

Provost's Report to the Faculty August 2014

The annual Report to the Faculty from the Provost will be somewhat different this year. First of all, the primary author is obviously different. Time has moved by rapidly since the day I started at Valparaiso University in early June and since the day that I assumed the role of Provost on July 1. I have already had the opportunity to meet many of you, and I have enjoyed those meetings. I look forward to meeting all of you as soon as possible and to many years of fruitful and beneficial interactions with each of you. Second, the report will be different simply because, like all years, this year is unique and brings its own accomplishments, challenges, and surprises. I should also note that it is quite likely that I have missed one or more items that should be included in this report. Given the recent transition, such an omission is difficult to avoid. Suffice it to say that I welcome any questions that folks may have about programs related to the Office of the Provost, or any other questions that you may have regarding some aspect of the University. I will do my best to answer your question in a timely manner. I look forward to hearing from you.

The report to the faculty this year will closely follow the University's strategic plan. I am using this close alignment to ensure that I am appropriately learning the key issues and programs that emerge directly from the strategic plan, and to ensure that I convey to each of you the strong progress that is being made on the strategic plan. Since arriving on campus, I have been impressed by the thorough knowledge of the strategic plan that is exhibited by so many employees, faculty and staff. At Valpo, there is a clear sense that the strategic plan is a living, growing, vibrant document, rather than a dusty collection of statements that are pulled off of the shelf from time to time. Given the importance of the strategic plan in shaping the future of the University, it is important to clearly convey the strong progress that is being made with respect to that plan. Obviously, with more experience at Valpo behind me, I will be in an even better position to discuss programs and linkages to the strategic plan. Yet, even as a rookie, I am pleased to share the information below. Thank you for all of the great things that each of you do for the University and our students. Valpo is a great place because of your contributions.

Objective 1.1: Valparaiso University will strategically create new academic programs or units with high market potential.

Significant growth in key academic program areas was achieved over the past year. The College of Nursing was renamed the College of Nursing and Health Professions, in alignment with new programs that have been added in that college. We are now in the process of launching two programs that will integrate the undergraduate and graduate experience in powerful ways. The Public Health program will allow students to complete both undergraduate and graduate programs in public health. Valpo students will have the opportunity to complete both their undergraduate and master's degrees in public health in just five years, significantly improving the affordability of a master's degree by shortening the time to graduation and allowing students to begin their careers a year sooner. Of course, students will still be able to complete a traditional four-year undergraduate program, or a traditional two-year master's program, starting with an undergraduate degree from Valpo or from another college or university.

The Physician Assistant program is also based on a five years to degree model, but this program requires even greater coordination between the undergraduate program, the Bachelor of Science in Health Science, and the master's level Physician Assistant program. Students will need to be accepted into the Physician Assistant program as freshmen in order to complete the entire program in five years. We anticipate that this program will be very popular, and we are seeking to ensure that we fully staff all needs related to this program, including those needs that will arise outside of the College of Nursing and Health Professions as the program comes fully online over the next four years.

It is worth noting that the College of Nursing and Health Professions is accomplishing what some have said is not possible. With the advent of our Physician Assistant program, we will be offering both the Doctor of Nursing Practice degree and the Physician Assistant program in a single college. While some see these types of programs as being in competition, the College of Nursing and Health Professions has had the foresight to focus on their complementarity, and the powerful ways that these two programs can support our health care needs in Northwest Indiana, nationally, and internationally. I look forward to seeing the beneficial ways that our new programs will, indeed, complement our current offerings and benefit our world.

We are now offering a graduate program at the Lutheran School of Theology campus in Hyde Park, Illinois. The program, a Master of Science in Health Administration, and its location have been approved by the Higher Learning Commission and the Illinois Commission for Higher Education. This new offering represents an important move into the state of Illinois. We continue to consider other good opportunities to work with this location for other potential program offerings.

The International Studies Department was created, and several existing programs were consolidated within this organization. Also, the Latin American Studies program was launched through the new department. In an analogous vein, the Department of Computing and Information Sciences was recently created to house our undergraduate program in Computer Science and our graduate programs in Information Technology and Cybersecurity. As we experience rapid growth in some areas, it is essential that we continue to focus on providing appropriate support to our faculty, staff, and students so that our programs continue to be excellent and so that resources are provided as warranted across campus. Finally, the creation of the new Department of Computing and Information Sciences has led to another name change. Hence, we welcome the new Mathematics and Statistics Department.

Objective 1.2: Valparaiso University, both at the graduate and undergraduate levels, will become a center for rigorous interdisciplinary innovation, grounded in its persistently strong disciplinary concentrations.

New offerings such as the Physician Assistant and Public Health programs have a strong interdisciplinary nature. The introduction of these programs will put pressures on departments such as Biology, Chemistry, Psychology, and Theology. That is, the introduction of programs that have an interdisciplinary foundation will have far-reaching impacts on various programs

across campus. There is currently a thoughtful plan in place that will ensure that all departments impacted by the growth of new programs will be fully supported as this growth occurs.

Another area of interest for interdisciplinary programming involves programs that could span more than one college on the undergraduate or graduate level. Currently, there is no such program at the undergraduate level. However, discussions will continue to occur in order to move into this new area of undergraduate programming. We have such strong programs in many areas across campus that it is natural to pursue inter-college programs that would effectively leverage these traditional strengths. As new ideas germinate and develop, we will certainly continue to share updates about these developments.

Valparaiso is collaborating with the New American Colleges & Universities (NAC&U) in order to find ways to provide programs and courses to our students that would not be available through other means. Two such programs are of particular interest. First, we are working with the NAC&U to share online courses among institutions, particularly at the undergraduate level. Additionally, we are working with a subset of NAC&U members in order to provide “study away” opportunities to our students. In study away programs, students would be able to earn a certificate or similar credential that is not available on their home campuses by studying for a semester at a partner institution. Detailed discussions continue, but the overall program is based on the idea of each partner institution offering one or two notable programs on their campuses for study away students to complete. Additionally, cooperation to promote study abroad programs at all member institutions is being formalized.

Objective 1.3: Valparaiso University will graduate students who can investigate and interpret information and who can communicate effectively in relevant media, and through current technologies.

Our efforts to thoughtfully and comprehensively address our need to ensure that our graduates are effective writers, and more generally, communicators, continue. A key step in this ongoing process was the hiring of Debra Frank Dew, the University Director of Writing. Prior to hiring Deb, the University conducted a detailed assessment of the quality of the writing of our students and of the status and quality of our writing programs. Since hiring Deb, our efforts in this area have intensified. We expeditiously procured an endowment to support, in an ongoing fashion, faculty development in the teaching of writing. We have conducted extensive workshops on the teaching of writing for faculty from a variety of disciplines. The curricula in the Valpo Core and in the Christ College Freshman Program have been reviewed and revised, as appropriate. Additionally, we have begun the process of developing Writing in the Discipline programs in several of our major programs.

As we move into the fall 2014 semester, the General Education Committee is preparing to review a recommendation for a second-level writing-intensive experience, building off of the initial writing intensive experiences that our students have at Valpo. Deb is partnering with the faculty in the Christopher Center Library in order to facilitate the development of a comprehensive information literacy program that will parallel the Valparaiso writing program. Embedding information literacy into our curriculum, at the same level as our focus on writing, is essential in

order for our graduates to possess the necessary skills and knowledge in information literacy that is relevant to the rapidly changing environment of information exchange that we are all experiencing in the early 21st century.

Objective 1.4: Valparaiso University will graduate students who have participated in a cross-cultural learning experience.

Valpo is showing its commitment to providing cross-cultural learning experiences for our students in a variety of ways at Valpo, there is certainly a range of programs related to providing a robust set of cross-cultural experiences. However, if we are to ensure that our students are ready to thrive in an increasingly interconnected world, such a range of programs is essential. Whether we are looking at innovative academic programs or co-curricular programs, we must ensure that all programs are of a high quality and are addressing the very real needs of our students.

Efforts to establish a Chinese language major are ongoing, and progress has been made in regard to this program. For the first time in history, Valparaiso University is offering a course in Arabic culture and language this fall semester. There are plans to continue providing course offerings related to Arab culture and language on an ongoing basis. The course in Arabic culture and language is also serving as a basis for ongoing consideration of a Middle-Eastern Studies program. A Global Studies major continues to be an area of interest for a new major or minor program.

Valpo's study abroad programs have many different forms. The four international centers, in Great Britain, Germany, China, and Costa Rica, form the foundation of our study abroad programs. However, these programs are supplemented by an array of offerings that include student and faculty exchange models, short-term study abroad courses, programs with cooperating institutions, and programs available from external vendors. While each of these programs has an important role to play in providing study abroad opportunities to our students, the relative financial and programmatic impacts for our students and the University of these various programs is not fully understood. It is with this need in mind that we are undertaking a review of the various study abroad programs to better understand the relative advantages and disadvantages of these programs for both our students and for the institution. It is the intention that this review will help us to develop policies that will better encourage students to take advantage of study abroad opportunities while ensuring that we keep our study abroad programs as financially accessible as possible. We hope to move forward quickly with this review so that all involved may benefit from its findings as soon as possible.

Valparaiso has recently entered into a relationship with an external vendor, CISabroad. CISabroad provides logistical support in developing short-term study abroad experiences and facilitates the matching of students with long-term study abroad programs. The most visible aspect of the relationship between Valpo and CISabroad is the presence of a CISabroad employee who will have an office on our campus. This new relationship will be beneficial to our students and will help support their decision making process related to study abroad. The benefit of this new relationship to the University is twofold. First, CISabroad will provide direct

logistical support for short-term study abroad programs. Rather than faculty members spending extended periods of time dealing with all of the scheduling and travel details associated with short-term study abroad experiences, the faculty member can provide CISabroad with an itinerary which ensures that all learning outcomes for the short-term study abroad experience are being met. CISabroad will then use that itinerary to put together all of the logistical pieces to ensure that the course is a success: hotels, transfers, museum admissions, guides, etc. The intention is that more faculty members will be able to develop and implement short-term study abroad experiences for our students with the support of CISabroad. Second, CISabroad will help to recruit students to our four study abroad centers. Currently, our centers are not always filled to capacity. Given that many of our costs are fixed at these centers, it is greatly to the advantage of Valpo to ensure that these centers are functioning at capacity whenever possible. CISabroad will recruit students to our centers from other institutions, as appropriate. The upcoming academic year is the first in which our new agreement will be fully in effect, and we look forward to learning from this initial implementation. I welcome your feedback about your experiences with CISabroad.

Recently, the Office of the Provost began working with appropriate offices to develop a coordinated international recruitment strategy. Currently, we have much good work occurring through the Admission Office and the Office of Enrollment Management, through the Graduate School, and through individual colleges and departments. While these efforts have certainly been successful in attracting international students to Valpo, we believe that we can be even more effective and thoughtful in our international recruitment strategy. We seek to ensure that all recruitment activities related to international students are coordinated and coherent. In particular, we must ensure that we provide strong program opportunities to all students, including our international students. Hence, it is imperative that we clearly understand the various areas of enrollment for international students so that we have the appropriate support mechanisms in place for these students as they arrive on campus. Just as importantly, we need to provide appropriate resources and support to our faculty and staff as they seek to provide a strong learning environment to all of our students. A coordinated and coherent international recruitment strategy will greatly enhance our planning for and implementation of programs for international students. A coordinated strategy will also ensure alignment of all activities with our strategic plan.

Finally, with regard to study abroad and international partnerships, it should be noted that discussions regarding our potential programs with a major Chinese university in Dalian and with a major Indian university, Kalyani International University, are ongoing. Good progress has been made in our discussions with both universities. As specific information that is relevant to faculty members becomes available, we will do our best to share that information in a timely way with the relevant individuals. These two partnerships represent a significant undertaking for Valparaiso University and many individual faculty and staff members. Please do not hesitate to ask if you have specific questions related to either of these programs. We will do our best to provide timely answers.

Objective 1.5: Valparaiso University will create a robust system of support for undergraduate, graduate, and law students throughout their enrollment at the University, including academic advising and mentoring.

The Academic Success Center has been greatly expanded and provides key support and guidance for many students who most need such assistance. The University Writing Center has also been re-configured to more effectively meet the needs of our students. Additionally, we have improved our language assessment process for international students, both at the undergraduate and graduate levels, and the Graduate School has created a required transition course for all matriculating international students. This transition course will facilitate a smooth entry into Valpo and provide tools and background for international students that will support their overall success. In addition, we have created the Council of Academic Advisors that meets regularly to discuss how best to support and guide our students.

In late July, we received news from the Higher Learning Commission of the North Central Association of Colleges and Schools that our Quality Initiative has been approved. As you are probably aware, the Quality Initiative is part of our re-affirmation of accreditation process that will culminate in our on-site visit from the HLC in the 2017-2018 academic year. The Quality Initiative must be a significant project that positively impacts teaching and learning at Valparaiso University. Our Quality Initiative focuses on academic advising and ensures that all students receive a robust academic advising experience through employing discipline-embedded professional advisors. Our work with the Quality Initiative is off to a strong start. Two new advisors have been hired in the areas of Pre-Medical programs and in Psychology, Kinesiology, and Social Work. In the ensuing years of this project, we will add up to six more academic advisors in key areas across campus. While completing this project is a key part of our re-affirmation process with the HLC, we are even more enthusiastic about the positive impacts that this project will have on our campus and for our students.

A quick comment is also appropriate about the overall HLC re-affirmation of accreditation process. In less than four years, the entire re-affirmation process will be completed. Our goal is to ensure that we successfully complete this process, with no need for focused reports or visits after the normal process. However, we are facing an important challenge in that the HLC has completely changed the criteria for accreditation. These new criteria have only come into full effect over the past couple of years, and HLC has fundamentally altered the reporting process. We will need to carefully review what we learned from our last re-affirmation and apply this knowledge to a new set of requirements and expectations. The cornerstone of the new HLC criteria and reporting structure is that accreditation activities are to be ongoing, not simply ramped up every 10 years for a couple of years. With this requirement in mind, the Re-Affirmation of Accreditation Team will be identified and begin their work this fall. By the end of October, members of the team will be selected and starting their work. The focus during this first year is a review of our previous re-affirmation results and a scan and inventory of our current practices relative to the new HLC criteria and assumed practices and relative to Federal compliance expectations. By the end of the 2014-2015 academic year, we should have completed this background work and be ready to begin the re-affirmation process in detail, which will occur over the next two and a half years.

Objective 1.6: Valparaiso University will send forth undergraduates who understand science and the scientific method so that they will become scientifically informed citizens.

The key result for this objective has been the creation and consensus adoption of a definition of scientific literacy. Using this definition, the General Education Committee has articulated general measures by which one might consider a graduate of Valparaiso University to be scientifically literate. Next steps will focus on developing strategies for operationalizing this definition and these measures. While work on this objective has been challenging, the high quality of the work that has been completed is encouraging and speaks well of the commitment that our faculty have to ensure strong teaching and learning opportunities in all areas, including the sciences.

Objective 1.7: Valparaiso University will graduate students all of whom have been involved regularly in experiential and other active-learning experiences, e.g. research, study abroad, and capstone projects.

Creating a variety of experiential and active-learning experiences requires creative thinking, creative pedagogy, and creative funding approaches. We have made considerable progress with regard to the creative funding aspect of these requirements through the hiring of Rasha Abed as the Associate Director for Sponsored Research and the good work that she has done since her arrival. We have seen a notable increase in our effectiveness in obtaining external funding, especially in the area of grants.

We have also been effective in regard to developing and implementing programming in experiential and active learning, and this programming provides strong evidence of creativity in thinking and pedagogy. We have established the Institute of Leadership and Service, which is supported through a generous endowment. Elizabeth Lynn is the director of the Institute, and we anticipate continued strong programming in this area. A service learning option has been added to the Valpo Core program and this option was selected by 227 students this past year. By associating this service learning option with the Core, we are encouraging students to be involved in service as service learning during their first or second semester on campus, helping to establish a pattern of service that we hope will continue well beyond the student's time at Valpo. Finally, the number of students engaged in summer undergraduate research on campus reached a new high of 55 this past summer. While most of these students are Valpo students, some are attracted from other campuses, particularly through an NSF-funded REU program in mathematics. The summer research program culminated in a student research symposium that was held in the Harre Union on July 31. For those of you who were unable to attend this symposium, you will have another opportunity to learn about the great research that our students are doing on September 12. Watch for information about this upcoming event, and I hope to see you there.

Objective 1.8: Valparaiso University will develop and support programs and projects that effectively advance diversity and dialogue within diverse groups both within the University and in the Northwest Indiana region.

This past year Valparaiso has been deeply involved in addressing issues and concerns related to diversity and inclusion. A discrimination and bias reporting system has been implemented, and we are seeking to ensure that all members of the University community, and our guests, know how to use this process in a straightforward manner. This reporting system will continue to be refined and augmented to ensure that we provide clear lines of communication and support to anyone who may need this assistance. Additionally, various forums and discussions have been held in order to clarify key areas of need in regard to diversity and inclusion. We have made use of the insight and knowledge of two consultants, and a variety of individuals and groups across campus have had the opportunity to work with these experts in the field. For example, a group of over 20 individuals participated in diversity facilitation training in August 2013. These individuals received guidance and background regarding how to effectively serve as diversity facilitators. These individuals have since shared their background by providing diversity and inclusion workshops for faculty, staff, and students across campus. Based on the success of this initial cohort of diversity facilitators, another cohort received training this August, bringing the total number of facilitators to over 50. With these trained facilitators in our midst, we will be well positioned to provide diversity and inclusion workshops to all members of our community in a timely fashion.

The Welcome Project is another example of programming related to diversity and inclusion. The Welcome Project focuses on video recordings of members of our community discussing the direct impact of diversity and inclusion, and, unfortunately, exclusion in their lives. These recordings are powerful and provide important insight into the experience of members of our community, particularly those with diverse backgrounds. We are now in the process of identifying how we can best make use of the Welcome Project to further diversity and inclusion efforts on our campus, and beyond. On a personal note, I have had the opportunity to view entries from the Welcome Project. If you have not yet had the opportunity to do so, I strongly encourage you to view some of these videos in the near future.

This year marks the initiation of the position of Special Assistant to the Provost for Inclusion. During this academic year, Phillip Powell will be serving in this capacity, having started his new position in June. Phillip brings with him a wealth of experience and knowledge about Valpo to this position and his service. His perspective is valuable, and we appreciate the good work that he has already done. Additionally, this fall Valpo will be launching a national search in order to fill an ongoing position related to diversity and inclusion. We are currently working on details of the position description and search, but we intend to launch the search before the end of the calendar year and to complete the search during the 2014-2015 academic year. This position will be a vital part of the Valparaiso University community, and we look forward to the work that Phil will do this coming year and to the ongoing contributions from this position.

A key aspect of the responsibilities of the Special Assistant to the Provost for Inclusion is to convene and support a Task Force on Inclusion. This task force will be convened at the beginning of the fall 2014 semester and will seek to complete its work early in calendar year

2015. This task force will have a wide purview, seeking to address concerns and opportunities related to inclusion from all areas of our campus community and our larger community. In short, the task force will seek to ensure that Valparaiso is effectively addressing our need to be a welcoming and supportive community to people of diverse backgrounds, and that we are inclusive in thoughtful and meaningful ways for all members of our campus community. You can expect to hear more about the important work of this task force in the weeks to come.

Objective 1.9: Valparaiso University will support the diversification of the faculty and staff through robust strategies.

While this topic will clearly be a focus of the Task Force on Inclusion described under Objective 1.8, good work is already occurring on this front. The diversity advocates program has been implemented and has already shown benefits in our searches for new faculty members. The diversity advocates are trained members of the faculty who act as advocates on faculty search committees to draw attention to diversity issues and to suggest ways for these committees to successfully recruit candidates with diverse backgrounds. We are now considering how best to expand this program so that diversity advocates will have an ongoing role as resources for diversity and inclusion in academic departments and, potentially, across the entire campus. Of particular note is the need to ensure that the good work that has been started in recruiting diverse faculty and staff members is continued to ensure that we effectively retain these diverse members of our community. In order to effectively encourage and support retention of diverse members of our community, the diversity advocates will need to take on an ongoing role in academic departments and beyond. The Special Assistant to the Provost for Inclusion will move forward the discussion involving the potential expansion of the diversity advocates program.

It should also be noted that the Office of the Provost has created a modest fund to improve salary offers, as needed, to increase our ability to attract and retain candidates who can positively contribute to diversity and inclusion on our campus. Studies have shown that students benefit from a diverse climate at their college or university, and Valparaiso University is committed to providing the most robust educational experience possible for our students.

Objective 1.10: Valparaiso University will expand the College of Nursing and Health Professions.

As noted under Objective 1.1, two significant new programs, Public Health and the Physician Assistant program, have been added. While these programs, operating on both the undergraduate and graduate level, are clearly housed in the College of Nursing and Health Profession, there is strong impact from these programs across campus, and we are committed to ensuring that resources and support are provided to assist all of those impacted by this growth.

Objective 1.11: Valparaiso University will ensure that the Law School maintains financial sustainability even as it achieves higher measures of quality as measured by outcomes.

This objective was addressed comprehensively over the past year. Valparaiso University's Law School has recently welcomed a new dean. Andrea Lyon brings a strong commitment to the success of the Law School combined with a fresh perspective that can help to maintain and enhance the good momentum that has already been generated in the school. Progress has been made in strengthening the curricular relationships between the Law School and other units on campus. We continue to seek ways to streamline administrative processes to enhance efficiencies within the Law School and across campus. The Law School has recently introduced a new curriculum that focuses more clearly on the actual practice of law and to graduates' success in passing the bar exam. This curriculum is genuinely a paradigm shift in the pedagogical approach in the Law School. External reviewers have lauded this new curriculum and are enthusiastically anticipating assessment results and data that will confirm the success of this new approach to the curriculum. External reviewers have even expressed the opinion that if the new program is as effective as it will likely be, that others will be seeking to adopt some or all of what we have done, and that the Valpo model could well become a sought-after approach nationally. The hard work and vision of the faculty in the Law School is greatly appreciated as they have worked both hard and thoughtfully in developing this new curriculum.

The Law School experienced a successful visit for its re-accreditation this past spring. The feedback from the visiting reviewers was overwhelmingly positive, to the point that few individuals either at the Law School or among the visitors could remember a better visit. Follow-up questions from the reviewers have been received, and these questions, primarily minor clarifications, have been addressed by the Law School. The work that went into the re-accreditation process was significant, and it is gratifying to see that work pay off so dramatically.

Miscellaneous Activities

Activities related to the academic affairs area and the faculty also appear in other areas of the strategic plan, and some of those activities will also be addressed briefly. Much of this other work has focused on faculty workload and evaluation. For the last four years, several task forces and numerous formal and informal discussions have addressed aspects of workload and various evaluation questions. The culmination of these discussions has led to the adoption of the holistic department model and proposed workload credit model that was shared with the full faculty this past spring. The proposed model for workload credit generated, and continues to generate, a great deal of discussion. The outcomes of these recent discussions will be reviewed and processed this fall, with the goal of reaching closure with regard to the faculty workload model by the end of the calendar year. While we want to avoid a rush to judgment, so to speak, we also need to move forward thoughtfully so that we can implement the new models. As the final, accepted model is adopted and implemented, we should see overall positive changes in the workload situation for faculty. In a related, but separate area, we continue to address issues related to faculty compensation. This past year, steps were taken to address equity issues among tenured and tenure-track faculty members and also among lecturers and adjunct faculty. While significant progress was made on all of these fronts, considerable work still needs to be done.

We are committed to continuing this work and maintaining our positive momentum with respect to faculty compensation.

Finally, it should be noted that the design of a robust and comprehensive academic program review system has been completed, and we are in the process of implementing this system. Those departments that are directly affected will be notified, as needed.

Again, if you have any questions about any aspect of this report or questions about items that did not appear in this report, please contact the Office of the Provost. I am still very much the “new guy,” and I want to learn as much as possible, as soon as possible, in order to support you as effectively as possible. As we all know, often the best way to learn is to have the right questions posed. In seeking the right answers, both the questioner and the questioned benefit. Thank you for all of the great things that you do for Valparaiso University.

Finally, I want to thank all of you here at Valparaiso University for your wonderful welcome. The faculty members, staff, and administrators that I have met have been uniformly kind, thoughtful, and helpful in the short time that I have been at Valpo. This wonderful reception has made my transition to Valpo much easier than it could have been. I should also note that, due to the realities of the academic year and the timing of my arrival, I have had a particular opportunity to interact with the staff at Valparaiso University over the past couple of months. Individuals from facilities management, building services, grounds keeping, dining services, human resources, administrative assistants, and many others have been efficient, effective, and helpful. I recently took a tour of the campus to learn about the many projects that have been completed this summer to improve the functionality and beauty of our grounds and facilities. I was thoroughly impressed by how much was accomplished in such a short time. As you get back into the flow of the academic year, please join me in acknowledging and thanking the great work that all of our staff provide. It is widely acknowledged that the faculty is the heart of a university, and I share that perspective. But even a heart would not last long without all of the other parts of the body working together. Again, thank you.

Respectfully Submitted,

Mark L. Biermann
Provost and Executive Vice President for Academic Affairs

Please join me in welcoming the following new full-time faculty members:

Mandy Adams, Lecturer in Valpo CORE
Yeohyun Ahn, Assistant Professor of Communication
Christine Alfano, Visiting Instructor in Mechanical Engineering
Jonathan Beagley, Assistant Professor of Mathematics and Statistics
Sedefka Beck, Assistant Professor of Economics
Kelly Belanger, Visiting Associate Professor of English
Tom Blodgett, Assistant Professor of Nursing
Daniel Blood, Instructor in Mechanical Engineering

Patrice Bouyer, Assistant Professor of Biology
Barbara Bowker, Visiting Instructor in Chemistry
Ting Chan, Visiting Assistant Professor of Civil Engineering
Noelia Dominguez Ramos, Assistant Professor of Foreign Languages and Literatures
James Drachenberg, Visiting Assistant Professor of Physics and Astronomy
Robert Elder, Assistant Professor of History
Georges El-Howayek, Visiting Instructor in Electrical and Computer Engineering
Gary Fetter, Assistant Professor of Information and Decision Sciences
Kevin Gary, Chair and Associate Professor of Education
Rachel Geer, Visiting Instructor in Foreign Languages and Literatures
Hang-Wei Hao, Visiting Instructor in Economics
Sahar Hendabadi, Visiting Assistant Professor of Mechanical Engineering
Jacob Henschen, Visiting Instructor in Civil Engineering
Martin Ignatovski, Instructor in Computing and Informational Sciences
Jennifer Illig, Lilly Fellow and Lecturer in Humanities
Gokhan Karaatli, Assistant Professor of Marketing
Joshua Kercesmar, Lilly Fellow and Lecturer in Humanities
Stephen Kleps, Visiting Assistant Professor of Civil Engineering
Sanjay Kumar, Associate Professor of Information and Decision Sciences
Thomas Landvatter, Lecturer in Foreign Languages and Literatures
Jiangxia Liu, Associate Professor of Accounting
Andrea Lyon, Dean and Professor of Law
Amarjeet Malhotra, Visiting Professor of Accounting
Lindsay Munden, Clinical Assistant Professor of Nursing
Michael Oeser, Visiting Associate Professor of Law
Katherine Olejniczak, Visiting Instructor in Electrical and Computer Engineering
Lauren Ostrowski-Winkler, Visiting Assistant Professor of Nursing
Kenneth Pearce, Lilly Fellow and Lecturer in Humanities
Julie Peller, Visiting Associate Professor of Chemistry
Elizabeth Platte, Assistant Professor of Foreign Languages and Literatures
Cynthia Pluta, Lecturer in Valpo CORE and the Graduate School
George Potter, Assistant Professor of English
Jose Ramos, Assistant Professor of History
Mark Robison, Assistant Professor of Library Services
Nicholas Rosasco, Instructor in Computing and Information Sciences
Pamela Saylor, Visiting Assistant Professor of Social Work
Madeline Sheldon, Library Fellow and Lecturer in Library Services
Jacob Sitati, Lecturer in International Studies
Jonathan Stephenson, Lecturer in Mathematics and Statistics
Sonja Streuber, Lecturer in Computing and Information Sciences
Mary Szto, Visiting Associate Professor of Law
Joseph Trendowski, Assistant Professor of Management
Melanie Trexler, Assistant Professor of Theology
Katharina Uhde, Assistant Professor of Music
Polly Wainwright, Lecturer in Computing and Information Sciences and the Graduate School
Ruth Wertz, Assistant Professor of General Engineering

Christi Wright, Visiting Instructor in Education
Yue Zhang, Assistant Professor of International Studies