting, but my education was one of the reasons I was hired. My employer wanted a well-rounded person who was able to analyze situations and people with ease. My Anthropology degree gave me skill sets that I use everyday at my job. I interact with people from all walks of life and all different cultures every single day. Without my liberal arts education, I would easily have overlooked details and made biases about people that could have possibly led to bad outcomes. I know that there is a push away from liberal arts programs because of the belief that graduates will not be
able to find jobs. However, my job hunting has shown that my employers value liberal arts educations because they make graduates less "textbook" and more able to interact with any type of situation. I believe that liberal arts majors are able to understand the world around them in a greater way than that of other majors. In my opinion, we liberal arts majors are much like chameleons—changing to fit in to our environments. I'll give you an explanation. My employer was most excited that I was an anthropology major and not a criminal justice major. She too, the chief of staff, was an anthropology major and values the openness and ability to look at all perspectives that we majors have. Everyday I am put on the spot, and I must make decisions that affect people's lives—this requires an open and also analytical mind. I was also formerly a technical writer for a chemical company which is drastically different than the job I now hold. However, my education aided me in this pursuit as well. My employer wanted someone who was able to take a plethora of information and condense it down into something that was easy for the public to understand. This is essentially what an anthropologist does. They study all sorts of information about people and then use their findings to come to conclusions about humanity. Liberal arts majors can work in all different fields. I guess what I am trying to say is this: liberal arts educations are valuable and I have obtained positions because of this. I wish that you would reconsider restructuring or dismantling the programs because the whole point of a university is to gain knowledge—not to wipe it away with certain programs. I understand that people want an education that will give them a good job, and my liberal arts education has, in fact, given me fantastic opportunities. What happened to the pursuit of knowledge has become the pursuit of business. I mean you no disrespect, but I wish to protect programs and the knowledge that is gained from them—some things are worth not losing.

Respectfully yours,

Sent: Monday, October 17, 2016 8:46 PM
To: trustees@purdue.edu; chancellor <chancellor@ipfw.edu>; Carl Drummond <drummond@ipfw.edu>; Eric Carl Link <eric.link@ipfw.edu>
Subject: Women's Studies at IPFW

Dear Chancellor Carwein, Dean Link/, Vice Chancellor Drummond, and Purdue Trustees:

I am writing to express grave concern for the future of the IPFW Women’s Studies Program. After reviewing the University Strategic Alignment Process (USAP) report’s recommendations and Vice Chancellor Drummond’s recommendations, I am horrified and disappointed.

I am a 2015 graduate of the IPFW Women’s Studies and English Linguistics Programs. In the short time since my graduation, I have excelled in my chosen career fields. [GSM: Identifying information redacted]. I recently began working with Start Fort Wayne, a new nonprofit dedicated to supporting entrepreneurship in Fort Wayne. I also volunteer with The Harry Potter Alliance as the Fandom Forward Project Leader. In the position, I use both my English and Women's Studies education to create social justice toolkits that use pop culture to engage youth in philanthropy.

I am doing everything that I have ever wanted to do because of the Women's Studies department. I gained knowledge, confidence, experience, and passion from the department. I am active in the
Fort Wayne community and am invested in, and passionate about, making Indiana a better place to live for everyone.

As an IPFW alumni, I ask that you please use your leadership role at IPFW to support programs, like Women’s Studies, that our community benefits from and demands. The thought that this department may be cut, while sports funding is going up, is beyond shameful. As I’m sure you’ve read in other emails, alumni from the Women’s Studies department are some of the most dedicated community members.

Please, do not sully the name of IPFW because you do not have a personal relationship with the Women's Studies department. The university and community will suffer greatly if you choose to undervalue such an influential department.

Best wishes,

Sent: Monday, October 17, 2016 10:59 PM
To: trustees@purdue.edu; chancellor <chancellor@ipfw.edu>; Carl Drummond <drummond@ipfw.edu>; Eric Carl Link <eric.link@ipfw.edu>
Subject: In support of the IPFW women's studies program
Importance: High

I am writing from many perspectives. First, I am a graduate of the IPFW women's studies program, which I'm sure you know was the first one to offer a major at a public university in Indiana. We are proud of our history, and I am proud of how much the program has grown since I got my BA back in 2006. [GSM: Identifying information redacted] I have seen the program from two sides. The adjuncts, affiliated faculty from other departments, and our indefatigable director work very hard to make the program serve its students well, and it seems that our hard work has also made the program profitable.

Of course, cost is an issue in higher ed. We are not naive, and while we may be only liberal arts majors, this math seems pretty simple: women's studies does not cost the university enough money for its erasure to make a dent in the so-called budget crisis. Anyone with an objective eye can see that athletics, an important but secondary function of a well-rounded university experience, is the biggest drain on the IPFW budget.

In the current political climate, I am more grateful for my women's studies education than ever. It doesn’t just give me a (modest) paycheck, its dividends are the ways in which I can unpack the rhetoric and articulate my responses to it. It is because of women's studies that I can easily identify the sexist and racist ideologies at work, and it is because of women's studies that I know what to do when I see these damaging philosophies getting traction. Theory and action, those are the benefits of a women's studies education.

I grew up in Fort Wayne, and I have always been proud of the contributions IPFW makes to the community. Cutting back in this way, meaning in a way that targets liberal arts and the
women's studies program, is embarrassing. It makes Fort Wayne and Indiana look small-minded and short-sighted at best and scared of free and critical thinking at worst.

Thank you for your time,

Sent: Monday, October 17, 2016 12:11 PM
To: chancellor <chancellor@ipfw.edu>
Subject: IPFW reorganization

Chancellor Carwein,
I am an IPFW alumni writing regarding the current state of my beloved program and its wonderful instructors and staff. In December 2015 I graduated with honors with a B.A. in French from the International Language and Culture Studies program. I'm sure you've been informed of the importance of educating students in global affairs, so I'll skip the talking points. What I want to know is, with academic programs in jeopardy due to budget woes, should we not first consider abolishing athletics? No student at IPFW is pursuing a degree in volleyball. Academics is, and should remain, the primary focus of higher education. It is laughable to propose that areas of study, such as foreign languages and women's studies, be cancelled while athletics remain intact. To do so would make IPFW a laughing stock in the wider community of higher education, and prospective students will rightfully avoid a school with such a reputation. Removing academic programs does a disservice to the community, students, and staff, and will put IPFW on the road to ruin.
Sincerely,

Sent: Tuesday, October 18, 2016 10:00 AM
To: chancellor <chancellor@ipfw.edu>
Subject: Concern over IPFW's Women's Studies Program

October 18, 2016

Dear Chancellor Carwein,

I am writing to express concern for the future of the IPFW Women's Studies Program. After reviewing the University Strategic Alignment Process (USAP) report's recommendations and Vice Chancellor Drummond's recommendations, I cannot remain silent.

I am an IPFW staff member who has been working in [GSM: Identifying information redacted] for the past two years. In that time, I have come to see the importance of a strong Women's Studies program. One of my best friends is a student in this program, and I have met several other wonderful people involved with Women's Studies at IPFW. In my time spent with my friend, I have come to know her as one of the most passionate and well educated advocates for the rights and interests of women, LGBT people, and other minorities that I know, and clearly being a Women's Studies student has played a huge role in making her into the advocate she is. In addition, I have attended several off campus events sponsored by the IPFW women's studies program, such as their social justice open mic nights and their screening of the documentary Equal Means Equal. As someone who is involved in a variety of social justice
activism in this city, the value and influence of a strong Women’s Studies program at a great local university is undeniable.
Having directly worked on many events with the Office of Diversity and Multicultural affairs and the Office of International Education, I have come to see that celebrating diversity is incredibly important to this university. For this reason, I believe it is imperative to maintain programs such as Women’s Studies to educate students and the Fort Wayne community as a whole so we can provide a welcoming environment for people of all walks of life.

As a concerned staff member and local activist, I ask that you please use your leadership role at IPFW to support programs, like Women’s Studies, that our community benefits from and demands.

Sincerely,

Sent: Tuesday, October 18, 2016 11:50 AM
To: chancellor <chancellor@ipfw.edu>
Subject: Elimination of programs

Dear Trustees,

I am writing to you to share my frustration with the elimination of so many incredibly important programs at IPFW. Let me introduce myself. My name is [GSM: Identifying information redacted], and I received my Bachelor’s degree in French Teaching in 2003. I continued my studies at IPFW and earned my Master’s degree in Secondary Education. Being able to study French at IPFW was such a gift that I treasure everyday, especially since I am currently a high school French teacher. In what way was this a gift? I am a small town girl who was born and raised in Hicksville, Ohio. (If you are unaware of the geography of the region, Fort Wayne is about a half hour drive from my hometown.) I knew for a long time that I wanted to teach French, but I was not 100% sure what university I wanted to attend. I was happy to find that there was a university nearby that offered a French major, and that of course was IPFW. I didn’t know much else about IPFW except that they offered French. In fact, had French not been a degree possibility, I would not have attended that university. I know that I am not alone in this thought process because finding a small university in the Northwest Ohio/ Northeast Indiana area that offers French is unheard of. IPFW really set itself a part by offering those strong programs that some may deem “unnecessary.”

What is the benefit to eliminating French? I fight this battle all of the time as a high school French teacher. So many schools believe that Spanish is the only important language to learn. Really? I’m wondering if you have ever really looked at the products that you buy? Take a look at the labels on your clothes, at the label on your laundry detergent, at the instructions on your washing machine. Take a look at the blueberries or raspberries you buy in the store. I guarantee you’ll see French, and it won’t be tiny little writing at the bottom. Did you know that Canada is just to north? Did you know that they speak only French in certain parts of Canada? Did you know that goods that are imported into Canada are labeled in French? There is a little company in Hicksville, Ohio called Nemco Food Equipment. They make food prep machines and send them worldwide. Do you want to know how many times they have called me with a French translation issue? And that is just one tiny little company in a tiny little town! French is all over everything, but so overlooked. French is extremely important in the business and arts worlds.

I truly hope that you reconsider eliminating programs at IPFW. By taking those programs away, you are turning away so many potential students who will have to go somewhere “bigger” to find the degree/course offerings that they want.
Hello,

I am a recent graduate of IPFW. I majored in Communication and English, but primarily focused my studies on Women's Studies. I am absolutely appalled and mortified that liberal arts programs are being cut from my former university. The liberal arts education I received at IPFW truly shaped me to be the successful and well-rounded person I am today.

My majors taught me how to think about the world around me, how to problem solve, and how to be a skilled person in the workforce. I currently work at a digital marketing agency. Obviously this line of work does not require a degree in digital marketing, because that degree simply does not exist. My liberal arts background is what prepared me for my line of work. Everyone I work with comes from a liberal arts background and the company I work for would not exist if liberal arts education was not available in our local area. That means that tons of healthcare businesses would not be able to market their products in the greater Fort Wayne area. I, for one, think that's incredibly important to the Fort Wayne economy.

To reiterate, my liberal arts background is the only reason why I am employed right now. I was a first generation college student. I came from an impoverished family and didn't really understand what career opportunities were available to me until I went into college. I never would have been able to afford to go to a larger university. It would have broken my family; it simply was not an option, even with scholarship opportunities. IPFW was my only option. I always leaned towards liberal arts programs. I did not succeed in traditional trade programs or classes. I found a home and great opportunities in the English, Communication, Women's Studies, and other liberal arts programs. Honestly, I feel like these departments saved my life. I would probably still be in a lower income position had it not been for these programs.

Furthermore, the populace of the Fort Wayne area depends on IPFW to receive education, not only so that students can get jobs after they graduate, but so that they can become more informed about the world around them. This means learning about social issues like feminism. In such a traditionally conservative area many people simply would not learn about issues like institutional sexism and racism, if the Women's Studies department did not exist. I find the fact that this program is on the chopping block extremely disappointing and detrimental to my community. I urge you to keep these programs alive and running. It's through these programs where students can take charge of their lives and better themselves as community members.

Thank you for your time,

Sent: Tuesday, October 18, 2016 12:58 PM
To: chancellor <chancellor@ipfw.edu>
Subject: recent changes to IPFW

Good afternoon Chancellor,

This morning I was alerted to the upcoming changes in regards to the suspension, termination, and merged in the upcoming years. After hearing this news I was particularly saddened by the apparent disregard of the school's administration and Board of Trustees towards the students here. As a transfer student from Indiana University, Bloomington, I was empowered to know that IPFW offered just as comprehensive a program and IU Bloomington did, yet with a more individual approach due to smaller numbers. That vision is now threatened. No, not threatened, it is already being destroyed. I am not the first nor the last student to want a smaller school feel, yet
still have all of the opportunities a big university has to offer. With these new changes, IPFW will no longer be an option for those students such as myself. As a public university, I would hope that IPFW would make decisions based on what is best for each and every student. However, I can see no evidence that this decision was made with the students in mind. Instead, it was made based on what the Board of Trustees deemed as important and necessary programs. In no way does this decision to eliminate, merge, or suspend major liberal arts programs maintain high-degree of cultivation of the mind that IPFW is known for. I am deeply saddened by this decision and also incredibly outraged at the lack of regard for how this will affect future students, and current students. A degree from IPFW had a high value in the professional world, yet, I fear that once IPFW exterminates many of its programs, downgrading the level of caliber IPFW used to be considered, that IPFW degree will mean little to nothing. IPFW will no longer be seen as a high caliber university that helps foster astute, inventive, and capable adults that will thrive in the workforce. I hope that yourself and the other forces behind these changes stop and consider the ultimate effect they will have on the students. I ask that you please reconsider.

Thank you,

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Sent: Tuesday, October 18, 2016 1:23 PM
To: chancellor <chancellor@ipfw.edu>; trustees@purdue.edu
Subject: The French Program at IPFW Shaped my Legal Career

To All Concerned,

I a 2006 graduate from IPFW, with Bachelor's Degrees in French and political science, a minor in Spanish, and a Certificate in International Studies.

Currently I am an [GSM: Identifying information redacted].

My experience at IPFW was nothing short of wonderful. If I could have remained a student there perpetually, I would have. For me, IPFW always has represented an oasis of knowledge, an institution in the Fort Wayne community providing a bridge to the outside world, allowing us to understand and embrace how our small community is connected to the world around us.

The French program, in particular, has had a profound impact in my life. Professors Corbin and Virtue ran the program in such a way that we not only studied foreign language, but we also learned about ourselves. After 9/11, in one of the French classes we were required to write an essay on how the attacks effected us. For me, this stirred many emotions regarding my ethnicity and national identity, being an Arab American. The French class pushed me to really take a look at how I viewed myself and my place in the world.

Later Dr. Corbin encouraged me to study abroad for an entire year, instead of pursuing the semester program I had wanted to join. She knew that the longer program would allow me time to become truly fluent in French and immerse myself in the culture instead of just being overseas for a few months.
That experience was life changing. Studying in the south of France not only placed me in a position to gain fluency in the language, but it shaped who I was to become as an independent adult.

After studying abroad through the French program, I naturally segued into International Studies with Nancy Virtue. This peaked my interest to the extent that I completed a Master's degree in International Relations. During that course of study I took a class in International Law, which inspired me to go to law school.

In law school, I concentrated in the field of international law (Coincidentally, the Lingua Franca of international law is French) and was afforded the opportunity to study at a French law school in Paris for a semester. Had I so chosen, after completing my juries doctorate here in the United States, I could have returned to Paris for another semester and sat for the French bar. This incredible opportunity was at my fingertips thanks to, and only because of, the exemplary French program I experienced at IPFW.

Later I had the honor of serving as the [GSM: Identifying information redacted] for two years. I was offered this position largely because of my experiences abroad through IPFW and the understanding of international cultures issues that being in such programs at IPFW taught me.

Doing pro bono work at Legal Services of Eastern Missouri and Interfaith Legal Services for Immigrants, I have applied my knowledge of the French language with countless Francophone clients. Thankfully, I also am competent in cultural sensitivity thanks to the French program. Today in my own legal practice I use the skill sets I have acquired at IPFW.

The French program at IPFW has shaped my life both personally and professionally. I am so proud of IPFW and what it has to offer. Here in St. Louis, not many people have heard of IPFW, and some have never even heard of Fort Wayne. But I do brag bout what a great institution IPFW is whenever I have the chance.

My former boss is form Fort Wayne, but hasn't been back since the 1970's. He used to joke that I did my undergraduate work in a "trailer/commuter school."

How things have changed! We all know how great IPFW is, but please do not let it lose any of its credence as a great institution of learning by taking away many of the programs that make it so impressive. By eradicating these programs, there is no many to be saved, but a reputation to be threatened.

I implore you to please reconsider the cutting of the very programs that make IPFW such a well-rounded and impressive institution of learning.

Sincerely,
Chancellor:

I feel it is very wrong of your college to cut Philosophy, Women's Studies, French, German & Geology in mid year when there are students who are majoring or minoring in one of these subjects and who could be in their final year of college. My Granddaughter [GSM: Identifying information redacted] is in this situation as I would imagine many others are as well. This is hurting each one of these students & I feel it would be only fair of you to wait till the end of the year to do this if it is entirely necessary.

Yours Truly,

Sent: Tuesday, October 18, 2016 2:08 PM
To: chancellor <chancellor@ipfw.edu>; trustees@purdue.edu
Subject: program suspensions at IPFW

Good afternoon,

I am dismayed to hear the news of suspension of a variety of programs at IPFW. As an alumna of this institution and someone who worked in higher education for 10 years, I feel strongly that dismissing programs that contribute to the a comprehensive education and development of well-rounded citizens is a travesty. Additionally, the message sent to students and staff about their choice in educational institution suffers when such programs are hastily dismissed. Of course, all institutions have to function within ever restricting state funding, not to mention the ever increasing policy burdens of the DOE for retention and completion rates. However, running an institution of higher education based on pragmatic and bottom-line-based decision making alters the integrity of the education and the institution as a whole. This decision is a black mark on IPFW and for Northeastern Indiana. I urge the decision makers to reconsider.

With respect,

Sent: Tuesday, October 18, 2016 9:56 PM
To: chancellor <chancellor@ipfw.edu>
Subject: USAP Proposal

Chancellor Carwein,

This is [GSM: Identifying information redacted]. I am not directly affected by this proposal, BUT I cannot and will not support the emailed recommendations that were sent out today. I can understand restructuring but restructuring should not mean suspension and deletion of educational programs. This proposal is a blatant move to remove liberal arts, and humanities programs from IPFW. This is perceived by many as political. The deletion and suspension of commonly liberal fields making the student body comprised of a conservative majority is prejudice. This proposal for USAP appears more and more to go hand in hand with the LSA proposal. Purdue is a large campus that is comprised of many engineering students and agricultural students it is a very conservative campus with few liberal arts degree options available (No Music
Program). It is hard to believe that these do not relate. IPFW's budget for athletics, scholarships, salaries, programming, and non essentials is enormous. I doubt that select chancellors will go without a raise in the upcoming years, a $343,748.64 salary is near that of the president of the United States, which we evidently can afford, but we cannot afford to retain around 30 programs and majors for students who pay tuition. I doubt that we will eliminate incentive scholarships to athletes so they will play a sport for IPFW. I doubt we will remove the budget for pep band which is $80,000 nonessential dollars. I doubt we will eliminate non essentials such as trueblue, the communicator, and high budgeted events that are put on by student life. Every year the price per credit hour increases for on campus and distance education courses, I doubt that this proposal will lead to a more affordable price per credit hour for our students. Millions of dollars are allocated to the students of IPFW's experience, but yet we are eliminating their education because of lack of funding? I could go without the non-essentials if it meant restoring the education of others. When the decision is made to cut these programs, IPFW is saying that getting a raise in salary is more important than these students education. IPFW is saying athletics and sporting events are more important and profitable to keep rather than students education. Newspapers that have outrageous printing costs are more valuable than these students right to education. The "beautification of campus" is a better allocation of funding than the education of our students. This is troubling and I am not proud of IPFW and their skewed priorities. Money should not be the main motivator for our chancellors or IPFW, our chancellors and IPFW as a whole should always advocate for our education first and foremost.

Thank You, I look forward to your response feel free to express my concerns with anyone necessary.

Sent: Tuesday, October 18, 2016 6:45 PM
To: chancellor <chancellor@ipfw.edu>
Subject: About IPFW's Recent Decision

Good afternoon,

I'm no an alumni at your school nor a resident of your state. I'm writing this e-mail because I care about how your recent decisions to cut back certain programs will affect the city of Fort Wayne. I'm considering moving to Fort Wayne and making it my new home. However, when I hear news reports like that ones I heard today, it concerns me for the future.

I read through the list of programs being cut or suspended. I understand the nuances of attendance being low at IPFW and the practicality of choosing certain programs over others. However, emotionally, that part that makes me human, I'm disturbed by the decision. I don't think your intent is to actively and intentionally hurt students, however, this decision is hurting students.

IPFW is the biggest educational institution in Fort Wayne. For those who want to venture in to the arts, languages, or specific science, they will turn to other universities. When a demographic of students seeking to pursue a specific degree no longer have options in your city, they will leave, they will go elsewhere. This, I believe, will affect the city in the long run.

There is an apparent contradiction when an institution cuts back funding for specific programs, and yet ensures a sports program remains unaffected. I imagine that many students do not feel that the board did everything in their power to ensure programs aren't cut.

Now, I don't want to just write and complain on behalf of people I care about. What are the next steps to ensure that the humanities and music programs remain protected and supported by your institution? What can I and others practically do to make sure programs are not cut?
Dear Chancellor Carwein,

I write to you in response to the restructuring of IPFW that was just announced, as both a Fort Wayne native and a professional philosopher. I want to mention that I was first exposed to academic philosophy on your campus back in 2001. An English teacher at Homestead High School arranged for Dr. Steve Crain, then a contingent member of your Department of Philosophy, to mentor me. Since that mentorship, I have completed 4 degrees in philosophy and related areas. Philosophy has enabled me to feed my family, and to travel the world. I have given talks at prestigious institutions like UC Berkeley and Oxford, and appeared in front of audiences not only in the US and in England, but also in Austria, Belgium, Canada, China, Finland, Germany, the Netherlands, Poland, Switzerland, and Turkey, with first presentations in Italy and Sweden coming up soon on my schedule. In addition to all this international travel, I have even attended philosophy events at IPFW as recently as 2014.

I am, to be perfectly honest, baffled by the decision to eliminate Philosophy at IPFW. I understood the report on Philosophy during the Strategic Alignment Process to have determined, notwithstanding the drastic underrepresentation of COAS faculty on the Year Two committee, that Philosophy was a lean and productive department. Indeed, Departments of Philosophy should be profitable: we require little more than classrooms, offices, and the very minimal funding necessary to engage the profession and the community by holding events.

As for student outcomes, Philosophy is a wonderful pre-law major, with philosophy majors performing strikingly well on graduate, business, and law school entrance exams. See the value of philosophy in a few charts and graphs here. Beyond that, studies have shown that people with philosophy BAs turn out to have remarkably good earning power. Here's just one recent media discussion of a study that found that the median mid-career salary for someone with a philosophy BA is $82k, higher than the median mid-career salary for every other humanities degree.

Evidently general facts about profitability and career outcomes such as these failed to impress your committee. Without more transparency, it is impossible for IPFW's many stakeholders to tell why. I hope that the near future will hold, if not a sober reconsideration of the decision to eliminate Philosophy, at least a far better public explanation of the administration's reasoning.

Sincerely,

Sent: Tuesday, October 18, 2016 10:59 AM
To: chancellor <chancellor@ipfw.edu>
Subject: French Major at IPFW
Dear Dr. Carwein,

I just learned that not only has IPFW cut the French major, but also the French Teaching major. When I applied to IPFW in 2008, I applied because I knew I could become a high school French teacher. Throughout the course of my tenure at IPFW, my path shifted slightly, and I focused solely on the French aspect of my major. To give you some background, I came to IPFW with a 4.0 GPA and high SAT scores. I could have gone to any number of schools for my French major, but when I met Dr. Nancy Virtue, I knew that she and the rest of the French instructors would teach me better than anywhere else. And I was right.

Through the advice of my French professors and instructors, I decided to study abroad in Aix-en-Provence, France, for a year, where I was lucky enough to meet my husband. I have already earned by MA in French Literature, and I am now working on my PhD at the University of Wisconsin-Madison, which was also encouraged by my French professors at IPFW. To say that the French major changed my life would be an understatement; my current state of being would not exist at all if I had not majored in French at IPFW.

As a current college instructor, I know the importance of international education. I can see my students’ thirst to learn more and experience more of the world in every lesson. The best way to experience the world is by exploring it; there is no better way to explore a foreign country than when you can speak their language. In an increasingly interconnected world, international education should be the top priority of every university. Instead, IPFW is attacking its own mission by cutting so many international programs. How can IPFW be considered a comprehensive university if the liberal arts are disproportionately affected by these cuts?

Perhaps the most motivating factor to the university now is money. Even if that is the case, **cutting the French major will not save a single cent.** This is not opinion; it is fact. Indeed, these cuts can even cost the university money. Academically strong students like me will no longer look to IPFW as an option without the draw of these important majors.

For the good of the university and for the good of the community, I urge you to reconsider this decision to cut so many fundamental majors, especially the French majors.
Dear Chancellor Carwein,

Greetings!

I would like to speak to you about the decision to go through on the USAP recommendations, the budgetary shortfall and the metrics used to determine which programs, departments and degrees to cut. Please let me know if you are available for comment. Thank you for your input in advance.

Sincerely,
Bernadette Becker

Vice Chancellor Drummond:

I am writing to express concern for the future of IPFW and its position in our region as an essential institution of comprehensive higher education. After reviewing the University Strategic Alignment Process (USAP) report’s recommendations and Vice Chancellor Drummond’s recommendations, I cannot remain silent.

I am a community member and a student at IPFW majoring in Sociology who will be graduating in the Spring.

I do not want to see the Women’s Studies Department, Philosophy Department and GeoSciences Department closed. These departments offer diverse perspectives that are beneficial for a well-rounded, educated student body. Additionally, they reach out to the community to provide...
educational services and chances to engage in dialogue. I care about my community at IPFW and the larger community of Northeast Indiana and do not want to see these departments taken away.

As a concerned community member and student, I ask that you please use your leadership role at IPFW to support the continued presence of these programs.

Our community benefits culturally, economically, intellectually, and socially from having access to courses in anthropology, economics, fine arts, geosciences, history, foreign language and culture, business, philosophy, physics, political science, sociology, visual communication and design, and women’s studies. Fort Wayne must be enriched when IPFW is in turn enriched by a wide-ranging spectrum of course offerings.

No single student can serve as a model for the student body at IPFW, just as no single academic path (nor a narrowed curricular offering) makes sense for every current or potential student at IPFW. Please do what you can to keep IPFW comprehensive!

Sincerely,

Sent: Tuesday, October 18, 2016 8:39 AM
To: chancellor <chancellor@ipfw.edu>
Subject: URGENT

I am writing to express concern for the future of the IPFW Women’s Studies Program. After reviewing the University Strategic Alignment Process (USAP) report’s recommendations and Vice Chancellor Drummond’s recommendations, I cannot remain silent.

I am not only a graduate of the IPFW Women’s Studies Program, but also represent a local employer who relies heavily on the progressive, compassionate, well-rounded, critically-thinking students/job candidates that the Women’s Studies program produces. When my organization is sifting through piles of applicants we move any candidate with Women Studies coursework and degrees to the top of the stack. The loss of this program would be not only detrimental to our organization, but also many organizations throughout our community!
From my own personal experience as alum, I urge you to support and adequately fund the Women’s Studies Program. The program helped form and challenge my progressive feminist world view which has allowed me strengthen my own voice in the face of oppression, hate, and violence. I use the tools and skills that I learned while earning my degree on a daily basis at work. The things I learned while earning my degree have allowed me to help and support the children, youth, and families that I have worked with create pathways out of oppression allowing them to break down the generational violence that plagues our communities. I urge you not to take this powerful program away from this community in our time of need. Our community deserves proactive nonviolent feminist advocates who have been given the skills to respectfully challenge the violence that is prevalent in our homes and in our community.

As a alumni and concerned local employer, I ask that you please use your leadership role to support programs, like Women’s Studies, that our community benefits from and demands.

Sincerely,

Sent: Tuesday, October 18, 2016 5:16 PM
To: chancellorgreeting <chancellorgreeting@ipfw.edu>
Subject: Re: Review of Academic Programs and Departments Recommendation Update

Regarding the email sent today Plan41@ipfw.edu is not a valid email address. Where can students send their questions and concerns?

Sent: Wednesday, October 19, 2016 6:50 PM
To: chancellorgreeting <chancellorgreeting@ipfw.edu>
Subject: Re: Review of Academic Programs and Departments Recommendation Update

How will this effect my animation major in the VCD program? Will it change the classes I have to take to get my degree?

Sent: Wednesday, October 19, 2016 2:21 PM
To: chancellorgreeting <chancellorgreeting@ipfw.edu>
Subject: Re: Review of Academic Programs and Departments Recommendation Update

This is not right at all! I am not a major in any of these departments, but this is screwing over many people that I know. Since I first started attending school at IPFW in 2007 I have seen this place go from a great university, to a poor attempt at making this place a community college aimed solely at the Engineering, technology, and medical majors. This is all political, and it is
disgusting. You all waited until the construction was underway so that you could break off. Thank you Chancellor.

**Sent:** Wednesday, October 19, 2016 10:16 AM  
**To:** chancellorgreeting <chancellorgreeting@ipfw.edu>  
**Subject:** Re: Review of Academic Programs and Departments Recommendation Update

Greetings,

Is the English Secondary Education being cut too? I am currently enrolled on it and have two more years to complete due to the four blocks

Sincerely,

**Sent:** Wednesday, October 19, 2016 7:33 PM  
**To:** chancellor <chancellor@ipfw.edu>  
**Subject:** Re: Please save the IPFW Women's Studies Program

When will I get a response back? I do require hearing from you and what your reasoning is behind this. I am at a meeting of hundreds of students and faculty right now who are actively pushing back against this atrocity. Purdue is making a horrific mistake that will damage the economy and the culture of Fort Wayne at large.

**Sent:** Wednesday, October 19, 2016 9:46 AM  
**To:** chancellor <chancellor@ipfw.edu>  
**Subject:** French Major at IPFW

Dear Chancellor Carwein:

My name is [GSM: Identifying information redacted], and I graduated from IPFW in 2002 with a BA in French. I write to you from my university account to illustrate the life-changing impact a degree in French from IPFW had on my life. When I graduated from Snider High School in 1995, I had a typically narrow view of the world (as one would expect of someone that age who had spent her entire life in one midwestern city). Not long after I started at IPFW, I had the honor of taking what I thought would be my solitary French class to finish up my language requirement. That class completely changed the course of not only my undergraduate career, but also my life.

My experience in Professor Nancy Virtue's French 305 course was singularly unique. Although I remember many excellent professors during my time at IPFW (a most worthwhile asset for the university), Nancy’s interaction with me during one of the first meetings of the course sticks most with me. You see, I have a stutter, and I have struggled with it for my entire life. While it was an impediment for me in grade school and in high school, the most difficult times that I can recall were in classes and jobs during my young adult years. As you might imagine, the thought of taking even one foreign language class at the 300 level was something that scared me beyond belief. Whenever I spoke in class, particularly in French, I didn't simply stutter. I "blocked." That is, I was so paralyzed with anxiety that I was not able to speak at all.
After several attempts to get going with what I was saying I would eventually spit out something akin to what I wanted to say, but speech was always my unparalleled dread.

Nancy's kindness and genuine concern for both my welfare and my success in her class was what helped me continue in the course. (I had previously enrolled in a different French course a preceding semester, but dropped it because of this condition.) After French 305, I decided that I wanted to continue my studies in French and I eventually declared a major. My junior year, I studied abroad in Aix-en-Provence, France, again thanks to Nancy's encouragement and refusal to see my impediment as anything other than a minor inconvenience that only I was truly aware of. As trite as it might sound, my study abroad trip changed my life and I realized that I had to do more with French. I eventually went on to pursue a Masters and then PhD in French at The Ohio State University, where I am currently employed as a full time lecturer. I can say with complete honesty that not a day goes by in my teaching where I don't think about how lucky I was as an undergraduate, and I try to pay it forward with my students.

If I had received a degree in something else, I might have been tempted to say something to the effect of: "Words can't express", or "I have no words to express" when describing the level of shock and outrage I felt at hearing the news that the French major had been cut from IPFW. However, since I was lucky enough to major in one of the humanities there, I do have the words. My own experience aside, I have known several other students who majored in French at IPFW or who have majored in French or other languages at my own university. The consensus is consistent: whatever blinders a student may have had before starting the study of a foreign language and culture previously, a student's world view is shaped dramatically by the experience. Obviously, I would be a very different person today if I hadn't had the opportunity to major in French at IPFW, but I truly feel that the same is true for so many other students. The most appalling aspect of the decision to drop the French major is that while the program may be small, it is an efficient one. It has been admitted by the administration that the program is in the black, so what is the motivation for doing away with it? While many in the US have trouble understanding the value of an education in French, it's impossible to argue that French is not an essential language for doing business internationally. French is the sixth most spoken language in the world (http://www.diplomatie.gouv.fr/en/french-foreign-policy/francophony/the-status-of-french-in-the-world/). Moreover, on an international business front, Forbes has suggested that anglophones who want to learn a foreign language for the future would do well to study French, given the projected number of world speakers of French by 2050 (http://www.forbes.com/sites/pascalemanuengobry/2014/03/21/want-to-know-the-language-of-the-future-the-data-suggests-it-could-be-french/#18c9588d3933). Even if some have difficulty fathoming the utility of a French degree in its own right, a double major in French makes a lot of sense for any institution that offers any sort of Business degree.

It is also extremely important to point out that Fort Wayne is Indiana's second largest city, and that IPFW plays an essential role in offering access to higher education in the region. I find it absolutely shameful that cuts imposed to allegedly save money (and which do not do so, by the administration's own admission) in reality deprive the region of one of the few ways to access an education in the humanities. While fewer and fewer people today are able to understand how acutely important it is to help students develop their critical thinking skills and writing skills for their future, I hope you will take a moment to ponder the effect of this decision on the community of Fort Wayne and Northeast Indiana. Given that the cuts disproportionately affect liberal arts programs and majors and save the university absolutely nothing financially, it's hard to see them as anything other than an attack on the mission of IPFW as a comprehensive university. I urge you to seriously consider the impact of this decision on the current and future students of IPFW and to restore the French major there.

Sincerely,
To whomever it may concern...

As a Philosophy Minor and someone who supports Women's Studies, French, German and Geology I think it is absolutely ridiculous that these departments are being cut. I am very upset with this entire university and anyone who could support such a cut. I am also disappointed that this could have even been a though. I realize this reason has been stated this is due to budget cuts but I cannot help but wonder if there is a hidden political agenda with the cuts of Philosophy and Women's Studies. I hope this university is not afraid of free thinking independent students who have their own thoughts and ideas. Even though I am just getting a minor, I have heavily considered leaving this university due to these cuts. This is in no way okay.

Thank you for your time at least.

Sent: Wednesday, October 19, 2016 11:40 AM
To: chancellor <chancellor@ipfw.edu>
Cc: president@purdue.edu; trustees@purdue.edu; Carl Drummond <drummond@ipfw.edu>; ben.dattilo@gmail.com
Subject: Planned closing of the IPFW Geosciences Department.

Dr. Vicky L. Carwein
Chancellor
Indiana University-Purdue University Fort Wayne

Dear Chancellor Carwein,

I am very disappointed to hear that there are plans to close the IPFW Geosciences Department. Over the last forty years I have had many opportunities to interact with the faculty and students of the Geosciences Department. These interactions have included a wide range of activities such as scientific research, economic development, along with professional and public education programs. In all cases I have found the faculty of this department along with its students and graduates to be among the most highly skilled, helpful, and knowledgeable of any four year geoscience department in the Midwest. I know this view is shared by many other scientists and businessmen. In comparison with larger state universities, especially those with graduate programs, the IPFW program is unique in that its programs commonly highlight various aspects of northeastern Indiana geology. These programs are important to the region as they provide a critical pool of knowledge and experience needed by government agencies, private business, and the public to address a wide range of local economic and environmental issues. In many cases these issues involve questions about mineral resources, land use planning, water resources and geologic hazards. This type of expertise will not be available from larger and more distant institutions and can’t be readily redeveloped from other sources when needed. As many of its students are from and will be employed in the region this program helps to develop and maintain a source of knowledge which greatly benefits northeastern Indiana. In addition to the economic and environmental aspects of applied geology, the region also benefits from important scientific research by department faculty and students. Prominent examples include the discovery local fossil mammals, and the study of ancient reefs which in addition to their scientific importance contribute to basic public education and community pride. Eliminating this
program might seem to have some economic or organizational benefit the university system, however in this specific case I think that it would have some significant negative consequences for the region that probably have been overlooked. Therefore, I would strongly urge the university to reconsider this decision.

Sincerely,

Sent: Wednesday, October 19, 2016 2:00 PM
To: chancellor <chancellor@ipfw.edu>
Subject: Please Read

Dear Chancellor Carwein,

I am writing to express concern for the future of IPFW and its position in our region as an essential institution of comprehensive higher education. After reviewing the University Strategic Alignment Process (USAP) report’s recommendations and Vice Chancellor Drummond’s recommendations, I cannot remain silent.

I am a student here at IPFW and I’m currently getting my degree in Political Science with a Biology minor as well as a minor in Women’s Studies.

I support an adequately funded and supported liberal arts program because it has changed my life for the better. I was lost before I took a philosophy class and I discovered my love for the humanities. I cannot stand by and watch while the departments that helped me find myself are cut. This community deserves better. These professors deserve better. These students deserve better.

As a concerned student, I ask that you please use your leadership role at IPFW to support the continued presence of these programs.

Our community benefits culturally, economically, intellectually, and socially from having access to courses in anthropology, economics, fine arts, geosciences, history, foreign language and culture, business, philosophy, physics, political science, sociology, visual communication and design, and women’s studies. Fort Wayne must be enriched when IPFW is in turn enriched by a wide-ranging spectrum of course offerings.
No single student can serve as a model for the student body at IPFW, just as no single academic path (nor a narrowed curricular offering) makes sense for every current or potential student at IPFW. Please do what you can to keep IPFW comprehensive!

Sincerely,

Sent: Wednesday, October 19, 2016 1:15 PM
To: chancellor <chancellor@ipfw.edu>
Subject: Recent Events.

Dr. Carwein,

I'm sure you have received many emails regarding the recent USAP decisions, but I hope you take the time to also read this one.

Although I am an English major and from what I know, my major is not going to be affected by the restructuring taking place at IPFW, I am angered and hurt by the decisions. To take away from the academic side of IPFW when deciding how to handle the needs for budget cuts before taking away from other areas such as athletics is deeply disturbing. It sends the message that IPFW does not value being a comprehensive university and that education is less important than playing a sport. One department that is being cut that disturbs me more than all is the Women's Studies department.

IPFW is the first state university to offer a Bachelor of Arts with a Women's Studies major. The department is a historic academic landmark in Indiana. The department is small, yet remarkable. Cutting this program is a huge embarrassment. The embarrassment comes especially so during the ironic run of Donald Trump for president. Now more than ever we need Women's Studies majors to go out into the world.

Also, another issue is the development of Fort Wayne as a growing city with many people flocking here to start up businesses and build a more inclusive and creative community. Fort Wayne is growing into a beautiful place and it deserves a university where people can go to a university and get an education that they're proud of. IPFW should want students to take their new found love for the Humanities and go out in to the local community and create more new businesses and connections. Instead IPFW is taking a step backwards and embarrassing the entire community.

Lastly, please know that these decisions to cut these departments affect more than just the majors within those departments. I had planned on returning to IPFW in the fall to continue my post-
graduate studies. After the USAP decisions, I will not be returning after graduation, but rather will be looking for a university that is not sliding backwards.

I've loved IPFW for five years from its gorgeous campus in the fall, to the friendly and helpful professors who have helped me along the way. This though, this breaks my heart.

Please listen to your students before they all leave. We love IPFW. Show us some love back.

Sent: Wednesday, October 19, 2016 3:24 PM
To: chancellor <chancellor@ipfw.edu>
Cc: president@purdue.edu; trustees@purdue.edu; Carl Drummond <drummond@ipfw.edu>; ben.dattilo@gmail.com
Subject: Do not eliminate IPFW Geosciences Department

Dr. Vicky L. Carwein
Chancellor
Indiana University-Purdue University Fort Wayne
Fort Wayne, Indiana

Dear Chancellor Carwein,

I am deeply disappointed to learn that there are plans to close the IPFW Geosciences Department.

I have been impressed with the faculty at IPFW over the last thirty years and with quality of the students they have produced. Having taught at Purdue as a sabbatical replacement, I can attest that the geoscience programs at these two schools are not comparable and that the program at Purdue cannot replace the educational opportunities offered at IPFW. One of the main strengths of the IPFW Geosciences Department has been training bachelor-degree students for careers in government, industry and business, with a regional focus. These IPFW graduates provide skills that are fundamental to modern society such as land use planning, resource exploration and extraction, environmental remediation, water quality control, and public construction projects. The larger Midwestern universities, including Purdue, tend to direct much of their attention toward graduate students and away from projects of a regional nature. As a result, IPFW fills a gap in supplying high-quality alumni who understand regional issues, have regional knowledge, and help to sustain the regional economy. Moreover, it seems inappropriate to consider limiting training in the geosciences at a time when society is facing major challenges regarding energy resources, climate change, water shortages, and many more issues that would benefit from a deeper understanding of how the Earth works.

Consequently, I strongly recommend that the university takes into account these benefits and reconsiders its decision to eliminate the IPFW Geosciences Department.

Sincerely,
Good morning, my name is [GSM: Identifying information redacted] and I had a few questions concerning the email that was sent out yesterday afternoon. I tried to reach you yesterday, but the email address included at the end of the Chancellor's message was incorrect. First, where can the budget for programs be found? How much do the programs and majors that are being exterminated cost and how much revenue do they generate? How have these numbers effected the decision of what programs to cut? Second, how will the elimination of these programs effect enrollment? With a less diverse offering of majors, will prospective students choose to go elsewhere? Additionally, how will offering fewer majors and courses effect the image and prestige of IPFW? Third, how are students being involved in the decision-making process? Unfortunately, I have only heard of the changes via sporadic emails and I hope that this is not the case for everyone. I hope to hear back soon.

Thank you,

Dear Chancellor Carwein,

I am writing to express concern for the future of IPFW and its position in our region as an essential institution of comprehensive higher education. After reviewing the University Strategic Alignment Process (USAP) report’s recommendations and Vice Chancellor Drummond’s recommendations, I cannot remain silent.

I am a French Teaching Major and I’ve been a lifelong resident of Fort Wayne, Indiana. I am a first generation college student and my higher education has only been made possible thanks to IPFW’S French Program in partnership with the Education Program.

I support an adequately funded and supported liberal arts program, because it has helped to shape, grow, and foster my education. With the cuts, many students like myself will either have to seek a degree elsewhere (i.e. Ivy Tech then transfer after 2 years) or they will be forced to skip a higher education altogether due to their financial situations. IPFW’S French program not only challenges me academically, but it instills a global citizen mindset within a secure community that feels like home. I have been able to combine my passion for French with my desire to teach and that is the perfect combination for me. I cannot imagine my life without these past 3 years at IPFW as a French Teaching Major. I was able to study abroad in France for one semester in Fall 2015 which I never would have been able to afford at a larger college/university. It would have been an unattainable dreams. How many Americans can say that they have studied abroad? This
is huge for me as a young African-American woman. Even though I will still be able to earn my degree, I am disheartened. I am devastated for my professors, my fellow Francophiles, and all of the prospective French majors who will now have to come up with a Plan B. It is really the students who are the losers here. It is very unfortunate when we are told there is a shortage of funds however a significant amount of funding is being allocated to sports and renovations (mostly for “beautifying” rather than necessary repairs). While these things may look nice and draw prospective students in, they are not directly educating students. That is what our beloved professors and programs are for. As a current student I ask that you please use your leadership role at IPFW to support the continued presence of these programs.

Our community benefits culturally, economically, intellectually, and socially from having access to courses in anthropology, economics, fine arts, geosciences, history, foreign language and culture, business, philosophy, physics, political science, sociology, visual communication and design, and women’s studies. Fort Wayne must be enriched when IPFW is in turn enriched by a wide-ranging spectrum of course offerings.

No single student can serve as a model for the student body at IPFW, just as no single academic path (nor a narrowed curricular offering) makes sense for every current or potential student at IPFW. Please do what you can to keep IPFW comprehensive!

Sincerely,

Sent: Wednesday, October 19, 2016 12:02 AM
To: chancellor <chancellor@ipfw.edu>
Subject: Student Response to Women's Studies Closure

10-18-16
Dear Chancellor
I am writing to express concern for the future of the IPFW Women’s Studies Program. I cannot remain silent. I am a long time community member and current student at IPFW.
My beliefs in this program staying and remaining funded can be found in the essay below. However, for quick reference, I was planning to declare my major in Women's Studies this month and will be thoroughly disappointed if I am not able to study this program. Within this program, I would become yet a better citizen and leader.
As a concerned community member and student, I ask that you please use your leadership to support the Women’s Studies Program at IPFW, which the Fort Wayne community benefits from and demands.
Sincerely,

Ain't I A Mastodon?
By every definition, I am slammed into the category of the non-traditional college student. I am a first generation college student. After high school, I took a gap year to decide what I wanted to be. The quest of finding that answer took longer than a year to develop. Here I am, a returning sophomore at 25, who has decided to quit my job and return to pursue an education. My road back to IPFW has had curves and snags along the way, as well as some scenic moments. Through traveling Europe and South East Asia for 9 months, one topic had planted an earworm in my mind, continually filtering my world-view and my conversations within it. That topic was Women's Studies. As I write this, Women's Studies, along with other College of Arts and Sciences programs, is being removed.

My first months of traveling Europe, I was participating in online classes through IPFW. One of those classes was an Introduction to Women's Studies. While I had taken the class to get a feel for the academic program, I fell in love with the study and the curriculum. These topics branched farther than focusing on the oppression of women, but also touch the oppression of minority groups, encouraging an understanding of diversity. As our world continually grows smaller through Internet contact, global commerce, and more affordable travel, these lessons in diversity become more important each and every day.

While exploring those topics of diversity, we need to remember past achievements to level the playing fields. By studying Women's Studies, not only is one offering themselves a different view of history, but also a different view of reality. As a student who had been planning to declare my major in Women's Studies before registering for spring classes, I am discouraged that this opportunity is being taken away. My interest in the topic flows through all of my courses, and because of this, I can contribute more diverse ideas to my classes. With the current staff and students on campus, professors are encouraged to add extra bits of women's history throughout all of the classes on campus. This leads to stronger empathy and knowledge throughout the student body.

As all are aware, we have reached a pivotal moment within Women's Studies history; the possibility of a female POTUS. However, while we may have taken a step toward the White House, there are still many topics that need to be explored. Within our community, our state, and our country consists a rape culture that needs to be examined. Within our community are domestic violence issues and integration issues. What more, with recent events in politics, it becomes even more apparent that the fight for equality is not over. As a female IPFW student, I pay an equal tuition as my male peers, yet look to a future of inequality in wage assessment. After all, I pay the same tuition as my fellow students, yet their intended major has not been chopped. Through my courses for a Women's Studies degree, I had looked forward to learning more ways in which I could spark fire into the fight for equality.

In relationship to my time at IPFW, there are many more things that could have helped me as a transitional student, and could help others. As IPFW’s University Strategic Alignment Process (USAP) Plan 41 states that adult learners are a target, there has been a lack of administrative support to those who are returning. While numbers may lack in "Major" departments, this has taken in little account for students who wait longer to declare, or lack the guidance to find a major. Through the MAC advising center, I have received inadequate help throughout the years. Not having anyone to assist me in my family, I have spent much of my time at IPFW searching the answers to questions on my own that could have been streamlined by more organization within advising practices. In fact, I have gone over two years without seeing my "advisor." I had looked forward to the guidance of a program director such as Dr. Badia in the Women's Studies Department.

In conclusion, I will finish with why I want a degree in Women's Studies, and why this degree seems relevant. As a child, I always knew that my life aspiration was to change the world. As an adult, I have grown more confident in my vision of that change. Upon graduating, I hope to help NGO's and non-profits globally through developing women to higher standards of living. When one raises a mother from poverty, they bring along their family. While in Cambodia, I heard a powerful speech from a local advocate. She was speaking of recovering from the devastating war and genocide the country had seen nearly 20 years ago. Her approach had been to teach women to paint each other's nails, yet they found that women became better mothers, caretakers, and citizens as time was being invested into them. All that I am asking for is time. Give us the college experience that we have dreamed of and allow us to contribute back to the campus events, experience, and growth. Allow our critical thinking and diversity to shine
Dear Vicky Carwein,

I am writing to express concern for the future of IPFW and its position in our region as an essential institution of comprehensive higher education. After reviewing the University Strategic Alignment Process (USAP) report’s recommendations and Vice Chancellor Drummond’s recommendations, I cannot remain silent.

I am a student at IPFW, studying Psychology and Women’s Studies. My plan after I graduate is to work towards becoming a LAC (Licensed Addiction Counselor). These majors combined not only reach these educational requirements, but they also give me a solid foundation to help improve the lives of others as well as the Fort Wayne community in the long run.

One of the programs being eliminated from IPFW, as of January 1st, is Women’s Studies. While this may not seem that notable on the surface, many graduates from this program go on to help individuals who have experienced domestic violence and advocate for rape prevention on campuses around the United States. Women’s Studies allows students to understand the array of differences that people encompass (e.g., culture, race, ethnicity, sex, gender, sexual orientation, class, privilege, and so on). These skill sets are so important, especially in the field that I am going in.

Certain circumstances have prevented me — as well as many other students — from attending a more expensive, or private, university. IPFW is currently the only public university that offers comprehensive education in Northeast Indiana. Taking the freedom of education in this area not only affects the students and faculty involved. These decisions will have a negative impact on the Fort Wayne community and everyone surrounding.

IPFW is slowly turning into a technical school. Our rights to comprehensive education is slowly being diminished. These classes that teach us how to think critically, innovate, and communicate through different languages (other than Spanish) are being taken away from us.

As a concerned student and member of this community, I ask that you please use your leadership role at IPFW to support the continued presence of these programs.

Our community benefits culturally, economically, intellectually, and socially from having access to courses in anthropology, economics, fine arts, geosciences, history, foreign language and culture, business, philosophy, physics, political science, sociology, visual communication and design, and women’s studies. Fort Wayne must be enriched when IPFW is in turn enriched by a wide-ranging spectrum of course offerings.
No single student can serve as a model for the student body at IPFW, just as no single academic path (nor a narrowed curricular offering) makes sense for every current or potential student at IPFW. Please do what you can to keep IPFW comprehensive!

Sincerely,

Sent: Thursday, October 20, 2016 10:31 AM
To: chancellor <chancellor@ipfw.edu>
Subject: Humanities Cuts at IPFW

Dear Chancellor Carwein,

You know who I am. [GSM: Identifying information redacted] I am an alumna of IPFW holding degrees in Piano Performance and German Studies. I am writing to you regarding the recent decision to cut Women’s Studies, Philosophy, Geosciences, French, German and a number of graduate programs, stand-alone teaching programs etc. I have read the entire USAP report. While your public statements appear to have a tone of judiciousness and transparency, I would like to point out a few ways in which you have not been transparent or judicious in your decision-making.

Firstly, the USAP Task Force was organized to conduct research to evaluate the viability of certain programs in order to ultimately save money for the university. Everyone’s concern is that the Task Force approached IPFW purely as a business. A major part of running a business is conducting market research. The consensus in the public is that this research wasn’t ACTUALLY conducted, because the students, the alumni and the community ARE the market. The market was never consulted in this process. Throughout the report, it appears that really only 24 people were consulted, and they were members of the Task Force itself. What about the 15,000 that attend IPFW? What about the 260,000 citizens of Fort Wayne that are directly impacted by the presence of our public university?

Secondly, why was this a unilateral and ‘closed-doors’ decision? The IPFW community (and I) was firmly led to believe that the decision-making process would be postponed for another two years before a final decision was made. The public was not made aware that these cuts were going to happen so soon and so suddenly. I have been made aware that the faculty was instructed to stay quiet about it. Is that because the committee knew that the decision was not above-board and didn’t want to deal with the repercussions? Were they hoping to just do it as swiftly as possible and without notice? Well, we noticed.

Thirdly, why are you cutting academic programs that are essential to our society? As an alumna, I have personally used my degrees in Music and German to attract international attention and investment to IPFW. In January 2016 my ensemble (The Hope Arthur Orchestra) cultivated an international bilingual collaboration that included an Austrian music duo called Saitknini and an IPFW artist in residence, Mikautadze Dance Theatre. We created a completely original body of work called “Schreimoment,” and performed it not only in the Parkview Physician’s Group Artslab, but also in the IPFW William’s Theater as a part of Mikautadze Dance Theatre’s May show. Without my experiences in the German Studies program, I would never have made any of those connections, I would never have been able to bring such talented
artists together internationally to share two stages in Fort Wayne, and I would never have been able to translate most of the work that was done. All of this is a reflection of what I have learned through the German Studies and Music programs at IPFW.

If this is a decision that you think everybody agrees on, I challenge you to come to a public, open discussion about USAP and its Task Force and see how many people disagree with you. Human beings are not numbers. We have faces and stories. You are not the ones who will have to pick up the pieces of this culturally and academically detrimental decision. We are. I can assure you that we will not stand for it.

Sincerely,

Sent: Friday, October 21, 2016 8:19 AM
To: chancellor <chancellor@ipfw.edu>; trustees@purdue.edu; contact@ipfwcommunicator.org; jgnews@jg.net
Subject: IPFW Academic Diversity Isn't Optional

Chancellor and Board,

There are a number of ways I could write this email. Unleashing diatribes, particularly in regard to any unjustifiable bonuses you'll be awarding yourselves, seems perfectly legitimate. Addressing just how counterintuitive and counterproductive it is for Fort Wayne's community and the academic integrity of IPFW to favor mediocre athletic programs and impractical aesthetic ornaments over robust academic opportunity seems--at this juncture--futile. Instead, since the media is already unraveling and exposing any embarrassing conflicts of interests, I'll share what you don't already know.

I'm an adult IPFW student, who will graduate this spring. In 2012 I enrolled in the geology program to primarily salvage whatever remained of my sensibilities. Otherwise, my interest in the subject wasn't limited to environmental concerns; tectonic processes genuinely fascinated me--to a whimsical degree that had alluded me since grade school. While fulfilling general education requirements for my degree, it became increasingly apparent that I excelled in the humanities. After a few semesters, my focus became more personally practical as it shifted to philosophy and literature. My sole and lofty aim became to absorb knowledge and to nurture critical analysis that would directly refine my consciousness. Now, nearly five years later, all of the scholastic rewards that I had previously and irrationally dismissed as platitudes are in part my identity.

Without IPFW's geology or philosophy programs, I would have never enrolled. While that may not strike you as particularly meaningful in contrast to how you've seemingly come to perceive investment, keep in mind that any money the institution saves or any money you pocket relies on student enrollment. Maximizing avenues into the university by providing a diverse range of programs widens your net. Even if in principle you find students who study for the sake of personal enrichment inconsequential, we still exist, and I've willingly paid the university enough money to remain in debt for the remainder of my working life.

I would do it again, and so would others.
Please abandon all of the USAP related recommendations for IPFW. Consolidation of disciplines undermines intellectual integrity. Academic diversity is a hallmark of an invaluable institution.

Received 10/20/16

I am a biology major at IPFW and I am required to take a statistics class to complete my degree. I was just wondering if IPFW is still going to offer all the necessary classes to complete the biology degree. I was also wondering if you were going to offer a wider variety of available classes for the summer semester

Sent: Thursday, October 20, 2016 1:13 PM
To: chancellor <chancellor@ipfw.edu>; George S McClellan <mccllelg@ipfw.edu>; Eric Carl Link <eric.link@ipfw.edu>; StuGovt-IPSGA <stugovt@ipfw.edu>; stupres <stupres@ipfw.edu>; stuvpl@ipfe.edu; StuVPF-IPSGA <stuvpf@ipfw.edu>; stuvpsp <stuvpsp@ipfw.edu>; Carl Drummond <drummond@ipfw.edu>
Cc: Janet L Badia <badiaj@ipfw.edu>
Subject: IPFW USAP Cuts

Hello,

I am writing as an alumni of IPFW in opposition to the restructuring announcements this week. The humanities at IPFW were critical to my intellectual development as a student, and cutting programs like Women’s Studies is a huge mistake on the university’s part.

I came to IPFW in fall 2011 as a CSD major, and intended to minor in English. I quickly realized that taking more English classes would make my academic career even more rewarding, so I tacked on an English major in addition to my CSD major in short order. Around registration time in my first semester, I saw a flyer for a Women’s Studies course called Feminism & Food and signed up right away – that led to an entire minor in Women’s Studies. My time at IPFW – and my entire career trajectory – would have looked very different, and not for the better, if I hadn’t had the opportunity to try out multiple disciplines.

My educational experience would have been significantly lesser if IPFW had not offered Women’s Studies courses. In addition to my minor, I participated in many events the department offered, and served as a teaching assistant for a few of the department’s courses as well. These experiences were invaluable. It breaks my heart to think about current and future IPFW students who will no longer have access to such things.

IPFW’s greatest strength as an institution is the diverse array of courses available to students who may not be able to travel far outside the northeast IN region, for a variety of factors. My mom is currently a women’s studies major at IPFW. What’s going to happen to her? She put her education on hold for decades so she could homeschool her children, and now it’s finally her turn to get a degree. She can’t leave the Fort Wayne area – her life is there. The decision to close so many programs at IPFW is the wrong one, and an injustice not just for my
family, but for the Fort Wayne community. Northeast Indiana residents deserve comprehensive higher education.

**Sent:** Thursday, October 20, 2016 11:03 AM  
**To:** chancellorgreeting <chancellorgreeting@ipfw.edu>  
**Subject:** Re: (Correction) Review of Academic Programs and Departments Recommendation Update

Hi I have received this document before, but I don't understand how would it affect me?

**Sent:** Thursday, October 20, 2016 1:56 PM  
**To:** chancellorgreeting <chancellorgreeting@ipfw.edu>  
**Subject:** Re: (Correction) Review of Academic Programs and Departments Recommendation Update

I'm sure you have received many emails regarding the recent USAP decisions, but I hope you take the time to also read this one. Although I am an English major and from what I know, my major is not going to be affected by the restructuring taking place at IPFW, I am angered and hurt by the decisions. To take away from the academic side of IPFW when deciding how to handle the needs for budget cuts before taking away from other areas such as athletics is deeply disturbing. It sends the message that IPFW does not value being a comprehensive university and that education is less important than playing a sport. One department that is being cut that disturbs me more than all is the Women's Studies department.

IPFW is the first state university to offer a Bachelor of Arts with a Women's Studies major. The department is a historic academic landmark in Indiana. The department is small, yet remarkable. Cutting this program is a huge embarrassment. The embarrassment comes especially so during the ironic run of Donald Trump for president. Now more than ever we need Women's Studies majors to go out into the world. Also, cutting out Philosophy is cutting out the heart of the university. Without Philosophy, IPFW is not a true university anymore.

Also, another issue is the development of Fort Wayne as a growing city with many people flocking here to start up businesses and build a more inclusive and creative community. Fort Wayne is growing into a beautiful place and it deserves a university where people can go to a university and get an education that they're proud of. IPFW should want students to take their new found love for the Humanities and go out in to the local community and create more new businesses and connections. Instead IPFW is taking a step backwards and embarrassing the entire community.

Lastly, please know that these decisions to cut these departments affect more than just the majors within those departments. I had planned on returning to IPFW in the fall to continue my post-graduate studies. After the USAP decisions, I will not be returning after graduation, but rather will be looking for a university that is not sliding backwards.

I've loved IPFW for five years from its gorgeous campus in the fall, to the friendly and helpful professors who have helped me along the way. This though, this breaks my heart. Please listen to your students before they all leave. We love IPFW. Show us some love back.
Thank you for taking the time to read and consider my letter.

I am a student at IPFW and have resided in Indiana my entire life. When I was young and considering my college education, I immediately wrote IPFW off. I knew my mother and father had both taken evening classes there, and received their Bachelor's in Criminal Justice. Knowing my parents went there was enough to make me look elsewhere. Besides, I knew I wanted to do theatre and take some art classes, especially since I hadn't settled into my major yet. **IPFW seemed too close to the technical schools and vocational opportunities and I knew that wasn't the path for me. Besides, many job training programs could be completed for a much lower price than IPFW could offer.**

However, I was surprised when my theatre director handed me an invitation for a drama program for high schoolers ran through IPFW. I hadn't even known IPFW had a drama program. My friend and I eagerly attended and loved every moment of it. From then on, I chose to re-open the doors to an education through IPFW. I attempted to attend a local private university, but the cost was much too steep. So, **looking through the IPFW majors and course listings, and amazed by the variety of opportunities and classes, I chose to enroll.** I signed on to learn languages and picked up an International Studies certificate along the way. And, because it fit in so well with my other certifications, I also chose to acquire a minor in political studies.

**Look, I'll be frank: for me, there is no other option. IPFW allows me to accomplish my goals while have two kids and a job. No other school in the area provides the high level of education for the price of IPFW.** I once was considering dropping out, but was encouraged by Nancy Virtue, who taught my French Cinema class, to continue. Then, through the remarkable Women's Studies program, I was able to attend my first academic conference. Because of these women and their programs, I am confident in my skills and hope to continue on to graduate studies. The young people in this area have plenty of affordable options for job training. What we don't have is a chance to pursue and learn about art, politics, languages and cultures. We need programs like Women's Studies because we can't go to Bloomington or Lafayette. We have kids and most likely already work in a paid position of some sort.

Please **I'm begging you to reconsider these cuts.** I love Fort Wayne, but if I felt my child didn't have the same opportunities that I did to get an affordable education for a reasonable price, it would be heartbreaking. By the way, I have never once ever attended an IPFW sporting event, nor do I have the desire to do so. I have attended plays, poetry readings, art displays, and conferences, however.

In addition, **I want to request you make public the budgets which have lead you to make these cuts.** It absolutely infuriates me that I budget my own money to pay towards a school who cuts programs that have helped me grow as an individual and a student and refuses to be transparent about how they are spending my money which I've entrusted to them as a student and resident of Indiana.
Attached is my letter, which is written for both yourself, Chancellor Carwein, and also to the Members of the Purdue Board of Trustees.

I look forward to hearing continued great things to come at IPFW.

Yours sincerely,
IPFW Student

Dear Chancellor Carwein and Members of the Purdue Board of Trustees,

With all due respect regarding administering education and setting its curriculum, there have been news regarding several programs and majors being affected at IPFW, “imposed cuts”.

As an IPFW student, originally from Hong Kong, who grew up in Singapore, I was learning both English and Mandarin Chinese at the same time. After “Primary school”, my mom transferred me from “local” schools in Singapore, to an International school one where I was required to choose from four other languages: French, German, Spanish, and one other. Being at IPFW, there was no Chinese courses that was advanced enough, I decided to take up French again from the beginning to refresh my memory. The French professors were all very dedicated, loving and amazing in every way, in and out of the classroom.

I am uncertain as to how cutting certain majors and/or part of selected programs in the list of changes will bring little effect on the overall budget. The downside that I can see is the attraction this will be affecting as a comprehensive and diverse university, especially for those that are interested in “Foreign” Languages, Philosophy, Women’s Studies, and other affected programs pertaining to this current expected/anticipated change.

Again, I have to bring up my upbringing into this light. My mom transferred me to an International school to broaden or open up my eyes about the world. I do not know where I would be without the ultimate move. Like any student from around the world, I think each and every one of them can relate in some way they can learn from both or more where international education, learning about history, its language, global awareness of current news and issues, past and current philosophies, and differences of every country. I know that as a non-native English speaker, I have improved my English from having better International to American system of education.

To that respect, just like how when I was taking French here at IPFW, I especially enjoyed Introduction to French Cinema (INTL 1208/FREN F356), of course since I declared myself to be a French major, I was actually attending the French version of the course, and not just simply attending the English lecture. My love for watching films definitely aided in my studies, however the bridge between the above mentioned course, actually covers a lot of rich material, such as French history, its progressing language in cinema, philosophy throughout time and cinema, and differences and similarities one can identify between French and any other country. As simple as an example of this one particular course and its coursework, one can see that the potential in liberal arts. As such, it can even drive a student to become interested in History, or Philosophy, or other related Liberal Arts studying about any country.
On the topic of attraction, I would like to say that it was a great pleasure in meeting exchange students during the time I was taking my higher-level French courses. They bring a different light from their own experiences, their knowledge of the subject matter since they have lived in the respective country or paid more closely attention than ourselves. These exchange students also bring about competition in learning because they can make us strive to work harder in the respective class to be able to realize the difference from learning not only from books but outside experiences. That being said, it extends also to the Study Abroad program. I was among many French-taking students to have succeeded the interview process, and was lucky to have been able to attend. Even that is something to work at and actually boost and instill the hardworking mentality into your university students. Current and future students should have the chance to check out and understand about different kinds of Study Abroad in programs under the Liberal Arts department, and other programs or majors that may deem relevant.

Whether it is about the hopes of financial aid in order for respective students to attend such a program, the value in which the higher-level Liberal Arts bring to say a university can be significant. Exchange students come here to IPFW, and we as students get to go over there to share our own capacity as an IPFW student. I am not here to say about how much a particular student has had the opportunity to travel but statistically speaking, I believe I can say that some students may have never left their own country, or even if they had done it was for vacation and not for education purposes, aside from exchange programs in any school or university.

I hope that from my specific experiences at IPFW, as well as my own personal upbringing will shed some light as to how this upcoming change will affect the outlook of part of the education curriculum for certain programs and majors. I trust that you will take into consideration this letter, as well as other letters and testimonies from all of the students, professors, assistant professors, and lecturers affected by this change.

Thank you for your kind attention.