



Purdue University Northwest

The Unification of Purdue Universities
Calumet and North Central

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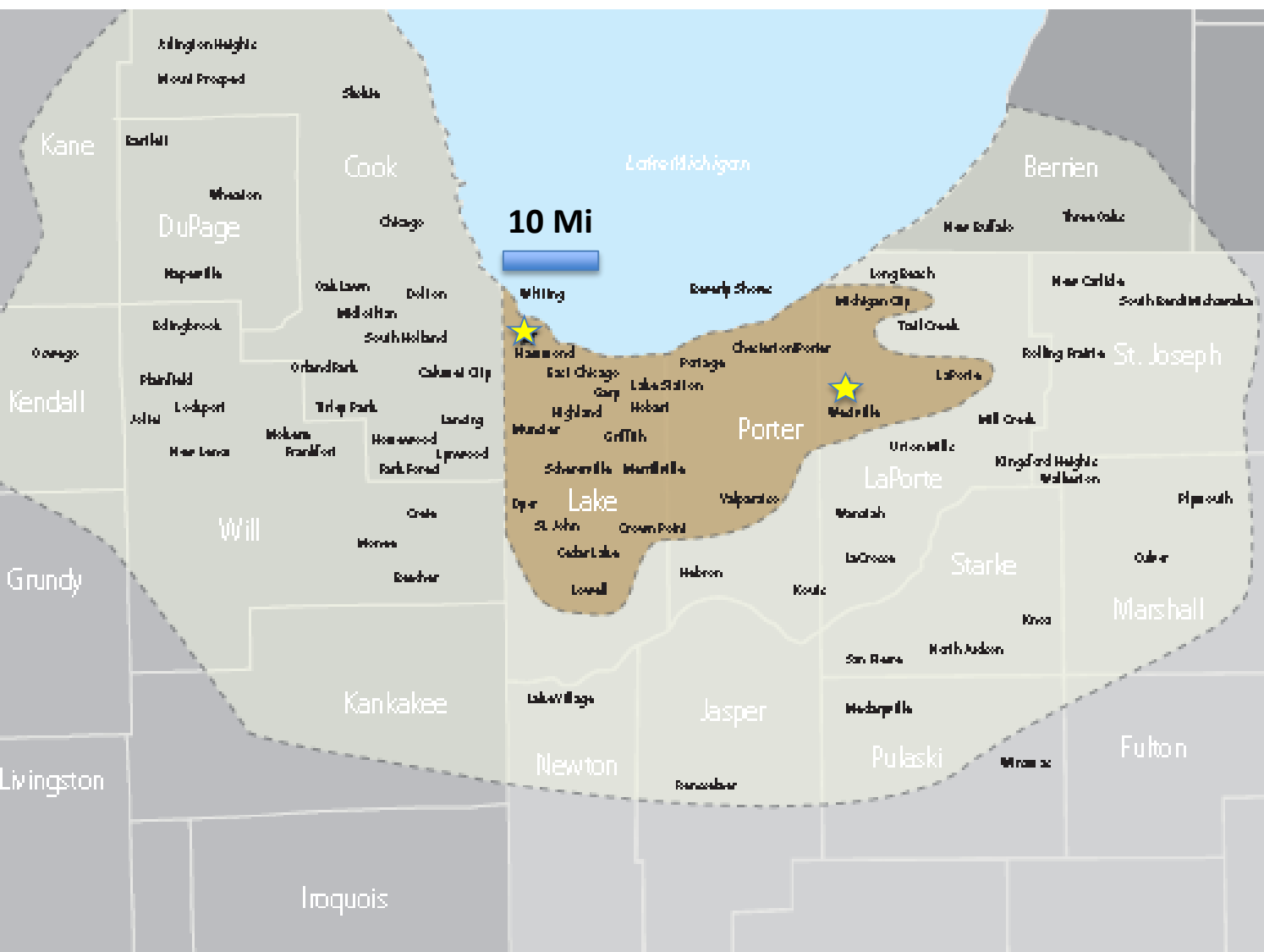
November 7, 2015

Spring, 2014-Chancellors Keon and Dworkin announced that the Board of Trustees for Purdue University had voted to move forward with the unification of Purdue University Calumet campus and the Purdue University North Central campus.

Fall, 2014-Administrators and faculty from both campuses begin planning for aligning practices, including assessment of courses to identify equivalencies and develop a plan for degree program alignment.

August, 2015-Application for change of control is submitted to the Higher Learning Commission to approve the unification of PUC and PNC to form *Purdue University Northwest*. A copy of this application has been sent to ABET (Maryanne Weiss).

July 1, 2016-Pending approval from the Higher Learning Commission, Purdue Northwest will formally begin operating. The first group of students to be admitted to the new University will begin their degree programs effective Fall, 2016 semester.



Unified administrative positions will result in savings that will be returned to supporting academic programs.

- Vice Chancellor for Information Services
- Vice Chancellor for Finance and Administration
- Vice Chancellor for Academic Affairs and Provost (Interim)
- Chancellor search completed

Unification will not be accompanied by active reductions in faculty positions.

Existing faculty will not be required to travel between campuses for courses

Current students will not be required to travel between campuses to take courses needed to complete their degrees timely fashion.

Key AA issues for decision

- Tenure status of existing faculty
- Promotion and tenure standards; processes
- Common disciplines
 - Reporting/organizational structure
- Many common degrees
 - Admissions standards and processes
 - Specific Programs
 - Institutional base
 - Common data platform, codes, and definitions
 - Aligning degrees
- Advising
- Budget

Purdue University Northwest

Principles to Guide the Unification of Academic Affairs

Outcome of a Dean's Retreat August 13, 2014

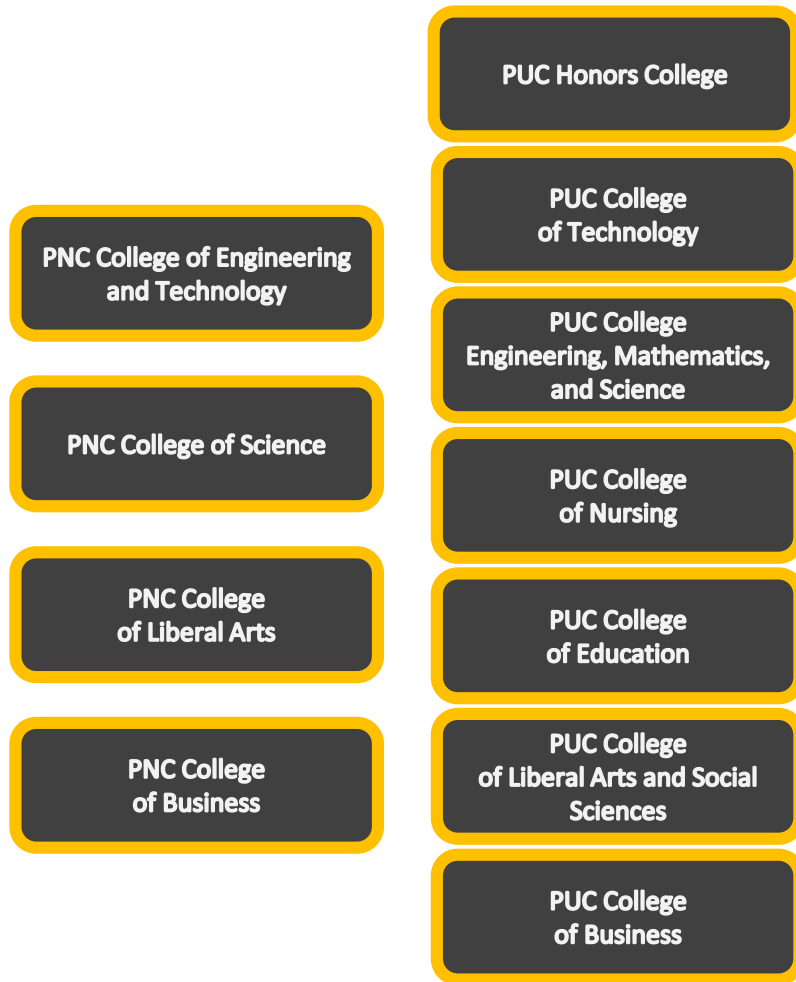
The overarching goal of the unification initiative is to enable a stronger Purdue presence operating in Northwest Indiana. Unification will focus on enhancing the contribution of the institution to regional economic development through degree programming and expanded community engagement. This will be accomplished via enhanced learning experiences for the student through innovation, management of quality programs, optimizing resources, and increased opportunities for faculty interactions and development.

- **Meeting the needs of students is the primary guiding principle.**
- **Ensure effective and efficient use of consolidated resources.**
- **Engage stakeholders in deliberations to develop recommendations based on a consensus model.**
- **Meet program needs regarding accreditation and quality standards.**
- **Decisions will be data-driven.**
- **Faculty will continue to be responsible for curriculum , including any degree program alignment and development.**
- **Foster an environment that promotes and supports faculty and staff development and enhances program quality.**

Org. structure

- Joint senate committee spent 2014-15 deliberated.
- 5 models submitted for pan-campus vote
- Each campus predominantly voted for structures similar to their current models.
- Deans took faculty recommendations and worked on a single structure - - summer 2015
 - Worked with faculty groups to create depts.

Current Structure- two campuses



Proposed Structure- PNW



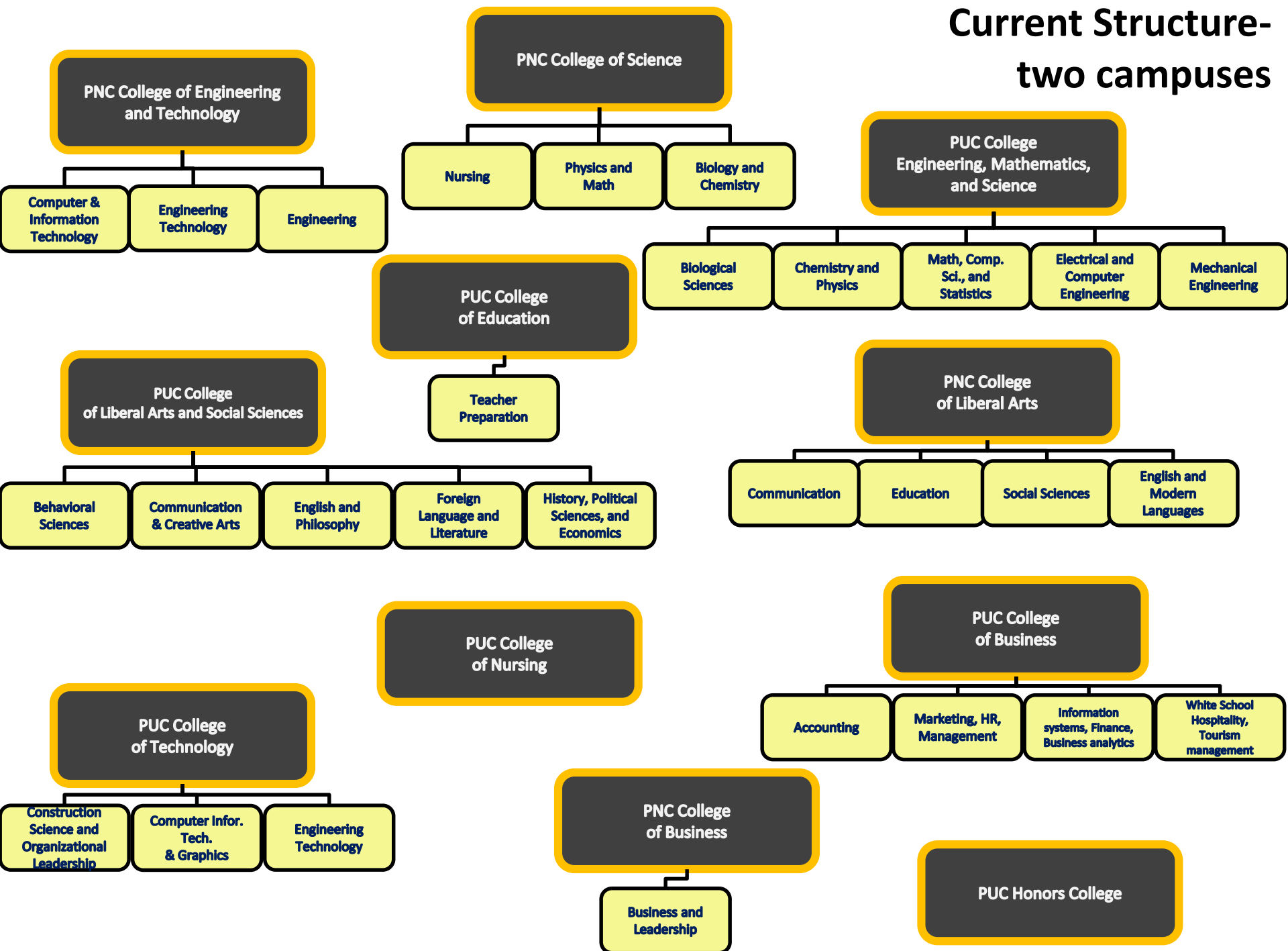
6 College Model (includes Honors)

PNC + PUC
11 Colleges
29 Departments + 1 School



PNW
6 Colleges
16 Departments + 3 Schools

Current Structure- two campuses



Guiding statistics

Some general guidelines justifying the need for individual colleges, schools, or departments were considered. These recognize and incorporate some of the recommendations made by faculty. However, these should not be considered codified at this time.

College- at least three of the following conditions should be met:

- Request of a benefactor that meets institutional advancement conditions.
- At least 20,000 billable hours per academic year.
- At least one major in the college (may be within a school or dept. in the college).
- At least 40 full time faculty (including CL and clinical faculty).

School- at least three of the following conditions should be met:

- Request of a benefactor that meets institutional advancement conditions.
- Distinct external accreditation body.
- At least 5000 billable hours per year.
- At least one major in the school (may be within a dept. in the school).

Department- the following conditions should be met:

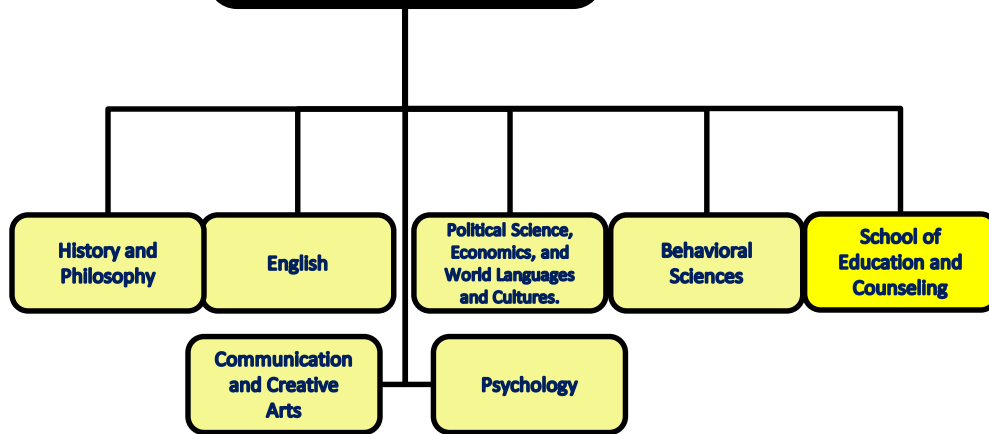
- At least 5000 billable hours per academic year.
- At least 6 full time faculty (including CL and clinical faculty).
- At least one major.
- The department would be one amongst two or more departments within the school or college.

Other organizing units- Where the above conditions may not be met, but a recognized need for partitioned organizational oversight is required, colleges may designate such units with administrative oversight by coordinators, associate/assistant heads, associate/assistant directors, or associate/assistant deans.

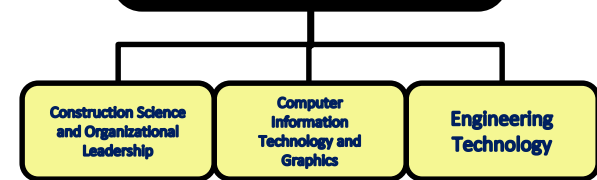
Proposed Academic Structure- PNW

9/04/2015

College of Humanities, Education, and Social Sciences



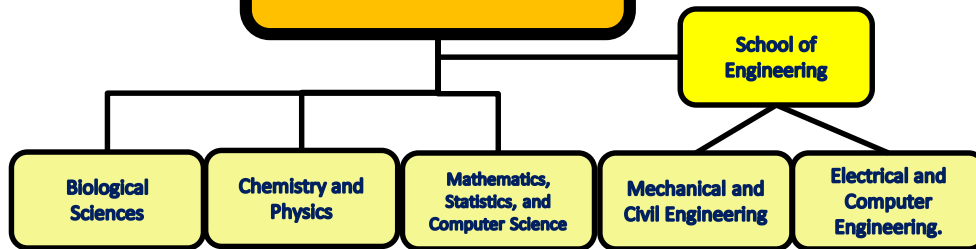
College of Technology



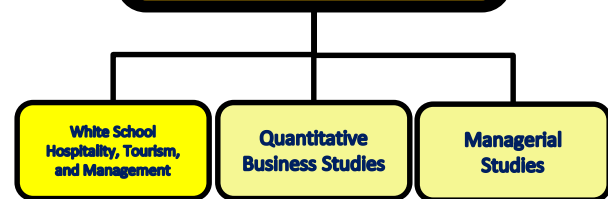
College of Nursing

Honors College

College of Engineering and Sciences



College of Business



- Reviewed 849 lines of information that identifies duplicate courses, describes each, along with their prerequisites and co-requisites.
- 337 unique courses required review by academic departments; priority status given to 140 courses with their pre-requisites or co-requisites.
- The 140 priority courses need final faculty senate approval by or before the November 2015 meetings *to go through West Lafayette and be entered into the schedule so students can register in March.*

Independent accreditation organizations

Impact on Arts and Sciences service courses

- Require common degree plans
- Many have an effective start date of the new institution (tentatively July 1, 2016)
 - Requires teach-out plan
 - Many faculty meetings to develop the common core.

Lessons Learned

- Some guidance from the source is helpful.
 - Lack thereof prolonged the “negotiation” phase
 - Lack thereof –opportunities for creative solutions
- Communicate, communicate, communicate.
- Include faculty and faculty governance at all stages.
- Think outside of academic affairs for elements that affect, or are affected by decisions.